

BINGHAMTON
UNIVERSITY

COLLEGE OF COMMUNITY
AND PUBLIC AFFAIRS

Department of Social Work

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

Department of Social Work

**Graduate Student Handbook
Brick & Mortar MSW Program
2025-2026**

This Graduate Student Handbook 2025-2026 is your guide to the Department of Social Work and the MSW 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 & Introduction

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

The Social Work Department is one of six departments within the College of Community and Public Affairs. Some of the services utilized by graduate 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. For other aspects of the graduate experience, such as academic advising, registration, and student progress evaluation, faculty and staff within the Department of Social Work serve as the primary resource. The Social Work faculty and staff are responsible for the development, delivery, and continuous evaluation of the MSW program and curriculum.

The Department of Social Work houses an educational program leading to MSW and Bachelor of Social Work (BSW) degrees. As a community-focused program, the Department of Social Work is responding to a critical need 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. Many applicants to the program are non-traditional students already working in the social service sector who want to advance their education and improve their ability to respond to client needs. The program recognizes that many students need to balance family obligations with the demands of full-time jobs and financial constraints. Historically, an individual who sought further education in social work had to commute long distances to attend classes. This program recognizes these challenges that many students face when returning to school and has been designed to minimize these barriers.

The MSW program at Binghamton University offers a unique curriculum in recognition of the growing need for social workers who can support individuals, families, groups, organizations, and communities in a variety of settings. The curriculum focuses on the full life span and teaches students skills necessary to utilize strengths-based, empowerment models of intervention.

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. To this end, students are encouraged to participate in the activities of the MSW Graduate Student Organization (GSO). The organization provides a vital link for input into the governance of the MSW program. In addition, student representation may also be solicited for Department committees.

MSW Program Vision, Mission, Philosophy and Goals

Vision

We envision the Binghamton University Department of Social Work as a renowned leader in educating and empowering advanced generalist social work practitioners to promote social, economic, and environmental justice and support for individuals, families, groups, organizations and communities.

Mission

Social work is built upon a strong foundation of social justice advocacy, activism and a commitment to the worth and dignity of all. The mission of the Binghamton University Master of Social Work program is to contribute proudly to the profession as leaders in our work for equity, justice and inclusion.

Philosophy

Working to ensure that all people have healthy and satisfying lives is central to the philosophy of the Department of Social Work. 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 future they want.

MSW Program Goals

Binghamton University MSW students:

- will become reflective, autonomous, and critical thinkers and practitioners;
- understand, appraise, and apply social science knowledge grounded in a variety of research paradigms;
- appreciate the complexity of the social world and understand how context shapes the lives of clients at the micro, mezzo, and macro levels;
- learn about social inequality and oppression from a variety of perspectives (e.g., liberal equality, critical, and anti-racist paradigms) in order to promote client wellbeing and social justice in practice;
- integrate research into practice while respecting the wisdom, culture, and perspectives of clients; and,
- develop social work practice and intervention skills informed by ecological systems, developmental, strengths, empowerment, trauma recovery, cognitive, behavioral and relational theories and perspectives.

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MSW Program

Degree Requirements

This is a 64-credit hour program. The curriculum is divided into two levels: the **professional foundation** and the **advanced generalist concentration**. This **full-time** program can be completed in two traditional academic years (4 semesters). Full-time students will take 16 credits each semester.

The **advanced standing** curriculum is for students with a BSW degree from a Council on Social Work Education accredited BSW program. This program can be completed on either full- or part- time basis. These students need only to complete the advanced generalist year of the program. For additional information regarding application for advanced standing MSW admission, see the [Advanced Standing sub-section](#) of this Handbook.

PLEASE NOTE:

- The number and sequencing of courses is not negotiable. Students wishing to pursue a change in program tracks must follow the [policies and procedures](#) outlined in this Handbook.
- As noted in the [Binghamton University Academic Guide](#), students enrolled in a brick & mortar program may **not** take courses in the exclusively online degree program (i.e., courses with a Z-prefix designation).
- Students enrolled in professional foundation coursework will most often take courses on Thursdays and Fridays; students enrolled in courses within the advanced generalist concentration will primarily attend classes on Mondays and Tuesdays.

Dual Masters Degree Options

There are 2 approved dual degree options that MSW students can pursue:

- [Dual MPA/MSW Degree](#)
- [Dual MA Spanish/MSW Degree](#)

Students must apply to both the MSW program and the dual program separately in order to pursue the dual degree option. Sample curriculums each program can be found in [Appendix E](#) and [Appendix F](#).

Curriculum for Full-Time Students

Professional Foundation

Fall Semester - Year 1

SW 504	Foundations of Scientific Inquiry with Social Systems	3 credits
SW 505	Human Behavior in the Social Environment	3 credits
SW 510	Generalist Social Work Practice I	3 credits
SW 515	Social Welfare Policy and Programs	3 credits
SW 591	Field Instruction I	4 credits

Spring Semester - Year 1

SW 503	Diversity and Oppression	3 credits
SW 511	Generalist Social Work Practice II	3 credits
SW 512	Generalist Social Work Practice III	3 credits
SW 506	Psychopathology & Pharmacology	3 credits
SW 592	Field Instruction II	4 credits

Advanced Generalist Concentration

Fall Semester - Year 2

SW 521	Advanced Social Work Practice with Individuals	3 credits
SW 522	Advanced Social Work Practice with Organizations	3 credits
SW 523	Advanced Social Work Practice with Groups	3 credits
SW XXX	Elective	3 credits
SW 593	Field Instruction III	4 credits

Spring Semester - Year 2

SW 524	Advanced Social Work Practice with Families	3 credits
SW 525	Advanced Social Work Practice with Communities	3 credits
SW 520	Evaluation of Practice	3 credits
SW XXX	Elective	3 credits
SW 594	Field Instruction IV	4 credits

Curriculum for Advanced Standing Full-Time Students

Advanced Generalist Concentration

Summer Semester - Year 1

SW 575	Advanced Standing Seminar	3 credits
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Fall Semester - Year 1

SW 521	Advanced Social Work Practice with Individuals	3 credits
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SW 522	Advanced Social Work Practice with Organizations	3 credits
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SW 523	Advanced Social Work Practice with Groups	3 credits
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SW XXX	Elective	3 credits
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SW 593	Field Instruction III	4 credits
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Spring Semester - Year 1

