



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

**Department of Social Work
Undergraduate Program**

**Program Guide
2010-2011**

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DEPARTMENT OF SOCIAL WORK

Program Guide

This Program Guide applies to students who are formally accepted into the Undergraduate Social Work Program in the fall of 2010. These students will be exempt from any changes or additions to the requirements for the Social Work major that may occur during the 2010-11 academic year.

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Introduction

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

These academic programs are administered without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, handicap, political or sexual orientation, marital status or status as a Vietnam Era veteran. The Department of Social Work subscribes to the following affirmative action policy regarding students and employees:

1. Prohibits discrimination in decisions regarding students, in offering employment opportunities and in the selection of employees.
2. Forbids distinctions made on the basis of race, color, religion, gender, age, sexual orientation, marital status, physical disability, and Vietnam era veteran status where such distinctions discourage the initial selection of students and employees from a culturally diverse group, or affect their treatment as members of the college community.
3. With reference to faculty and staff, specific conduct of recruitment, initial appointment, promotions, performance evaluations, tenure awards, consideration of salary and wages, sabbaticals and other leaves, and terminations, shall be free from discrimination. Discriminatory acts shall be prohibited in the conduct of departmental services and benefits for students that affect admission, continuance in program, access to courses and academic support, assignment of grades, and faculty advisement.

Mission Statements

Social Work Department Mission

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

Social Work Undergraduate Program Mission

The faculty assigned to the undergraduate program at The College at Brockport, State University of New York is committed to excellence in preparing students with knowledge, values and skills necessary for generalist social work practice and informed and involved citizenship.

Definition of Generalist Practice

Generalist social work practice refers to the knowledge base, professional values, and practice skills needed for the social work practitioner to intervene using a multi-level approach to assessment and intervention. It involves working in partnership with the client system to frame problems in a manner that assists the client system to meet goals. It seeks to identify and strengthen the maximum potential in individuals, groups, organizations, and communities and is committed to understanding and respecting the unique context of the client system and responding to issues of human diversity. The generalist social worker is able to use the framework and ethical guidelines of the NASW and IFSW codes of ethics with client systems and to promote social and economic justice. The generalist practitioner is able to use critical thinking and research informed practice to identify and intervene in a manner that strengthens the client system.

Undergraduate Program Goals

The faculty assigned to the undergraduate program will:

1. Plan and deliver a curriculum that successfully prepares students for entry level social work practice and graduate social work education
2. Promote community service opportunities
3. Engage in activities that focus on current social issues and critical professional concerns.

Core Competencies and Practice Behaviors

All graduates of the undergraduate program at The College at Brockport, State University of New York are expected to demonstrate the following core competencies:

EP 2.1.1: Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

- A- advocate for client access to the services of social work;
- B- practice personal reflection and self-correction to assure continual professional development;
- C- attend to professional roles and boundaries;
- D- demonstrate effective oral and written communication in working with client systems; and
- E- use supervision and consultation.

EP 2.1.2: Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- A- recognize and manage personal values in a way that allows professional values to guide practice;
- B- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles; and
- C- apply strategies of ethical reasoning to arrive at principled decisions.

EP 2.1.3: Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- A- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- B- analyze varying approaches of assessment, prevention, intervention, and evaluation; and
- C- demonstrate effective oral and written communication in working with client systems.

EP 2.1.4: Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity.

The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- A- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- B- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;

- C- recognize and communicate their understanding of the importance of difference in shaping life experiences;
- D- view themselves as learners and engage those with whom they work as informants; and
- E- understand the forms and mechanisms of oppression and discrimination.

EP 2.1.5: Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- A- understand the forms and mechanisms of oppression and discrimination;
- B- advocate for human rights and social and economic justice; and
- C- engage in practices that advance social and economic justice.

EP 2.1.6: Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- A- use practice experience to inform scientific inquiry;
- B- use research evidence to inform practice;
- C- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; and
- D- demonstrate knowledge of quantitative and qualitative research methods.

EP 2.1.7: Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- A- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- B- critique and apply knowledge to understand person in environment.

EP 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- A- analyze, formulate, and advocate for policies that advance social well-being;
- B- know the history and current structures of social policies and services; and
- C- collaborate with clients and others for effective policy action.

EP 2.1.9: Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- A- recognize emerging societal trends to provide relevant services; and
- B- practice to improve the quality of social services and to promote sustainable changes in service delivery.

EP 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. Social workers

Engage:

- A- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- B- use empathy and other interpersonal skills; and
- C- develop a mutually agreed-on focus of work and desired outcomes

Assess:

- D- collaborate with client systems to collect, organize, and interpret client data;
- E- assess client strengths and limitations;
- F- develop mutually agreed-on intervention goals and objectives; and
- G- work in partnership with client systems to select appropriate evidence-based intervention strategies.

Intervene:

- H- initiate actions to achieve client-centered goals;
- I- implement prevention interventions that enhance client capacities;
- J- help clients resolve problems;
- K- negotiate, mediate, and advocate for/with clients; and
- L- facilitate transitions and endings.

Evaluate:

- M- critically analyze, monitor, and evaluate practice, program, and policies; and
- N- disseminate evaluation outcomes.

Evening and Part-time Program

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

Requirements for the Undergraduate Social Work Major

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

PREREQUISITE REQUIREMENTS (12 CREDITS)

The prerequisite requirements must be completed before entering the Social Work major. The prerequisite requirements may be completed at Brockport or equivalent courses transferred in from other colleges/ universities. The prerequisite courses may be used to fulfill general education requirements of the College.

1. SOC 100 Introduction to Sociology (3 cr.)
2. PSH 110 Principles of Psychology (3 cr.)
3. BIO 281 Elements of Human Biology (3 cr.) or
BIO 221 Survey of Anatomy and Physiology (4 cr.) or
BIO 285 Biology of Aging

- 4. SOC 200 Social Statistics (3 cr.) or
- PSH 202 Introductory Stat. (3 cr.) or
- MTH 243 Elementary Statistics (3 cr.)

PROFESSIONAL SOCIAL WORK CONTENT AREA REQUIREMENTS (42

CREDITS)

1. Social Welfare Policy and Services (9 credits)

- SWO 311 Human Service/Social Policy (3 cr.)
- SWO 322 Social and Economic Justice (3 cr.)
- SWO 411 Human Service Policy Analysis (3 cr.)

2. Research (3 credits)

- SWO 310 Social Work Research Methods (3 cr.)

3. Human Behavior and Social Environment (9 credits)

- SWO 301 HBSE I (3 cr.)
- SWO 302 HBSE II (3 cr.)
- SWO 321 Human Diversity (3 cr.)

4. Social Work Practice (9 credits)

- SWO 341 Social Work Methods I (3 cr.)
- SWO 342 Social Work Methods II (3 cr.)
- SWO 441 Social Work Methods III (3 cr.)

5. Field Practicum (12 credits)

Concurrent Placement—Two Semesters

- Fall: SWO 451 Field Instruction I (5 cr.)
- SWO 453 Seminar in Field Instruction I (1 cr.) AND
- Spring: SWO 455 Field Instruction II (5 cr.)
- SWO 457 Seminar in Field Instruction II (1 cr.)

OR

Block Placement -- One Semester

- Fall: SWO 454 Field Instruction (10 cr.)
- SWO 456 Seminar in Field Instruction (2 cr.)

FIELD INSTRUCTION SENIOR YEAR

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

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

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

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

SERVICE LEARNING

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

ELECTIVES

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

Brockport social work electives include:

SWO 201 Writing and Social Issues
SWO 221: Contemporary Social Work
SWO 303: Crisis Intervention
SWO 372: Sex and the Life Cycle
SWO 373: School Social Work
SWO 374: Probation and Parole
SWO 379: People With Disabilities: Issues, Legislation, Intervention
SWO 474/574: Child Welfare
SWO 475: Women's Lives
SWO 476/576: Aging Issues in America

SWO 477/577 Perspectives on Older Adults and the Aging Family
SWO 478/578: Developmental Disability
SWO 480: Ethical and Value Dilemmas in the Helping Professions
SWO 482: Dealing with Diversity
SWO 492 Special Topics

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

RECOMMENDED COURSES FOR THE LIBERAL ARTS PERSPECTIVE

Every student must attain the liberal arts perspective as a base and on-going support for professional social work courses. In addition to the prerequisites for the social work major and to the general education requirements of the College, the social work faculty suggests that students consider taking:

- Principles of Economics Micro (ECN 201);
- Principles of Economics Macro (ECN 202);
- American Political Systems (PLS 113);
- Survival and Change (ANT 100);
- Social Psychology (PSH 332) and/or
- Courses in Afro-American Studies or Women and Gender Studies.

Social Work Courses

SWO 201 Writing and Social Issues Elective(A) Covers basic writing skills for social workers, and may be taken in the junior or senior year. Through producing journals, reviews, essays, memos, and papers with a focus on social issues, students will improve their writing skills. The course involves intensive reading and writing.

