GRADUATE FACULTY AND STUDENT HANDBOOK

School of Social Welfare
University at Albany
State University of New York

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Vision Statement

The School of Social Welfare seeks to expand its national and international leadership by virtue of:

- ❖ Ever increasing its excellence in research and scholarship, teaching and learning, and professional service;
- ❖ Broadening its achievements related to multiple kinds of collaboration and community partnerships;
- ❖ Deepening its ability act strategically in relation to rapid and dramatic social change; and
- ❖ Furthering its reliance on systematic and planful organizational and programmatic assessment and evaluation for mutual learning, improvement, innovation and knowledge development.

Mission Statement

"In keeping with Social Work's historic and enduring commitments, the mission of the School of Social Welfare is to further social and economic justice and to serve people who are vulnerable, marginalized *or* oppressed. This mission is implemented through education, knowledge development, and service that promotes leadership for *evidence-based* social work *with a global perspective.*"

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THE SCHOOL AND THE DOWNTOWN CAMPUS

The School of Social Welfare is located in Richardson Hall on the downtown campus of The University at Albany. The downtown campus is the home of The School of Social Welfare, The Rockefeller College of Public Affairs and Policy, The School of Criminal Justice, and The College of Computing and Information. The address is 135 Western Avenue, Albany, NY 12222.

All graduate social welfare courses are held on the downtown campus, primarily in Richardson and Draper Halls. Classes will be held in Husted Hall beginning in Spring 2010. Faculty offices are located on the first two floors of Richardson Hall. Faculty mailboxes (good for leaving messages) are located on the first floor of Richardson.

Parking. Parking is available on the downtown campus but at a premium during peak hours. All students who wish to park on campus must register their cars. Decals are sold at the Parking and Mass Transit Building (442-3121), located on the **uptown** campus at Center East Drive between the Chemistry Building and Indian Quad commons area. For your convenience, parking spaces are available in front of the building while conducting business in the Parking and Mass Transit Building. A map of the uptown campus is available from
www.albany.edu/maps/uptownmap.html
WARNING: Parking in a campus lot without a decal may result in a ticket or towing.

Student Lounge and "Mailboxes." A student lounge is located in the basement of Richardson Hall, Room 003. The lounge holds the student mail folders in the file cabinets. Check regularly for notices or other communication from faculty and students. This room has a refrigerator, microwave, water cooler, and coffee pot for your use as well as postings on bulletin boards that include apartment and job listings.

Thomas E. Dewey Graduate Library for Public Affairs & Policy. Downtown Campus. The Social Work collection is housed in Dewey Library. Speak with Elaine Lasada Bergman, bibliographer, for special needs and tours. Located near the Reference Desk is an information rack with many useful items including a Guide to Collections and Services. For locating bibliographic information, check with library staff about how to do computer searches, or attend one of the classes offered throughout the semester by the library. **Note:** Materials can be sent from the main library and may also be obtained from other SUNY schools. General information: 442-3600; Circulation: 442-3693; Reference: 442-3691.

Main University Library & Science Library. Uptown campus. You may need to visit the Main Library or the new Science Library, which houses half a million volumes, to get journals in related disciplines such as psychology or education, or to obtain reserve materials for courses taught uptown. Ask for helpful documents such as "Self-Guided Tour of the Library", "How to Locate", "Statistics", "Speeches", etc.
All library resources are on a computer system. You may visit http://library.albany.edu to search the catalog of library resources.

UA library: hours of operation: 442-3600; Circulation: 442-3569; Reference Services: 442-3558
Science Library: 437-3948. Reference Services: 437-3945.

The Writing Center – Humanities Building 140
To make an appointment please call 518-442-4061.
The Writing Center exists to assist both students and faculty with academic writing across the disciplines. It provides assistance for writers producing essays for graduate school admissions, resumes, and creative works. In addition to the presentations and tutorials that comprise the bulk of our work, the Writing Center staff offers its expertise to faculty who would like opportunities to talk about teaching Writing Intensive courses and/or designing writing assignments. Writers/students work with tutors in one-to-one sessions, typically 30-60 minutes in length. Writers are served on both a walk-in and appointment basis. (Making appointments is recommended due to the availability of tutors, benefits of making your own schedule - such as selecting the same tutor you worked with last time - and planning sessions around assignment deadlines.)

Computer Room - Draper Hall. The computing facilities in Draper basement (down the hall from the cafeteria) are free of charge for students. Students have access to an e-mail account, the library catalog, statistical software, word-processing, spreadsheets, and graphics; IBM-compatible PCs; Macintosh PCs; and printers. Hours as posted. The computer room will be moving to Husted Hall in Spring 2010. A Scholar's Station in Dewey library includes additional computers and software.

U Albany Bus Service. The University bus system provides transportation between the downtown and uptown campuses, CESTM, Eagle Street (the Empire State Plaza), and the School of Public Health at the East Campus. Eastbound (toward downtown) from the uptown campus includes 10 stops along Washington Avenue, and westbound along Western Avenue. For graduate students to ride the bus, a valid SUNYCard is necessary. Service is frequent, Monday through Friday from 6:45 am to 6:30 pm. Students with SUNYCards can ride the public bus system (CDTA) for free on the following routes: 10, 11, 12, 63 and 90. For more information and bus schedules see the Parking and Mass Transit Services website: http://www.albany.edu/pmts/. Mass Transit Services can be reached by phone at 442-3421.

Star Bus Transportation (CDTA). For the disabled, special routing is available by reservation for a small fee per ride. Contact the Disability Resource Center at 442-5490 for further information.

On-Campus Food Service. The Downtown Cafe is located on the basement level of Draper. Vending machines are located on the first floors of Richardson, Husted Halls, and the 1st and 3rd floors of Draper.

SELECTED UNIVERSITY PHONE NUMBERS

Emergencies
     Fire……………………………………………………………… 911
     University Police Dispatch…………………………………...442-3131
     Ambulance……………………………………………….. 911
     University Police (Non-Emergency)…………………………442-3130

School of Social Welfare
     Dean's Office…………………………………………………… 442-5324
     Associate Dean of Academic Programs……………………….442-5322
     Field Education Office……………………………………….442-5321
     Help Desk……………………………………………...442-5320

University Switchboard…………………………………………442-3300
Book Store (Barnes & Noble)…………………………………...442-5690
Bursar…………………………………………………………442-3220
Career Services……………………………………………….437-4900
Disability Resource Center ………………………………...442-5490
Diversity and Affirmative Action Office…………………………….956-8110
Financial Aid Office……………………………………………442-5757
     ……………………………………………………442-5480
Graduate Admissions…………………………………………...442-3980
Health Center ……………………………………………442-5454
Library (Dewey - Downtown) Circulation…………………………...442-3693
              Reference………………………………..442-3691
Library (Main) Circulation……………………………………442-3569
         Reference……………………………………...442-3558
Library (Science) Circulation…………………………………...437-3948
         Reference……………………………………...437-3945
Middle Earth Crisis Hotline……………………………………442-5777
On-Campus Housing……………………………………………442-5875
Off-Campus Housing…………………………………………...442-5875
Parking……………………………………………………442-3121
Psychological Service Center……………………………………...442-4900
Registrar……………………………………………………442-5540
Student Involvement……………………………………………442-5566
Student Accounts……………………………………………442-3202
University Counseling Center……………………………………442-5800

ORGANIZATIONS

Social Welfare Student Association. The Student Association includes both undergraduate and graduate students at the School of Social Welfare. Periodically, the association sponsors colloquia, support groups, and social events. Additionally, it serves as a channel of communication to the school's administration and faculty. The association holds elections for its leadership` positions as well as designation of student representatives to faculty standing committees.

The Association of Minority Affairs. AMA addresses issues of interest to persons of color. Recent activities have included lectures, support groups, and recruitment activities. There is no official office for AMA, but you can check out the board in the student lounge for upcoming events and meetings.

Committee Membership. Student representatives are encouraged to participate on the school's standing committees. These committees form a central part of the school's governance structure and student representation is key. Student representatives participate on the following standing committees: undergraduate program, field education, educational policy and curriculum, grievance, student standing and retention, and diversity.

NASW – National Association of Social Workers. NASW is the national organization for professional social workers. Many faculty members are active participants in NASW and students are encouraged to join. As a student, you'll receive a discount on the membership fee (which includes the journal Social Work) as well as a reduced rate for 2 years following graduation. You can apply online at http://www.socialworkers.org. The New York State Chapter Offices are located at 188 Washington Avenue, Albany (463-4741).

Association of Black Social Workers (ABSW) – Albany Student Chapter. NABSW was created during the 1960's Civil Rights Movement by a group of Black Social Workers who were convened for the meeting of an established national social work organization. They disengaged from that meeting to form what has ultimately become the foremost advocacy group established to address social issues and concerns of the Black community. NABSW is comprised of over 100 membership chapters, and over 30 university and college student chapters throughout the continental United States and the Caribbean. The University at Albany, School of Social Welfare ABSW Student Chapter was founded in the Spring of 2007.

Queer Social Workers (QSW). Founded in fall of 2008, the purpose of QSW is to foster communication, collaboration, promote networking, and to create a safe space on campus for social work students and faculty members to discuss lesbian, gay, bisexual, and transgender issues through professional and social activities. QSW works to create a network of faculty, staff, students, alumni, and other social work allies connected to the School of Social Welfare with the goal of exploring the needs and resources of LGBT people. QSW aims to promote diversity and fight for equality, as aligned within the principles and mission of the NASW code of ethics.

ACADEMIC ADVISEMENT

Early in their first semester, students are assigned an academic advisor from among the faculty. The academic advisor is responsible for assisting students in the development of their academic programs. Students and academic advisors are required to communicate at least once each semester, prior to registration. To facilitate these meetings, it is suggested that the student and advisor review the student's academic advisement worksheet to ensure a sound educational program in compliance with University and School requirements.

Students who are experiencing difficulties that interfere with their ability to perform in graduate school should meet with their academic advisors as often as necessary. Academic advisors often have good ideas for adjusting course load or study arrangements, which may help avoid unsatisfactory academic performance. If a student experiences academic or field difficulties in the course of the program, the academic advisor will be informed automatically and may be involved in working out a special program for the student.

Issues regarding exceptions to academic policies should be referred by the academic advisor to the Associate Dean of Academic Programs.

If you wish, you may change academic advisors by having the desired new advisor sign a "Permission to Change Academic Advisor" form which is available on the rack outside RI 117.

FIELD ADVISEMENT

Students must apply to enter field practica (applications are automatically sent to students at the appropriate time, or are available in the Field Office, RI 116). Once accepted into field, students are assigned a faculty field liaison. The faculty field liaison is the student's consultant on matters pertaining to field, especially if difficulties are encountered. Students will receive a Field Manual detailing field procedures when they are assigned their first field agency.

ACADEMIC POLICIES

University Requirements. The University and the School have established regulations governing graduate study. The University policies are discussed completely in the Graduate Bulletin. Students are expected to familiarize themselves with these policies, which are available on the Internet at http://www.albany.edu/graduatebulletin.

Graduate students are personally responsible for completing all requirements established for their degree by the University, college and department. It is the students' responsibility to inform themselves of these requirements. Students' advisors may not assume these responsibilities, and the advisors may not substitute, waive, or exempt students from any established requirement or academic standard (Graduate Bulletin). All students should read the sections of the Graduate Bulletin on Academic Standards and Registration Policies and Procedures.

Forms for University Procedures such as Transfer of Credit applications are available in the Forms rack outside Richardson 117 or online at www.albany.edu/gradstudies/forms.shtml. Degree award applications should be submitted via the MyUAlbany web portal at the beginning of the anticipated degree award semester within the time parameters set within the academic calendar for that term.

M.S.W. ACADEMIC STANDARDS AND PROCEDURES

The School of Social Welfare has additional policies that supplement the University regulations. These are outlined in the following sections: Continuation of Registration, Limitations in Student Program, Academic Grievance Policies, and Student Grievance Committee. Additional policies and procedures that govern the MSW field practica are included in the Field Education handbook.

In order to graduate, students of the School of Social Welfare must have a grade point average of B (3.00) or better. At all times, students must act in accordance with the ethical standards outlined in the Standards for Social Work Education by Students at the School of Social Welfare. Conduct considered unethical by these standards is grounds for dismissal.

Students should be aware that some states restrict or deny professional licensure for persons with a felony conviction, misdemeanor conviction, or action taken against them by a professional organization. If you have such a situation, you may wish to consult with your state's licensing board before continuing study toward a social work degree.

Policy Regarding Academic Credit for Life or Work Experience

The MSW program at the School of Social Welfare, University at Albany, State University of New York is accredited with the Council on Social Work Education (CSWE). Following CSWE policy, 3.2.5., the program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.

