

ADELPHI UNIVERSITY

School of Social Work

Undergraduate Social Work Student Handbook

2022-2023

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WELCOME LETTER

Dear BSW Student,

Welcome to the Adelphi University School of Social Work (AUSSW). On behalf of the AUSSW faculty, administration, and staff, I trust you will have a successful and rewarding educational experience as you prepare for professional social work practice.

This handbook was developed to help you understand the Bachelor of Social Work (B.S.W) program, the professional advisement process, student life at the School, your rights and responsibilities as a student, and the policies and procedures that govern student academic progress in the B.S.W program. In addition to the contents of this handbook, information on rules, regulations, and disciplinary procedures for undergraduate students can also be found in the Guide to Undergraduate Life and the Undergraduate Bulletin.

I hope you find the handbook useful as you pursue your professional studies at AUSSW. I welcome any suggestions you have as to how to make it more helpful.

Please know, the engaging faculty, administrators, and staff are here to support your academic success and professional development.

All the best,

Telvis M. Rich

Dr. Telvis M. Rich

Director, Bachelor of Social Work Program

SCHOOL OF SOCIAL WORK TELEPHONE DIRECTORY

Garden City Campus and Learning Hubs

The School of Social Work offers the B.S.W. program of study at the main campus in Garden City, in addition to three off-campus learning hubs in Manhattan, Hauppauge, and SUNY Orange Middletown. Each center provides convenient and flexible course schedules to meet all student needs. Degree programs are offered at each of the following Centers:

Garden City Campus

School of Social Work
One South Avenue
P.O. Box 701
Garden City, NY 11530
Phone: (516) 877-4300
Fax: (516) 877-4392
Dr. Telvis Rich, Faculty Director
of/Undergraduate Studies

Hauppauge Center

55 Kennedy Drive
Hauppauge, NY 11788
Phone: (631) 300-4350
Fax: (516) 833-8180
Sheila Edwards-Robinson
Center Director

Manhattan Center

75 Varick
Street, Second Floor
New York, NY 10013
Phone: (212) 965-8340
Fax: (212) 965-8341
Andrew Peters,
Center Director

Hudson Valley Center/ SUNY Orange

19 Baker Ave
Suite 400
Poughkeepsie NY 12601
Phone: (845) 471-3348
Fax: (845) 452-0967
Ohiro Oni-Eseleh
Center Director

ADMINISTRATION – GARDEN CITY CAMPUS		
Philip Rozario	Dean	X4354
CarolAnn Daniel	Associate Dean of Academic Affairs	X4439
Telvis Rich	Director, Bachelor of Social Work Program	X4362
Patricia Durecko	Budget Coordinator/Office Manager	X4383
Elizabeth Szpilka	Director of Outreach, Enrollment and Professional Advisement	X4384
Renee Rawcliffe	Director of Continuing Education	X4339
Livia Polise	Director of Field Education	X4374
Christine Keene	Assistant Director of Field Education, Garden City Campus	X4351
Schanica Pickens	Assistant Dean of Student Affairs	X4407
Susan Rotondo	Student Relations Specialist	X4420

ADMINISTRATION – HAUPPAUGE CENTER		
Sheila Edwards-Robinson	Director, Hauppauge Center Social Work Program	(516)-237-8608
Nateisha Reid	Assistant Director of Field Education, Hauppauge Center	(516)-237-8609

ADMINISTRATION – MANHATTAN CENTER		
Andrew Peters	Director, Manhattan Center Social Work Program	(212)-965-8340 x8358
James Amato	Assistant Director of Field Education, Manhattan Center	(212)-965-8340 x8360
Nichelle Liewelyn	Student Affairs Coordinator, Manhattan Center	(212)-965-8340 x8361
Akram Alhoribi	Administrative Assistant	(212)-965-8340 x8359

ADMINISTRATION – HUDSON VALLEY CENTER		
Ohiro Oni-Eseleh	Assistant Dean of Program Development & Community Engagement	(845) 471-3348 x8101
Lorell Berrios	Assistant Director of Field Education, Hudson Valley Center	(845) 471-3348 x3348
Debbie Perez	Student Affairs Coordinator, Hudson Valley	(845) 471-3348 x8112

ACADEMIC CALENDAR 2022-2023

Fall 2022

Aug 29	First day of classes - Fall 22
Aug 31	Official Summer Graduation Date
Sep 3 - Sep 5	Labor Day break - no classes
Sep 12	Last day to add a course
Sep 26	Last day to change course grading option
Sep 26	Last day to add an independent study/internship
Sep 26	Last day to drop a course
Sep 26	Last day to process a section change
Oct 10	Mini Fall Break - no classes
Oct 11	Open planning begins for Spring 23
Oct 26	First day of graduate registration for Spring 23
Oct 28	First day of undergraduate registration for Spring 23
Nov 1	Last day to withdraw
Nov 8	Election Day - no classes
Nov 23 - Nov 27	Thanksgiving break - no classes
Dec 13	Makeup/Study Day

Dec 14	Makeup/Study Day
Dec 15 - Dec 21	Final Exams

Spring 2023

Jan 3	First day of classes - Intersession
Jan 16	Martin Luther King Jr Birthday - no classes
Jan 23	Last day of classes - Intersession
Jan 24	First day of classes - Spring
Feb 6	Last day to add a course
Feb 20	Last day to drop a course, change a course section, change a course grading method, or add an independent study or internship
Mar 6	Open planning begins for Summer and Fall 23
Mar 13 - Mar 19	Spring Break - no classes
Mar 20	Registration begins for Summer 23
Mar 29	Graduate registration begins for Fall 23
Mar 31	Undergraduate registration begins for Fall 23
Apr 3	Last day to withdraw
Apr 25	Scholarship and Creative Works Conference - no classes
May 10	Make-Up/Study Day

May 11	Make-Up/Study Day
May 12 - May 18	Final exam period
May 19	Doctoral Hooding
May 22	Commencement Ceremony - Spring 23

COVID 19 LETTER TO STUDENTS AND FAMILIES

Dear Adelphi Community,

We look forward to welcoming you for a new academic year at the end of August. In advance, I'd like to share an update on the University's planned COVID-19 policies for the Fall 2022 semester.

I'm thankful for our community's support and care as we continue to make your safety and well-being the priority at Adelphi. Your diligence has helped us maintain a remarkably low rate of COVID-19 cases, despite our area's often heightened community transmission level. Combined with a high vaccination rate among our students, faculty and staff, I feel optimistic that this semester will be rewarding, with almost all COVID-19 restrictions rolled back.

We will continue to base our plans and policies on the most current scientific data, [Centers for Disease Control and Prevention](#) guidance, and all [state and local requirements](#) regarding COVID-19. Additionally, our Health and Wellness team continues to monitor new variants, community transmission levels, vaccine recommendations, and all official guidance for ongoing review and refinement of our policies. Should any changes occur, we will keep you updated via email and Adelphi's [COVID-19 website](#).

Below are the planned COVID-19 policies and protocols for all Adelphi locations, effective through December 2022.

If you have questions or concerns, please email healthandwellness@adelphi.edu or call Adelphi's COVID-19 hotline at **516.877.3012**.

Sincerely,



Gene Palma
Vice President of University Wellness, Safety and Administration

Masking

Wearing a mask is optional at Adelphi, with a few exceptions, listed below.

We recommend wearing your mask indoors and in crowded environments, whether on or off campus.

Exceptions to the mask-optional policy:

- Faculty may require students to wear masks in their classes, studios or laboratories.
- Employees may ask guests to wear a mask while in their offices.
- The New York State Department of Health requires masks in all healthcare facilities, regardless of

vaccination status. Therefore, we require appropriate face coverings at our Health Services Center, the Hy Weinberg Center for Communication Disorders, all Center for Psychological Services locations and the Student Counseling Center.

- The federal Transportation Security Administration (TSA) requires masks on public transit. Therefore, the Panther Express shuttle service requires masks.
- Individuals returning from isolation and quarantine must wear masks for an additional period, as the New York State Department of Health requires.

Please continue carrying an acceptable face covering with you in case you are asked to wear one. We appreciate your support of every individual's choice and comfort level about masking. Free masks are available in various locations at Adelphi.

Vaccination

Our vaccine policies remain in effect.

To be considered fully vaccinated by Adelphi, an individual must provide proof of having completed all doses of a U.S. Food and Drug Administration (FDA)-authorized or World Health Organization (WHO)-listed COVID-19 vaccine AND at least one booster shot. The University does not require a second booster dose at this time.

To submit proof of vaccination, booster doses and test results, visit the Health Portal on eCampus and follow the instructions to upload. Documentation can also be emailed to the Health Services Center at covidclearance@adelphi.edu or faxed to **516.877.6008**.

