



**Department of Social Work
Undergraduate Program**

**Student Handbook
2019 - 2020**

STUDENT HANDBOOK 2019-2020
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Welcome

Welcome to the undergraduate social work program of The College at Brockport, State University of New York. We are excited that you have selected our Program to obtain your Baccalaureate degree and look forward to working in partnership with you during your course of study. This Handbook is designed to familiarize you with important Program policies, procedures, resources, and general information. We hope you will refer to this handbook for information about the Undergraduate Social Work Program not only during the orientation period, but also throughout your entire course of study. More detailed information about field education referred to in the *Student Handbook* may be found in the *Field Education Manual*.

It is our hope and vision that your years of study with us will be stimulating, exciting, challenging, and filled with both personal and professional growth. The faculty and staff of the Program stand ready to assist you as needed. We look forward to sharing this wonderful journey of collaborative social work education with you!

The Faculty and Staff of the Undergraduate Social Work Program

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Introduction

The Department of Social Work, established on the Brockport campus in 1971, is part of the School of Education, Health and Human Services. The department offers an undergraduate major in social work accredited by the Council on Social Work Education (CSWE). The CSWE accredited status of the undergraduate program provides an opportunity for students to apply for advanced standing in many graduate social work programs, thereby completing the MSW degree in one full year. The Department also offers an accredited Master's Degree in Social Work.

The College at Brockport/SUNY and the undergraduate social work program take seriously the responsibility to provide students with a learning environment that fosters understanding and respect for diversity and difference without regard to an individual's race, color, national origin, religion, creed, age, disability, sex, gender identity, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction and to model affirmation and respect for diversity and difference.

College Statement of Nondiscrimination

The College at Brockport, State University of New York is an Affirmative Action/Equal Opportunity Employer. The college is committed to fostering a diverse community of outstanding faculty, staff, and students, as well as ensuring equal educational opportunity, employment, and access to services, programs, and activities, without regard to an individual's race, color, national origin, religion, creed, age, disability, sex, gender identity, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction. Employees, students, applicants or other members of the college community (including but not limited to vendors, visitors, and guests) may not be subjected to harassment that is prohibited by law, or treated adversely or retaliated against based upon a protected characteristic.

The College's policy is in accordance with federal and state laws and regulations prohibiting discrimination and harassment. These laws include the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972, and the New York State Human Rights Law. These laws prohibit discrimination and harassment, including sexual harassment and sexual violence. College affirmative action policies are available at the following URL: https://www.brockport.edu/about/affirmative_action/laws_and_policies.html

Title IX Policy:

Gender discrimination and sexual harassment are prohibited in class. Title IX legislation requires the College to provide gender equity in all areas of campus life. If you or someone you know has experienced gender discrimination, sexual harassment, or sexual assault, we encourage you to seek assistance and to report the incident through resources available at https://www.brockport.edu/about/title_ix/. Confidential assistance is available at Hazen Center for Integrated Care. For these and other regulations governing campus life, please see all of our Student Polices at <https://www.brockport.edu/support/policies/student.php>

You may make an anonymous gender-based and /or sexual misconduct report at the following link:

https://cm.maxient.com/reportingform.php?SUNYBrockport&layout_id=4

Social Work Department Mission

The Department of Social Work is committed to excellence in preparing ethical and competent professional social workers who foster the well-being of individuals, families, groups, organizations, and communities. Through teaching, service, and scholarship, the Department promotes civic engagement in diverse societies.

Social Work Undergraduate Program Mission

Firmly grounded in the liberal arts tradition and informed by the person-in-environment and global perspectives, the undergraduate social work program at the College at Brockport, State University of New York, is committed to the promotion of human rights, social, economic, and environmental justice, and the elimination of poverty and oppression. Through teaching, service, and scholarship, we strive to prepare competent, self-aware, ethical generalist social workers for evidence-based practice with diverse populations, advocating for the well-being of all people in our shared global community.

Definition of Generalist Practice

Generalist social work practice refers to the knowledge base, professional values, and practice skills needed for the social work practitioner to intervene using a multi-level approach to assessment and intervention. It involves working in partnership with the client system to frame problems in a manner that assists the client system to meet goals. It seeks to identify and strengthen the maximum potential in individuals, groups, organizations, and communities and is committed to understanding and respecting the unique context of the client system

and responding to issues of human diversity. The generalist social worker is able to use the framework and ethical guidelines of the National Association of Social Workers and International Federation of Social Workers codes of ethics with client systems and to promote social and economic justice. The generalist practitioner is able to use critical thinking and research informed practice to identify and intervene in a manner that strengthens the client system.

Undergraduate Program Goals

The faculty assigned to the undergraduate program will:

1. Create a challenging educational environment that engages students in active learning and facilitates the acquisition of professional social work knowledge, values, and skills.
2. Provide a rich array of community engagement opportunities that allow students to connect with their community in the promotion of justice.
3. Encourage students to engage in ongoing critical self-reflection resulting in an understanding of both their place in the global community and their responsibility to the well-being of that global community.
4. Educate competent generalist level social workers prepared for employment and graduate study.

Competencies

The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority to accredit baccalaureate degree programs in social work education in the United States. CSWE developed Educational Policy and Accreditation Standards (EPAS) as an outcomes approach to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes (CSWE, 2015). All graduates of the undergraduate program at The College at Brockport, State University of New York are expected to demonstrate the following competencies:

Competency 1–Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social

workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2 –Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and

economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4 –Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5 –Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the

importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Requirements for the Undergraduate Social Work Major

This major consists of professional courses, electives, and practicum experiences designed to prepare professional social work practitioners for skilled generalist practice at the baccalaureate level.

Prerequisite Requirements (12 Credits)

The prerequisite requirements must be completed before entering the Social Work major. The prerequisite requirements may be completed at Brockport or equivalent courses transferred in from other colleges/ universities. The prerequisite courses may be used to fulfill general education requirements of the College. Students must get a C or higher in their prerequisite course. Students must also maintain an overall 2.5 GPA or better.

1. SOC 100 Introduction to Sociology (3 cr.)
2. PSH 110 Principles of Psychology (3 cr.)
3. BIO 281 Elements of Human Biology (3 cr.) or
 BIO 221 Survey of Anatomy and Physiology (4 cr.) or
 BIO 285 Biology of Aging
4. SOC 200 Social Statistics (3 cr.) or
 PSH 202 Introductory Stat. (3 cr.) or
 MTH 243 Elementary Statistics (3 cr.)

Professional Social Work Content Area Requirements (42 Credits)

1. Social Welfare Policy and Services (9 credits)
 SWO 311 Human Service/Social Policy (3 cr.)
 SWO 322 Social and Economic Justice (3 cr.)
 SWO 411 Human Service Policy Analysis (3 cr.)
2. Research (3 credits)
 SWO 310 Social Work Research Methods (3 cr.)
3. Human Behavior and Social Environment (9 credits)
 SWO 301 HBSE I (3 cr.)
 SWO 302 HBSE II (3 cr.)
 SWO 321 Human Diversity (3 cr.)

4. Social Work Practice (9 credits)
SWO 341 Social Work Methods I (3 cr.)
SWO 342 Social Work Methods II (3 cr.)
SWO 441 Social Work Methods III (3 cr.)

5. Field Practicum (12 credits)

Concurrent Placement—Two Semesters
Fall: SWO 451 Field Instruction I (5 cr.)
SWO 453 Seminar in Field Instruction I (1 cr.)

AND
Spring: SWO 455 Field Instruction II (5 cr.)
SWO 457 Seminar in Field Instruction II (1 cr.)

OR

Block Placement -- One Semester
SWO 454 Field Instruction (10 cr.)
SWO 456 Seminar in Field Instruction (2 cr.)

Field Practicum- Senior Year

Either a block (one semester) or concurrent (two semesters) field placement of 440 clock hours is required in the senior year. Concurrent internships are two days a week throughout fall and spring semesters, while block internships are four full days a week for one semester. Block internships are available only on a selected basis to students who make special application.

The Field Coordinator, whom makes every effort to match field sites to the capacities and professional interests of students, arranges field placements. Internships for senior students cover a wide range of options in services to children, youth, adults and older citizens and in a variety of service settings.

Agency field instructors, all qualified professionals, are committed to providing quality field instruction to student interns. They work closely with liaison faculty members who regularly visit field placement agencies. Other ties between the agencies and the social work program include field instructor participation in program committees, and regularly scheduled meetings at the College. In addition field instructors may be guest speakers in social work courses.

Passing Requirements for Field Practicum and Field Seminar: Students must earn a passing grade of Satisfactory in Field Practicum and a C or better in Field Seminar to receive credit for each senior semester field requirement. If a student is passing only one component (field practicum or field seminar) and failing the other component, they will be administratively withdrawn from the field course they are passing. An academic review will be scheduled within the first two weeks of the following semester for students failing either field practicum or field seminar.

For a comprehensive description of the Field Education program, see the Field Manual.

Service Learning

Social work students will be involved in service learning projects during their course of study in the program. These will require the student to spend time in social service agencies or the community, interacting with clients and staff or community members about issues crucial to social work practice. This learning will simultaneously offer real service to the community-based agency or project.

Course Waiver for SWO 310 (Research Methods)

If a student has successfully completed a research methods course in another major with a C grade or higher, they can request a 3-credit waiver for SWO 310. If approved, this will result in a reduction of total required social work credits from 42 to 39; however, students are still required to complete the minimum number of credits for graduation per college policy including sufficient upper division coursework and other requirements.