> **Accreditation Standard 3.2.5** – The program submits a written policy indicating that it does not grand social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

SCHOOL OF SOCIAL WELFARE STANDARDS FOR SOCIAL WORK EDUCATION

Introduction

All students are expected to meet and maintain the academic standards established by the School of Social Welfare. The academic standards established by the School of Social Welfare are comprised of expectations regarding both scholastic performance and professional behavior Students are expected to meet and maintain these standards in the classroom, in field, and in other contexts where the student is acting as a social worker or social work student. Adherence to these standards will be the basis upon which students will be evaluated by faculty, including field instructors, responsible for evaluating student performance in the classroom and field. Meeting the criteria for scholastic performance is necessary but is not the sole measure to ensure continued enrollment in a program. Students must also demonstrate professional competency and an understanding of and a commitment to the values and ethics of the social work profession. Advancement through the program is a privilege, not a right.

The School of Social Welfare evaluates the academic performance of its students in four core areas: Basic Skills Necessary to Acquire Professional Competence; Coping Skills; Professional Performance Skills; and Scholastic Performance.

Criteria for Evaluating Academic Performance

1. Basic Skills Necessary to Attain Professional Competence
Communication Skills
The social work student must demonstrate sufficient written and oral skills to:
- Communicate ideas and feelings clearly, effectively and sensitively with other students, faculty, staff, clients and professionals
- Understand and articulate the content presented in the program and to complete adequately all written and oral assignments
- Demonstrate a willingness and ability to listen to others.

Interpersonal Skills
The social work student must demonstrate interpersonal skills to relate effectively with other students, faculty, staff, clients and professionals. These include flexibility, empathy, nonjudgmental attitude, respect, and the abilities to listen, communicate and negotiate.

Cognitive Skills
The social work student must demonstrate sufficient knowledge of social work and clarity of thinking to process information and apply it to situations in the classroom and field and other professional situations. The student must demonstrate the ability to conceptualize and integrate knowledge and apply that knowledge to social work practice.

Appreciation of Diversity
Social work practice requires understanding, affirmation and respect of another individual's way of life and values. The social work student must demonstrate respect and sensitivity toward other

students, faculty, staff, clients and professionals and others who are different from him/herself regardless of the person's age, class, color, culture, disability, ethnicity, family structure, gender, race, religion, marital status, national origin, sexual orientation, or value system.

2. Coping Skills Necessary for Performance in the Program and Professional Practice
The social work student must demonstrate the capacity to interact positively and effectively with other students, faculty, staff, clients and professionals at all times and to execute sound judgment and performance in the program. The student must demonstrate appropriate coping skills in the face of personal or other circumstances, including seeking counseling or other sources of support and assistance, to ensure that such circumstances do not: :
- compromise academic performance
- interfere with professional judgment and behavior
- jeopardize the best interests of those to whom the social work student has a professional responsibility

3. Professional Performance Skills Necessary for Work with Clients and Professional Practice

Professional Commitment
The social work student must demonstrate a strong commitment to further social and economic justice and to serve persons who are vulnerable, marginalized or oppressed.

Professional Conduct
The social work student must act professionally and responsibly in matters of punctuality, attendance, appearance and presentation of self.

The social work student must be able to advocate for her/himself in an appropriate and responsible manner. The student must be able to receive and accept feedback and supervision and apply such feedback to enhance professional development and self-awareness. The student must demonstrate the capacity to recognize and maintain appropriate personal and professional boundaries and appropriately use self-disclosure.

Self-awareness
Self-awareness is a key component of social work practice. The social work student must be aware of how his or her values, attitudes, beliefs, emotions and past experiences affect his or her thinking, behavior and relationships with other students, faculty, staff, clients and professionals, including those in authority. The student must be able to accurately assess his or her own strengths, limitations, and suitability for professional practice. The student must be able to examine and appropriately modify his or her behavior when it interferes with his or her professional work.

Ethical Obligations
The behavior of the social work student must adhere to the ethical expectations and obligations of professional practice as delineated in the National Association of Social Workers (NASW) Code of Ethics.

4. Scholastic Performance

Undergraduate Students

Undergraduate social welfare majors must meet the academic standards defined in the Undergraduate Social Welfare Program Student Handbook and the Field Education Handbook, Undergraduate Program of the School of Social Welfare.

Graduate Students

MSW students must meet the academic standards defined in the Graduate Faculty and Student Handbook and the MSW Field Education Handbook of the School of Social Welfare.

PROCEDURES FOR ADDRESSING VIOLATIONS OR FAILURE TO MEET THE STANDARDS FOR SOCIAL WORK EDUCATION BY STUDENTS AT THE SCHOOL OF SOCIAL WELFARE

Allegations of violations or failure to meet the Standards for Social Work Education (the "Standards") by students enrolled in the MSW program or as social welfare majors in the undergraduate program shall be reviewed by the Committee on Standards for Social Work Education, a standing committee of the School of Social Welfare (the "School"). The Committee shall be comprised of five (5) members. Three members, at least two of whom must be tenure-track faculty, are voting members of the faculty, elected by the faculty. The remaining members must hold a professional social work degree, shall be appointed by the Dean, and may include full-time or part-time faculty, field instructors, professional staff, or administrators of the School. The Committee members shall choose a Chair from among themselves. Three (3) members of the Committee shall constitute a quorum for the purpose of conducting the Committee's business. Members of the Committee shall serve two (2) year terms, except for the initial members of the Committee who shall be appointed to staggered terms with the terms staggered so that at least two (2) new members join the Committee each year.

Any individual affiliated with the School of Social Welfare in an instructional role (*i.e.,* full-time or part-time faculty, field instructors, professional staff, administrators) may file a charge with the Committee on Standards for Social Work Education alleging a violation or failure to meet the Standards. All charges must be submitted to the Committee in writing and must contain, where possible, the following:

1. the name, local and permanent address(es), and telephone number(s) of the individual filing the charge (the "Complainant");
2. a statement of facts explaining what happened and the acts which the Complainant believes constituted a violation or failure to meet the Standards in sufficient detail to give the subject of the charge (the "Respondent") reasonable notice of the charges. The statement should include the date, approximate time and place where the alleged violations occurred. If the acts occurred on more than one date, the statement should also include the last date on which the acts occurred as well as detailed information about the prior acts;

3. the names of any potential witnesses to the alleged violation or violations;
4. the name(s), address(es) and telephone number(s) of the Respondent(s); and
5. such other or supplemental information as may be requested.

If the Complainant is a member of the Committee, the Complainant must recuse her/himself from any participation in the review of the charge. In this instant, the Dean will appoint a replacement for deliberations concerning that complaint.

As soon as reasonably possible after the date of filing the charge, the Chair of the Committee will mail a copy of the charge to the Respondent, and, within ten (10) calendar days of receipt of the charge, the Chair of the Committee shall send notification to the Complainant and the Respondent that a review of the matter shall take place.

The Committee shall review all relevant information, interview pertinent witnesses and, at its discretion, hear testimony from the Complainant and the Respondent. Both the Complainant and the Respondent shall be permitted to submit written statements or other relevant and material evidence. At any hearing convened by the Committee to take oral testimony, the Respondent may be assisted by an advisor of his or her choosing. However, advisors are not permitted to speak or to participate directly in any hearing before the Committee. At any hearing convened by the Committee to take oral testimony, the Complainant and the Respondent may be permitted, at the discretion of the Committee Chair, to present witnesses, subject to the right of cross examination by the Committee only. Hearings normally shall be conducted in private. Admission of any person to the hearing, except for the Respondent's advisor, shall be at the discretion of the Committee Chair. All procedural questions regarding the conduct of a Committee investigation shall be determined by the Chair of the Committee, and the Chair's decision on any such matters shall be final.

Within sixty (60) calendar days from the filing of the charge the Committee shall prepare a summary of its findings as to whether the Respondent violated the Standards and its recommendation for sanctions, if any, to the Dean, or designee, for final resolution. The Committee's findings and recommendation shall be determined by a majority vote of those members participating in the investigation and shall be made on the basis of whether it is more likely than not that the Respondent violated the Standards. The summary shall identify the facts upon which the findings and recommendation were based, including a summary of all oral testimony presented to the Committee, and shall include copies of all documents accepted as evidence by the Committee. Upon transmission of the findings and recommendation to the Dean, or designee, the Committee Chair shall transmit, concurrently, copies to the Complainant and Respondent.

Within thirty (30) calendar days of receipt of the written findings and recommendation, the Dean, or designee, shall issue a written statement to the Complainant and Respondent, indicating what action the Dean, or designee, proposes to take. The action proposed by the Dean, or designee, may consist of:

(a) A determination that the charge was not substantiated; or

(b)   A determination that the charge was substantiated and the imposition of an appropriate sanction.

Sanctions that may be imposed upon a student found to have violated the Standards include:

(a)   Warning – A notice in writing to the student that the student has been found to have violated institutional standards ;

(b)   Probation – A written reprimand for violation of institutional standards. Probation shall be for a specified period of time, may include conditions for continued attendance and shall include the admonition that subsequent violations within the probationary period shall result in more severe sanctions, up to and including immediate dismissal;

(c)   Dismissal – Immediate dismissal from the School (if an MSW student) or from the major (if an undergraduate student); or

(d)   Such other sanction as the Dean determines to be appropriate.

The decision of the Dean shall be final, and may be appealed only to the Undergraduate (if an undergraduate student) or Graduate Academic Council (if an MSW student) as may be appropriate. The time limitations set forth herein may be extended by the Chair or the Dean, as the case may be, for good cause shown. Such extension shall be confirmed in writing.

CONTINUATION OF REGISTRATION

1. Students not maintaining an average of B or better, overall, or in the most recently completed term, shall be informed by the Office of the Associate Dean of Academic Programs of the School of Social Welfare that their academic record will be reviewed and a recommendation be made to the Graduate School with regard to their continued enrollment. The recommendation may be continuation, continuation with restrictions on registration, or termination.
2. Students who receive 2 or more grades of D or lower during their MSW program will be recommended for termination.
3. Students are expected to maintain an average of B (3.0) or better. If a student falls below this expectation, he or she may be given one semester to bring the average up to at least 3.0. If the student does not increase the average to 3.0, the Office of the Associate Dean of Academic Programs may recommend continuation with restrictions on registration or termination.
4. No student will be recommended for continuation if
     a) After attempting 28 credits, the overall grade point average is at or below 2.75.
     b) After attempting 44 credits, the overall grade point average is at or below 2.85.

5. In keeping with the regulations of the graduate school, a student receiving a grade of "U" in the field practicum will be terminated immediately.
6. The Committee on Standards for Social Work Education can recommend that a student who violates the Standards be terminated. (See The Graduate Student and Faculty Handbook section entitled "School of Social Welfare Standards for Social Work Education."
7. Students who are terminated may petition for reinstatement following the procedures outlined in The Graduate Student and Faculty Handbook section entitled "Readmission of Students Terminated from the MSW Program." At least one semester must intervene before reinstatement. Petitions for reinstatement from must be filed by October 1 for Spring semester or April 1 for Fall semester.

LIMITATIONS ON STUDENT PROGRAM

I. Probationary Status

a. In keeping with the expectation of the graduate school that independent study is more demanding than regular course-work, no credits may be earned in independent study while a student is on probationary status

b. A student allowed to register on a probationary status will be subject to all rules and regulations of the graduate school concerning students with cumulative grade point averages of less than 3.00. It is the responsibility of the student to know and follow these rules and requirements which are published in the University Bulletin.

II. Incompletes

a. A student receiving a grade of "I" in a course may not register for courses requiring the incomplete course until the "I" grade is made up.

b. Students receiving "I" grades shall follow the table below in registering for courses in subsequent semesters:

Number of Incompletes	Maximum Course Load Permitted
2	3 courses plus field
3	2 courses plus field
4	1 course

c. In order to obtain an "I" grade, students are required to fill out a Request for Grade of Incomplete form, which has to be signed by the appropriate course instructor for approval. A notice of possible restrictions on the student's program of study is included in the form and this has to be acknowledged and signed by the student. Forms may be obtained on the rack outside RI 114.

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STUDENT GRIEVANCE COMMITTEE: STRUCTURE & OPERATING PROCEDURES

The Student Grievance Committee has faculty and student representation and has established procedures for dealing with grievances related to student academic standing.

Students who wish to challenge an academic grade or evaluation of their work in a course, seminar, or in the field (including a challenge that the method of calculating their grade was inconsistent with that announced in published course syllabi), may file a grievance following the procedures outlined in this document.