Students:

- The University's student immunization policy includes a COVID-19 vaccine and booster dose.
- The deadline for new, incoming students to complete and submit COVID-19 vaccination documents for Fall 2022 is August 29.

Daily Health Screening

We have discontinued the requirement for daily health screening via AU2GO.

You should continue to be mindful if you develop any of the COVID-19 symptoms listed below. Do not come to Adelphi if you are sick.

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat

- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

If you test positive or were exposed to COVID-19, call Health Services at [516.877.6000](tel:516.877.6000) for guidance on your next steps.

Surveillance Testing and Contact Tracing

We have discontinued random surveillance testing of our on-campus community.

As we no longer require daily screening via AU2GO, Adelphi will no longer conduct random surveillance testing of the on-campus community. However, our [dashboard](#) will remain active to display any reported positive COVID-19 cases in our community. **We continue to perform contact tracing at the University level.** We also continue to support the [Department of Health's efforts](#) to contact trace COVID-19 exposures and positive cases that occur (or are reported) among our Adelphi on-campus community.

Quarantine and Isolation

All individuals must complete the [New York State Department of Health requirements for quarantine \(if exposed to COVID-19\) and isolation \(if positive for COVID-19\) before returning to Adelphi for class or work.](#)

We require medical clearance for individuals returning after having COVID-19. If you test positive or have been exposed to COVID-19, call Health Services at [516.877.6000](tel:516.877.6000) for guidance on your next steps.

Meetings and Events

All in-person meetings and events can be planned and attended without restriction.

No occupancy limits exist in our classrooms, shared spaces or meeting venues. However, virtual gatherings using Zoom, Google Meet and other platforms are widely accepted and safe alternatives to leverage when appropriate.

Cleaning and Disinfecting

The University continues a schedule of robust cleaning and filter replacement.

We follow [Department of Health protocols](#) to disinfect Adelphi locations impacted by a confirmed positive COVID-19 case.

Visitors

The Adelphi campus and our residence halls are open to all visitors.

ADELPHI UNIVERSITY SCHOOL OF SOCIAL WORK

ADELPHI UNIVERSITY

Adelphi University's roots reach back to 1863 and the founding of the Adelphi Academy, a private preparatory school in Brooklyn, New York. The Academy was incorporated in 1869 and its Board of Trustees was charged with establishing a first-class institution for the broadest and most thorough training, and to make its advantages as accessible as possible to the largest numbers of our population. The school quickly gained a reputation for its innovative curriculum, particularly in physical culture and early childhood education. October 1928, the committee of trustees began developing the first new college building in Garden City, Long Island. About a year later classes began on the new campus. The University's mission "is to provide quality undergraduate and graduate education and to offer professional preparation of the first rank in arts, education, business, clinical psychology, social work, nursing and other health sciences. Adelphi supports the growth of students outside the classroom by offering a wide range of cultural and artistic programs, and leadership and participatory opportunities in athletics and recreational programs; in internships, public and community service; and in student government.

ABOUT THE SCHOOL

The School of Social Work was founded in 1949 and constructed to prepare professional social workers who are competent and ethical practitioners committed to improving the well-being of the clients they serve, the communities in which they live and promoting the achievement of a more socially and economically just society. Professional education and training to work with individuals, families, groups, and communities are built upon a broad-based liberal arts education that emphasizes the values and ethics of social work practice. The curriculum includes courses in social work practice, human behavior and the social environment, social policy, research, and field instruction.

GENERALIST PRACTICE

Adelphi University's Baccalaureate Social Work Program prepares you for generalist social work practice in the complex and varied social welfare and human services fields. Grounded in a rich and vigorous education in the liberal arts and sciences, the curriculum provides you with the professional knowledge, values, skills, and cognitive and affective processes needed to begin entry level social work careers:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities, based on scientific inquiry and best practices. The generalist practitioner identifies with the Social Work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, racial, economic, and environmental 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 (Council on Social Work Education Educational Policy and Accreditation Standards, 2022, Standard 3.1, p.17).

The Bachelor of Social Work (B.S.W.) degree requires completion of a minimum of 120 credits, including 48 credits in required social work courses. Students must also satisfy the University's General Education requirements and complete 21–24 credits in the liberal arts courses required by the School of Social Work. Beginning freshman year, you will benefit from our small classes and a supportive environment that fosters a close and nurturing relationship among students and faculty. The general education requirements of Adelphi University provide a foundation for social work courses in the major.

Our undergraduate social work curriculum offers a generalist perspective and prepares you to join the workforce immediately after graduation or you can apply for admission to the Advanced Standing program and complete a Masters in Social Work (M.S.W.) with only one additional year of study. (For more information see Advanced M.S.W. Standing).

ADELPHI UNIVERSITY'S SCHOOL OF SOCIAL WORK MISSION STATEMENT

The Adelphi University School of Social Work is a student centered and engaged community that prepares reflective practitioners, leaders, scholars, and educators to work in collaboration with global and diverse communities in solving complex problems and producing knowledge. We prepare B.S.W, M.S.W, and doctoral students to be lifelong learners for effective, ethical, and anti-oppressive practice striving for social justice and human rights.

ADELPHI UNIVERSITY'S SCHOOL OF SOCIAL WORK PROGRAM GOALS

The Adelphi University School of Social Work's faculty developed program goals, one specific to the undergraduate course of study and the remaining applicable for both the B.S.W and M.S.W program. As an academic and professional community of faculty, students, staff, and alumni, Adelphi University School of Social work has the following goals.

Goal #1: To provide students with an integrative and responsive course of study built upon a broad liberal arts foundation that will prepare them for effective generalist practice in diverse contexts.

Goal #2: To promote faculty scholarship and research that produces knowledge that informs and advances theory, practice, and policy in social work and allied fields towards the goal of impacting the well-being of client systems.

Goal #3: To provide leadership and collaboration with community stakeholders to identify and address unmet and emergent needs, and to develop and support programs which advance the profession, enhance human service delivery, and strengthen organizational capacity.

CORE COMPETENCIES AND BEHAVIORS

The B.S.W. program curriculum is guided by the 2022 Educational Policy and Accreditation Standards (EPAS). The program prepares B.S.W. students for generalist practice by providing classroom instruction and field education learning opportunities for application and demonstration of the nine core competencies through the integration of social work knowledge, values, skills, and cognitive and affective behaviors.

The nine social work competencies are listed below with its description of the knowledge, values, skills, and cognitive and affective processes that make up the competency at the generalist level of practice. Under each competency description are the behaviors. The behaviors are organized by alphabetical numbering for ease of review. These behaviors represent observable components of the competencies, and the descriptions that precede them represent the underlying content and processes that inform the behaviors. (Council on Social Work Education, Educational Policy and Accreditation Standards, 2022, p.8).

Core Competencies and Behaviors

Core Competencies	Description of the Competencies and Behaviors
Competency 1: Demonstrate Ethical and Professional Behavior	<p>Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.</p> <p>Social workers:</p> <ol style="list-style-type: none"> a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context; b. demonstrate professional behavior; appearance; and oral, written, and electronic communication; c. use technology ethically and appropriately to facilitate practice outcomes;

	d. use supervision and consultation to guide professional judgment and behavior.
<p>Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</p>	<p>Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.</p> <p>Social workers:</p> <ul style="list-style-type: none"> a. advocate for human rights at the individual, family, group, organizational, and community system levels; and b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
<p>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice</p>	<p>Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.</p> <p>Social workers:</p> <ul style="list-style-type: none"> a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

	<p>b. demonstrate cultural humility by applying critical reflection, self-awareness, and self regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences</p>
<p>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</p>	<p>Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.</p> <p>Social workers:</p> <ul style="list-style-type: none"> a. apply research findings to inform and improve practice, policy, and programs; and b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.
<p>Competency 5: Engage in Policy Practice</p>	<p>Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rightsbased, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.</p> <p>Social workers:</p> <ul style="list-style-type: none"> a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and

	<p>b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice</p>
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</p> <p>Social workers:</p> <ul style="list-style-type: none"> a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.
<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p>	<p>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.</p> <p>Social workers:</p>

	<p>a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and</p> <p>b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan</p>
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</p> <p>Social workers:</p> <p>a. select and use culturally responsive methods for evaluation of outcomes; and</p> <p>b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.</p>

B.S.W. PROGRAM CURRICULUM

In order to be eligible to graduate, successful BSW students need:

- A minimum of 120 total credits (48 required SWK credits)
- Overall GPA of 2.5 and Social Work GPA of 2.75
- Field Placement and Instruction
 - Minimum of 300 hours formal field placement in the Junior year
 - Minimum of 400 hours formal field placement in the Senior year

FIELD EDUCATION PROGRAM

Field education plays a pivotal role in student education. Through internships in human service agencies, students are provided with opportunities to apply knowledge learned in the classroom experience to social work practice in a broad range of agency settings. Students develop professional skills and competence in practice during the course of their internships in working with people and communities.