Process: Students accepted to the major who meet the requirements for the course waiver must contact the BSW program director during fall semester of their junior year. The student will need to provide a complete syllabus for the course they have previously completed to the program director for review by research methods faculty for review. The program director will notify the student of the decision to accept or deny the waiver in writing by email. If the course waiver is approved the program director will meet with the student to complete a course waiver for SWO 310 and submit it to the registrar.

Electives

Electives included in the course of study may be either courses outside of the undergraduate program in areas of the student's own choice or they may be elective courses offered in the undergraduate program.

Brockport social work electives include:

SWO 221: Contemporary Social Work

SWO 379: People With Disabilities: Issues, Legislation, Intervention

SWO 475: Women's Lives

SWO 476/576: Aging Issues in America

SWO 477/577: Perspectives on Older Adults and the Aging Family

SWO 481: Social Problems in the Global Community

SWO 485: Practice with Sexual Minority Communities

SWO 492 Special Topics

SWO 497: Fall Prevention and Older Adults

SWO 499: Independent Study

Electives are offered on a fairly regular basis and are designated as liberal arts courses in determining course credit distribution for graduation. The total number of social work credit hours for the major is 54 or 55, including prerequisites and co-requisites. Elective courses are supplemental to credit hour requirements in the major. However, no more than 54 credit hours may be taken in the social work discipline. (i.e. courses with SWO prefix).

Social Work Course Descriptions

SWO 301 Human Behavior/Social Environment I (A,W,Y). Open only to majors. Provides a social work perspective on knowledge and theory related to the human life cycle. Studies the life-span development of human beings in the context of their emotional, physical, intellectual, and social needs. 3 Cr. *Fall*.

SWO 302 Human Behavior/Social Environment II (A). Open only to majors. Applies systems theories to collective human functioning, specifically the interaction of the individual and the family with organizations, neighborhoods as well as regional, state and national communities. This course integrates knowledge from the social, behavioral and human biological sciences to provide a comprehensive theoretical view of human development, change and growth as people and environments interact and influence each other. This is the knowledge base for the multilevel social work assessments, interventions, prevention and social policy activities. 3 Cr. *Spring*.

SWO 310 Social Work Research Methods (A). *Prerequisite: GEP 150 and SOC 200 or PSH 202 or MTH 243 or ECN 204.* Open only to majors. Covers research methods applied to social work practice and human services. Includes research methods, designs, and basic data interpretation; and development of computer skills through data input and data analysis. Emphasizes practice effectiveness and program evaluation. 3 Cr. *Spring*.

SWO 311 Human Service Systems/Social Policy (A). *Prerequisite: Open only to majors.* Explores the role of the social worker in policy development and implementation. The course provides students with a basic understanding of the policy process, information on major social welfare policies, social welfare history, economic factors and political contexts, and how to advocate for social, political, and policy changes that address human needs and ameliorate social problems. 3 Cr. *Spring*.

SWO 321 Human Diversity (A). Identifies areas of misinformation that perpetuate exclusion of subcultural groups from mainstream opportunities; differentiates covert acts, institutional policies, and ideologies that foster exclusion of culturally diverse groups; and compares such groups to mainstream American culture. Recognizes and deals with students personal feelings regarding a range of minority groups and issues as these negatively or positively affect the provision of service. 3 Cr.

SWO 322 Social and Economic Justice (A). This course introduces students to social and economic justice issues in the United States and internationally. Specific attention will be given to inequality arising from race, class, gender, and age. Students will examine social workers' roles in addressing these disparities. This knowledge will enhance the student's understanding of how local, national, and international social policies work to maintain or ameliorate these disparities. 3 Cr.

SWO 341 Social Work Methods I (B). *Prerequisite: Open only to majors.* Social Work Methods I is the first course in the Methods' Sequence of courses offered to Social Work majors. The emphasis will be on the introduction and mastery of beginning skills, both conceptual and technical, and the development of professional judgment by exercising decision-making appropriate to specific situations. The Methods I component builds the foundation for generalist practice. 3 Cr. Fall.

SWO 342 Social Work Methods II: Interactional Skills (B). *Prerequisite: SWO 341.* Open only to majors. Explores the face-to-face service delivery process learned through identification and assumption of client/worker roles in generalist social-work practice. Uses exercises, role playing and simulations to enhance learning. Students learn skills of helping individuals, groups and families. 3 Cr. Spring.

SWO 411 Human Service Systems/Analysis (A). *Prerequisite: SWO 311.* Open only to majors. Covers concepts, methods and frameworks used in the analysis and change of social welfare policy; human service systems in relation to social policy; economic and political contexts in relation to social policy; and legislated social policies relevant to the social work profession. 3 Cr. Fall.

SWO 441 Social Work Methods III (B). *Prerequisites: SWO 341 and SWO 342.* Open only to majors. Enables students to identify and perform various social work roles and skills at the macro level and to use change-agent skills for group and community social work (e.g., organization and group member roles). Explores social issues and social work attitudes for working with self-help groups, community groups and organizations. 3 Cr. Spring

SWO 451 Social Work Field Instruction I (B). *Course fee.* Open only to majors. Allows for the application of social-work skills and knowledge to implement tasks and strategies of an entry-level generalist social worker in a service delivery system. 5 Cr. Fall.

SWO 453 Social Work Field Instruction II (B). *Course fee. Prerequisites: SWO 451 and SWO 455.* Open only to majors. Provides a continuation of SWO 451 with an emphasis on elaboration and refinement of skills in a service delivery system. 5 Cr. Spring.

SWO 454 Social Work Field Instruction (Block) (B). *Course fee.* Open only to majors. Combines SWO 451 and 453 in a concentrated, four-to-five day/week block field placement. 10 Cr. Every Semester.

SWO 455 Seminar in Field Instruction I (B). Open only to majors. Provides an opportunity to achieve integration of classroom learning with field experience, and allows for development and integration of responsibilities of social work's professional role. *1 Cr. Fall.*

SWO 456 Seminar in Field Instruction (B). Open only to majors. Provides an opportunity for students enrolled in Block Placement to achieve integration of classroom learning with field experience, and allows for development and integration of responsibilities of social work's professional role. *2 Cr. Fall.*

SWO 457 Seminar in Field Instruction II (B). *Prerequisites: SWO 455 and SWO 451.* Open only to majors. Provides a continuation of SWO 455. Provides an opportunity to review and integrate course content from all of the program components. *1 Cr. Spring.*

Electives:

SWO 221 Contemporary Social Work (A). Covers these major areas of study: areas of human need and forces contributing to social problems, institutions designed to meet human needs, range of service professions (concepts, techniques and organizational characteristics), and societal value systems with a national as well as international focus. Develops skills in assessment through independent learning projects and group process. Emphasizes professional behavior. *3 Cr.*

SWO 379 People with Disabilities: Issues, Legislation, Intervention (Elective) (A). Covers the definition, legislation, and advocacy concerning persons with physically disabling conditions. Strong emphasis on and exploration of deafness, epilepsy, blindness and cerebral palsy. Provides a historical survey of society's treatment of physically disabled people. Studies federal and state legislation affecting the civil rights of the physically disabled. *3 Cr..*

SWO 475 Women's Lives (A,D,I,W). *Cross-listed as WMS 475.* Examines women as clients, helpers, and policy makers in the context of social forces, values, and attitudes. Explores the theoretical, developmental, political and social implications of women's changing roles. Open to selected upper-division undergraduates. *3 Cr.*

SWO 476 Issues of Aging in America (A,I). Examines the older person as an evolving individual; bio-psycho-social elements in the aging process; major issues related to the older person, the aging process; and the society. Compares the needs of the elderly with the service systems program and discusses methods of intervention specifically needed for the older person. *3 Cr.*

SWO 477 Perspectives on Older Adults and the Aging Family (A). Provides in-depth analysis of select issues faced by older adults and their families using a multi-systems perspective and service learning activities. Bridging theory and practice, content utilizes a case study methodology to reflect practice-based situations encountered by health providers, older adults and their families. Topics include family caregiver/care recipient experiences, loss/resiliency, advance directives/end-of-life decision-making, impact of substance abuse on aging families, and elder abuse. *3 Cr. Spring*

SWO 481 Social Problems in the Global Community (A,I). Explores service in attempting to resolve social problems in the global community through micro and macro activities, from feeding the poor to engaging revolution. Students will explore the influences of history, culture, and practice arenas of services for the poor and particularly vulnerable populations in a variety of nations, with a view toward improving the lives of the exploited and disadvantaged. 3 Cr.

SWO 485 Practice with Sexual Minority Communities (A). Uses a gay-affirmative framework to examine practice with gender identity and sexual orientation identity. History of lesbian, gay, bisexual, transgender and queer communities, including self-help and professional social service responses, will be discussed. Students will examine own biases and strengths within the context of gay-affirmative, social justice oriented practice. Intersectionality of racial and ethnic identity, social class identity and other cultural identities explored. 3 Cr.

SWO 497 Fall Prevention and Older Adults (A). Social Work 497/597, an interprofessional elective, is designed to provide students with an opportunity to become trained as a matter of Balance 'coach' and implement the program for a group of older adults. The training will prepare students to lead a group of 12 older adults in an 8-session program. 3 Cr.

SWO 492 Topics in Social Work (A). Provides an intensive study of a specific topic with a small group of students. May be repeated for credit if topics are different. 1-6 credit hours.

SWO 499 Independent Study in Social Work (A). Allows students to complete an independent project, related to either academic or field study. Enrollment by permission of and in consultation with social work faculty; and in accordance with policies and guidelines of the Office of Academic Advisement/ Transcript Evaluation. Credit hours based on contract decision.