I.   Committee Structure

1.   The Grievance Committee shall consist of five members at least three of whom must be faculty members.

2.   A quorum shall consist of four members of the committee, at least two of whom must be faculty members.

3.   Committee deliberations are confidential.

4.   Any member of the committee who is a direct party to a grievance is disqualified from participating in the resolution of the grievance in which she or he is involved. If a member is disqualified, the Dean will appoint a substitute for the duration of the grievance process. If the chairperson is disqualified, the faculty member whose last name starts with the letter closest to the beginning of the alphabet shall act as in the chairperson's stead.

II. Role of the Undergraduate Program Chair and MSW Program Chair
1.   The Chair of the program to which the student belongs may, at his or her discretion and upon receipt of a written request from a student, attempt to negotiate a resolution with the faculty or field member whose grade is the subject of the student's grievance. The Chairperson's work focuses on the written request received from the student and, at the Chairperson's discretion, a response from the faculty or field member. The Chairperson does not evaluate the caliber of the student's work, focusing only on whether a mediated resolution is appropriate and on attempting to mediate the appropriate dispute.

III.   Committee Procedure

1.   The Committee's work focuses on evidence regarding the student's grievance. This evidence consists of the memorandum filed by the student with the Committee that triggers Committee involvement (see below), and any document(s) filed by the faculty or field member whose grade assignment is being challenged. The Committee does not evaluate the caliber of the

student's work, focusing only on whether the grading or evaluation procedure denied the student a fair evaluation.

2.   The student bears the burden of establishing the error in grade assignment. With few exceptions, the Committee's work is limited to a review of the documents referred to in the preceding paragraph.

3.   The Committee reserves the right to "conduct a hearing with all parties present or it may decide to meet with each party separately. The nature and number of the representatives attending any such meeting will be at the discretion of the Committee. The procedures adopted are those which the committee believes will provide the parties involved with an opportunity to present their sides of the issues to the committee and for the committee to gather the information and evidence it deems necessary to make its decision.[1]

4.   A faculty member cannot be compelled to appear before the committee nor to provide the committee with any information, nor shall the committee be prejudiced in its recommendations by the refusal of the faculty member either to appear before the committee or to provide the committee with information.

5.   The Committee is advisory to the Dean to whom the Committee shall forward a written recommendation that includes the rationale for its recommendation.

6.   The Committee's written recommendation and the Dean's response become a part of the student's file as do any additional documents that are produced as a result of the student's grievance reaching a university wide committee.

IV.   Grievance Procedure-Student Responsibility

1.   The students must attempt to resolve the grievance directly with the faculty member involved.

2.   If the grievance is not resolved to the student's satisfaction, the undergraduate student shall appeal to the Chair of the Undergraduate Program and the graduate student to the Chair of the M.S.W. Program. The student submits in advance a prepared a memo in which she or he identifies the course by name and number, the semester the course was taken, the semester the grade was assigned, if different, and the name of the course instructor or field member. The memo states the basis for the grievance including a statement of why the student thinks the grade is not correct. The written grievance will be reviewed by the appropriate Chair who has the

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[1]   State University of New York at Albany. Procedures for Resolving Academic Grievances. April 21, 2003

discretion to pursue a negotiated resolution between the student and faculty or field member of to refer the student directly to the Grievance Committee.

3.   If, after engaging in the preceding steps, the grievance to is not resolved to the student's satisfaction, she or he may forward a copy of the prepared memo to the chairperson of the Student Grievance Committee.

4.   On all issues other than grades received in field instruction in the fall term, the committee may deliberate for up to 60 academic year school days from the date at which the student has submitted all materials requested. On cases involving a grade issued for fall term field instruction, the committee must issue its report by the end of two weeks from the first day of field instruction of winter term. The committee will act as expeditiously as possible in its attempts to resolve the problem.

5.   Grievances pertaining to a grade may be filed with the committee through the seventh week of the term following the one in which the grade was issued.

6.   If the student is not satisfied with the outcome of the grievance after the Dean's decision, she or he may petition the Graduate Academic Council (GAC) or Undergraduate Academic Council (UAC) who, acting through their respective Committees on Admission and Academic Standing (CAAS), may elect to consider the grievance. Action on an academic grievance by the appropriate CAAS, once accepted by the GAC or UAC, is final and not subject to further formal review within the University.[2]

7.   It is only at this final level of grievance that a grade may be changed against the will of the faculty member(s) involved. Should this occur, the Chair of the GAC or UAC, or its respective CAAS, as appropriate, may consult at his/her discretion with departmental faculty and/or appropriate scholars to determine an appropriate grade and authorize its recording by the Registrar.[3]

V.   Student File

1. All documents pertaining to a student's grievance should be kept in a separate folder in the student's permanent record.

Additional information about the University-level grievance procedures may be found in the Graduate Bulletin.

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2   State University of New York at Albany. Procedures for Resolving Academic Grievances. April 21, 2003.

3   Id.

READMISSION OF STUDENTS TERMINATED FROM THE MSW PROGRAM

Student File

·   All documents pertaining to a student's termination from the program should be kept in a separate folder in the student's file. Relevant documents include: (1) a petition or letter filed by the student with the Grievance Committee including information regarding the outcome of actions taken by the Grievance Committee; and relevant (2) correspondence; (3) transcripts; (4) field evaluations; and (5) a memo containing any terms set for readmission. The file should contain sufficient information concerning the student's dismissal to inform those later charged with considering a request for readmission.

Departmental Procedures Leading Up to Possible Termination

·   Procedures leading up to a student's termination will be handled by the field office and office of the Associate Dean with additional faculty involvement (see below) triggered by a student's request for readmission.

·   The student has the right to grieve a failing grade to the School's Grievance Committee with subsequent appeals to the Dean and the Graduate Academic Council (Procedures are set forth in the student handbook).

Exit Procedures

·   The student is given written information informing her or him that: (1) she or he has a right to request readmission by petitioning the School and the Graduate Academic Council (GAC); (2) the GAC relies heavily on the School's recommendation regarding readmission; and (3) the GAC's decision is not subject to further formal review within the University.

·   The student is informed in writing that the standard(s) for readmission are high with examples as follows;

·   Terminations related to the field: The student will provide evidence that the field related problem(s) that resulted in termination have been resolved. Problem resolution must be demonstrated with evidence that the student engaged in paid or voluntary work in a social work setting for a period of time sufficient to suggest an ability to perform in a professional capacity without recurrence of the problem that led to termination. The names of at least two referees who can attest to the student's performance must be provided;

·   Terminations related to academic performance: The student will provide evidence of academic achievement. Evidence of successful completion of academic course

work taken at an accredited institution of higher education is necessary. The names of at least two referees who can attest to the student's performance must be provided.

Petition for Readmission

·   A former student who is requesting readmission must submit the petition and names of referees to the Dean's Office no later than April 1 for the Fall semester or October 1 for the Spring semester (added Fall 2006).
·
·   Once the student requesting readmission submits the required evidence (see the last two paragraphs of the preceding section) the Dean will appoint an ad-hoc committee (the Committee) consisting of three faculty members, one of whom will chair the committee. The Committee will include a representative of the field office or the associate dean's office, whichever was involved in the decision to terminate the student from the program;

·   The focus of the Committee's work centers on evidence regarding the student's accomplishments since dismissal. The Committee has available the student file but should not "re-investigate" the circumstances leading up to the decision to terminate the student from program;

·   In reviewing a petition for readmission, the Committee reserves the right to use whatever procedures it deems appropriate including a paper review conducted by the committee or "a formal hearing with all parties and their representatives present or... separate [meetings] with the parties and [their] representatives involved. The nature and number of the representatives attending...[is] at the discretion of the committee. The procedures adopted are those which the committee believes will provide the parties involved with an opportunity to present their sides of the issues to the committee and for the committee to gather the information and evidence it deems necessary to make its decision."[4]

·   The committee is advisory to the Dean and will provide a written summary to the Dean including its recommendation and reason(s) for its recommendation.

Adopted Fall 2003

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[4]   University Admission and Graduate Requirements available at www.albany.edu/grad/requirements_general_admissions.html#academic_grievance

ILLEGAL DISCRIMINATION

Allegations of illegal discrimination on the basis of "...age, color, creed, disability, marital status, national origin, race or sex..."(Graduate Bulletin) will be handled through the mechanisms established for that purpose in the Office of Diversity and Affirmative Action, phone number 956-8110.

SEXUAL HARASSMENT

The University at Albany has long been dedicated to maintain and foster a fair, humane, and supportive environment for all of its students and staff. Sexual harassment in any of its forms has been and will continue to be considered a violation of policy and dealt with under the procedures which have been established. Any violation of these policies should be brought to the attention of the School Sexual Harassment Advisor, the Associate Dean or the Office of Diversity and Affirmative Action (956-8110) immediately. Your contact with any of these offices can be confidential.

Harassment on the basis of sex is a violation of Section 703 of Title VII of the Civil Rights Act of 1964. Sexual harassment has been defined in this section as:

> "Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individuals work performance or creating an intimidating, hostile, or offensive working environment."

Although the emphasis in the above statement is on employment, this institution is committed to application of the definition to all aspects of campus life including the classroom, field placement and extracurricular activities.

SERVICES AVAILABLE ON U ALBANY MAIN CAMPUS

Bookstores – Faculty may select one or both of the following bookstores for class text book orders.

Barnes & Noble – Campus Center Basement
442-5690

Mary Jane Books – 215 Western Avenue, Albany
465-2238

Disability Resource Center – Campus Center Room 137
442-5490
Provides various services to individuals with disabilities, such as career counseling, coordination of assistants and various other services. An electric scooter is available to students on the Rockefeller College campus. Contact the Associate Dean's Office for more information regarding this equipment.

International Student Services – Science Library Room G 40
591-8189
Provides a broad range of counseling and referral services. The office assists students in areas, such as orientation, immigrant regulations and documents, and cross-cultural workshops. English Language services are available through the Intensive English Language Program located in Science Library room G 14 (http://www.albany.edu/ielp/)

Uptown Cafeteria and Food Court
Offers a variety of food shops such as Wendy's, Sbarro and Au Bon Pain as well as a cafeteria; Located in the basement of the Campus Center, the many tables in this area make for a good study and meeting place.

Student Involvement: 442-5566
Referral source for student activities.

Department of Residential Life: 442-5875
Provides On-Campus housing information.
Located in the Tower Basement of State Quad.
www.albany.edu/housing

University Gym: 437-3739
Fitness Center - Nautilus and universal equipment, open recreation, swimming, squash, handball, racquet ball courts, bubble with basketball, volleyball, tennis courts & jogging area.

University Health Center: 442-5454 (To make an appointment: 442-5229)

Located at 400 Patroon Creek Blvd., Suite 200 (off Washington Avenue.) Professional staff including full time physicians, psychiatrist and nurses. All student medical records are confidential.

*Outpatient Service - No charge for services for registered students.
*In-House Pharmacy - prescriptions written by staff physicians filled at substantially
                lower costs than outside pharmacies.
* Gynecology Services
*Ambulance - 911

Middle Earth Counseling: hotline 442-5777; info tape line 442-5893
    Middle Earth operates a peer assistance hotline and an info-tape line; uses peer theater to help shape students' perceptions of alcohol and other drugs; and publishes a weekly column on mental health and physical health issues. The hotline is available Monday-Thursday from noon-midnight and 24 hours on Friday and Saturday **when classes are in session.**

University Counseling Center: 442-5800
    Located in the Health and Counseling Services Building. Services available to all students currently enrolled at the University. The Center provides psychological diagnostic assessment and referral as well as short term psychotherapy. Staffed by psychologists and advanced-level doctoral students.

Student Accident and Sickness Insurance Plan: (contact University Health Center: 442-5454)
    The University offers a comprehensive form of accident and sickness insurance for domestic students enrolled in 6 or more on campus credit hours.

    UnitedHealthcare StudentResources will again be the insurance carrier for the 2009-2010 academic year. Enrollment will be done directly with UnitedHealthcare. The brochure, rates for Spouse, Children, Optional Coverage and enrollment forms can be found at www.uhcsr.com.

    Insurance for International Students is administered by the Office of International Education. Please contact the Office of International Education for information on this topic.

Computer Room – Draper Hall
    The computing facilities in Draper basement (down the hall from the cafeteria) are free of charge for students. Students have access to an e-mail account, the library catalog, statistical software, word-processing, spreadsheets, and graphics; IBM-compatible PCs; Macintosh PCs; and printers. Hours as posted. The computer room will be moving to Husted Hall in Spring 2010. A Scholar's Station in Dewey library includes additional computers and software.

<u>University Police Department</u>
Located on the uptown campus in the University Police Building (Indian Parking lot off University Drive East.) For emergencies dial 911 or 442-3131. For non- emergencies, dial 442-3130. The University Police are also located on the first floor of Draper Hall (442-5981).