The junior year focuses on social work methods, client populations, and service delivery systems. Assignments support learning beginning practice skills and the introduction to the social work profession. Students In their senior year, students focus on developing foundation practice skills for work with individuals, families, groups, organizations, and communities. All internships are assigned by staff in The Field Education Department. *We encourage you to review The BSW Social Work Field Education Manual.*

B.S.W. COURSE REQUIREMENTS & SEQUENCE

Undergraduate social work majors must complete three sets of required courses: (I) General Education core (Distribution Courses & Learning Goals); (II) liberal arts and science foundation; and (III) social work courses.

Distribution Courses		Approximately 35 credits
GEN 100	First Year Orientation	1
GEN 110	First Year Seminar	3
ENG 107	Art & Craft of Writing	3
	Art (two courses)	6
	Humanities (two courses)	6
SOC100	Social Science- Intro to Sociology	3
PSY101	Social Science- Intro to Psychology	3
SWK 245	Natural Science- Science of Social Issues	3

MTH113	Formal Science- Statistics	3
University Learning Goals		21 Credits
_____	Global Awareness/Civic Engagement (2 courses)	6
SWK 246	Communication Writing- Writing For the Helping Profession	3
_____	Communication Writing OR Communication Oral	3
SWK 557	Quantitative Reasoning	3
_____	Quantitative Reasoning (second course)	3
_____	Information Literacy	3

Social Work Liberal Arts		21-22 Credits
SWK 245 OR	Science of Social Issues OR	3
BIO	Any Biology with Lab	4
SOC100	Intro to Sociology	3
PSY101	Intro to Psychology	3
MTH113 OR SWK241	Statistics	3
	<i>Choose 3 from Below</i>	
	History (could take up to 2 courses)	3-6
	Anthropology	3
	Economics	3
_____	Political Science	3

* Liberal Arts requirements may be met via distribution and learning goal courses.

Required Social Work Courses		48 Credits
SWK 330	Field Instruction I- 10 hours per week	3
SWK 331	Field Instruction II- 10 hours per week	3

SWK 332	BSW Practice I: Process of Practice	3
SWK 333	BSW Practice II: Intervention in Practice	3
SWK 432	BSW Practice III: Contexts of Practice	3
SWK 433	BSW Practice IV: SW Capstone	3
SWK 436	Let's Talk About Sex	1
SWK 490	Field Instruction III	4
SWK 491	Field Instruction IV	4
SWK 500	Issues in Social Welfare I	3
SWK 501	Issues in Social Welfare II	3
SWK 510	Human Behavior Theory for Social Work Practice I	3
SWK 511	Human Behavior Theory for Social Work Practice II	3
SWK 542	Oppression, Diversity & the Struggle for Human Rights	3
SWK 557	Social Work Research I	3
_____	300-level Social Work Elective	3
Total		Minimum 120

CURRICULUM COMPONENT I- GENERAL EDUCATION CORE

Part of the mission of Adelphi University is to provide its students with the skills and knowledge that all individuals need to lead good and productive lives and to become valuable citizens of their communities. These aims are addressed explicitly in the General Education program, a set of course requirements that all Adelphi undergraduates must complete to graduate. In order to meet these requirements students must take courses that meet the criteria for University Distribution Courses and Learning Goals.

A. FRESHMAN YEAR REQUIREMENTS

In the first semester of the freshman year, students take the following:

1. A one-credit course entitled [GEN \(0952\) 100 - First Year Orientation Experience](#) . This course serves as an introduction to university life in its various curricular and co-curricular aspects. Discussions include majors, career planning, student activities, volunteer service opportunities, and the complex community and social issues faced by new college students. The course also covers library and research skills, including the use of information technology, introduces students to resources on campus (Career Development Center, Learning Center, Writing Center, Computer Center), and discusses important social, academic, and community issues.
2. A three-credit [GEN \(0952\) 110 - First Year Seminar](#) . This course introduces freshmen to intellectual life at Adelphi University by providing them with a learning experience that exposes them to exciting and challenging ideas in a seminar format with professors teaching in their areas of expertise. The seminar format provides opportunity for extensive discussion and writing assignments that will promote the development of critical thinking skills. Although a wide range of subject choices is available to students, each seminar has the common goal of improving students' awareness of global issues and appreciation of the range and value of human diversity.

In the first or second semester of the freshman year, students take the following:

3. A three-credit English Composition course [ENG \(0122\) 107 - Art & Craft of Writing](#) . This course helps develop and improve writing skills that are essential to clear thinking and to success in college and beyond.

B. DISTRIBUTION COURSE REQUIREMENTS

If a student earned an Associate (AA/AS) Degree these requirements are waived. ****If student earned an Associate of Applied Science (AAS) it is a technical degree, requirements will not be waived.**

This component of the General Education program is designed to encourage students to learn the methods of inquiry and subject matter in a wide spectrum of disciplines. Every student must complete at least two courses that have been designated as exemplifying each of the following three areas: the arts (A), humanities (H), social sciences (SS); and at least one course in each of the following two areas: natural sciences (NS) and formal sciences (FS; includes mathematics and logic). These distribution requirements can be fulfilled by introductory level non-major courses and by courses that meet major or minor requirements in the discipline, designated with the appropriate codes in the course listing. The intention of this provision is to permit students who become intrigued with a discipline while meeting distribution requirements to use the course(s) taken toward a major, minor, or second major.

****NOTE SWK (0404) 245-The Science of Social Issues-meets a natural science (NS) designation and fulfills the Bio requirement for the social work major.***

C. LEARNING GOAL REQUIREMENTS

If a student earned an Associate (AA/AS) Degree these requirements are waived. ****If student earned an Associate of Applied Science (AAS) it is a technical degree, requirements will not be waived.**

Adelphi's faculty have specified six learning goals for Adelphi undergraduates—skills and areas of knowledge that the faculty believe are essential for educated citizens. These learning goals are:

- Critical and Integrative Thinking
- Communication, Written (Cw) and Oral (Co)
- Quantitative Reasoning (Q)
- Information Literacy (L)
- Artistic Understanding and Practice
- Global Learning/Civic Engagement (G)

Critical and integrative thinking is developed in most courses throughout the curriculum, and artistic understanding and practice is developed in courses taken to meet the Arts distribution requirement. To ensure that the other learning goals are met, students must take two courses designated as emphasizing quantitative reasoning (Q), two courses that emphasize global learning/civic engagement (G), two courses that emphasize communication; (at least one of which must emphasize written communication, Cw), and one course that emphasizes information literacy (L). The courses that meet each learning goal are designated by the corresponding one- or two-letter codes. **(Courses taken at other institutions after a student matriculates at Adelphi may not be used to fulfill Learning Goal requirements.)**

CURRICULUM COMPONENT II- LIBERAL ARTS AND SCIENCE FOUNDATION FOR SOCIAL WORK MAJORS

Social work education is grounded in a liberal arts and science perspective. The liberal arts and sciences furnish competencies in language, literacy, and communication that are building blocks for the acquisition of knowledge, and provide the substantive knowledge that is necessary for understanding the human condition.

Students who transfer to Adelphi will have their transcripts reviewed to provide credit for any of these prerequisites where there is demonstrated equivalence. Transfer students are required to enroll in any of these required courses not taken at their prior institution(s).

A total of seven liberal arts and science courses must be taken from among the following:

A. The following are required:

- SWK 245 Science of Social Issues (recommended) OR Any 4 credit Biology with Lab
- Psychology
- Sociology
- Statistics

PLUS

B. An additional **THREE** from the following of your choosing:

- History (*You may take 1 or 2 history courses towards this requirement.)
- Any Anthropology
- Any Economics
- Any Political Science

SOCIAL WORK COURSES

The undergraduate Social Work program leads to a Bachelor of Social Work degree (B.S.W.), preparing students for generalist social work practice in the complex and varied social welfare and human services fields. All students are required to take a residency course. Grounded in a rich and vigorous education in the liberal arts and sciences, the curriculum provides graduates with the professional knowledge, values, and skills needed to begin careers in social work. The curriculum emphasizes a generalist orientation, enabling graduates to practice their profession in a variety of areas. It also serves as preparation for master's degree education for those graduates who wish to specialize further.