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

SWO 301 Human Behavior and Social Environment I (A,W). Prerequisites: SOC 100, PSH 100, and

BIO 281. Provides a social work perspective or knowledge and theory related to the human life cycle. The life span development of human beings is studied in the context of their emotional, physical, intellectual, and social needs. 3 credit hours.

SWO 302 Human Behavior and Social Environment II (A). Prerequisites: SWO 301. Entails the second course in a two course sequence dealing with human behavior. Social systems theory is applied to collective functioning, specifically the interaction of the individual with the small group, the family, the organization, the community, and larger social systems.

The course integrates knowledge from the social, behavioral, and human biological sciences to provide a comprehensive view of people interacting with their environments. 3 credit hours.

SWO 303 Crisis Intervention (Elective) (A). Provides an in-depth study of issues related to the historical background and theoretical bases of crisis intervention and the steps to be taken in crisis resolution. Understanding of situational and maturational crises. Examination of ethical dilemmas related to the use of authority in crises situations. Implications of crisis intervention with families, groups, and communities. 3 credit hours.

SWO 310 Social Work Research Methods (A,T) Prerequisites SOC 200, or PSH 202 Introductory Statistics, open only to majors. Covers research methods applied to social work practice and human services. Course includes research methods, designs, and basic data interpretation; development of computer skills through data input and data analysis. Major emphasis on practice effectiveness and program evaluation. 3 credit hours.

SWO 311 Human Service Systems/Social Policy (A). Explores social welfare policies within the framework of historical development, contemporary practices; evaluation of policies from the perspective of political implications, social work context, client needs and economic factors. 3 credit hours.

SWO 321 Human Diversity (A). Prerequisite: SOC 100 Identifies areas of misinformation that perpetuate exclusion of sub-cultural groups from mainstream opportunities; differentiates covert acts, institutional policies, and ideologies that foster the exclusion of culturally diverse groups; compares such groups to mainstream American culture; recognizes and deals with students' personal feelings regarding range of minority groups and issues as these negatively or positively affect the provider of service. 3 credit hours.

SWO322 Social & Economic Justice (A). This course introduces students to social and economic justice issues in the United States and internationally. Specific attention will be given to inequality arising from race, class, gender, and age. Students will examine social workers' roles in addressing these disparities. This knowledge will enhance the student's understanding of how local, national, and international social policies work to maintain these disparities.

SWO 341 Social Work Methods I (B). Open only to majors. Taken concurrently or as prerequisites: SWO 321, SWO 301. Emphasizes a generalist orientation in preparation for entry level practice; systems' approach offers framework within which to understand social work as service delivery system, change agents targets, etc.; and as process within which skills are learned and carried out. 3 credit hours.

SWO 342 Social Work Methods II (B). Open only to majors. Prerequisite: SWO 341. Co-requisite:

SWO 331. Explores the face-to-face service delivery process learned through identification and assumption of client/ worker roles in generalist social work practice. Exercises, role-playing and simulations are used to enhance learning. Students learn skills of helping individuals, groups and families. 3 credit hours.

SWO 372 Sex and the Life Cycle (A). Emphasizes sexual development through the life span with exploration of biological, psychological, societal, and political forces shaping, determining direction, expression, and lifestyle in positive sexual fulfillment; desensitization exercises for effective handling of feelings, attitudes: exploration of selected procedures for dealing with sexual problems. 3 credit hours.

SWO 373 School Social Work (Elective) (A). Covers current practice of social work in school settings; roles and tasks of social workers in educational contexts; skills pertinent to this area of practice; developmental/behavioral issues related to school age children with emphasis on role of parents and community members; stress factors in schools; various models of social work and personnel collaboration in dealing with student dysfunction. 3 credit hours.

SWO 374 Probation and Parole (Elective) (A). Covers the historical development from reform to reintegration in the area of community corrections, trends in the philosophy of community correction; social investigation; concepts of supervision with the resisting client; various service activities of the role. 3 credit hours.

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

SWO 411 Human Service Systems/Analysis (A). Prerequisite: SWO 311. Covers concepts, methods and techniques used in the analysis of social policy; human service systems in relation to social policy; community and print resources in relation to social policy; social policies relevant to the social work profession. 3 credit hours.

SWO 441 Social Work Methods III (B). Prerequisites: SWO 331, 341, 342. Must be taken concurrently with field instruction. Allows students to identify and perform various social worker roles and skills; use change agent skills for group and community social work; organization and group member roles; social issues and social work attitudes for working with self-help groups, community groups and organizations. 3 credit hours.

SWO 451 Field Instruction 1 (B). Prerequisites: SWO 331, 341, 342 and all other 200 and 300 level courses required for the Social Work major. Allows for the application of social work skills and knowledge to implement tasks and strategies of an entry level generalist social worker in a service delivery system. 5 credit hours.

SWO 453 Field Instruction II (B). Prerequisite: SWO 451. Must be taken concurrent with SWO 441: Provides a continuation of SWO 451 with emphasis on elaboration and refinement of skills in a service delivery system. 5 credit hours.

SWO 454 Field Instruction (B). Prerequisites: SWO 331, 341, 342, and all other 200 and 300 level

courses required for the social work major. Must be taken concurrently with SWO 441. Combines SWO 451 and 453 in a concentrated 4/5 day week block field placement. 10 credit hours.

SWO 455 Seminar in Field Instruction I (B). Must be taken concurrently with SWO 451. Provides an opportunity to achieve integration of classroom learning with field experience; resolution of discontinuity regarding the development of social work competencies in the field setting; development and integration of responsibilities of social work's professional role. 1 credit hour.

SWO 456 Seminar in Field Instruction (B). Provides a combination of SWO 455 and 457 and taken concurrently with SWO 454. 2 credit hours.

SWO 457 Seminar in Field Instruction II (B). Must be taken concurrently with Social Work 453. Provides a continuation of Social Work 455. Provides an opportunity to review and integrate course content from all of the program components. 1 credit hour.

SWO 474/574 Child Welfare (Elective) (A). Covers the historical development of child welfare services in the United States and other nations; related social welfare policies affecting child and society and family; emphasis on child abuse neglect, foster care, adoption, exploitation, adolescent pregnancy, and legal status; examination of the rights of the child. 3 credit hours.

SWO 475 Women's Lives (Elective) (A) (W) Cross-listed as WMS 475. Examines women as clients, helpers, policy makers in context of social forces, values, attitudes, norms. Theoretical, developmental, political and social implications of women's changing roles. 3 credit hours.

SWO 476/576 Aging Issues in America(Elective) (A). Examines the older person as an evolving person; bio-psycho-social elements in the aging process; major issues related to the older person, the aging process and the society; comparison of needs of elderly with the service system's program; methods of intervention specifically needed for the older person. 3 credit hours.

SWO 477//577 Perspectives on Older Adults and the Aging Family (Elective) (A) Prerequisite: SWO 476 Provides in-depth analysis of select issues faced by older adults and their families using a multi-systems perspective and service learning activities. Bridging theory and practice, content utilizes a case study methodology to reflect practice-based situations encountered by health providers, older adults and their families. Topics include family caregiver/care recipient experiences, loss/resiliency, advance directives/end-of-life decision making, impact of substance abuse on aging families, and elder abuse. 3 credit hours.

SWO 478/578 Developmental Disability (Elective) (A). Examines and analyzes developmental disabilities in individual, family and group practice experiences; policy and planning in the development, coordination and implementation of delivery systems. 3 credit hours.

SWO 480 Ethical and Value Dilemmas in the Helping Professions (Elective) (A). Examines the nature, basis and expression of value dimensions in the human helping processes used by professional care providers. 3 credit hours.

SWO 482 Dealing With Diversity (Elective) (A). Helps students understand the different constraints and motivations of people from backgrounds different from their own. Examines critical components of social interaction, the concept of race, social class, age, gender, sexual

orientation, and the sociology of minorities. 3 credit hours.

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

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

Program Policies

THE SOCIAL WORK PROGRAM ADMISSION AND CONTINUANCE

PROCESS

Students may indicate their desire to major in social work at any time during the first two years of undergraduate study by registering with the undergraduate program as an “Intent to Major”. Such students will be assigned a departmental advisor to assist them with course planning and career orientation as they pursue upper division admission to the program.

Further steps are required for entrance to and continuance in the undergraduate social work program. Enrollment is limited. Applications received by March 15 will receive preferred consideration. Applications will continue to be reviewed as long as seats are available in the fall semester courses. Students are accepted for fall semester admission only.

Transfer students must first apply for admission to the College and inform the Office of Admissions of their interest in the social work major. After acceptance by the College, they must contact the social work department and request an application to the undergraduate program. This completed application along with transcripts, personal essay, and letters of recommendation from academic references are returned directly to the undergraduate program.

