

BINGHAMTON
UNIVERSITY

COLLEGE OF COMMUNITY
AND PUBLIC AFFAIRS

Department of Social Work

**Binghamton University
College of Community and Public Affairs**

Social Work Department

**Undergraduate Student Handbook
2025-2026**

This Undergraduate Student Handbook is your guide to the Social Work Department and the BSW program. It contains the most up-to-date information available on a variety of issues and topics that may be of interest and/or concern to you.

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Overview

The Department of Social Work is housed within the College of Community and Public Affairs and is located in The University Downtown Center, 67 Washington Street, Binghamton, NY. Faculty and staff offices are presently located on the third floor.

The Department of Social Work is one of five departments within the College of Community and Public Affairs (CCPA). It houses an educational program leading to a Baccalaureate of Social Work (BSW) degree. The BSW program is one of two undergraduate programs within the CCPA. As a community-focused program, the Department of Social Work is responding to a critical need in the region for accessible, high-quality social work education. The curriculum of the department is designed to be in compliance with the Council on Social Work Education's Standards for Accreditation of Social Work Programs.

Some of the services utilized by undergraduate BSW students are provided centrally by the University. These include but are not limited to such services as alumni relations, degree certification, counseling services and career services. Other services for undergraduate social work students, such as academic advising, registration, and student progress evaluation are provided by Social Work faculty and staff. Social Work faculty and staff are also responsible for the development, delivery, and continuous evaluation of the BSW program and curriculum.

The BSW program at Binghamton University offers a unique curriculum in recognition of the growing need in this region for social workers who can work to support families, children, and the elderly, as well as individual working-age adults. The curriculum focuses on the full life span and teaches students skills necessary to utilize strengths-based, empowerment models of intervention. The program prepares social workers to work with individuals, families, groups, organizations, and communities while responding to the needs of rural areas and small cities where resources are limited.

It is the hope and intent of this program that by training competent and effective social workers in an empowering, inclusive environment, and helping them acquire a broad base of knowledge and skills to work with client systems of all sizes, human suffering and social and economic injustice can be alleviated.

Our Vision

To develop future practitioners, activists, and leaders who are steadfast in engaging with others to promote the underlying values of the social work profession, with a particular focus on relationships, inclusivity, advocacy, social justice, and the dignity and worth of all.

Our Mission

The Binghamton University Department of Social Work is committed to the development of future BSW practitioners, activists, and leaders by providing a solid and interdisciplinary liberal arts education. Our program promotes an understanding of, and appreciation for, the complexities of engaging and supporting individuals, families, groups, organizations, and communities in the advancement of relationships, inclusivity, advocacy, and social justice.

Our Philosophy

Working to ensure that all people have healthy and satisfying lives is central to our philosophy. We understand health as encompassing full physical, mental, and social well-being and know that empowerment and a high quality of life can be accomplished even in the context of disability, illness, or trauma. Social workers impact many aspects of society, including individuals, families, groups, organizations, communities, and the policies that guide and influence them. Strengths and power exist within all communities. Harnessing these strengths to promote health, well-being, resiliency, organizational inclusion, and policies for equity and justice is fundamental to helping people overcome obstacles and build the futures they want for themselves.

Generalist Social Work Practice

Our generalist practice focus prepares Binghamton University BSW graduates to understand social work values, ethics and professional behavior. Students will understand historical oppression and structural inequality, and work towards navigating complex systems. Students will increase their awareness of social injustices and the impact social injustice has on access to education, resources, and services. Alumni of the Binghamton University BSW program will become advocates and will learn how to draw out individual, family and community strengths, then utilize those strengths to empower change. They will become change agents who advocate for human rights, address institutional bias and barriers, and invest in social justice.

The BSW program prepares students to work in a variety of human service and policy-related settings, including: physical and mental healthcare, child welfare and social services, community services, education, and civic engagement settings.

Our Team

Our team is made up of scholars and experienced social work practitioners who model interprofessional collaboration to address the core structural issues that confound social justice initiatives. We put our research into action by informing policy, programming, and client interventions. We bring expertise in social work practice with individuals, families, groups, organizations, and communities into the classroom, teaching skills and encouraging critical thinking.

Our Goals

Our teaching, advising, and student engagement focus is designed to ensure that all graduates of the BSW program have:

- The groundwork to becoming effective and competent generalist practitioners who are critically conscious, reflective, and autonomous thinkers.
- Enter the social work profession equipped with the skills to respond to the intersectionality of social justice related privileges and oppressions in order to educate, advocate for, and promote social equity and well-being.

And are professionals who:

- Integrate research and respect for the wisdom of clients and consumers to inform their practice.
- Base their practice on a foundation of perspectives that include, but are not limited to: person-in-environment, strengths and empowerment, and general and ecological systems perspectives.
- Develop social work practice and intervention skills informed by, psychodynamic, developmental, trauma recovery, cognitive, behavioral, and relational theories.

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BSW Program

Degree Requirements

Students will typically apply to the BSW program in the second semester of their sophomore year, and, if they are accepted, will matriculate into the BSW program in the first semester of their junior year.

The BSW degree requires the completion of 126 credits and is completed on a full-time basis.

Curriculum

Junior Year – Fall Semester	
*SW 304 – Foundations of Scientific Inquiry with Social Systems	4
*SW 410 – Generalist Social work Practice with Individuals	4
Upper Division Social Sciences Elective	4
Additional Elective	4
Total Credits	16

Junior Year – Spring Semester	
*SW 305 – Human Behavior in the Social Environment	4
*SW 303 – Diversity and Oppression	4
*Social work major restricted elective	4
Additional Elective	4
Total Credits	16

Senior Year- Fall Semester	
*SW 315 –Social Welfare Policy and Programs	4
*SW 411 – Generalist Social Work Practice with Groups and Families	4
*SW 491 – Field Instruction I	4
*SW 495 – Field Instruction Integration Seminar I	2
Physical activity/wellness elective	2
Total Credits	16
Senior Year- Spring Semester	
*SW 412 – Generalist Social Work Practice with Organizations and Communities	4
*SW 492 – Field Instruction II	4
*SW 496 - Field Instruction Integration Seminar II	2
*Social work major restricted elective	4
Total Credits	14

* = BSW specific courses, these courses cannot be taken out of sequence unless given approval by the BSW Program Director and/or BSW Academic Advisor.

Course Descriptions

All Undergraduate Social Work Courses are 4 credits, unless otherwise noted.

SW 303: Diversity and Oppression

The primary purpose of this course is for students to be able to grapple with and identify meaningful, working definitions of prejudice, discrimination, and oppression and to situate these definitions -- and people's lived experiences of oppression, prejudice, and discrimination -- within historical and contemporary societal contexts in social work practice, research, policy, theory, and activism. Students will examine and develop models of culturally competent, ethical social work practice by integrating an understanding of the dynamics of prejudice, discrimination, and oppression with a professional use of self and a commitment to social justice. Students will explore particular manifestations of prejudice, discrimination, and oppression such as racism, classism, sexism, heterosexism, ageism, and ableism, as well as the ways in which these various forms of prejudice, discrimination, and oppression overlap and intersect. Students will learn how to maximize empowerment of clients and communities and to reduce clients' and communities' experiences of oppression and institutional violence. The course is designed to create explicit linkages between practice and policy. **Pre-Requisites: SW 304, SW 410**

SW 304: Foundations of Scientific Inquiry with Social Systems

This course is designed to provide students with the fundamental skills to understand, use, and conduct research to advance the knowledge base of the social work profession and assess the effectiveness of social work interventions in generalist social work practice. The course addresses elements of the research process, quantitative and qualitative methods, research ethics, and approaches to data analysis. Particular attention will be given to the role of research with populations at risk, social and economic justice, and cultural diversity.

For social work practice to be effective, it is important that social workers be both consumers of, and contributors to, research efforts that aim to build knowledge and improve social work practice. Social work practice and research share common features and processes: (1) Both are fundamentally problem-solving enterprises, and (2) Both take place in the context of the communities in which people live and the organizations that provide services and support.

This course presents basic concepts and principles of research in the community and organizational context in which people live and social work is practiced. Students are encouraged to generalize this knowledge to inform their practice and enhance their learning throughout the broader curriculum. The course content will integrate the core themes related to clients' strengths, multiculturalism and diversity, social justice, social change, and behavioral and social science research.