Part-time Program

Increasingly, students require flexibility and individualized programming to meet their needs. Some students may be employed full-time or may be returning to college after a period away and need part-time rather than full-time course offerings. Most of the essential core requirements and many of the program's electives are offered in the evening. Evening courses are open to regularly matriculated students and to students who are interested in working toward a degree on a part-time basis. Part-time students must follow the same admissions and continuance process as all other social work majors. All students (both full and part-time) are assigned advisors, who will work with the student to construct an educational plan with appropriate course sequencing.

Undergraduate Social Work Full-Time Plan of Study

The length of time given to complete the BSW degree is six years from the time that a student is accepted and begins taking courses in the major.

Note: Usually, Juniors must take 15 credits per semester to graduate in 2 years.

Fall semester #1		Spring Semester #2	
<i>Course</i>	<i>Crs.</i>	<i>Course</i>	<i>Crs.</i>
SWO 301 Human Behavior and The Social Environment	3	SWO 302 Human Behavior and the Social Environment	3
SWO 321 Human Diversity	3	SWO 310 Research Methods****	3
SWO 322 Social and Economic Justice	3	SWO 311 Human Services/Social Policy	3
SWO 341 Social Work Methods	3	SWO 342 Social Work Methods II*	3
Elective or Gen Ed Requirement	3	Elective or Gen Ed Requirement	3
Total Fall credits	15	Total Spring credits	15
<i>NOTE: YOU MUST COMPLETE ALL OF YOUR 300 LEVEL COURSES WITH A C OR BETTER BEFORE TAKING FIELD OR METHODS III.</i>			
Fall semester #3		Spring Semester #4	
<i>Course</i>	<i>Crs.</i>	<i>Course</i>	<i>Crs.</i>
SWO 411 Human Service Systems/Analysis**	3	SWO 441 SW Methods III ***	3
SWO 451 Field Instruction I	5	SWO 453 Field Instruction II	5
SWO 455 Field Seminar I	1	SWO 457 Field Seminar II	1
Elective	3	Elective	3
Elective	3	Elective	3
Total Fall credits	15	Total Spring credits	15
<p>* Prerequisite: SWO 341 ** Prerequisite: SWO 311 *** To be taken concurrently with SWO 454-456 when the block placement format is selected for students or with SWO 453-457 when the field placement format covers two semesters **** Please review the student handbook for the policy and procedure for course waiver consideration for SWO 310.</p>			
<p>NOTE:ALTHOUGH THE PRIMARY COURSE OF STUDY IN SOCIAL WORK IS CONCENTRATED IN THE JUNIOR AND SENIOR YEARS, THERE ARE COLLEGE-WIDE REQUIREMENTS THAT MUST BE MET. CHECK THE COLLEGE CATALOG REGARDING GENERAL EDUCATION REQUIREMENTS, INCLUDING BREADTH COMPONENTS AND CONTEMPORARY ISSUES.</p>			

Three Year Part-Time Plan of Study

The length of time given to complete the BSW degree is six years from the time that a student is accepted and begins taking courses in the major.

Fall semester #1		Spring Semester #2	
<i>Course</i>	<i>Crs.</i>	<i>Course</i>	<i>Crs.</i>
SWO 321 Human Diversity	3	SWO 310 Research Methods****	3
SWO 322 Social and Economic Justice	3	SWO 311 Human Services/Social Policy	3
Elective (if needed)	3	Elective (if needed)	3
Total Fall credits		Total Fall credits	
9		9	
Fall semester #3		Spring Semester #4	
<i>Course</i>	<i>Crs.</i>	<i>Course</i>	<i>Crs.</i>
SWO 301 HBSE I	3	SWO 302 HBSE II	3
SWO 341 SW Methods I	3	SWO 342 SW Methods II*	3
Elective (if needed)	3	Elective (if needed)	3
Total Fall credits		Total Spring credits	
9		3	
<i>NOTE: YOU MUST COMPLETE ALL OF YOUR 300 LEVEL COURSES WITH A C OR BETTER BEFORE TAKING FIELD OR METHODS III.</i>			
Fall semester #5		Spring Semester #6	
<i>Course</i>	<i>Crs.</i>	<i>Course</i>	<i>Crs.</i>
SWO 411** Human Service Systems/Analysis	3	SWO 441 SW Methods III***	3
SWO 451 Field Instruction I	5	SWO 453 Field Instruction II	5
SWO 455 Field Seminar I	1	SWO 457 Field Seminar II	1
Total Fall credits		Total Spring credits	
3		3	
<p>* Prerequisite: SWO 341</p> <p>** Prerequisite: SWO 311</p> <p>*** To be taken concurrently with SWO 454-456 when the block placement format is selected for students or with SWO 453-457 when the field placement format covers two semesters</p> <p>**** Please review the student handbook for the policy and procedure for course waiver consideration for SWO 310.</p>			
<p>NOTE:ALTHOUGH THE PRIMARY COURSE OF STUDY IN SOCIAL WORK IS CONCENTRATED IN THE JUNIOR AND SENIOR YEARS, THERE ARE COLLEGE-WIDE REQUIREMENTS THAT MUST BE MET. CHECK THE COLLEGE CATALOG REGARDING GENERAL EDUCATION REQUIREMENTS, INCLUDING BREADTH COMPONENTS AND CONTEMPORARY ISSUES.</p>			

Four Year Part-Time Plan of Study

The length of time given to complete the BSW degree is six years from the time that a student is accepted and begins taking courses in the major.

Fall semester #1		Spring Semester #2	
<i>Course</i>	<i>Crs.</i>	<i>Course</i>	<i>Crs.</i>
SWO 321 Human Diversity	3	SWO 310 Research Methods****	3
SWO 322 Social and Economic Justice	3	SWO 311 Human Services/Social Policy	3
Total Fall credits		Total Spring credits	
6		6	
Fall semester #3		Spring Semester #4	
<i>Course</i>	<i>Crs.</i>	<i>Course</i>	<i>Crs.</i>
SWO 301 HBSE 1	3	SWO 302 HBSE 2	3
SWO 341 SW Methods 1	3	SWO 342 SW Methods 2*	3
Total Fall credits		Total Spring credits	
6		6	
Fall semester #5		Spring Semester #6	
<i>Course</i>	<i>Crs.</i>	<i>Course</i>	<i>Crs.</i>
SWO 411 Social Policy** Analysis	3	Elective	3
Elective	3	Elective	3
Total Fall credits		Total Fall credits	
6		6	
<i>NOTE: YOU MUST COMPLETE ALL OF YOUR 300 LEVEL COURSES WITH A C OR BETTER BEFORE TAKING FIELD OR METHODS III.</i>			
Fall semester #7		Spring Semester #8	
<i>Course</i>	<i>Crs.</i>	<i>Course</i>	<i>Crs.</i>
SWO 451 Field Instruction 1	5	SWO 441 SW Methods 3***	3
SWO 455 Field Seminar 1	1	SWO 453 Field Instruction 2	5
		SWO 457 Field Seminar 2	1
Total Fall credits		Total Spring credits	
6		9	
<p>* Prerequisite: SWO 341</p> <p>** Prerequisite: SWO 311</p> <p>*** To be taken concurrently with SWO 454-456 when the block placement format is selected for students or with SWO 453-457 when the field placement format covers two semesters</p> <p>**** Please review the student handbook for the policy and procedure for course waiver consideration for SWO 310.</p>			
<p>NOTE:ALTHOUGH THE PRIMARY COURSE OF STUDY IN SOCIAL WORK IS CONCENTRATED IN THE JUNIOR AND SENIOR YEARS, THERE ARE COLLEGE-WIDE REQUIREMENTS THAT MUST BE MET. CHECK THE COLLEGE CATALOG REGARDING GENERAL EDUCATION REQUIREMENTS, INCLUDING BREADTH COMPONENTS AND CONTEMPORARY ISSUES.</p>			

Availability during normal business hours of the agency for Field Placement

Most field sites require students to complete their field placement hours during the normal business hours of the agency and while exceptions may be made to this, students may make arrangements for evening and/or weekend hours providing the following occurs: it is mutually agreed upon with the student's field instructor; it is cleared through the coordinator of field education during the field planning process.

If arrangements are made after the field practicum begins, the students' faculty liaison must approve the plan. In all circumstances, field instruction supervision must be available. It is important to recognize that this is an exception and that ordinarily, students should expect that field placements require daytime responsibilities.

Program Policies

The Social Work Program Admission and Continuance Process

Students may indicate their desire to major in social work at any time during the first two years of undergraduate study by registering with the Department of Social Work as an **Intent to Major**. Social Work Intents will be assigned a departmental advisor to assist them with proper course planning and career orientation as they pursue admission to the program. Students wishing to enter the major in social work must submit an application form to the Department of Social Work.

Enrollment is limited. The deadline for applications is March 31 for fall semester entry. Students may be required to take classes on the main campus and at Brockport Downtown in Rochester, NY depending on seat availability. Students seeking acceptance to the major must meet the following criteria at time of application and admission:

Admission is competitive. A grade point average higher than 2.5 may be required to gain acceptance into the program depending on the number of applicants. Delta College Program students must complete 34 credits and meet all other criteria. (The Delta College curriculum meets the program's requirement of SOC 100).

Applicants must demonstrate:

- Cumulative grade point average of 2.5 or above. (Minimum grade point averages necessary for acceptance into the program may be higher depending on the number of applicants).
- Initial demonstration of suitability and capacity to enter the profession of social work.
- Completion of a minimum of 54 credits, or an associate's degree from a community college or four year college or university.

