SOCIAL WORK

Student Handbook

2016 – 2017
Welcome to Social Work!

This handbook, together with the social work website, is intended to provide you with a comprehensive guide for achieving your undergraduate degree in social work.

It is vital for BSW students to be aware of and understand the policies and procedures of the Social Work department at SUNY Buffalo State. Students are encouraged to contact their assigned faculty advisor should they have any questions.

We wish you the very best and that your time with us is a life altering experience.

Kim Zittel-Barr, Ph.D., MSW
Chair, Associate Professor
# Table of Contents

SUNY BUFFALO STATE COLLEGE DEPARTMENT OF SOCIAL WORK ........................................ 4  
MISSION .................................................................................................................. 4  
GOALS .................................................................................................................... 4  
GENERALIST SOCIAL WORK PRACTICE .................................................................. 4  
THE SOCIAL WORK DEPARTMENT .......................................................................... 5  
ACADEMIC CALENDAR .......................................................................................... 6  
SOCIAL WORK DEPARTMENT EDUCATIONAL OBJECTIVES .................................... 6  
THE SOCIAL WORK DEPARTMENT FACULTY AND STAFF ..................................... 6  
  FULL-TIME FACULTY .......................................................................................... 6  
  FULL-TIME LECTURER ....................................................................................... 9  
  EMERITUS FACULTY ......................................................................................... 9  
  FULL-TIME PROFESSIONAL STAFF ................................................................. 9  
  PART-TIME FACULTY ....................................................................................... 10  
DEGREE REQUIREMENTS IN SOCIAL WORK AT SUNY BUFFALO STATE COLLEGE .... 12  
SOCIAL WORK CURRICULUM .............................................................................. 13  
ROAR IN FOUR PLAN ............................................................................................. 15  
SOCIAL WORK COURSE DESCRIPTIONS .......................................................... 16  
INTERNATIONAL OPPORTUNITIES .................................................................... 20  
ADMISSIONS POLICY ............................................................................................. 22  
ADVISEMENT POLICY .......................................................................................... 22  
CAREER COUNSELING AND MENTORING .......................................................... 24  
PROFESSIONAL ACADEMIC PERFORMANCE STANDARDS ................................. 24  
PROCEDURES ON RETENTION AND TERMINATION OF STUDENTS ................. 25  
OPPORTUNITIES FOR STUDENT INVOLVEMENT ............................................. 40  
GRADUATE SCHOOL INFORMATION ................................................................... 41  
EMPLOYMENT AND CONTINUING EDUCATION OPPORTUNITIES ......................... 42  
FREQUENTLY ASKED QUESTIONS ....................................................................... 42  
APPENDIX .............................................................................................................. 44  
SUNY BUFFALO STATE COLLEGE POLICIES ......................................................... 44  
  NON-DISCRIMINATION POLICY .................................................................... 44  
  SEXUAL HARRASSMENT POLICY ................................................................. 44  
  STUDENT ACADEMIC GRIEVANCE PROCEDURES ..................................... 45  
SOCIAL WORK LINKS ......................................................................................... 49
SUNY BUFFALO DEPARTMENT OF SOCIAL WORK

MISSION

The SUNY Buffalo State Social Work Department prepares generalist social workers who act ethically, think critically, value diversity and social and economic justice, and are committed to the advancement of the quality of life in the city of Buffalo and the larger community.

GOALS

*Our department commits to*

- Educate students in the knowledge, values, and skills for generalist social work practice with individuals, families, groups, organizations, and communities in diverse settings.
- Contribute to the social work profession, the college, and the community
- Promote community welfare through service-learning opportunities in the social work curriculum.

GENERALIST SOCIAL WORK PRACTICE

The entry level to the profession of social work is considered to be generalist practice. Generalists, under supervision, provide services in a variety of helping roles across a broad range of client systems from individual to family, group, organization, and community. Further, generalists confront an array of problem situations. Working within an eco-systems model, they utilize the problem-solving method from a strengths perspective, across a range of service systems. Generalist practitioners evaluate service outcomes in order to improve the provision and quality of services most appropriate to client needs.
THE SOCIAL WORK DEPARTMENT

The Council on Social Work Education (CSWE) first accredited the Social Work program at SUNY Buffalo State in 1975. At that time, it was organized within the Department of Human Development, Family, and Community Relations. In 1977, the college reorganized and social work fell under the jurisdiction of the Department of Criminal Justice and Social Work. In 1986, social work became an autonomous department in the Faculty of Applied Science and Education. In 2005, it reorganized to the School of the Professions.

Accreditation

- The social work department is an accredited program and was reaffirmed in 1980, 1987, 1996, 2002, and 2010. The department is scheduled for reaffirmation review under the CSWE 2015 EPAS Standards in 2019.

- The Social Work Department is one of the larger programs on campus. Annual student enrollment averages 200. Each year approximately 90 students work in internships across western New York.

- There are three full-time, one full-time lecturer, two part-time faculty, one part-time emeritus faculty, two full-time professional staff, and six adjunct faculty.

- A Community Advisory Board composed of Western New York social welfare professionals provides consultation to the faculty on issues related to departmental policies and curriculum, as do students and field instructors.

- The Student Social Work Organization and the Kappa Omega Chapter of Phi Alpha Honor Society sponsor educational programs and social activities for social work
students. Members of the student organizations are elected each year to serve on departmental committees.

ACADEMIC CALENDAR

http://suny.buffalostate.edu/academic-calendar

SOCIAL WORK DEPARTMENT EDUCATIONAL OBJECTIVES

Our graduates will demonstrate the ability to

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

THE SOCIAL WORK DEPARTMENT’S FACULTY AND STAFF

Full-Time Faculty

Christopher B. Aviles, Ph.D. (1996, SUNY at Albany)

Dr. Aviles's work experience includes five years of direct practice in mental health and three years in career counseling. He is a consultant for employee assistance programs in
two areas: teambuilding, using the Myers-Briggs Type Indicator, and stress management and burnout.

Carolyn Hilarski, Ph. D., MSW (2001, SUNY at Buffalo)

Dr. Carolyn Hilarski earned her B.S.W. degree from SUNY Brockport, and her M.S.W. and Ph.D. degrees from SUNY Buffalo. Her research interest is mental health, with a specific focus on trauma. Dr. Hilarski currently serves on several editorial boards: the *Journal of Human Behavior in the Social Environment* and the *Journal of Social Service Research*. She has received several university teaching and mentoring awards in addition to the NYS Social Work Educator of the Year Award. She has been the principal and co-investigator of several grants, as well as author of thirty manuscripts. She is the editor of the book *Addictions, Assessment, and Treatment with Adolescents, Adults, and Families* and the co-editor of *Comprehensive Mental Health Practice with Sex Offenders and their Families* and the *Handbook of Social Work in Child and Adolescent Sexual Abuse*. Dr. Hilarski has a social work practice background that includes more than a decade of experience in the substance abuse, forensic and mental health fields. She holds the title of full professor and chair in the Social Work Department.

Ronnie Mahler, Ph.D., MSW (1989, SUNY at Buffalo)

Dr. Mahler earned a Ph.D. in sociology, an M.S.W., and a B.A. in psychology with a double major in sociology, all from SUNY at Buffalo. Areas of special interest and/or research include evaluation research, quality assurance, mental health, self-help, and social action groups. Dr. Mahler is a member of the Board of Directors of the Mental Health Association of Erie County and a mediator in-training at the Center for Dispute Resolution. She has published in the *Journal of Social Work Education and Continuum: Developments in Ambulatory Mental Health Care*.

Catherine Mazzotta, PhD, LCSW-R (2014, SUNY at Buffalo)

Dr. Mazzotta is a clinical social worker with over 30 years of experience working with individuals, groups, couples and families in a variety of treatment settings. She was a Post-Master’s Social Work Fellow at Menninger. Dr. Mazzotta has provided clinical instruction and supervision to clinical social workers, psychiatric residents, post-doctoral psychology fellows, and social work students at the bachelor and master’s level. In addition to her clinical practice, she has served as an executive director of an anti-domestic violence agency and is well-versed in organization management, development, regulatory oversite, and agency operations. Dr. Mazzotta has provided leadership on the local and state wide level to promote legislative and policy initiatives to address the needs of individuals and children impacted by domestic violence. Dr. Mazzotta has lectured locally, nationally and internationally on intimate partner violence, trauma and coordinated community response to domestic violence. Dr. Mazzotta has also served as a clinic
director of a community based clinic that served clients compromised by long term behavioral health issues. Dr. Mazzotta has served the chair of the Rochester Monroe County Domestic Violence Consortium and as President of the Board of Directors of the New York Coalition Against Domestic Violence. She has served as clinical faculty, University of Rochester, School of Medicine and Dentistry, Department of Psychiatry, Rochester, NY, and adjunct faculty, Karl Menninger School of Psychiatry and Mental Health Sciences, Marital and Family Therapy Training Program, Topeka, KS. Dr. Mazzotta's research focuses on domestic violence to gain better understanding of the needs those affected by intimate partner violence. She is also affiliated with the Laboratory of Interpersonal Violence and Victimization, Department of Psychiatry, University of Rochester. Dr. Mazzotta approaches her research, clinical work and teaching from an empowerment and holistic perspective. When not working, Dr. Mazzotta enjoys traveling, and spending time with her partner, friends and, family and her Norwegian Buhunds. She and her partner also spend a lot of time training their Buhunds to compete in conformation, obedience and, agility trials.