This course will provide students with an understanding and appreciation of a scientific approach to building knowledge for social work practice and evaluating service delivery in all areas of practice. Ethical standards of scientific inquiry will be presented. Students will learn how to formulate research questions and understand the basics of quantitative and qualitative

research methodologies. Students will be introduced to analyses of data that include using both statistical procedures and qualitative theme analysis, including computerized data analysis.

Pre-Requisites: None

Co-Requisites: SW 410

SW 305: Human Behavior in the Social Environment (HBSE)

This course introduces undergraduate-level social work students to a set of foundational and influential theories that can be utilized to consider human bio-psycho-social-cultural-spiritual development in various contexts. This course explores the behavioral and social science knowledge of human behaviors and development through the life course.

Using an interdisciplinary, liberal arts perspective, students will gain knowledge about human development across the life course and become familiarized with a variety of frameworks for interpreting the interactions among human biological, psychological, social, cultural, and spiritual systems as they affect and are affected by human behavior. The impact of social and economic forces on individuals and social systems will be addressed, including theoretical content about the patterns, dynamics, and consequences of discrimination, economic imbalances, and oppression. Values and ethical issues related to theories presented will also be considered. Throughout the course, students will be encouraged to critique and apply knowledge to understand person and environment.

Pre-Requisites: SW 304, SW 410

Co-Requisites: SW 303, SW 380

SW 315: Social Welfare Policy and Programs

This is a social welfare policy course designed to introduce policy as a critical component of the social work profession. The history, philosophy, and structure of social welfare and social work within the American social system are presented in a model that students may use to understand social welfare issues, policies, programs, and services and to enhance social work practice with clients.

This course provides students with a foundation for understanding social problems and social welfare policies in order to prepare them to become informed and competent providers of social welfare services. Based on the premise that effective social work practice is grounded in a solid foundation that includes knowledge of the larger social forces that have an impact on people's capacity to meet basic human needs, this course will build and enhance this understanding and provide students with the basic analytical tools needed to engage in the process of revising and/or formulating policies and programs to serve clients and citizens more effectively.

The role of social policy and the effect of policy on social work practice will be explored. Students will be taught to analyze current social policy within the context of historical and contemporary factors that shape policy. Course content will include the political, economic, and organizational processes used to influence policy, the process of policy formulation, and the frameworks for analyzing policies in light of principles of social and economic justice.

Principles of policy/program development and analysis will be examined from a strengths perspective with an emphasis on social justice. In particular, the course will examine the ways in which discrimination and oppression have affected the structure of social welfare policies and programs. Emphasis is placed on major fields of social work service such as: income

maintenance, health care, mental health, child welfare, corrections, and services to the elderly. The impact of professional and societal values and ethics on the development of social policy will be examined. The historical development of the social work profession and its roles within the social welfare system will also be studied.

Pre-Requisites: SW 303, SW 304, SW 305, SW 410

Co-Requisites: SW 411, SW 491, SW 495

Electives vary by semester and are typically offered for BSW students in the Spring semester. Please note that the below electives are a sample and not a guarantee that they will be offered. Please work with your academic advisor to select an appropriate elective.

SW 380A: Gerontological Social Work (Sample Elective)

This course will focus principally on the issues and problems of aging and on the social policies and programs which directly and indirectly affect older persons and their families. This course is designed to particularly integrate knowledge in the areas of demography, epidemiology, human development, sociology of the family and age stratification, social service provision, social planning and the organization of human services. Additionally, students will consider the historical, political, and socioeconomic forces that maintain ageism and influence aging in society, and in the practice of social work.

Pre-Requisites: Matriculation into BSW Program

SW 380B: Social Work Practice with LGBTQ+ Populations (Sample Elective)

This course examines social work practice with people who identify as LGBTQ+, with a primary focus on practice in the United States. We will explore basic terminology and social constructions of sex, sexual orientation, gender, gender identity, and gender expression. Course readings and class discussions will focus on the experiences of various sexual and gender minority communities, with particular attention paid to the intersecting identities and socio-political context of race, ethnicity, class, and ability. We will examine how the following topics impact the LGBTQ+ community: the history and current state of community-based activism; family/ community acceptance and rejection (including the coming out process); disparities in education and wealth; substance use and use disorders; mental health, health and well-being; child welfare and juvenile justice; and aging. We will examine the state of social work practice for each of the above areas.

Pre-Requisites: Matriculation into BSW Program

SW 410: Generalist Social Work Practice with Individuals

This course will present an introduction to generalist social work practice with systems of all sizes. It will train students in the use of the knowledge, values, and skills of the profession to enhance the well-being of individuals, families, groups, organizations and communities through ethical practice. Content on assessment will focus on the exploration of client strengths and problems in individual behavior, and interactions between people and their environments. Content will also include the following skills: defining issues; collecting and assessing data; planning and contracting; identifying alternative interventions; selecting and implementing appropriate courses of actions; using appropriate research to monitor and evaluate outcomes; and termination. Particular attention will focus on working with individuals.

Pre-Requisites: None

Co-Requisites: SW 304

SW 411: Generalist Social Work Practice with Groups and Families

This course will continue a presentation of the knowledge, values, and skills to enhance the well-being of people through generalist social work practice. Content will again include the following skills: defining issues; collecting and assessing data; planning and contracting; identifying alternative interventions; selecting and implementing appropriate courses of actions; using appropriate research to monitor and evaluate outcomes; and termination. Attention will focus on interpersonal practice with families and groups.

Pre-Requisites: SW 303, SW 304, SW 305, SW 410

Co-Requisites: SW 315, SW 491, SW 495

SW 412: Generalist Social Work Practice with Organizations and Communities

This course will continue a presentation of the knowledge, values, and skills needed to enhance the well-being of people through generalist social work practice. Content will again include the following skills: defining issues; collecting and assessing data; planning and contracting; identifying alternative interventions; selecting and implementing appropriate courses of action; using appropriate research to monitor and evaluate outcomes; and termination. Using the strengths perspective, attention will focus on working with organizations, communities and other larger client systems around issues involving social justice and social change.

Pre-Requisites: SW 315, SW 411, SW 491, SW 495

Co-Requisites: SW 380, 492, SW 496

SW 491: Field Instruction I & SW 492: Field Instruction II (Pass/Fail)

SW 491 Field Instruction I and SW 492 Field Instruction II provide supervised social work experience in a human service agency and opportunities to integrate knowledge acquired in class into professional practice.

The field placement will assist in preparing undergraduate students to practice social work both competently and ethically with clients/systems. The practicum provides students with structured, supervised opportunities to integrate the values, skills and knowledge learned in the classroom into interactions with actual clients and systems in practice. The field experience will focus on problem solving at multiple levels, with individuals, families, groups, organizations, and communities. Students will learn to examine how environmental conditions may affect people adversely. The student will develop an awareness of how "who they are" impacts the process of intervention. Professional communication, consistent with the language of the practice area, will be mastered by students. Professional supervision will be utilized by students to enhance their own learning process. Finally, students will be asked to critique, implement and evaluate their host agency's policies/procedures while practicing within ethical guidelines.

Direct experience through field instruction enhances classroom learning by providing opportunities to have direct contact with client systems, field agencies, and the community. This course helps students integrate research-based social work knowledge and theory with experiences in field practice. Students will critically examine how empirically based theories of human development and behavior, and knowledge of practice skills, relate to actual application in agency settings. This course has a generalist practice orientation, and focuses on exposing students to social work with the interrelated and interdependent human systems, which include individuals, families, groups, organizations, and communities. Students will be exposed to

working with people across the life span from children, adolescents, adults, and elders. This course builds upon a liberal arts perspective by emphasizing the person in relationship to their environment, including culture, art, spirituality, and the social sciences.

Students are assigned to field sites that serve diverse client systems and diverse needs within the community and client systems. In each placement, as is feasible, learning opportunities should be sought that will expose students to working with people across the lifespan, providing diversity of age in caseloads and responsibilities.

Students will be placed in human service agencies within the region under professional supervision with practitioners. Through their supervision, students will further develop their skills, professional identity, values, and knowledge and skills base. An integral part of the field site selection process includes students' applications to agencies approved by the BSW program. Agency settings will allow students to see and describe how theoretical knowledge applies to direct practice experience as they begin to apply knowledge and skills with varying client systems while developing and maintaining professional social work values and ethics.