SW 524	Advanced Social Work Practice with Families	3 credits
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SW 525	Advanced Social Work Practice with Communities	3 credits
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SW 520	Evaluation of Practice	3 credits
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SW 506	Psychopathology and Pharmacology	3 credits
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SW 594	Field Instruction IV	4 credits
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Curriculum for Advanced Standing Part-Time Students

Advanced Generalist Curriculum

Summer Semester - Year 1

SW 575	Advanced Standing Seminar	3 credits
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Fall Semester - Year 1

SW 521	Advanced Social Work Practice with Individuals	3 credits
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SW 522	Advanced Social Work Practice with Organizations	3 credits
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Spring Semester - Year 1

SW 506	Psychopathology and Pharmacology	3 credits
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SW 525	Advanced Social Work Practice with Communities	3 credits
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Summer Semester - Year 2¹

SW 523	Advanced Social Work Practice with Groups	3 credits
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SW 524	Advanced Social Work Practice with Families	3 credits
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SW 593	Field Instruction III	4 credits
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Fall Semester - Year 2

SW 520	Evaluation of Practice	3 credits
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SW 594	Field Instruction IV	4 credits
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¹ **Please Note:** For the Advanced Standing Part-Time Summer Year 2 semester, students may need to submit a summer overload petition and follow the instructions on the form for submission:
https://www.binghamton.edu/registrar/pdf/graduate_student_course_overload_petition.pdf

Course Descriptions

All Social Work Courses are 3 credits², unless otherwise noted.

SW 503 Diversity & Oppression

This course deepens learning introduced in SW 505 and SW 515 to understand historical and structural oppression, and privilege, in ways that are relevant for responding to disparities and inequality across populations. Students will grapple with and identify meaningful, working definitions of privilege, oppression, prejudice, discrimination, marginalization, and stigma and situate these definitions within historical and contemporary societal contexts in social work practice, policy, theory, and activism. Students will examine and develop models of culturally responsive, ethical social work practice by integrating an understanding of the dynamics of prejudice, discrimination, and structural oppression with a professional use of self and a commitment to human rights and social justice. Students will explore particular manifestations of structural oppression, such as racism, sexism, and homophobia, as well as prejudice and discrimination that manifests as ethnocentrism, classism, ageism, and ableism. We will also examine the ways in which these various forms of prejudice, discrimination, and structural oppression overlap and intersect, and the societal implications of these overlaps and intersections, including global interconnections of oppression. Students will learn how to directly apply various theories of human behavior to their professional practice with individuals, groups, families, organizations, and communities to maximize empowerment of clients and communities and to reduce clients' and communities' experience of oppression and institutional violence through social justice education and action. The course is designed to create explicit linkages between practice and policy.

SW 504 Foundations of Scientific Inquiry with Social Systems

Research is a critical component of the professional practice of social work. Practice on any level must be based on sound and empirically validated concepts and theory. In this course, you will be introduced to the scientific, analytic approach in social work practice and service delivery. You will learn to carry out three research roles: 1) consumer of research; 2) evaluator of practice; and 3) contributors to research efforts that aim to build knowledge and improve social work practice.

By the end of the course, you will be able to demonstrate that you have knowledge of the entire research process. You will also have an understanding of the basics of quantitative and qualitative research methodologies. You are encouraged to generalize this knowledge to inform your practice and enhance your 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.

² **Please Note:** For each 3-credit course, students are expected to do at least **9 - 9.5 hours of course-related work or activity each week** during the semester. This includes scheduled class lecture/discussion meeting times as well as time spent completing assigned readings, studying for tests and examinations, participating in lab sessions, preparing written assignments, and other course-related tasks.

SW 505 Human Behavior in the Social Environment

This course introduces graduate-level social work students to a set of foundational and influential social scientific theories. Attending to the social work profession's person-in-environment perspective, we will use an interdisciplinary liberal arts perspective to explore theories from a variety of disciplines. These include, but are not limited to, psychology, sociology, political science, anthropology, cultural studies, and medical science. Because social workers practice in a multitude of settings, across a broad scale of social environments (from micro to macro), and with different types of sentient and non-sentient "client" systems (individuals, families, groups, communities, organizations, and nation states), the theoretical content of this course is necessarily eclectic. HBSE offers a theoretical roadmap to the social sciences with the aim of familiarizing students with the basic tenets of historically and/or currently relevant theories and concepts. The applicability and relevance of particular theories and perspectives will vary with student interests and area of practice. Foundational knowledge learned in this course may appear on social work professional licensure exams, inform social service approaches and treatment paradigms, and lay the groundwork for in-depth, targeted learning throughout your career trajectory.

SW 506 Psychopathology & Pharmacology

This course will examine contemporary social work practice in mental health, both by familiarizing students with a range of diagnoses as presented in the American Psychiatric Association's Diagnostic and Statistical Manual, 5th Edition Text Revision (DSM-5TR), and by examining the etiology of presenting conditions from a bio- psycho-social-cultural-spiritual perspective. Current psychopharmacological approaches for common disorders will be reviewed. Students will also be introduced to practice approaches that may be used with specific diagnoses and presenting conditions. Students will examine the mental health service delivery system, the technology it utilizes to treat mental health symptoms, and the effectiveness of the various technologies. Practice issues that may arise in working with consumers at all system levels will be examined and discussed.

SW 510 Generalist Social Work Practice I

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.

SW 511 Generalist Social Work Practice II

This course builds on the information learned in the introductory course. It equips future social workers to use their knowledge, values, and skills to enhance people's well-being through generalist social work practice. The primary focus will be interpersonal practice with families and groups. The content will 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 terminating. This course will teach future social workers the knowledge and practical skills necessary for working with groups and families.

SW 512 Generalist Social Work Practice III

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. Specifically, this will present a survey of the knowledge, values, and skills needed to enhance the well-being of people through generalist social work practice. We will focus in particular on what is often called macro practice: working with organizations, communities, and other large social systems around issues grounded in social justice. We will consider the roles of social workers both within communities and organizations, and as practitioners working in support of communities and organizations of which they are not members. Content includes skills such as defining issues, collecting and assessing data, identifying potential interventions, selecting and implementing appropriate courses of action, and using appropriate research to monitor and evaluate outcomes. We will devote particular attention to vulnerable populations within community and organizational settings will be included in course content, with a focus on working with people who are living in urban and rural poverty, racial and ethnic minorities, women, LGBTQ+ people, and others who are oppressed and otherwise affected by discrimination. Emphasis will be on critical thinking and problem solving, using available data and working with community partners to identify opportunities for change, and planning, implementing, and evaluating interventions.