SWK 330	Field Instruction I- 10 hours per week
SWK 331	Field Instruction II- 10 hours per week
SWK 332	BSW Practice I: Process of Generalist Practice
SWK 333	BSW Practice II: Intervention in Practice
SWK 432	BSW Practice III: Context of Practice
SWK 433	BSW Practice IV: SW Capstone
SWK 436	Lets Talk About Sex- Human Sexuality
SWK 490	Field Instruction III- 14 hours per week
SWK 491	Field Instruction IV- 14 hours per week
SWK 500	Issues in Social Welfare I
SWK 501	Issues in Social Welfare II
SWK 510	Human Behavior Theory for Social Work Practice I
SWK 511	Human Behavior Theory for Social Work Practice II
SWK 542	Oppression, Diversity & the Struggle for Human Rights
SWK 557	Social Work Research I
	Social Work Elective (SWK 305, 306 or 307)

ADDITIONAL SOCIAL WORK ELECTIVES

**Social Work electives are 3 credits each, and include:*

SWK 101	Intro To Social Welfare & Human Services
SWK 210	Health Mental Health and Older Adults
SWK 240	Intergroup Dialogue
SWK 245	The Science of Social Issues (Meets Natural Science Distribution Requirement)
SWK 246	Writing for the Helping Professions (Meets Communication Writing for Learning Goal Requirement)
SWK 247	Violence and the Community
SWK 248	Social Epidemiology
SWK 249	Social Work and Social Change
SWK 305	Case Management
SWK 306	Introduction to Social Services with Children
SWK 307	World In Motion: Social Work Practice with Immigrants

B.S.W. PROGRAM PLANNING:

REQUIRED COURSES AND PREREQUISITES-FULL TIME STUDY

Junior Year

Fall- Semester I

SWK 332 BSW Practice I

SWK 330 Field Instruction I- 10 hours per week

SWK 510 Human Behavior Theory for Social Work Practice I

SWK 510 ROLE–Required On-Line Learning Experience

Spring- Semester II

SWK 333 BSW Practice II (prerequisite SWK 332)

SWK 331 Field Instruction II (prerequisite SWK 330) 10 hours per week

SWK 511 Human Behavior Theory for Social Work Practice II (prerequisite 510)

**1 elective is required in your junior year:*

SWK 305 Case Management, SWK 306 Introduction to Social Services with Children, *OR* SWK 307 World In Motion

Senior Year

Fall- Semester III

SWK 432 BSW Practice III (prerequisite SWK 333)

SWK 490 Field Instruction III (prerequisite SWK 331) 14 hours per week

SWK 500 Issues in Social Welfare I

SWK 542 Oppression, Diversity & the Struggle for Human Rights

Spring- Semester IV

SWK 433 BSW Practice IV: SW Capstone (prerequisite SWK 432)

SWK 491 Field Instruction IV (prerequisite SWK 490) 14 hours per week

SWK 501 Issues in Social Welfare II (prerequisite 500)

SWK 557 Social Work Research I (prerequisite course in statistics)

SWK 435- Lets talk about Sex- Human Sexuality (*Residency Course:
Meets in Garden City only)

ALTERNATE COURSE OF STUDY ANSWER PROGRAM

The ANSWER (Adelphi's Nontraditional Social Work Education Route) program is designed for individuals working in social and human service organizations who desire to pursue a B.S.W. degree in social work. ANSWER students must complete the same sequence of social work courses and field instruction required of all students in the traditional program. The General Education requirement is waived for ANSWER students who generally begin to take social work courses with an associate's degree in liberal arts or its equivalent. ANSWER students who need additional liberal arts credits to meet requirements for graduation may take them concurrently with social work courses or during the summer. Typically, full-time ANSWER students take their 48 social welfare credits in four consecutive semesters, attending classes two or three evenings a week. The ANSWER program can grant qualified students up to 10 undergraduate credits for prior learning or work/life experiences. Although these credits can be applied to the total number needed for the baccalaureate degree, they cannot be used to substitute for or "waive" any of the required social work or liberal arts courses. Students interested in the ANSWER program should contact their respective social work programs. Students **must** be available a minimum of two days a week during business hours Monday through Friday for internship.

PART-TIME PROGRAM

Students who are currently unable to commit to full time education can sit with the director of the B.S.W. program and develop a flexible program individualized so that the degree is completed in three to four years of study. Students can begin their studies in either the fall or spring semesters and can opt to take coursework without taking Principles in Practice and entering the field or vice versa. Practice courses must be taken in conjunction with Field Instruction.

CHILD AND FAMILY STUDIES IN SOCIAL WORK MINOR

Requires a total of 18 credits for the minor (9 credits in social work, 3 credits in child development, and 6 credits in families), to be chosen from the list below.

A. Nine credits in Social Work. Students will take the first two courses on this list and choose an additional course from three options.

- SWK (Social Work) (0404) 101- Introduction to Social Welfare and Human Services
- SWK (Social Work) (0404) 306- Introduction to Social Services for Children
- Choose one from
 - SWK (Social Work) (0404) 245- Science of Social Issues
 - SWK (Social Work) (0404) 247- Violence and Community: A Social Work Perspective
 - SWK (Social Work) (0404) 307- World in Motion

B. Three additional credits regarding child development. Choose one course from the list below.

Additional courses can be approved by the BSW Director.

- PIA (Psychology) (0501) 115- Developmental Psychology
- COM (Communications) (0108) 205- Media and Children
- EST (Education-STEP) (0836) 221- Child Development (Birth to Grade 6)

C. Six credits regarding families. Choose two courses from the list below. Additional courses can be approved by the BSW Director.

- POL (Political Science) (0158) 348- Family and Sexuality in Political Theory
- SOC (Sociology) (0170) 225- Sociology of The Family
- SOC (Sociology) (0170) 241- Constructions of Genders and Sexualities

ADVANCED STANDING-LOOKING AHEAD

Students who graduate from the School of Social Work's baccalaureate program may apply for the advanced standing program during their senior year of study. This program allows students to be admitted directly to the advanced level of study toward the Master of Social Work (M.S.W.) degree. Advanced standing students complete the M.S.W. in one year of study with 32 credits of academic and field courses. BSW students are eligible for the advanced standing program within 5 years of completion of their BSW. Seniors who meet admissions criteria—a minimum overall grade-point average of 3.0 and a cumulative social work grade-point average of 3.0, and satisfactory completion of their junior year field placement—receive an expedited application in their last fall semester. For more information contact the Director of Outreach, Enrollment and Professional Advisement Elizabeth Szpilka via phone 516-877-4384 or in the SWB room 219.

ADMISSIONS

Adelphi University School of Social Work strives to educate and train undergraduate students who will become competent generalist practitioners. Freshman and sophomores may designate Social Work as their major upon acceptance to the University. Although they have declared Social Work as their major upon entering their junior year (in which the social work curriculum begins) they must meet the following criteria:

1. Overall GPA of 2.5 or better
2. Demonstrated motivation and capacity to work with people
3. Personal Values congruent with the NASW Code of Ethics
4. Previous paid or volunteer work in the human services field preferred.

TRANSFER STUDENTS

The application process for all transfer students wishing to enter the traditional BSW program and ANSWER program will include submission of:

1. An application including transcripts from all undergraduate institutions attended
2. A current resume
3. An interview, personal statement and/or letters of recommendation may be requested.

Applicants must meet the following criteria:

1. Overall GPA 2.5 (2.75 in social work courses)

2. 60 approved college credits (exceptions will be reviewed by the Undergraduate Director)
3. Demonstrated motivation and capacity to work with people
4. Personal Values congruent with the NASW Code of Ethics
5. Experience in human services (highly desirable)

The completed application will be reviewed by the Adelphi admissions office and will be forwarded with a recommendation to the BSW director or Manhattan site director. Upon review of a completed application, selected candidates may be required to sit for an interview.

Students who meet or exceed the minimum requirements of the school, including a completed application, 2.5 minimum GPA, and a satisfactory essay, and interview, will be admitted by the BSW director. The BSW director and site directors will also determine whether students qualify for the ANSWER or traditional BSW program.

BSW majors who enter Garden City as traditional first year students will be reviewed for continuation in the program before they can register for field and practice in the junior year. This review must be completed prior to the student entering their Junior year course work

PROFESSIONAL AND ACADEMIC ADVISEMENT

ADVISEMENT

Students in the bachelor's program are provided with professional social work advisement from the point of their admission to the University and continuing until they complete their degree requirements. Professional social work advisement is designed to assist social work majors in thinking through their choice of social work as a career, assess their capabilities to successfully pursue social work as a vocation, monitor and evaluate their academic and field performance, and guide them in selecting field placements that will best meet their educational needs and professional aspiration.

Initial advisement in the B.S.W. program is provided by the Director of the B.S.W. program or Center Director who meets with transfer students applying to the social work major and with freshmen or sophomores who are interested in the social work major. Freshmen and sophomores who have declared social work as their major will typically retain the director as their adviser until they enter their junior year. These students will follow an academic path that results in their preparation to begin taking social work courses as juniors. Upon admission to the major, the director works with each student to prepare their academic schedule and design their course of study.