Field instruction experience provides a foundation for students to integrate classroom knowledge and skills while appreciating the integration of a strengths-based model and a biopsychosocial-spiritual-cultural perspective. Students will be exposed to contemporary social and institutional structures, issues, and policies that clients, agencies and social workers face.

Pre-Requisites (491): SW 303, SW 304, SW 305, SW 410

Co-Requisites (491): SW 315, SW 411, SW 495

Pre-Requisites (492): SW 315, SW 411, SW 491, SW 495

Co-Requisites (492): SW 412, SW 496

SW 495: Field Instruction Integration Seminar I (2 Credits)*

This course provides a platform for senior social work major students to review and analyze their field instruction experiences as they begin to establish themselves as social work professionals. Students will use critical reflection and discussion to explore and integrate a range of topics – including practice skills, problem-solving skills, ethics, and theories – with their peers under the supervision of a social work faculty or staff member. Students will develop an understanding of the agency context. As this course accompanies the first semester of field instruction, special attention will be paid to introductory social work practice topics, such as the use of supervision, the management of boundaries, and the practice of self-care.

Pre-Requisites: SW 303, SW 304, SW 305, SW 410

Co-Requisites: SW 315, SW 411, SW 492

SW 496: Field Instruction Integration Seminar II (2 Credits)*

This course provides a platform for senior social work major students to review and analyze their field instruction experiences as they begin to establish themselves as social work professionals. Students will use critical reflection and discussion to explore and integrate a range of topics – including practice skills, problem-solving skills, ethics, and theories – with their peers under the supervision of a social work faculty or staff member. Students will identify and address issues of social, economic, and environmental justice in their micro, mezzo, and macro field instruction experiences. Special attention will be paid to the evaluation of one's social work practice.

Pre-Requisites: SW 315, SW 411, SW 491, SW 495

Co-Requisites: SW 412, SW 492

IN ORDER TO PASS FIELD INSTRUCTION, STUDENTS MUST ALSO PASS THE FIELD INTEGRATION SEMINAR CO-REQUISITE

Academic and Professional Advising

Academic advising is provided to students by the Director of Admissions and Student Services and Admissions and Students Services Specialists to support students' academic and professional development in the BSW Program. Academic advising is available to all students. Each term, it is the student's responsibility to schedule advising appointments as needed. All BSW Students in their Junior year must meet with their assigned academic advisor to discuss their degree plan. Any students wishing to depart from the [standard curriculum](#), or those requesting to change cohorts, must meet with their assigned advisor. Failure to do so will jeopardize their future course registration and/or cause them to fall out of course sequence.

Students can access **professional advising** via the department of social work student services team. Professional advising provides support to students as they become professional social workers. This support includes general professional check-ins, professional coaching, career development, interviewing tips, career materials preparation and guidance on documents such as resumes, online professional presence, and more.

Students are also welcome to connect with other faculty and staff who can informally offer additional mentoring, support and/or advice. The Department recognizes that assigned advisors may not always be the best fit for a number of reasons, both personal and professional. In cases where the assigned professional advisor is not a workable match, please use the policy and procedures below to request a reassignment.

Advisor Reassignment Policy & Process

Policy: Changes to a student's officially-assigned Advisors can occur under extenuating circumstances only.

Procedure:

1. Discuss with the appropriate Program Director, Director of Admissions and Student Services, and/or Department Chair the reasons for requesting a reassignment.
2. Make a formal request in writing.
3. Requests will be reviewed by the BSW Program Director, Director of Admissions and Student Services, and/or Department Chair.
4. Decisions regarding such requests will be made in writing via email to the student making the request.

Advancement Policy

Students will advance automatically from semester to semester unless they are informed otherwise. Problems in academic, professional, and/or ethical behavior may be identified at any point in the semester by faculty members (full-time and adjunct), field instructors, or staff.

Any faculty members (full-time or adjunct), field instructors, or staff who identify a concern regarding a student's professional behaviors will confer with the Director of Admissions and Student Services and Student Services Specialists to determine if the behavior can be handled inside of the class/field structure.

If not, the involved party(ies) will put their concerns in writing and share them with the BSW Program Director, after which the following process will be initiated:

1. The Department Chair will assign a faculty member to serve as the student's faculty advancement advisor. The assigned academic advisor will connect the student with the faculty advancement advisor via email. The faculty advancement advisor will meet with the student to construct a written plan, signed by the two of them, with the goal being to resolve the academic, professional and/or ethical deficiency. The plan shall state with specificity: (1) the concern(s); (2) the actions to be undertaken by the student; (3) how success with the plan will be determined; and (4) date(s) by which the student must demonstrate the completion of and compliance with the plan.
2. If unable to reach consensus in the development of the plan, if the student does not agree that there is a concern, or if the plan is not fulfilled and/or if concerns escalate, the written documents with evidence regarding the concerns will be brought to the Social Work Grievance Committee Chair via email from the student's faculty advancement advisor. The Grievance Committee will consist of two faculty (one of whom will serve as Chair of the Grievance Committee), one professional staff and one student representative.
3. The Grievance Committee Chair will notify the Grievance Committee within 5 business postdays ("Business days" refers to any day in which the University is in operation) of receipt of the email from the student's faculty advancement advisor. The email should be posted as received by 5:00 p.m. on the 5th day. If the Grievance Committee Chair is the person identifying the concern or is unavailable (such as may be the case over the summer session), the Social Work Department Chair shall chair the Grievance Committee.
4. The Grievance Committee Chair will convene the Grievance Committee within 10 business days from receipt of the email from the student's faculty advancement advisor to review any documents submitted by the student and gathered and submitted by the

faculty advancement advisor. The Grievance Committee Chair will notify the student and the faculty advancement advisor of the meeting date. The student and advisor must submit any additional documents via email no later than 5 business days before the meeting date. The email should be posted as received by 5:00 p.m. on the 5th day.

5. The Grievance Committee will meet, and an agenda will be set by the Grievance Committee Chair. The Grievance Committee will consider the concern(s) as explained by the faculty advancement advisor, the person(s) identifying the concerns(s), and the response of the student. The student may be accompanied at the meeting by an advocate who is permitted to communicate directly with the student but who is not allowed to directly address the Grievance Committee.

At the culmination of the meeting, the Grievance Committee may choose to:

- Dismiss the concern as not being substantiated or having no merit;
- Place conditions on the student's advancement in the program;
- Recommend the student be suspended for a period of time or dismissed from the program.

If further questions need to be answered prior to making a final determination, the Grievance Committee has the right to question the student and/or others involved in putting forward the concern(s) after the meeting. The Grievance Committee shall notify the student and the advancement advisor of their decision via email and certified mail within 20 working days of the Grievance Committee meeting. The email should be posted as received by 5:00 p.m. on the 20th day.

Appeal Process

If the student, the faculty advancement advisor, and/or individual(s) expressing the concern(s) is/are dissatisfied with the decision of the Grievance Committee or if the Grievance Committee is unable to reach consensus, the matter can be appealed to the Social Work Department Chair. In the case of disagreement with the decision, the faculty advancement advisor, the academic/professional advisor, instructor-of-record, or student must put in writing the reasons why they believe that the decision should be re-examined. The written document must be submitted to the Social Work Department Chair via e-mail within 10 business days of receiving notice of the decision from the Grievance Committee. The final decision regarding the student's advancement rests with the Social Work Department Chair. The Social Work Department Chair shall notify the student and academic advisor of the decision via email and certified mail within 10 business days of receiving the written document from the party(ies) in disagreement with the Grievance Committee's decision. The email should be posted as received by 5:00 p.m. on the 10th day.

In order to pursue and be granted an appeal of the Advancement Committee or Grievance Committee's decision, beyond the Social Work Department Chair and with the Dean of CCPA, there must be submitted a written claim of abrogation of due process and/or new information. The student must put in writing the reason why they still believe the grade should be changed and attach all original documents from the original appeal to the instructor-of-record, the instructor's written response to the original appeal, all documents submitted to the Grievance Committee, the letter of notification regarding the Grievance Committee's decision, the Department Chair's Decision and any other relevant documents.) These will be emailed to the CCPA Dean within 10 business days of written notification of the Department Chair's decision. The email should be posted as received by 5:00 p.m. on the 10th day. In such cases an appeal goes to the Dean, there will be no further recourse in CCPA.