SW 515 Social Welfare Policy & Programs

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, programs, and services and to enhance social work practice with clients. The role of social policy in helping or deterring people in the maintenance or attainment of optimal health and well-being, 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 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.

This course also includes interprofessional education (IPE) experiences with students from social work, pharmacy, public health, and nursing. The goal of IPE is to prepare health and behavioral health students to deliberately work together with the common goal of building a safer and improved, patient-centered and community-population-oriented U.S. healthcare system. IPE is

based in shared professional competencies that include values/ethics for interprofessional practice, roles/responsibilities, interprofessional communication, and team and teamwork as defined by the Interprofessional Education Collaborative (IPEC). Students will be preassigned to interprofessional groups to complete an assignment related to healthcare policies in the United States.

SW 520 Evaluation of Practice

This course will provide students with an understanding and appreciation of a scientific, analytic approach to building knowledge for ethical, competent social work practice and for evaluating service delivery in all areas of practice. The course will emphasize application of appropriate research principles and methods in design, implementation, and evaluation of social work services both in individual and in larger and more complex client systems. Major frameworks will address intervention research and program evaluation. This course seeks to foster thoughtful, self-reflective professional practice, and students will have an opportunity to apply course content to existing services in the context of their current field placements.

SW 521 Advanced Social Work Practice with Individuals

This course will prepare students to engage in therapeutic interventions with individuals in a culturally competent manner, considering the bio-psycho-social-cultural-spiritual realities of that individual's world. The course will be taught from a strengths-based, ecosystems perspective with special attention given to the link between neuroscience and social work practice. It will focus on the following theoretical perspectives and evidence-based practice approaches: psychodynamic, cognitive-behavioral, trauma-based approaches, narrative/collaborative-dialogic social work practice, and crisis and brief treatment approaches.

The course will also present material related to issues that arise within the therapeutic process, including the establishment of a therapeutic relationship/alliance, dealing with resistance, and transference/countertransference, among others. The role of individual treatment in the history of the social work profession will be explored as it relates to current practice. A reflective, critical, and integrative approach to practice will be emphasized throughout the course.

SW 522 Advanced Social Work Practice with Organizations

This course will explore the application of fundamental social work skills to practice within social service organizations as well as the concept of excellence in social administration, leadership, and management. A number of conceptual frameworks are explored to understand the role of professional social workers in organizational settings that provide human services. Organizational theories of administration will be presented as a framework for examining administrative practice in human services organizations and other host settings in which social workers are employed. The role and practice of supervision within the profession will also be explored within organizational contexts.

Social workers have an ethical obligation to strive to make social institutions more humane and responsive to human needs. This course will examine the organizational policies, processes,

structures, and roles that translate social policies into goals, service strategies, and case decisions. Issues to be considered throughout the semester include the infusion of the strengths-perspective in leadership and management, how issues of social and economic justice relate to organizational functioning, and the creation of client-centered organizations that recognize and attend to the needs of the clients who are impacted by oppression based on their race, ethnicity, socioeconomic status, gender, sexual orientation, age, disability, or other aspects of their identity or circumstance. We will also consider major federal and state policy changes that are currently impacting human service organizations at the local level.

SW 523 Advanced Social Work Practice with Groups

This course is designed to deepen students' understanding of social work practice with groups in agency-based practice. Group work practice is viewed through an ecological lens whereby students integrate an understanding of how policy, ethics, values, agency, economics, race, gender, age, sexual orientation, culture, and various forms of oppression inform practice. Group work will be examined from a developmental perspective – exploring group stages and tasks over time – as well as from a systemic perspective. Students will use evidence-based models of group practice to structure and further the work with groups of clients, colleagues, and community members. Furthermore, students will develop an appreciation for the flexibility within these models to meet the unique needs of diverse populations and settings. Students will have opportunities to apply group work principles to a range of support, treatment, and task groups. Role plays, observations, and experiential exercises are essential learning strategies used in this course.

SW 524 Advanced Social Work Practice with Families

This course is designed to build on students' foundational understanding of social work practice with families, providing in-depth information and experience with the major models of family therapy. All models will be viewed through an ecological lens, integrating the impact of policy, values, agency, economics, race, gender, age, culture, and oppression. There will be opportunities for students to apply these perspectives to a range of clients in a variety of settings including child welfare, schools, and health care. Students will not only learn about the models but will also engage in opportunities to evaluate them for their strengths and weaknesses as they fit with what they are learning in class, work, and internships, and as they examine them against their own individual styles. Class participation through discussion, videotapes, experiential exercises, and simulations augment reading assignments and lecture material.

SW 525 Advanced Social Work Practice with Communities

This course is designed to equip students with a broad range of the interactional, analytical, decision-making, and political skills needed to assist communities and community organizations and to serve as change agents who assist in the development of social and economic resources. The technical and practical elements of planning, organizing, and development work, as well as social advocacy, will be explored with emphasis on the values of democratic, participatory models and methods that facilitate individual and group empowerment. Assessment of major

social problems and how such assessment influences the choice of intervention strategies will also be explored.

This course will further develop the theories, methods, and skills of community practice and grant writing. Using the strengths perspective, this course will focus on the abilities of communities and their members to be active participants and to have an impact on their environment. This course will assist students in the knowledge and skill development needed to effectively advocate with and on behalf of different human service communities. The need for cultural competence is also emphasized.

Throughout this course, emphasis will be placed on the following core themes: the strengths of communities to create productive exchange and achieve client system goals; community advocacy skills that promote opportunities for oppressed, stigmatized, and marginalized populations to access and successfully negotiate needed environmental resources; and skills that demonstrate respect, sensitivity, and appreciation for diverse populations and their contributions to societal well-being.

SW 575 Advanced Standing Seminar

This course is geared toward preparing advanced standing students for the advanced portion of the social work program curriculum and is designed to deepen students' understanding of social work practice. Students will develop individual learning goals that respond to the fit between their Bachelor of Social Work (BSW) programs and Binghamton University Masters of Social Work (MSW) program's foundation curriculum.