**Kimberley Zittel-Barr, Ph.D., LMSW., ACSW (2003, SUNY at Buffalo)**

Dr. Zittel-Barr is a medical/mental health social worker who has instructed, researched, and worked clinically in dental medicine, postpartum mood disorders, older adults, Christian LGBT issues, and outpatient mental health. Her primary focus is improving access to care concerns. She has served as the chair of the Behavioral Sciences Section of the American Dental Education Association and assisted in the development of the Counseling Advocacy Referrals Education and Services (CARES) Program located in UB's School of Dental Medicine to assist marginalized and uninsured patients. The program won the American Dental Association's 2005 Geriatric Oral Health Care Award, which is awarded annually to only one program in the United States. She is currently a board member of the Postpartum Resource Center of New York, team leader/COORD in the Western New York Perinatal Mood and Anxiety Disorders Task Force (which she developed as part of Project 62), and has been an adjunct professor at the UB School of Social Work, teaching Women's Mental Health throughout the Lifecycle. She has published sixteen peer-reviewed articles; lectured locally, nationally, and internationally; and authored a book for the NASW Press titled: "Postpartum Mood Disorders: A Guide for Medical, Mental Health and Other Support Providers." In 2007, she received the NASW Social Worker of the Year Award. Currently, she is working with the Naomi Chin-Kit Memorial School, University Pediatric Dentistry and the Point Fortin Mayor’s Office in Trinidad and Tobago to improve education, behavioral management, access to dental care, create women’s empowerment groups, create family perinatal mood and anxiety care, and develop an international exchange program for social work students. Dr. Zittel-Barr enjoys spending time with her family, creating, and mentoring women toward personal, spiritual, and educational goals.
**Full-Time Lecturer**

**Mark T. Boser, LCSW-R (1985, SUNY at Buffalo)**

Mr. Boser is a licensed clinical social worker who has been working with families and individuals for over 35 years. He has had extensive clinical, administrative and management experience working in the child welfare field, and with mental health, addictions, domestic violence and LGBT issues. For 34 years he worked at Child & Family Services, most recently as the Director of Family Preservation Services focusing on child abuse and neglect, where he worked to keep families together by preventing placement of children out of their homes and expediting the return home when children were placed. Mr. Boser spent several years doing clinical work, providing individual and family counseling and facilitating groups. He worked at Haven House to assist victims of domestic violence, and with children experiencing trauma at a local community center. Mr. Boser helped to create and founded Gay & Lesbian Youth Services of WNY where he served as Executive Director for 17 years. He was active for several years in the NYS Chapter of NASW, serving on the LGBT Committee. He also served as Chair of the Preventive Service Coalition of Erie County for over 25 years. He is currently Chair of the LGBT-Domestic Violence Committee of WNY and works as an adjunct faculty member at UB’s School of Social Work Teaching Interventions. Prior to becoming a full time instructor in August 2016, he has been an adjunct faculty member at SUNY-Buffalo State since the fall of 2014.

**Emeritus Faculty**

**Louis A. Colca, MSW (1970, SUNY at Buffalo)**

Mr. Colca joined the faculty in 1977. His experience includes working with families, foster care services, residential treatment services, school social work, and developing and implementing training programs and workshops for foster youth, foster parents, social workers, and supervisors. He has published articles on foster care services, group work, delinquent youth, and social work education. Currently, he is vice president of the Board of Directors at Chestnut Rose Adventures and Blessing Creating Smiles. He is also actively involved with several public and private not-for-profit agencies in developing and implementing Independent Living programs for older foster youth.

**Full-Time Professional Staff**

**Jean Boudreau**

Ms. Boudreau serves as the Social Work Department’s secretary and has enjoyed working at Buffalo State College for the past 35 years.
Karen E. Edmond, LMSW (2000, SUNY at Buffalo)

Ms. Edmond is the Coordinator of Field Education. She earned her Master's Degree in Social Work in Child Welfare Services from SUNY at Buffalo. She also earned her Bachelor of Science in Social Work and her minor in Art Therapy from SUNY Buffalo State College and her Associate of Science in Mental Health Counseling from Erie Community College. Ms. Edmond has worked in the Western New York area for over twenty years of social work practice specializing in the areas of infant, toddler, and young child development, adolescent parenting and pregnancy, clinical mental health with families, and diversity and social justice. She has extensive experience as a diversity consultant and trainer throughout Western New York and the Niagara Region of Canada. She brings over ten years of social work field education experience to the role including Canadian social work practice, advocacy, and policy. Her recognitions include the New York Chapter NASW May 2012 Social Worker Spotlight of the Month, Phi Alpha Honor Society Inductee, Dena P. Gold Memorial Award for outstanding study, field work, and other contributions related to families, women, and children; Arthur A. Schomberg Fellowship; SUNY at Buffalo State’s Certificate of Merit for being one of five finalists for the President’s Medal; Southern Christian Leadership Conference’s Scholastic Achievement Award; Association of Faculty of African Descent’s Dr. Martin Luther King Jr. Scholarship; State University’s Chancellor's Award of Student Excellence; and the State of New York’s Award of Merit for Community Service.

Part-Time Faculty

Vivian D. Logan, LMSW (1994, SUNY at Buffalo)

Ms. Logan obtained her undergraduate degree in Psychology from Buffalo State College and her graduate degree in social work from SUNY at Buffalo in 1994 with a concentration in Families, Children, and Mental Health. In 2015, she completed her research and course work for her doctorate in Education Leadership from the University of Phoenix’s School of Advanced Studies. Through her doctoral journey, she has gained knowledge in the areas of: research; data analysis; assessing program outcomes; identifying trend-setting influences; and developing methods to manage change. Ms. Logan has worked in the Human Service field for over 25 years and in the field of Social work for 21 years as a Licensed Masters Social. In 2014, Vivian authored, “How to Create an Aggressive Child: Even If You Are Really Not Trying,” for parents. Currently, she is the Owner/CEO of VDL enterprises, Inc., an M/WBE certified human service consulting business, where she provides educational remediation, program development (grant writing/RFPs, small business proposals, parent, staff, and CBO board training) and behavioral health services. VDL enterprises, Inc. has successfully obtained funding from state grants, federal programs, national and regional foundations, and business corporations. Current ventures include: seeking funding for the Nutritional Eating & Living project (NEL) - a project developed to meet the needs of deserted food system communities which do not have access to regular fresh fruits and vegetable. Vivian is a board member of Buffalo Go
Green, Inc; Oracle Charter School, and several civic committees. Her passions include mentoring young women and gardening.

Cassandra Merrill, MSW, LCSW (2009, Washington University in St. Louis, George Warren Brown School of Social Work)

Ms. Merrill is a clinical social worker specializing in trauma. Cassandra has been employed with Child & Adolescent Treatment Services (CATS) since 2009 and is nationally certified in Trauma-Focused Cognitive Behavior Therapy (TF-CBT). Cassandra supervises the TF-CBT program at CATS and provides supervision to fellow clinicians and second year MSW interns. Cassandra is also involved in the community, educating and coordinating with other providers on trauma-informed care. Cassandra enjoys spending time with family, crafts, and outdoor activities.

Tonya Myles-Day, BSW, LMSW (2015, SUNY at Buffalo)

Wendell P. Rivera, Ph.D., LCSW-R (2013, SUNY at Buffalo)

Dr. Rivera is a licensed psychotherapist with over 20 years of experience in providing quality care and support to disadvantaged youth and adults, including college age students and special needs populations. He possesses extensive knowledge of social work principles, techniques and practices and their application to complex cases, group work, and community issues. His areas of expertise include alcohol and other drugs substance problems, anxiety disorders, depression and suicide prevention. He is a Certified QPR Trainer, a suicide prevention program that teaches how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. Dr. Rivera received the Delbert Mullens Thinking outside the Box Award from SUNY at Buffalo; the Distinguished Alumni Award from Buffalo State College; and the Distinguished Hispanic Alumni Award from Erie Community College.

Beth Tripi, LCSW (2008, SUNY at Buffalo)

Ms. Tripi has been an adjunct professor in the Buffalo State College Social Work Department since fall 2014. Prior to this, Ms. Tripi had supervised BSW students from Buffalo State College who were completing their senior year field work in the community in the field of mental health. Ms. Tripi graduated with a BSW from the Buffalo State Social Work Department in 2004 and completed her Masters in Social Work at the University at Buffalo program in 2008. Ms. Tripi currently works as a Child and Adolescent Mental Health Therapist at Catholic Charities Monsignor Carr Children's Institute and has worked
in the field of mental health in the Buffalo area since obtaining her BSW in 2004. Ms. Tripi has worked in case management, residential, and clinical service roles. Her work has been specialized in helping children, adolescents, and young adults. Outside of the social work profession, Ms. Tripi has personal interests in film, reading, and supporting animal welfare interests as a member of the ASPCA, PETA, and the Humane Farming Association.