Department of Social Work Grade Appeal Process and Procedure

1. To appeal a final course grade, the student must put in writing the reasons why they believe that the grade should be changed, citing perceived unfairness in the grading process. The student must submit this written appeal via e-mail to the instructor-of-record for the course (field/ non-field) within ten 10 business days ("Business days" refers to any day in which the University is in operation) of receiving notice of the grade from the instructor-of-record or registrar – whichever is first. The email should be posted as received by 5:00 p.m. on the 10th day.
2. Upon receipt of the written appeal, the instructor-of-record will consider the student's appeal and respond to the student in writing via email within 20 business days with a final decision. The email should be posted as received by 5:00 p.m. on the 20th day.
3. If the student is not satisfied with the instructor-of-record's decision, the student must put in writing the reasons why they still believe that the grade should be changed, and attach a copy of the original appeal document that was written to the instructor-of record and the instructor's response to this appeal. These documents must be forwarded via email to the Chair of the Grievance Committee within 10 business days from the date that the student received written notification from the instructor-of-record's decision. The email should be posted as received by 5:00 p.m. on the 10th day. If the Grievance Committee Chair is the instructor-of-record, then the appeal goes to the Department Chair. The Grievance Committee will consist of two faculty (one of whom will serve as Chair of the Grievance Committee), one professional staff and one student representative.
4. The Grievance Committee Chair (or Department Chair if the Grievance Committee Chair is the instructor-of-record) will notify the Grievance Committee of the appeal and will schedule a meeting within 20 business days for the committee to review the documents submitted by the student and instructor-of-record. If further questions need to be answered prior to making a final determination, the committee has the right to question

the student, instructor-of-record or other relevant individuals in writing or by phone. When necessary, the committee has the right to request more written material. The Grievance Committee shall notify the student and the instructor-of-record of the committee's decision via e-mail and certified mail within 20 working days of the Grievance Committee meeting. The email should be posted as received by 5:00 p.m. on the 20th day.

5. If either the student or instructor-of-record is dissatisfied with the decision of the Grievance Committee, they may appeal the decision to the Department Chair. If the instructor-of-record is the Department Chair, then the final decision rests with the Grievance Committee providing that the committee's decision is unanimous. The student must put in writing the reason why they still believe the grade should be changed and attach all original documents from the original appeal to the instructor-of-record, the instructor's written response to the original appeal, all documents submitted to the grievance committee, the letter of notification regarding the Grievance Committee's decision and any other relevant documents. These will be emailed to the Social Work Department Chair within 10 business days of written notification of the Grievance Committee's decision. The email should be posted as received by 5:00 p.m. on the 10th day. The final decision regarding the student's grade appeal rests with the Social Work Department Chair.
6. If the instructor-of-record is the Department Chair and the Grievance Committee's decision is not unanimous, then the Dean of the College of Community and Public Affairs (CCPA) will review the written record and make the final determination.
7. As noted in the College of Community and Public Affairs (CCPA) bylaws, in order to pursue and be granted an appeal with the Dean of CCPA, there must be a submitted "written claim of abrogation of due process and/or new information".
8. In order to pursue and be granted an appeal beyond the Social Work Department Chair, with the Dean of CCPA, there must be submitted a written claim of abrogation of due process and/or new information. The student must put in writing the reason why they still believes the grade should be changed and attach all original documents from the original appeal to the instructor-of-record, the instructor's written response to the original appeal, all documents submitted to the grievance committee, the letter of notification regarding the Grievance Committee's decision, the Department Chair's Decision and any other relevant documents. These will be emailed to the CCPA Dean within 10 business days of written notification of the Department Chair's decision. The email should be posted as received by 5:00 p.m. on the 10th day. In such cases an appeal goes to the Dean, there will be no further recourse in CCPA.

It is the responsibility of the student to follow the procedures outlined above in the correct order. For questions regarding the proper procedure or steps contact the Social Work Department Director of Admissions and Student Services.

Social Work License Advising and Questions about Social Work Licenses

New York State does not offer or require licensure for BSW-level social work practice. Licensing questions regarding other states and jurisdictions should be directed to the specific states' licensing boards.

Additionally, SUNY Binghamton (Binghamton University) cannot provide verification of an individual's ability to meet licensure or certification requirements unrelated to its educational programming. The information provided in this handbook does not account for changes in state law or regulation regarding licensure that occur after this handbook was made.

Field Education

Field education is an integral part of the educational process and is intended to guide and support students through ongoing supervision and by creating opportunities for students to apply concepts discussed in coursework. Further, it affords students opportunities to acquire knowledge and practical skills needed to practice competently within the social work profession. The coursework and field instruction closely correspond with one another and assignments in classwork are often applied within the fieldwork setting.

Students in the BSW program must complete a field placement in their senior year of undergraduate study. Students will need to complete 16 hours a week for 34 weeks, totaling 510 hours throughout the year. One field placement will extend over 2 semesters.

Field placements are arranged by the Field Office; students may not contact and arrange field placements on their own. Students will, however, be given options in the placement process. Every effort is made to secure appropriate field placements for students in geographic locations convenient for them. Specific details regarding the requirements and policies for field education can be found in the [BSW Field Manual](#).

Academic Policies and Procedures for Undergraduate Students

Undergraduate academic policies and procedures can be found in the [University Bulletin](#).

Undergraduate Academic Policies – CCPA

The college generally follows the academic policies announced in the University Bulletin; however, students should be aware of the following policies pertinent to CCPA undergraduates only. Students are expected to be familiar with and to observe the regulations in this section.

All matriculated students follow the requirements for graduation listed in the *Bulletin* current at the time they are admitted to the degree program. However, students who interrupt enrollments

for more than three consecutive semesters are governed by the *Bulletin* in effect when they are readmitted.

Upon the academic advisor's recommendation and an approved petition through the BSW Program Director, students may elect a later *Bulletin* under which they fulfill these degree requirements; however, they may not use a combination of requirements from different *Bulletins*. When courses required in older *Bulletins* are no longer offered, or in other special cases, course substitution may be made with the approval of the BSW Program Director.

Program Load and Planning

The term "full-time student" is applied to a person carrying 12 credits or more. The maximum number of credits a student may take, without the special approval of the academic advisor and BSW Program Director, is 18.

A student may drop below 12 credits without consent and be classified as a part-time student. This can, however, impact financial aid and full-time status in the program, and students are encouraged to meet with their academic advisor and/or someone from the Financial Aid office prior to making a change of this nature. Students are enrolled in a major when accepted into the school. The BSW academic advisor and the BSW Program Director can provide assistance in program planning for students.

Grades

The grading system for the Baccalaureate of Social Work program follows the grading policy for the University, which can be found in the *University Bulletin*. Grading policies specific to the CCPA can be found in the [CCPA Undergraduate Bulletin](#).

Grade-Point Averages

Grade-point averages are computed for students in all of the University's undergraduate schools.

For the purpose of computing semester or cumulative averages, each letter grade is assigned a quality point value as follows:

A = 4.0
A– = 3.7
B+ = 3.3
B = 3.0
B– = 2.7
C+ = 2.3
C = 2.0
C– = 1.7
D = 1.0
F = 0.0

These grade values are combined with course credit hours to produce a grade-point average.

Grade Policies

Students taking CCPA undergraduate courses are graded in one of two ways:

- A, A–, B+, B, B–, C+, C, C–, D, F; or
- Pass/Fail

Under the normal grading system, students choose the first option. However, undergraduates in CCPA may elect the Pass/Fail option for a total of four courses while a student at Binghamton University and receive a P (pass) or F (fail) rather than a traditional grade. Courses taken for a Pass/Fail option may not be used to complete major or prerequisite requirements or the general education requirements. Mandatory Pass/Fail courses do not count as part of the four total courses. A course taken on the Pass/Fail option is calculated into the student's grade-point average only if the student receives an F.

The grading option for a course may be changed (either from normal to Pass/Fail, or vice versa) at any time up until the course-withdrawal deadline, usually during the ninth week of the semester. Electing to pass/fail a course can impact a student's degree progress, and it is recommended that students meet with their academic advisor prior to changing a course grading option.