OTHER SOURCES OF ACADEMIC INFORMATION

1.   <u>Graduate Bulletin:</u> available at Graduate Admissions, or online at:
      http://www.albany.edu/graduatebulletin

2.   <u>Field Education Handbook:</u> available online at:
      http://www.albany.edu/ssw/feducation/student.htm

APPENDICES

School of Social Welfare
University at Albany-State University of New York
MSW Curriculum Beginning Fall 2008

First-Year For All Students

First Semester (Fall)
SSW 600 Social Welfare Policy and Services (3 credits)
SSW 610 Human Behavior and Social Environment I (3 credits)
SSW 620 Micro Practice in Social Work I (3 credits)
SSW 630 Macro Practice in Social Work I (3 credits)
SSW 650 Field Instruction I (3 credits)

Second Semester (Spring)
SSW 611 Human Behavior and Social Environment II (3 credits)
SSW 621 Micro Practice in Social Work II (3 credits)
SSW 631 Macro Practice in Social Work II (3 credits)
SSW 660 Introductory Research Methodology (3 credits)
SSW 651 Field Instruction II (4 credits)

Second-Year Clinical Program

Third Semester (Fall)
SSW xxx Advanced Practice (3 credits)
SSW xxx Advanced Practice (3 credits)
SSW 661 Evaluation of Clinical Practice (3 credits)
SSW xxx elective (3 credits)
SSW 752 Field Instruction III (4 credits)

Fourth Semester (Spring)
SSW 7xx Advanced Policy (3 credits)
SSW 7xx Advanced Practice (3 credits)
SSW xxx elective (3 credits)
SSW 753 Field Instruction IV (4 credits)

Second-Year MACRO Practice Program

Third Semester (Fall)
SSW 665 Research Methods in Social Work Management (3 credits)
SSW 752 Field Instruction III (4 credits)
SSW 790 Human Service Organizations in a Changing Environment (3 credits)
SSW 792 Community Building (3 credits)
SSW 7xx Advanced MACRO course* (3 credits)

Fourth Semester (Spring)
SSW 753 Field Instruction IV (4 credits)
SSW 791 Managing Systems in Human Service Organizations (3 credits)
SSW 7xx Advanced Policy** (3 credits)
SSW xxx Elective (3 credits)

*Advanced MACRO courses may be selected from the following approved courses: SSW 793 Leadership in Human Services, SSW 794 Community Economic Development, SSW 795 Development (Fundraising, Marketing, Grants), SSW 796 Action Research, SSW 730 Interprofessional Leadership for School, Family, and Community Partnerships, SSW 705 Managed Care and Social Work, SSW 705 Social Work and the Law, or SSW 705 Social Work Practice in Public Sector Bureaucracies.

**Although you may take an advanced policy course from any of the advanced policy options, SSW 782 International Social Work is dedicated to MACRO issues.

Electives may be chosen from any courses classified as an Advanced Behavior, Advanced MACRO, Advanced Practice, Advanced Policy, Electives, or any graduate level course in another department. Clinical practice students may also take MACRO Core Courses as electives.

School of Social Welfare University at Albany-State University of New York
Part-time Program for the Master of Social Work (MSW)

Foundation for All Students

Fall 1   SSW 610 Human Behavior and Social Environment I (3 credits)
              SSW 630 Macro Practice in Social Work I (3 credits)

Spring 1   SSW 611 Human Behavior and Social Environment II (3 credits)
              SSW 631 Macro Practice in Social Work II (3 credits)

Summer 1   SSW 600 Social Welfare Policy and Services (3 credits)

Fall 2   SSW 620 Micro Practice in Social Work I (3 credits)
              SSW 650 Field Instruction I (3 credits)

Spring 2   SSW 621 Micro Practice in Social Work II (3 credits)
              SSW 651 Field Instruction II (4 credits)

Summer 2   SSW 660 Introductory Research Methodology (3 credits)

Advanced Requirements in the Clinical Concentration (effective for cohort entering Fall 2005; implemented Fall 2006)

Fall 3   SSW 7xx Advanced Practice (3 credits)
              SSW xxx Elective (3 credits)

Spring 3   SSW 7xx Advanced Practice (3 credits)
              SSW 7xx Advanced Policy (3 credits)

Summer 3   SSW xxx Elective (3 credits)

Fall 4   SSW 661 Evaluation of Clinical Practice (3 credits)
              SSW 752 Field Instruction III (4 credits)

Spring 4   SSW 7xx Advanced Practice (3 credits)
              SSW 753 Field Instruction IV (4 credits)

Advanced Requirements in the MACRO Concentration

Fall 3   SSW 790 Human Service Organizations in a Changing Environment (3 credits)
              SSW 792 Community Building (3 credits)

Spring 3   SSW 791 Managing Systems in Human Service Organizations (3 credits)
              SSW 7xx Advanced Policy** (3 credits)

Summer 3   SSW 7xx Advanced MACRO course* (3 credits)

Fall 4   SSW 665 Research Methods in Social Work Management (3 credits)
              SSW 752 Field Instruction III (4 credits)

Spring 4   SSW xxx Elective (3 credits)
              SSW 753 Field Instruction IV (4 credits)

*Advanced MACRO courses may be selected from the following approved courses: SSW 793 Leadership in Human Services, SSW 794 Community Economic Development, SSW 795 Development (Fundraising, Marketing, Grants), SSW 796 Action Research, SSW 730 Interprofessional Leadership for School, Family, and Community Partnerships, SSW 705 Managed Care and Social Work, SSW 705ocial Work and the Law, or SSW 705 Social Work Practice in Public Sector Bureaucracies.
**Although you may take an advanced policy course from any of the advanced policy options, SSW 782 International Social Work is dedicated to MACRO issues.
Electives may be chosen from any courses classified as an Advanced Behavior, Advanced MACRO, Advanced Practice, Advanced Policy, Electives, or any graduate level course in another department. Clinical practice students may also take MACRO Core Courses as electives.

The following programs models can be obtained from the School of Social Welfare Help Desk in Richardson Hall Room 117:

Advanced standing (for BSW degree holders only)
Internships in Aging (MSW with specified curriculum)
MSW and Certificate from the Center for Women in Government
MSW and Certificate in Nonprofit Management and Leadership
Dual Degree, MSW-PhD in Social Welfare (Albany)
Dual Degree, MSW-MA in Criminal Justice (Albany)
Dual Degree, MSW-MPH in Public Health (Albany)
Dual Jointly Registered Degree, MSW (Albany) – JD (Albany Law School)

CLINICAL PRACTICE CONCENTRATION

Objectives

The objectives of the clinical practice concentration are to prepare practitioners who:

1. Provide competent, independent clinical social work practice to individuals, families and groups. This includes:
    a. Demonstrating knowledge and proficiency in human behavior and clinical practice skills to work with a range of clients.
    b. Differentially applying practice knowledge and skills in varied settings.
    c. Using evidence-based practice and evaluating the effectiveness of the practice.
    d. The ability to work with clients from diverse backgrounds and cultures in a nondiscriminatory manner that maximizes client strengths and counters the effects of oppression.
    e. Critical assessment and application of relevant practice theories and models for their differential application to varied clients and problems.
    f. Continued breadth and depth in basic interviewing, relationship building and intervention skills as applied to complex and advanced clinical practice situations.
    g. Integrating policy, organizational and community context in clinical practice that benefits the client
2. Demonstrate a strong sense of professional self.
3. Integrate professional attitudes, values and ethics in practice.
4. Demonstrate leadership skills. This includes taking responsibility and proactive action appropriate to the situation and engaging others in solving problems.
5. Constructively use supervision and consultation appropriate to the area of practice.
6. Work collaboratively with other disciplines in order to benefit clients.
7. Are committed to and able to identify knowledge and skills for continuing personal and professional development.

CRITERIA FOR ADVANCED CLINICAL PRACTICE COURSES

1. Specification of empirically-based models of intervention, use of critical thinking to assess such models and underlying theories, use of critical thinking principles for areas in which an empirical evidence base is lacking.

2. Uses a conceptual framework that is consistent with the person-in-environment perspective in social work and builds on task-centered (goal-directed) first year base.

3. Specification of advanced skills that will be developed at different stages of the intervention process.

4. Incorporation of relevant social science (human behavior) knowledge base.
5. Attention to social work values and ethics.

6. Skills for working with diverse clients, skills for culturally competent practice, and skills to combat social injustice

   Prerequisites: SSW 621, SSW 631, SSW 651

   Courses approved as meeting the criteria for Advanced Clinical Practice are:

   SSW 710 Social Work Practice with Children
   SSW 717 Combating Oppression in Social Work Practice
   SSW 719 Comparative Approaches to Direct Treatment
   SSW 721 Ego Psychology
   SSW 722 Social Work Interventions in Grief and Loss
   SSW 724 Social Work Practice with Groups
   SSW 725 Social Work Practice with Involuntary Clients
   SSW 727 Advanced Family and Marriage Therapy
   SSW 729 Social Work Practice with Women
   SSW 731 Crisis Intervention
   SSW 731 Clinical Case Management
   SSW 731 Homelessness: Prevention and Intervention
   SSW 731 Mental Health, Evidence-Based Practice for Social Work
   SSW 731 Prevention of Youth Risk Behaviors in Community Context
   SSW 731 Psychodynamic SW Practice: the Contemporary Evidence Base
   SSW 731 Social Work Practice with Immigrants
   SSW 731 Theory and Treatment of Depression
   SSW 731 Spirituality in SW Practice
   SSW 741 Practice with Mature and Aging Adults
   SSW 742 Cognitive Behavioral Methods in Social Work Practice
   SSW 745 Social Work Intervention in Alcohol Abuse and Alcoholism
   SSW 746 Cultural Diversity in Social Work Practice
   SSW 747 Task-Centered Practice
   SSW 748 Social Work Practice in Mental Health Settings
   SSW 749 Social Work Practice in Health Care Settings
   SSW 770 Assessment and Treatment of Problems of Adolescence
   SSW 771 Social Work Interventions in Family Violence
   SSW 772 Social Work in the Schools
   SSW 773 Sexual Identity and Social Work Practice

MACRO CONCENTRATION

CRITERIA FOR ADVANCED MACRO COURSES

1. Focus on and provide in-depth treatment of one or more of the MACRO concentration areas (i.e., management, advocacy, policy, community development, resource development, and evaluation) and extend substantially the basic knowledge of Macro Practice I and II.

2. Provide a background in the relevant conceptual work in its area of focus, as well as delineate the major practice strategies and skills currently in use. Methods for students to demonstrate their ability to use these concepts, strategies, and skills in their own practice must be included.

3. Maintain a critical perspective on theory, practice, and outcome and evaluation so as to help students think about shortcomings in current approaches and possible new directions for practice.

4. Include attention to issues of diversity, populations at risk, and oppression and social and economic justice relevant to the practice areas under consideration.

Courses approved as meeting the criteria for Advanced Macro are:

SSW 793	Leadership in Human Services
SSW 794	Community Economic Development
SSW 795	Development (Fundraising, Marketing, Grant Writing)
SSW 796	Action Research
SSW 705	Managed Care and Social Work
SSW 705	Interprofessional Leadership for School, Family, and Community Partnerships
SSW 705	Social Work and the Law
SSW 705	Social Work Practice in Public Sector Bureaucracies

CRITERIA FOR ADVANCED POLICY COURSES
APPLICABLE TO BOTH CLINICAL PRACTICE AND MACRO CONCENTRATIONS

1. Must have a specialized focus, allowing for in-depth examination of a particular social policy area (e.g., health) or of social policies relevant to particular populations (e.g., women).

2. Must build on and substantially extend basic knowledge of the policy formulation, development, and implementation.

3. Must include attention to issues of diversity, populations at risk, and oppression and social and economic justice relevant to the policy area(s) under consideration.

4. Must consider implications for social work practice and must integrate knowledge of human behavior and the social environment relevant to areas under consideration.
Prerequisite: SSW 600.

Courses currently approved as meeting the criteria for Advanced Policy are:

SSW 705 Substance Abuse Policies and Services
SSW 740 Social Gerontology: Policies, Programs and Services
SSW 780 Child Welfare
SSW 781732 Poverty, Health and Health Policy
SSW 782 International Social Welfare Policy
SSW 783 Social Welfare in Rural Settings
SSW 784 Women and Social Policy
SSW 785 Mental Health Policy

Code of Ethics

of the

National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly.

