ADELPHI UNIVERSITY

School of Social Work

Bachelor of Social Work Program Student Handbook 2026-2027

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Introduction

Dear BSW Student,

The Bachelor of Social Work (BSW) Program Student Handbook is your roadmap to succeed in completing the degree requirements at Adelphi University School of Social Work.

As you review this student handbook, you will get a good understanding of the course and practicum requirements, academic and professional advisement process, your responsibilities as an undergraduate student, academic support that you can access and opportunities that you can engage in as a student. Additionally, the handbook includes important policies and procedures that govern student academic and professional conduct and other expectations at Adelphi, including information on your rights as a student to due process and to privacy as provided by the Family Educational Rights and Privacy Act (FERPA).

More information on University policies for undergraduate students can be found in the Undergraduate Bulletin (https://catalog.adelphi.edu/index.php).

I hope you will familiarize yourself with the contents of this handbook as you pursue and work towards completion of the Bachelor of Social Work program.

Please know, the faculty, administrators, and staff are here to support your academic success and professional development. As questions arise, please reach out to me. I welcome your insight, questions, and thoughts.

Prof. Philip Rozario, Ph.D.
Bachelor of Social Work Program Director

School of Social Work Directory

Garden City Campus and Extension Centers

The School of Social Work offers the BSW program at the main campus in Garden City in person. Once enrollment increases, the BSW program course of study will return to Extension Centers at New York City, Hauppauge, and SUNY Orange Middletown. The locations are listed below.

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 Prof. Philip Rozario, BSW Program Director	**Hauppauge Center** 150 Motor Parkway Hauppauge, NY 11788 Phone: (631) 300-4350 Fax: (516) 833-8180
New York City Center 179 Livingston Street Brooklyn, NY 11201 Phone: (212) 965-8340 Fax: (212) 965-8341	**Hudson Valley Center/ SUNY Orange** 19 Baker Ave Suite 400 Poughkeepsie NY 12601 Phone: (845) 471-3348 Fax: (845) 452-0967

ADMINISTRATION GARDEN CITY CAMPUS		
Dr. Joanne Corbin	Dean	X4354
TBA	Associate Dean for Academic Affairs	X4439
Professor Philip Rozario	Director, Bachelor of Social Work Program	X4362
Ms. Livia Polise	Director of Practicum Education	X4374
Dr. Theresa Curry	Director of Student Affairs	X4407

ADMINISTRATION NEW YORK CITY CENTER		
TBA	Administrative Assistant	(212)-965-8340 X8359
Mr. James Amato	Associate Director of Practicum Education	(212)-965-8340 X8360
Ms. Carissa Chunasamy	Student Affairs Coordinator and Center Coordinator	(212)-965-8340 X8361

ADMINISTRATION HAUPPAUGE CENTER		
Maria Cuadra	Administrative Assistant	(212)-965-8340 X8359
TBA	Center Coordinator	(516) – 877-4341

ADMINISTRATION HUDSON VALLEY CENTER		
Mark Goodwin	Center Coordinator	(845)-471-3348 X8101
Ms. Lori Kiernan	Administrative Assistant (part time)	(845) 471-3348, X8112

Academic Calendar 2026-2027

Fall 2026

Date	Description
August 24	Deadline for Students to Meet Mandatory Immunization Requirement
August 24	First day of classes - Fall 2026
August 31	Deadline for New Student Acceptance, Deposit and Enrollment
August 31	Degrees Conferred: Summer 2026
September 4	Last day to add an independent study or internship - Fall 2026
September 4	Last day to add/drop a course - Fall 2026
September 4	Last day to change a course section - Fall 2026
September 5 - 7	Labor Day break - no classes
October 10 - 13	Indigenous Peoples Day break - no classes
October 14	Open planning begins for Spring 2027
October 28	First day of graduate registration for Spring 2027
October 30	First day of undergraduate registration for Spring 2027
November 3	Election Day - no classes
November 19	Last day to withdraw from a course - Fall 2026
November 25 - 29	Thanksgiving break - no classes
December 8	Last day of classes - Fall 2026
December 9	Makeup/Study day - no classes
December 10	Makeup/Study day - no classes

December 11 - 17	Final Exams
December 18	Emergency day

Intersession 2027

Date	Description
January 4	First day of classes - Intersession 2027
January 5	Last day to add a course - Intersession 2027
January 5	Last day to add an Independent study or internship - Intersession 2027
January 5	Last day to change a course grading method - Intersession 2027
January 5	Last day to change a course section - Intersession 2027
January 5	Last day to drop a course - Intersession 2027
January 18	Dr Martin Luther King Jr Day Observed - no classes
January 19	Last day to withdraw from a course - Intersession 2027
January 22	Last day of classes - Intersession 2027

Spring 2027

Date	Description
January 25	First day of classes - Spring 2027
February 5	Last day to add a course - Spring 2027
February 5	Last day to add an Independent study or internship - Spring 2027
February 5	Last day to change a course grading method - Spring 2027
February 5	Last day to change a course section - Spring 2027
February 5	Last day to drop a course - Spring 2027
March 8	Open planning begins for Summer and Fall 2027
March 15 - 21	Spring Break - no classes
March 22	First day of registration for Summer 2027
March 31	First day of graduate registration for Fall 2027
April 2	First day of undergraduate registration for Fall 2027
April 20	Scholarship and Creative Works Conference - no classes
April 27	Last day to withdraw from a course - Spring 2027
May 12	Makeup/Study day - no classes
May 13 - 19	Final Exams
May 19	Doctoral Hooding Ceremony
May 20	Commencement Ceremony: Class of 2027

Summer 2027

Date	Description
May 27	First day of classes - Summer 2027- CONVERSION DAY - Monday classes meet
May 31	Memorial Day Observed - no classes
June 1	Last day to add an Independent study or internship - Summer I 2027
June 1	Last day to add/ drop a course - Summer I 2027
June 1	Last day to change a course grading method - Summer I 2027
June 1	Last day to change a course section - Summer I 2027
June 4	Last day to add an Independent study or internship - Summer I&II 2027
June 4	Last day to add/ drop a course - Full Summer 2027
June 4	Last day to change a course grading method - Full Summer 2027
June 4	Last day to change a course section - Full Summer 2027
June 18	Juneteenth Observed - no classes
June 25	Last day to withdraw from a course - Summer I 2027
July 2	Last day of classes - Summer session I 2027
July 3 - 5	Independence Day break - no classes
July 6	First day of classes - Summer Session II 2027
July 8	Last day to add an Independent study or internship - Summer II 2027
July 8	Last day to add/ drop a course - Summer II 2027
July 8	Last day to change a course grading method - Summer II 2027

July 8	Last day to change a course section - Summer II 2027
July 26	Last day to withdraw from a course - Summer I 2027
August 3	Last day to withdraw from a course - Summer II 2027
August 10	Last day of classes - Summer 2027

Please check the Adelphi University academic calendar online for any updates:
https://www.adelphi.edu/academics/calendar/

About the School of Social Work, Adelphi University

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. In 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.

The History of the School of Social Work

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 by 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.

School of Social Work Mission and Goals

The Adelphi University School of Social Work prepares students to actively engage in antiracist and anti-oppressive social work practices to promote social justice and human rights for a diverse society. Students will learn to effectively and ethically apply social work knowledge, skills, and values and to advocate for social, racial, economic, and ecological justice among diverse and marginalized individuals, families, groups, organizations, and communities regionally, nationally, and globally. Through our student-centered curricula and community engaged programs we provide leadership to advance knowledge and skills to enhance human well-being and the profession.

The Adelphi University School of Social Work's faculty developed the goals to support the Schools' mission in an effort to promote an inclusive, and collaborative community for students, faculty, administrators and staff. The goals are listed below.

Goal #1: To provide students with an integrative and responsive course of study built upon a broad liberal arts foundation and the principles of antiracism and anti-oppression to prepare them for effective generalist practice that promotes social justice, social change and human well-being 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 transforming oppressive and racist policies and practices that negatively impact 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 strengthen organizational capacity to develop policies and service delivery systems that are inclusive, equitable, and diverse.

Goal # 4: To create spaces, policies, and practices that hold us accountable individually and collectively to cultivate inclusive, equitable and mutually respectful relationships within our community of students, faculty, administrators, and staff.

Generalist Practice

Adelphi University's Baccalaureate Social Work Program prepares undergraduate students for generalist social work practice. The rich curriculum provides diverse students the opportunity to apply and demonstrate social work knowledge, values, skills, and cognitive and affective processes that are essential for entry-level social work practice and the opportunity to pursue the Master of Social Work degree.

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, based on scientific inquiry and best practices, in their work with diverse individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the Social Work profession and applies ethical principles and critical thinking 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).

BSW Program Mission and Goals

BSW Program Mission

The Adelphi University's Bachelor of Social Work (BSW) program prepares students for generalist practice through the integration of coursework and direct practicum experience. The program provides students with the opportunity to apply, demonstrate and integrate social work knowledge, skills, and values and to use cognitive and affective processes to synthesize practices that advance the wellbeing of diverse individuals, families, groups, communities and organizations. The program trains students to promote and contribute to dismantling anti-racist and anti-oppressive practices to advocate for social, racial, economic, and ecological justice.

BSW Program Goals

The Adelphi University School of Social Work's faculty developed the goals to support the program's mission in an effort to promote an engaging, inclusive, engaging and collaborative community for undergraduate students, as well as the faculty, administrators and staff. The BSW program goals are listed below.

Students are prepared to:

Goal #1: Serve as self-aware generalist social work practitioners in working with diverse individuals, families, groups, organizations, and communities;

Goal #2: Identify, examine, and dismantle historical racist, marginalized, oppressive, inequitable, and exclusionary systems and practices impacting diverse populations, organizations and communities;

Goal #3: Apply and demonstrate generalist practice to the lens of National Association of Social Workers Code of Ethics;

Goal #4: Serve as transformative change agents in the role of generalist practice broker, enabler, mobilizer, and advocate in local, regional, and global systems and organizations; and

Goal #5: Pursue graduate studies.