**Allen Yasgur (MS, LCSW)**

Professor Yasgur is celebrating his fiftieth year as a certified/licensed clinical social worker. He began his career as an adjunct professor of social work in 1995 after a long career as an agency administrator and director in several out-of-town agencies prior to returning to Buffalo in 1994. He began his twenty-one year career at Buffalo State in the summer of 1995 and has taught all but three courses in the department. Professor Yugur’s commitment to diversity earned him one of the initial BSC Student Awards for teaching diversity in the Classroom. He has served as the Social Work Department’s Professional and Academic Practices Committee for four years and has been active with the Student Issues and Curriculum Committees. His community activities include current president of the Board of Directors of the Erie County Council for the Prevention of Alcoholism and Substance Abuse, past Vice present of the board of Ronald McDonald ‘Children’s Charities and current member of the agency’s Community Grants committee and past member of Jewish Federation Housing.

**DEGREE REQUIREMENTS IN SOCIAL WORK AT SUNY BUFFALO STATE**

**Bachelor of Science in Social Work**  
*Accredited by the Council on Social Work Education*

Graduates of the program are expected to apply the knowledge and skills of generalist social work practice with various social systems. Practice is carried out “within the values and ethics of the social work profession and with an understanding and respect for the positive values of diversity.”

**Social work is an upper division major (Junior/Senior level)** that builds on a liberal arts base. SUNY Buffalo State requires all its students to fulfill a liberal arts core as part of its degree requirements.
Field education is an intense agency-based work experience. It places considerable responsibility on social work students to perform in a professional capacity under supervision. Students must possess personal attributes that will enable them to work in a mature, responsible, and constructive manner with agency staff and clients. Additionally, students will need to have enough personal strength to withstand the stress that comes from intervening in problem situations. Accordingly, some students may be asked to reconsider their choice of major, if they appear ill suited for field education. In order to be eligible for field studies, students must successfully complete all social work academic prerequisites, while maintaining a minimum GPA of 2.5 in the major and an overall cumulative GPA of 2.5. There typically are NO evening or weekend field placements.

Technology
In addition, all social work students will have demonstrated the following technological competencies upon completing the 200-level required social work classes:

1. Use email to create, reply, save, edit, and attach documents.
2. Use word processing software to create, edit, save, format, spell-check, and grammar-check papers and reports.
3. Participate in Web-based activities by becoming familiar with all student features of BLACKBOARD, TASKSTREAM, e-learning, social media, including the use of drop box and sending and receiving assignments as attachments by email.
4. Know how to research material for papers and other assignments by using E.H. Butler Library online search and Google Book and Google Scholar to find information on social services, social work, and social policy.

SOCIAL WORK CURRICULUM
Social Work is an upper-division curriculum requiring 45 credits for acceptance in the major. Coursework for the social work major can be earned by full-time, day-only, evening-only and/or part-time attendance. However, evening-only and/or weekend field
Instruction is NOT offered. Our program starts in the fall semester every year. This means that all courses are offered only once annually. If a course is missed, dropped or failed, students must wait one academic year before the course is offered again. All junior year fall courses must be passed in order to move on to the junior year spring courses. All junior year spring courses must be passed in order to move on to the senior year fall courses and all senior year fall courses must be passed in order to move on to the senior year spring courses. When in the senior year, a 2.5 GPA must be maintained in order to continue on in field placement.

Program Requirements:
Total Required Credit Hours in Social Work: 51 credits
Total Required College Credits Hours: 120 credits

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<th>Junior Year</th>
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<tr>
<td>FALL</td>
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<tr>
<td>SWK 220</td>
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<td>SWK 301</td>
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<td>SWK497</td>
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<td>SWK424</td>
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The department expects that all faculty, students, and field educators will abide by the NASW Code of Ethics. Students can download a copy of the Code at www.naswdc.org/pubs/code/default.asp. The department also expects that all students submit their written work in APA format (unless otherwise directed by the professor). Students can purchase the Publication Manual of the American Psychological Association, 6th Edition at http://www.apastyle.org/manual/.
## ROAR IN FOUR PLAN

### Social Work Curriculum - Roar in 4 Plan

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<th>Fall</th>
<th>Spring</th>
<th>Total Credit Hours</th>
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<td>• IF COURSE – Global Engagement 101 (or elective)</td>
<td>• IF COURSE – NATURAL SCIENCE - BIO101</td>
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<td></td>
<td>• IF COURSE – AMERICAN HISTORY</td>
<td>• IF COURSE – SOCIAL SCIENCES - PSY101</td>
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<tr>
<td></td>
<td>• IF COURSE - HUMANITIES</td>
<td>• ELECTIVE - SOC100 OR SOC240</td>
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<tr>
<td></td>
<td>• IF COURSE - ARTS</td>
<td>• IF COURSE – Global Engagement 102 (or elective)</td>
<td></td>
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<td><strong>15cr</strong></td>
<td><strong>15cr</strong></td>
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<td><strong>End-of-year = 30cr</strong></td>
<td><strong>Total = 30cr</strong></td>
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<tr>
<td>sophomore</td>
<td>• IF COURSE – MATHEMATICS AND QUANTITATIVE REASONING - MAT311</td>
<td>• SWK220 – or – elective – or - minor course</td>
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<td></td>
<td>• IF – WESTERN CIVILIZATIONS</td>
<td>• Elective – or – minor course</td>
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<td><strong>15cr</strong></td>
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<td>• SWK317</td>
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<td>• IF COURSE – DIVERSITY - SWK301 (if taken in sophomore year: elective –or – minor course)</td>
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<td>• SWK424</td>
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<td>• SWK422</td>
<td>• Elective –or- minor course</td>
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<td><strong>15 cr</strong></td>
<td><strong>15cr</strong></td>
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<td>• SWK429</td>
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<td></td>
<td>• Elective – or – minor course</td>
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<td><strong>15 cr</strong></td>
<td><strong>15cr</strong></td>
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<td></td>
<td><strong>End-of-year = 30cr</strong></td>
<td><strong>Total = 120</strong></td>
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SOCIAL WORK COURSE DESCRIPTIONS

Coursework for the social work major can be earned by daytime-only, evening-only and/or full-time or part-time. **Evening-only and/or weekend field instruction is NOT offered.**

REQUIRED COURSES:

**SWK 220 - INTRODUCTION TO SOCIAL WORK - 3 credits**

Introduction to the social welfare institution and to social work; social work knowledge, skills, sanctions, values, and ethics; generalist practice in social work.

**SWK 301 – POVERTY AND PUBLIC POLICY - 3 credits**

*Prerequisite:* Sophomore, Junior or Senior Standing.


**SWK 307 - HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I – 3 credits**

*Prerequisites:* CWP 101, CWP 102, MAT 311, BIO 101.

Conceptual frameworks for client assessment; theories and perspectives of life span development; professional communication, professional reflection, social work assessment, library research. Equivalent course: SWK307W

**SWK 308 - HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II – 3 credits**

*Prerequisites:* SWK Majors only, Junior/Senior standing, BIO 101, CWP102, MAT 311.

As a second course in the Human Behavior and Social Environment curriculum, SWK308 focuses on deepening the student’s knowledge of the theoretical frameworks that attempt to explain behavior and enlighten effective work with individuals, families, groups, organizations, and communities as a generalist social worker. Maladaptive patterns of adult psychological functioning are examined with a bio-psycho-social perspective in order that students may contextualize the information. Although students concentrate upon problematic human functioning, the course is presented in a manner that encourages them to view the strengths of clients along with their difficulties. Equivalent course: SWK308W

**SWK 422 – ASSESSMENT AND ENGAGEMENT - 3 credits**

*Prerequisites:* SWK Majors Only, Junior/Senior standing, BIO 101, CWP102, MAT 311.
Fundamental skills of social work practice; communication, engagement, and assessment skills with individuals and families. Equivalent course: SWK422W

**SWK 317 – RESEARCH METHODS IN SOCIAL WORK - 3 credits**  
*Prerequisites:* SWK Majors Only, Junior/Senior standing, BIO 101, CWP102, MAT 311, SWK 220, SWK 301, SWK 307, SWK 308, and SWK 422.

Application of research methods to generalist social work practice. Research ethics, evidence based practice. Equivalent course: SWK317W

**SWK 320 - SOCIAL SERVICES ORGANIZATIONS - 3 credits**  
*Prerequisites:* SWK Majors Only, Junior/Senior standing, BIO 101, CWP102, MAT 311, SWK 220, SWK 301, SWK 307, SWK 308, and SWK 422.

History, descriptions, and functions of social services organizations; creation, implementation of social welfare policy and programs; social justice, human rights, NASW Code of Ethics. Equivalent course: SWK320W

**SWK 423 - INTERVENTION METHODS - 3 credits**  
*Prerequisites:* SWK Majors Only, Junior/Senior standing, SWK 220, SWK301, SWK 307, SWK 308, SWK 422, BIO101, CWP 102, MAT 311

Models of generalist social work intervention; evidence-based practice with diverse populations; ethical guidelines for practice and self-reflection. Equivalent course: SWK423W

**SWK 424 - GROUPS - 3 credits**  
*Prerequisites:* SWK Majors only, Junior/Senior standing, BIO 101, CWP102, MAT 311, SWK 220, SWK 301, SWK 307, SWK 308, and SWK 422.

Outlines the basic issues and key concepts of group process and practice. Equivalent course: SWK424W

**SWK 419 - SOCIAL WELFARE POLICY - 3 credits**  
*Prerequisites:* SWK Majors Only, Senior standing, SWK 220, SWK 301, SWK 307, SWK308, SWK 317, SWK 320, SWK422, SWK 423, SWK 424, CWP 102, BIO101, MAT311.