Repeating Courses

Social Work prerequisite and core courses:

Students must repeat a social work prerequisite and/or core requirement if they receive a C–, D, F or W. Students can only take a BSW course twice, or retake a course *one time*. Failure to achieve the minimum passing grade or withdrawal in the same prerequisite and/or core requirement course will result in dismissal from the program. Please note that failing a field course (e.g. SW 491, SW 492) may also have additional consequences that the student will need to review in the BSW field handbook.

When retaking a course, students can only retake a course when it is regularly scheduled.

University Retake Policy:

Courses for which students previously received credit at Binghamton University or through AP, CLEP, Higher Level International Baccalaureate courses, or through transfer credit at another institution are not counted as credit towards the degree nor is the second grade calculated into the GPA.

Students may retake courses in which they have received a passing grade (D or higher). This is to allow a student to demonstrate mastery of a given subject matter upon which successful performance in later courses may depend. The repeated course does not count toward hours attempted, hours completed or the GPA.

Students may retake courses in which they have received a failing grade. The repeated course will count toward the overall hours attempted, hours completed and the GPA.

Notation of Incomplete

A notation of Incomplete, rather than a grade, may be reported by the instructor when a student has made substantial progress, but has not been able to complete a course. In addition, the student must have a valid reason, because of illness or other justifiable circumstances, for requesting an Incomplete. The questions of substantial progress, potential to pass the course,

and a valid reason for the request are decided by the instructor. Instructors have discretion about whether or not to grant an Incomplete grade. When requesting an Incomplete, it is strongly suggested that the student and instructor:

- Complete a Contract for Fulfilling an Incomplete form, which is signed by the student and the instructor;
- Specify in the contract how the course will be completed, by what date the work will be completed, and specifically list all outstanding assignments (tests, papers, presentations) to be completed;

An Incomplete becomes an F at the end of the major semester following that in which the Incomplete was granted, unless a Change of Grade form is submitted by the instructor. It is the student's responsibility to ascertain that the coursework has been completed according to the contract, and the new grade is submitted by the instructor. An extension of the deadline must be approved by the CCPA Director of Undergraduate Services on a Request for Extension of Incomplete Grade in an Undergraduate Course form, and is approved only in highly unusual circumstances.

Withdrawal from a Course

If a student wishes to withdraw from a course, they are required to withdraw by the University course withdrawal deadline. If students face special circumstances and wish to withdraw from a course after the withdrawal deadline, they may petition through the department advising office. Students must present documented circumstances beyond their control for consideration of their request to withdraw from a class. A student who withdraws from a course will receive a grade of "W" on their transcript, indicating that a withdrawal has been pursued and approved. Due to the sequencing of the BSW program, it is recommended that you consult your academic advisor before withdrawing from a course.

Grade Changes

No changes from one letter grade to another and no extensions of an Incomplete are permitted after 12 months from the date of the last day of class in the semester in which a course was offered.

Academic Standing

The faculty in the College of Community and Public Affairs (CCPA) expect academic excellence from our students.

Students must maintain a minimum of a 2.0 cumulative grade point average (GPA) to make satisfactory progress toward the BSW degree. A minimum of a 2.0 cumulative GPA is required of students for graduation.

The GPA is calculated on a 4.0 system using the following grade-point equivalents:

Grade	Grade Points	Grade	Grade Points
A	4.0	C+	2.3
A-	3.7	C	2.0

B+	3.3	C-	1.7
B	3.0	D	1.0
B-	2.7	F	0.0

The assessment of satisfactory progress to degree will be conducted for students at the end of the fall and spring semesters. The failure to maintain a minimum of a 2.0 cumulative GPA at the end of a semester will result in the student's academic probation. As such, an academic probation notation will be placed on the student's internal academic transcript.

Students who do not achieve a minimum of a cumulative 2.0 GPA in a subsequent semester following academic probation may be subject to academic suspension from Binghamton University. An academic suspension notation will be placed on a student's internal academic transcript. Students that receive academic suspension may be readmitted to the University after one year. Please note that students may be readmitted to the University after one semester upon the successful completion of 12 credits or more, earning a grade of B or better in all courses taken at an accredited college or university. Students should contact their academic advisor and produce a transcript demonstrating Bs or better in 12 credits of coursework.

Students who do not have the minimum of a 2.0 cumulative GPA in the semester following academic suspension, or any subsequent semester, may be subject to permanent academic dismissal from the University. Please note that a student will not be suspended or dismissed if the student's semester GPA is greater than a 2.0 GPA. Academic standing is assessed at the end of each spring and fall semester. A minimum 2.00 cumulative GPA is required for maintaining good academic standing. Failure to achieve a 2.00 cumulative GPA by the end of a spring or fall semester at Binghamton University results in a probation status noted on the student's internal transcript

Academic Probation and Dismissal

Each school or college determines policies by which students are placed on academic probation when academic performance, as reflected in the grade-point average, raises doubts about the student's capability to complete requirements for the bachelor's degree. Academic probation does not imply either suspension or dismissal, and does not preclude the student's registering or receiving financial aid. Academic probation ordinarily entails a contract with the student to complete a specified amount of coursework in a specified period of time at a specified level of performance.

Students are subject to academic dismissal from the University at any time their record warrants. Students dismissed for academic reasons should contact their school's academic advising office for any conditions to be satisfied before re-enrollment is permitted.

Confidentiality of student records is maintained in accordance with the Family Education Rights and Privacy Act of 1974 (FERPA). (See the Binghamton University Student Handbook.) Additional information is available at the [Student Records and Registrar's website](#).

In cases where students demonstrate continuous unsatisfactory academic performance, including but not limited to a consistent pattern of failing grades, multiple withdrawals and/or a low cumulative GPA, these circumstances may result in receiving a letter of academic warning. The letter of academic warning will indicate that academic probation will occur in the event that

the student does not improve his/her academic performance in a subsequent semester. Those students that continue to demonstrate unsatisfactory academic performance in any subsequent semester may be subject to academic probation followed by academic suspension and ultimately academic dismissal from the University.

Dean's List

To qualify for the CCPA Dean's List at the end of the fall or spring semesters, a student must have completed at least 12 credit hours for a letter grade with a 3.75 or better semester GPA and have no missing or incomplete grades. Recognition is given for each semester in which students meet these criteria. The award is noted on the student's academic transcript.

Graduation with Honors

Students with outstanding academic records receive honors upon graduation. To qualify, students must meet the cumulative grade-point averages specified below, have at least 48 graded Binghamton University credits and have no missing grades or Incompletes. Honors are awarded as follows:

3.50-3.69 GPA: cum laude

3.70-3.84 GPA: magna cum laude

3.85-4.00 GPA: summa cum laude

The appropriate graduation honors are indicated on the diploma and on the final transcript.

Withdrawal and Readmission

If students who withdraw from the College of Community and Public Affairs wish to remain in good standing, they must follow a formal withdrawal procedure. Mere absence from class does not constitute withdrawal. Withdrawal applications may be obtained from the Registrar's Office website under Forms or from the CCPA Undergraduate Academic Advising Office, either in person or through the mail. A grade of W is assigned when the student has withdrawn from all courses, and thus, from the University. Grades of W do not count as courses taken.

CCPA applies the same withdrawal and readmission policies as established for the University, except that CCPA students may drop below a three-course program without consent.

Undergraduate students must apply for readmission through the Undergraduate Admissions Office.

Transfer of Credit

Once students are matriculated at Binghamton University, they may obtain credit toward graduation for courses taken at other institutions. The awarding of transfer credit is determined by each undergraduate school. We do not specifically list offerings at other schools in the Binghamton University *Bulletin* or elsewhere on the University website; however, courses taken at other accredited colleges and universities can most often be entered as transfer credit. Evaluations are completed in the advising office of each school. Questions regarding transfer credit decisions may be discussed with your academic advising office. Before any courses are taken elsewhere, students should consult their academic advisor to determine the suitability of such courses toward degree completion.

Transferred credits are adjusted when the credit system at the other institution is different; e.g., credits taken under a quarter system rather than a semester system are transferred to

Binghamton at two-thirds of their quarter-credit value. In general, credits may be transferred only if they were earned for courses that are essentially theoretical rather than practical in nature (e.g., not practice teaching or typing courses), and if the student received a grade of C– or better, or the equivalent. Students need a letter grade of a C or better in all prerequisites for the BSW Program in order to fulfill this requirement..