- Completion of the following prerequisite courses before entering the Social Work major (by August preceding their fall entrance into the program.)
 - SOC 100 Introduction to Sociology
 - PSH 110 Principles of Psychology
 - BIO 281 Elements of Human Biology or BIO 221 Survey of Anatomy and Physiology or BIO 285 Biology of Aging
 - SOC 200 Social Statistics or MTH 243 Elementary Statistics or PSH 202 Introductory Statistics

Transfer students are advised to consult with the undergraduate admissions coordinator, program director or department chair regarding equivalency of courses taken at other institutions. College policies regarding transfer credit is available at the following URL: https://www.brockport.edu/academics/advisement/transfer_advisement

Students will be notified in writing regarding acceptance to the undergraduate program. If a student is accepted conditionally, the conditions will be specified in writing. If a student is not accepted into the social work major, they will be notified by letter. A letter of acceptance qualifies the applicant to register for appropriate courses at Brockport. Students, whose request for admission is denied, may appeal the decision. The Grievance/Appeal Procedure is in the Student Handbook; a copy will be sent upon request.

All new social work majors will be assigned an academic advisor. Students should meet with their advisors the first month after admission to the program.

No Credit for Life Experience or Previous Work Experience:

The undergraduate social work program does not give academic credit for life experience or previous work experience. Such experience cannot be substituted for the field practicum or other courses required for the social work major. Social work major courses, or their equivalents, must be completed at The College at Brockport or at a CSWE-accredited BSW program at a four year college. No opportunity to test out of required social work courses is permitted.

Second degree majors are accepted into the undergraduate program using a second degree contract completed between the student, the undergraduate program, and the Admissions Office. Second degree majors must also complete the application for the undergraduate program. The GPA for the second degree can be calculated separately from the first degree when necessary.

STANDARDS FOR EVALUATING ACADEMIC PERFORMANCE

The following standards, policies and procedures apply to students enrolled in the undergraduate social work program. These standards are linked to students' abilities to become effective generalist social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns. The ultimate goal of these policies is to help students have a successful experience.

Faculty and field instructors who teach and supervise students, will assess student academic performance and apply their professional judgment to determine if standards are being met during a student's educational career. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process.

All social work students will be provided with and expected to read the Standards for Evaluating Academic Performance, Policies and Procedures and the National Association of Social Workers (NASW) Code of Ethics (2017) in the *Student Handbook*. Students will be asked to sign an acknowledgment that they have read, are aware of the contents of, and will abide by, the documents. The signed form will be kept in the student's active file. All relevant federal, state, and local laws, as well as the institutional policies of the College at Brockport, are applicable to these standards.

The undergraduate social work program evaluates academic performance in four general areas: 1) basic abilities to acquire professional skills; 2) mental and emotional abilities; 3) professional performance skills and 4) scholastic performance. Both professional behavior and scholastic performance comprise academic standards.

1. Basic Abilities Necessary to Acquire Professional Skills

1.1 Communication: Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.

Written: Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty.

Oral: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the Program, to complete adequately all oral assignments (with or without accommodations), and to meet the objectives of field placement experiences, as specified by faculty.

1.2 Interpersonal Skills: Demonstrates the interpersonal skills needed to relate effectively with other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for own actions and considers the impact of these actions on others.

1.3 Cognitive Skills: Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field. Demonstrates grounding in relevant social, behavioral and biological science, knowledge, and research--including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

1.4 Physical Skills: Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations. (See section on Accommodations for Disabilities for clarification).

2. Emotional and Mental Abilities necessary for performance in the program and professional practice

2.1 Stress Management: Demonstrates ability to deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by appropriate self-care and developing supportive relationships with colleagues, peers, and others.

2.2 Uses sound judgment: Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:

- Compromise scholastic and other performance,
- Interfere with professional judgment and behavior, or
- Jeopardize the best interests of those with whom the social work student has a professional responsibility (as outlined in the current Code of Ethics by the National Association of Social Workers).

3. Professional Performance Skills: necessary for work with clients and professional practice

3.1 Professional Commitment: Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics. Demonstrates commitment to the essential values of social work that includes the respect for the dignity and worth of every individual and their right to a just share of society's resources (social justice).

3.2 Professional Behavior: Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws, in classroom, field, and community including:

- Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work;
- Respects others, is punctual and dependable, prioritizes responsibilities, attends class regularly, observes deadlines, completes assignments on time, keeps appointments or makes appropriate arrangements;
- Works effectively with others, regardless of level of authority;
- Advocates in an appropriate and responsible manner and uses proper channels for conflict resolution;
- Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.
- Appearance, dress, and general demeanor reflect a professional manner.

3.3 Self –Awareness: Exhibits knowledge of how one’s values, attitudes, beliefs are demonstrated in the following ways:

- Incorporates professional knowledge, values and skills in professional decision-making;
- Recognizes that in a helping process, emotions and past experiences affect thinking, behavior and relationship;
- Accurately assesses one’s own strengths, limitations, and suitability for professional practice.
- Shows awareness of self and how one is perceived by others.
- Reflects on one’s own limitations as they relate to professional capacities.
- Is willing to examine and change behavior when it interferes in working with clients and other professionals.

3.4 Ethical Obligations: Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics. Ethical behaviors include:

- Adherence to the NASW Code of Ethics;
- Systematic evaluation of clients and their situations in an unbiased, factual way; comprehension of another individual’s way of life and values.
- The use of empathic communication and support of the client as a basis for a productive professional relationship.
- Appreciation of the value of diversity and effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person’s age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.
- Demonstration of respect for the rights of others including the client’s rights to freedom, choice and self-determination.
- Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.

- Demonstration of honesty and integrity by being truthful about background, experiences and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.
- Demonstration of clear, appropriate, and culturally sensitive boundaries; does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

4.0 Scholastic performance:

Students are considered to be in academic difficulty if their cumulative and social work GPA falls below a 2.5. Additionally students are expected to earn a C or better in every social work course required for the major. Students may be notified of the need to de-register from sequential social work courses and become part-time in the major because of probationary status. The letter will, at same time make clear that continuance in good standing in the program is contingent on the following:

- Continued earning of a grade of "C" or better in every social work course required for the major
- Retaking any social work course in which a grade below a "C" is received if such a course is a requirement of the major.
- Maintaining a cumulative institution GPA **of 2.5 or better, overall and within the major**

Students who receive a GPA of below 2.5 are placed on program probationary status. Students will be given one semester to remedy the conditions of this probation. Students on probation may not enter field instruction. Probationary status, when granted may not continue beyond one semester nor may it be granted again during the student's course of study in the undergraduate program. Students will receive letters detailing the conditions of their probations. Students on probation are advised to work closely with their academic advisor.

Use of Electronic Devices in the Classroom

Technology use in the classroom is intended to enhance the learning environment for all students. It is the responsibility of the course instructor to decide when, if, and what type of technology is to be used during class. Any use of technology that degrades the learning environment, promotes dishonesty or is used for illegal activities is prohibited.

Policies and Procedures for Review of Academic Performance and Academic Reviews

Academic Reviews

An academic review is a formal review process. There are two types of Academic Reviews: **General Academic Review** and **Field Academic Review**. If the academic performance standard concerns relate to the field practicum alone, the Field Academic Review procedures will be followed. All other reviews will follow the General Academic Review policies and procedures.

Pre-General Academic Review activities:

Faculty responsibilities include monitoring students' academic performance. In the course of carrying out this responsibility, faculty will discuss concerns regarding the student's academic performance to assess if an academic performance concern is identified in a specific area and to identify patterns of concern being assessed. The standards for Academic Performance are utilized as the criteria to assess academic performance. If concerns are identified, several steps may be chosen to address the concern with the student. Pre-review activities are informal processes to discuss the identified concerns with the student and to develop an action plan to assist the student to address the concerns satisfactorily. While informal, a summary of the pre-review meetings are to be summarized by the faculty member and shared with the student and her/his academic advisor. The student's advisor may also be part of the pre-review meetings. The following are examples of pre-review activities:

- a. An individual meeting between the faculty member and student to discuss the academic performance concern.
- b. Informal group meeting with the student, student's academic advisor and faculty identifying the academic concern.

There are extenuating situations in which the academic performance concerns assessed by faculty require immediate referral to the program director for an Academic Review. In these cases, the Academic Review Policies and Procedures will be followed without pre-review activities.

General Academic Review:

- The Review is convened by the program director and will include the student, the student's advisor and one or more other faculty having direct knowledge of the student's academic performance.
 - If the program director is also the student's advisor, the department chair will attend to allow the program director to remain in the role of student advisor.
 - If the faculty identifying the performance concern is also the student's academic advisor, the student may choose to have another member of the faculty serve as advisor during the review.

- The student, advisor, and faculty may present information both verbally and in writing as part of the Review.
- Written decisions must be made within ten business days of the Review and placed in the student's permanent student record.
- Formal student notification of the review decisions must be made within ten business days of the Review and is sent by certified mail.
- Remedial actions to address the concerns may include the following:
 - The student may be required to take specific actions to address academic concerns related to the four performance standards (basic abilities to acquire professional skills, mental and emotional abilities, professional performance skills, and scholastic performance). The remedial actions identified should specify implementation actions to be taken, demonstrated outcomes, and timeframe.
 - The student may choose to take a leave of absence from the program and reapply at a later date. If this option is chosen it should include specific tasks that must be accomplished to be considered for return to the program.
 - The student may choose to withdraw from the program.
 - The student may be terminated from the program.