This course addresses the American social welfare state and its historical responses to need, in addition to the concepts of discrimination, oppression, social welfare policy, policy
research, policy analysis, policy creation, grant proposals, and legislative briefs. Equivalent course: SWK419W

**SWK 493 - FIELD PRACTICUM I – 6 credits**  
*Prerequisites:* SWK Majors Only, Senior standing, SWK 220, SWK 301, SWK 307, SWK 308, SWK 317, SWK 320, SWK422, SWK 423, SWK 424, BIO 101, CWP102, MAT311, and a minimum 2.5 GPA in the SWK major and cumulative.

This course involves a supervised internship where students develop and complete a learning contract in conjunction with their fieldwork agency that includes demonstrating mastery of the required social work practice behaviors. Additionally, it involves a concurrent on-campus seminar that integrates and supports all previous social work coursework and demonstration of mastery.

**SWK 496 INTEGRATED SEMINAR I – 3 credits**  
*Prerequisites:* SWK Majors Only, Senior standing, SWK 220, SWK 301, SWK 307, SWK 308, SWK 317, SWK 320, SWK422, SWK 423, SWK 424, CWP 102, BIO101, MAT311.

Integration of coursework and the demonstration of social work practice behaviors and skills required by the Council on Social Work Education. Emphasis on the engagement and assessment phases of generalist practice.

**SWK 429 - POLICY PRACTICE – 3 credits**  
*Prerequisites:* SWK Majors Only, Senior standing, SWK 220, SWK 301, SWK 307, SWK308, SWK 317, SWK 320, SWK419, SWK 422, SWK 423, SWK 424, SWK 496, SWK 493, CWP 102, BIO 101, MAT 311.

Generalist macro policy practice skills. Social welfare policy research, policy briefs, grant proposals, policy presentations to governing bodies (e.g., Congress).

**SWK 494 - FIELD PRACTICUM II – 6 credits**  
*Prerequisites:* SWK Majors Only, Senior standing, SWK 220, SWK 301, SWK 307, SWK 308, SWK 317, SWK 320, SWK419, SWK 422, SWK 423, SWK 424, SWK 496, SWK 493, BIO 101, CWP 102, MAT 311, and a minimum 2.5 GPA in the SWK major and cumulative.

This course involves a supervised internship where students develop and complete a learning contract in conjunction with their fieldwork agency that includes demonstrating mastery of the required social work practice behaviors. Additionally, it involves a concurrent on-campus seminar that integrates and supports all previous social work coursework and demonstration of mastery.
SWK 497 INTEGRATIVE SEMINAR II – 3 credits
Prerequisites: SWK Majors Only, Senior standing, SWK 220, SWK 301, SWK 307, SWK 308, SWK 317, SWK 320, SWK419, SWK 422, SWK 423, SWK 424, SWK 496, SWK 493, BIO 101, CWP 102, MAT 311.

Integration of coursework and the demonstration of social work practice behaviors and skills required by the Council on Social Work Education. Emphasis on the engagement and assessment phases of generalist practice.

Elective Courses
(Students are urged to complete one or two electives from the following, as available.)

SWK 105 – INTERPERSONAL RELATIONS - 3 credits
The impact of societal, cultural, and professional values on interpersonal relationships. Students increase awareness of their own interpersonal skills and examine ways to overcome barriers to healthy interpersonal relationships.

SWK 310 - SEXUALITY IN HUMAN DEVELOPMENT - 3 credits
Examination and analysis of human sexuality as part of human development. Designed for future human services professionals.

SWK 321 - THE ELDERLY AND SOCIAL SERVICES - 3 credits
Prerequisite: Upper division status.
Needs of and services for the elderly; services and programs; policy issues regarding the aging such as health, housing, and finances; intervention strategies for working with the elderly.

SWK 335 - MENTAL HEALTH AND SOCIAL WORK - 3 credits
Prerequisites: SWK 220, SWK 307, MAT311 BIO 101, CWP 101, CWP 102.
Theoretical perspectives concerning mental health and mental illness; history of the mental health movement; institutional and community mental health services; roles and functions of social workers and other personnel in the mental health system.

SWK 345 - CHILD WELFARE SERVICES - 3 credits
Prerequisite: Upper division status.
Child welfare as a field of practice in social work; historical and philosophical bases; the impact of culture, ethnicity, and race on practice; current delivery of services; skills needed to practice in the field.

**SWK 346 - CHILD ABUSE AND NEGLECT - 3 credits**  
*Prerequisite:* Upper division status.

Major issues in child abuse and neglect from a social work viewpoint; the nature of abuse and neglect; the actual incidence; workings of the current child protection system; intervention and treatment issues; the role of other disciplines and the larger society.

**SWK 425 – SOCIAL WORK WITH FAMILIES - 3 credits**  
*Prerequisites:* Social Work Majors only, CWP 101, CWP 102, MAT 311, BIO 101, SWK 220, SWK 307, SWK 308, SWK 422.

Focus on family and family intervention; theory and practice principles through examination of families in specialized problem contexts.

**SWK 485 - SENIOR SEMINAR – 3 credits**

Intensive analysis of selected topics in social work.

**SWK 495 - SPECIAL PROJECT - 1-3 credits**

**SWK 499 - INDEPENDENT STUDY – 3 to 12 credits**

**INTERNATIONAL OPPORTUNITIES**

There are some opportunities for students to experience international social work depending on the year. In the past, interested students have been able to go to various locations such as Nicaragua.

This year, interested and selected students have the opportunity to travel to Trinidad and Tobago by taking three Independent Studies. There are two programs:
**Program 1: 9 credit hours**
Prerequisites: Senior standing, professor approval

1. **Independent Study Fall Semester (3 credit hours):** apply to the Student Research and Creativity Forum for funding (as needed), work on research or creativity project which will be applied in Point Fortin, Trinidad with professor.
2. **Independent Study J-Term (3 credit hours):** travel for one week to Trinidad and Tobago to administer approved research or creativity project with professor.
3. **Independent Study Spring Semester (3 credit hours):** apply to the Student Research and Creativity Forum for funding (as needed), write reflections and results from trip to Trinidad and Tobago, present findings at the Student and Research Creativity Celebration.

**Program 2: 9 – 18 credit hours**
Prerequisites: 2nd semester junior standing, professor approval

1. **Independent Study Spring Semester (junior year – 3 credit hours):** apply to the Student Research and Creativity Forum for funding (as needed), work on research or creativity project which will be applied in Point Fortin, Trinidad with professor.
2. **Independent Study Summer Semester (3 – 12 credit hours):** travel for one to four weeks in Trinidad and Tobago to administer approved research or creativity project with professor AND assist with the Naomi Chin-Kit Memorial School summer camp program for children and youth.
3. **Independent Study Fall Semester (senior year – 3 credit hours):** apply to the Student Research and Creativity Forum for funding (as needed), write reflections and results from trip to Trinidad and Tobago, present findings at the Student and Research Creativity Celebration.
ADMISSIONS POLICY

There are two ways to gain admission to the social work major at SUNY Buffalo State:

1. New transfer students applying to the college are accepted if they meet the eligibility requirements for admission to the department.
2. Currently attending SUNY Buffalo State students are accepted once they meet the eligibility requirements (major application is available in the Social Work Department, Classroom Building C-115).

Since social work is an upper division program only, first and second year students are not generally eligible for admission directly to the major. They are assigned to pre-social work (SWKW). This stance offers the student the benefit of a social work faculty adviser for assistance in program planning in preparation for entry into the major.

Admission to the major (SWK) requires the following:

1. 45 credit hours completed at the time of application
2. Minimum GPA of 2.5 at the time of application
4. Significant progress toward completing the liberal arts degree requirements that includes: any psychology course such as PSY101 AND any sociology course such as SOC100.

ADVISEMENT POLICY

Advisement includes course selection and program information for all students in the major and in the pre-major. Other advisement functions, including career counseling, mentoring, and personal support, are available to all pre-majors and majors upon request by the student(s), on an as needed basis, or upon recommendation of the faculty following mid-semester review.
Advisement for course selection and program information is expected for all pre-majors upon admission to pre-major status and every semester thereafter until they have been admitted to the major. Advisement for course selection and program information is expected for all majors upon admission to the major and again no later than the registration period prior to enrollment in SWK493.

**Advisement Tips**

- Check Degree Works for Registration Holds and BANNER for your *specific* registration date.
- Pay attention to deadlines such as the last day to drop/add, tuition payment due date, refund period, course withdrawal period, and graduation application deadline. If you miss one, it could cost you, both educationally and financially.
- Talk to your instructor or advisor about withdrawing from a course rather than failing it.
- Select classes based on your academic capabilities. For example, if math and science are challenging areas for you, do not take these courses in the same semester.
- Be careful when selecting summer and inter-semester classes. Remember that you are receiving 15 weeks of information in a 2 to 5 week period. The pace can be overwhelming.
- Communication is the key – do not be afraid to ask for help or discuss issues that are relevant to your educational, personal, social or career development. This is your session.
- Read any SUNY Buffalo State material that you receive by either email or in-person. This material often contains vital information that may be essential for your academic achievement. Check your SUNY Buffalo State email daily.
- Save copies of all college documents (transcripts, drop/add forms, receipts for registration and graduation applications, change of major forms, etc.). You may need to refer to them in the future. Ask for and keep a copy of your advisement slip.
• Obtain the facts. Do not assume that college policy advice from other students is accurate. The college holds you responsible for your academic progress.