Transfer students and continuing students entering their junior year are assigned to a faculty member who serves as their faculty adviser and field liaison. The director of undergraduate studies serves as an additional support to the students, answering questions, keeping them informed regarding any changes in University or School policies, and being available to students. B.S.W. students entering field instruction are introduced to their adviser during the School's Field Instruction Orientation where each adviser meets with assigned advisees as a group. In this meeting, the adviser distributes the Student Handbook and Field Education Manual, and addresses the following topics in depth: academic and field requirements, adviser availability, ongoing individual student/adviser

conferences, adviser office hours, voicemail communication, and the adviser's role as faculty field liaison.

Faculty have a minimum of six office hours per week spread over three days. Faculty generally plan their office hours around their class schedules in order to be available to both their advisees and the students they are teaching. Office hours are changed each semester to accommodate new teaching schedules and faculty have extended hours during registration periods each semester. In the senior year, as students enter a second year of field placement, a different faculty field liaison is assigned.

REGISTRATION

Each semester, all students receive registration instructions from the University Registrar. Registration can be completed online through the Course Listing, Advising, and Student Services (C.L.A.S.S.) system, which can be accessed on the Internet at class.adelphi.edu or through the University's website at adelphi.edu. If you prefer, you can register in person at the Office of the Registrar. Both methods require faculty adviser approval, which can be secured online or in person. Students who are financially and administratively cleared may register by the dates established by the Registrar and be billed by the Office of Student Financial Services. It is the responsibility of each student to complete his or her registration by pressing the "Submit" button on the C.L.A.S.S. system.

The School reserves the right to cancel any class, change class schedules, divide a class, or change instructors as necessary.

REGISTRATION CHECKLIST AND PROCESS FOR STUDENTS

The following information will guide you through the registration process:

- Check your email at least weekly for important information about registration.
- Access a BSW Planning Sheet for the current year. (If you need a planning sheet you may request one via email to Kathleen Augustine at kaugustine@adelphi.edu.) Planning Sheets are also available via the B.S.W. Director.
- Review all the helpful hints and review your record in Degree Audit
- Cross off courses you have already taken and look up the times and days of the courses you would like to take the following semester.
- Select your courses via C.L.A.S.S. with alternatives to each class in case you get locked out of any course.
- Contact your adviser to schedule an appointment.
- Registration will be conducted through C.L.A.S.S., the University's online registration system. All course schedules are online. **Note that campus sites are identified by Garden City (GC), Manhattan (NY), Hudson Valley (HV), and Hauppauge (HG).**
- All faculty advisers are required to review and approve your program on the C.L.A.S.S. system.
- Following adviser approval of the program, students are required to hit "Submit" to finalize registration.
- All students are required to maintain an Overall GPA of 2.5 and Social Work GPA of 2.75. Consult with your advisor if you do not meet this minimum and/or you are at risk for

academic probation.

- All outstanding incompletes in any class must be completed within one year or as stipulated and agreed upon in an academic contract. If the incomplete is in a prerequisite course, you must finish the previous coursework within two weeks of the following semester. If a student does not complete the coursework the student will be withdrawn from the enrolled course for which the pre-requisite has not been met.
- Prerequisites and corequisites are required as indicated on the course schedules. Follow them carefully.

For questions regarding the B.S.W. program, please contact

- *Telvis Rich, Director of the B.S.W. Program at (516) 877-4362 (trich@adelphi.edu); or*
- *Andy Peters, Director of Manhattan Programs at 212-965-8358 (apeters2@adelphi.edu)*

E-MAIL AND OTHER COMMUNICATION

All students are provided with an Adelphi email account and are encouraged to check their email at least once each week throughout the academic year. With a convenient single sign-on, the Adelphi eCampus gives students one-stop access to information services and applications including: Gmail, ALICAT and other library resources, Moodle, C.L.A.S.S. for online advising and registration, and many other services. When you visit the eCampus portal, ecampus.adelphi.edu, you will be able to look up your username and create or reset your login password. Adelphi's online services, including eCampus, are available 24/7 on the World Wide Web. Mailboxes for full-time and part-time faculty, administration, and staff are located at: Room 223, Social Work Building, Garden City; Mailroom, Hauppauge; Social Work Suite, Manhattan Center.

FINANCIAL SERVICES-FINANCIAL ASSISTANCE/SCHOLARSHIPS

Adelphi University offers a wide variety of financial assistance programs in addition to the various federal and state programs that are available to undergraduate students. Financial assistance is defined as any grant, scholarship, loan, or employment opportunity that is offered to an enrolled or prospective student with the express purpose of helping the student meet educational expenses. The amounts and types of financial assistance that a student receives are determined by the eligibility of the applicant for each program. The combination of these various awards is commonly referred to as the financial aid package. School of Social Work faculty, staff, administrators, advisors, and the B.S.W. Program Director do not have the authority to review financial matters. Students are encouraged to reach out to financial services for all finance related matters. Undergraduate students interested in applying for financial assistance or reviewing their financial packages should contact the Office of Student Financial Services at (516) 877-3080.

REQUIREMENT FOR GRADUATION

All students who have completed a minimum of **120 credits** required by the B.S.W. major for graduation and attained a cumulative GPA of 2.5 and Social Work GPA of 2.75 *must apply for graduation* during the first semester of their senior year. Students in SWK 432 will be advised to complete the Child Abuse and Maltreatment Certificate as a requirement of graduation. The training can be found at: <http://socialwork.adelphi.edu/childabusemodule/>. Students that are credit eligible for graduation will receive an alert when they log on to eCampus. They will then have access to the online graduation application which they can submit to start the graduation clearance process. **Degrees will not be conferred to students who have not**

applied for graduation, even if they have completed all of the degree requirements. Undergraduate students who have applied for graduation will then be cleared for graduation by the director of undergraduate program, (516) 877-4362, Social Work, Room 225.

If a student's date of graduation changes, they must file a new graduation application form for their new graduation date.

Students who have applied for graduation but who have been assigned Incomplete grades for course work taken in the final semester may attend the commencement exercises but will not be awarded degrees at the Commencement ceremonies. Students in this category may be awarded their degrees if the Registrar's Office receives written notification of the removal of the Incomplete grade or grades prior to their established deadlines. Contact the Registrar for more information: registrar@adelphi.edu

A student is considered "graduated" when the graduation application has been filed and all academic requirements have been met. Notation of graduation will appear on the student's transcript as of that date.

CRITERIA FOR EVALUATION OF ACADEMIC AND PROFESSIONAL PERFORMANCE INCLUDING POLICIES AND PROCEDURES FOR GRIEVANCE

All students in the School of Social Work are expected to comply with School and University academic and professional performance policies and requirements as they prepare for social work practice. These policies articulate the criteria by which students' academic and professional performance is evaluated as well as the policies and procedures for grievance that may apply.

Students are responsible to be familiar with these policies and procedures as they progress through the program. Additional policies pertaining to evaluation of academic and professional performance are located in the Adelphi University [Undergraduate Bulletin](#) and the [School of Social Work BSW Field Education Manual](#).

Informing Students of Criteria

Students are informed of the criteria for evaluating academic and professional performance in multiple ways. Beginning with orientation and continuing throughout the students' engagement in the program, criteria for evaluating student academic and professional performance in the classroom, in field, and in the community are reviewed, distributed, and discussed. In addition to presentation of materials at orientation, all students receive an email at the start of each term with links to University Bulletin, the BSW Student Handbook and the BSW Field Education Manual. Students are assigned to Academic Advisors and Faculty Field Liaisons who are also obligated to inform students of the criteria for evaluating their academic and professional performance.

The following sections describe University-level criteria for academic and professional performance, followed by the BSW program-level criteria for academic and professional performance in the classroom, school community, and field instruction settings. Policies and procedures for grievance are addressed throughout.

UNIVERSITY LEVEL

Expectations for academic and professional performance are addressed in the University policies and procedures

which also guide criteria within the BSW program. Students must function in accordance with the policies and procedures of the University. These policies include (but are not limited to)

ADELPHI UNIVERSITY CODE OF CONDUCT

Upon enrollment in Adelphi University all students are expected to abide by the University's Code of Conduct. "Academic integrity occupies the very center of the educational enterprise. Adelphi University encourages academic excellence in an environment that promotes honesty, integrity, and fairness. All members of the University community are expected to exercise honesty and integrity in their academic work and interactions with members of the University community. Each member of the University community shares the responsibility for securing and respecting an environment conducive to academic integrity. Academic dishonesty will not be tolerated, and persons who breach academic integrity will be sanctioned in accordance with the section entitled Academic Honesty at Adelphi." From the Adelphi University Code of Conduct.