Core Competencies and Behaviors

The BSW program curriculum is guided by the 2022 Educational Policy and Accreditation Standards (EPAS). The program prepares diverse BSW students for generalist practice by providing classroom instruction and practicum 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 corresponding descriptions of the knowledge, values, skills, and cognitive and affective processes that align to generalist social work 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	**Description of the Competencies and Behaviors**
Competency 1: Demonstrate Ethical and Professional Behavior	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. Social workers: 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.
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	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. Social workers should: 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.
Competency 4: Engage in Practice- Informed Research and Research-Informed Practice	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. Social workers: a. apply research findings to inform and improve practice, policy, and programs; and b. identify ethical, culturally informed, anti-racist, and antioppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice	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 rights based, 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. Social workers: 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 b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of 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. Social workers: 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.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. 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. Social workers apply theories of human behaviour and person-in-environment as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies and demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational Social workers: a. critically choose and implement interventions to achieve practice goals and enhance the capacities of clients and constituencies; b. apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; c. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; d. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and e. facilitate effective transitions and endings that advance mutually agreed-on goals.
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers 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. Social workers: a. select and use culturally responsive methods for evaluation of outcomes; and b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Student Engagement and Inclusion

The BSW program is committed to ensuring all students are involved in classroom and out of classroom events, activities and programs as integral members of the University, School of Social Work and the BSW program. Being involved is important and welcomed!

Implicit Curriculum and Policy

BSW students are integral members of the BSW program, School of Social Work and University community. To ensure the voices of all BSW students, the BSW program encourages and promotes students' input and participation in the BSW program's implicit curriculum.

The BSW program has a practice of informing students of implicit curriculum opportunities and to elicit students' insight on implicit curriculum efforts that promote engagement, inclusion and belonging. Students are notified of implicit curriculum events in mediums, to include email from the BSW program director, emails from the BSW administrative assistant, posting of flyers in the School of Social Work, School of Social Work social media page, faculty announcements in class and posting in the course learning management system, Moodle.

The Council on Social Work Education (CSWE), the accrediting body of undergraduate and graduate social work program, outlines the implicit curriculum as:

- The student learning experience and the program context or environment.
- The implicit curriculum includes the following elements: student development, admissions, advising, retention, and termination; student participation in governance; faculty; administrative and governance structure; and resources.
- All elements of the implicit curriculum are expected to demonstrate the program's commitment to anti-racism, diversity, equity, and inclusion (ADEI).
- The culture of human interchange, the spirit of inquiry, the support for difference and diversity, and the values and priorities in the educational environment, including the practicum setting, inform the student's learning and development.
- These elements are manifested through policies that are equitable and transparent in substance and implementation, the qualifications of the faculty, and the distribution of resources.

During a student's academic journey, there are many diverse implicit curriculum events, activities and programs to be engaged in and involved. A few include:

- The Social Work Club: A student organization where student matters and programs led by students are held to promote the mission of the BSW program and prepare students for generalist practice and graduate school
- Snack & Chat Speakers Series: An informal meeting organized by the Social Work Club to explore relevant and emerging topics on social work careers and practice where students openly engage in dialogue with each and guest speakers on student recommended topics
- BSW Committee: A monthly meeting held virtually where students can join to share their own experiences about being a BSW student, offer ideas, concerns and recommendations to committee faculty administrators and practicum for the good of the BSW program.

Explicit Curriculum and Policy

BSW students are integral members of the BSW program, School of Social Work and University community. To ensure that the voices of all BSW students are heard, the BSW program encourages and promotes students' input and participation in the BSW program's explicit curriculum.

The BSW program has a policy of informing students of explicit curriculum opportunities, and elicit students' insight on explicit curriculum efforts that promote engagement, inclusion and belonging. Students are notified of explicit curriculum events in mediums, to include, email from the BSW program director, emails from the BSW administrative assistant, posting of flyers in the School of Social Work, School of Social Work social media page, syllabi, faculty announcements in class and posting in the course learning management system, Moodle.

The Council on Social Work Education (CSWE), the accrediting body of undergraduate and graduate social work program, outlines the explicit curriculum as:

- The explicit curriculum is BSW curriculum design, courses, course content, and practicum education curriculum.

- Social work education is grounded in the liberal arts and a commitment to anti-racism, diversity, equity, and inclusion, which together provide the intellectual basis for the professional curriculum and inform its design.

- The integration of antiracism, diversity, equity, and inclusion principles across the courses and practicum experience, which includes anti-oppression and global positionality, interdisciplinary perspectives, and comparative analysis regarding policy, practice, and research

Throughout the academic journey, there are many diverse explicit curriculum events, activities and programs in which students may engage. An example that affords all students to offer input and participate is the Social Action Project. BSW students have opportunities in their Junior and Senior Spring semester to expand their knowledge and cognitive and affective processes about anti-racism, diversity, equity and inclusion through the Social Action Project. The Social Action Project is a required initiative while students are enrolled in practicum.

The project is a specific and continuous annual explicit curriculum effort for BSW students. Examples of recent Social Action Project options include:

- The New York Caring Majority Day of Action: At the New York Caring Majority's Day of Action in Albany, social work students joined advocates, older and disabled individuals, home care workers, and caregivers from across the state to champion a future of accessible, well-supported care. The event, a part of the statewide Caring Majority campaign, called for a future where care is prioritized, accessible, and supported by sustainable wages and benefits for care workers. We urged legislators to support essential policies like Fair Pay for Home Care, Restore Home Care Access, and the Home Care Savings and Reinvestment Act. The students engaged with legislators, sharing personal stories to underscore the need for fair wages and accessible home care for all. Their efforts contributed to eight additional legislators co-sponsoring the bills.

- Justice in Healthcare: Advocating for Equity in Women's Health: Students focused on economic injustice in healthcare, specifically women's health, aiming to raise awareness through social media.

They aimed to align with the *Women Deliver* organization's mission to advocate for gender equality and women's bodily autonomy.

- Mind and Community: Addressing Mental Health Disparities in Indigenous Communities
Students focused on the economic barriers to mental health care in Indigenous communities, highlighting disparities, stigma, and cultural challenges. Through interviews and a social media campaign, they raised awareness about these issues, aiming to engage Indigenous communities, healthcare providers, policymakers, and the public to advocate for improved mental health services.

BSW Program Curriculum

To be eligible to graduate, successful BSW students need:

- A minimum of 120 total credits (51 required SWK credits)
- Cumulative GPA of 2.5 and Social Work major GPA of 2.75
- Practicum Placement completion with assignments, professional development and social action initiative project:
    - Minimum of 250 hours in an approved practicum in the Junior Year of Practicum
    - Minimum of 350 hours in an approved practicum in the Senior Year of Practicum

Practicum Education

Practicum education is an essential part of social work education. The practicum experience, which occurs in an approved agency, allows each student to integrate knowledge, values, skills and critical thought gained in the classroom into a real-world practice setting. Students develop professional skills and competence in a generalist practice setting with an approved supervisor and faculty liaison. The practicum is the signature pedagogy of social work education and a requirement in the junior and senior years of the program.

The junior year practicum centers on social work methods, exploration of the social work profession, and service delivery systems. Practicum education assignments focus on an introduction to the social work profession. The senior year practicum centers on the application and demonstration of generalist practice knowledge, skills, values, and affective and cognitive processes with diverse individuals, families, groups, organizations, and communities. The practicum placements are approved by the Practicum Education Office, prior to the start of the junior and senior year practicum experience. *Each student is encouraged to read the BSW Social Work Practicum Education Manual.*

BSW Course Requirements and Sequence

Undergraduate social work majors must complete three sets of required courses: 1. General Education core (Distribution Courses & Learning Goals Courses); 2. Liberal Arts and Science Foundation; and 2. Social Work major courses.

University Distribution Courses		**Approximately 35 credits**
GEN 110	First Year Seminar	4
ENG 107	Art & Craft of Writing	3
	Art (two courses)	6
	Humanities (two courses)	6
SOC100	Social Science- Introduction to Sociology	3

PSY101	Social Science- Introduction to Psychology	3
SWK 245	Natural Science- Science of Social Issues	3
MTH113 or SWK 241	Formal Science- Statistics-SWK 241	3
University Learning Goals Courses		**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
Liberal Arts Courses		**21-22 Credits**
SWK 245 OR	Science of Social Issues OR	3
BIO	Any Biology with Lab	4
SOC100	Introduction to Sociology	3
PSY101	Introduction to Psychology	3
MTH113 OR SWK241	Statistics	3
	Choose three (3) courses from below	
	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.***		
Social Work Major Courses		**51 Credits**
SWK 101	Introduction to Social Welfare and the Human Services	3
SWK 330	Field Instruction I- 7.5 hours per week (along with an additional 25 hours of professional development/social action initiative project in the semester)	3
SWK 331	Field Instruction II- 7.5 hours per week (along with an additional 25 hours of professional development/soc	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- 11 hours per week (along with an additional 25 hours of professional development/social action initiative project in the semester)	4
SWK 491	Field Instruction IV- 11 hours per week (along with an additional 25 hours of professional development/social action initiative project in the semester)	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
Total		**Minimum 120**

Curriculum Component 1-General Education Core

Part of the mission of Adelphi University is to provide 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.

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

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.

Distribution Course Requirements

If a student earned an Associate (AA/AS) Degree, these requirements are waived. ***NOTE If a student earned an Associate of Applied Science (AAS), which 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 Biology requirement for the social work major.
Learning Goals Requirements

If a student earned an Associate (AA/AS) Degree, these requirements are waived. ****If a student earned an Associate of Applied Science (AAS), which is a technical degree, the 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 begins studies at Adelphi may <u>not</u> be used to fulfill Learning Goal requirements.)**

Curriculum Component 2-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. The following are required:

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

PLUS an additional ***THREE*** from the following of your choosing:

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

BSW Major and Elective Courses

The BSW program prepares diverse students for generalist social work practice. All students are required to take a residency course. The rich curriculum provides students the opportunity to apply and demonstrate professional knowledge, values, skills, and cognitive and affective processes essential for generalist practice careers and the opportunity to apply for the Advanced Standing option for a Master of Social Work program. needed to begin careers in social work.