These guidelines apply to courses taken at other institutions during a summer or winter session, correspondence courses, online courses, study-abroad courses sponsored by other units of the State University of New York, and courses taken through the National Student Exchange Program (which involves a semester or a year of study at one of many participating schools).

Students participating in study-abroad programs sponsored by American universities not a part of the State University of New York system, as well as students studying for a time at a foreign university, should first obtain approval from their academic advising office. Upon completion of the semester abroad, the student should request that the institution attended send a transcript or official grade statement to the appropriate academic advising office at Binghamton University.

Transfer of BSW Course Credit

Undergraduate social work courses completed at another institution's CSWE accredited BSW program may be accepted for credit towards the BSW degree at Binghamton University in lieu of any required courses, provided such courses covered content similar to that taught in Binghamton University's required courses.

A minimum grade of B is required for transfer credit. Requests for Transfer Credit forms will be modified for the BSW program and made available at the Department Program Office. Course syllabi must be submitted with the form to the program office for consideration. Once a student turns in the form and syllabi for social work courses they wish to transfer credit, the program director and an additional person within the BSW program will review to ensure the courses that were previously taken covered content similar to what is taught in Binghamton University BSW courses. Once a decision is made, an email would be set to the student whether their request for transfer credit was approved or denied. A maximum of 12 credits can be transferred towards BSW course credit.

Course Credit for Life or Work Experience

Binghamton University Department of Social Work does not grant social work course credit for life or work experience.

Guidelines on Student Rights and Responsibilities

Students can find information regarding their rights and responsibilities in the Social Work Department Handbook as well as at <https://www.binghamton.edu/student-handbook/index.html>

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Academic and Professional Conduct

Professional & Ethical Conduct Standards for Social Work Students

The program has adopted professional and ethical conduct standards for social work students that when clearly and consistently observed and followed, allows students to be successful in the program.

The Department of Social Work's mission is to prepare social workers for autonomous, knowledge-based, advanced generalist practice within an integrated community of scholars, practitioners and learners. The principles that guide the program are:

- A focus on people's strengths
- A celebration of human diversity
- The application of multi-system practice methods to promote human well-being and fair, equitable communities
- A commitment to social justice
- A focus on working with diverse clients from a bio-psycho-social-spiritual-cultural perspective across the entire life span
- A focus on social work practice and collaboration with clients and organizations in public and not-for-profit settings.

The well-being of clients and the integrity of the social work profession are our top priorities. In order to remain in good standing in the Dept of SW, all students, consistent with in the NASW Code of Ethics, "...must not allow their own personal problems, psychosocial distress, legal problems, substance use, 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." (p. 23, NASW Code of Ethics).

The Department of Social Work has developed a list of Professional and Ethical Conduct Standards for Social Work Students which must be clearly and consistently observed and followed, in order for students to be successful in the program.

Standards	Skills and Essential Behaviors	Descriptors/Examples
Professional Ethics	<p>Demonstrates an understanding of, adheres to and promotes the NASW Code of Ethics.</p> <p>Demonstrates an understanding and appreciation of the value of diversity. Works effectively and responsibly with people who are of differing races, ethnicities, abilities, ages, classes, genders, sexual orientations, religious beliefs and/or nationalities, etc.</p> <p>Shows respect and effectively advocates for the rights of others.</p> <p>Demonstrates a commitment to ending social and economic injustice.</p> <p>Maintains and demonstrates comprehension of professional boundaries.</p> <p>Is committed to clients' freedom of choice and self – determination.</p> <p>Is consistently honest and demonstrates integrity by being truthful about one's own background, experiences and qualifications.</p> <p>Refrains from sexually harassing others, making of verbal or physical threats or abusing others in physical, emotional, verbal or sexual ways.</p> <p>Refrains from being involved in sexual relationships with clients or participating in dual relationships with clients where conflicts of interest may develop or exist.</p> <p>Utilizes clinical supervision effectively and demonstrates a willingness to ask for help.</p>	<p>Maintains confidentiality.</p> <p>Demonstrates openness to working with diverse groups and individuals of different backgrounds including fellow students, colleagues and clients.</p> <p>Asks supervisor and instructors for help when needed.</p> <p>Follows through with commitments.</p> <p>Maintains clear boundaries. For example, does not socialize with clients.</p>

Self – Awareness	<p>Demonstrates ability to acknowledge how one's own attitudes, beliefs, biases and personal and past experiences affect professional judgment, decision-making, thinking, behavior and relationships.</p> <p>Shows willingness and ability to assess and reflect on strengths and identify areas for improvement.</p> <p>Is open to feedback and constructive criticism.</p> <p>Demonstrates a level of self-awareness and an ability to express how one is perceived by others.</p> <p>Demonstrates an ability to self-critique, and an ability to assume full responsibility to protect peers, colleagues, research participants, clients, and others from the adverse consequences of personal performance problems and behaviors.</p>	<p>Demonstrates self reflection in class, internship, process recordings, group work and written course exercises.</p> <p>Makes necessary adjustments to professional and/or academic workloads in the face of personal difficulties that may adversely impact the quality of academic work or practice with clients.</p> <p>Takes initiative in gaining knowledge as needed.</p> <p>Makes changes based on feedback and constructive guidance.</p>
Communication	<p>Communicates responsibly, respectfully and effectively with colleagues, faculty, staff, administrators, field instructors and clients, etc.</p> <p>Utilizes effective listening and empathic skills in order to establish rapport.</p> <p>Demonstrates ability and willingness to listen to others and is open to feedback.</p> <p>Advocates effectively in a constructive manner according to NASW guidelines.</p>	<p>Receives, comprehends and responds appropriately and timely to verbal, non-verbal and written forms of communication, including emails sent from the Social Work Department and field agency personnel.</p> <p>Expresses feelings and ideas in a way that can be understood by others.</p> <p>Participates cooperatively as a productive member of the classroom, agency task groups and teams.</p>

	<p>Utilizes institutional channels first in order to effectively resolve conflicts.</p> <p>Demonstrates respect for the professional expertise of fellow agency workers, students in class, and program faculty and staff, etc.</p>	<p>Maintains commitments to clients, students and colleagues.</p> <p>Voices opinions and feedback in a productive and non-judgmental manner.</p> <p>Demonstrates effective, respectful ways to advocate for self and others.</p> <p>Prepares written documents that are clear, concise, accurate and complete and that reflect correct grammar and APA citation and referencing guidelines.</p> <p>Follows agency guidelines for record keeping.</p>
Readiness	<p>Is open and committed to learning from colleagues, classroom and field instructors.</p> <p>Seeks out and utilizes help when needed and responsibly addresses one's own health and emotional challenges that may interfere with scholastic and professional performance.</p> <p>Is able to distinguish between facts and inference.</p> <p>Is able to draw conclusions based on relevant information and evidence.</p> <p>Demonstrates ability to think critically.</p> <p>Demonstrates an ability to write clearly with appropriate grammar and sentence construction.</p>	<p>Takes initiative with basic tasks in agencies such as making phone calls, taking messages, calling agencies to gain information about their services, locating resources in the community.</p> <p>Demonstrates ability to include relevant and applicable literature in presentations, research and written work.</p> <p>Assessments of clients reflect a comprehensive, inclusive and relevant data.</p> <p>Demonstrates use and knowledge when working with clients through the use of process recordings.</p> <p>Demonstrates willingness to take initiative</p> <p>Can identify problem solving steps to resolving challenges.</p> <p>Able to communicate ideas clearly in writing.</p>

Professional Behavior	<p>Shows willingness and ability to effectively prioritize, manage and complete tasks on time and observe and meet deadlines.</p> <p>Seeks professional help and consultation when needed.</p> <p>Utilizes thoughtful and informed judgment in making professional decisions.</p> <p>Demonstrates appearance and demeanor that are appropriate to the roles and settings encountered during the educational process, including field practice experiences.</p> <p>Is able to form and sustain professional relationships.</p>	<p>Arrives on time to all classes, meetings and field agency required hours.</p> <p>Consistently follows through with commitments including group work assignments, field work and assignments.</p> <p>Demonstrates an ability to be flexible in responding to changing needs and priorities of the field agency and clients.</p> <p>Communicates in advance whenever there is an interruption of planned attendance or task completion and identifies alternatives for task completion to instructors, field instructors, field liaisons and academic advisors.</p> <p>Voices concerns to field instructor and/or liaison in a respectful manner and in accordance with agency and field protocols and policies.</p> <p>Keeps field instructor, liaison, instructors and staff apprised of issues that may arise and works proactively with all parties to alleviate issues.</p>
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Professional Performance

Before being admitted to the program all prospective students are required to sign a contract). In this contract students state that they have read and agree to abide by the NASW Code of Ethics. A few of the pertinent clauses in this contract are:

I will continue my professional development through regular faculty assessment of my academic and professional aptitude and performance.