THE ADELPHI UNIVERSITY CODE OF ACADEMIC HONESTY

"The University is an academic community devoted to the pursuit of knowledge. Fundamental to this pursuit is academic integrity. In joining the Adelphi community I accept the University's Statement of Academic Integrity and pledge to uphold the principles of honesty and civility embodied in it. I will conduct myself in accordance with ideals of truth and honesty and I will forthrightly oppose actions which would violate these ideals." The Code of Academic Honesty prohibits behavior that can broadly be described as lying, cheating, or stealing. Violations of the Code of Academic Honesty will include, but not be limited to, the following:

1. Fabricating data or citations
2. Collaborating in areas not approved by the professor
3. Unauthorized multiple submission of one's own work
4. Sabotage of others' work, including library vandalism or manipulation
5. Plagiarism*
6. The creation of unfair advantage
7. The facilitation of dishonesty
8. Tampering with or falsifying records
9. Cheating
10. Other forms of academic dishonesty

PLAGIARISM

Plagiarism occurs when one does not give credit to another author's ideas. This includes lifting paragraphs from a book or the Internet, using someone else's papers, and failing to acknowledge the ideas of another person. Plagiarism and other forms of academic dishonesty are serious offenses. Penalties can range from failure for the assignment or course, to dismissal from the school and/or program.

UNIVERSITY POLICIES FOR SUSPECTED ACADEMIC DISHONESTY

Suspected academic dishonesty will be treated seriously, and will launch a series of actions by classroom faculty, faculty adviser or faculty field liaison, and the Director of the BSW Program. The School of Social Work will decide whether the

suspected dishonesty is of an egregious or non-egregious nature. Egregious dishonesty may include—but is not limited to—cheating on an exam, buying a paper, or stealing a portion or all of someone else’s paper. All second offenses are treated as egregious, regardless of the type of dishonesty.

Students who plagiarize may not realize they are engaging in plagiarism. Students are encouraged to take advantage of the library’s and the School of Social Work’s resources, the Writing Center, tutoring, uploading drafts to Turnitin (which instructors can set up on course websites), instructor office hours, and other resources for avoiding plagiarism.

Refer to: [Adelphi University’s Academic Integrity](#) for additional information, procedures, forms, and resources

Instructors handle cases of academic dishonesty according to the established procedures of the BSW program, the School of Social Work, and Adelphi University. The procedure is as follows:

- Instructors will notify and attempt to meet with the student and apply course-specific sanctions (which are at their sole discretion)
- Notify the student’s Academic Advisor and make a report to the BSW program director’s office.
- The BSW program director’s office and/or the Dean may apply additional sanctions based on the seriousness of the offense and previous incidents of academic dishonesty involving the student.
- The BSW program director may choose to refer the case to an Academic Standards Ad-Hoc Committee, procedures for which are described below.

POLICY AND PROCEDURE FOR GRIEVANCE – [Findings on Academic Honesty](#)

Students have a right to appeal findings about their academic honesty to the [University Committee for Academic Honesty](#)

UNIVERSITY PROTOCOL FOR STUDENT COMPLAINTS CONCERNING THE ACTIONS OF MEMBERS OF THE FACULTY

Members of the Adelphi faculty are expected to meet the highest standards of the academy in all aspects of their professional conduct. These standards derive from many sources, including institutional policies, the rights and reasonable requirements of students, contractual agreements, the law, and expectations of integrity. Adelphi University is responsible for fully and fairly addressing complaints concerning conduct by faculty while acting in the context of affiliation with the University.

Issues related to charges of harassment are addressed by the [Anti-Discrimination, Harassment \(including Sexual Misconduct, Dating Violence, Domestic Violence, Stalking\) and Retaliation Policy](#). An [online reporting form](#) is available on the University’s website and on the AU to Go application available for both android and iPhone devices.

Issues related to grades follow the procedures set forth in the Undergraduate Bulletin and in this handbook under

Grading Policy, which can be found in the next section.

Student complaints of bias-related incidents against University employees (including faculty) are to be filed with R. Sentwali Bakari, Vice President of Student Affairs, sbakari@adelphi.edu, (516) 877 - 3151 or Lance Houston, Title IX coordinator and director of Equity and Compliance, lhouston@adelphi.edu, titleix@adelphi.edu, (516) 833 - 8019 or complete this [online form](#).

Other complaints not covered above, should be addressed as follows:

- Discuss with the faculty member concerned, if appropriate
- If not appropriate or the student remains dissatisfied, the issue should be brought to the chair of the department (if there is a chair)
- If still dissatisfied, or if there is no chair, the issue should be brought to the assistant or associate dean of the school in which the faculty member belongs
- If still dissatisfied, the issue should be brought to the dean of the school in which the faculty member belongs

If the issue remains unresolved, the student may request that the Office of Academic Services help resolve the matter. Contact *Debra Kyriacou, Executive Director of Academic Services, kyriacou@adelphi.edu, (516) 877-3152*

Please review these and other Adelphi policies, associated sanctions and policies and procedures for grievance by visiting the [University Resources, Operations and Policies webpage](#).

BSW PROGRAM CRITERIA FOR EVALUATION OF ACADEMIC AND PROFESSIONAL PERFORMANCE IN THE CLASSROOM AND FIELD

The following sections outline various policies, procedures, and criteria for evaluation of academic and professional performance in the classroom, school of social work community, and field instruction settings.

The policies and procedures for grievance are also described.

Academic Courses in the B.S.W Curriculum

The BSW program's faculty has established academic and curricular standards for courses in the social work major. These standards inform the criteria for evaluation of academic performance and are described in the BSW Student Handbook, [the Undergraduate Bulletin](#), as well as in all course syllabi and outline, which provide a course description, learning objectives, and the core competencies and practice behaviors associated with the course. In addition, the syllabi list any prerequisite, credit hours, required books, and course overview and assignments as well as information for conforming to the *Publication Manual of the American Psychological Association* in their written assignments.

Each course outline includes evaluation criteria related to student performance in that course including grading policy, educational accommodations, student attendance, student conduct, plagiarism, the use of electronic devices in classroom, and attendance requirements. Specific readings, class participation and attendance policies

are also included. The consistency of providing this information on all course outlines establishes the School priority of informing all students of said performance expectations.

BSW students must maintain a cumulative GPA of at least 2.75 in order to remain in good standing. In addition, students are required to have a minimum social work major GPA of 2.5 as well as grades of B or better in all social work practice courses.

GRADING POLICY

Students who do not meet GPA standards, or who receive a failing grade in a field instruction course, or who fail to meet appropriate academic standards in all other areas of academic life will be placed on academic probation by the Director of the BSW Program and will be required to meet with their faculty advisor for further planning.

Academic Course Grades

Academic courses are graded by letter, except for Field Instruction which is graded on a Pass/Fail basis. The following identifies the criteria for evaluation of students' work as well as the Letter Grade and corresponding Grade Point and Quality Range.

Criteria for evaluation of student's work are:

- Mastery of course content
- Critical thinking
- Organization of material
- Writing ability
- Integration and application of course content to social work
- Ability to conceptualize

Letter	Grade Points (per credit hour)	Quality Range
<u>A+</u> , <u>A</u> <u>A-</u>	<u>4.0</u> <u>3.7</u>	Superior mastery of facts and principles; clear evidence that stated course objectives and requirements were met by student.
<u>B+</u> <u>B</u> <u>B-</u>	<u>3.3</u> <u>3.0</u> <u>2.7</u>	Above average mastery of facts and principles; evidence that stated course objectives and requirements were met by the student.
<u>C+</u> <u>C</u> <u>C-</u>	<u>2.3</u> <u>2.0</u> <u>1.7</u>	Average mastery of facts and principles; some evidence that stated course objectives and requirements were met by the student.

<u>*D+</u>	<u>1.3</u>	Little mastery of facts and principles; acceptable evidence that stated course objectives and requirements were met by student.
<u>*D</u>	<u>1.0</u>	
<u>*D-</u>	<u>0.7</u>	
<u>F</u>	<u>0.0</u>	No mastery of facts and principles; little evidence that stated course objectives and requirements were met by the student. The student may be eligible for dismissal following a departmental review.

* BSW students who receive a grade of D in a social work major course will be required to retake the course.

Incomplete Grades

The incomplete designation “I” may be used by instructors only if a student has been excused from the completion of course requirements because of illness or other exceptional, compelling circumstances. Students have no more than one calendar year after the end of the semester in which the grade was given to resolve incompletes.