Applicants must demonstrate:

- Cumulative grade point average of 2.5 or above. (Minimum grade point averages necessary for acceptance into the program may be higher depending on the number of applicants.)
- Initial demonstration of suitability and capacity to enter the profession of social work.

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

Transfer students must consult with the undergraduate admissions coordinator or the undergraduate program chairperson regarding equivalency of courses taken at other institutions.

- Completion of a minimum of 54 credits, or an associate’s degree from a community college or four year college or university.

Students will be notified in writing regarding acceptance to the undergraduate program. A letter of acceptance qualifies the applicant to register for appropriate courses at Brockport. Students, whose request for admission is denied, may appeal the decision. The Grievance/Appeal Procedure is in the Program Guide; a copy will be sent upon request.

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

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

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

GUIDELINES FOR SUITABILITY AND CAPACITY TO ENTER THE
PROFESSION OF SOCIAL WORK

Because of the nature of professional social work practice, students applying to and continuing in the undergraduate program at The College at Brockport are subject to expectations different from those of non-professional programs. Meeting the criteria for scholastic achievement is necessary but not sufficient to ensure continued enrollment in the program. Both professional behavior and scholastic achievement comprise academic standards. Therefore in addition to satisfactory scholastic performance in each required course, students are expected to demonstrate:

- Ability to relate to people with warmth and empathy.

- Ability to communicate feelings appropriately.
- Recognition of the essential worth and dignity of all human beings.
- Appreciation of the value of human diversity.
- Ability to identify personal strengths, limitations, and motivations, especially as related to a decision to work with people.
- Openness to change in themselves and others.
- Ability to demonstrate self-confidence and initiative in working with people.
- Ability to express thoughts with clarity in both written and verbal form.
- Ability to ensure that their own personal, religious/spiritual, sexual orientation, and political beliefs are not imposed on clients.
- Adherence to the NASW Code of Ethics.
- Professional and ethical behavior in class and in field.

DEPARTMENTAL GROUNDS FOR RECONSIDERATION OF THE SOCIAL
WORK MAJOR

Although a student's scholastic performance is satisfactory, it may become necessary to advise the student to reconsider the preference for social work and to subsequently change the major. The bases for such a decision may be any of the following:

- Failure in field instruction can be grounds for dismissal from the undergraduate program, subject to review by the faculty assigned to the undergraduate program.
- Academic dishonesty
- Lack of commitment to the values of the social work profession, as evidenced through behavior and attitudes expressed in the classroom or in the field placement agency. (The social work profession and the undergraduate program welcome a diversity of points of view but the student is expected to exhibit an open mind, a willingness to explore new ideas, and receptivity to a variety of approaches to problems from social work perspectives.)
- Personal problems: A student's work may reflect personal problems, which significantly and consistently prevent that person from functioning effectively in a professional social work education program.

At the time of admission to the social work major, students receive a list of characteristic behaviors used by the program's faculty to assess suitability and capacity to enter the profession of social work.

When concerns arise regarding the academic performance (scholastic or behavioral) of a particular student the faculty member will

1. meet with the student to bring the concern to his/her attention and clarify expectations for performance.
2. If the concern persists, the faculty member will share the concern with the program faculty. At that point, the student's academic advisor would be directed to meet with the student and develop a plan to address the concern.
3. Should the situation not change, the concern may impact the student's grade in the course or result in faculty review at the end of each semester.

At all points, the student will be informed in writing of both the specific concern and the expected outcome of any recommended change effort.

The faculty assigned to the undergraduate program, meeting as a committee of the whole, reviews the performance of each student at the conclusion of each semester.

The Committee will review the student's advisement transcript for:

- Cumulative College at Brockport grade point average (2.5 required)
- Grade of "C" or better in every social work course required for the major
- SWO cumulative GPA of 2.5 or better

Additionally, the student's continued demonstration of suitability and capacity to enter the profession of social work is considered.

The review process will be conducted so that students reviewed will receive letters from the faculty in a timely manner. Students may be notified of the need to de-register from sequential social work courses and become part-time in the major because of probationary status. The letter will, at the same time, make clear that continuance in *good standing* in the program is contingent on the following:

- Continued earning of a grade of "C" or better in every social work course required for the major.
- Retaking any social work course in which a grade below "C" is received, if such course is a requirement for the major.
- De-registering from the second course in a sequence if a student does not pass the first sequence course.
- Maintaining a cumulative institutional GPA (Brockport credit hours) of 2.5 or better *overall and within the major*.
- Continued demonstration of suitability and capacity to enter the profession of social work.

Occasionally, students may, at the discretion of the faculty, be placed on departmental probation rather than being dismissed from the major. Such students will be given one semester to remedy the conditions of this probation. Students on probation may not enter field instruction. Probationary status, when granted, may not continue beyond one semester nor may it be granted again during a student's course of study in the undergraduate program. Students will receive letters detailing the conditions of their probation. Students on probation are advised to work closely with their academic advisor.

DEPARTMENTAL PROCEDURES FOR TERMINATION

Should the faculty determine that a student has not met the requirements for continuation in the major, the student will be informed by letter and personal contact by their academic advisor. Each letter will make clear that the student has the privilege of appeal. (Please refer to the Grievance/Appeal Procedure for the Social Work Program, which is located in the Program Guide, pp. 30-31.)

ELIGIBILITY FOR FIELD PLACEMENT

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

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

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

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

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

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

READMISSION/REAPPLICATION

Any student who departs from the College without a Leave of Absence must complete whatever degree requirements are in place upon return.

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

Students who have been asked to discontinue from the undergraduate program for academic or suitability reasons may re-apply at the end of the first full semester after dismissal in order to resume the semester in which they had difficulty. Requirements for readmission to the program are identical to those for students applying initially. Such students must demonstrate to the admissions committee that they have successfully remedied the situation (scholastic or behavioral) that led to their dismissal.

STUDENT ADVISEMENT

All new students accepted to the major are required to attend an orientation program held in the beginning of the fall semester. Students receive their Program Guides and become familiar with departmental expectations and opportunities at this time.

Every student is given an opportunity for individual advisement and may discuss educational plans with a social work advisor at a mutually convenient time.

Undergraduate faculty members welcome student inquiries and will take time to help students assess educational needs and interests.

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

STUDENT RIGHTS AND RESPONSIBILITIES

The program's policies and practices specifying students' rights and responsibilities builds on the Faculty-Student Rights, Responsibilities, and Expectations (College Catalog, pp. 6-7) that applies to all Brockport students. As adapted specifically for the undergraduate program, students are assured the following rights:

1. To participate in departmental decision-making processes.
2. To organize in their interests as students.
3. To have access to services and activities of the department regardless of race, color, gender, age, creed, ethnic or national origin, disability, political or sexual orientation, marital status or status as a Vietnam era veteran.
4. To receive assurance that student records, academic and related non-academic information, will be kept confidential in accordance with university standards. (See Student Records Policy.)
5. To be notified regarding the rationale for any faculty decision regarding the status of their enrollment in the program, such as termination.
6. To be notified of the right to appeal faculty decisions according to procedures found in the department's Program Guide and the College's student handbook, *Your Right to Know*.

With these rights, students accept the following responsibilities:

1. Act in accord with duly enacted institutional, departmental, and student made regulations.
2. Act in a manner that affirms the rights of all students and faculty members.
3. Act in accord with the NASW Code of Ethics.
4. Engage in open communication with faculty and staff regarding individual and department needs.

STANDARD ACADEMIC POLICIES

Academic Dishonesty: Academic dishonesty is a serious breach of that trust which exists between a student, one's fellow students and the Instructor. Academic dishonesty is a major violation of College policy, which can result in the failure of a course, as well as in a range of disciplinary actions, from an official warning to suspension or dismissal from the College. Any student suspected of such a violation will be subject to charges.

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

Attendance: Students must attend all sessions and are expected to actively participate in the activities scheduled for each session. "Absences will be excused for (a) documented illness, (b) official representation of the College, (c) death of a close relative, (d) religious holiday, and (e) other circumstances beyond the control of the student. Substantiation of excused absences is the responsibility of the student. Excuses for official representation of the College must be obtained from the official supervising the activity or event. Absences deemed excessive by the Instructor may result in a lowered grade. Students whose unexcused absences exceed 15% of the scheduled classes and laboratories will be subject to failure at the instructor's discretion." (Faculty Senate, 1983)

Students with Disabilities:

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

From the Instructors:

"We would appreciate hearing from anyone in this class who has a special need which may be the result of a confirmed disability. We are reasonably sure we can work out whatever arrangement is necessary, be it special seating, testing, or other accommodation. See us after class, or during office hours, as soon as possible."

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

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

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

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

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

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

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

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

Sexual Harassment: "The College at Brockport is committed to maintaining a work place and a learning environment free of sexual harassment and intimidation. Sexual harassment is unacceptable behavior, unlawful and intolerable."