SW ZXXX Special Topics in Social Work (Electives)³

Specific topics will vary from semester to semester. Topics could include a type of advanced practice (i.e., advocacy), practice with a particular population (i.e., social work practice with children), a field of practice (i.e., social work practice in schools), or a particular set of issues very relevant to social work practice (i.e., gender issues).

SW 591, 592, 593, 594, Field Instruction I, II, III, IV

4 credits each course

Grading: Satisfactory/Unsatisfactory

Field Instruction assists in preparing graduate 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 focuses on problem solving at multiple levels, such as individual, family, groups and community. Students learn to examine how environmental conditions may affect people adversely. The student develops an awareness of how "who they are" impacts the process of intervention. Professional

³ **Please Note:** Students may be eligible to take an alternative 500-level course (e.g., a course in another equivalent degree program) as an elective. Students should consult with their academic advisor before registering for an alternative elective course to ensure it meets the requirements necessary for their degree.

communication that is consistent with the language of the practice area is mastered by students. Professional supervision is 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.

SW 597 Social Work Independent Study

An independent study is a learning experience that allows a student an opportunity for self-directed learning related to an area of academic and/or professional interest. The independent study will involve, in a broad sense, critical analysis and application or development of theories and concepts relating to the area of inquiry chosen by the student. Although the student may engage in creative projects or field research, such endeavors must be accompanied by the previously described academic approaches and written assignments.

To qualify for an independent study, a student must meet all of the following criteria:

- be matriculated in Social Work
- have a minimum GPA of 3.5 at the time of the request
- select an independent study related to their educational
- have sufficient background to undertake the independent study and learn from the experience

Applying for an Independent Study

To apply for an independent study, a student must submit a completed Independent Study Cover Sheet (see [Appendix D](#)) and an acceptable proposal to a faculty member who has experience related to the area in which the independent study will be undertaken. It is important to note that planning should occur well before the registration period for the semester in which the independent study will be undertaken because preparation of a proposal requires a great deal of thought and consideration.

Independent studies can be taken for one to three credits. As a general guideline, a three-credit study will require written assignment(s) of at least 20 pages. Independent studies are graded with either normal grading options or S/U (i.e., satisfactory and unsatisfactory). The grading option is determined at the discretion of the faculty sponsor. After it is instituted, the grading option cannot be changed without the approval of the faculty sponsor, academic advisor, and Department of Social Work Chair.

Other considerations for an independent study:

- a student can register for an independent study only after the proposal has been approved by the faculty sponsor, academic advisor, and Department of Social Work Chair.
- all graduate independent study proposals should be filed no later than the middle of the second week of class. Check with the academic advisor for exact dates. No proposals will be considered after the deadline for adding courses has passed.

A copy of the student's cover sheet and proposal will be placed in the student's academic file.

An independent study cannot be undertaken if a course is available or offered in the intended areas of study.

Academic and Professional Advising

Academic advising is provided to students by assigned Admissions and Students Services Specialists to support students' academic and professional development in the MSW Program. Academic advising is available to all students. Each term, it is the student's responsibility to schedule advising appointments as needed. 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, cause them to fall out of course sequence, and/or delay their time to degree.

Students can also access **professional advising** via their assigned academic advisor. Through their academic advisor and/or independently, students are welcomed and encouraged to connect with other Binghamton University faculty and staff who can informally offer additional mentoring, support and/or advice. 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.

The Department also 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 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 advisor can occur under extenuating circumstances only.

Procedure:

1. Discuss with the appropriate Program Director, Director of Admissions & 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 appropriate Program Director, Director of Admissions & Student Services, and/or Department Chair.
4. Decisions regarding such requests will be made in writing via email to the student making the request.

Social Work License Advising and Questions about Social Work Licenses

For questions regarding the process to become a New York State LMSW or LCSW, please contact the Director of Admissions & Student Services. Licensing questions regarding other states and jurisdictions should be directed to the specific states licensing boards.

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. Coursework and field instruction closely correspond with one another and assignments in class are often applied within the fieldwork setting and vice versa.

Students in the MSW program must complete two field placement internships of 510 hours each in an approved human service agency. Each of the two internships occurs over 2 consecutive semesters, **and** students must be registered in the corresponding field education class. Students with BSW degrees and in the Advanced Standing Program must complete a single field placement internship over 2 consecutive semesters. Full-time students begin field education in their first semester of the MSW program.

Field placements are coordinated with the field office; students may not contact and arrange field placements on their own. Students will, however, be required to actively contribute to and participate in the placement process. Specific detail regarding the requirements and policies for field education can be found in their Field Instruction Manual.

Grades

The grading system of the Graduate School applies to all graduate-level courses offered at the university. The grading system used is governed by the Binghamton University Graduate School policy, which students can find in the [Graduate School Manual](#).

Grades are issued on a letter scale: A through C- are passing grades; F is a failing grade. Grades of S (satisfactory) and U (unsatisfactory) may be used in a limited number of cases for which no greater precision in grading is required. The Department of Social Work has opted to use grades of S and U for Field Instruction I-IV (i.e., SW 591, SW 592, SW 593, SW 594). These grades are not assigned a numerical value and thus are not averaged in with other grades in computing grade-point averages. A grade of S denotes a minimum level of academic performance equivalent to at least a B. A grade of U is the equivalent of a failing grade.

For the purposes 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
F	=	0.0

The Graduate School combines these grade values with course credit hours to produce a grade point average (GPA).

All MSW syllabi specify percentages that correspond with letter grades in each course. This is consistent across all the MSW courses with the exception of Field Instruction I-IV (i.e., SW 591, SW 592, SW 593, SW 594) and is as follows:

A	94 – 100
A-	90 – 93.99
B+	87 – 89.99
B	84 – 86.99
B-	80 – 83.99
C+	77 – 79.99
C	74 – 76.99
C-	70 – 73.99
F	0 – 69.99

Incomplete Grades

An instructor may assign an Incomplete (“I”) when a graduate student has done most of the coursework satisfactorily but, due to unforeseen circumstances beyond the student’s control, has not completed all course requirements. The Incomplete grade is not intended to convert failing or unsatisfactory work into a passing grade, nor is it intended for extending coursework that has expanded beyond the intended scope of the course. If the scope of a project exceeds the timeframe of a single semester, students and instructors should consider alternatives such as independent study. The Incomplete is not a grading option for entire classes or courses.