CAREER COUNSELING AND MENTORING

These important functions of social work professional development are offered to students through various methods:

1) Direct meetings with their adviser;

2) Field seminar workshops that focus on career development issues such as resume and cover letter writing and the social work graduate school application/admissions process;

3) Student Social Work Organization and Kappa Omega Chapter of the Phi Alpha Honor Society meetings at which community social workers from a variety of practice fields discuss pertinent social issues and share their experiences and professional challenges in the workplace; and

4) An e-mentoring project that links social work practitioners in varied practice fields with our students via the Internet. For details, check out our Web site at www.buffalostate.edu/socialwork/ementoring.xml.

PROFESSIONAL ACADEMIC PERFORMANCE STANDARDS

The social work profession requires maturity and ethical and professional conduct. Therefore, professional academic performance extends beyond classroom performance and attendance to include “ethical behavior and psychological well-being sufficient to interact positively and instructively with clients” (Cobb & Jordan, 1989, pp.87-97).

STANDARDS

1. The department expects that all students will model behavior as described within the NASW Code of Ethics while representing the department and institution (this includes coursework, field placement, and events/conferences). Students will need
to familiarize themselves with the Code by downloading it at
www.naswdc.org/pubs/code/default.asp

2. Students will abide by the Code of Rights, Freedoms, and Responsibilities of SUNY Buffalo State. In compliance with the April, 2004, directive from the Chancellor of the State University of New York, SUNY Buffalo State requires all students to receive and positively affirm the campus's Student Code of Conduct.

Procedures on Retention and Termination of Students

Students can be informally accepted into the Social Work Program as Pre-Social Work Majors. Generally Pre-Social Work majors are freshmen and sophomores. Social Work is an upper division major that builds on a liberal arts base. Once students are accepted to the Social Work Program faculty begin to assess students' “fit” with professional expectations and standards. Students apply to the Social Work major prior to the Fall Semester of their Junior Year. This admission is considered by the faculty as signifying that the student is in good standing in the Social Work Program and is in compliance with its Professional Behaviors and Academic Performance Standards.

Professional Behavior and Academic Performance Standards

1. Grade Point Average (GPA)
   - Earn a 2.5 to apply for the social work curriculum
   - Maintain a 2.5 overall GPA to move forward in the Field Process
   - Meet and maintain academic standards of SUNY Buffalo State and the Social Work Department

Indicators of Concern
   - Fails to maintain an 2.5 overall GPA to move forward in the Field Process
   - Fails to successfully complete either Integrative Seminar or Field Practicum
   - Has more than one class with a grade of incomplete
   - Fails to comply with incomplete grade contracts in a timely manner (We recognize unforeseeable circumstances and/or accidents.)

2. Professional Behavior
   - Attend class, arrive on time, and return from break in a timely manner
   - Abide by class attendance policy as designated in the syllabus of each course
   - Participate in group activities and assignments at equal levels
➢ Complete work in a timely fashion and according to directions provided
➢ Come to class prepared, with reading and other assignments completed
➢ Plan and organize work effectively
➢ Develop and follow a plan of study with the proper sequencing of courses
➢ Meet deadlines for advisement, registration, admission applications etc.
➢ Take responsibility for the quality of completed tests and assignments
➢ Demonstrate the ability to follow school and agency protocols, policies and professional standards
➢ Make arrangements for special needs in a timely manner

Indicators of Concern
➢ Multiple absences from class or field practicum
➢ Multiple late arrivals for class or field practicum
➢ Poor organizational skills
➢ Does not come to class prepared to participate in group activities or discussion
➢ Repeated requests for extensions with the exception of prior approved accommodations.
➢ Late or incomplete assignments
➢ Failure to keep or cancel appointments
➢ Failure to adhere to practicum agency policies and professional standards
➢ Lying, cheating, or plagiarizing

3. Respect/Conduct
➢ Treat all peers, instructors, and others with dignity and respect at all times
➢ Be attentive while others are speaking
➢ Shows respect for other's opinions
➢ Give feedback to peers and faculty in a constructive manner
➢ Approach conflict with peers or instructors in a cooperative manner
➢ Remain open to positive or negative feedback from peers and faculty
➢ Use positive and nonjudgmental language
➢ Demonstrates a willingness to understand diversity in people regarding age, class, color,
  culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation
➢ Conduct yourself according to the NASW Code of Ethics
➢ Conduct yourself according to established laws, professional agency policies
➢ Support the concept of client self-determination

Indicators of Concern
➢ Creates conflict in class
➢ Uncooperative or unwilling to participate in class activities
➢ Consistently late for class or field practicum or leaves class or field practicum early
➢ Sleeps during class
➢ Disrupts class process by talking to others
➢ Frequently interrupts when others are speaking
Uses cell phone inappropriately during class
Uses derogatory language or demeaning remarks
Appears unwilling or unable to accept feedback from faculty, staff and/or peers
Monopolizes class discussion
Unwilling or unable to develop an understanding of people different from oneself
Discriminatory behavior or harassment towards others on the basis of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation
Academic misconduct

4. Confidentiality
- Treat any personal information that you hear about a peer or an instructor as strictly confidential
- Maintain confidentiality of any information shared in class, dyads, or smaller groups within that unit
- Use judgment in self-disclosing information in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they can utilize campus resources such as the Counseling Center, Disabilities Office, Weigel Health Center, etc.)
- Never use names of clients or disclose other identifying information

Indicators of Concern
- Shares or discusses information about faculty or peers inappropriately
- Shares information disclosed in class discussions with individuals external to the learning environment
- Demonstrates poor judgment in self-disclosure
- Discloses names or other identifying information about clients in the classroom or other settings

5. Verbal and non-verbal communication skills
- Practices positive, constructive, respectful, and professional communications skills with peers and instructor: (body language, empathy, listening)
- Demonstrates use of critical thinking skills in communication
- Clearly articulates ideas, thoughts, and concepts verbally, in writing and other means of nonverbal communication.
- Communicates clearly with clients, supervisors, peers, and faculty
- Strives to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records
- Accepts and benefit from constructive feedback
- Demonstrates ability to follow the conventions of writing in academic papers, exams, discussion boards, agency notes and/or other written documents
- Demonstrates good organization of writing that follows a logical sequence
- Formal papers are typed, double-spaced, and conform to the Publication Manual of the American Psychological Association (latest edition) standards of writing unless instructed to do otherwise by the faculty/staff person.
Indicators of Concern
- Unable to express information clearly and concisely either verbally or in writing
- Unable to master the conventions of writing in academic papers, exams, discussion boards, agency notes and/or other written documents
- Posting inappropriate or negative remarks/references on social work media about the profession
- Unable to communicate clearly with clients, supervisors, peers, faculty and/or staff
- Relates interpersonally in a manner that is disrespectful, manipulative, discriminatory, disruptive and/or immature
- Fails to follow appropriate procedures and channels for conflict resolution
- Interviewing skills not at the appropriate level for class standing, junior, senior etc.

6. Ethical Behavior and Integrity
- Perform professional activity in conformity with the values and ethics of the profession
- Demonstrate judgment that models the values and ethics of the profession as presented in the NASW Code of Ethics
- Practice honesty with self, peers, faculty and staff
- Learn and apply the rules of citing other’s work properly
- Does own work and takes credit only for one’s own work
- Do not submit in whole or in part the same work for credit in more than one class, except with prior approval of the instructor
- Avoid conflicts of interest that would interfere with the exercise of professional discretion
  and impartial judgment, which includes setting clear, appropriate, and culturally sensitive boundaries.

Indicators of Concern
- Violates any section of the NASW Code of Ethics
- Violates any standard of the SUNY Buffalo State Student Code of Conduct
- Violates policies or procedures set forth in the BSW Student Handbook or Field Practicum Manual
- Lying, cheating, or plagiarizing
- Submits the same work product for more than one course
- Current involvement in illegal activities (e.g. conviction of a felony, breaking the law, specific criminal behavior, such as possession of a firearm or other weapon, trafficking in and/or possession of drugs).
- Tests positive for drug screens requested by an agency while participating in Field Practicum
- Inability to pass criminal background checks and child abuse clearances
- Engages in activities that have conflict(s) of interest with the educational setting or the Field Practicum Setting

7. Self-Awareness and Self-regulation
Uses self-disclosure appropriately in the classroom, field placement, or the profession
Maintains appropriate boundaries in all relevant relationships and settings
Demonstrates the ability to examine personal values and their fit with professional expectations.
Able to develop and grow in reconciling differences
Able to engage in discussion and processing of uncomfortable topics
Deals appropriately with issues which arouse emotions
Demonstrates an awareness of one’s personal limits
Understands the effects of one’s behavior on others
Able to form positive working relationships with peers, faculty, supervisors and clients
Able to work toward resolving one’s personal issues that may impair performance
Demonstrates the ability to manage stressors through the use of appropriate methods of coping
Seeks out appropriate support when having difficulties to ensure success in completing course requirements
Strives to work toward greater awareness of personal issues that may impede effectiveness with clients