This is a portion of the College's policy on harassment. If students feel that they or someone they know is being harassed, they can refer to the information contained in the brochure prepared by the Affirmative Action Office and the Standing Committee on Women's Issues, [Sexual Harassment: An Introduction for Students and Employees at the State University of New York College at Brockport](#); contact a facilitator listed on the brochure; or contact the Affirmative Action Office in room 409 Allen Administration Building.

Writing Skills: The profession demands of its practitioners the ability to communicate clearly. This includes both verbal and written communication skills. The written assignments for this course will be graded first on the basis of the student's mastery of subject matter. The grade will also be affected by the quality of the written assignments. Credit will be lost for poor development of written work, improper grammar, poor spelling, and the improper use of English vocabulary.

The APA style is to be followed in preparing this or any other formal papers required by this Department.

More Program Information

STUDENT PARTICIPATION IN THE UNDERGRADUATE PROGRAM

Students are encouraged to be active learners, taking responsibility for their own education. They should be able to evaluate their learning needs and to ask for guidance from faculty when it is needed. As part of the professional orientation process, students are encouraged to participate in governance of the department through the Student Social Work Organization (SSWO).

STUDENT RECORDS

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

1. Student files shall contain:
 - Program application
 - Student's application essay and reader comments
 - College academic records (DARS reports, copies of transcripts, etc.)
 - Copies of Program correspondence
 - Field placement evaluations
2. Student files are maintained by the undergraduate department's secretary and kept in a locked office. Access is limited to undergraduate program faculty only.
3. Students shall have reasonable access to their files provided such access does not violate the rights of others. All student access will be consistent with the College's Policies and Procedures for the Implementation of the Family Educational Rights and Privacy Act of 1974 as delineated in The College at Brockport's "Your Right to Know & Academic Policies Handbook". Students desiring access to their file must request it in writing and subsequently

review the file in the presence of their academic advisor.

4. Information contained in the records will be available to sources outside the Program only when authorized by the student, required by FERPA, or mandated by court subpoena. In the later two cases, students will be notified immediately of such disclosure.
5. Alumni files shall be maintained in the Department for 10 years before being disposed of by shredding.

STUDENT SOCIAL WORK ORGANIZATION

The Student Social Work Organization (SSWO) is the official vehicle through which participation in the undergraduate department is channeled. Students are assigned to undergraduate departmental committees by SSWO and have representation in the undergraduate departmental decision making process. In addition to its participation in undergraduate departmental governance, SSWO plans social programs for undergraduate department involvement as well as for the benefit of the college at large. For example, the organization sponsors the annual Take Back the Night March in October and the Clothesline Project each spring. The SSWO has an undergraduate social work faculty advisor and is registered as a College at Brockport Student Government approved club.

HONOR SOCIETIES

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

STUDENT AWARDS

Outstanding undergraduate students are eligible for awards that are given at the Honors Convocation in April each year, or other award ceremonies. The faculty assigned to the undergraduate program frequently nominate distinguished students for the college's major awards: President's Citation, Student Leadership Award, School of Professions Award, and Outstanding Adult Students Awards. Additionally, departmental awards (Al Landy Award, Departmental Scholar Award, Marghi Rich Award, Class of 1999 Michael O'Connor Memorial Award, and the Outstanding Junior Award) are given annually. There are also a variety of other awards students can receive in specific programs of the College. Following are the criteria for the awards listed above:

Al Landy Award

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

- A minimum of 3.0 GPA overall and 3.5 in the major;
- Active membership in the major through committees, the Student Social Work Organization, or the completion of extracurricular tasks of some major importance;

- Service as a volunteer in community and/or campus activities that demonstrate significant accomplishments;
- Recommendation by at least one faculty member in the undergraduate program;
- Supported by a significant number of undergraduate program students.

Departmental Scholar

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

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

Marghi Rich Award

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

Criteria:

- The award is given annually to one student of each professor who completes SWO 411 with an A or A- and whose policy project in SWO 411 demonstrates:
 1. Excellent use of government documents and other sources;
 2. Clarity in presenting the material in the project;
 3. Logical development of materials throughout the project;
 4. Use of the APA format and basic rules of grammar/spelling.

Class of 1998 Michael O'Connor Memorial Award

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

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

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

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

School of Professions Award

Criteria:

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

Student Leadership Award

Criteria:

1. Minimum of 54 credits completed by the end of the Fall semester.

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

President's Citation

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

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

Outstanding Adult Student Award

Criteria:

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

February.

BY-LAWS OF THE UNDERGRADUATE SOCIAL WORK PROGRAM

DEPARTMENT OF SOCIAL WORK THE COLLEGE AT BROCKPORT

SECTION I – INTRODUCTION

MISSION STATEMENT

The faculty assigned to the undergraduate program at The College at Brockport, State University of New York is committed to excellence in preparing students with knowledge, values and skills necessary for generalist social work practice and informed and involved citizenship.

PROGRAM DESCRIPTION

The faculty views the generalist social worker as a professional who delivers social work services based upon a systems theory with knowledge, values, and skills which may be applied to various size client systems. Generalist practice is based on social work ethics rooted in the principles of social justice with a client-centered approach to individual and social change.

While preparing students for practice at regional, national and international levels, the undergraduate program has a particular commitment to assist in meeting rural and urban regional needs. The faculty assigned to the undergraduate program has identified regional target population groups in need of service. These include women and children, people with disabilities, ethnic minorities, people of color, the economically disadvantaged, persons of varying sexual orientation, and the elderly. On the national and international level the undergraduate program has a concern for legal and political victims here and abroad.

The Department provides a curriculum for the instruction of students in professional skills, knowledge and values. Based on the liberal arts and presenting both theoretical and practical knowledge. The curriculum provides many opportunities for students and faculty to interact in teaching and learning. Students learn to practice social work as both an art and a science, applying what they have learned in the classroom to service in an agency setting.

The faculty is dedicated to making contributions to the personal and professional growth of students, the emerging knowledge base of the profession, and the improvement of services to various client groups.

SECTION II - MEMBERSHIP AND VOTING

A. CATEGORIES

Membership in the Department of Social Work (hereafter referred to as the “Department”) will be drawn from professional and academic employees and students.

B. DEFINITIONS

Refer to the Policies of the SUNY Board of Trustees Professional Employees, Professional Staff, Academic Employees [see Article 2, Section 1, p. 2].

Professional Employees - i.e., any non-teaching professional such as a counselor.

Professional Staff - i.e., anyone not classified as teachers, faculty or management confidential.

Academic Employees - all faculty teachers and college administrators.

Students - those persons admitted into the undergraduate program as Social Work majors.

C. BALLOTING

Upon a simple motion, which receives a legitimate second to take a ballot in secret, a vote must be taken in that manner. In all other instances a voice vote or show of hands will be considered legitimate.

D. VOTING

Voting responsibility of Department members shall be designated as follows:

- All full-time Professional Employees, Professional Staff, and Academic Employees shall be entitled to one vote.

- Students elected by the Student Social Work Organization shall represent students on Department committees. It is the intention of the Department to give students an equal voice all matters. Thus, student representation should be at least 25% and not more than 100% of faculty representation on all committees. Each representative will have one vote, except ion decisions where such voting violates proscribed College policy.

E. APPROPRIATE JURISDICTION

Voting on Intra-Social Work Department matters. Full time academic employees may vote on Intra-Social Work Department matters.

Voting on External (faculty, college, or SUNY) matters. Eligibility to vote on matters external to the Department will be determined by policy established by SUNY Board of Trustees. (Article X #3). The representative to the Faculty Senate will be appointed by the Department chairperson after consultation with the prospective appointee.

SECTION III - GOVERNMENT

A. DEPARTMENT MEETINGS

The general management of the affairs of the Department shall be conducted in department meetings. The Department Chairperson shall sit as Chairperson of Department meetings and as ex-officio member of all committees. Department meetings shall be held at regular

intervals, but not less than one per month during the academic year.

B. AGENDA

The Chairperson has the responsibility of preparing and distributing the agenda for meetings.

C. PROCEDURES FOR CONDUCT OF MEETINGS

Quorum. A quorum for voting on agenda items shall consist of not less than 1/2 of the total votes of the committee membership.

Motions. Motions will pass by a simple majority vote of those present unless otherwise specified in these Bylaws.

Rules. Where not otherwise specified in these Bylaws or waived by a unanimous vote of a quorum, Robert's Rules of Order shall govern procedures of meetings.

Proxy Votes. Proxy votes shall be allowed on any item on the agenda. Proxy statements may be written or verbal and must be communicated to the Chairperson by the absent member prior to the meeting.

Minutes. A person designated by the Chairperson shall keep minutes of all faculty meetings. Copies of the minutes shall be made available to all committee members prior to the next meeting. Minutes shall be filed for a 5-year period.

SECTION IV - COMMITTEES

A. GENERAL

There shall be two types of committees: Standing Committees and Ad Hoc Committees. All committees shall be open to membership from all the categories of membership identified earlier in the document. (Section II, subsection B) Sub committees may be established within Standing Committees.