1. All incomplete grades require the student and instructor to complete and sign an Incomplete Grade Contract. For further information, contact the Office of the Director of the Undergraduate Program
2. Incomplete grades can be given in a course at the discretion of the instructor. Students have a maximum of one year to complete the contract. The incomplete will change to an “F” if the contract has not been completed.
3. Students who have received an incomplete in a prerequisite course, and are enrolled in the subsequent course, have until the second meeting of the subsequent course to remove the incomplete. If an incomplete on a prerequisite course is not removed by the second meeting, the student must withdraw from the course

NOTE: Incomplete grades conferred to an extended student in field instruction are not subject to this policy

Field Instruction Course Grades

The Field Education Manual lists and outlines performance criteria for the foundation level of field instruction, completed in the BSW junior and senior year. In addition, the field instructors’ role is to assign students’ generalist practice tasks, provide individual supervision, and to make recommendations for a grade (Pass or Fail) to the students’ faculty field liaison. The faculty field liaison/advisor’s role is to monitor the field placement, promote integration of classroom learning with student generalist social work practice, maintain contact with the agency and field instructor, provide consultation in designing field instruction assignments, collaborate with the student and field instructor to address difficulties that may emerge, review the field instructor’s evaluation and report a Pass or Fail grade for field instruction (See Adelphi University [BSW Field Education Manual](#)).

POLICY AND PROCEDURE FOR GRIEVANCE - Grade Appeals

Students who believe their grades are incorrect or unfair should:

- Discuss their course work with the instructor.
- Review with the course instructor the grading policies for the course.
- If still dissatisfied, disputes concerning grades should be brought to the chair of the department (if there is a chair).
- The chair may choose to discuss the matter with the instructor to try to resolve the issues.
- If still dissatisfied, or if there is no chair, students should bring their concerns to the assistant or associate dean of the school responsible for the course.
- The dean may choose to discuss the matter with the director, chair and/or the instructor to try to resolve the issues.
- If the issues remain unresolved, the student may request that the Office of Academic Services discuss the matter with the instructor.
- The Associate Provost may choose to discuss the matter with the dean.

If the Chair, Dean, or Provost concludes that a grade was a result of arbitrary or capricious conduct on the part of the instructor, the student may be allowed to withdraw from the course. In the case of arbitrary or capricious conduct, the department or school may allow the substitution of another course to replace the course in question.

All disputes concerning the accuracy of a grade must be raised within one calendar year. Grade changes must first be signed by the instructor and then by the department chair and the appropriate dean before being submitted to the Registrar.

ACADEMIC STANDARDS FOR THE BSW PROGRAM

Academic standards are criteria for students' classroom and field performance. Usually, students' failures to meet academic standards are addressed by classroom instructors, field instructors, field education administrators, the director of the BSW program, or other administrators. However, in exceptional circumstances, such as when students' performance falls egregiously short of standards, or when appropriate consequences for the students' performance or behavior are either in doubt or beyond the purview of the instructors or administrators involved, or when students believe consequences have been rendered unfairly, a referral may be made to an Academic Standards Ad-Hoc Committee.

Academic and professional standards for classroom include, but are not limited to: performance as required to achieve course objectives and EPAS core competencies and associated professional behaviors; academic honesty (e.g., plagiarism and cheating, see <http://operations.adelphi.edu/policies/academic-honesty/>); course attendance, classroom comportment consistent with professional behaviors, e.g., constructive participation, not engaging in disruptive behavior, putting away electronic devices when requested, etc.

Academic Standards for the BSW program are based on the:

- Adelphi University Student Code of Conduct (<http://academics.adelphi.edu/policies/conduct.php>)
- National Association of Social Workers' (NASW) Code of Ethics (<http://www.socialworkers.org/pubs/code/default.asp>),
- Council on Social Work Education's (CSWE) Educational Policy and Accreditation Standards

(EPAS), see <http://www.cswe.org/Accreditation/2008EPASDescription.aspx>)

- Best practices agreed upon within the Adelphi University School of Social Work and the BSW program.

Academic standards for overall student performance in the BSW Program includes:

- GPA above 2.5 overall and 2.75 within the Social Work major,
- Practice course grade requirement: Students who earn below a B- in any ONE of the four required practice courses (i.e. C+, C, C-) must earn a B or better in their remaining Practice courses or a referral will be made to academic Standards (See page 39).
- No course grade below a C- for courses in the Social Work Major,
- passing grades in all field courses,
- meeting appropriate academic standards in all other areas of academic life.

Automatic Referral to Academic Standards includes:

- Grade of F in Field Instruction (330, 331, 490, 491)
- Grade of F in a Practice Course (332, 333, 432, 433)

A student who does not meet these standards will be automatically placed on probation. A single failing grade in field will automatically raise questions about whether a student is appropriate to continue in the Social Work major. Students in the Social Work major should understand that acceptance into the Adelphi University Master of Social Work (MSW) program is not automatic, and that they will generally only be considered for admission into the MSW program if they have an overall undergraduate GPA of 3.0 (see <http://socialwork.adelphi.edu/admissions/graduate/m-s-w-program> for more information about MSW program admissions requirements). Students will be automatically withdrawn from the BSW major if:

- They do not resolve their low GPA or academic probation condition in an individually-determined reasonable amount of time, usually one semester for a full-time student or two semesters for a part-time student.
- It would be impossible for them to finish the program with an overall GPA of at least 2.5 and 2.75 within the Social Work program because their GPA's are so low that they would not be able to raise it to 2.5/2.75 respectively, even if they achieved A's in all of the courses they had left to take in the program.
- They have not completed all of the field courses in the program and they have been determined to be inappropriate to send back into the field
- They do not satisfactorily complete requirements of a probationary contract.
- They present a danger to self or others, either on campus or at an Adelphi School of Social Work field site. The Adelphi University Dean of Student Affairs has the authority to immediately administratively withdraw students who are a danger to self or others and ban them from campus.

POLICY AND PROCEDURE FOR GRIEVANCE – Dismissal from the program

Students who are dismissed from the program for failing to meet conditions of probation can appeal to the Ad Hoc BSW Academic Standards Committee (see procedures below).

EVALUATION OF PROFESSIONAL PERFORMANCE

BSW students are responsible for knowing and following the Adelphi University Student Code of Conduct and the NASW Code of Ethics. Furthermore, it is the expectation that students demonstrate professional performance in all aspects of the BSW Program. Student's professional performance is evaluated by various stakeholders in the School including classroom faculty, administrators, faculty field liaisons, field instructors, and their peers. To read the [Code of Ethics](#), please visit [NASW's webpage](#).

The following section describes the criteria for evaluation of professional performance in the field and professional communities. This is followed by a discussion of criteria for professional performance in the classroom.

Finally, the **Undergraduate Academic Standards Ad-Hoc Committee** is described, including the conditions for a referral to the committee, as well as its structure, policies, and procedures.

Policies and Procedures for Grievance are also described.

Evaluation of Professional Performance in Field and Professional Community

The Field Education Manual addresses expectations for professional performance in accordance with performance criteria which are outlined in detail for each level of field instruction, BSW junior and senior year. In addition, the role of the field instructor is to assign the student with generalist practice opportunities, provide individual supervision, and to make recommendations for a grade (Pass or Fail) to the students' faculty field liaison. The faculty field liaison/advisor's role is to monitor the field placement, promote integration of classroom learning with student social work practice, maintain contact with the agency and field instructor, provide consultation in designing field instruction assignments, collaborate with the student and field instructor to address difficulties that may emerge, to review the field instructor's evaluation and report an Incomplete, Pass or Fail grade for field instruction (See Adelphi University [BSW Field Education Manual](#)).

In cases where a student is not making progress, in the judgment of the field instructor, or is failing to meet professional performance criteria for that educational level, a meeting is held with the student, field instructor, and faculty field liaison. If difficulties persist, the student will then meet with the faculty field liaison and the Director of Field Education (or designee). An outcome of this educational process is the development of an "educational contract" which outlines specific, measurable, achievable, and relevant goals for professional development. This contract includes agreed upon time frames for achieving specific goals as well as for monitoring and evaluating the student's performance. Should the student fail to adhere to the terms of the contract or achieve specific goals within the established time frame, the faculty field liaison will meet with the student and field instructor and then with the student and Director of Field Education (or designee). If an extension or revision to the educational contract is not appropriate, in the judgment of the Director of Field Education, the student will be referred to the Ad Hoc BSW Academic Standards Committee.

Professional Performance in the classroom:

Academic and professional standards for classroom include, but are not limited to: performance as required to achieve course objectives and EPAS core competencies and associated professional behaviors; academic honesty (e.g., plagiarism and cheating, see <http://operations.adelphi.edu/policies/academic-honesty/>); course attendance, classroom comportment consistent with professional behaviors, e.g., constructive participation, not engaging in disruptive behavior, putting away electronic devices when requested, etc.