Indicators of Concern
Unable or unwilling to work through unresolved personal issues
Unable or unwilling to control emotional reactions
Demonstrates behavior consistent with impairment as a result of using alcohol or drugs
Demonstrates behaviors that interfere with his or her ability to work effectively with peers, faculty, staff, clients and field instructors.
Makes verbal or physical threats to peers, faculty, staff, clients and field instructors
Demonstrates impaired judgment, decision-making, or problem solving skills
Fails to seek appropriate interventions to address substantial personal limitations that may interfere with professional functioning
Demonstrates a negative attitude/lack of enthusiasm toward the social work program, the social work profession, and/or the field placement, to such a degree that it impairs the student’s ability to actively participate in the learning experience.
Unable to form effective relationships with clients, faculty, supervisors, or peers

8. Professional Competence
Demonstrate the ability to utilize information to make informed and relevant decisions
Demonstrates the ability to identify and critically analyze bio-psycho-social components and factors that affect individual, family groups and communities
Demonstrates the ability to use critical thinking skills
Able to meet the requirements for attaining the competencies found in the CSWE Educational Policy Statement
Indicators of Concern

- Failure to actively participate in the attainment of expected social work practice competencies
- Unable to meet requirements of class or field requirements due to failure to balance personal and school responsibilities such as employment vs. school
- Inability to work within the framework of supervision – may include classroom instructor, field agency faculty or supervisor
- Impairment as described in Section 4.05 of the NASW Code of Ethics, which may include impairment due to psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with or impair professional judgment and or jeopardize the best interests of people for whom they have a professional responsibility

9. Diversity and Difference

- Remain open to people, ideas, and creeds with which they are not familiar
- Demonstrate the capacity and willingness to work with diverse client populations
- Maintain speech free of racism, sexism, ageism, heterosexism, stereotyping, ethnocentrism
- Demonstrate an understanding of how values and culture interact
- Participate in educational activities that promote sensitivity to, knowledge about, and appreciation of cultural diversity
- Demonstrate your commitment to social justice for all populations
- Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals, groups and communities
- Learn about methods of empowering populations and enhancing social justice

Indicators of Concern

- Is not willing to work with or gain a greater understanding of diverse populations
- Demonstrates the use of stereotypes, judgmental attitudes, or prejudice
- Fails to accept and work to understand values and practices in different cultures
- Does not understand the impact of oppression on individuals, groups or communities during any semester of enrollment in the BSW Program, including the last semester of enrollment.

Professional Academic Performance Standards (PAPS) Committee Retention and Termination of Students

In general, students who meet academic standards should have no difficulty meeting professional standards. However, on occasion a student may possess all the requisite academic skills and yet may not be ready to meet the emotional challenges of undergraduate studies. This lack of readiness would be evidenced by behaviors that emerge in the classroom, in relations with professors or other students, or in fieldwork.
Since it is possible for a student to have difficulty relating with one particular professor or field instructor, the decision to terminate or take other disciplinary action against an undergraduate student (i.e., place on probation, suspension) will not be made by only one person but will be the decision of the PAPS Committee.

**Procedures for Professional Termination or Other Disciplinary Action (i.e., Probation, Suspension) and Due Process Guarantees**

• No student will be considered for professional termination on the basis of 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. (CSWE, 2015)

• All decisions to terminate or take other disciplinary action against an undergraduate social work student (i.e., place on probation, suspension) for professional performance will be made by the PAPS Committee. The Committee only makes decisions relevant to the Social Work Department. Student would be advised to pursue another major when necessary.

**Student Performance Review**

Students are expected to maintain the standards set forth in the SUNY Buffalo State Student Code of Conduct, the Social Work Program Student Handbook, the Social Work Department Field Practicum Manual the National Association of Social Workers *Code of Ethics*, and course syllabi. If a student fails to meet required professional program standards, he/she may be subject to a performance review. A performance review is intended to provide students and faculty the opportunity to openly identify and discuss performance problems. Any Social Work faculty or staff member can submit a referral to the PAPS Committee. A member of the PAPS Committee may also submit a referral, but will not be able to participate in the deliberations of the committee. In this case, an alternate person will be used.
Composition and Operation

Each academic year at the first faculty meeting, the full program will select a PAPS Committee for a term of one year. The Committee itself will select the Committee Chair. The Department Chairperson may not be a member or chair of the Committee. The Committee shall be composed of three faculty members. No regular Committee member may consider a case in which he/she is considered to have a conflict of interest, as determined by the Department Chairperson. The Chair will designate an alternate member(s) to consider a case in place of a regular Committee member deemed to have a conflict of interest or to fill the absence of a regular Committee member. If additional alternates are necessary, the Committee Chair shall advise the Department Chairperson who shall bring the issue to the full Department.

PAPS Committee is a Program-level system for early detection of concerns with academic or professional performance. PAPS Committee will:

1) Review criteria for performance review,
2) Make recommendations to the Program for updates or changes to the review process,
3) Receive requests for review of student performance,
4) Review requests for review of student performance, and
5) Make decisions on all reviewed requests

PAPS Committee may decide that there is no basis for further action or that a specific student contract must be established for a probationary period before determining the need for further action. The contract will include problems to be solved, actions to be taken to solve the problems, a time period to carry out identified actions and re-evaluation of student performance, and consequences for noncompliance. The Committee will work with the student, his/her professor, and other relevant persons. In addition, the Committee reserves the power to terminate the student from the program under any of the following circumstances: if the student refuses to develop a contract, fails to fulfill the contract, or if
during the process of completing the contract some serious negative behavior or failing academic performance occurs. Termination can occur any semester, including the last semester of enrollment in the Program.

Possible Outcomes from PAPS Committee Review
(The committee can only make decisions as they relate to the Social Work Department)

No further action: The student will continue in the department.

Probation: The student is placed on probation and is allowed to continue in the department for a time-limited period to allow for completion of a written corrective action plan that will include action items, with dates for completion and consequences for not abiding by the plan will be developed with the PAPS Committee.

Suspension: The student is temporarily removed from the department and required to complete a written corrective action plan developed with the PAPS Committee.

Termination: The student is dismissed from the department and therefore advised to pursue another major with the support of PAPS Committee members. In the case of a recommendation for termination of as student from the department two-thirds of the committee members must concur.

Detailed Procedure for Requesting and Conducting Professional Performance Review

1. Before filing a request with the Committee, the potential faculty/staff person must make all reasonable efforts to resolve the matter with the student(s), including, but not limited to meeting with the student, reviewing the issue(s) with the Program Director, and, if recommended by the Department Chairperson, other campus resources. All such efforts to resolve must be documented in writing by the potential faculty/staff person, regardless of whether a request is dealt with by the Committee.

2. If an eligible person completes a PAPS Referral Form with the Committee, it must be filed with the Committee Chair in writing, dated, and signed by the faculty/staff person and must include written documentation of:
(1) The specifics of each actual performance incident on which the request is based, including student name(s), date, location, approximate time, and names of persons present;

(2) All efforts to resolve prior to filing with the Committee, as required by point 1 above, with written documentation of same.

3. Barring extenuating circumstances, the Committee shall notify the faculty/staff member in writing within one week of its decision on whether their request meets Committee requirements for review. A Committee decision requires a majority vote.

4. If a review is granted, the Committee will send written and e-mail notification to the student(s) and faculty/staff member of the decision, including a copy of the request; notice to the student that they must submit a written reply to the faculty/staff member’s filing to the Committee and the faculty/staff member within two weeks of receipt of the notice; and a statement that a Committee representative will contact both parties within two weeks to schedule a review. Barring extenuating circumstances, the Committee shall make a reasonable effort to schedule a review within two weeks of mailing the notice.

5. Students responding to a Requester filing may have a representative assist them with the process, including being on-site at the Committee meeting. However, in all cases, the students must speak for themselves and the representative shall have no right to speak to the Committee, other than introducing themselves to the Committee. For purposes of this section a representative may include only one person who may only be a person from the SUNY Buffalo State community (student, faculty, or staff). However the student may not bring an attorney as a representative. If the student brings an attorney, the meeting will be cancelled and the student and the attorney will be referred to the SUNY Office of General Counsel. A student who fails to appear relinquishes the right to be heard.

6. Committee reviews are opportunities for both the faculty/staff member(s) and student(s) to submit their positions orally and in writing for Committee review. The faculty/staff member(s) and student(s) each will have a maximum of 15 minutes for their oral presentation. The Committee review does not include cross-examination between the parties; only questions by the Committee members. A faculty/staff
member(s) or student(s) may ask the Committee chair to consider asking a question to the student(s) or faculty/staff member(s), respectively. The Committee chair has full discretion in deciding whether or not to honor the request.

7. All evidence presented by the faculty/staff member(s) and student(s) must be presented in writing to the Committee Chair within 7 days prior to the review.

8. Barring extenuating circumstances, the Committee shall issue a written decision to the faculty/staff(s) and student(s) within one week of the review meeting. A committee decision requires a majority vote. The decision must be sent by certified mail, return receipt requested, e-mail and include: the decision (i.e., probation subject to contract development and compliance, suspension, or termination), its effective date; and the appeal rights, as stated in this policy and procedure. Effective dates shall be established, subject to appeal rights. All committee decisions shall be considered final and consented to by the student unless the student exercises his/her appeals rights.