B. STANDING COMMITTEES

There shall be three standing committees known as: the Curriculum Committee, the Appointment, Promotion and Tenure Committee (hereafter referred to as the APT Committee), and the Admissions and Retention Committee. The Chairperson annually from the membership of the department shall appoint committee membership. The Social Work Student Organization will provide the names of candidates from the student body.

The Chairperson shall appoint committee chairpersons and the chair of the committee will not be held by any individual for more than a three-year period, unless there is mutual consent between the person and departmental chairperson. Their respective chairpersons will chair all committee meetings.

All standing committees and their subcommittees will publish minutes of their meetings. A single copy of minutes of meetings held in executive session, i.e. the committee chairperson and department Chairperson, may be kept in appropriate departmental files.

The Curriculum Committee - Shall be concerned with the development, review, approval and evaluation of curriculum content, formats, location in curriculum, and delivery. The specification of these concerns will be determined by the Department Chairperson in consultation with the committee chairperson and concurrence of department members. The Field Director shall chair a Subcommittee on Field Instruction.

The APT Committee - Shall be concerned with the recruitment, appointment, retention, promotion, support, and development of academic and administrative, college-based personnel. The committee also shall be concerned with the ethical and professional conduct of faculty and the protection of academic freedom. The Department chairperson in consultation with the committee chairperson will determine the specification of these concerns.

Admissions and Retention Committee - Shall be concerned with student recruitment, selection, evaluation, and the provision of advisement services to intended and declared Social Work majors. A function of this committee will involve the liaison of a faculty member with the Social Work Student Organization, the development of student activities, and the involvement of Social Work majors in Department affairs. The Departmental Chairperson in consultation with the committee chairperson will determine the specification of these concerns.

C. SUB-COMMITTEES

Any committee may form sub-committees to facilitate the work of the parent committee. Such sub-committees will operate in accordance with directions from the parent committee and each sub-committee will publish minutes and submit said minutes to the parent committee. Each sub-committee must include in its membership one member of the parent committee although such member need not be the chairperson of the sub-committee.

D. AD HOC COMMITTEES

The Chairperson of the Department may appoint such ad hoc committees as are necessary to accomplish or further the goals, objectives and activities of the department.

All ad hoc committees shall report their activities to the faculty at each department meeting. These reports may include the basic charge to the committee, as specified by the Chairperson, and the progress made in meeting the charge.

SECTION V - GRIEVANCE PROCEDURE

A. ELIGIBLE PERSONNEL

The grievance procedure applies to students in the Social Work Department concerning a course or Department action. For grade appeals there is a separate procedure, which is described in the Brockport Handbook. Faculty and other staff who are members of unions are to conduct grievances according to the guidelines of their respective unions.

B. GRIEVANCE/APPEAL PROCEDURES

Students who have grievances regarding grades should refer to the college policy. Other grievances related to the Social Work Program, such as those concerning a course or departmental action, are to be handled initially within the department.

If the matter is not resolved to the satisfaction of those initiating the grievance, they may then request a college-wide review. Following the principle of attempting solution at the lowest possible level of decision-making, students with grievances are expected to follow the procedure below:

In the case of a specific course, contact the instructor and discuss the problem.

If the problem is not resolved with the instructor regarding the specific course or if the problem reflects a department policy or action rather than a specific course concern, meet with the Chairperson of the Department.

If the problem is not resolved by the action taken in Step 2, the person with a grievance may submit to the Department Chairperson a written request for participation in the department grievance process. The written request shall meet the following criteria:

- It sets forth in detail the case of the person(s) with the grievance.
- It indicates the dates on which the person with the grievance conferred with the instructor and the department Chairperson.
- It sets forth the reasons why the person(s) with the grievance believe(s) the matter should be reconsidered.
- It includes all relevant supporting materials, documents, evidence, etc., identified and listed in an index.

The person(s) with the grievance shall submit to the Chairperson as many copies of the written request and supporting materials as are reasonably requested by the Chairperson.

Within seven working days the Chair will establish and convene an ad hoc Grievance Committee of no less than six persons. This Committee shall be composed only of persons who are not involved in the disputed matter. It will include all full-time social work faculty members not involved in the dispute and at least three students selected by the Student Social Work Organization. In constituting the ad hoc Grievance Committee, the Department Chair may also draw upon a wide range of persons related to the college community. Such persons may include non-social work faculty members, social work alumni, and members of the Community Advisory Committee.

The ad hoc Grievance Committee will select its own Chairperson.

Within seven working days of its initial convening, the ad hoc Grievance Committee shall meet with the aggrieved person(s) to attempt resolution of the grievance to the satisfaction of the aggrieved. All parties may include in the process any written materials or "college related" persons they may wish in presenting their arguments. Such persons may include students, social work and non-social work faculty members, social work alumni, agency field instructors, and members of the Community and Field Advisory Committees. The Chairperson of the ad hoc Grievance Committee shall determine whether persons are "college related."

If the matter is not resolved to the satisfaction of the aggrieved person(s) at the Department level, the aggrieved may write the Dean of the School of Professions and request a hearing, forwarding the documentation as outlined above. From this point forward, the grievance process will follow the procedure for Student Grade Appeals described in the college policy.

Termination of the grievance/appeal procedure at any stage shall be accomplished by stating said intent to the Department Chairperson in writing.

Students who feel that they have been discriminated against on the basis of race, sex, religion, national origin, age, disability, political or sexual orientation, marital status, or status as a Vietnam era veteran should consult with the Affirmative Action Officer.

SECTION VI – AFFIRMATIVE ACTION

No member of the Department may be discriminated against on the basis of race, sex, religion, national origin, age, disability, political or sexual orientation, marital status, or status as a Vietnam era veteran.

SECTION VII – ADOPTION AND AMENDMENT OF BY LAWS

A. ADOPTION

These Bylaws shall become effective by a majority of the present membership of the Social Work Department eligible to vote. (See By-Laws Section II, Subsection C)

B. AMENDMENTS

Amendments to these Bylaws shall be proposed in writing to the Chairperson as an agenda item for a department meeting. Proposed amendments to these Bylaws shall be circulated to the members at least 10 days prior to a regularly scheduled meeting at which they are to be discussed. The vote on proposed Bylaws amendments shall be taken at the next regularly scheduled meeting following the meeting at which discussion of proposed amendments was held.

An affirmative vote of at least a majority of the members eligible to vote on intra-department matters shall be required to amend the By-Laws. Provision shall be made for Proxy balloting on Bylaws amendments (See Bylaws Section III, Sub section C 4).

Constitution of the Student Social Work Organization

November, 1985. Revised: 2002-2003; 2008-08

Article I — Purpose

Section 1

The purpose of this organization shall be to promote an interest in social work as a profession and an awareness of social problems in the environment. This shall be done through the following:

- a) inviting outside speakers to the college from various agencies to relate to the members' problems encountered in the community and to give an awareness of 'happenings' in the professional world;
- b) organizing visits to the various social agencies;
- c) organizing community oriented projects;
- d) keeping abreast of new developments in Social work by review of periodical journals in the field;
- e) any other activities that are deemed appropriate to the club members and that are in accordance with the regulations governing student activities established by BSG.

Section 2

This organization will represent the students interested in the profession of Social Work in relation with faculty and administration. To this end, it shall hold elections of representatives to departmental committees as agreed upon by consultation of the executive committee of this organization with the Undergraduate Affairs Committee of the Social Work Department and with BSG.

Article II— Membership

Section 1

Membership in the organization is open to all students of The College at Brockport who have paid or have waived the BSG fee. We encourage students of academic disciplines other than social work to be active members in our organization.

Section 2

A student may apply for membership by giving his/her name to the organization secretary during a regularly scheduled meeting. The applicant shall attain membership by attending at least two consecutive meetings and showing a genuine interest in the organization.

Section 3

Any organization member has the right to nominate any willing member (including him or herself) to serve as an Executive Committee Member of the Organization. A student on strict probation is barred from serving as an Organization Executive Committee member. If the Executive Committee member is placed on academic probation during his/her term of office he/she shall tender his/her resignation to the Organization, in which case the organization shall hold an election to fill the vacancy.

Article III- Executive Committee

Section 1 Titles

The executive committee of this Organization shall include a Senior Chairperson and a Junior Co-Chairperson, Corresponding/Recording Secretary, Treasurer, and the Three Program Directors.

Section 2 Qualifications and Duties

Chairperson

- a) Any student(s)
- b) Shall be an executive officer(s) of the Organization.
- c) Shall preside at all meetings and attend any events sponsored by the Organization.
- d) Shall appoint committee chairpersons, as needed, who in turn appoint their own committee, with the approval of the organization members.
- e) Shall attend all Academic Council meeting in the absence of the treasurer and

- f) assume voting rights for the Organization
- f) Shall preside at organizational subcommittee's meetings in the absence of the Vice Chair
- g) Shall sit on curriculum and Faculty Representative Board meetings.
- h) Shall appoint class representatives for each Social Work course.