I give any faculty or staff permission to discuss my progress in the BSW Program with the Director and any other social work faculty or staff members.

I understand that although I am admitted to the BSW Program, if my professional development is not deemed satisfactory by the social work faculty, the BSW Program has the right and the responsibility to request reassessment of my suitability for the program.

Resources and Services for Students

Student ID Card

The Binghamton University Student ID is needed for many student services including:

- Meal plan and BUCS
- Free rides on Binghamton city buses
- Graduate student lounge and PODS, 3rd floor in UDC
- Access to on-campus fitness/gym facilities
- Identification on campus and beyond
- Checking out library books

Additional Info:

- There is no fee when the initial student ID is issued, but there is a \$20 replacement fee if the ID is lost, stolen or damaged.
- ID cards are obtained from the Financial Aid and Student Records Office, which is located in Student Services Wing (SW), Room 119. P: (607) 777-6088

Binghamton University Portal

Binghamton University Portal: <https://my.binghamton.edu/>

Using just one login, the portal allows students to seamlessly access the campus services and tools students need such as:

- BU BRAIN Self Service
- Brightspace
- B-Engaged
- Tutoring (accessed on the Portal)

The Binghamton University Portal (BU Brain) system maintains all BU student records and also provides students with a range of online services, including:

- Course Schedule
- Grades
- Course Registration
- Change Grading Option in a Course
- Financial Aid Status
- Unofficial Academic Transcripts
- Confirmation of Enrollment
- Student Accounts

***To avoid difficulties, please be aware of posted deadlines for registration and semester bill payment.

Course Registration

Students are issued a time ticket for registration, and this may vary depending on whether the student is a transfer student or is already enrolled as a BU student. Please connect with your academic advisor for guidance on the appropriate course schedule, and to avoid any unnecessary missteps in registration that could delay your graduation.

Email Account

All students are assigned an email account. The Binghamton University Email account is a student's official contact address; a student should activate their Email account immediately and check it often, since it will be a source of all official BSW communications.

Please note that students will be held responsible for official communications sent to their Binghamton University Email account. (Note that it is possible to forward one's Binghamton University Email to a preferred personal account)

Remember to keep checking the student Binghamton University BMail. That's where we send all official university information, including orientation, financial aid, housing details and bill notification.

Note: If a student is accessing BMail from Mainland China, students may have issues with the Google App service. Here are alternative ways to log in>

Follow these step-by-step instructions for activating your Binghamton University computer account and BMail.

Activate your Binghamton University Computer Account

STEP 1: Go to <https://password.binghamton.edu/index.html>

STEP 2: Click on the blue "Activate Password" box.

STEP 3: Enter your User ID and the e-mail address you supplied with your application.

STEP 4: An initial password will be sent to your supplied e-mail address.

Manage your Binghamton University Computer Account

STEP 1: Return to our password homepage at <https://password.binghamton.edu/index.html>

STEP 2: Click on "Manage Account Profile."

STEP 3: Enter your User ID and the initial password you received via email.

STEP 4: You will be prompted to accept the Binghamton University Computer and Network Usage Policy.

STEP 5: Create a new password and create two security questions and answers.

Create BMail Account Password

STEP 1: Now, create your separate BMail account password by clicking on the orange “BMail Password Reset” box on <https://password.binghamton.edu/index.html> and logging in with your Binghamton University Computer Account User ID and password you just established.

STEP 2: Enter and confirm a new BMail password following the rules displayed on the page. We strongly recommend you choose a different password than the one created for your Binghamton University Computer Account. You should see a confirmation that you were successful.

Access BMail

STEP 1: Go to <https://mail.google.com/>

STEP 2: Enter your BMail User ID and your BMail password.

Electronic Communication

BLine

All Binghamton University students should follow the daily, weekday e-mail communication about campus happenings, deadlines and other important information. A similar version, Dateline, is sent to University faculty and staff.

Assure We Have All Your Contact Information

It's important we know how to reach you any time, especially in case of an emergency.

Rave Emergency Alert System

Binghamton University has partnered with Rave Mobile Safety to provide an emergency alert system which is capable of delivering messages to your University and personal email addresses, as well as to your cell phone. Students will receive a welcome email as they enroll at the University, with instructions for reviewing and managing contact information within Rave. Faculty and staff are also encouraged to register for the service.

If you want to receive text notifications, you will need to log in to enter or verify your cell phone number and provider. Otherwise, you will be notified of emergency situations only via email.

Note that your cellular phone provider may charge a per-text message fee for the delivery of emergency notifications to your phone.

If you were previously enrolled in the SUNY NY Alert system, your data from that system has been provided to Rave. It is important that you verify or update this information.

We encourage you to login to the Rave Wireless site to confirm your contact information and choose your notification preferences.

Computing Services

Undergraduate students at Binghamton have a full range of computing services available:

Go wireless - validation of computer and handheld devices required:

Binghamton University has an ever-expanding wireless network that is easy to connect to. Validation of your computer is required each semester for wired and wireless access across campus (each dorm is equipped for you to connect with your ethernet cable). When you arrive on campus, you are required to validate your computer, iPhones, gaming consoles and other handheld devices with wireless browser capabilities. More info about campus wireless service is available [here](#).

Brightspace

Brightspace allows you to communicate with fellow students and professors in a virtual classroom related to your courses. Among other features, you can use Brightspace to:

- View the courses you've registered for each semester.
- View unofficial class grades (only some professors post them).
- Read announcements posted by your professors.

[Writing Initiative](#)

Students needing assistance with writing skills can seek such assistance through the Writing Initiative, free of cost. The Writing Initiative is located in LN2414 (in the Bartle Library). Interested students can contact the Writing Center at: 777-6725. For more information, please visit: <http://writingcenter.binghamton.edu>. Additionally, CCPA has a writing tutor, supplied by University Tutoring Services, who holds various walk-in hours at the UDC during the Fall and Spring terms.

[Career Development Center](#)

The Fleishman Career Development Center (CDC) provides information and resources regarding the skills and competencies needed for career success. Starting in Fall 2023, the Fleishman CDC will have a satellite office located in the UDC, in room 219, to meet career needs for BSW students. The CDC assists undergraduates, graduate students, and alumni. The CDC office is located in LSG 500, on the south side of the Bartle Library's ground floor (a second CDC office, with different functions, is in LNG 300). Call 777-2400 or visit: <http://cdc.binghamton.edu>.

[Services for Students with Disabilities](#)

The Office for Services for Students with Disabilities (SSD) is located in UU-119. Complete information can be found on the SSD website: <http://ssd.binghamton.edu> or by calling 777-2686 (Voice/TT).

[Public Computing](#)

Public computers and printers are available to all students in a number of computer pods located around campus. The University Downtown Center also has multiple options. The Library maintains computers with access to the Internet and library resources, located in the Reference areas and on each floor of the Bartle Library and the Science Library. For more information on POD Resources, please click [here](#).

[Library Services](#)

The Binghamton University Libraries provide leadership to the University community in accessing and using information for teaching and research.

The Glenn G. Bartle Library houses collections in the fine arts, humanities, social sciences, and mathematical and computer sciences. Special Collections and University Archives are also in Bartle.

The Science Library, located in the midst of the university science complex, adjacent to Science II, houses collections in the biological sciences, chemistry, engineering, environmental sciences, geology, physics, health, nursing and psychology disciplines. The Map Collection is also in the Science Library.

Electronic Resources

The Binghamton University Libraries subscribe to a number of electronic journals and databases. Students have free access to full-text resources.
ILLiad (Interlibrary Loan)

Materials not owned by Binghamton University Libraries and not available in full-text from our many electronic databases may be obtained from other state, local, national, or international libraries using our online service, ILLiad. There is no charge for this service.