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of clinical practice, community organizing, supervision, consultation**,** administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.
The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code,* social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

*For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code*'s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code,* there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social

workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: *Service*
Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*
Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: *Social Justice*
Ethical Principle: *Social workers challenge social injustice.*
Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers

strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: *Dignity and Worth of the Person*
Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*
Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*
Ethical Principle: *Social workers recognize the central importance of human relationships.*
Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*
Ethical Principle: *Social workers behave in a trustworthy manner.*
Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*
Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*
Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

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Ethical Standards

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The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.
Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obli-gations may on limited occasions supersede the loyalty owed clients, and clients should

be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that

social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual

to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need

of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to

obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment

should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is

nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional

credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Workers' Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to con-tribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible

consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

NATIONAL ASSOCIATION OF
BLACK SOCIAL WORKERS
CODE OF ETHICS

In America today, no Black person, except the selfish or irrational, can claim neutrality in the quest for Black liberation nor fail to consider the implications of the events taking place in our society. Given the necessity for committing ourselves to the struggle for freedom, we as Black Americans practicing in the field of social welfare, set forth this statement of ideals and guiding principles.

If a sense of community awareness is a precondition to humanitarian acts, then we as Black social workers must use our knowledge of the Black community, our commitments to its determination, and our helping skills for the benefit of Black people as we marshal our expertise to improve the quality of life of Black people. Our activities will be guided by our Black consciousness, our determination to protect the security of the Black community, and to serve as advocates to relieve suffering of Black people by any means necessary.

Therefore, as Black social workers we commit ourselves, collectively, to the interests of our Black brethren and as individuals subscribe to the following statements:

- I regard as my primary obligation the welfare of the Black individual, Black family, and Black community and will engage in action for improving social conditions.
- I give precedence to this mission over my personal interest.
- I adopt the concept of a Black extended family and embrace all Black people as my brothers and sisters, making no distinction between their destiny and my own.
- I hold myself responsible for the quality and extent of service I perform and the quality and extent of service performed by the agency or organization in which I am employed, as it relates to the Black community.
- I accept the responsibility to protect the Black community against unethical and hypocritical practice by any individual or organizations engaged in social welfare activities.
- I stand ready to supplement my paid or professional advocacy with voluntary service in the Black public interest.
- I will consciously use my skills, and my whole being as an instrument for social change, with particular attention directed to the establishment of Black social institutions.

ACADEMIC STANDARDS

Unless more rigorous performance standards are otherwise required by a particular program, graduate students who are candidates for a graduate degree or certificate must earn an average of B in all resident graduate courses and credits applicable to their degree completed with grades other than S (satisfactory) or U (unsatisfactory) and receive grades of S in all resident graduate courses applicable to their degree which may be graded S/U.

Only courses completed with grades of A, B, C, or S may be applied to graduate course requirements and to credit requirements for graduate degrees.

Undergraduate courses or credits specified as required in conjunction with a graduate program must be completed according to the following academic standards:

1. A prerequisite course in the subject field central to the graduate program or in the principal teaching field in a program leading to state teacher certification must be completed with a grade of C or better.
2. A prerequisite in a supporting subject field must be completed with a grade of C or better.

Graduate students in nondegree study are expected to meet and maintain the same academic standards as students in degree programs.

All graduate students are expected to remain in good academic standing during the course of their study; that is, to maintain an academic record consistent with the standard above. *A student whose record falls much below those standards or which otherwise indicates a lack of ability or effort needed to succeed in graduate study will be denied permission for further study.*

The candidacy of graduate students who receive a grade of *U* in a required seminar or research course, in a practicum, student teaching course, internship, field course or similar application course, on a thesis, or in a dissertation course, is terminated unless an exception is recommended for compelling reasons by their department or school, and they may not register for further study unless they are later reinstated. Under certain conditions, and with the recommendations of the student's major department, such a student may apply to the Dean of Graduate Studies for reinstatement, but ordinarily at least one session must intervene before a reinstatement.

Graduate students who are not in good standing academically and who have been denied the privilege of further study on those grounds may petition the Graduate Academic Council for reinstatement provided extenuating circumstances were involved which, in their opinion, warrant review.

The term in good standing (satisfactory academic standing) means that a student is eligible or has been allowed to register and take academic coursework at this campus for the current session. Although in some cases students have been warned and advised that their academic average needs improvement in order to qualify for their degree, they are still considered to be in good standing since they are still authorized to continue studying toward their degrees. Only those students officially terminated from their programs of study are considered not to be in good academic standing.

Graduate Grades

Grades in graduate courses are recorded on University records according to the following scale:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
D	1.0 (not applicable to a graduate degree)
E	*Failure:* (academic)
N	*Audit only:* noncredit
NR	*No grade reported:* study in progress
I	*Incomplete: A* tentative grade given only when the student has nearly completed the course but due to circumstances beyond the student's control the work is not completed on schedule. The date for the completion of the work is specified by the instructor. The date stipulated will not be later than one month before the end of the session following that in which the Incomplete is received. The grade *I* is automatically changed to *E* or *U* unless work is completed as agreed between the student and the instructor.
L	*Load only:* Noncredit: Used to indicate that a student is engaged in a specified scholarly activity in a particular session.
R	*Research credit:* Assigned for satisfactory progress in thesis and dissertation research courses. Credits apply to the appropriate degree when the research project is satisfactorily completed and the thesis or dissertation is accepted by the faculty and Office of Graduate Studies.
S	*Satisfactory:* Awarded in graduate seminars, student teaching, and special courses.
U	*Unsatisfactory:* Awarded in graduate seminars, student teaching, and special courses.
W	*Withdrawn:* Assigned by the appropriate administrative officer for withdrawal from a course or from the University (without penalty).
Z	*Failing (penalty grade):* Assigned by the appropriate administrative officer for excessive absence, unofficial withdrawal, and like situations.

Grading of Graduate Courses

The evaluation of student performance in most graduate courses requires the awarding of *A-E* grades. In its totality, graduate instruction here is not conceived, organized, and offered to reflect a general *S/U* or "pass-fail" pattern of evaluation, even though most graduate degree programs do require one or more appropriate graduate courses graded *S/U.*

The grading system for all formally organized and structured graduate courses requires the use of the following *A-E* scale: *A; A-; B+; B; B-; C+; C;* and *E;* other grades which may temporarily or permanently be substituted for the above grades are *I* (incomplete), *W* (withdrawn), and *Z* (failure).

The grading system for all graduate courses which by design are unstructured or are organized primarily to provide an independent learning experience are required to be graded on the *S* (satisfactory) or *U* (unsatisfactory) scale. In this graduate scale *S* is equivalent to a *B* or better, and *U* is equivalent to a *B-* or lower. The courses which must be graded on the graduate *S/U* scale include student teaching, seminars, field courses, clinical courses, internships, practicums, workshops, independent study, directed study or reading, research courses, special projects in community-work courses, and special laboratory courses. Theses are also graded *S/U.* Theses courses for which students register automatically carry a grade of *I* until notification of the assignment of an *S/U* grade for the thesis course by the Graduate Office. According to graduate academic standards, only courses completed with grades of *A, A-, B+, B,* and *S* may be applied to graduate course requirements and to credit requirements for graduate degrees. These requirements can also be met by courses graded *B-, C+,* and *C* only if they are balanced to a *B* (3.0). (Example: Three credits of *B-* must be balanced at least by three credits of *B+*).

Exceptions to the above pattern of grading practices may be authorized by the Dean of Graduate Studies. Requests for exceptions should be submitted to the dean in writing by the department chair or by the instructor of a course with the endorsement of the department chair. The request should be supported by the rationale for changing the grading pattern and should state whether this change is sought on a temporary or permanent basis. Upon review, the Dean of Graduate Studies notifies the department chair officially of the decision regarding the request. The Registrar is also notified about such grading decisions.

Additionally, an instructor may not award simultaneously both *A/E* grades and *S/U* grades in the same graduate course; grades assigned in a course must be either all *A/E* grades or all *S/U* grades. All undergraduates enrolled in graduate courses are evaluated by the grading system authorized in graduate instruction. An instructor should not make arrangements with students which vary from the authorized grading practices without having received in advance formal approval from the Dean of Graduate Studies for grading on a different pattern.

Standards of Academic Integrity

As a community of scholars, the University at Albany has a special responsibility to integrity and truth. By testing, analyzing, and scrutinizing ideas and assumptions, scholarly inquiry produces the timely and valuable knowledge that guide and inform important and significant decisions, policies, and choices. Our duty to be honest, methodical and careful in the attribution of data and ideas to their sources establishes the foundations of our work. Misrepresenting or falsifying scholarship undermines the essential trust on which our community depends. Every member of the community, including both faculty and students, shares an interest in maintaining the highest standards of academic integrity.

Violations of trust harm everyone. The academic community has to trust that its members do not misrepresent their data, take credit for another's ideas or labor, misrepresent or interfere with the work of other scholars, or present previous work as if it were new. Acts of academic dishonesty undermine the value and credibility of the institution as a whole, and may distract others from important scholarship or divert resources away from critical research. In particular, students who plagiarize or falsify their work have not only failed to adhere to the principles of scholarly inquiry and failed their peers by taking undeserved credit or reward, they have failed to learn.

When the entire University community upholds the principles of academic integrity, it creates an environment where students value their education and embrace experiences of discovery and intellectual growth. In this environment, grades and degrees are awarded and applauded as the recognition of years of achievement, discipline, and hard work. Maintaining the highest standards of academic integrity insures the value and reputation of our degree programs; these standards represent an ethical obligation for faculty intrinsic to their role as educators, as well as a pledge of honor on the part of UAlbany students. If a violation of academic integrity occurs, faculty, deans, and students all share in the responsibility to report it.

These guidelines define a shared context of values to help both students and faculty to make individual and institutional decisions about academic integrity. Every student has the responsibility to become familiar with the standards of academic integrity at the University. While it is strongly recommended that faculty specify in their syllabi information about academic integrity, as well as a description of the possible responses to violations, claims of ignorance, unintentional error, or personal or academic pressures are not sufficient reasons for violations of academic integrity. Students are responsible for familiarizing themselves with the standards and behaving accordingly, and UAlbany faculty are responsible for teaching, modeling and upholding them. Anything less undermines the worth and value of our intellectual work, and the reputation and credibility of the University at Albany degree.

Resources for Students

The University Libraries offers the following helpful information:

You have access to many research and information literacy resources here at the University at Albany.

Take an information literacy course. These courses will help you to locate and evaluate information effectively —skills that will help you not only with your studies, but also in the workplace. For more information, check the list of courses (http://www.albany.edu/gened/inflit.html) that meet the General Education Information Literacy Requirement. The University Libraries offer two such courses, one targeted towards the sciences. More information is available on both courses at: http://library.albany.edu/usered/unl205/index.html

Check out helpful tip sheets and other tutorials (http://library.albany.edu/usered/). The University Libraries provide a wide array of guides and other instruction to answer your research-related questions. These include help on the research process, citation tip sheets, explanations of types of resources, information on how to locate a wide range of materials and how to evaluate them effectively, and much more. You will also find up to date Internet Tutorials (http://library.albany.edu/internet/) that will help make you a pro at searching the Web!

The University Libraries homepage (http://library.albany.edu/) will provide you with access to all sorts of resources for doing research, including the online catalog and a wide variety of research databases. You will find links to contact librarians and to ask for help, and a great deal more. Take a look!

Examples of Academic Dishonesty

The following is a list of types of behaviors considered to be academically dishonest and therefore unacceptable. Even the attempt to commit such acts is a breach of integrity and is subject to penalty. No such list can, of course, describe all possible types or degrees of academic dishonesty, so these should be understood as examples rather than as a comprehensive list. Individual faculty members, Deans of Schools and Colleges as appropriate, and the Office of Conflict Resolution and Civic Responsibility will continue to judge each case according to its particular merit.

Plagiarism: Presenting as one's own work, the work of another person (for example, the words, ideas, information, data, evidence, organizing principles, or style of presentation of someone else). Plagiarism includes paraphrasing or summarizing without acknowledgment, submission of another student's work as one's own, the purchase of prepared research or completed papers or projects, and the unacknowledged use of research sources gathered by someone else. Failure to indicate accurately the extent and precise nature of one's reliance on other sources is also a form of plagiarism. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences for violating University regulations.

Examples of plagiarism include: failure to acknowledge the source(s) of even a few phrases, sentences, or paragraphs; failure to acknowledge a quotation or paraphrase of paragraph-length sections of a paper; failure to acknowledge the source(s) of a major idea or the source(s) for an ordering principle central to the paper's or project's structure; failure to acknowledge the source (quoted, paraphrased, or summarized) of major sections or passages in the paper or project; the unacknowledged use of several major ideas or extensive reliance on another person's data, evidence, or critical method; submitting as one's own work, work borrowed, stolen, or purchased from someone else. For more information concerning plagiarism, see the library's tutorial on the subject on the library web site. Graduate students will find additional information concerning Academic Integrity, Conduct, and Research Regulations on the Graduate Studies web site.