Junior Vice-Chairperson

- a) Any student.
- b) Shall, in the absence of the chairperson perform the duties of that office and keep the chairperson informed of all organization activities
- c) Shall meet weekly with all subcommittee chairpersons.
- d) Shall create and maintain a binder for SSWO meetings, functions and activities.

Corresponding/Recording Secretary

- a) Any student.
- b) Shall take attendance at all meetings, maintain a record of membership, and take minutes at all meetings.
- c) Shall read the minutes of the previous meeting minutes for discussion and approval.
- d) Take care of incoming and outgoing mail
- e) Shall be responsible for turning in all minutes to Brockport Student Government.
- f) Shall Chair the SSWO events flyer for distribution

Treasurer

- a) Any student
- b) Shall attend all Academic Council meetings and report on the state of budget at Organization meetings
- c) Shall present the Organizational budget requests at Academic Council Meeting.
- d) Shall report the financial statement at every meeting; project future expenditures, and handle all financial affairs of the organization.
- e) Shall submit a new budget to Brockport Student Government during the Spring semester.

Program Coordinator

- a) Any student
- b) Shall be responsible for quarterly programs of interest to the social work professions (i.e. speakers)
- c) Shall be responsible to coordinate with the Secretary, the publicity of events, for publicizing events.
- d) Shall be a Liaison between the SSWO and Brockport Student Government functions (Stylus, Area Newspapers, Interviews, others.)
- e) Shall be responsible for networking with other schools of Social Work organization.

*Option of Co-Directors

Faculty Advisor shall be selected for a one-year term by the members of the Organization on the basis of availability and interest in the Organization. He/she shall serve in an advisory capacity.

Article IV Standing Committees

Section 1- Positions

A) At a meeting in September, the following committee positions shall be filled: Admissions and Retention, Curriculum, A.P.T., Field Instruction, Diversity, Subcommittees Advisory and Department Committee of the Whole. Each committee consists of an equal proportion of faculty and students. At a meeting in September the following student committees shall be filled: Issues, Social, Fund Raising, and Newsletter.

Section 2 – Qualifications and Duties

A) Admissions and Retention

The committee shall review the admissions process to the Social Work Department. Students serving on this committee are expected to attend all committee meetings. Those students serving on this committee are expected to report on the admissions process to the Organization as a whole.

B) Curriculum

The curriculum committee shall review and assess the content and instruction of each course offered within the department of Social Work. The committee shall make suggestions for improvement of courses and academics as a whole within the Social Work Department. The committee is responsible for keeping the Organization informed on various projects of the committee. Student representatives should be appointed.

C.) Appointment and Tenure (A.P.T.)

The A.P.T. committee shall review applications for any faculty position openings. The committee shall review applicants for tenure and promotion. Two student representatives should be appointed.

D.) Field Instruction

The committee shall review and accept or reject all new proposed field agencies for placement sites. Committee shall review the placement of students in appropriate, approved agency placements either concurrent or block. Committee shall participate in all field instructors' meetings and shall advise the field instruction coordinator in problem situations as requested. Committee shall participate in any other placement oriented activities as requested by the Field Coordinator and/or the Department Chair. Committee shall consist of Field Coordinator, Chair of Committee, all full-time faculty, and student(s).

E.) Diversity

The committee shall strive to develop an ever increasing commitment to diversity in the SSWO and the Social Work Department. The committee will seek to have one SSWO sponsored event related to diversity each year.

F.) Advisory

The committee shall participate in the development of grievance and appeal procedures related to students in the social work program. Committee is to review overall strengths and weaknesses of the social work program. Committee is to choose and prepare students to participate in the site visit from the Council of Social Work Education. The committee shall draft self-study material (student selection). The committee shall consist of the Department Chairperson, at least one other faculty member, and at least one student representative from each of the other existing committees.

G.) Department Committee of the Whole

Each student serving on the Department Faculty/Student Committee has an equal vote with the faculty members on all issues. Student representatives shall report activities of the student organization to the faculty. Student representatives shall report to the organization at every meeting in regard to the content of department meetings.

Article V- Elections

Section 1- Method

At a designation meeting in March, nominations shall be accepted from the floor and the election of the Chairperson and Treasurer shall be determined by private ballot. At a designated meeting in September, nominations shall be accepted from the floor and the election an in-coming Senior Co-Chairperson, Treasurer, Secretary and the Program Director shall be determined by a private ballot.

Section 2

The Executive Committee will hold office until the end of the Spring Semester.

Article VI-Meetings

Section 1

Meetings shall be run according to Robert's Rules of Order.

Section 2

Meeting dates will be set at the beginning of each semester.

Article VII- Voting and Quorum

Section 1

All members shall have one vote per issue.

Section 2

A quorum shall consist of one-third of the voting members.

Article VIII — Amendments

Section 1

Amendments can be brought up by any member at a meeting, providing it is in writing, signed by A submitted and signed by the person who seconds it.

Section 2

The amendments shall be read by the Recording Secretary and discussed at the meeting.

Section 3

At the following meeting it shall be voted upon. A two-thirds vote of those voting members in attendance is needed to pass the amendment.

Section 4

All amendments shall be written up and added to the constitution on file in the BSG office as soon as it is voted upon and are subject to approval by the BSG Board of Directors.

Article IX - Impeachment

Section 1

Members of the Executive committee may be impeached by vote of the membership as a result of:

- a) Failure to carry out the duties of said office
- b) Lack of Participation – this would be defined by two consecutive unexcused absences from scheduled Organizational meetings.

Section 2

- a) Charges may be brought up by any member of the Organization against any of the officers of the Organization.
- b) The membership shall hear the charges.
- c) A vote of two-thirds shall be required for impeachments.
- d) The impeached officer has the right to appeal through the Student Court.
- e) The officer shall be placed on suspension until the final decision is reached by the Student Court.
- f) A member may be appointed to fill the office temporarily until such time as another election can be scheduled or the suspended officer is reinstated.

Article X- Ratification

The students of the SSWO ratified this constitution of: November 1985. Revised 2002-2003, 2008-08.

CONSTITUTION Alpha Psi Chapter of PHI ALPHA HONOR SOCIETY

A National Honor Society For Social Work Students

(Effective Date: 3/22/88 Includes all revisions as of 1/29/96, 8/13/08)

PREAMBLE

Eager to promote a closer bond among students of Social Work and to enter into more intimate fellowship with those dedicated to the promotion of humanitarian goals and ideals by a professional group for which specialized preparations is deemed imperative, students and faculty involved in Social Work education at The College at Brockport resolve to sponsor a Chapter of Phi Alpha Honor Society; that such an organization should provide for an active undergraduate chapter in close cooperation with members of the faculty and with frequent meetings at which matters of scholarly interest will be discussed to the profit of both faculty and student groups; that such an organization should be restricted to institutions primarily academic in character so that there might be a large degree of harmony in experience and viewpoint; and that the governmental structure of the society should be substantial and reasonably democratic in form so that it might not become aristocratic or ultraconservative, but remain responsive to current needs and spirit; thereby to foster high standards of training for social work and to invite into pledges of fellowship those who have attained excellence of scholarship and distinction of achievement as students of social work.

To achieve these ideals The College at Brockport Alpha Psi Chapter ordains and establishes this Constitution dedicated to the stimulation of a spirit of sound scholarship and devotion to truth and opposed to bigotry and narrowness and to discrimination on any basis save that of genuine worth.

ARTICLE I - The Supreme Law

This chapter of Phi Alpha shall be related to the organization known as Phi Alpha Honorary Society and to its National Council. The Constitution, membership and program shall not be inconsistent with the Constitution and Statutes of the national organization.

ARTICLE II - Name

The name of this chapter shall be Alpha Psi

ARTICLE III – Purpose

The purpose of this chapter of Phi Alpha shall be:

Section 1. To recognize and promote scholastic achievement among students and faculty involved in the undergraduate social work program at The College at Brockport.

Section 2. To recognize, improve and further the goals of social work in the community, state, nation, and the world.

Section 3. To stimulate interest in preparation for a career in social work.

Section 4. To encourage continued study and research at the undergraduate level, the graduate level,

and in professional practice.

Section 5. To recognize those professional social workers whose service, contribution and leadership are held in esteem.

ARTICLE IV – Government

Section 1. The Supreme body shall be the National Council as is defined in the National Constitution.

Section 2. The governing body of this Chapter shall be the duly elected officers and the Executive Committee as defined in the ByLaws.

ARTICLE V – Membership

Section 1. Any undergraduate student majoring in Social Work at The College at Brockport who meets the qualifications set forth in the ByLaws shall be eligible for active membership.

Section 2. Faculty members having an official connection with the Social Work curriculum may be eligible for honorary membership upon invitation of the Executive Committee.