A student must request the Incomplete option, but it is ultimately the instructor’s decision whether or not to grant it. By assigning an Incomplete grade, the instructor is indicating both approval of the request and a commitment to remain available for consultation and grading during the agreed-upon completion period. A written contract (see [Appendix C](#)) between the student and instructor outlining the remaining coursework, expectations, and a timeline for completion is strongly recommended.

Unless otherwise specified by the instructor, graduate students who are assigned an Incomplete have until the last day of classes of the following major term to complete the required work and for the instructor to submit a final grade to the Office of Financial Aid and Student Records. This is the maximum timeframe permitted. Instructors are encouraged to set shorter deadlines based

on the amount of missed work and their availability for grading. For example, if a student missed the last two weeks of class, a two-week extension is generally sufficient. Whenever possible, students should complete their work before the next term begins to avoid course overloads. As such, students are advised to submit all remaining work at least one month prior to the deadline to allow the instructor sufficient time to evaluate and submit a final grade. Instructors are expected to file the final grade within one month of receiving the completed work.

Incomplete and missing grades must be resolved before a graduate degree can be awarded. A grade of “MG” (Missing Grade) is automatically assigned by the Registrar’s Office when an instructor does not submit a final grade and must also be resolved prior to graduation. Because students are using university resources and services while completing coursework, they must be registered during the term in which the Incomplete is resolved. **Therefore, students must register for 1 credit of continuous registration (minimally) in the semester that they will be completing their incomplete coursework, whether that is over the summer, fall or spring semester, depending on when the degree will be conferred.**

If a student does not complete the coursework and no extension has been approved, the Incomplete grade automatically reverts to a grade of “NC” (No Credit) six months after the last day of classes of the original term. Once an Incomplete has reverted to NC, no further opportunity to complete the course is permitted. In accordance with university policy, the instructor also reserves the right to change the grade to an “F” if the student fails to meet the agreed-upon deadline and no extension is in place.

Requests for extensions beyond the original deadline require approval from both the course instructor and the Vice Provost/Dean of the Graduate School or a representative from the student’s Advising or Dean’s Office. Extension requests must be submitted at least one month before the original deadline using the official Extension of Incomplete Grade form. Under exceptional circumstances, the university’s maximum deadline may be extended for one additional major semester. No extensions will be granted beyond six months from the date the Incomplete was assigned.

Graduate students who receive federal or state financial aid, or who have tuition scholarships, should be aware that receiving an Incomplete grade may affect their eligibility for continued funding. Incompletes, No Credit (NC) grades, and Withdrawals may constitute a violation of the terms and conditions of tuition scholarships or other aid. Students who fall below full-time enrollment as a result of an Incomplete grade reverting to NC may be required to repay tuition and may become ineligible for future university funding.

All courses taken by graduate students, including courses numbered below 500, are subject to the foregoing policies on Incomplete Grades.

Advanced Standing

Binghamton offers an advanced standing option for graduates of an undergraduate social work program accredited by the Council on Social Work Education. The BSW degree must have been received no more than seven years before beginning the MSW program. Exceptions to this seven-year limit may be made by the Admissions Committee on a case-by-case basis for those

applicants who have worked consistently in the field of social work since obtaining their BSW degree. Advanced standing students will be given credit for up to 29 hours of coursework; the courses for which students may apply for advanced standing credit are:

- Human Behavior in the Social Environment I
- Foundations of Scientific Inquiry
- Social Work Generalist Practice I, II, III
- Research Methods in Social Work
- Social Welfare Policy and Programs
- Diversity and Oppression
- Field Instruction I, II

All offers of advanced standing admission are contingent upon a B or better in all BSW social work courses from the student's undergraduate institution. Students are required to provide their final semester's grades to the Director of Admissions & Student Services in order to receive a final offer of advanced standing admission. Students requesting advanced standing may also need to submit class syllabi for the courses which they believe provided them with content similar to that found in the above listed courses. The Director of Admissions & Student Services then reviews the syllabi for comparability to Binghamton University MSW courses and makes a decision as to how many hours of advanced standing credit will be granted. In addition, students seeking credit for SW 591: Field Instruction I and SW 592: Field Instruction II must submit copies of their hour logs and field evaluations to the Binghamton University Social Work Field Office.

All non-Binghamton BSW advanced standing students must participate in the SW 575: Advanced Standing Seminar the summer prior to beginning the MSW program.

Petition for Advanced Standing Admission

In the event that a student requests Advanced Standing but is recommended for traditional (non-advanced standing) admission due to one or more admissions criteria, the student may petition the Admissions Committee for an additional review. In order to initiate the additional review, the student must complete the petition application found here:
<https://forms.gle/yXk538EDtmKGmkt8>.

Binghamton University BSW to Advanced Standing MSW

Graduates of Binghamton University's BSW Program, applying for Advanced Standing status qualify for the [BSW Fast Track Admissions Process](#).

Graduates of Binghamton University's BSW Program who receive admission to the MSW program as advanced standing students do not need to take SW 575: Advanced Standing Seminar the summer prior to their beginning the program.

Optional Binghamton University Fast Track BSW-MSW Advanced Standing Admissions

Background:

The Fast Track BSW-MSW Admissions process is an optional way for high-achieving Binghamton University BSW students to gain an early decision regarding Advanced Standing admission from the Binghamton University Department of Social Work's MSW program in recognition of their academic and professional progress.

Requirements:

To be considered for **Fast Track BSW-MSW Advanced Standing Admissions**, applicants will need to:

- Be a current Binghamton University BSW senior or recent graduate (less than 5 years post-BSW conferral date)
- Have at least a B or better in all social work major classes
- Have at least a 3.0 overall GPA

If a student meets these requirements, the student can submit an optional accelerated application as follows:

- Upload current resume or CV to the student's admissions folder
- List the BSW Program Director (at the time of the student's graduation) as Recommender 1
- List the Director of Field Education (at the time of the student's graduation) as Recommender 2
- Submit a copy of the student's current transcript
- Sign the Social Work Contract and upload a copy to the student's admissions folder
- Students are welcome to add additional or supplemental materials to their application, including a written personal statement, additional letter(s) of recommendation, and/or request an interview.
- Upload "Fast Track BSW - MSW Admission" petition application in place of the student's personal statement

In addition to the application being more streamlined, the MSW program is also able to offer Binghamton University BSW students/graduates the following additional benefits:

- No admissions interview required
- Waiver of the fast-track candidate's application fee by the Department of Social Work
- Priority review of materials
- No required summer bridge course (SW 575: Advanced Standing Seminar)

Interested candidates should submit their materials by or before January 10 to take advantage of the Fast Track BSW - MSW Admissions option. Interested candidates must also notify the Director of Admissions & Student Services that they are applying on the fast-track option so fee waivers can be obtained.