General Academic Review Appeal:

A student who believes that the case has not been handled appropriately or resolved to her/his satisfaction may appeal to the Dean of the School of Education and Human Services per College at Brockport procedures.

Academic Field Review:

Pre-Field Review Activities

The field practicum is an integral part of the student's educational experience and preparation for professional practice. In the process of conducting student supervision, it is expected that the field instructor will provide ongoing feedback to the student on her/his progress toward meeting core competencies and practice behaviors. In the event the student is not meeting field expectations, the field instructor, in consultation with the faculty liaison, should discern the source of the problem the student is experiencing. It should be determined if the problem is:

1. environmental (e.g. agency and or field instructor related);
2. situational (e.g. interpersonal, illness, family, or similar circumstances); or
3. performance related (e.g. illegal behavior, unethical behavior, lack of appropriate professional identification, inability to successfully complete assigned tasks, inability to develop appropriate social work skills, or inability to meet other field objectives).

It should be noted that some situations included under performance related are grounds for immediate dismissal from field. These can include but are not limited to: unethical or illegal behavior, negligence, actions that are considered unsafe by the agency or program, and violations of institutional policies or procedures.

The field team of student, field instructor and faculty liaison should attempt to address the specific problem and work toward a solution. Also, each party should document the nature of the problem, the steps taken to address solutions, and the outcome of those attempts.

In the event of poor field performance, which will likely result in the student not meeting the criteria for a grade of “**S**” (Satisfactory) the following procedures should be used:

1. The field instructor should communicate regularly with the student about concerns regarding performance.
2. The field instructor and the student should document together or separately that they met and what steps have been taken to address the problem(s).
3. The field instructor will contact the faculty liaison and summarize the nature of the problem(s) and the steps taken to address them.
4. The faculty liaison will schedule a meeting with the student and field instructor and notify the coordinator of field education.
5. In preparation of this meeting, the field instructor will provide a written statement summarizing the nature of the concerns or problems, and the steps taken to address them. The student and faculty liaison will receive copies.
6. The liaison will meet with the student and field instructor, summarize the discussion occurring during the meeting and provide copies of the written summary to the coordinator of field education and faculty advisor.
7. A Field Review must be conducted if the student receives a grade of Unsatisfactory “**U**”.

Field Review Procedures:

The review must be scheduled within the first two (2) weeks of the spring semester for grades relating to fall term and within two (2) weeks of the end of the spring semester for grades related to spring term.

- The review is convened by the Coordinator of field education and will include the student, the student's advisor, the field instructor, field liaison and program director.
 - If the faculty liaison is also the student's advisor, the student may choose to have another member of the faculty serve as advisor during the review.
 - If the Field coordinator is also the faculty liaison, the program director will chair the review.
 - In the event that the program director is the student's advisor, the department chair will attend the review, to allow the program director to remain in the role of advisor.

- The faculty liaison will summarize in writing the contacts and actions taken and will provide copies to all parties involved in the review.
- The Coordinator of field education will act as chair and recorder for this review. The student, advisor, liaison, field instructor may present information both verbally and in writing as part of the Review.
- Written decisions must be made within ten business days of the Review and placed in the student's permanent student record.
- Formal student notification of decisions must be made within ten business days of the Review.
- Remedial actions to address the concerns may include the following:
 - a. The student may be required to complete additional field hours.
 - b. A change of placement may be made.
 - c. The student may choose to take a leave of absence from the program and reapply at a later date. If this option is chosen it should include specific tasks that must be accomplished to be considered for return to the program.
 - d. The student may choose to withdraw from the program.
 - e. The student may be terminated from the program.

Grievance and Appeal Policy and Procedures:

Students who have grievances regarding courses or program action should seek resolution within the program and department according to the following procedures

1. Student contacts and consults with the program director to seek clarification regarding program action within two weeks of being informed of the program action or student course concern.
2. If no satisfactory resolution is obtained regarding program action or course concerns, the student *appeals* in writing to the department chair. If the department chair was involved in decision impacting the student, the student appeal will be reviewed by the Associate Dean of the School of Education, Health and Human Services.

The written appeal must be submitted within 30 days of notification of the decision being appealed and include details of the student's grievance and the reasons as to why she or he believes the matter requires additional consideration. Any relevant supporting documents should be attached to the appeal.

The department chair may request any or all of the following when considering the student's appeal: additional data; consultation with the student, instructor, and/or faculty advisor; formal meeting(s) between all parties involved. Any formal meeting(s) will be held within two weeks of receipt of all written documents.

3. Written notification of the department chair's decision will be forwarded to all parties concerned within 15 business days of receipt of the student's written appeal. A copy of the decision will be placed in the student's academic advisement file for department record.
4. If no satisfactory resolution is obtained, he/she may appeal in writing to the Associate Dean, School of Education, Health and Human Services and provide supporting material.
5. Written notification of the associate dean's decision will be forwarded to all parties concerned within two weeks of receipt of the student's written appeal. A copy of the decision will be placed in the student's academic advisement file for department record.

Eligibility for Field Placement

Before entering the field instruction courses, students must complete all Social Work pre-requisites and successfully complete all 200 and 300 level Social Work courses (earning a grade of C or above) required for the major. Students must have completed 84 credits total to have senior status for field placement and maintain a 2.5 or better institutional GPA. Students need to have a GPA 2.5 to apply for field placement.

Successful completion of field placement includes completion of a minimum of 220 hours of field placement each semester. More hours may be needed for some students. Successful completion of field placement may also include successful completion of SWO 441. Failing SWO 441 Methods III may impact the field placement grade.

On occasion, it is necessary to place a student in a different field agency for the second semester of a two semester, concurrent field placement, and/or the two semesters are not completed sequentially. Additional hours beyond 220 hours and placement in a block seminar maybe negotiated at the discretion of the Field Coordinator and faculty advisor.

Students who do not successfully pass field placement in the first semester will not be able to continue field in the second semester. The decision to resume field placement the following fall will be made with the Field Coordinator, Department Chair, and academic advisor.

The decision will be based upon suitability and remedial efforts to insure a more successful placement when repeated. Should a student fail the second semester of field, the same decision process applies.

Degree Completion Timeline Policy

The length of time given to complete the BSW degree is six years from the time that a student is accepted and begins taking courses in the major.

Readmission/ Reapplication

A student that departs from the College without a Leave of Absence must complete all degree requirements that are in place upon return.

Students that drop or withdraw from all courses without taking a leave of absence must reapply to The College at Brockport and the undergraduate program.

Students who have been dismissed from the undergraduate program for academic or suitability reasons may apply for re-admission following the program's regular admissions process. Requirements for readmission to the program are identical to those for students applying initially. Additionally, students dismissed from the program, must demonstrate to the admissions committee that they have successfully remedied the academic standards identified as concerns that lead to dismissal.

Student Advisement

All new students accepted to the major are required to attend an orientation program held in the beginning of the fall semester. Students are asked to review the Student Handbook located on the program website and become familiar with departmental expectations and opportunities at this time.

Students are encouraged to schedule individual advisement to discuss educational plans with their social work advisor at a mutually convenient time. Program faculty and staff welcome student inquiries and will take time to help students assess educational needs and professional interests.

Freshmen and sophomores at Brockport may fill out an intent-to-major form and be assigned a specific departmental advisor for early course planning. Once a student is in the program, advisement is done on a regular, individualized or group basis and focuses on personal and professional questions related to career planning and programming. Students are helped to make decisions not only about their course of study, but about the future direction they wish to take in social work practice or graduate education.

Student Responsibilities:

- To take advantage of advising services and associated resources.
- To understand the requirements of the degree program and to return various program forms by the deadlines.
- To know the policies of the College that govern baccalaureate students.

Advisor Responsibilities:

- a) To discuss the rationale for degree requirements, institutional and/ or program requirements, policies, and procedures.
- b) To assist in developing the student's plan of study and provide guidance for revisions as needed.
- c) To review the student's academic performance and provide consultation and guidance as needed.
- d) To provide consultation and referral as needed, regarding academic or personal issues that may arise related to the student's participation in the Program.
- e) To provide guidance for the student's professional development.
- f) To review of the student's degree audit in order to provide guidance toward the successful completion of the BS degree in social work

Students will be required to meet a minimum of once per semester with their social work advisor and are encouraged to meet more frequently as needed. All faculty advisors will hold regular office hours for advisement. The following times are especially important:

- Advisement is required prior to course registration, at which time students will receive a registration pin number permitting course self-registration on Banner.
- Following any report of unsatisfactory academic performance.
- Prior to withdrawal from the program.

Professional Conduct

Students in the Undergraduate Social Work Program are expected to conduct themselves in a manner consistent with the **NASW Code of Ethics**, the values of the profession, and the Program. This includes, but is not limited to, respect for others, personal integrity, a commitment to human rights, social and economic justice and social change, an openness to growth and change, respect for the views of others, tolerance for difference, and respect for human diversity. Additionally, students are expected to adhere to all policies of The College at Brockport regarding student conduct which is published in the Undergraduate Catalog, Student Handbook, and other published documents at the College at Brockport.

Upon their entrance to the program, students sign an acknowledgement that they have received, will read, and will adhere to the policies set forth in the Undergraduate Student Handbook.

During the academic experience in the Undergraduate Social Work Program, students are given guidelines and standards to assist their transition to a professional role.