SWK 101	Introduction to Social Welfare & Human Services
SWK 330	Field Instruction I- 7.5 hours per week
SWK 331	Field Instruction II- 7.5 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	Let's Talk About Sex- Human Sexuality
SWK 490	Field Instruction III- 11 hours per week
SWK 491	Field Instruction IV- 11 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 or SWK 306)

Social Work Electives

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

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 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

BSW Program Planning by Semester Junior Year

Fall- Semester I

SWK 101 Introduction to Social Welfare & Human Services
SWK 332 BSW Practice I
SWK 330 Field Instruction I- 7.5 hours per week SWK 510 Human Behavior Theory for Social Work Practice I

Spring- Semester II

SWK 333 BSW Practice II (prerequisite SWK 332)
SWK 331 Field Instruction II (prerequisite SWK 330) 7.5 hours per week
SWK 511 Human Behavior Theory for Social Work Practice II (prerequisite 510)

****One (1) elective is required in your junior year***

*SWK 305 Case Management or SWK 306 Introduction to Social Services with Children

BSW Program Planning by Semester Senior Year

Fall- Semester III

SWK 432 BSW Practice III (prerequisite SWK 333)
SWK 490 Field Instruction III (prerequisite SWK 331) 11 hours per week SWK 500 Issues in Social Welfare ISWK 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) 11 hours per week SWK 501 Issues in Social Welfare II (prerequisite 500)
SWK 557 Social Work Research I (prerequisite course in statistics)
*SWK 435- Let's Talk About Sex- Human Sexuality (*Residency Course: Meets at theGarden City campus)

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. Students will take the first two courses on this list and choose an additional course from three options.

- 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 (MSW) | Planning Ahead

Students who graduate from the BSW program may apply for the advanced standing option of the Master of Social Work program during the senior year of study. The advanced standing option of the Master of Social Work program allows BSW senior students to be considered for admissions to the graduate program, prior to graduating from the BSW program. The advanced standing option of the Master of Social Work program is completed in one academic year. BSW students are eligible for the advanced standing program within five (5) years of completion of the BSW degree. BSW seniors who meet the 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 the junior year practicum education – receive an expedited application in the last fall semester of the BSW program.

For more information contact the Director of Outreach, Enrollment and Professional Advisement, Ms. Liz Szpilka by phone 516-877-4384 or email eszpilka@adelphi.edu.

Admissions

Adelphi University School of Social Work strives to educate and train undergraduate students who will become competent generalist practitioners. An applicant may designate Social Work as a major upon acceptance to the University. Accepted students begin the Social Work course in the fall of the junior year of the BSW program. Social Work majors are expected to adhere the following:

1. Overall GPA of 2.5 or higher, and maintain a Social Work major GPA of 2.75 or higher
2. Demonstrated a motivation and capacity to work with diverse individuals, families, groups, organizations, and communities
3. Personal Values congruent with the NASW Code of Ethics

Defining First Year and Transfer Applicants

Adelphi University defines a first-year applicant as a person who is seeking admissions to the institution and has never attended a higher education institution. The University defines a transfer applicant as a person who has attended a higher education institution, but has not yet completed a baccalaureate degree. Transfer applicants may have earned credits to be evaluated.

Program's Admissions Policy for First Year Applicants

The University has adopted a holistic evaluation of all admissions documents (i.e., application, transcript from secondary school(s), and one letter of recommendation from a teacher, supervisor or community leader). Meaning, the University takes into consideration the applicants' academic and professional experiences, determination or demonstrated interest in the social work profession, and potential contributions to the University community. The University's admissions office is well-staffed with professional admissions counselors with flexible work hours so as to meet with applicants by phone, email, and virtually to ensure questions are answered, and support is provided throughout the admissions process. Additionally, the BSW program director maintains flexible hours and hosts admissions events on campus and virtually to discuss the program, practicum, expectations, and applicants' questions.

The BSW program has adopted the University's admission policy. Applicants apply directly to the university via the national Common Application or the University's online application. This ensures equity and inclusion of all applications residing locally, regionally, nationally or internationally. Further, the freshman admission policies remove barriers by embracing a rolling admissions process. Meaning, applicants may submit a completed application at any time in the calendar year for admissions consideration. Once the applicant submits any or all portions of the application (i.e., application, transcript from secondary school(s), and ***the optional*** one letter of recommendation from a teacher, supervisor, or community leader), a personalized admissions status link is emailed to the applicant. The admissions link allows the applicant to remain updated on the status of the application and status if missing and completed documents submitted for an admissions decision This promotes timely communication for each applicant. To reduce admissions barriers, SAT/ACT scores are not required for acceptance and scholarship. Upon submission of a completed application, each applicant is notified within four (4) weeks of the admissions decision and the University's FAFSA code is shared at the time of admissions to support prompt application for federal financial aid. This promotes transparency in decisions in a timely manner. Each student that applies for admission is automatically considered for scholarships. This ensures a seamless process for all applicants. Applicants are notified of acceptance via the online status link and via an email. Within one week of admissions acceptance, the BSW

program director emails the accepted applicant with a welcome letter to the School of Social Work and BSW program.

An invitation to schedule a campus or online meeting to discuss new student questions are provided. This promotes engagement and begins the formation of community among newly accepted students to the program. The meeting may occur at an evening or weekend time that works best for the student to reduce any time related barriers.

Criteria for Admissions for First Year Applicants

Adelphi University defines a first-year applicant as a person seeking admissions and has not attended a higher education institution prior to applying to the University. The admission criteria for a first-year applicant includes:

- Completed Admissions Application: An applicant may submit either the Adelphi University application or the Common Application.
- Nonrefundable Application Fee: $50.
- Optional Personal statement or essay: An applicant can opt to provide 500 words or less response to one of the admissions questions outlining the rationale for pursuing a degree at Adelphi University. Question prompts are provided to guide an applicant's response. As an alternative, an applicant may submit a paper written in a previous high school course to showcase writing ability and style.
- Letter(s) of Recommendation: One or more letters of recommendation from a school/college counselor, teacher or school-based administrator. Letters from other sources, such as a volunteer coordinator, may also be considered.
- Official High School Transcript(s): In order to be considered for admission, an applicant must be a graduate of (or graduating from) a recognized four-year secondary school or must provide proof of official equivalent preparation. A first-year applicant is expected to have successfully completed a minimum of 16 academic units. An applicant is considered on the basis of individual academic record and co-curricular activities. The University recommends the completion of the following academic units: English (4 units), Science (3 units) *(General science may be included),* Mathematics (3 units), Foreign language (2–3 units), and additional units to be chosen from history, social studies and the above fields (4 units)
- The University and BSW program explicitly accept applicants to the institution and program simultaneously.

Evaluation of First Year Applicants

- The University's first year admissions office counselors receive the application and ensure it is a completed application packet. If not completed, the University admissions office contacts the applicant via email and the University admissions link assigned to the applicant. Also, a call may be made to notify the application of the incomplete application.
- The University's first year admissions office counselors review the completed application documents
- The University's first year admissions office counselors evaluate the applications.
- The University's first year admissions office counselors make the final decision on all first year undergraduate first year applications
- The University admissions office notifies each applicant of admissions decisions (accept or deny) by email, mail and via the University admissions link assigned to each applicant.

- Notification occurs within four (4) weeks of receipt of a completed application.

Notification of Admissions Decision

- All first-year applicants are considered for admissions. The two admissions decision options are: Accept for Admissions and Deny for Admissions. Each applicant is notified via mail, email and the applicant's University assigned admissions link for admissions status. This ensures timely and multiple methods of sharing the decision.

Program's Admissions Policy for Transfer Applicants

- The BSW program has adopted the University's transfer applicant admissions policy. The adopted policy is a holistic evaluation of all admissions documents (i.e. application, transcript from secondary school(s), and an optional, not required professional recommendation to support the applicant's application for admissions) for review. Meaning, the University and the BSW program takes into consideration the applicants' professional and personal experiences, determination, and potential contributions to the University community in addition to any other academic transcripts. The University admissions' office and BSW program director work collaboratively in review of transfer applications. The University's admissions office is well staffed with professional transfer admissions counselors with flexible work hours to meet with applicants by phone, email and virtually to ensure questions are answered and support is provided throughout the admissions process. Additionally, the BSW program director maintains flexible hours and hosts admissions events on campus and virtually to discuss the program, practicum, expectations, and applicants' questions.

- Transfer applicants have the option to apply via the Common Application or the University's application found on the University's website. If an applicant has questions about the application, Ethe University's admissions staff are readily available to address the questions via email, phone or virtually. This ensures engagement and removes barriers to applying to the BSW program. A completed application includes the application and official transcripts from each previously attended institution. To reduce barriers, admissions fees, essays, and recommendation letters are not required, but applicants may opt to include an essay and letters of recommendation. The requirements are presented on the University's website and shared in all recruitment events to ensure clarity and engagement in the admissions process. A cumulative 2.5 GPA is required for admissions considerations and a resume that indicates the ability to work with a diverse population and alignment to the values of becoming a Social Worker. The University requires BSW majors to maintain a cumulative GPA of 2.5 and a minimum cumulative 2.75 GPA in the BSW major courses. Thus, a transfer applicant is well supported in the admission process by sharing this information in recruitment events and in communication with the admissions counselors and the BSW program director. Once any or all portions of the application documents are submitted, the application is emailed an admissions link to track the status of the application. The admissions decision is made within four (4) weeks of the receipt of the completed application. A decision letter is shared via mail, email and on the admissions status link. This ensures timely communication of the decision. Each student that applies and is accepted is automatically considered for scholarships. This ensures a seamless process for all applicants. Upon acceptance, the BSW director emails the applicant with a welcome letter to the School of Social Work and BSW program. Also, at this time, the FAFSA Code is offered as a follow to promote timely application of financial aid. An invitation to meet to discuss the program, practicum, and student questions are provided. This promotes student engagement and inclusion in the program and School of Social Work.