*Cheating on Examinations***:**   Giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include collaboration of any sort during an examination (unless specifically approved by the instructor); collaboration before an examination (when such collaboration is specifically forbidden by the instructor); the use of notes, books, or other aids during an examination (unless permitted by the instructor); arranging for another person to take an examination in one's place; looking upon someone else's examination during the examination period; intentionally allowing another student to look upon one's exam; the unauthorized discussing of the test items during the examination period; and the passing of any examination information to students who have not yet taken the examination. There can be no conversation while an examination is in progress unless specifically authorized by the instructor.

Multiple Submission: Submitting substantial portions of the same work for credit more than once without receiving the prior explicit consent of the instructor to whom the material is being submitted the second or subsequent time.

Forgery: Imitating another person's signature on academic or other official documents.

Sabotage: Destroying, damaging, or stealing of another's work or working materials (including lab experiments, computer programs, term papers, or projects).

Unauthorized Collaboration: Collaborating on projects, papers, or other academic exercises when this is regarded as inappropriate by the instructor(s). Although the usual faculty assumption is that work submitted for credit is entirely one's own, standards on appropriate and inappropriate collaboration vary widely among individual faculty and the different disciplines. Students who want to confer or collaborate with one another on work receiving academic credit should make certain of the instructor's expectations and standards.

Falsification*:* Misrepresenting material or fabricating information in an academic exercise or assignment (for example, the false or misleading citation of sources, the falsification of experimental or computer data, etc.)

Bribery*:* Offering or giving any article of value or service to an instructor in an attempt to receive a grade or other benefits not legitimately earned or not available to other students in the class.

Theft, Damage, or Misuse of Library or IT Resources: Removing uncharged library materials from the library, defacing or damaging library materials, intentionally displacing or hoarding materials within the library for one's unauthorized private use, or other abuse of reserve-book privileges. Any violation of the University's Responsible Use of Information Technology policy. This includes, but is not limited to, unauthorized use of the University's or another person's computer accounts, codes, passwords, or facilities; damaging computer equipment or interfering with the operation of the computing system of the University. All students are expected to be familiar with the Responsible Use Policy, which can be viewed at http://www.albany.edu/its

Penalties and Procedures

The faculty member responsible for educating the student is also responsible for determining when that student has violated academic integrity. When a faculty member determines that a student has violated academic integrity, he or she will inform the student and impose an appropriate sanction. A faculty member may make any one or a combination of the following responses to the infractions of academic dishonesty cited above:

1. Lowering of a paper or project grade by one full grade or more;
2. Giving a failing grade on a paper containing plagiarized material;
3. Giving a failing grade on any examination in which cheating occurred;
4. Lowering a course grade by one full grade or more; or
5. Giving a failing grade in a course or other academic exercise.

In addition, faculty members will complete the **Violation of Academic Integrity Report**, including the sanction they have imposed along with a brief description of the incident, and send it to the Dean of Undergraduate or Graduate Studies, as appropriate. A copy of the report is to be given to the student. The Deans of Undergraduate or Graduate Studies will maintain a copy of such reports for the duration of a student's enrollment at the University.

If a faculty member informs the student that he or she will receive a failing grade in the course or other academic exercise as a result of academic dishonesty, the student receiving such a penalty will not be permitted to withdraw from the course unless the grievance process or Office of Conflict Resolution and Civic Responsibility rules in favor of the student. Students who feel they have been erroneously penalized for an academic integrity infraction or think that a penalty is inappropriate may grieve these issues through procedures developed for each college, school, program, or department of the University. Copies of the procedures are maintained in the School and College Deans' Offices or on their respective websites. A copy of the disposition of any grievance arising in matters of academic dishonesty will be attached to the Violation of Academic Integrity Report filed in the Offices of the Deans of Undergraduate or Graduate Studies.

Any faculty member or School or College Dean encountering matters of academic dishonesty in a class or academic program for which he or she has responsibility may, in addition to, or in lieu of, the actions cited above,

(6) refer a case to the Office of Conflict Resolution and Civic Responsibility.

After considering the case, the Office of Conflict Resolution and Civic Responsibility will recommend to the Dean of Undergraduate or Graduate Studies, as appropriate, the disposition of the case, which can include revoking a student's scholarship or fellowship, or teaching or research assistantship, as well as or in addition to disciplinary probation, suspension, or expulsion. Students should be aware that violations of academic integrity may cause subsequent difficulties in admission to graduate or professional schools and/or in employment in certain professions.

When a student violates academic integrity in more than one academic exercise, whether those infractions occurred during the same or different periods of time, or in the same or different courses, the University regards the offense as an especially serious subversion of academic integrity. The matter becomes particularly severe when the student has been confronted with the first infraction before the second is committed. Whenever the Offices of Undergraduate or Graduate Studies receive a second Violation of Academic Integrity report on a student, the Dean will request a hearing before the Office of Conflict Resolution and Civic Responsibility.

The Director of Libraries or Chief Information Officer, upon a finding of theft, damage, misuse of facilities or resources, or a violation of University policies, will forward all such cases to the Office of Conflict Resolution and Civic Responsibility for review and disposition, which can include suspension or expulsion from the University. The Director of the Libraries or Chief Information Officer may, in individual cases, limit access to the Library or IT resources pending action by the Office of Conflict Resolution and Civic Responsibility. In all other cases of academic dishonesty by students which come to the attention of any staff, faculty, or student, it is expected that the Dean of Undergraduate or Graduate Studies, as appropriate, will be consulted about such infractions.

The Office of Conflict Resolution and Civic Responsibility was established by the governing bodies of this campus and is administratively the responsibility of the Vice President for Student Success. Any questions about the procedures of the Office of Conflict Resolution and Civic Responsibility may be secured by inquiry to that office.

Exceptions to Regulations

In some instances, students may seek to be excepted from a University, school, college, or departmental regulation or from a program requirement.

Program Requirements: A request for an exception from the program requirements should be submitted in writing initially to the department chair or an appropriate departmental committee. If the department is not authorized to act on the request, it will refer the request to the official or committee responsible.

Departmental Regulations: A request for an exception from a departmental regulation should be submitted in writing to the chair or the departmental committee responsible. If the department is not authorized to act on the request, it will refer the request to the committee or official responsible.

School or College Regulations: A request for an exception from a school or college regulation should be discussed first with the department chair. If the request is within the responsibility of the department, it should then be submitted in writing to the chair or departmental committee responsible. If the department is not authorized to act, the request should be submitted in writing to the dean of the school or college or to the school or college committee responsible. If the school or college is not authorized to act on the request, it will refer the request via the Dean of Graduate Studies to the Graduate Academic Council.

University Regulations: A request for an exception from a University regulation shall be discussed with the department chair. If the request is within the responsibility of the department, it should then be submitted in writing to the chair or departmental committee responsible. If the department is not authorized to act, the request should be submitted in writing to school or college officials or committees if they are responsible, or to the Dean of Graduate Studies and the Graduate Academic Council if they are responsible.

Requests for exceptions to any of the following regulations established for the award of a graduate degree will not be considered:

1. academic grade standards;
2. credit requirements;
3. residence study requirements;
4. seminar, thesis, research, and field course requirements for a master's degree; field examination for a master's degree;
5. tool and foreign language requirements;
6. requirements established for admission to candidacy for a doctoral degree;
7. dissertation requirements for a doctoral degree.

Procedures for Resolving Academic Grievances

Students who seek to challenge an academic grade or evaluation of their work in a course or seminar, or in research or another educational activity may request a review of the evaluation by filing an academic grievance.

The Graduate Academic Council (GAC) and the Undergraduate Academic Council (UAC), through the work of their respective Committees on Admission and Academic Standing (CAAS) are responsible for insuring that approved procedures exist within the schools, colleges, departments (if applicable) and programs of the University for students to file academic grievances. Copies of established grievance procedures shall be filed by each academic unit with the Offices of the Dean of Graduate Studies and the Dean of Undergraduate Studies and available to students at each school/college dean's office.

It is expected that the grounds upon which an academic grievance may be based should be clearly identified. Such grounds may include variance from University grading standards/policies, grade calculation inconsistencies with that announced in published course syllabi, procedural abnormalities, or other factors that are alleged to have denied the student a fair evaluation. It is not expected that grievances will propose that the professional obligation of faculty to fairly evaluate academic material within their field of expertise will be supplanted by alternate means without procedural cause.

A student who seeks to dispute a grade or evaluation must initially pursue the matter directly with the faculty member involved. If not satisfactorily resolved directly with the faculty member, a written grievance may be filed with the program/department, or directly with school/college for units that are not departmentalized.

Should the grievance not be satisfactorily resolved at this initial level of review, students may pursue further consideration of the grievance at the next organizational level until such time as the grievance is considered at the University level by the GAC or UAC CAAS, as appropriate. Action on an academic grievance by the appropriate CAAS, upon acceptance by the GAC or UAC, as appropriate, is final and not subject to further formal review within the University. Only at this final level of grievance determination by the CAAS may a grade or other such evaluation be changed against the will of the faculty member(s) involved. In such rare cases, the Chair of the GAC or UAC, or its respective CAAS, as appropriate, may consult at his/her discretion with departmental faculty and/or appropriate scholars to determine an appropriate grade and authorize its recording by the Registrar.

In reviewing an academic grievance, the CAAS will consider the formal written petition from the student and corresponding written response/comment from the faculty, along with all records of consideration of the matter at prior levels of review. Although rare, the CAAS reserves the right to conduct a hearing with all parties present or it may decide to meet with each party separately. The nature and number of the representatives attending any such meeting will be at the discretion of the CAAS. These procedures adopted are those which the University believes will provide all parties involved the opportunity to present complete and factual information as necessary for the CAAS to render a fair decision.

Academic Termination and Transcripts

Graduate students who are terminated for academic reasons will have placed on their graduate transcripts a notation that they were academically terminated and date of termination. If such students are subsequently readmitted to the program from which they were terminated, their termination notations will be deleted from their transcripts.

Reinstatement

A graduate student whose authorization to register for further study has been terminated officially by the Dean of Graduate Studies and who seeks reinstatement should submit a formal request for reinstatement along with a supporting statement to the Dean of Graduate Studies.

The Dean of Graduate Studies will refer such a request to the Graduate Academic Council and its Committee on Admissions and Academic Standing for review and action.

Taken from University at Albany Graduate Bulletin
http://www.albany.edu/graduatebulletin/requirements_degree.htm#general_admissions_requirements
Last updated on 5/11/2009

POLICY FOR FREEDOM OF EXPRESSION

1. The University reaffirms its commitment to the principle that the widest possible scope for freedom of expression is the foundation of an institution dedicated to vigorous inquiry, robust debate, and the continuous search for a proper balance between freedom and order. The University seeks to foster an environment in which persons who are on its campus legitimately may express their views as widely and as passionately as possible; at the same time, the University pledges to provide the greatest protection available for controversial, unpopular, dissident, or minority opinions. The University believes that censorship is always suspect, that intimidation is always repugnant, and that attempts to discourage constitutionally protected expression may be antithetical to the University's essential missions: to discover new knowledge and to educate.

2. All persons on University-controlled premises are bound by the Rules and Regulations for Maintenance of Public Order, which deal in part with freedom of expression (adopted by the Board of Trustees of the State University of New York June 18, 1969; amended 1969, 1980). Members of the University community should familiarize themselves with those rules and regulations. In addition, University faculty are protected by and bound by Article XI, Title I, Sec. 1 of the Policies of the Board of Trustees (adopted January 1987), entitled "Academic Freedom."

3. University officials or other members of the University community in a position to review posters, publications, speakers, performances, or any other form of expression may establish legitimate time, place, and manner regulations for the maintenance of an orderly educational environment; however, they may not prohibit expression for any reason related to the content of the expression, except as permitted in those narrow areas of expression devoid of federal or state constitutional protection.

4. Speakers invited to campus by University groups or individuals, and other speakers who may be legitimately present on campus, will be given the utmost protection to communicate their messages without disruptive harassment or interference. Opponents to those speakers enjoy the same protections for expressing their dissent.

5. All members of the University community share the duty to support, protect, and extend the commitment to the principle of freedom of expression, and to discuss this commitment with groups or individuals who seek to take part in University life. While all persons may seek to discourage peacefully speech that may be unnecessarily offensive to particular individuals or groups, speech that may be antithetical to the University's values, those persons must support the legal right of free speech.

6. The Council on Academic Freedom and Ethics will serve as a hearing body available to those members of the University community who feel their freedom of expression has been unfairly suppressed. The Council will report its findings to the President for further review and action.

REGULATIONS AND REQUIREMENTS GOVERNING THE MASTER'S DEGREE

Requirements given in this section are those which generally apply to all master's programs except as indicated. However, the programs of individual colleges or schools may involve additional requirements applicable only to particular programs.