Students are expected to demonstrate professional behavior in the classroom setting. This is addressed in orientation, through advisement, and in course outlines as well as in communications with classroom faculty. For example students are told that they are expected to store any electronic devices, to limit side conversations, to respect the confidentiality of peers who may disclose personal or practice information, and to behave in a caring and respectful manner with other students and faculty.

Classroom instructors' have options for enforcing these standards, including but are not limited to giving reduced or failing grades for an assignment or entire course, assignment of additional work, referring the student to supports such as the Writing Center, Student Counseling Center, their faculty advisor, or (if applicable) Office of Student Access, or requiring an apology or some other effort to repair a disrupted classroom process. Under the doctrine of academic freedom as operationalized in University policy, instructors have sole authority over students' grades. Instructors also have discretion not to allow a student to attend class. Instructors have the authority to "fail-withdraw" a student.

Professional performance in the classroom is expected to be consistent with the conduct and values expressed in the NASW Code of Ethics, such as respect for the dignity and worth of individuals, treating each person in a caring and respectful manner, being mindful and respectful of individual differences, and commitment to the values of social justice and personal integrity.

UNDERGRADUATE AD-HOC ACADEMIC STANDARDS COMMITTEE

**** Note: The Undergraduate Academic Standards Ad-Hoc Committee address policies and procedures related to both academic and professional performance**

Conditions for Convening an Academic Standards Ad-Hoc Committee. In most cases, academic standards issues are addressed by classroom instructors, field instructors, field education administrators, the director of the BSW program, or other administrators as described above. Unusual and exceptional cases may be heard by an Academic Standards Ad-Hoc Committee. In addressing specific cases, this committee acts as advisory to the Dean, who considers their findings but is not constrained to follow their recommendation. The Dean's decision is final unless the Provost's office chooses to hear an appeal. As noted, reasons for referral to an Ad-hoc ASC include, but are not limited to, a report of unethical and/or professional behavior by the student, submitted by the field instructor, the faculty field liaison, a classroom instructor, or other persons relevant to the student's educational program. Breaches of professional ethics that may warrant a referral to ASC include:

- Plagiarism and other academic dishonesty
- Absence from field without notification
- Breach of confidentiality
- Inappropriate relationships and/or boundary problems with clients, staff, or other students
- Failure to disclose a potential conflict or threat
- Impairment due to alcohol or drug abuse
- Threatening behaviors to clients or to others
- Behaviors that violate the NASW Code of Ethics
- Failure or at risk for failure in field instruction criteria from the Field Educational Manual
- Any action behavior or decision that reflects poor judgment, lack of insight, and/or limited decision making skills.

Academic Standards Ad-Hoc Committee referrals. In order to initiate a referral to the committee a referral package is completed. This includes a letter describing the issue in detail and any potentially relevant documentation, submitted to the BSW program director. The faculty chair of the BSW program is to appoint an ad-hoc panel of faculty, including one chair and two other members. The panel assumes responsibility for the case at that point. A letter is then sent to the student with the date and time of the meeting. The letter also indicates a date in which materials they wish to present to the committee is due by. Any documents the student wishes the panel to consider should be submitted, allowing a reasonable amount of time for the panel to consider them before the panel convenes to the BSW program director's office, who will forward them to the panel.

Composition of an Academic Standards Ad-Hoc Committee meeting. An Academic Standards Ad-Hoc Committee meeting always includes the three-faculty panel, the student, and any advocate the student wishes to bring. Meetings may also include the instructor or field administrator who made the referral, other faculty or administrators involved in the matter being brought, and additional participants as the panel sees fit. Advocates generally must be Adelphi faculty, including part-time faculty and field instructors. An advocate should be someone in a position to fulfill a role of supporting the student and helping shape their educational plan. Lawyers are not permitted as advocates – because the ad-hoc committee process is intended to be educational rather than legal and collaborative rather than adversarial, it will not be made available to a student who insists on having a lawyer present. Moreover, Adelphi University policy may limit the extent to which Adelphi employees may communicate with a student's counsel at all. If a student brings a lawyer to an Academic Standards Ad-Hoc Committee meeting, it will immediately adjourn and the matter under consideration will be taken up by the appropriate Adelphi University administrative offices.

Academic Standards Ad-Hoc Committee meeting process. This is determined by the panel. Typically, the chair keeps order, and everyone who is not a panel member may only address panel members – “crosstalk” among those present who are not members of the panel is inappropriate. Students are expected to state their case both concisely and completely. The intention of a panel is to be as objective as possible, hear all parties out, and consider all sides; panels are not there to defend the school. Panels generally regard it favorably when students approach the process as collaborative rather than adversarial, take responsibility for themselves and their actions, and come to the panel with a preliminary plan for how they may be able to remediate the issue.

Academic Standards Ad-Hoc Committee decision process. Ad-hoc panels' recommendations are not limited to the purview of the context (i.e., classroom or field) from which the student was referred, but take into account the whole record and make their best choice as to what is best for the student, school, agency, and clients involved. For instance, a student who shows extreme boundary issues in the classroom may be determined to be inappropriate for either classroom or field and, therefore, withdrawn from the Social Work major. In considering whether a student should be withdrawn from the Social Work major, the ad hoc committee considers whether the student will be able to complete the program with a cumulative GPA of 2.75 (or another individually-determined benchmark), passing grades in all field courses, and obtaining all required competencies if provided with all available supports and given enough time.

Possible outcomes of an Academic Standards Ad-Hoc Committee meeting. If a panel determines that a student will not ultimately be able to earn a BSW, either because they will not be able to finish with the required 2.75 GPA, are inappropriate to send back into the field, or for other reasons, the panel will recommend that the student be withdrawn from the social work major, as the school does not wish for students to continue to invest time and money pursuing a degree they will not ultimately be able to earn. Alternatively, a panel may determine that the student could earn the BSW, and recommend certain supports and conditions, e.g., mandatory leave of absence, transition to part-time from full-time, making use of the Writing Center and other on-campus supports, taking additional courses to boost competencies, meeting with field liaisons, change in field setting, late-drop or switch into another section of a course, or other creative solutions.

Issuing of the Academic Standards Ad-Hoc Committee's recommendation. The panel will issue its recommendation to the Dean as soon as possible after the meeting. The text of the recommendation will generally include as full an explanation as possible of the panel's basis for making the recommendation. After considering the recommendation, anything pertinent to the case that arose since the panel issued the recommendation, and any other relevant information, the Dean will make the official decision and communicate it to the student. The text of the panel's recommendation is available to the student upon request to the Dean's office. The Dean's decision is final unless the Provost's office chooses to hear an appeal.

POLICY AND PROCEDURES FOR GRIEVANCE

Academic Standards Committee Outcome

Student experience issues that are under the purview of Academic Standards Committee include, but are not limited to: Punitive or retaliatory measures taken by classroom instructors or faculty field liaisons, grades assigned arbitrarily or at extreme variance with stated course requirements, and withdrawal from the Social Work major when the student really could have completed the program with all academic standards met. If students have tried and failed to get classroom issues resolved to their satisfaction by communicating with the instructor, students may bring the matter to the BSW program director. Students may bring any issues they are having in field to their faculty field liaison or to the field office. Appeals of administrative actions like withdrawal from the Social Work major may be brought to the BSW program director.

AD HOC GRIEVANCE REVIEW COMMITTEE

If students feel they have been summarily or unfairly treated by a member of the School of Social Work faculty, or have had a decision of a non-disciplinary nature rendered against them in what they consider an unfair, or an unjust manner, the student shall have recourse to the director of undergraduate studies in the case of bachelor level students. If warranted, the director shall convene a Grievance and Review Committee, to be made up of 2–3 School of Social Work faculty members.

1. If the B.S.W. Program Director and the Grievance and Review Committee receive and consider the grievance and find that the evidence is insufficient to make any recommendation or take any action, this decision is final and not subject to appeal.
2. If the B.S.W. Program Director and the Grievance and Review Committee receive and consider the grievance and find that the evidence supports making a recommendation or taking further action, the committee will:
 - a. Attempt to resolve the matter by having the individuals involved meet with the committee;
 - b. If the situation cannot be resolved, the committee's recommendations shall be sent to the dean, the highest administrative officer of the School, for further action.

APPENDIX A

NASW Code of Ethics:

See: <https://www.socialworkers.org/pubs/code/code.asp>

APPENDIX B

Adelphi Anti-Discrimination Harassment and Retaliation Policy

See: <http://hr.adelphi.edu/files/2015/06/Anti-Discrimination-Harassment-and-Retaliation-Policy.pdf>