Procedure for Appeal of PAPS Decision

The student may appeal the decision of the PAPS Committee to the Department Chair. The student must submit a substantive written statement for requesting an appeal by Department Chair. The written request must be submitted within two weeks of the receipt date of the Committee’s review decision notice. If this deadline is not met, the student is ineligible to appeal. Upon receipt of the appeal notice from the student, the Department Chair will appoint an appeal committee from all eligible faculty members and a chair, but in no case may the review panel be less than two members. Eligible persons are full-time faculty and field liaisons. The following persons are ineligible: PAPS Committee members, and any other program members the Department Chair deems to have a conflict of interest. Department chair would be ineligible to serve on the committee.

Appeal Process
The Chair of the Appeal committee will determine if a second hearing is necessary. If so, the chair shall set a date for the hearing within two weeks. After a hearing date has been set, the Committee Chair shall give at least one week notice to Committee members, the faculty/staff member(s), student(s), and preceptor about date, time, and place for the hearing as well as the issues which will be considered by the Committee. The hearing notification will be sent via certified mail and e-mail. All Committee members, the student(s), and faculty/staff member(s) must be present at this appeal hearing. The student may be accompanied by a person from the SUNY Buffalo State community (student, faculty, or staff). However the student may not bring an attorney as a representative. If the student brings an attorney, the meeting will be cancelled and the student and the attorney will be referred to the SUNY lawyer. The Appeal Committee review is an opportunity for both the faculty/staff member(s) and student(s) to submit their positions orally and in writing for Committee review. Its purpose is to review whether the PAPS procedure followed the requirements of the policy and procedure and to review the substantive decision. The faculty/staff member(s) and student(s) each will have a maximum of 5 minutes for their oral presentation. The faculty/staff member(s) and student(s) written presentations from the Committee review will be the basis of their written presentation to the Appeal Committee. Requester(s) and student(s) may submit any new written documentation to the appeal committee within 3 days of the appeal committee meeting. The Appeal Committee review does not include cross-examination between the parties; only questions by the Committee members. A faculty/staff member(s) or student(s) may ask the Appeal Committee chair to consider asking a question to the student(s) or faculty/staff member(s), respectively. The Committee Chair has full discretion in deciding whether or not to honor the request. The student must leave the room at the time of deliberations.

Deliberations

Only the Committee members and the student’s preceptor (if in attendance) will be present in the room for the vote. The preceptor will not vote. The Appeals Committee
recommendation to the Program Coordinator will be by majority vote. The Committee’s responsibilities are to:

1. Consider all factors in the present and past performance of the student
2. Decide to support the decision of the PAPS Committee
3. Decide to overturn the decision of the PAPS Committee with an alternative plan to resolve the performance problems.

The Appeals Committee shall prepare a written recommendation to submit to the Program Coordinator, which will describe the nature of the performance problem, a summary of the facts as presented to the Appeals Committee, Committee’s actions and reasons for the actions.

Notification

Barring extenuating circumstances, the Appeals Committee shall issue a written decision to the faculty/staff member(s), student(s), PAPS Committee chair, and Department Chairperson within one week of the review meeting. The decision must be sent by certified mail, return receipt requested, e-mail and include: the decision; its effective date; and the appeal rights, as stated in this policy and procedure. Effective dates shall be established subject to appeal rights.

Confidentiality

All procedures must be confidential to protect student’s rights to privacy. All parties involved are expected to comply with this requirement.

Procedures for Readmission to the Social Work Program

Students who have to be terminated for reasons of academic and/or professional performance from the Social Work Program may, at a later date, seek to be readmitted. A terminated student who displays renewed determination to complete the program
satisfactorily may reapply for acceptance after student has addressed the concerns that lead to the PAPS referral. The procedure for reacceptance is to write to the Social Work Department Chair to request a personal appearance before the Social Work Program. At this time, the student should give clear evidence of academic and/or professional growth during the period that he or she was out of the Program.

**Resources for Consultation and Referral for Students of Concern**

These students may not be referred to PAPS based on the level of concern.

As per SUNY Buffalo State Emergency Procedures, students that demonstrate the following concerns will be referred to the appropriate resources.

1. **Emergency Response** is when a student is a victim of attack or appears to pose imminent danger to the safety of him/her self or others. University Police will be contacted at 716-878-6333.

2. **Mental Health Consultation** is when a student exhibits severe anxiety, depression, suicidal thoughts, or intense emotional disturbances. If immediate threat exists University Police will be contacted at 716-878-6333. If no immediate harm seems likely College Counseling Center will be contacted during business hours at 716-878-4436. After hours Crisis Services will be contacted at 716-834-3131.

3. **Conduct/Disruptive Behavior** is when a student’s behavior is inappropriate or disruptive to a class, a residence hall, or other campus location. If immediate threat exists University Police will be contacted at 716-878-6333. For non-emergency concerns the Dean of Students will be contacted at 716-878-4618.

**A Final Word**

We hope that this answers many of your questions about SUNY Buffalo State’s Social Work Program’s Professional Behavior and Academic Performance Standards. If you have additional questions or concerns, please feel free to contact the Social Work Department Chairperson.
References for the Procedures for Professional Behavior and Academic Performance Standards and the Professional Academic Performance Standards Committee for the Retention and Termination of Students was developed with the use of information in SUNY Buffalo State Social Work Department Student Handbooks and materials found from the following references:

- Indiana University East, School of Social Work, Policy on Student Continuation, Review & Dismissal: [http://www.iue.edu/socialwork/bsw/](http://www.iue.edu/socialwork/bsw/)
- University of Southern Indiana, Social Work Department. (2015) BSW Performance Standards for Student: Retention, Review and Termination: [https://www.usi.edu/media/4708107/20152Student-Performance-Standards](https://www.usi.edu/media/4708107/20152Student-Performance-Standards)
OPPORTUNITIES FOR STUDENT INVOLVEMENT

Opportunities are provided for social work majors to become involved in the Social Work Department in addition to required classes. Several are listed below:

The Student Social Work Organization

The Student Social Work Organization offers students an excellent chance to meet and become acquainted with other social work majors. It opens the door to a learning experience outside the classroom. It is also an opportunity to be informed of issues pertaining to school, work, and community affairs that affect students. Guest speakers and graduates in the field often share their experiences with the group. This organization also provides opportunities to become involved in committees such as Student Issues and Curriculum.

Kappa Omega Chapter of Phi Alpha

This is the Buffalo State Chapter of the National Social Work Honor Society. It is composed of students who are committed to the values and ethics of the social work profession and who display scholarly excellence and achievement within the department.

National Association of Social Workers

Applications to become a student member of NASW are available online at http://www.socialworkers.org/nasw/join/MKT-APP-24712.Application.pdf. A $48 membership fee gives students the following benefits: membership at the national and state chapter level; access to the Social Work Career Center that provides a job bank, career-coaching, resume reviewing and writing, and professional development and training opportunities, free CEUs with NASW’s online courses, and more…
**Department Committees**

Student representatives are elected to the following faculty committees:

**Curriculum Committee:** This committee is responsible for matters related to course offerings of the Social Work Department. The Curriculum Committee is responsible for reviewing the curriculum and proposing curriculum changes. Two students are elected to this committee from membership in the Student Social Work Organization.

**Student Issues Committee:** This committee is responsible for making recommendations regarding advisement needs to the faculty and department chair, developing activities and programs that relate to postgraduate concerns, and selecting the outstanding senior awards. Two students are elected to this committee from membership in the Student Social Work Organization.

**GRADUATE SCHOOL INFORMATION**

The Career Development Center in Grover Cleveland Hall, Room 306, and the Graduate School in Grover Cleveland Hall, Room 204, provide graduate information on social work and other related disciplines. Of particular note, every fall the Career Development Center hosts a graduate school fair where numerous human service graduate programs, especially MSW programs, are represented.

**GRADUATE RECORD EXAMINATIONS (GRE) and MILLER ANALOGIES**

Many graduate and professional schools require applicants to take the Graduate Record Examination or Miller Analogies. Scores may be used by either admissions or fellowship panels to supplement undergraduate records and other data that indicate a student's potential for graduate study. The scores provide a common measure for comparing the qualifications of applicants and aiding in the evaluation of grades and recommendations. Complimentary information bulletins on the GRE and Miller Analogies may be obtained from the Buffalo State Graduate School in Grover Cleveland Hall, Room 204.
EMPLOYMENT AND CONTINUING EDUCATION OPPORTUNITIES

Job listings and conferences on continuing education are posted on the bulletin boards in the hallway outside the Social Work Department, Classroom Building C-115, and on our Web site at http://forum.buffalostate.edu/index.php?showforum=32. The Career Development Center, Grover Cleveland Hall, Room 306, also keeps an extensive reference file of opportunities. Their Web site is http://www.buffalostate.edu/offices/cdc.

FREQUENTLY ASKED QUESTIONS

Transfer Credit?
The Admissions Office is responsible for evaluating transfer credits from other colleges. If you have specific questions, you may call 878-5514 or visit Moot Hall. [You should see the chair of the Social Work Department in Classroom Building C-115 only if you seek to apply a transfer course to your major.]

Graduation Processing?
Questions on fulfilling the requirements for graduation should be directed to your assigned adviser. Please make an appointment with your adviser to review your Degree Works the semester prior to your intended graduation date. Every student is responsible for checking with the Registrar’s Office, Moot Hall, about graduation filing dates.