Section 3. Honorary membership may be granted to individuals involved in Social Work education or Social Work by the Executive Committee.

ARTICLE VI - Insignia, Colors, and Certificate of Membership

Section 1. The official badge of the society shall be the Phi Alpha Key which was approved by the National Honor Society Committee. The Key shall be issued to and worn only by members of the society.

Section 2. The colors of the chapter shall be blue and gold as established by the National Honorary Society Committee.

Section 3. The certificate of membership shall certify that the holder thereof has been duly elected a member of Alpha Psi. It shall be imprinted with the name of the member, and the name of the Chapter, and shall bear the date of the ceremony of the academic year of induction. The certificate of membership shall be signed by or imprinted with the signature of the National Advisor, the National Secretary, the Chapter Advisor, and the Chapter Secretary.

ARTICLE VII – Meetings

Chapter meetings will be held at least once during the fall and spring semesters.

ARTICLE VIII - Constitutional Amendments

Section 1 . This Constitution may be amended by a majority vote of the Executive Committee and upon ratification by a two-thirds vote of the active chapter membership.

Section 2. Amendments may be proposed to the Executive Committee by any active member of the Chapter.

Section 3. Proposed amendments must be submitted in writing to an Executive Officer at a Chapter meeting prior to the one it is to be voted upon.

AFFIRMATIVE ACTION STATEMENT

Membership shall be available to all eligible persons without regard to age, gender, race, ethnicity, religion, sexual orientation, or handicap.

BYLAWS OF ALPHA PSI CHAPTER

PHI ALPHA HONOR SOCIETY

A National Honor Society For Social Work Students
The College at Brockport
State University of New York

CHAPTER I - Officers of the Executive Committee

Section 1. The Officers of the Chapter shall be a President, a Vice President, a Secretary, and a Treasurer to be elected by a majority vote of the active chapter membership.

- a. The candidate must want the office and accept its duties and responsibilities.
- b. The candidate must attend The College at Brockport for both the fall and spring semesters of her or his term in office.

Section 2. Qualifications for office: Any student

Section 3. The term of office for each shall be one year.

Section 4. The election of Chapter officers will be held during the spring semester of each year.

Section 5. Duties of Officers:

The President shall

- Be the chief Executive Officer of the Chapter,
- Supervise the operations of the Chapter,
- Call and preside over meetings of the Chapter,
- Meet with the faculty advisor when necessary,
- Appoint such committees as may be provided for by Chapter, Constitution, By-Laws, or by vote of the Chapter,
- Serve with the VicePresident as the liaison/ombudsperson of the Chapter to The College at Brockport community, and the National Organization,
- Carry out such other duties as may be necessary for the conduct of the business of the Chapter, and
- Generally promote the welfare of the Society and this Chapter.

The Vice President shall

- Function in the absence or resignation of the President,
- Organize and preside over the Committees of the Chapter,
- Serve with the President as the liaison/ombudsperson of the Chapter to the College

at Brockport community, and the National Organization,
Assist, as directed by the President, in carrying out the business of the Society and
this Chapter.

The Secretary shall

Furnish proper notice concerning Chapter meetings to the members,
Keep the minutes of the proceedings of the Chapter meetings and furnish copies of
the minutes to the Officers of the Chapter and the faculty advisor,
Keep an attendance record of the members to the Chapter meetings,
Act as a historian in keeping a record of events and activities of the Chapter,
organize and maintain all records essential to the proper conduct of the Chapter,
Within five days of the election of new officers certify to the National Advisor the
full slate of elected officers, and at such time, forward to the National Executive
Council a report certified by the faculty advisor covering the Chapter year. This
report is to include financial statements, and a list detailing the dates of the meetings
held during the year,
Perform other such functions as may be necessary.

The Treasurer shall

Be responsible to receive and expend the revenue of the Chapter,
Shall deposit all income from dues and/or other sources in a regular savings account,
All disbursements shall be made by the Treasurer with the approval of the President
or by such other party as she/he designates in writing,
Forward to the National Advisor the national initiation fee for each active initiate
within ten days after the acceptance into membership,
Make financial reports at each Chapter meeting,
Fulfill, generally, such additional duties as may be required of her/him by the
Executive Council, or by the Chapter Constitution, the By Laws, Resolutions, or
vote of the Chapter

Section 6. Any of the Chapter Officers may resign her or his position by filing a written resignation
with the Secretary and by giving an oral resignation to the members at a Chapter meeting.

Section 7. In the event of a vacancy in the office of the President, the Vice President shall assume
the Presidency. The new President shall appoint a new Vice President with the approval of the
members.

Section 8. In the event of a vacancy in the office of the Vice President, Secretary, or Treasurer, the
President shall appoint a new Vice President, Secretary, or Treasurer with the approval of the
members.

Section 9. A faculty member related to the undergraduate social work curriculum shall serve as the
faculty advisor.

The faculty advisor shall have the privilege of attending the meetings of the Chapter, of participating
therein, and of voting.

The Faculty Advisor shall meet with the officers on a periodical basis. The officers shall provide
input regarding the choice of a Faculty Advisor.

CHAPTER II - Committees

Section 1. The Chapter shall have the power to establish committees in order to perform the work
of the Chapter.

Section 2. Each committee shall be comprised of at least three members of the Chapter with each
having voting privileges on the committee, unless otherwise stipulated. After members have

volunteered at the first meeting, the Vice President shall appoint members to serve on one committee. All members shall participate in their respective committees.

Section 3. The Vice President shall appoint one member of each committee as the Chairperson with the approval of the committee, unless otherwise stipulated.

Section 4. Each committee shall be responsible for addressing each issue brought to its attention and to report its activities to the Chapter at the Chapter meetings.

Section 5. Each committee shall meet once and when necessary.

CHAPTER III - Organization and Procedure

Section 1. The Executive Committee shall consist of the President, Vice-President, Secretary, Treasurer, Chairpersons of standing committees, and the Faculty Advisor.

Section 2. The Executive Committee will meet preceding the Chapter's semester meetings and following the semester's meetings to carry out its official tasks.

Section 3. The Chapter will meet in official session at least once each semester of the academic year.

Section 4. Standing committees may be appointed by the President with the approval of the Executive committee.

Section 5. Special committees may be appointed by the President when necessity requires such action.

Section 6. The Chapter year shall begin May 1 and end on April 30.

Section 7. The Chapter will maintain adequate and accurate records of its membership, activities and finances. Such records will be kept in such a way as to serve as a permanent and historical record.

Section 8. Persons may be considered for membership during the fall and spring semesters of each year.

Section 9. Qualified persons may be inducted into membership during the fall and spring semesters of each year.

Section 10. Election of officers will be held during the spring semester of each year.

CHAPTER IV - Membership

Section 1. There shall be two classes of membership in Alpha Psi: Active and Honorary. Good reputation and character as well as high scholarship shall be essential qualifications of membership.

Section 2. A student is eligible for active membership when she or he has:

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

Section 3. ANY STUDENT WHO EXHIBITS INTOLERANCE FOR ANY PERSON OR PERSONS BASED ON AGE, GENDER, RACE, RELIGION, ETHNICITY, SEXUAL ORIENTATION, SOCIO ECONOMIC STATUS, OR HANDICAP SHALL NOT BE CONSIDERED FOR ACCEPTANCE INTO THIS CHAPTER AS DECIDED BY THE EXECUTIVE COMMITTEE WITH SUBSEQUENT APPROVAL OF THE FACULTY ADVISOR.

Section 4. The following expectations are used as guidelines for assessing suitability and capacity to become a member of Alpha Psi:

- Ability to relate to people with warmth and empathy, communicating feelings appropriately,
- Capacity for an accepting attitude toward their total selves, including responsibility for meeting physical and emotional needs,
- Recognition of the essential worth and dignity of all human beings,
- Appreciation of the value of human diversity,
- Serve, in an appropriate manner all persons in need of assistance regardless of unique characteristics – for example those related to race, religion (or lack of religion), gender, handicap, political affiliation, sexual preference, socio economic status, and value system,
- Ensure that their own personal, religious, sexual, and political preferences are not imposed on clients.

Section 5. Membership shall be for life, except that the membership of Active Members may be forfeited for cause.

Section 6. Membership may be forfeited for cause as defined in Chapter IV (Sections 3, 4, and 7) by vote of the Executive Committee and the Faculty Advisor of S.U.N.Y. Brockport, and subsequent approval of the National Executive Council is required. Record of such action shall be made in the minutes of the Chapter and forwarded to the National Executive Council. Such a member shall be requested to return her or his certificate of membership to the National Executive Council.

Section 7. To maintain ACTIVE STATUS each member will be required to participate in one community based activity AS WELL AS one academic based activity EACH SEMESTER of membership. All members will be expected to SUBMIT A TYPE WRITTEN PROPOSAL of their intended activities and sign a contract with the Chapter

Executive Committee Secretary, declaring their commitment to fulfill this proposal.