Professional Conduct is a significant part of the professional and academic standards in the social work degree program. Professional conduct involves the core performance behaviors of:

- Task management
- Self-awareness
- Professional relationships with respect for diversity and appropriate boundaries (with peers and professors as well as clients and supervisors)
- Clear, timely, and responsible communication
- Ethical decision-making and adherence to the ***NASW Code of Ethics***
- Use of proper channels for conflict resolution
- Critical thinking

Professional conduct and accountability involve the following expectations integrating the core performance behaviors:

Students are expected to attend all social work class, come prepared to discuss the readings, share ideas, engage in active critical thinking and discussion, and respect diverse perspectives. Critical thinking and respect for diverse perspectives involve learning as much as possible about opposing viewpoints as well as one's own viewpoint.

As with employment responsibilities, absences impact professional accountability and academic performance evaluations. Students are expected to have back up plans for child care, transportation, and family responsibilities and to make arrangements with employers so that students can attend every class and be on time. Students should notify their professors ahead of time or as soon as possible following an absence, just as one would inform a supervisor of an absence at work or in an internship. Students' colleagues should also be informed when the absence impacts group work for the class. It is the student's responsibility to attend each class, to be prepared for class, and to participate in a meaningful and professional way.

Repeated late arrival, early departure or extended break time will result in absence penalization at the Instructor's discretion. In online and hybrid courses, class attendance is represented through a variety of assignments, activities that demonstrate class engagement.

As in all courses, but particularly in online and hybrid courses, active and consistent participation is required and critical to student success. Failure to fulfill online and hybrid course expectations and requirements jeopardize student learning and academic

success, therefore the grading table presented above also is utilized in online and hybrid course attendance.

A student who is unable to participate in any class, examination or assignment due to his or her religious holy day requirements shall not be penalized, provided the instructor has been notified in writing at least two weeks prior to the absence.

Students are expected to submit all assignments on time and in hard copy. Late assignments cannot be submitted without prior discussion with the professor who may deduct points for lateness. Professors may determine that late assignments are not acceptable, or they may impose a time limit beyond which a paper cannot be submitted because assignments frequently are sequential and build upon one another. Students are expected to be respectful of professors and classmates during class sessions just as they would be respectful of work supervisors, field instructors, and colleagues at work or internships.

Cell phones, pagers, and personal communication devices should be turned off and there should be no text messaging during class or internship meetings. If an urgent message is expected, this should be anticipated with the instructor, settings should be set to “vibrate,” and a student should leave the classroom to take the message.

Student Rights and Responsibilities

The Undergraduate Social Work Program recognizes certain fundamental rights and responsibilities of the student as outlined below:

Student Rights

Students have the right of protection against improper disclosure of their views, beliefs, academic records, and political associations, and from limitations upon freedom of expression with all due process of law.

1. Students have the right to be free of sexual harassment by faculty, staff, university employees, students, and in the field practicum.
2. Students have the right of protection against prejudicial or capricious academic and field evaluations, and against faculty behavior which impedes student progress, such as canceling class frequently with no mutually agreeable rescheduling, failure to provide course objectives or expectations, consistently not returning papers or exams within a reasonable period of time, and not posting or keeping regular office hours.
3. Students have the right to organize in their own interests.
4. Students have the right to establish and issue publications free of pressure aimed at controlling editorial policy. Editorials shall be written solely at the discretion the organizations sponsoring those publications. No claims of representation of the Undergraduate Program or The College at Brockport shall be made by these publications without prior authorization.
5. Students have the right to freely engage in activities on or off campus, in the company of their choice, exercising their rights as citizens of the community, state, and

nation. Students shall not claim to represent the Undergraduate Social Work Program at The College at Brockport without prior authorization from the Department of Social Work.

6. Students have the right to use the resources of the College, subject to all the rules and regulations regarding student use of such resources.
7. Students have the right to invite and hear speakers of their choice on subjects of their choice in meetings, which students organize.
8. Students have the right to petition, through proper channels, in all matters of academic and student affairs, including changes in curriculum, field instruction, faculty advisor, grades, and in all cases of grievance.
9. Students have the right to be notified in writing for any program decision regarding the status of their enrollment, such as termination.
10. Students have the right to appeal faculty and program decisions according to procedures found in the departments student handbook and the College's student handbook, *Your Right to Know*.
11. Students have the right, when participating in research projects or other scholarly works under faculty direction as part of their formal academic programs, to receive appropriate recognition for their contribution to the process.
12. Students have the right to enjoy equal rights regardless of race, color, creed, religion, national origin, marital status, political affiliation or beliefs, sexual orientation, disability, sex, or age. Students have the right to consult regularly with their academic advisor regarding their academic program of study and progress in the program.

The above rights are protected by, and subject to, the institutional policies of The College at Brockport.

Student Responsibilities

Although Social Work faculty make great effort to inform students of their rights, the students have the responsibility to familiarize themselves with the policies and procedures of The College at Brockport, and the Undergraduate Social Work Program. Students are also primarily responsible for *knowing* the degree requirements and *following* the policies that govern their academic program. Students are expected to adhere to the highest standards of professionalism as student.

The above mentioned rights and responsibilities are intended to facilitate:

- Opportunities for students to organize in their own interests.
- Opportunities for faculty and student collaboration in matters of Program policies operational procedures, and academic planning.
- Student participation in the formulation and modification of policies affecting academic and student affairs.
- Student participation in the development of policy, practice, and course development and presentation.
- Student evaluation of course and field experiences.

Academic Integrity

Education cannot take place in the absence of trust. Students are expected to abide and conduct themselves by the codes of academic integrity for The College at Brockport. The student or students responsible for a paper or presentation must be the sole authors of assignments. No paper or assignment may be submitted to fulfill the requirements of more than one course (though ideas from one course may inform assignments for multiple classes). Appropriate credit must be given for the sources of ideas. Plagiarism of any type is a major violation of academic integrity. Papers or presentations that violate any aspect of academic integrity will be penalized and are grounds for further disciplinary action. **The College at Brockport Policy on Academic Dishonesty can be found at:**

https://www.brockport.edu/policies/docs/code_of_student_conduct.pdf

Below please find Context of Policy for Students and Definitions of Academic Dishonesty as Covered by this Policy:

Context of Policy for Students: Academic dishonesty, “cheating” and other forms of misrepresenting others’ work as your own, such as plagiarism, are considered serious breaches of academic integrity and are major violations of the standards of ethical behavior that the College expects from all its students. When detected, as it often is, academic dishonesty can result in a range of disciplinary actions including failure on an assignment, failure of a course, or even Conduct Dismissal from the College. Records of disciplinary actions for dishonesty are kept and conduct dismissals are noted on College transcripts. The best rule is to assume that instructors expect all work (exams, papers, projects, etc.) submitted for grading to be entirely your own, done without collaboration. If the instructor allows or desires collaboration, you should assume that the instructor will make that clear in the assignment. If the instructor has not explicitly stated that collaboration is permitted, all work submitted should be entirely your own.

1. Definitions of Academic Dishonesty Covered by this Policy

Violations of the Student Academic Dishonesty Policy refer to actions related to the standards of honesty required in submission and evaluation of coursework in any undergraduate or graduate course bearing The College at Brockport credit. These violations include, but are not limited to the following:

A. Plagiarism — presenting as one’s own, the exact words of another, not properly indicated by quotation marks, paraphrased text too similar to the original, ideas, or creative products of another without providing an adequate standard form of documentation to identify the source — such as footnotes, endnotes, or bibliographic documentation. ***Students are advised to scrupulously acknowledge and properly cite all sources to give appropriate credit for borrowed materials.***

B. Fabricating facts, data, statistics, or other forms of evidence included in papers, laboratory experiments, theses, or other assignments.

C. Presenting someone else's examination results, paper, computer work, or other material as one's own work. This includes work done as part of group/team effort unless collaboration has been specifically approved by the instructor for any particular assignment. Students should always assume that any out-of-class assignments or take home examinations are to be done individually and without help or collaboration unless the instructor specifically states otherwise. Students should not generalize from one assignment to another as instructors may permit collaboration on some assignments but not on others.

D. Representing one's own performance as another's or knowingly allowing such misrepresentation to occur, e.g., signing another student into class; taking an exam for another student; writing or attempting to write an examination, paper, computer work, or other material for another student.

E. Buying and selling, or sharing of examinations or assignments; being in possession of examinations or answers to examinations without the instructor's permission.

F. Using "cheat sheets," looking onto another's paper, talking to someone other than the instructor or proctor during an examination, or using any other method of communication (e.g. cell phones, text messaging) during an examination without the instructor's permission.

G. Failing to follow the rules of conduct for taking an examination as stipulated by the instructor prior to the examination or as stated in a written course syllabus.

H. Presenting work for a current course (e.g. papers, projects, research) that is substantially the same as a previous submission for another course without obtaining the current instructor's prior consent to do so. When the courses are taught in the same semester, informing and obtaining prior approval of both course instructors is required to avoid a possible dishonesty charge.

Non-Discrimination Policy

The Undergraduate Social Work Program is committed to non-discrimination and takes pride in maintaining an environment that celebrates diversity. The Program staunchly supports and abides by the non-discrimination policies of The College at Brockport. These policies can be found on the websites and in the College's printed materials.

Social Media

All students are expected to adhere to the ethical standards of the profession when interacting with classmates, field instructors and colleagues when using social media or social networking sites. Students should refrain from establishing informal relationships with clients and faculty through social media as it may be difficult to maintain professional boundaries. All postings on social media sites must follow confidentiality guidelines and should reflect the highest professional standards and students should think carefully as to how their postings would reflect on them, the colleges and the profession. Violations can be subject to disciplinary actions by the program, the department, and the college.

Student/Faculty Concerns

Normally, student/faculty concerns are resolved at the Program level with the individual faculty member. If not resolved, they are referred to the Undergraduate Program Director. If necessary, concerns of an academic nature should then be addressed in writing to the Department Chairperson. If not resolved at this level, then the Dean.