Criteria for Admissions for Transfer Applicants

Adelphi University defines a transfer applicant as a person that has completed college credits at a higher education institution prior to applying to the University. This includes the completion of an Associate level degree. The transfer admissions criteria include:

- Completed Admissions Applications: An applicant may submit the Adelphi University application or the Common Application.
- No Application Fee
- Personal Statement: Not required. An applicant may submit a 500-word essay or less essay to discuss any desired areas to strengthen the application.
- Resume: Indicating experience engaging with diverse populations and dedication to promote social justice
- Official College Transcript(s): Transcript from each higher education institution attended or currently attending is required.
- The University and BSW program explicitly accept applicants to the institution and program simultaneously

Evaluation of Transfer Applicants

- The University's transfer admissions office counselor assigned to the BSW program receives the application and ensures it is a completed application packet. If not completed, a University transfer admissions counselor contacts the applicant via email and the University admissions link assigned to the transfer applicant.
- The University transfer admissions office counselor reviews and conducts the first evaluation of transfer applications. The University transfer admissions counselor reviews the applicant's GPA, any supporting documents submitted (letter of recommendations), and transcripts.
- The University transfer admissions office counselor, in conjunction with the Office of Registrar, completes an initial transfer of credits for the applicant and adds the transfer of credits document to the applicant's file.
- The University transfer admissions office counselor submits a statement indicating whether the applicant meets the BSW admissions requirements and shares with the BSW program director via the University's admissions database, SLATE.
- An email notification from SLATE is sent to the BSW program director sharing a new application is available for review.
- The BSW program director reviews the completed transfer application to include the application, transcript(s), resume, preliminary transfer of credits document, and any optionally submitted supporting documents (i.e. letter of recommendation and essay).
- The BSW program director evaluates the completed application. If additional information is required before a decision can be made, the BSW program director contacts the University's transfer admissions counselor via the SLATE system or email for prompt response.
- The BSW program director submits the admissions decision of accept or deny via the SLATE system.
- The recommendation is received by the University's transfer admissions office counselor immediately.

- Transfer applicants are notified of the admissions decision within one week of the processing of the admissions decision. Applicants are notified by email, mail and through the University's admissions link assigned to the applicant.

Transfer Student Tuition Deposit

For transfer students, the BSW program director can request the waiver of the University's tuition deposit ($300) to ensure accepted students can register for classes and have the fee added to the tuition cost. This financial matter has reduced the barrier and allowed transfer students to commence students in the BSW program without delaying their start and having the fee included in the tuition cost. Additionally, there are articulation agreements with local community colleges. This allows accepted transfer students to have the general education courses waived and students can commence studies in the first semester in the major courses and earn the BSW degree in two academic years. This is another example of removing barriers and ensuring inclusion of diverse students that have earned an Associate level degree from a regionally accredited institution.

Notification of Admissions Decision

All transfer applicants are considered for admissions. The two admissions decision options are: *Accept for Admissions and Deny for Admissions*. Each applicant is notified via mail, email and the applicant's University assigned admissions link for admissions status. This ensures timely and multiple methods of sharing the decision.

Transfer of Social Work Course Credit Policy

The BSW program requires Social Work major courses and practicum to be completed at Adelphi University. Social Work major courses <u>are not transferable</u> to the Adelphi University's BSW program.

Social Work Course for Life Experience and Previous Work Experience Policy

The BSW program does not grant Social Work course credits for life experience or previous work experience.

Orientation and Inclusion for Newly Accepted Freshman and Transfer students

The BSW program has adopted the University's freshmen orientation procedures to engage newly accepted students. The University offers several freshman student events leading up to the start of the fall semester. This includes student virtual and on campus visit events to discuss financial aid, housing, scholarships, and learning resources support for students. For example, the University offers a writing center, counseling services, campus ally program and an award-winning Bridges Program. The Bridges Program provides support services to students who are on the autism spectrum or have other nonverbal or neurological-social disorders. Bridges students receive individualized academic coaching and guidance from a learning strategist to help them with their studies. The program's vocational support is extensive, including assistance with résumé writing and interviewing skills, internship and job placements, job coaching, and effective communication skills. Students can also request social support services to help promote positive peer relationships. The Bridges Program won the Grand Gold Medal in the Equity, Inclusion, Social Justice and Related category from the National Association of Student Personnel Administrators in both 2021– 2022 and 2022–2023, in recognition of efforts that are innovative in supporting underserved and marginalized communities.

The BSW program hosts an on campus and online orientation one month prior to the start of the semester. The orientation provides incoming students the opportunity to learn more about the curriculum, practicum requirements, NASW Code of Ethics, Social Work Club, Phi Alpha Honor Society, University support services and policies, review of the Student Handbook, and to pose questions. The orientations are attended by the BSW program director, Dean of the School of Social Work, Associate Dean for Academic Affairs, Director of Student Affairs, Director of Practicum Education and faculty. Additionally, current students are invited to attend to share their experiences as students in the program.

For transfer students, the University hosts a Transfer Student Day. This allows newly accepted transfer students to explore the services and programs relevant to their interest and needs. This includes the transfer student programming offered by the University's Center for Student and Community Engagement. The programming includes campus and online events and workshops to support needs and successful transition to Adelphi University for all transfer students. For example, The Center for Student and Community Engagement has led fun programs with brunch in the University Center (the student center), information sessions on Tau Sigma, the transfer student national honor society whose purpose is to recognize the academic achievement of transfer students. Adelphi University is one of over 80 chapters nationwide. The Adelphi University chapter was chartered in Fall 2008 and to date has inducted over 800 members, to include BSW students.

Professional and Academic Advisement

BSW students are provided academic and professional advising from the point of admissions to the University and continuing through degree completion. The advisement is designed to assist social work majors in thinking through social work career choice, course registration, experiential learning opportunities, practicum education support, and consideration for graduate studies.

University Advisement Policy

Academic advisement is central to the educational mission of Adelphi University. Advisement for undergraduates is a continuous process that begins with first-year registration and culminates in graduation. It challenges and supports students as they examine, determine, and achieve their educational goals, and encourages students to take ownership of their intellectual journey. Adelphi undergraduates have many sources for academic advice—faculty advisor, practicum liaison advisors, and the Office of Academic Services and Retention (OASR) advisors. Each student that enters Adelphi is assigned an academic advisor at the time of acceptance, and each full-time member of the faculty holds a minimum of four office hours per week to serve the interests of students and to provide full and accurate academic advice. Each undergraduate student must have their academic course schedule approved by their assigned advisor before registering for classes in each semester. This ensures ongoing support and timely completion of the degree program in preparation for career success.

First Year Student Advisement Policy

The University's Office of Academic Services and Retention advisors provides the initial advisement for all first-year undergraduate students entering Adelphi University in the fall semester. This ensures equitable support of each student in each major and timely registration and guidance at the time of acceptance. To support the diverse needs of students, the advisement can be conducted on campus during day or evening hours, virtually or by phone. In collaboration with the BSW program director, the Office of Academic Services and Retention advisors recommends courses aligned to the first-year courses essential to the BSW program requirements, and updates are shared with the BSW program upon completion of the advisement session with the newly accepted first year students. During the advisement, courses are reviewed using the University's Course Listing, Advising, and Student Services (CLASS) system, an online registration system that notes the academic courses offered at the University. The advisor provides insight on the courses that align to requirements for the BSW major, reviews the days and times the courses are offered, and assists with the registration process to secure a seat in the courses. Additionally, the advisor discusses the number of semesters and courses needed to complete the degree and addresses first year students' questions. Upon completion of the advisement session, an email is sent to the BSW director notifying the advisement has been completed for fall registration.

During the open planning period in fall to prepare for spring courses, the BSW director commences the role of advisor for first year BSW majors. Students are notified via email of the open planning period to schedule an appointment with the BSW director for advisement. To support the diverse schedule of first year students, the director provides day, evenings and weekend advisement hours to meet with the students. The advisement session includes discussion about the upcoming semester, review of current academic success in courses, and planning for practicum and courses in the major as well. The BSW director documents the advisement course recommendations and shares a Degree Planning Sheet via email with the student as a reference. Students are required to log into the CLASS system on their

assigned registration date, review the selected courses for the next semester, and click submit to officially register.

The first-year students are advised by the BSW director upon the completion of the first semester at the University through the beginning of the junior year. At the beginning of the junior year, which is the start of the BSW major courses, students are assigned a new advisor, who also serves as the student faculty liaison. The faculty liaison provides ongoing academic advisement in each semester with a formal meeting on campus, via Zoom or by phone at a time that is mutually agreed upon to ensure a time that meets the diverse schedules of students in the BSW major courses. Using the CLASS system, the courses are reviewed, the days and times of the classes, along with planning for program completion. Further, students are encouraged to contact the faculty liaison via phone or email as a follow up concerning courses and questions to ensure ongoing and timely support towards academic success and timely degree completion. The faculty liaison collaborates with the BSW director to discuss any academic matters in support of the students' advisement questions and needs. These ensure proper support and communication between the advisor, student and program director.

Transfer Student Advisement Policy

The BSW program director provides the initial advisement for each BSW transfer student entering Adelphi University. This ensures equitable support of each student, review of the transfer credits, development of a degree planning sheet to outline required courses needed to earn the BSW degree, timely registration and guidance at the time of acceptance. To support the diverse needs of transfer BSW students, the advisement can be conducted on campus during day or evening hours, virtually or by phone. During the advisement, courses are reviewed using the University's CLASS system.

The BSW program director provides insight on the courses that align to requirements for the BSW major, discusses the requirements for practicum education, reviews the days and times the courses are offered, and assists with the registration process to secure a seat in the courses. Additionally, the BSW program director discusses the number of semesters and courses needed to complete the degree and addresses transfer students' questions. Upon completion of the advisement session, an email is sent to each transfer student with a copy of their personalized Degree Planning Sheet. The Degree Planning Sheet indicates proposed courses to take the upcoming semester, and courses remaining to complete in subsequent semesters towards degree completion.

At the beginning of the junior year, which is the start of the BSW major courses, students are assigned a practicum faculty liaison, who also serves as the students' academic advisor. The faculty liaison provides ongoing academic advisement in each semester with a formal meeting on campus, via Zoom or by phone at a time that is mutually agreed upon to ensure a time that meets the diverse schedules of students in the BSW major courses. Using the CLASS system, the courses are reviewed, the days and times of the classes, along with planning for program completion. Further, students are encouraged to contact the faculty liaison via phone or email as a follow up concerning courses and questions to ensure ongoing and timely support towards academic success and timely degree completion. The faculty liaison collaborates with the BSW director to discuss any academic matters in support of the students' advisement questions and needs. These ensure proper support and communication between the advisor, student and program director.

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 (CLASS) system, which can be accessed on the Internet at class.adelphi.edu or through the University's website at adelphi.edu. As an option, students may 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 registration by pressing the "Submit" button on the

CLASS system.

- The School of Social Work reserves the right to cancel any class, change class schedules, divide a class or change instructors as necessary. Students will be promptly notified of any changes, with a rationale, in email, and a call to support academic success and professional development.