- a. The purpose of a COMMUNITY BASED ACTIVITY is to improve and further the goals of social work in the community, state, nation, and world.
- b. The purpose of an ACADEMIC BASED ACTIVITY is to encourage continued study and research at the undergraduate level, the graduate level, and in professional practice.
- c. These activities must be above and beyond, and CANNOT INCLUDE Paid Work Experience, Experiential Learning (SWO 331), or Field Placement (SWO 451/453) participation.

Section 8. All elections of Active Members shall be reported to the National Executive Council. The induction fee, as provided in Chapter VI, shall accompany such report to the National Executive Council and no person may be inducted until such fee has been paid.

Section 9. The Chapter may petition the National Council for Honorary Membership for persons who have made significant contributions of service to the Chapter or have distinguished themselves in the field of scholarship, except that not more than one such person may be proposed by the Chapter in any one year. Each Honorary Member shall be furnished a certificate of membership by the National Executive Council. On the certificate shall appear the words "HONORIS CAUSA". A faculty member is eligible for membership when she or he has been nominated by the Chapter Executive Committee with the approval of the general membership. Only one faculty member per year may be admitted into membership.

CHAPTER V - Pledge, Induction, and Installation of New Members

Section 1. Upon induction into membership, each person shall make the following pledge, "As a

member of Phi Alpha, I promise to adhere to the guidelines of this Society and I will follow the values and ethics of the social work profession. I will use my personal and professional knowledge, values, and skills to effectively strive to increase the social functioning of individuals, families, groups, and communities. I will continue to grow through education and experience so that I may better help other professionals and clients presently as well as in the future”.

Section 2. A dignified and worthy ritual of induction of members and installation of officers shall be used by the Chapter.

CHAPTER VI - Dues/Fees

Section 1. The initiation fee shall be of sufficient amount to include the following: a. the initiation fee required by the National Society b. the initiation fee required by the local chapter

Section 2. Yearly Chapter dues shall be established in accordance with Chapter needs by action of the Chapter Executive Committee and with two-thirds vote of the general membership.

Section 3. Special fees, assessments, fines, and penalties may be levied by the Chapter Executive Committee and two-thirds vote of the general membership.

Section 4. The Chapter shall pay to the National Executive Council the induction fee for each member elected, and this fee shall include the payment for the certificate of membership.

Section 5. Honorary Members shall not be required to pay induction fees, but the Chapter shall pay the customary induction fee.

Section 6. The Chapter may collect fees or dues for its own use.

CHAPTER VII - Quorum

Section 1. Voting membership shall be limited to ACTIVE MEMBERS as specified elsewhere in these Bylaws and such membership shall be presumed ready and willing to accept full responsibility of membership by attending all meetings whenever possible as well as meeting any and all other requisites which contribute to a dynamic and progressive Chapter.

Section 2. Three members shall constitute a quorum to conduct business.

CHAPTER VIII - Unaddressed Situations

Should a situation arise that is not addressed by these By-Laws, the first recourse shall be the National Executive Council By-Laws. If no satisfaction is gained there then Robert's Rules of Order shall prevail.

CHAPTER IX - Amendments

Section 1. Proposed amendments must be submitted in writing to the Chapter meeting prior to the one it is to be voted upon.

Section 2. Adoption of proposed amendments shall require the affirmative vote of two-thirds of all the members of the Chapter in any Chapter meeting.

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

NAME: _____ SS# _____

ADDRESS: _____

PHONE NUMBER: _____

CLASS STATUS: JUNIOR _____ SENIOR _____

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

1. Please describe how and where you completed your 100 clock hours of work or volunteer experience (this can include your Experiential Learning and/or Field Placement).
2. Please describe all activities/groups (such as community groups, churches, schools, etc.) in which you participated. Indicate your duties, level of participation, functions, and dates of the activity.
3. Becoming a member of this honor society requires not only high academic achievement but also a commitment to the profession and continued involvement in social work related issues.

Briefly describe your interest in social work and how you plan to continue your involvement in important issues as an active member of our profession after graduation. Be sure to include definite or possible short term and/or long-term goals that you plan to achieve in practice.

FACULTY ADVISOR'S USE ONLY:

Overall GPA _____ Social Work GPA _____

Date Checked _____

Faculty Advisor's Signature: _____

EXECUTIVE BOARD ONLY:

Date of induction ceremony _____ (ribbon _____ pin _____ certificate _____)

Membership fee paid _____ (check # _____ or cash, date of payment _____)

CSWE Accreditation Standards

Educational Policy and Accreditation Standards

Purpose: Social Work Practice, Education and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence,¹ human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Educational Policy 1.2—Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

Accreditation Standard 1.0—Mission and Goals

The social work program's mission and goals reflect the profession's purpose and values and the program's context.

1.0.1 The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.

1.0.2 The program identifies its goals and demonstrates how they are derived from the program's mission.

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;

- engage in career-long learning; and
- use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;³
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and

- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

Educational Policy M2.2—Advanced Practice

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice.⁴ In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Accreditation Standard B2.0—Curriculum

The 10 core competencies are used to design the professional curriculum. The program

B2.0.1 *Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.*

B2.0.2 *Identifies its competencies consistent with EP 2.1 through 2.1.10(d).*

B2.0.3 *Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].*

B2.0.4 *Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*

B2.0.5 *Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.*

Accreditation Standard M2.0—Curriculum

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program

M2.0.1 *Identifies its concentration(s) (EP M2.2).*

M2.0.2 *Discusses how its mission and goals are consistent with advanced practice (EP M2.2).*

M2.0.3 *Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.*

M2.0.4 *Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].*

M2.0.5 *Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*

⁴ Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedalus*, 52-59.

M2.0.6 Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard 2.1—Field Education

The program discusses how its field education program

2.1.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

B2.1.2 Provides generalist practice opportunities for students to demonstrate the core competencies.

M2.1.2 Provides advanced practice opportunities for students to demonstrate the program's competencies.

2.1.3 Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.

2.1.4 Admits only those students who have met the program's specified criteria for field education.

2.1.5 Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.

2.1.6 Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.1.7 Provides orientation, field instruction training, and continuing dialog with field Education settings and field instructors.

2.1.8 Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.⁵

Educational Policy 3.1—Diversity

The program’s commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standard 3.1—Diversity

3.1.1 *The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.*

3.1.2 *The program describes how its learning environment models affirmation and respect for diversity and difference.*

3.1.3 *The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.*

Educational Policy 3.2—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student’s professional development.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

B3.2.1 *The program identifies the criteria it uses for admission.*

M3.2.1 *The program identifies the criteria it uses for admission. The criteria for admission to the master’s program must include an earned bachelor’s degree from a college or university accredited by a recognized regional accrediting association.*

3.2.2 *The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.*

M3.2.3 *BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.*

⁵Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3rd ed.). New York: Macmillan.

3.2.4 The program describes its policies and procedures concerning the transfer of credits.

3.2.5 The program submits its written policy indicating that it does not grant social work Course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination

3.2.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

3.2.7 The program spells out how it informs students of its criteria for evaluating their Academic and professional performance, including policies and procedures for grievance.

3.2.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

Student participation

3.2.9 The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

3.2.10 The program demonstrates how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.3—Faculty

Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers.

Accreditation Standard 3.3—Faculty

3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.

B3.3.3 *The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two*

of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.

M3.3.3 *The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.*

3.3.4 *The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.*

3.3.5 *Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.*

3.3.6 *The program describes how its faculty models the behavior and values of the profession in the program's educational environment.*

Educational Policy 3.4—Administrative Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure

3.4.1 *The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.*

3.4.2 *The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.*

3.4.3 *The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.*

3.4.4 *The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.*

B3.4.4(a) *The program describes the BSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE accredited program and a doctoral degree, preferably in social work.*

B3.4.4(b) *The program provides documentation that the director has a full-time appointment to the social work program.*

B3.4.4(c) *The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.*

M3.4.4(a) *The program describes the MSW program director's leadership ability*

through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.

M3.4.4(b) *The program provides documentation that the director has a full-time appointment to the social work program.*

M3.4.4(c) *The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.*

3.4.5 *The program identifies the field education director.*

3.4.5(a) *The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.*

3.4.5(b) *The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post baccalaureate or postmaster's social work degree practice experience.*

B3.4.5(c) *The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.*

M3.4.5(c) *The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.*

3.4.5(d) *The program provides documentation that the field director has a fulltime appointment to the social work program.*

Educational Policy 3.5—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

Accreditation Standard 3.5—Resources

3.5.1 *The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.*

3.5.2 *The program describes how it uses resources to continuously improve the program and address challenges in the program's context.*

3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.

3.5.4 The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.

3.5.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

4. Assessment

Educational Policy 4.0—Assessment

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).

4.0.2 The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.

4.0.3 The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.

4.0.4 The program describes how it makes its constituencies aware of its assessment outcomes.

4.0.5 The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.