Academic Appeals?
Forms for academic appeals are available in the Academic Standards Office, Twin Rise 100 or online at http://www.buffalostate.edu/academicstandards/documents/petition.pdf

How do I get an adviser?
Once you are accepted as a social work major or pre-major, an academic adviser will be assigned to you by the Social Work Department. A list of advisers is posted outside the Social Work Department office or you can look up your assigned adviser in your BANNER account. Your adviser’s office hours are available in the Social Work Department, Classroom Building C-115, and posted on faculty office doors and the department Web site.
When should I see my adviser?
You should make an appointment to see your adviser whenever you have personal, professional, or academic concerns to discuss. You do not have to limit your contact to preparation for registration. At minimum, you should contact your adviser to schedule an appointment near midterm every semester prior to next semester course registration.

- Schedule an appointment near October 15th to register for J-Term or Spring semester courses
- Schedule an appointment near March 15th to register for Summer or Fall semester courses

What are MY responsibilities prior to seeing my adviser?
Please check in the Social Work Department, Classroom Building C-115, to make sure a file has been set up for you. You should also read over the advisement policy in this handbook.

What items should be in my student folder?
As you progress through the program, the other materials which should be in your folder are records of grade changes, notice of waiver of courses, copies of your field evaluations, references written by faculty, and any other notices which may affect your graduation status.

How do I change my adviser?
If there is a problem between you and your adviser, you should contact the department chairperson at 878-5705 for an appointment to discuss the matter. Changes in adviser are made in certain instances but only with the approval of the department chairperson.

If I still have questions about advisement, whom can I ask for help?
You should check with the department for clarification on policies. Specific problems should be discussed with the department chairperson by appointment.
Can I receive college credit for my work/life experience?

Academic credit for life experience and previous work experience will not be given in whole or in part in lieu of the field practicum or of courses in the professional foundation.

APPENDIX

SUNY BUFFALO STATE POLICIES

POLICY ON NON-DISCRIMINATION

In keeping with The State University of New York and SUNY Buffalo State’s policy regarding equal opportunity and affirmative action, the Social Work Department is committed to carrying out its program without regard to gender, race, national origin, religion, handicap, sexual orientation or veteran status. The Department provides opportunities to students without regard to race, gender, disability, religion, sexual orientation, or ethnic origin. The Department is committed to recruiting, admitting, and retaining minority students. This same non-discrimination policy is applied to the Department's selection and use of social service agencies for the placement of field students. In addition, field agencies must be able to show evidence of policy commitments to non-discrimination in both service delivery and employment.

SEXUAL HARASSMENT POLICY

"It is the policy of SUNY Buffalo State to provide an employment and educational environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communication constituting sexual harassment as defined and otherwise prohibited by state and federal statutes." SUNY Buffalo State will not tolerate sexual harassment of students or employees. The college has both informal and formal procedures in place to handle allegations of sexual harassment. In general, the college will try to reach an informal resolution first. The college will:
ACADEMIC GRIEVANCE PROCEDURES FOR STUDENTS
OFFICE OF ACADEMIC AFFAIRS
INTRODUCTION

SUNY Buffalo State complies with New York State Education Department regulations requiring that campuses have in place procedures for filing complaints and seeking resolution of perceived problems. The procedures below pertain to alleged violations or misapplication of college and/or course policies. They are also directed at a student grievance alleging that he or she has been treated unfairly, in violation of established academic policy or practice. The procedures below reflect the college commitment to a fair and prompt resolution of student academic grievances. This procedure begins with an informal process, but includes a formal process that centers on hearings and recommended resolution of the grievance in a way that maximizes the opportunity for a full and impartial solution. Request to waive or otherwise alter college academic policies shall continue to be the province of the Academic Appeals Committee. The procedures below do not deal with grievances that are based on issues of sexual harassment or discrimination. Such grievances are handled through the Offices of Equity and Diversity. Similarly, complaints that deal with other non-academic issues are administered by the Office of the Dean of Students. Students are advised to retain all documentation from course(s) including (but not limited to), syllabus(i), test(s), quiz(zes), paper(s), any graded evaluation(s). These materials are required to substantiate any grievance a student would file.

1. JURISDICTION
A grievance shall include, but not be restricted to, a complaint by a student:
   a. that college regulations and/or policies have been violated or misapplied to him or her;
b. that he or she has been treated unfairly, defined in terms of established academic policy or practice governing or affecting students at the college.

2. TIME LIMIT
At informal level - no later than 5 weeks into the following semester. At formal level - no later than 10 weeks into the following semester.

3. GRIEVANCE RESOLUTION PROCESS
The process includes the possibility of hearings at two levels: the department and the faculty.

   a. At the departmental level, a student with a complaint should attempt to resolve the complaint informally with the faculty or staff member involved. The assistance of the chair may be sought to resolve the dispute to the satisfaction of both parties. A student must initiate the process not later than five weeks into the following semester. The student who is not able to achieve resolution with the instructor may initiate a formal grievance or grade appeal process no later than ten weeks into the following semester by preparing a written statement which includes:

   1. A statement of the case in detail;
   2. All information about the conference with the instructor;
   3. A statement of the reasons the student believes he or she is aggrieved or, in the case of a grade, why it should be reconsidered;
   4. All relevant supporting materials, which should be identified and listed in an index.

The student shall submit complete copies of the written statement and attachments to the chair of the department and the faculty member identified in the grievance. The chair shall carefully review the statement, confer with the student and instructor, and attempt to reach a resolution of the dispute. The chair may ask members of the department to serve as a committee to review the materials and assist him or her in reaching a decision. The chair's response must be made within 10 days of the date of request from the student. In conformance with state regulations, the department shall maintain adequate documentation
about each formal complaint and its disposition for a period of at least six years after final disposition of the complaint. If the department chair is the party against whom the grievance is brought, the student should initiate a review at the level which follows.

b. If the matter is not resolved to the student's satisfaction at the departmental level, he or she may request a hearing at the faculty level by writing to the dean of the faculty and forwarding the documentation to that office. The request must be made within 10 academic days of the receipt of the recommendation of the department chair. The dean or designee shall convene a three-person committee drawn from the panel of available faculty within 10 days. Such committee shall include one faculty member from the department in which the faculty member resides. Furthermore, after the committee is constituted, the faculty member and the student have the right to review the committee membership and request alternate members in the event it is believed a member of the committee is not neutral. The committee shall meet and review the materials presented and solicit a response from the instructor to each count of the student's case. In the case of a grade appeal, the committee will familiarize themselves with the standards and objectives of the course and evaluative material presented. Their concerns shall be limited to consideration of the fairness of the application of the standards and objectives, and whether the standards and objectives were made known to the student in a reasonable manner. The difficulty of the standards shall not be an issue. The burden of proof shall be on the student, who may be asked to appear before the committee. In the case of a grade appeal, if the majority of the committee feels no case can be made, the original grade will remain. If they find that the standards and objectives were not reasonably known to the student or were unfairly applied, they may recommend a different grade and give their reason for so recommending. The committee shall report its findings in writing to the student, the instructor, and the dean. If the panel recommends a different grade, the instructor shall have ten working days from receipt of the panel's report to inform the dean of the faculty of the intent to change the grade. If necessary, the dean may direct that the grade be changed. A change of grade shall not be
interpreted as an admission of unfairness in grading. In the case of a grievance, if the majority of the committee members adjudge the grievance to be without foundation, written notification of their findings will be forwarded to the student, the instructor, and the dean of the faculty. If, in the judgment of the committee, there is a basis for the grievance, a written report will be forwarded to the dean of the faculty with specific recommendations for redress. Copies shall be forwarded to the student and the instructor. The dean of the faculty will notify all parties of his or her final decision regarding the grievance within ten working days of receipt of the committee's findings and recommendations. In conformance with state regulations, the dean's office shall maintain adequate documentation about each formal complaint and its disposition for a period of at least six years after the final disposition of the complaint.

4. COMMITTEES
Committee members shall be drawn from a list of faculty nominated by departments. In naming the committee to hear a grievance, the dean shall take care to ensure that no member has an interest in the case being heard.

5. CONFIDENTIALITY

Once the grievance committee has been convened to hear a complaint, principals and committee members shall have the obligation to maintain the confidentiality of the proceedings and of all materials presented.

6. REVIEW

This procedure must be reviewed after two years. The review process should identify any irregularities in grade changes. To facilitate this review, a copy of all documentation/findings at the formal level shall be retained in the department office.

COMPLAINTS TO STATE EDUCATION DEPARTMENT
Any individual who continues to feel aggrieved after pursuing the options outlined previously, is unable to resolve the problems, or believes the institution has not properly addressed the concerns may file a written complaint with the State Education Department within three years of the alleged incident. The complainant may telephone the Postsecondary Complaint Registry to request a complaint form at (212) 951-6493 or write to the New York State Education Department, Postsecondary Complaint Registry, One Park Ave., 6th Floor, New York, NY 10016.

**SOCIAL WORK LINKS**

*CSWE Educational Policy & Accreditation Standards*

http://www.cswe.org/File.aspx?id=13780

*NASW Code of Ethics*

http://www.sp2.upenn.edu/docs/resources/nasw_code_of_ethics.pdf