Registration Checklist and Process

The following information will guide students through the registration process:

- Check the assigned University email at least weekly for important information about registration.
- Access the BSW Degree Planning Sheet for the current year. If a student does not have the planning sheet readily available, please contact the advisor or the BSW program director.
- Review all the helpful hints on the planning sheet, and review ePlanner via eCampus.
- Check off courses taken and review the class times for courses needed to complete towards earning the BSW degree.
- Select courses via CLASS with alternatives to each class in case a class closes due to enrollment.
- Contact the assigned advisor to review courses and any questions.
- Registration will be conducted through CLASS, the University's online registration system.
- Advisors are required to review and approve the course selection on the CLASS.
- Following adviser approval of the courses, students are required to click "Submit" to finalize registration.
- All students are required to maintain a Cumulative GPA of 2.5 and Social Work major GPA of 2.75.
- 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, the student must complete 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 BSW program, please contact the BSW program director by phone, email or schedule an in-person appointment.

Email and Other Communication

All students are provided with an Adelphi email account and are encouraged to check the email at least once a day 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, ePlanner, library resources, Moodle, CLASS for online advising and registration, and many other services. In the eCampus portal, ecampus.adelphi.edu, students can look up their username and create or reset your login password. Adelphi's online services, including eCampus, are available 24/7 with internet access.

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, New York City Center.

Financial Services Assistance

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. Students are encouraged to reach out to financial services for all finance related matters. Students interested in applying for financial assistance or reviewing their financial packages should contact the Office of Student Financial Services at (516) 877-3080.

Graduation Requirements

Each student must complete a minimum of 120 earned college credits, the required Social Work major courses, practicum requirements, to include professional development and social action initiative projects, liberal arts and general education requirements, attain a cumulative GPA of 2.5 and Social Work GPA of 2.75. Students ***must apply for graduation*** during the first semester of the 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 upon logging into eCampus. Students will then have access to the online graduation application where the graduation clearance process will be processed. *Degrees will not be conferred to students who have not applied for graduation, even if degree requirements are met.*

If a student's date of graduation changes, the student must file a new graduation application form for the 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 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: onestop@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.

Policies for Academic and Professional Performance

The BSW program adheres to Adelphi University's policies for evaluating academic performance. The BSW program is part of the School of Social Work that embraces a social justice framework in its evaluation of the academic performance of its students. For example, in the BSW program, the faculty and BSW director embrace and employ empathy and just and fair practices in reviewing academic performance. Additionally, the faculty and BSW program director consider barriers that have historically impacted student academic success to include but are limited to the needs of adult learners, strengths and opportunities of self-identified neurodivergent students, and work-life balance. At the start of each academic year, these factors are discussed in new student orientation.

During the new student orientation, the academic performance policies are presented and discussed, and time is provided for all students to offer questions and receive feedback in a caring and professional manner from the BSW director, administrators, and faculty. This level of *social justice in action* continues throughout students' tenure in the BSW program. Students are expected to meet the academic and field performance criteria as set by the BSW program, as well as the professional expectations of behavior according to the NASW Code of Ethics in class, in practicum, and in the community.

Beginning with the new student orientation and throughout the academic journey, BSW students are informed about the BSW program policies and procedures via discussions with the assigned advisors and BSW program director, along with the policy listings in the BSW Student Handbook, on the syllabi, and the BSW Practicum Education Manual.

Adelphi University Academic Performance Policies

All students in the School of Social Work are expected to comply with the University's academic performance policies and requirements in preparation for Social Work practice. The policies are presented during orientation, listed on course syllabi, and listed here in the BSW Student Handbook. These policies articulate the criteria by which BSW students' academic performance is evaluated and the policies and procedures for grievance that may apply.

Students are responsible to be familiar with these policies and procedures. Additional policies pertaining to the evaluation of academic and professional performance are located in the Adelphi University's Bulletin: https://catalog.adelphi.edu/index.php?catoid=27

Informing Students of Criteria

Students are informed of the criteria for evaluating academic and professional performance in multiple ways. Beginning with program orientation, University new student orientation, and continuing throughout the students' engagement in the program to include but not limited to the classroom discussions, syllabus, student advisement meetings, and during the practicum experience. In addition to presentation of materials at orientations, all students receive an email at the start of each term with links to University Bulletin, the BSW Student Handbook and the BSW Practicum Education Manual. Students are assigned to academic advisors and/or faculty liaisons who are also obligated to inform students of the criteria for evaluating student 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 practicum experience. Policies and procedures for grievance are addressed throughout.

Adelphi University Code of Conduct Policy

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 Integrity at Adelphi." From the Adelphi University Code of Conduct.

Adelphi University Use of Generative AI (gen AI) for Academic Purposes

The university policy states, “Students must ensure they understand the tools they are using to complete course assignments. By handing in work, students are accepting responsibility for following all University and course policies concerning academic integrity and will be reported for violations.” Students should pay attention to whether or not the professor of a course that they are taking prohibits, allows with levels of restrictions or allows with no restriction the use of GenAI for the completion of their assignments. Please familiarize yourself with the policy [here] and the resources [here].

Code of Academic Integrity | Adelphi UniversityNESTY

"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 libraries 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.

University Policy and Procedure for Academic Integrity

Students have a right to appeal findings about their academic integrity to the University Committee for Academic Honesty

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.

Student Complainants

- All concerns and complaints of discrimination, harassment (including sexual misconduct, dating violence, domestic violence, stalking), and/or resulting retaliation should be sent to the Office of Community Concerns and Resolution using our online form, or the Title IX Office at titleix@adelphi.edu or 516.877.4819.

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

- Discuss with the faculty member, if appropriate
- If not appropriate, the issue should be shared with the BSW program director
- If still resolved, the issue should be brought to the Associate Dean of the School the faculty member belongs
- If still matter is not resolved, the issue should be brought to the Dean of the School in which the faculty member belongs

Criteria for Evaluation of Academic and Professional Performance in the Classroom and during Practicum Education

BSW Curriculum Policy

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 University Bulletin, and syllabi. 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 syllabus 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 the 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 2.5 in order to remain in good standing. In addition, students are required to have a minimum social work major GPA of 2.75, as well as grades of B or better in all social work practice courses.

Grading Policy

Academic courses are graded by letter, except for Practicum 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
A+ A A–	4.0 3.7	Superior mastery of facts and principles; clear evidence that stated course objectives and requirements were met by the student.

B+ B B–	3.3 3.0 2.7	Above average mastery of facts and principles; evidence that stated course objectives and requirements were met by the student.
C+ C C–	2.3 2.0 1.7	Average mastery of facts and principles; some evidence that stated course objectives and requirements were met by the student.
D+ D D-	1.3 1.0 0.7	Little mastery of facts and principles; acceptable evidence that stated course objectives and requirements were met by the student.
F	0.0	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 from the BSW major 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.

Course Repeat Policy

When a student repeats a course at Adelphi for-credit (repeat-for-credit) both grades are included in the calculation of the GPA. When a student repeats a course for which the faculty have determined not repeatable for credit (repeat-no-credit), only the most recent grade is included in the calculation of the GPA. Courses that can be repeated for credit, count toward graduation requirements, as well as total earned credit. For courses that cannot be repeated for credit, only one successfully completed course shall count toward graduation requirements and total earned credit.

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 BSW Program Director.

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

4. 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

Practicum Instruction Course Grades

The Practicum Education Manual lists and outlines performance criteria for the practicum instruction completed in the BSW junior and senior years. During the practicum experience in an approved agency, the assigned site supervisor's role is to assign the student a host of generalist practice tasks, provide individual supervision, and offer a recommendation for a grade (Pass or Fail) to the student's assigned faculty practicum liaison. The role of the faculty practicum liaison is to provide ongoing professional support, monitor the practicum site in support of student learning, promote the integration of classroom learning with student generalist social work practice, maintain contact with the agency and assigned practicum site supervisor, provide consultation in designing practicum instruction assignments, collaborate with the student and practicum site supervisor to address any challenges that may emerge, review the practicum site supervisor's evaluation and submit the student's practicum grade by submissions date.

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 https://www.adelphi.edu/policies/academic-integrity/), 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, a student is informed of the class expectation to store 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 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.

Evaluation of Professional Performance in Practicum and Professional Community

The Practicum Education Manual addresses expectations for professional performance in accordance with performance criteria which are outlined in detail for each level of practicum instructor in the BSW junior and senior years. In addition, the role of the practicum 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 practicum liaison. The faculty practicum liaison/advisor's role is to monitor the practicum placement, promote integration of classroom learning with student social work practice, maintain contact with the agency and practicum site supervisor, provide consultation in designing practicum instruction assignments, collaborate with the student and practicum instructor to address any difficulties that may emerge, to review the practicum site supervisor's evaluation and report an Incomplete, Pass or Fail grade for practicum instruction course. The professional performance of students is evaluated during the practicums via their practicum evaluations. The practicum evaluation process begins on the first day the student enters the agency. This process is an ongoing appraisal of the student's performance. The Practicum Liaison monitors the performance of students through a variety of means including but not limited to: site visits, discussions with Field Instructor, discussion with students, process recordings, and the mid semester site visit. The mid semester site visit helps assure an ongoing evaluation process between the Practicum Instructor, student, and Practicum Liaison and the early identification of areas in need of further growth. This Mid-Year Practicum Evaluation, prepared by both the Practicum Instructor and student at the end of the semester, should reflect a composite of material discussed in supervisory conferences and the site visit(s) throughout the semester. Evaluations are to be prepared in accordance with the outlines provided by the Office of Practicum Education. The final grade is assigned by the Practicum Liaison with recommendations from the Practicum Instructor.

Mid-Year Practicum Evaluation of Student Performance

The Mid-Year Practicum Evaluation evaluates students halfway through the year at the end of the fall semester on a 4-point Likert scale where "0" is Not Yet Started, "1" is "Below Satisfactory, "2" is Satisfactory, and "3" is Above Satisfactory. The evaluation must be submitted via Sonia (Placement Tracking system) and requires the signature of both the Field Instructor and the student. The student's signature indicates only that the student has read the evaluation. The student may submit a statement in writing about areas of disagreement.