Reference Assistance

In-person help is available in both the Bartle and Science Libraries. In addition, e-mail reference assistance and chat services are offered. Consult the Ask a Librarian web page for more details.

Reserves and E-Reserves

Faculty and teaching assistants may place books, articles, or other items on reserve in either the Newcomb Reading Room (located in the Bartle Library Building) or the University Downtown Center Library for specific courses.

Other items are scanned and placed on Electronic Reserves, available through the course space in BlackBoard.

Subject Librarians

Subject Librarians provide a range of services in a particular area or discipline. In this capacity, they:

- (1) serve as liaisons between the Libraries and one or more of the University's academic departments, programs, or schools,
- (2) initiate the selection and acquisition of materials for the collections,
- (3) provide subject-specific instruction in the use of information resources, and
- (4) provide general reference service and specialized research consultation.

The University Downtown Center Library-Information Commons, located on the main floor of the University Downtown Center (UDC), maintains a collection of books, reference materials, regional government documents, and current periodicals in the disciplines of community and public affairs, human development, public administration, social work, and student affairs. The UDC houses the College of Community and Public Affairs (CCPA) which includes the Department of Social Work, the Department of Human Development, the Department of Public Administration, and the Department of Student Affairs Administration. In addition, the Library maintains computers with access to the Internet and library resources, located in the Reference areas and on each floor of the Bartle Library and the Science Library.

How to start researching a topic

- Use a research calculator (time management tool)
- Select a research topic
- Develop a search strategy
- Consult a subject guide
- Consult the Online Reference Shelf How to find books and articles

- Find books
- Find articles
- Request items from other libraries(Illiad)
- Search other libraries' collections(WorldCat) How to evaluate resources
- Evaluate web pages
- Identify scholarly journals How to cite research
- Cite in APA, MLA, etc. (Citation Help)
- RefWorks: Format citations and create bibliographies How to get help
- How to do library research
- Ask a Librarian: Visit, call, chat, email, Skype, or text
- Watch, listen, and learn (Library Tutorials)
- Contact a subject librarian
- Consult Technical Problems web page

FOR MORE INFORMATION

More information about the University Libraries and its services are available on the Libraries homepage.

Meals/Snacks

The university and the Downtown Community offer a range of places to eat. There is a 24 hour snack kiosk (coffee/snack bar) located in the University Downtown Center (formerly Jazzman's). On campus, The Food Court and the Susquehanna Room are located in the University Union. Additionally, the University Union houses two kosher dining establishments, including a very good vegetarian co-op. The Chenango Room is adjacent to Academic B in the Science 1 Building.

You have the option of establishing a "BUC\$" (Binghamton University Card System) account to pay for food (as well as photocopies, etc.). As noted on the BUC\$ website, a BUC\$ account is a "prepaid debit account that allows your ID card to be used as cash at various locations across the Binghamton University campus and Off-Campus at local area merchants." BUC\$ can be purchased with cash or a credit card (using a credit card, you can also add money to your BUC\$ account online). Discounts are given by certain vendors who accept BUC\$. For information about BUC\$ off-campus, vendor locations, and discounts, call 777-6000, or visit: <http://www.bubucs.com/index.html> .

[Campus Preschool and Early Childhood Center](#)

The Campus Preschool is located in the building adjacent to the East Gymnasium near the main entrance to campus. Interested persons should visit the website at: <http://www2.binghamton.edu/campus-pre-school/>.

Multicultural Resource Center

The Multicultural Resource Center (MRC) serves as a primary resource for coordination of Binghamton University's multicultural initiatives, including, but not limited to the development and implementation of conferences, seminars, training programs, and workshops. The MRC is located in the UUW-204 (University Union West). For information about events, resources, and associated student organizations, call 777-4472 or visit:

<http://www2.binghamton.edu/multicultural-resource-center/>. The MRC has a free video lending library available to all students. Further information about cultural, ethnic, and religious student organizations is at: <http://www.binghamton.edu/home/student/cultural.html>.

Recreation and Fitness

The Campus Recreational Services Main Office is located in the East Gymnasium, adjacent to the main entrance on campus. Campus Rec. offers a variety of options to faculty, staff, students, and community members for utilizing its facilities and equipment. For general information, visit: <http://campusrecreation.binghamton.edu> or call 607-777-2113. For information about "FitSpace" and related "Wellness Services," call 607-777-2919 or visit: <http://wellness.binghamton.edu>.

Transport/Parking

Bus Services

Binghamton's Off-Campus College Transport (OCCT) is a student-owned transportation service that provides free transportation to Binghamton students. The trademark "Blue Bus" offers an extensive schedule both around campus and throughout the surrounding area. For more information, visit the website.

Broome County Transit (BCT) buses are also provided free to BU students with a valid ID card. BCT provides extensive bus services in both the metropolitan area and the surrounding towns. Buses run from 5:50 a.m. through 11:10 p.m., Monday through Friday, and from 6:25 a.m. through 9:20 p.m. Saturdays. Check their website for specific schedules.

Parking

In order to park your car on campus, you will need to purchase a parking pass. You may purchase your parking pass either at the Information Booth (just inside the main campus entrance) or at Parking Services, located in Room G-8 of the Couper Administration Building. The phone number is: 607-777-2279. The cost of parking passes is can be found online at: <https://www.binghamton.edu/services/transportation-and-parking/parking/student-permits/>

For more information about parking, including rates, regulations, lot maps, and disability services, visit the [Parking Services website](#).

[Financial Aid](#)

At Binghamton, the term "Financial Aid" refers strictly to student loans. All student loans at Binghamton are administered through the [Office of Financial Aid and Student Records](#). In addition to federal subsidized and unsubsidized loans, graduate students may also be eligible for alternative loans. Visit the Financial Aid website for more details on loan options.

Eligibility for student loans and some institution scholarships begins with the completion of the Free Application for Federal Student Aid (FAFSA) form.

For more details, such as services and hours of operation, visit [here](#). The office is located in the Admissions Center, Room 112.

[Health & Safety](#)

Health Services

Binghamton's Health Services offer graduate students with a medical clinic, health education, HIV testing, laboratory services, pharmacy services, a Self-Care Cold Center, alcohol and drug education and counseling, a sports medicine clinic, a vaccine clinic, psychiatric consultation, and women's health services (GYN clinic/birth control/emergency contraception). The Health Services Office and Clinic are located on the East Access Road behind Newing College and across from the College in the Woods.

All students must document compliance with New York State Public Health Laws before enrolling in courses.

For complete requirements and details go to the [Health Services Website](#).

For required forms, go [here](#).

University Police

The University Police is a fully functioning police department, operating 24 hours a day. The department works closely with students, faculty and staff in a cooperative effort to make the campus a safe place to live and work. Couper Administration Building, Basement

Phone: 607-777-2393
Emergency Line: 607-777-2222

Counseling Services

University Counseling Center

The University Counseling Center is committed to actively providing support and assistance to students in their pursuit of personal growth, including the strengthening of their emotional, intellectual, behavioral, cultural, and spiritual development. The University Counseling Center's aim is to assist in the University's dedication to enhancing the psychological and personal development of students. The University Counseling Center provides individual and group psychotherapy, referral services, consultations, and psycho-educational programs. Our goal is to help students integrate their college experiences, and to cope with the stresses that are inherent in a diverse institution of excellence.

Hours Monday - Friday 9:00 a.m. to 5:00 p.m. (Emergency Appointment Times Available)

Evenings and Weekends: University Law Enforcement at 607-777-2222 or 911

Library North 1202

Phone: 607-777-2772

After Hours Line: 607-777-2772 *then press 2

<http://counseling.binghamton.edu>

University Ombudsman

Because the University recognizes that there may be matters that you wish to explore "off the record," the University Ombudsman provides impartial, objective, and confidential assistance to the Binghamton University community. The Ombudsman also provides mediation services and conflict resolution training skills to the campus. The University Ombudsman will listen to you, discuss your concerns, answer your questions, help interpret University policies, provide information and referral, and without taking sides, help you develop options for resolving problems.

University Union 259

Phone: 607-777-2388

<http://ombudsman.binghamton.edu>