Assessment: The Social Work Department is committed to ongoing assessment of student learning outcomes. Sometimes individual student work products (e.g. papers, exams, etc.) will be used, without identity or grade information, for programmatic assessment purposes.

Attendance: Students must attend all sessions and are expected to actively participate in the activities scheduled for each session. "Absences will be excused for (a) documented illness, (b) official representation of the College, (c) death of a close relative, (d) religious holiday, and (e) other circumstances beyond the control of the student. Substantiation of excused absences is the responsibility of the student. Excuses for official representation of the College must be obtained from the official supervising the activity or event. Students whose unexcused absences exceed 15% of the scheduled classes and laboratories may receive a lowered grade or failure at the instructor's discretion." (Faculty Senate, 2017).

Students with Disabilities:

Students with documented disabilities may be entitled to specific accommodations. The College at Brockport's Student Accessibility Services makes this determination. Please contact Student Accessibility Services at 395- 5409 or sasoffice@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with Student Accessibility Services to meet the needs of students with disabilities.

Grading:	A 4.00 = 95-100%	C+ 2.33 = 77-79%	C- 1.67 = 70-72%
	A- 3.67 = 90-94%	C 2.00 = 73-76%	D+ 1.33 = 67-69%
	B+ 3.33 = 87-89%		D 1.00 = 63-66%
	B 3.00 = 83-86%		D- .67 = 60-62%
	B- 2.67 = 80-82%		E .00 = 59.49%

A/A- = Outstanding Performance: You demonstrated that you understood the concepts, gave appropriate examples, no writing or grammatical errors. Ideas were well developed. Demonstrated excellent critical thinking skills.

B+/B- = Good Performance: You demonstrated that you understood most of the concepts and your examples were a little weak. There are a few problems in the development of your ideas, in writing and grammar; however, they are not severe. Demonstrated good critical thinking skills.

C+/C = Average Performance: You did not demonstrate clearly that you understood the concepts. Your work does not indicate clear thinking or that much thought went into the assignments. Ideas were not clearly presented and there are several grammatical and writing errors. Demonstrated average critical thinking skills.

*Note! A "C" grade in a required social work course – especially a methods course, often disqualifies a student from eligibility for advanced standing in MSW programs.

**Note! A "C-" grade in a required social work course is *not* a passing grade; the course must be taken again for a BSW degree.

D+/D- = Marginal, just passing (this applies to social work electives only; a grade of "D+, D, or D-" is *not* a passing grade in a required social work course). You barely demonstrate an understanding of the concepts. There are numerous problems in development of your ideas, grammar and writing. Demonstrated little if any ability for critical thinking.

E = Unacceptable: You demonstrate no understanding of the concepts. There are serious to severe problems in development of your ideas, grammar, and writing. Demonstrated no critical thinking skills.

Student Grade Appeals

Students should address any question or disagreement about grades as quickly as possible with the course instructor and/or department chair. An attempt to resolve the issue informally with the instructor and or department chair is required in all cases. After carrying out the informal process, however, the student may wish to initiate a further appeal. Time limits for grade appeals: The student must file a written grade appeal with the department chairperson within thirty (30) calendar days from the date on which the registrar posts the grades for the semester in which the course was taken. During this 30-day period, the student must also engage in the informal attempt to resolve the disagreement. The College Policy on Grade Appeals is available electronically at: https://www.brockport.edu/support/policies/adopted/aa_vprovost_academicaffairs_grade_appeals.html

Attendance Appeals

The student shall discuss the attendance issue informally with the instructor who enforced the attendance guidelines. The student must confer with the chair of the department if the instructor is off campus or otherwise unavailable. The department chair will attempt to contact the instructor, or, failing that, to ascertain the facts of the case.

I. Step 1

By mid-semester of the next regular semester, the student, after having conferred with the instructor and not receiving satisfaction, shall initiate the Attendance Guidelines Appeal Process by preparing a written statement, which shall meet the following criteria:

- A.** It sets forth the student's case in detail.
- B.** It indicates the date on which the student conferred with the instructor.
- C.** It sets forth the reasons why the student believes the attendance guideline was unfairly enforced.
- D.** It includes all relevant supporting materials, documents, evidence, etc., identified and listed in an index.

The student shall submit complete copies of the written statement and all attachments to the chair of the department that offered the course in question and to the instructor. In an effort to resolve the matter, the chairperson shall carefully review the student's written statement and confer with the student and the instructor, individually, and/or together. The chairperson will review the material provided by the student and may also employ other means to review and investigate the matter.

II. Step 2

A. If the matter is not resolved to the student's satisfaction in Step 1, the student may write the vice president for academic affairs and request a hearing, forwarding the documentation as outlined above. The vice president for academic affairs shall assign a dean to convene a hearing by a panel of three faculty members. These three faculty members must be acceptable to the student, the instructor and the dean. If an acceptable panel cannot be agreed upon, then the dean and the president of the College Senate or ~~or~~ their designee shall prepare a list of seven faculty members and the student and the instructor shall alternately strike names until three names are left.

B. The panel shall meet and solicit a response from the instructor regarding her/his application of her/his attendance guidelines and the student's case against her/his attendance guidelines. The panel members will familiarize themselves with the attendance guidelines for the course. Their concern shall be limited to consideration of the fairness of the application of the attendance guidelines and whether the attendance guidelines were known to the student in a reasonable manner and as required by the College guidelines. The burden of proof shall be on the student, who may be asked to appear before the panel.

C. If, in the opinion of a majority of the panel members, no case can be made, the original application of the attendance guidelines will remain in effect. If they find the attendance guidelines were not made known to the student as required by College guidelines or was unfairly applied, they may recommend a different

outcome and give their reasons for so recommending. The panel shall report its findings in writing to the student, the instructor, the dean and the vice president for academic affairs.

D. If the panel recommends a different outcome, the instructor shall have ten (10) working days from the receipt of the panel's report to implement the recommendation of the panel or appeal the decision to the vice president for academic affairs.

E. Either the student or the instructor may appeal to the vice president for academic affairs when:

1. There is substantial new evidence;
2. There is clear evidence of substantial irregularity on the part of the panel.

If the vice president for academic affairs supports the appeal, s/he will convene a new panel, whose decisions are final.

If the panel recommends an alternative solution and the instructor does not appeal, or, upon appeal, is denied, the vice president for academic affairs will instruct the appropriate administrative office to implement the recommendation of the panel. (approved February 2017)

https://www.brockport.edu/support/policies/adopted/aa_vprovost_academicaffairs_attendance_guidelines_appeals.html

More Program Information

Student Participation in the Undergraduate Social Work Program

Students are encouraged to be active learners, taking responsibility for their own education. They should be able to evaluate their learning needs and to ask for guidance from faculty when it is needed.

As part of the professional orientation process, students are encouraged to participate in governance of the Department. Unless otherwise stated, accepted undergraduate and graduate social work students elected by the appropriate (undergraduate or graduate) social work student body shall represent the student body on departmental and program committees. The social work program directors will solicit calls for nominations for departmental and committee representatives during the first two weeks of classes. Election for student representatives will be held during the third week of classes.

Student Social Work Organization

The Purpose of this organization shall be to promote an interest in social work as a profession and an awareness of social problems whether campus, community, local, national, or globally based. This shall be done through abiding by the NASW Code of

Ethics. Membership is open to all students of the College at Brockport who have paid or waived their Brockport Student Government fee. It is made up of students who are social work majors and intends to major, although we do encourage other academic majors to become active members in our organization.

SSWO plans social programs for undergraduate department involvement as well as for the benefit of the college at large. For example, the organization sponsors the annual Take Back the Night March in October and the Clothesline Project each spring. Each academic year, SSWO invites an undergraduate social work faculty member to serve as SSWO advisor. SSWO is registered as a College at Brockport Student Government approved club. The SSWO website includes information on the club's bylaws, activities and meeting minutes. The URL is: <https://my.brockport.edu/organization/sswo>

Phi Alpha Social Work National Honor Society.

Undergraduate program majors are eligible for membership in The College at Brockport Chapter of the Phi Alpha Social Work National Honor Society when they meet the requirements in the Bylaws of the Society found in this guide. Students can also be recommended by faculty for membership in the campus chapter of the Alpha Chi National Honor Society.

A student is eligible for active membership when she or he has:

- a. Declared social work as an undergraduate major,
- b. Achieved junior status,
- c. Completed one semester in major courses,
- d. Achieved an all college grade Point average of 3.25,
- e. Achieved a 3.50 grade point average in major courses, and
- f. Completed 100 clock hours of volunteer or paid work experience related to the field of social work

APPLICATION FOR MEMBERSHIP IN ALPHA PSI
CHAPTER OF THE PHI ALPHA HONOR SOCIETY

NAME: _____

ADDRESS: _____

PHONE NUMBER: _____

CLASS STATUS: JUNIOR _____ SENIOR _____

Please answer the following questions on a separate typed sheet of paper. Make sure you attach your answers to this form.

1. Please describe how and where you completed your 100 clock hours of work or volunteer experience (this can include your Experiential Learning and/or Field Placement).
2. Please describe all activities/groups (such as community groups, churches, schools, etc.) in which you participated. Indicate your duties, level of participation, functions, and dates of the activity.
3. Becoming a member of this honor society requires not only high academic achievement but also a commitment to the profession and continued involvement in social work related issues. Briefly describe your interest in social work and how you plan to continue your involvement in important issues as an active member of our profession after graduation. Be sure to include definite or possible short term and/or long-term goals that you plan to achieve in practice.