The Mid-Year Practicum Evaluation should be submitted via Sonia to the Office of Practicum Education on the date set by the Practicum Education office. If a Mid-Year Practicum Evaluation results in a "1" (Below Satisfactory) or "0" (Not Yet Started), the Faculty Liaison will consult with the Practicum Instructor and student to discuss the areas of concern and may formulate a written Education Support Plan in collaboration with the Assistant Director of Practicum to address those areas below expectations (unless already implemented).

a. Final Practicum Evaluation of Student Performance

The Final Practicum Evaluation evaluates the students at the end of the spring semester on a 5-point Likert scale where "1" is Unacceptable, "2" is Below Satisfactory, "3" is Satisfactory, "4" is Above Satisfactory, and "5" is Exceptional. The evaluation must be submitted via Sonia and signed by the student and the Practicum Instructor.

The student's signature indicates only that the student has read the evaluation. The student may submit a statement in writing about areas of disagreement. The exact timing of the preparation of the evaluation is determined by the Practicum Instructor within time limitations established by the Director of Practicum Education and the calendar. Before each evaluation there is a formative evaluation during the site visit with Liaison and Practicum Instructor.

If the Final evaluation identifies multiple areas of concern it may result in a meeting between the Practicum Liaison, Practicum Instructor, the student and the Assistant Director of Practicum to discuss the deficits and to determine next steps. If a negative evaluation contributes to a failure ("F") in the practicum, a failing grade is assigned. Depending on the reasons for the falling grade the Academic Standards Committee can be asked to recommend if the student can continue in the program.

Professional Performance Review:

As part of an ethical community, students are expected to demonstrate professional conduct and attitudes in all parts of the Social Work Program.

1. Expectations of professional performance

Students must:

- Understand and adhere to the NASW Code of Ethics;
- Adhere to the mission of the social work profession that is rooted in a set of core values including:
  - ❖ Service to others,
  - ❖ Promotion of social, economic, racial, and environmental justice,
  - ❖ Respect for the dignity and worth of all persons,
  - ❖ Recognition of the central importance of human relationships,
  - ❖ Behavior reflecting trustworthiness, and
  - ❖ Development and enhancement of professional competence and expertise.

- Be actively involved in professional social work development through assessment of academic and personal
- aptitude and performance;
- Learn and demonstrate the skills, abilities, and knowledge of the nine core competencies set forth by CSWE in classes and Practicum Education:
  - ❖ Demonstrate ethical and professional behavior,
  - ❖ Advance human rights and social, racial, economic, and environmental justice,
  - ❖ Engage in anti-racism, diversity, equity, and inclusion (ADEI) in practice,
  - ❖ Engage in practice-informed research and research-informed practice.
  - ❖ Engage in policy practice.
  - ❖ Engage with individuals, families, groups, organizations and communities,
  - ❖ Assess individuals, families, groups, organizations and communities,
  - ❖ Intervene with individuals, families, groups, organizations, and communities, and
  - ❖ Evaluate practice with individuals, families, groups, organizations and communities.
- Be inclusive and respectful of individual diversity, including differences and intersectional ties of "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" (CSWE, 2022).

2. Criteria of professional performance

Possible professional performance issues include, but are not limited to: conduct that is inconsistent with or a violation of the Code of Ethics of the National Association of Social Workers and/or the Adelphi University Honor Code as well as a failure to meet the CSWE core competencies.

Inability, unwillingness, or failure to meet generally accepted professional guidelines of professional conduct, personal integrity, or emotional stability may result in the initiation of Academic Standards review.

The following professional performance matters include, but are not limited to, inappropriate or disruptive behavior toward colleagues, faculty, staff, practicum instructors, clients or others within the social work program (e.g., classrooms, committees, student organizations, extracurricular activities), university, practicum placement, or affiliated organizations. This also includes inability, unwillingness, or failure to:

- Respect and/or promote the clients' right to self-determination;
- Provide clients with the opportunity for informed consent;
- Provide services within the boundaries of their competence, utilizing supervisory consultation as guidance;
- Respect human and cultural diversity;
- Respect clients' right to privacy and confidentiality in accordance with professional ethics, Statues, School, University, or agency policy;
- Treat fellow students, colleagues, supervisors, or educators with respect;
- Maintain the confidentiality of fellow students, colleagues, supervisors, or Educators;
- Use practice skills or interventions that fall within the range of accepted and relevant practice;
- Demonstrate appropriate interpersonal boundaries, self-awareness, self-containment, or self-control, abilities, and attributes essential for professional social work practice;
- Report suspected child abuse, family violence, elder abuse, or threatened harm to self or others as required by New York State statute.
- Engaging in unethical and/or unprofessional behavior that may include (but is not inclusive):
- Entering into a dual relationship with clients or failing to disclose a conflict of Interest;
- Behavior in the classroom or field activities, which causes a disruption in the learning of other students or in the service of clients;
- Entering into a sexual relationship or sexual activity with clients, whether consensual or forced;
- Use of disrespectful or derogatory language in written or verbal communication with or about fellow students, colleagues, supervisors, or educators;
- Exploitation of clients who lack the capacity to make informed decisions;
- Not taking adequate steps to address or remedy personal problems, psychosocial distress, substance abuse, or mental health impairment that interferes with practice effectiveness or classroom learning;
- Unethical or criminal conduct that interferes with competent performance as a social work practitioner or may potentially compromise the safety of others or client services;
- Private conduct that interferes with the ability to fulfil student responsibilities or that represents dishonesty, fraud, deception, or misrepresentation;

- Acts or threats of physical violence or verbally abusive behavior toward fellow students, colleagues, supervisors or educators; or acts which may threaten the safety of same;
- Failure to comply with all agency and School of Social Work policies and procedures (e.g., physicals, drug screens, liability insurance, dress and appearance codes, immunizations, and criminal background checks); and
- Inappropriate use of technology (social network sites, online chatting, e-mail, texting, telephone, databases, video etc.).

Professional Misconduct Procedures

A student, client, supervisor, practicum instructor, colleague, or faculty member who observes or has knowledge of any of the above professional performance issues or any other behaviors which appear to interfere with professional social work education or practice and/or violate the principles of our ethical community, may bring the issues to the attention of the BSW program director and/or the Director of Practicum.

The Process

a. The BSW program director or Director of Practicum will review the issue and may refer it to the Academic Standards Committee (ASC) for initiation of an Academic Standards review
b. The Academic Standards Committee will arrange for a meeting with the student to address the issue within ten (10) working days of notice by the BSW program director or Director of Practicum.
c. Members of the faculty involved with the identified issue may be required to meet with the Committee.
d. The student may choose to bring a personal advocate (not legal representation) to this meeting provided the student notifies the Committee within five working days prior to the meeting of the name of the advocate, and the role to be served by the advocate at the meeting. The student may confer with their personal advocate or advisor, verbally or in writing, during the Academic Standards Committee meeting but the advocate may not speak for the student or represent the student to the committee. Staff or faculty of the School of Social Work may serve as the advocate.
e. The Academic Standards Committee meeting will convene, and present written recommendations based upon their findings to the Associate Dean of Academic Affairs and BSW program director within five working days of this meeting.
f. Written notification of the Associate Dean's decision will be sent to the student within five working days of receipt of the recommendations of the Academic Standards Committee.

Possible actions by the Associate Dean include:

- A determination that the matter warrants immediate termination from the Program; or
- Referral of the matter to the BSW program director and/or Director of Practicum with a plan for remediation of the problem.

Rules governing remediation plans include:

- A timeline will be developed for completion of the plan;
- The agreed upon plan will be put into written form and signed by all parties. A copy will be given to all participants and placed in the student's file and given to the Associate Dean of Academic Affairs;
- The plan will be monitored and reviewed by the individual designated by the Committee and assessed for progress and completion of requirements;

• If the student does not successfully meet the requirements specified in the plan, the student will be dismissed from the program. The student will be notified of this dismissal in writing by the Associate Dean of Academic Affairs.

Academic Standards for the BSW Program

Academic standards are criteria for students' classroom and practicum education performance. Usually, a student's failure to meet academic standards are addressed by classroom instructors, practicum liaison, practicum education administrator, the BSW program director or other administrators with a written and agreed upon plan to improve academic or practicum performance. However, in exceptional circumstances, such as when a student's performance falls egregiously short of standards, or when appropriate consequences for a student's 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 the Academic Standards Committee.

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 (www.socialworkers.org)
- Council on Social Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS, 2022), see https://www.cswe.org/getmedia/94471c42-13b8-493b-9041-b30f48533d64/2022-EPAS.pdf)
- Best practices agreed upon within the Adelphi University School of Social Work and the BSW program.

Academic Standards Committee

The Academic Standards Committee is a committee in the School of Social Work and composed of faculty to hear academic and professional performance matters**.** In most cases, academic standards issues are addressed by classroom instructors, practicum instructors, practicum 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 Committee. In addressing specific cases, this committee acts as advisory to the Associate Dean, who considers their findings but is not constrained to follow their recommendation. The Associate Dean's decision is final unless the Dean of the School of Social Work chooses to hear an appeal. A referral may be initiated by a classroom faculty, practicum faculty liaison, practicum education director or persons relevant to the student's educational program. Reasons for referral to Academic Standards Committee include, but are not limited to:

- Plagiarism and other academic dishonesty
- Failing grade in a practicum course
- Failing grade in a practice course
- Unethical or unprofessional behavior in a class or practicum
- Absence from practicum without proper 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 Practicum Education Manual
- Any action behavior or decision that reflects poor judgment, lack of insight, and/or limited decision-making skills.

Composition of the Academic Standards Committee and Meeting Overview

An Academic Standards 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 practicum instructor/practicum supervisor who made the referral, other faculty or administrators involved in the matter and additional participants as the panel sees fit. Advocates must be Adelphi faculty, including part-time faculty and practicum instructors or a currently enrolled Adelphi University student. An advocate should be someone in a position to fulfill a role of supporting the student and helping shape their educational plan. Lawyers serving as the student's legal counsel are not permitted as advocates because the committee process is intended to be educational and collaborative, rather than legal. A panel meeting 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 legal counsel to an Academic Standards Committee meeting, it will immediately adjourn and the matter under consideration will be taken up by the appropriate Adelphi University administrative offices.

Referrals to the Academic Standards Committee

In order to initiate a referral to the committee a referral package is required. This includes a letter describing the issue in detail and any potentially relevant documentation, submitted to the BSW program director. The BSW program director shares the referral package with the chair of the Academic Standards Committee. The panel is composed of faculty (one chair and two other faculty 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 the student wishes to present to the committee is due. 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.