Please Note: Students can opt-out of the Fast Track BSW-MSW Admissions process and pursue the traditional application process, if they choose. In order to pursue the traditional application process, they should follow the standard admissions process outlined on the MSW admissions website.

Transfer of Credit

Graduate courses successfully completed at another institution's accredited MSW program may be accepted toward the MSW degree requirements at Binghamton University in lieu of any of the required courses, provided such courses covered content similar to that taught in Binghamton University's required courses.

Graduate courses for which transfer credit is sought must have been taken within the last five years to be considered. A minimum grade of B is required for transfer credit. A maximum of 29 credits can be counted as waived requirements toward the MSW degree.

Students requesting the transfer of credit need to submit class syllabi for the courses which they believe provided them with content similar to that found in the Binghamton University MSW curriculum. The appropriate Program Director, in conjunction with the Director of Admissions & Student Services, will review the syllabi for comparability to Binghamton University MSW courses and make a decision as to how many credits can be transferred. The Director of Admissions & Student Services will then facilitate the waiver of courses for which a transfer of credit has been approved.

Academic credit is not given for life experience or previous work experience, as per Council on Social Work Education accreditation requirements.

Guidelines on Graduate Student Rights and Responsibilities

Students can find information regarding their rights and responsibilities in this handbook, as well as the [Graduate School Manual](#).

Academic and Professional Conduct

Graduate Students' Responsibilities

Graduate students must strictly observe professional standards and academic honesty in coursework, examinations, research and written reports, as well as in the professional treatment of the students, faculty, staff, community members, research subjects, clients, patients, and laboratory animals they may encounter in the process of their graduate education.

Professional & Ethical Conduct Standards for Social Work Students

The Department of Social Work 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 Department of Social Work, all students, consistent with in the National Association of Social Workers (NASW) Code of Ethics (2021): "...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" (Ethical Standard 4.05).

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 for Social Work Students

Standards	Skills and Essential Behaviors	Descriptors/Examples
Professional Ethics	<ul style="list-style-type: none"> ▪ Demonstrates an understanding of, adheres to and promotes the NASW Code of Ethics ▪ Demonstrates an understanding how diversity and intersectionality shape human experiences and affect equity and inclusion ▪ Shows respect and effectively advocates for the rights of others ▪ Demonstrates a commitment to ending social, racial, economic, and environmental injustice ▪ Maintains and demonstrates comprehension of professional boundaries ▪ Is committed to clients' freedom of choice and self-determination ▪ Is consistently honest and demonstrates integrity by being truthful about one's own background, experiences and qualifications ▪ Refrains from sexually harassing others; making verbal or physical threats; or abusing others in physical, emotional, verbal or sexual ways ▪ Refrains from being involved in sexual relationships with clients or participating in dual relationships with clients where conflicts of interest may develop or exist ▪ Utilizes clinical supervision effectively and demonstrates a willingness to ask for help 	<ul style="list-style-type: none"> ▪ Maintains confidentiality ▪ Demonstrates openness to working effectively and responsibly with people of differing identities, including faculty, staff, supervisors, colleagues, fellow students, and clients ▪ Asks supervisors and instructors for help when needed ▪ Follows through with commitments ▪ Maintains clear boundaries; for example, does not socialize with clients
Self-Awareness	<ul style="list-style-type: none"> ▪ Demonstrates ability to acknowledge how one's own attitudes, beliefs, biases, privilege, and past experiences affect professional judgment, decision-making, thinking, behavior and relationships ▪ Shows willingness and ability to assess and reflect on strengths and identify areas for improvement ▪ Is open to feedback and constructive criticism ▪ Demonstrates a level of self-awareness and an ability to identify how one is perceived by others ▪ Demonstrates the ability to self-critique and to assume full responsibility for protecting peers, colleagues, research participants, clients and others from the adverse consequences of personal performance problems and behaviors 	<ul style="list-style-type: none"> ▪ Demonstrates self-reflection in coursework, field education, and other interactions and assignments ▪ Makes necessary adjustments to professional and/or academic workloads in the face of personal difficulties that may adversely impact the quality of academic work and field education, including practice with clients ▪ Takes initiative in gaining knowledge as needed ▪ Makes changes based on feedback and constructive guidance
Communication	<ul style="list-style-type: none"> ▪ Communicates responsibly, respectfully and effectively with faculty, staff, supervisors, colleagues, fellow students, and clients ▪ Utilizes effective listening and empathic skills to establish rapport ▪ Demonstrates ability and willingness to listen to others and is open to feedback ▪ Advocates in a constructive manner that is in accordance with the NASW Code of Ethics ▪ Utilizes institutional channels first to effectively resolve conflicts ▪ Demonstrates respect for the professional expertise of faculty, staff, supervisors, colleagues, and fellow students 	<ul style="list-style-type: none"> ▪ Receives, comprehends and responds appropriately and timely to verbal, non-verbal and written forms of communication, including emails sent from the Department of Social Work and field agency personnel ▪ Expresses feelings and ideas in a way that can be understood by others ▪ Participates cooperatively as a productive member of interprofessional and intraprofessional teams in coursework, field education, and other educational and professional activities ▪ Maintains commitments to clients, colleagues, supervisors, and fellow students ▪ Voices opinions and offers feedback in a productive and non-judgmental manner ▪ Demonstrates effective, respectful ways to advocate for self and others ▪ Demonstrates an ability to write clearly, concisely, accurately and completely, including through the use