Master's Degrees Conferred

Graduate programs in the arts and sciences, public health sciences, nanosciences and nanoengineering, public affairs, and education lead to the M.A., M.S., or M.F.A. degrees. Graduate programs in business lead to the M.S. or M.B.A. degrees, graduate programs in criminal justice to the M.A. degree, graduate programs in library and information science to the M.S. degree, graduate programs in public administration to the M.P.A. degree, and graduate programs in social welfare to the M.S.W. degree. Graduate programs in regional planning lead to the Master of Regional Planning (M.R.P.) degree. Graduate programs in public health lead to the Master of Public Health (M.P.H.) degree.

Credit Requirements

Each program leading to a M.A. or M.S. degree includes as a minimum 30 credits of appropriate graduate study (31 credits minimum in public affairs; 54 credits minimum in rehabilitation counseling; 54 credits in counseling; and 30-64 credits minimum for one- and two-year programs in accounting). Programs leading to professional master's degrees include the following minimum number of credits of appropriate graduate study: for the M.B.A., 43 to 63 credits, depending on previous preparation in business; for the M.S. in Information Science, 42 credits; for the M.P.A., 40 credits; for the M.S.W., 60 credits; and for the M.R.P., 48 credits; for the M.P.H., 51 credits; and for the M.S. in Health Policy and Management, 56 credits. Refer to descriptions of individual programs for required courses and distributions.

Candidacy is terminated for students who fail to meet the requirements for the degree within the minimum of credits of graduate study required for a particular degree and applied to their degree programs at this University or, for students whose required graduate programs exceed the usual minimum for the degree, within the minimum number of hours specified in the letter of admission.

Students who fail to qualify under the conditions above may take additional courses *at this University* for not more than 6 credits in an attempt to qualify, *provided their records do not include an unsatisfactory seminar or thesis,* except that students in 60-credit programs for the M.B.A. or M.S.W. may be permitted an additional nine credits in an attempt to qualify. Courses taken for this purpose must be selected by the student's advisor, and a record of the recommended courses must be filed with and approved by the dean of the appropriate school *before* the additional study is undertaken. Forms for this purpose may be obtained in the offices of the separate schools.

Independent study courses or work or research in absentia will not be approved for this purpose.

Statute of Limitations

All requirements for a master's degree must be completed within six calendar years from the date on initial registration in the program, unless the Graduate Academic Council grants an extension of time. This provision applies equally to students who enter with or without advanced standing or transfer credit.

Taken from University at Albany Graduate Bulletin
http://www.albany.edu/graduatebulletin/requirements_governing_masters_degree.htm
Last updated on 11/5/2008

Educational Policy and Accreditation Standards

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

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

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

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

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

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

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

Educational Policy 1.1—Values

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

Educational Policy 1.2—Program Context

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

> ***Accreditation Standard 1.0—Mission and Goals***
>
> *The social work program's mission and goals reflect the profession's purpose and values and the program's context.*
>
> ***1.0.1*** *The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.*
>
> ***1.0.2*** *The program identifies its goals and demonstrates how they are derived from the program's mission.*

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[1] These six value elements reflect the National Association of Social Workers *Code of Ethics*.
National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers.* Washington, D.C.: NASW.

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

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

Educational Policy 2.1—Core Competencies

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

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

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

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

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

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

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics[2] and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;[3]
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

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

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

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

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple

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[2] National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW.

[3] International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from http://www.ifsw.org

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

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

Educational Policy 2.1.5—Advance human rights and social and economic justice.
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

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

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

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

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

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

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

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

Educational Policy 2.1.9—Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes

identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement

Social workers

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

Educational Policy 2.1.10(b)—Assessment

Social workers

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

Educational Policy 2.1.10(c)—Intervention

Social workers

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

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods

in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

Educational Policy M2.2—Advanced Practice

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

Educational Policy 2.3—Signature Pedagogy: Field Education

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

> *Accreditation Standard B2.0—Curriculum*
> *The 10 core competencies are used to design the professional curriculum. The program*
> *B2.0.1   Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.*
> *B2.0.2   Identifies its competencies consistent with EP 2.1 through 2.1.10(d).*
> *B2.0.3   Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].*

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

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

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

Accreditation Standard M2.0—Curriculum

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

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

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

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

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

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

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

Accreditation Standard 2.1—Field Education

The program discusses how its field education program

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

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

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

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

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

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

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

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

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

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

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

Educational Policy 3.1—Diversity

The program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender,

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

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

Accreditation Standard 3.1—Diversity

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

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

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

Educational Policy 3.2—Student Development

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

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

Admissions

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

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

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

M3.2.3 *BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding*

advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

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

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

Advisement, retention, and termination

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

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

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

Student participation

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

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

Educational Policy 3.3—Faculty

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

Accreditation Standard 3.3—Faculty

3.3.1 *The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a*

master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

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

B3.3.3   *The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.*

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

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

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

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

Educational Policy 3.4—Administrative Structure

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

Accreditation Standard 3.4—Administrative Structure

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

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

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

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

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

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

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

     M3.4.4(a)   *The program describes the MSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.*

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

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

3.4.5   *The program identifies the field education director.*

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

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

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

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

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

Educational Policy 3.5—Resources

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

Accreditation Standard 3.5—Resources

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

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

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

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

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

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

4. Assessment

Educational Policy 4.0—Assessment

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

Accreditation Standard 4.0—Assessment

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

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

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

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

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

Originally adopted by School of Social Welfare faculty on August 28, 1980

Revised --
September 1, 1981
September 1, 1982
September 1, 1983
September 1, 1984
October 1, 1986
December 3, 1986
September 1, 1987
December 9, 1987
March 3, 1988
September 7, 1988
November 2, 1988
December 7, 1988
February 1, 1989
March 7, 1990
May 2, 1990
November 7, 1990
March 6, 1991
May 9, 1992
March 2, 1994
April 6, 1994
November 8, 1995
September 1, 2001
June 2002
September 2002
May 5, 2004
November 1, 2006

BYLAWS
School of Social Welfare
University at Albany

State University of New York

PREAMBLE:

The School of Social Welfare, State University of New York at Albany, strives for excellence in the preparation of students for professional social work practice, in teaching, and in scholarly research. The governing policies and procedures of the School are aimed to achieve these objectives. The effective operation of the School is a shared responsibility, a matter of concern and participation, for all the members of the School community. To define the structural relationships through which the School will express itself in its internal and external affairs; the faculty establishes the following policies and procedures, pursuant to Article III of the Faculty Bylaws of the State University of New York at Albany. Through these Bylaws the faculty seeks

to promote the principle of responsible participation in the governance of the School by all those directly involved in the realization of the School's educational mission. In order to do so, the faculty recognizes the importance of a governance structure that extends the opportunity to share in decision-making to those directly affected by those decisions.

ARTICLE I. THE FACULTY OF THE SCHOOL OF SOCIAL WELFARE

Section 1. Membership

1.1   Voting members of the faculty of the School of Social Welfare are defined as all full-time
        employees of the State University, appointed in the School of Social Welfare in the
        following categories:

              1.11   Teaching faculty funded on State lines

              1.12   Professional employees on State lines
                      (Revised at 12/7/88 faculty meeting).

              1.13   Others who meet the criteria of Article I, Sections 1 and 2 of the SUNYA
                      Faculty Bylaws

1.2   Voting privileges may be granted to others on an annual basis by a two-third's majority
        vote of the voting faculty.

1.3   Only teaching faculty on State lines shall vote on matters of recruitment, appointment,
        renewal, promotion, or tenure relating to teaching faculty personnel actions.

1.4   Professional employee personnel decisions will be considered by both professional
        employees and teaching faculty (Revised at 12/7/88 faculty meeting).

Section 2. Duties and Responsibilities of the Faculty

2.1   The faculty of the School of Social Welfare shall be responsible for the development of
        the educational programs of the School and for the conduct of the School's instruction,
        research, and service programs, subject to the provisions of the New York State
        Educational Law and the Policies of the Board of Trustees.

2.2   The primary duties of all members of the faculty are teaching, scholarship, University
        and community service. Faculty members are expected to meet classes as scheduled, to
        be available for consultation with students at regular and specific times, and to do
        whatever is professionally required to improve and maintain the quality of their teaching,
        as well as the educational programs of the School. Faculty members are expected to
        provide service to the School, University, profession, and community. In addition, all
        faculty are expected to engage in research or other scholarly activities.

Section 2. Duties and Responsibilities of the Faculty (continued)

2.3   Among the activities to be performed in the maintenance of the School's programs are the following:

        2.31   Development of curriculum and academic requirements for the graduate and undergraduate programs of the School of Social Welfare.

        2.32   Establishing requirements for admission and for continuation in good standing of students in the degree programs for which the School of Social Welfare is responsible, and for the awarding of degrees and certificates.

        2.33   Instructing and advising of students.

        2.34   Reviewing all appointments, renewals, and promotions of voting faculty (teaching and professional employees) prior to their recommendation by the Dean of the School of Social Welfare to the University Council on Promotions and Continuing Appointments and/or to the President (Revised at 12/7/88 faculty meeting).

        2.35   Participating in the planning and review of the School of Social Welfare budget.

        2.36   Establishing Bylaws for the School governance and for their amendment.

2.4   Appointment of teaching faculty members by the Dean to positions that have administrative responsibilities, such as the Associate Deans, Director of the Undergraduate Program, Director of the Doctoral Program and Director of the Institute of Gerontology shall be done with faculty consultation. (Revised at 2/6/02 faculty meeting).

2.5   Prior consultation shall be afforded to the faculty of the School of Social Welfare in University decisions affecting the internal organization, policies, and programs of the School, and in administrative appointments to the School (Revised at 5/13/81 faculty meeting).

2.6   When any faculty decision or recommendation is disapproved by the Dean, the Dean shall so inform the faculty in a timely fashion with an explanation for the disapproval (Revised at 5/13/81 faculty meeting).

Section 3. Faculty Meetings

3.1   The faculty shall hold at least four meetings each academic year.

3.2   The faculty shall meet to consider and formally recommend the granting of degrees to candidates who have met the requirements for them.

3.3   A faculty meeting shall be convened by the Dean, upon written request of one-fifth of the members of the faculty, or by the Dean, at any time. The purpose of such a meeting shall be stated in the notice convening the faculty.

3.4   The notice of all faculty meetings shall include circulation of the agenda of the meeting to all faculty members, ordinarily at least three days in advance of such meeting. Any faculty member may place any appropriate item on the agenda when time allows for its inclusion on the agenda distributed prior to the meeting. At any faculty meeting, action may be taken on any matter falling within the authority of the faculty, even though it is not on the agenda, provided a two-third's majority of the members in attendance agree to consider the matter. Agenda items should be considered orders of the day, to be considered immediately after committee reports.

3.5   Faculty meetings may be attended by any interested individuals by written request to and approval by the Dean. Only voting faculty may vote on any matter. Non-faculty may not attend that portion of the meeting when personnel matters are discussed or acted upon.

3.6   The Dean of the School of Social Welfare shall chair the faculty meetings. In the absence of the Dean, an Associate Dean, or other designate of the Dean, shall preside. (Revised at 2/6/02 faculty meeting).

3.7   A quorum for a faculty meeting shall consist of fifty percent of the voting faculty, plus one additional member.

3.8   Robert's Rules of Order shall govern the conduct of meetings, where they are not in conflict with these Bylaws, which shall take precedence.

3.9   Faculty meeting minutes should be kept, including the names of all those attending.

Section 4. Faculty Standing Committees

4.1   The faculty can authorize and appoint any committees it deems necessary to carry out its functions. Wherever appropriate, committees shall include voting representatives from organizations of students, agency field instructors, alumni, and other constituencies of the School. To serve on a faculty standing committee, a student must be in good academic standing (Revised at 11/7/90 faculty meeting).

4.15 Committee on Standards for Social Work Education (Adopted at 5/5/04 Faculty Meeting)

        4.151 The Committee on Standards for Social Work Education shall have the responsibility for receiving and investigating charges against a social welfare major or MSW student concerning violation or failure to meet the standards for social work education.

        4.152 The Committee on Standards for Social Work Education shall consist of five (5) members. Three members, at least two of whom must be tenure-track faculty, are voting members of the faculty, elected by the faculty. The remaining members shall be appointed by the Dean and may include full-time or part-time faculty, field instructors, professional staff, or administrators of the School, who hold a professional social work degree.