Automatic Referral to Academic Standards Committee includes:

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

A single failing grade in a practicum instruction course will automatically raise questions about whether a student is appropriate to continue in the Social Work major.

Meeting Process for the Academic Standards Committee

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 matter.

Decision Process by the Academic Standards Committee

The panel's recommendations are not limited to the purview of the context (i.e., classroom or practicum) from which the student was referred but consider 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 practicum education; therefore, withdrawn from the social work major. In considering whether a student should be withdrawn from the Social Work major, the 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 practicum education courses, and obtaining all required competencies if provided with all available supports and given enough time.

Possible outcomes from the Academic Standards Committee meeting

If the panel determines that a student will not ultimately be able to earn a BSW, either because the student will not be able to complete the program with the required 2.75 GPA, are inappropriate to return to a practicum site 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 the student 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 practicum liaisons, change in practicum setting, late-drop, switch into another section of a course, or other creative solutions.

Issuing the Recommendation from the Academic Standards Committee

The panel will issue its recommendation to the Associate Dean for Academic Affairs within five business days after the panel 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 and any pertinent information related to the case, the Associate Dean will make the official decision and communicate it to the student within five business days after receipt of the Committee's recommendation. The Associate Dean's decision is final unless the Office of the Dean of the School of Social Work chooses to hear an appeal.

Policy for Student Academic Contract and Termination from the BSW Program

Academic Contract

A student who does not meet the required overall GPA of 2.5 and GPA of 2.75 within the Social Work major will be automatically placed on academic contract. The BSW program director manages the academic contract process and develops the written contract, which is a remediation plan, in collaboration with the student. The student is notified in writing through an email letter to share the

academic status. The program director follows up via phone, as needed. Additionally, the student is required to meet with the program director to develop the academic contract and discuss the contents therein.

The academic contract is signed and dated by the student and program director. The signed academic contact is emailed to the student, and a copy is retained by the BSW program director. If the student meets the academic requirements in the academic contract within two semesters, the student returns to good standing at the University, in the BSW program, and the contract is fulfilled. If a student does meet the academic requirements in the academic contract, within two semesters, the student is recommended for dismissal from the BSW Program by the BSW program director.

Dismissal from the BSW Program

A student will be automatically dismissed from the BSW major if:

- The low GPA is not resolved in time outlined in the written academic contract, which is two semesters after placement on the academic contract
- It would be impossible for the student to complete the BSW program with a cumulative GPA of at least 2.5 and a Social Work major GPA 2.75 because the GPAs are so low to rise to minimum GPA requirement, even if the grade of A would be achieved in remaining courses in the program.
- The practicum experience has not been completed and it is determined it is inappropriate to send the student back to a past, current or new practicum site.
- There is unsatisfactory completion of the academic contract agreement.
- There is a danger to self or others, either on campus or the approved practicum site.

Due Process Policy for Reasons of Academic Performance

Informal Grievance Procedure

Students must attempt to resolve informally an academic grievance as soon as possible. A student must initiate informal resolution procedures by contacting the professor (or administrator as the instructor of record) no later than ten (10) business days after classes begin in the semester following that in which the complaint arose, or the grievance will be deemed untimely.

The student must first attempt to resolve the academic grievance through an informal meeting with the professor. If the matter cannot be resolved, or if the professor cannot be reached, the student must meet next with the BSW program director. If the matter cannot be resolved, the student must meet next with the Associate Dean for Academic Affairs. The informal grievance process is terminated at the Associate Dean for Academic Affairs level, except when the Associate Dean for Academic Affairs is the subject of the complaint in which case the grievance continues to the Dean of the School of Social Work.

The student is notified promptly of the decision in writing via email and U.S. mail.

Formal Academic Grievance Procedure

The academic grievance procedure is initiated by filing a written letter to the Associate Dean of Academic Affairs. The complaint must be filed within fifteen (15) business days of the date the informal resolution process ends, or within twenty (20) business days after classes begin in the semester following that in which the complaint arose, whichever is later. After receipt, the Associate Dean for Academic Affairs in consultation with the BSW Program Director, will review the complaint to determine whether it falls within the scope of this policy and whether a formal hearing is warranted. When there are disputed issues of material fact, which must be determined, a formal hearing is warranted.

If the complaint does not fall within the scope of this policy, then the student shall be so notified via email and U.S. mail.

A. BSW Grievance Committee

Where a grievance falls within the scope of this policy and there are disputed issues of material fact to be determined, The Associate Dean for Academic Affairs will convene an ad-hoc BSW Grievance Review Committee to address any academic or non-academic matter in the School of Social Work, brought by a student.

The BSW Grievance Committee will be composed of five members, two of whom should be BSW students selected by the BSW program director from a list of current students. The other members of the Committee shall be three undergraduate faculty (two BSW faculty and one external faculty from another unit at the University). The external faculty will be selected from lists supplied by deans of other colleges and schools and/or the Faculty Senate. The Chairperson of the Committee will be selected by the Associate Dean of Academic Affairs.

B. Procedures

A hearing shall be scheduled as soon as possible but no later than 45 business days after receipt of the grievance. The grieving party and the professor shall be notified by the BSW Grievance Committee in writing, of the date and time in which to appear for the formal hearing. The hearing shall be conducted with such formality as is necessary to ensure the proceeding is fair and in a manner that allows both sides of the dispute to be presented. The hearing shall be recorded. At the conclusion of the hearing, the members of the Committee shall have the opportunity to deliberate outside the presence of the parties. A written report including findings of facts, conclusions and recommendations shall be prepared and forwarded to the Dean if the grievance is against a fulltime faculty and to the Associate Dean for Academic Affairs if the grievance is against a part time faculty. The Dean or Associate Dean shall issue a written decision within fifteen (15) business days of receipt of the Committee's report. The student and the professor will be sent copies of the determination by email and U.S. mail.

C. Appeals

Any decision of the BSW Grievance Committee may be appealed by either the student or the professor where there is evidence that a significant impropriety occurred in the review process. The appeal must be in writing, specify in detail the alleged procedural impropriety, and must be filed in the Office of the Provost within ten (10) business days, of the date of receipt of the grievance decision. The Provost or a

designee shall review the appeal and the record of the formal hearing and issue a decision within twenty (20) business days. The decision of the Office of the Provost is final.

Due Process Policy for Reasons of Professional Performance

A student may submit a formal written professional performance grievance letter to the BSW program director or the Associate Dean for Academic Affairs. Upon receipt, the BSW program director will notify the Associate Dean for Academic Affairs or if received by the Associate Dean, the BSW program director will be notified by the Associate Dean. The Associate Dean for Academic Affairs and BSW program director will review the grievance letter to determine the appropriate pathway for the matter, guided by the University Protocol for Student Complaints and the NASW Code of Ethics.
If deemed appropriate to further explore, the Associate Dean for Academic Affairs or BSW program director will refer the professional performance grievance letter to the Academic Standards Committee chairperson.

The Academic Standards Committee will arrange for a meeting with the student to address the appeal within ten (10) working days of notice appeal from the Associate Dean or BSW Program Director. Members of the faculty involved with the identified issue may be requested to meet with the Academic Standards Committee.

1. The student may choose to bring a personal advocate or advisor (not legal representation) to this meeting provided the student notifies the Committee within five (5) working days prior to the meeting of the name of the advocate, and the role to be served by the advocate at the meeting. The student may confer with their personal advocate or advisor, orally or in writing, during the Committee meeting but their personal advocate or advisor may not speak for the student or represent the student to the Committee. Staff or faculty of the School of Social Work may serve as the advocate.

2. The Academic Standards Committee meeting will convene and present written recommendations based upon their findings to the Associate Dean of Academic Affairs and BSW program director within five (5) working days of the meeting.

3. Written notification of the Associate Dean's decision will be sent via email and U.S. mail to the student within ten (10) working days of receipt of the recommendations of the Academic Standards Committee. Possible actions by the Associate Dean may include but are not limited to: a. Upholding the decision, b. Remediation of the problem.

4. The student can appeal the decision of the Associate Dean within ten (10) days of the date of the letter from the Associate Dean. The student may file a formal appeal to the Dean of the School of Social Work in writing on the basis of significant and relevant new information, a procedural error in the panel process, or an assertion that the process was biased or unfair.

5. Once the request for an appeal is received by the Dean, a decision will be rendered on eligibility for appeal, usually within ten (10) days. Should the Dean determine that the appeal has no grounds, the request for an appeal will be denied with no further appeal option.

6. If the Dean believes that appropriate grounds are present, the Dean may either ask the original Academic Standards Committee panel to reconvene or ask the Chair of the Academic Standards Committee to form a new panel. The Dean may choose to uphold or reverse the decision with or without the convening of a panel, depending on the merits of the case.

All aspects of the process and decision shall be kept confidential except to those who have an educational need to know the outcome. The Dean's decision is final.

The student is notified promptly of the decision in writing via email and U.S. mail.

Due Process Policy for Reasons of Professional Performance in Practicum

A student intern may submit a formal written professional performance in practicum grievance letter to the Assistant Director of Practicum Education or Director of Practicum Education. Upon receipt, the Assistant Director of Practicum Education or Director of Practicum Education will notify the BSW program director. The Director of Practicum Education and BSW program director will review the grievance to determine the appropriate pathway for the matter, guided by the University Protocol for Student Complaints and the NASW Code of Ethics.
If deemed appropriate to further explore, the Director of Practicum Education or BSW program director will refer the professional performance in practicum grievance letter to the Academic Standards Committee chairperson.

1. The Academic Standards Committee will arrange for a meeting with the student to address the appeal within ten (10) working days of notice from the Director of Practicum Education or BSW program director. Members of the faculty involved with the identified issue may be requested to meet with the Academic Standards Committee.

2. The student may choose to bring a personal advocate or advisor (not legal representation) to this meeting provided the student notifies the Committee within five (5) working days prior to the meeting of the name of the advocate, and the role to be served by the advocate at the meeting. The student may confer with their personal advocate or advisor, orally or in writing, during the Committee meeting but their personal advocate or advisor may not speak for the student or represent the student to the Committee. Staff or faculty of the School of Social Work may serve as the advocate.

3. The Academic Standards Committee meeting will convene and present written recommendations based upon their findings to the Associate Dean of Academic Affairs, BSW program director and Director of Practicum Education within five (5) working days of the meeting.