		<p>of appropriate grammar, sentence construction, and APA citation and referencing guidelines</p> <ul style="list-style-type: none"> Follows agency guidelines for record keeping
Readiness	<ul style="list-style-type: none"> Is open and committed to learning from faculty, staff, supervisors, colleagues, and fellow students Responsibly addresses one's own health and emotional well-being before it may interfere with scholastic and professional performance; proactively seeks out and utilizes help when needed Distinguishes effectively between facts and inference Draw conclusions based in relevant information and substantive evidence Demonstrates ability to think critically 	<ul style="list-style-type: none"> Takes initiative with basic tasks such as making phone calls and taking messages, initiating and responding to emails, calling agencies to gain information about their services and locating resources in the community Demonstrates ability to include relevant and applicable literature in presentations, research and written work Assessments of clients reflect comprehensive, inclusive and relevant data Demonstrates insight and knowledge when working with clients, as demonstrated through the effective use of supervision and process recordings Demonstrates the ability to take initiative, including for professional development and educational outcomes Can identify problem-solving steps to resolve challenges Able to communicate ideas clearly in verbal, non-verbal and written forms
Professional Behavior	<ul style="list-style-type: none"> Shows willingness and ability to effectively prioritize, manage and complete tasks on time by observing and meeting deadlines Seeks professional help and consultation when needed Utilizes thoughtful and informed judgment when making professional decisions Demonstrates appearance and demeanor that are appropriate to the roles and settings encountered during the educational process, including field education experiences Is able to form and sustain professional relationships 	<ul style="list-style-type: none"> Arrives on time to all classes, field education, and meetings Consistently follows through with commitments to coursework, field education, and other educational and professional activities Demonstrates an ability to be flexible in responding to changing needs and priorities of the field agency and clients Communicates in advance whenever there is an interruption of attendance, participation, and/or task completion in coursework or field education; identifies alternatives for task completion with the relevant faculty, staff, administrators, supervisors, field liaisons, and advisors Voices concerns to faculty, staff, administrators, supervisors, and/or field liaison in a respectful manner and in accordance with agency and Department protocols and policies Keeps faculty, staff, administrators, supervisors, field liaisons, and advisors apprised of issues that may arise and works proactively with all parties to alleviate issues

Professional Performance

Before being admitted to the program, all prospective students are required to sign a contract (See Social Work Contract in [Appendix A](#)) that further outlines the foregoing standards. In this contract, students also state that they have read and agreed 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 MSW Program with the Director and any other social work faculty or staff members.
- I understand that, although I am admitted to the MSW Program, if my professional development is not deemed satisfactory by the social work faculty, the MSW Program has the right and the responsibility to request reassessment of my suitability for the program.

Student Conduct in Classroom Environments

The faculty and staff in the College of Community and Public Affairs are committed to serving all students. The intention is to create an intellectually stimulating and respectful class atmosphere. In return, all students are expected to honor the thoughts, opinions, and feelings of faculty, staff, other students, and guests.

Faculty, staff, students, and guests often bring case examples from practice settings to discuss in the context of the course material. In line with HIPAA regulations concerning protected health information, it is important that any client or case information be de-identified. Any information that would allow someone to know the identity of a client must be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to a person that it would allow for identification (e.g., diagnosis, race/ethnicity, agencies served by). In addition, cases should not be discussed outside of the course learning environment.

Generative Artificial Intelligence (AI) Use Policy

While generative AI tools can support student learning and understanding, they can also bypass important student learning outcomes. To maintain a community of integrity and respect, students must acknowledge that without clear and explicit permission from the course instructor, using generative AI tools for any course assignment or exam (e.g., by entering exam or assignment questions) will be considered analogous to unauthorized collaboration and/or plagiarism. Students who are unsure of policies regarding generative AI tools are encouraged to ask their instructors for clarification.

Substance Use Policy

As social workers, we have an ethical obligation to refrain from using alcohol and recreational drugs while in the professional role. Use of recreational psychoactive substances may impede an individual's ability to perform professional tasks competently and cause distress for individuals – whether colleagues or clients – managing their own substance use challenges. Sober people who have extensive contact with those using psychoactive substances may retain the odor of alcohol or drugs on their person and/or clothing, leading others to believe that they may have used psychoactive substances. Odors from alcohol or cannabis, absent intoxication, are also disruptive in professional environments. Please be mindful of this when you come to class, field placements, and any other place where professional dress and self-presentation are required.

For more information, please reference the 2022 Educational Policy and Accreditation Standards (EPAS) Competency 1.b. (Council on Social Work Education, 2022, p. 9).

Family Education Rights and Privacy Act of 1974 (FERPA)

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

Student Concern Policy

Students in the Department of Social Work who have concerns can talk with anyone in the department, including their: field liaison, a professional advisor, academic advisor, appropriate program director, any faculty or staff member, the Director of Admissions & Student Services, or the Department Chair. If a student does not feel their concerns were satisfactorily addressed and they have not yet spoken to the Director of Admissions & Student Services and/or the Department Chair, they should meet with one or both of them as the next step of the process.

If, after speaking with the Director of Admissions & Student Services and/or the Department Chair, they do not feel their concerns have been addressed, the student can speak with the Dean of the College of Community and Public Affairs. Additional resources beyond the Department of Social Work faculty/staff and the Dean of the College, include the Graduate School and the Dean of Students Office for Binghamton University.

See Flowchart in [Appendix B](#).

Academic Standards

In alignment with the Graduate School's "Course Repeat Policy", students are permitted to repeat for credit a course in which they earned a grade of B- or lower, including a failing grade of "F" or "U". A course may be repeated **only once**. Course repeats will require alternative course sequencing and will likely impact time to degree.

Please note that this option is contingent on approval by the appropriate Program Director and then approval by the Graduate School. Further, any student wishing to repeat a course must meet with their assigned academic advisor to establish a new degree plan. Finally, if a course repeat is occurring in Field Instruction I-IV, students should consult other relevant policies in their Field Instruction Manual.

When a course is repeated, the grade received in the second attempt is substituted for the first grade in the computation of the grade-point average. However, both grades will remain on the student transcript. For the purpose of financial loans, the repeated course remains on the transcript because it was part of the student's academic load. For the purpose of tuition scholarships, these funds cannot be used to cover repeated courses as they are merit-based.