FACULTY ADVISOR'S USE ONLY:

Overall GPA _____ Social Work GPA _____

Date Checked _____

Social Work Faculty Advisor Signature: _____

EXECUTIVE BOARD ONLY

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. In accordance with FERPA, the MSW Program has adopted certain policies addressing the security of student's academic work-papers, projects, exams, etc. It is not possible for faculty to post grades or to leave students' completed work in the MSW office. Students' work must be returned to individuals at class, to students' homes via the mail (students must provide postage for assignments and grades from faculty to be mailed to their homes), or through other means as arranged by the student and faculty member to safeguard confidentiality. These policies will help to assure students' privacy with regards to grades and coursework.

Student Records

The program maintains comprehensive confidential student records to benefit students in their educational and professional advancement. The following policies and procedures govern these files:

1. Student files shall contain:
 - Program application
 - Student's application essay and reader comments
 - College academic records (DARS reports, copies of transcripts, etc.)
 - Copies of Program correspondence
 - Field placement evaluations
2. Student files are maintained by the undergraduate department's secretary and kept in a locked office. Access is limited to undergraduate program faculty only.
3. Students shall have reasonable access to their files provided such access does not violate the rights of others. All student access will be consistent with the College's Policies and Procedures for the Implementation of the Family Educational Rights and Privacy Act of 1974 as delineated in The College at Brockport's "Your Right to Know & Academic Policies Handbook". Students desiring access to their file must request it in writing and subsequently review the file in the presence of their academic advisor.
4. Information contained in the records will be available to sources outside the Program only when authorized by the student, required by FERPA, or mandated by court subpoena. In the later two cases, students will be notified immediately of such disclosure.
5. Alumni files shall be maintained in the Department for 10 years before being disposed of by shredding.

Student Awards

Outstanding undergraduate students are eligible for awards that are given at the Honors Convocation in April each year, or other award ceremonies. The faculty assigned to the undergraduate program frequently nominate distinguished students for the college's major awards: President's Citation, Student Leadership Award, The School of Education, Health & Human Services Award, and Outstanding Adult Students Awards. Additionally, departmental awards (Al Landy Award, Diane Dwyer Distinguished Service/Leadership Award, Departmental Scholar Award, Marghi Rich Award, Class of 1998 Michael O'Connor Memorial Award, and the Outstanding Junior Award) are given annually. There are also a variety of other awards students can receive in specific programs of the College. Following are the criteria for the awards listed above:

Al Landy Award

Purpose: To recognize an outstanding senior student in the undergraduate program, who has demonstrated academic excellence, outstanding service in the program, and exemplary service to the community. Criteria:

- A minimum of 3.0 GPA overall and 3.5 in the major;
- Active membership in the major through committees, the Student Social Work Organization, or the completion of extracurricular tasks of some major importance;
- Service as a volunteer in community and/or campus activities that demonstrate significant accomplishments;
- Recommendation by at least one faculty member in the undergraduate program;
- Supported by a significant number of undergraduate program students.

Diane Dwyer Distinguished Service/Leadership Award

This award recognizes the service commitment and leadership skills and growth of both a graduating undergraduate and graduate student completing their studies in the undergraduate Social Work program at The College at Brockport and the Greater Rochester Collaborative Master of Social Work Program. The person(s) nominated must write an essay describing a project that addresses the following elements:

- Describes the organization of an activity that focuses on organizational, community or practice arena-challenges.
- Describes the outcome of the activity.
- Reflects upon the challenges of leadership.
- Describes his/her personal and professional growth attained during the implementation process, especially noting self-reflection and increased self-awareness.

The student nominated must have a letter of support from one of his/her current faculty members from The College at Brockport and/or the GRC program. A resume, including GPA, should also be submitted along with a cover letter. The student will be chosen by an ad hoc Committee of each program's faculty appointed by the Chair of The College of Brockport Social Work Department and the Co-chairs of the GRC Masters program. The nomination packet should be submitted electronically to the Chair of the department by March 15th. The recipient of this distinguished award will be announced April 15th and will be recognized during pre-graduation celebrations within each program.

Dr. Carmen Aponte Equity, Diversity & Inclusion Award

The Social Work Department will recognize students within the department (one undergraduate and one graduate) that promote the values of social work in the area of equity, diversity and inclusion. The promotion of equity, diversity and inclusion is in direct support of the primary mission of the college and the social work profession, which is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty (NASW, 2017).

The Equity, Diversity & Inclusion (EDI) Award will be given to students in the Social Work Department that display awareness and understanding between person of different races, gender, age groups, ethnicity, religious affiliations, national origin, indigenous heritage, socio-economic status, disability, gender identities, sexual orientation or other areas of difference. EDI nominees help to create a welcoming and supportive climate, promote diversity throughout the department, campus and/or within the larger community through an ongoing commitment to and demonstrated leadership in equity, diversity and inclusion

Nominees must be in good academic standing with the department. Further, nominees are asked to submit the following supporting materials:

- Resume
- A one to two page personal statement describing accomplishments related to diversity including any supporting materials (i.e. flyers, newspaper articles, video clips, etc.) The personal statement will include:
 - A description of how you promote a welcoming, equitable and inclusive environment within the program, department and/or the larger community
 - A description of any leadership roles you have had in the area of equity, diversity and inclusion
- A letter of recommendation from someone other than the nominator

Departmental Scholar

Purpose: To recognize an outstanding senior student in the undergraduate program who demonstrated continued academic excellence. Criteria:

- Given to the Social Work senior with the highest GPA;
- Demonstrates high standards of scholarship.

Marghi Rich Award

Purpose: To recognize accomplished work in the area of policy analysis

The award is given annually to one student/or group of students of each professor who completes SWO 411 with an A or A-, and whose policy project demonstrates:

1. Identification and use of quality policy sources;
2. Excellent writing skills, & a clear and logical analysis of the data;
3. Policy alternatives that further social & economic justice.

Class of 1998 Michael O'Connor Memorial Award

This award was initiated by the Class of '98 in memory of their friend and colleague, Michael O'Connor.

Purpose: To recognize a student who demonstrates skills in the area of community organization and activism. It is awarded annually to

- A student who questions authority, fights conformity and enthusiastically attempts the impossible. Someone with a vision of a better society and who doesn't really accept the words "it can't be done." This student also is able to connect with others, help them to believe in themselves, and tirelessly dedicate themselves to the cause. In the tradition of Bertha Capen Reynolds, this student constantly asks the question - "adjustment to what"?

The undergraduate faculty can also nominate students for the following awards:

School of Education, Health and Human Services Award

Criteria:

1. Graduating Senior (December, May, August).
2. Minimum GPA of 3.5.
3. Matriculated student in a professional, degree granting/ certification program.
4. Minimum number of 42 credits at Brockport.
5. Significant contribution to service and activities and/or college wide activities.

Student Leadership Award

Criteria:

1. Minimum of 54 credits completed by the end of the Fall semester.
2. Minimum 2.50 GPA.
3. Student must meet at least one of the following qualifications at the time of nomination:
 1. Serving or has served in an elected/appointed position or positions of leadership in recognized clubs or organizations e.g., departmental clubs, campus newspaper, radio station, etc., or in campus governance (e.g., B.S.G., or academic department).
 2. In such a position, the student:
 - is excelling or has excelled in the normal responsibilities
 - defined for the position(s) held, and/or
 - is showing or has shown extraordinary leadership beyond the normal responsibilities defined for the position(s) held.
 3. The student is or has been an informal leader of students involved in campus related services or other activities, other than those in (b) above, and which have been or are of significant benefit to the College and/or Brockport community.
 4. Demonstrates leadership characteristics of commitment and dedication to the organization with whom the nominee is affiliated, ability to inspire others, makes a positive impact on campus life and/or the Brockport community, creativity in the student leader role, effective communication skills, ability to work within the existing governance structure of the College, and efficiency in decision making in implementing the organization's programs.

President's Citation

Purpose: To honor a College at Brockport senior who has demonstrated exceptional scholastic merit, professional promise, and a distinguished record of contributions to the college and community. Criteria:

1. Senior who will graduate during the calendar year in which the award will be presented;
2. Has earned a GPA of 3.75 or better;
3. Has a strong record of extracurricular activities and contributions to the Brockport college and community;
4. Shows evidence of professional promise.

Outstanding Adult Student Award

Criteria:

1. Matriculated graduate and undergraduate students are eligible. Graduate students should have completed 15 credit hours of graduate work at the College at Brockport; undergraduate students should have completed 75 credit hours, at least 15 of which are at Brockport.
2. Nominees must have a 3.5 cumulative GPA for all work completed at Brockport.
3. Nominees may be either full or part time students, but must be enrolled at Brockport during either Fall or Spring semester, or both, and must be 25 or older.
4. Students who expect to graduate in May, may be nominated: December graduates may also be nominated.
5. Nominees should be those who have been especially successful at combining college study with their other adult responsibilities of family, job, career and community service.
6. Students may be nominated by an administrator, faculty member, or staff member at The College at Brockport and must complete a student biographical form.
7. Both forms must be received in the Office of Adult and Continuing Education, no later than February.

Appendix A: The NASW Code of Ethics is available electronically at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Appendix B: The Federation of International Social Work Code of Ethics is available electronically at <https://www.ifsw.org/global-social-work-statement-of-ethical-principles/>

Appendix C: The Council on Social Work Education 2015 EPAS is available electronically at https://www.cswe.org/getattachment/..EPAS/2015EPAS_Web_FINAL.pdf.aspx