4. Written notification of the Associate Dean's decision will be sent via email and U.S. mail to the student within ten (10) working days of receipt of the recommendations of the Academic Standards Committee. Possible actions by the Associate Dean may include but are not limited to: a. Upholding the decision, b. Remediation of the problem.

5. The student can appeal the decision of the Associate Dean within ten (10) days of the date of the letter from the Associate Dean. The student may file a formal appeal to the Dean of the School of Social Work in writing on the basis of significant and relevant new information, a procedural error in the panel process, or an assertion that the process was biased or unfair.

6. Once the request for an appeal is received by the Dean, a decision will be rendered on eligibility for appeal, usually within ten (10) days. Should the Dean determine that the appeal has no grounds, the request for an appeal will be denied with no further appeal option.

7. If the Dean believes that appropriate grounds are present, the Dean may either ask the original Academic Standards Committee panel to reconvene or ask the Chair of the Academic Standards Committee to form a new panel. The Dean may choose to uphold or reverse the decision with or without the convening of a panel, depending on the merits of the case.

All aspects of the process and decision shall be kept confidential except to those who have an educational need to know the outcome. The Dean's decision is final.

The student is notified promptly of the decision in writing via email and U.S. mail.

Due Process Policy for Reasons of Students Appealing Termination from the BSW Program as a result of Professional Performance.

A student intern may submit a formal written termination from the BSW program grievance letter to the BSW program director or Associate Dean for Academic Affairs. Upon receipt, the BSW program director will notify the Associate Dean for Academic Affairs or if received by the Associate Dean, the BSW program director will be notified by the Associate Dean. The Associate Dean for Academic Affairs and BSW program director will review the grievance letter to determine the appropriate pathway for the matter, guided by the University Protocol for Student Complaints and the NASW Code of Ethics. If deemed appropriate to further explore, the Associate Dean for Academic Affairs or BSW program director will refer the professional performance grievance letter to the Academic Standards Committee chairperson.

1. The Academic Standards Committee will arrange for a meeting with the student to address the appeal within ten (10) working days of notice from the Director of Practicum Education or BSW program director. Members of the faculty involved with the identified issue may be requested to meet with the Academic Standards Committee.

2. The student may choose to bring a personal advocate or advisor (not legal representation) to this meeting provided the student notifies the Committee within five (5) working days prior to the meeting of the name of the advocate, and the role to be served by the advocate at the meeting. The student may confer with their personal advocate or advisor, orally or in writing, during the Committee meeting but their personal advocate or advisor may not speak for the student or represent the student to the Committee. Staff or faculty of the School of Social Work may serve as the advocate.

3. The Academic Standards Committee meeting will convene and present written recommendations based upon their findings to the Associate Dean of Academic Affairs, BSW program director and Director of Practicum Education within five (5) working days of the meeting.

4. Written notification of the Associate Dean's decision will be sent via email and U.S. mail to the student within ten (10) working days of receipt of the recommendations of the Academic Standards Committee. Possible actions by the Associate Dean may include but are not limited to: a. Upholding the decision, b. Remediation of the problem.

5. The student can appeal the decision of the Associate Dean within ten (10) days of the date of the letter from the Associate Dean. The student may file a formal appeal to the Dean of the School of Social Work in writing on the basis of significant and relevant new information, a procedural error in the panel process, or an assertion that the process was biased or unfair.

6. Once the request for an appeal is received by the Dean, a decision will be rendered on eligibility for appeal, usually within ten (10) days. Should the Dean determine that the appeal has no grounds, the request for an appeal will be denied with no further appeal option.

7. If the Dean believes that appropriate grounds are present, the Dean may either ask the original Academic Standards Committee panel to reconvene or ask the Chair of the Academic Standards Committee to form a new panel. The Dean may choose to uphold or reverse the decision with or without the convening of a panel, depending on the merits of the case.

All aspects of the process and decision shall be kept confidential except to those who have an educational need to know the outcome. The Dean's decision is final.

The student is notified promptly of the decision in writing via email and U.S. mail

Due Process Policy for Reasons of Termination from the BSW Program as a Result of Academic Standing.

A student on academic contract whose cumulative GPA falls below a 2.5 and Social Work major GPA is below 2.75 after two consecutive semesters is automatically dismissed from the BSW program. A student may submit a formal written termination from the BSW program grievance letter to the BSW program director or Associate Dean for Academic Affairs. Upon receipt, the BSW program director will notify the Associate Dean for Academic Affairs or if received by the Associate Dean, the BSW program director will be notified by the Associate Dean. The Associate Dean for Academic Affairs and BSW program director will review the grievance letter to determine the appropriate pathway for the matter, guided by the University Protocol for Student Complaints and the NASW Code of Ethics.
If deemed appropriate to further explore, the Associate Dean for Academic Affairs or BSW program director will refer the professional performance grievance letter to the Academic Standards Committee chairperson.

1. The Academic Standards Committee will arrange for a meeting with the student to address the appeal within ten (10) working days of notice appeal from the Associate Dean or BSW Program Director. Members of the faculty involved with the identified issue may be requested to meet with the Academic Standards Committee.

2. The student may choose to bring a personal advocate or advisor (not legal representation) to this meeting provided the student notifies the Committee within five (5) working days prior to the meeting of the name of the advocate, and the role to be served by the advocate at the meeting. The student may confer with their personal advocate or advisor, orally or in writing, during the Committee meeting but their personal advocate or advisor may not speak for the student or represent the student to the Committee. Staff or faculty of the School of Social Work may serve as the advocate.

3. The Academic Standards Committee meeting will convene and present written recommendations based upon their findings to the Associate Dean of Academic Affairs and BSW program director within five (5) working days of the meeting.

4. Written notification of the Associate Dean's decision will be sent via email and U.S. mail to the student within ten (10) working days of receipt of the recommendations of the Academic Standards Committee. Possible actions by the Associate Dean may include but are not limited to: a. Upholding the decision, b. Remediation of the problem.

5. The student can appeal the decision of the Associate Dean within ten (10) days of the date of the letter from the Associate Dean. The student may file a formal appeal to the Dean of the School of Social Work in writing on the basis of significant and relevant new information, a procedural error in the panel process, or an assertion that the process was biased or unfair.

6. Once the request for an appeal is received by the Dean, a decision will be rendered on eligibility for appeal, usually within ten (10) days. Should the Dean determine that the appeal has no grounds, the request for an appeal will be denied with no further appeal option.

7. If the Dean believes that appropriate grounds are present, the Dean may either ask the original Academic Standards Committee panel to reconvene or ask the Chair of the Academic Standards Committee to form a new panel. The Dean may choose to uphold or reverse the decision with or without the convening of a panel, depending on the merits of the case.

All aspects of the process and decision shall be kept confidential except to those who have an educational need to know the outcome. The Dean's decision is final. The student is notified promptly of the decision in writing via email and U.S. mail.

Reinstatement after Termination

- A student whose enrollment in the BSW program has been terminated because of a recommendation by the Academic Standards Committee may request reinstatement in the BSW program. The request must be initiated at least one year after the student's termination from the program. To request reinstatement, the student should write a letter to the BSW program director indicating:

(1) when the student was terminated;
(2) the reason(s) for the termination; and
(3) the reason(s) why the student believes that they should be reinstated to the BSW program.

- The BSW program director will review the request if at least one year has passed since the student was terminated.
- If one year has passed the BSW program director will consider the student's request for reinstatement.
- The decision to readmit the student is based on the student's understanding of the reasons for their termination from the program:

(1) the steps the student has taken to remediate the problem(s) that resulted in termination; and
(2) the student's potential for completing the program.

- The BSW program director can reinstate the student to the program, with or without a remediation plan, or can deny reinstatement.
- If the student is reinstated, the student will be notified in writing and required to schedule an advisement appointment with the BSW program director for course registration and development of an academic plan towards program completion.
- The BSW program director's decision is final and may not be appealed.

Readmission into the BSW Program

Procedure
To be considered for readmission to the program a students must submit an application and meet the following criteria:

- Adelphi students who have not registered for two or more consecutive semesters
- Students who have withdrawn from Adelphi for a year or more and decided to re-enroll
- Students who left Adelphi on probation or were dismissed

The readmit application is reviewed by the University's Office of Academic Services and Retention advisors. Upon completion of the initial review, the readmit application is forwarded to the BSW program director for review and recommendation for readmissions to the University and the BSW program. The BSW program director

Academic Forgiveness Readmission

Academic Forgiveness is the process that matriculated students seeking a Adelphi degree follow, under limited circumstances, to remove the punitive effect of past academic failures. A former Adelphi student who has been away from the university for at least three (3) years who had a GPA of less than 2.0 can apply for Academic Forgiveness:
https://www.adelphi.edu/policies/academic-forgiveness-readmission/

The former student who desires to apply for academic forgiveness must do so at the time they apply for readmission to the University. The applicant would be admitted or readmitted to the degree program to which they are applying under a final probation contract. The academic forgiveness contract is prepared, reviewed and signed by the student and BSW program director. The academic forgiveness form is forwarded to the Office of Academic Services and Retention. The student will be granted academic forgiveness if the terms of the probation contract have been met and the University's One Stop Office will be notified to have the student's transcript reflect academic forgiveness.

Please note, academic forgiveness can only be granted once.

Procedure

The student would qualify for "academic forgiveness" after completing one semester (12-13 credits) with a GPA determined by the BSW program director. The GPA must meet the requirements of a minimum cumulative GPA of 2.5 and a minimum social work major GPA of 2.75 at the end of the semester. If the student is successful, the GPA prior to readmission with the grades of D-, D, or D+ would be canceled. The student must complete at least 30 credits at Adelphi after their return

National Association of Social Workers (NASW)

The National Association of Social Workers (NASW) is the largest membership organization of professional social workers in the world. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards for social workers, and to advance sound social policies. Source: www.socialworkers.org

Six Core Values of NASW

1. Core Value: Service
Ethical Principle: Social workers' primary goal is to help people in need and to address social problems

2. Core Value: Social Justice
Ethical Principle: Social workers challenge social injustice.

3. Core Value: Dignity and Worth of the Person
Ethical Principle: Social workers respect the inherent dignity and worth of the person.

4. Core Value: Importance of Human Relationships
Ethical Principle: Social workers recognize the central importance of human relationships.

5. Value: Integrity
Ethical Principle: Social workers behave in a trustworthy manner.

6. Value: Competence
Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.