        4.153 The Committee members shall choose a Chair from among themselves.

        4.154 The Committee makes recommendations to the Dean.

        4.155 The Committee shall develop and make available a written statement of operating procedures that includes the standards, the basis for filing a complaint, and operating procedures

4.2   The faculty shall have the following standing committees: Personnel, Student Grievance, Curriculum and Educational Policy, Admissions, Field Education, Undergraduate Program, Doctoral (Revised at 12/3/86, 3/3/88, and 12/7/88 faculty meetings), Human Diversity (Revised at 11/7/90 faculty meeting), and Faculty Recruitment Committee (Adopted at 3/2/94 faculty meeting). In addition, the standing committees or Dean may appoint ad hoc committees at any time to prepare recommendations for the faculty.

4.3   All committees shall maintain minutes of all meetings.

4.4   No standing committee makes final decisions; they make recommendations to the faculty or Dean.

4.5   <u>Faculty Personnel Committee</u>

        4.51   The Faculty Personnel Committee shall have the responsibility for considering and making recommendations to the faculty in matters of appointment, reappointment, promotion, tenure, and other personnel decisions relating to voting faculty positions (Revised at 3/2/94 faculty meeting).

        4.52   The Faculty Personnel Committee shall consist of five members of the voting teaching faculty, at least three of whom must be tenured faculty members and at least one must be an untenured assistant professor or lecturer. All members shall be elected by the voting faculty for staggered two-year terms.

        4.53   Members of this Committee shall elect their own chairperson from among the tenured faculty members on the Committee.

4.5   Faculty Personnel Committee (continued)

       4.54   The criteria and procedures used for making recommendations concerning faculty shall follow the guidelines established by the University Senate.

       4.55   The Committee shall have a written statement of operating procedures approved by the faculty. The procedures shall indicate how student feedback will be solicited.

4.6   Student Grievance Committee

       4.61   Grievances about grades and evaluations by a student shall follow the procedures given in the SUNYA Undergraduate and Graduate Bulletins. Insofar as grievances may be handled within the School, the grievance may be referred to this Grievance Committee.

       4.62   The Committee shall consist of five (5) members: (Revised at 5/4/04 faculty meeting)

              three members of the voting faculty, excluding the Associate Dean for Academic Programs (Revised at 2/6/02 faculty meeting). and the Undergraduate Program Chair (Passed at 11/2/88 faculty meeting), elected by the faculty for staggered two-year terms

              one graduate student selected by the Student Association for one-year terms

              one undergraduate student selected by the Student Association for a one-year term

       4.63   Members of the Committee shall elect their own chairperson from among the voting faculty members on the Committee.

       4.64   The Committee shall develop and make available a statement of what constitutes a grievance about grades and evaluations as well as of operating procedures which have been approved by the faculty.

       4.65   The Committee shall make a recommendation to the Dean on each grievance that is considered.

4.7   Committee on Student Standing and Retention (Revised at 12/3/86, 3/6/91 & 12/6/00
        faculty meetings)

        Committee on Student Standing and Retention abolished: Associate Dean for Academic
        Programs will address graduate student standing and retention issues. (Revised at 2/6/02
        faculty meeting)

4.8   Curriculum and Educational Policy Committee

        4.81   This Committee shall be responsible for making recommendations to the
                faculty concerning the School's curricula and educational policies. It shall
                review and recommend actions on establishing curricular objectives,
                standards for granting degrees within University regulations, new or
                substantially changed courses, the organization, sequencing and content of
                the curricula, and other matters concerning educational policy (Revised at
                5/13/81 faculty meeting).

        4.82   This Committee shall be composed of nine (9) voting members consisting
                of: (Revised at 12/3/86 & 4/6/94 faculty meetings).

                        -five faculty members, at least two of whom are tenured (Revised at
                        12/7/88 & 4/6/94 faculty meeting) selected by the voting faculty for
                        staggered two-year terms

                        -one undergraduate student selected by the undergraduate student
                        organization for a one-year term

                        -one master's student selected by the graduate student organization
                        for a one- year term

                        -one doctoral student selected by the doctoral students for a one-
                        year term

                        -one agency field instructor selected by the Committee.

        4.83   The Associate Dean for Academic Programs, the Chair of the Undergraduate
                Program, the Chair of the Doctoral Program and the Coordinator of Field
                Education (or designee of the Field Office) shall serve as ex-officio
                members of the Committee (Revised at 12/3/86, 4/6/94 & 2/6/02 faculty
                meetings).

4.84   This Committee shall elect a chairperson from among the faculty on the Committee.

4.8   Curriculum and Educational Policy Committee (continued)

>   4.85   This Committee shall develop and make available a statement of operating procedures which has been approved by the faculty.

>   4.86   This Committee may create ad hoc committees which have specific, time-limited tasks and which report to the Committee.

4.9   Admissions and Recruitment Committee

>   4.91   This Committee shall have responsibility for developing, reviewing, and monitoring the graduate admissions process. It shall also have responsibility for the recruitment of a diverse student body, as well as for the formal and ongoing evaluation of these recruitment efforts (Revised at 12/3/86 & 2/7/01 faculty meetings).

>   4.92   The Committee shall consist of a minimum of eleven members: (Revised at 5/4/83, 3/2/94 & 2/7/01 faculty meetings).

>>   -eight members of the voting faculty appointed by the Dean on a rotating basis for two-year terms (Revised at 12/3/86 faculty meeting). Members who express a special interest in recruitment responsibilities, which will involve extra activities in both the fall and spring semester, may be assigned such responsibilities and have them formally included in the calculation of their workloads (Added at 12/3/86 faculty meeting).

>>   -Three members of the regional social work community appointed by the Dean, for example, field instructors, alumni, doctoral students or other social workers. (Revised at 12/3/86, 3/2/94 & 2/7/01 faculty meetings).

>   4.93   The Committee shall elect a chairperson from among the faculty on the Committee.

>   4.94   The Committee makes recommendations to the Dean.

4.10   <u>Field Education Committee</u> (Revised at 10/1/86, 12/9/87 & 11/7/90 faculty meetings)

      4.101   This Committee shall have responsibility for developing, reviewing and monitoring the field education program.

      4.102   The Committee shall consist of up to fourteen members: (Revised at 12/9/87 & 11/7/90 faculty meetings).

                -six members, exclusive of ex-officio members of the Committee, of the voting faculty, assigned alphabetically on a rotating basis for two-year terms. These terms shall be staggered so that three of these members shall be assigned each year (Revised at 3/4/92 faculty meeting).

                -two field instructors, one representing direct practice and one representing management placements, appointed by the Dean for two-year terms upon recommendation of the Committee

                -two M.S.W. students, representing the direct practice and management concentrations

                -one B.S.W. student

                -the Coordinator of Field Education, the Assistant Coordinator of Field Education and the Coordinator of Undergraduate Field Education (Revised at 12/9/87 faculty meeting)

      4.103   The Committee shall be chaired by a member of the teaching faculty. (Revised at 10/1/86 faculty meeting).

      4.104   The Committee shall develop and make available a written statement of operating procedures which has been approved by the faculty (Revised at 10/1/86 faculty meeting).

4.11 <u>Undergraduate Program Committee</u> (Approved at 3/3/88 faculty meeting)

      4.111 The Committee shall have responsibility for developing, reviewing, and monitoring the curriculum and requirements of the undergraduate program; including non-major courses offered by the School of Social Welfare. The Committee is also responsible for recruitment and admission to the major. (Revised at 2/7/01 faculty meeting)

      4.112 The Committee shall include five (5) members of the voting teaching faculty, including the Chair of the Undergraduate Program. The Committee also shall include the Coordinator of Undergraduate Field Education and the Director of the Community and Public Service Program; and two undergraduate students, one junior and one senior. All voting faculty members except the Undergraduate Program Chair, shall be elected by the voting faculty for two-year staggered terms, effective September 2001. (Revised at 2/5/92, 12/6/00 & 2/6/02 faculty meetings).

      4.113 The Committee shall meet at least once each semester but may meet more frequently as needed. (Revised at 12/6/00 faculty meeting)

4.12 <u>Doctoral Committee</u>

      4.121 The Doctoral Committee is responsible for the curriculum and requirements of the Doctoral Program, for acting on requests for exemptions to requirements, for program publicity, and student recruitment. (Revised at 3/7/90 & 4/4/01 faculty meeting).

      4.122 The Committee reviews applications to the Program and makes admission recommendations, which are forwarded to the Dean for final action (Revised at 3/7/90 faculty meeting).

      4.123 The Committee shall consist of twelve (12) members: the Chair of the Doctoral Program (appointed by the Dean); the instructors of the required doctoral seminars, three student members elected by the doctoral student body; and (remaining) members elected by the faculty for two-year, staggered terms. The Ph.D. Committee also shall include the Associate Dean for Academic Programs (ex officio) and the Associate Dean for Research (ex officio). (Revised at 3/7/90 faculty meeting & Revised 9/4/02 faculty meeting)

4.124 The Committee will be chaired by the Chair of the Doctoral Program (Revised at 12/7/88 faculty meeting).

4.13   Human Diversity Committee (Revised at 3/6/91 faculty meeting)

4.131   The charge of the Human Diversity Committee is to provide intellectual leadership on diversity issues and to generate and review human diversity activities within the School. This Committee will supplement the ongoing efforts of the School's administration, other standing committees and student associations.

4.132   Membership shall consist of nine (9) members as follows: (Revised at 3/6/91 faculty meeting).

-four faculty or professional staff selected by the voting faculty for staggered two-year terms

-three students, one undergraduate, one M.S.W. and one Ph.D. student (each selected by the appropriate student organization) for one-year terms

-one support staff member selected by the support staff for a one-year term

-one community member appointed by the Dean for a one-year term

4.14   <u>Faculty Recruitment Committee</u> (Adopted at 3/2/94 faculty meeting)

        4.141   The Faculty Recruitment Committee shall have the responsibility for considering and making recommendations to the faculty in matters of recruitment and appointment.

        4.142   The Faculty Recruitment Committee shall consist of five members:

               -three members of the voting teaching faculty elected by the voting faculty for staggered two-year (Revised 11/8/95) terms

               -one student, rotating among the undergraduate, MSW and Ph.D. programs, for a two-year term

               -one field instructor for a one-year term

4.14   <u>Faculty Recruitment Committee </u>(continued)

        4.143   Members of this Committee shall elect their own chairperson from among the faculty members on the Committee.

        4.144   The procedures used for making recommendations concerning faculty recruitment shall follow the guidelines established by the Affirmative Action Office (Revised 11/8/95).

        4.145   The Committee shall have a written statement of operating procedures approved by the faculty. The procedures shall indicate how student feedback will be solicited.

<u>Section 5. Ad-Hoc Committees</u>

Readmission of Students Terminated from the MSW Program

·   A former student who is requesting readmission must submit the petition and names of referees to the Dean's Office no later than April 1 for the Fall semester or October 1 for the Spring semester (added Fall 2006).
·
·   Once the student requesting readmission submits the required evidence (see the last two paragraphs of the preceding section) the Dean will appoint an ad-hoc committee (the Committee) consisting of three faculty members, one of whom will chair the committee.

The Committee will include a representative of the field office or the associate dean's office, whichever was involved in the decision to terminate the student from the program;

·   The focus of the Committee's work centers on evidence regarding the student's accomplishments since dismissal. The Committee has available the student file but should not "re-investigate" the circumstances leading up to the decision to terminate the student from program;

·   In reviewing a petition for readmission, the Committee reserves the right to use whatever procedures it deems appropriate including a paper review conducted by the committee or "a formal hearing with all parties and their representatives present or... separate [meetings] with the parties and [their] representatives involved. The nature and number of the representatives attending..[is] at the discretion of the committee. The procedures adopted are those which the committee believes will provide the parties involved with an opportunity to present their sides of the issues to the committee and for the committee to gather the information and evidence it deems necessary to make its decision."[1]

·   The committee is advisory to the Dean and will provide a written summary to the Dean including its recommendation and reason(s) for its recommendation.

Section 6. Faculty Senator

5.1   The faculty senator to the Senate of SUNYA shall be a full-time member of the voting faculty and shall be elected by the voting faculty.

5.2   The faculty senator shall serve for three years, and may not serve more than two consecutive terms.

5.3   The faculty senator shall represent the School of Social Welfare, as provided in the rules and Bylaws of the Senate of SUNYA.

5.4   The faculty senator shall consult with the faculty and shall report to it.

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[1]   University Admission and Graduate Requirements available at www.albany.edu/grad/requirements_general_admissions.html#academic_grievance.

Section 7. Amendments to the Bylaws

6.1   These Bylaws may be amended by a two-third's majority vote of the voting faculty. Any proposed amendments shall be distributed to the voting faculty at least one meeting prior to any action being taken.

6.2   The Dean's office will at all times maintain an up-to-date copy of the Bylaws for distribution to any interested party.