Probation Policy

Binghamton University's Graduate School policy states that students must have a 3.0 GPA to receive a degree. Graduate School policy also states that the minimum requirement for continuing status is the maintenance of a 3.0 GPA. In the Department of Social Work, if a student's GPA drops below a 3.0, they are placed on academic probation and must initiate a

meeting with their assigned academic advisor within the first week of the following semester in order to develop a plan to improve performance to attain a 3.0.

The student has one semester, from when they fail to reach a 3.0, to bring their GPA to the required 3.0 threshold. If a student does not achieve a 3.0 GPA in the semester following the one where they fell below the 3.0 GPA, the Department of Social Work will recommend to the Graduate School that the student be dismissed from the program. If a student first falls below the 3.0 at the end of the semester they were expected to graduate, the student may be eligible to retake concentration year classes in accordance with the Graduate School “Course Repeat Policy”.

MSW students whose GPA falls below a 2.6 are immediately dismissed from the program when this occurs.

Social Work Program Advancement Policy and Procedures

Purpose

The faculty and staff of the Binghamton University Department of Social Work are responsible for creating an educational environment that fosters student growth, academic success, and professional development. When students apply to the program, they sign an academic contract (see the Social Work Contract in [Appendix A](#)) agreeing to advance their professional development and to have it assessed by social work faculty and staff throughout their time in the program. The Department of Social Work Advancement Policy supports this responsibility by addressing criteria, including academic, professional, and ethical conduct (e.g., being respectful; displaying integrity and honesty; addressing concerns in a clear and constructive manner; responding to evaluation and criticism with appropriate self-reflection and modification of behavior) to ensure that graduates of the program have the necessary professional conduct to effectively serve clients. When there are concerns about a student’s academic or professional conduct and/or violations of the [Social Work Contract](#), the Department of Social Work may institute the Advancement Policy as a way to address such behavior.

Any student who, at any time in the program, is determined by the Department of Social Work faculty, field instructors, professional staff and/or administration to have engaged in unprofessional behavior may be required to participate in the Social Work Advancement Process to assess and support their professional readiness for social work practice. Students will not be approved for graduation if they have unexecuted/unresolved concern(s) in relation to the Advancement Policy on file.

Further, the nature of the social work profession demands that practitioners use sound professional judgment and exercise professional and ethical conduct in all aspects of their work. When there is evidence of unprofessional behavior (e.g., cheating, plagiarism, misuse of university resources, verbally or physically abusive behavior, behavior that is counter to the NASW Code of Ethics or other unprofessional conduct), the Department of Social Work has the right and responsibility to terminate the enrollment of the student.

Process and Procedure

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, professional staff, and/or administrators.

Any faculty members (full-time or adjunct), field instructors, or professional staff, and/or administrators who identify a concern regarding a student's professional behaviors will confer with the Director of Admissions & Student Services 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 appropriate Program Director. The Program Director will confer with the Director of Admissions & Student Services, the Director of Field Education, the students' other instructors of record, and/or the students' assigned academic advisor. If it is determined that

1. The Department Chair will assign a Department member to serve as the student's advancement advisor. 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, 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 days ("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 Department of Social Work 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
- Recommend the student be dismissed from the MSW 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 Department of Social Work 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 Department of Social Work 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 Department of Social Work Chair. The Department of Social Work 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 Grievance Committee's decision, beyond the Department of Social Work 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 or the Grievance Committee's decision should be changed and attach all original documents from the original appeal (e.g., the original advancement concern and/or the instructor-of-record concern, the 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. The preceding list is not intended to be an exhaustive list of all the types of documents that could be provided to the Dean of CCPA.). These will be emailed to the Dean of CCPA within 10 business days of written notification of the Department of Social Work Chair's decision. The email should be posted as received by 5:00 p.m. on the 10th day.

If a student is not satisfied with the decision of the Dean of CCPA, the student may then submit a grievance to the Binghamton University Graduate School. To file a grievance with the Graduate School, the student must follow the procedures outlined in the [Graduate School Manual](#).

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 Department of Social Work Director of Admissions & Student Services.

Department of Social Work Grievance Appeal Procedures

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 Department of Social Work 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 Department of Social Work 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 Department of Social Work 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.
9. If a student is not satisfied with the CCPA Dean's decision, the student may then submit a grievance to the Binghamton University Graduate School. To file a grievance with the graduate school, the student must follow the procedures outlined in the [Graduate School Manual](#).

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 Department of Social Work Director of Admissions & Student Services.

Graduate Student Severance or Removal of Support

Graduate students are subject to the rules governing academic life outlined in this Handbook and the [Graduate School Manual](#). Graduate students who do not meet academic standards may be dropped from their graduate program according to the processes previously described.

Accusations that students have committed acts of academic dishonesty may be brought before the College of Community and Public Affairs Ethics and Integrity Committee, which issues a finding and a recommendation to the Assistant Dean of the College of Community and Public Affairs; the student receives a copy. A graduate student who is found to have violated the rules of academic integrity – who plagiarizes, cheats, or falsifies research data – is subject to suspension or expulsion.

Students may be involuntarily withdrawn from the University without academic penalty based on the recommendation of the Medical Director of the University Health Service or the Director of the University Counseling Center. "Without academic penalty" is defined as continuing as a student in good academic standing at the institution and eligible to return. Efforts are made to preserve a student's academic progress with incomplete grades and/or withdrawals through consultation with faculty and staff. If there are irreconcilable disagreements in these discussions, the Provost will make the final decision(s) about the disposition of the student's academic record. Recommendations for involuntary withdrawals are submitted to the Associate Vice President and Dean of Students for appropriate action. Students will be sent written notification of the intended action. Appeals of such action may be made in writing to the Vice President for Student Affairs within 10 business days. Students are not readmitted without a positive recommendation from either the Medical Director of the University Health Service or the Director of the University Counseling Center, and upon clearance by the Associate Vice President and Dean of Students.

All other recommendations to sever a student from the Graduate School or one of its programs, or to break a student's assistantship contract or to revoke a fellowship, tuition scholarship or other source of financial support, are made to the Graduate School, accompanied by appropriate documentation. The student will be informed of the basis for any such decision and can appeal it, using first the grievance procedure of the student's program and then, if needed, the appeals procedures of the Graduate Council Grievance Committee. Action on a recommendation to remove support from or to sever a student in good academic standing will await the outcome of the grievance procedure. (Approved by Graduate Council, April 6, 1998.)

Discrimination

Students are protected from discrimination on the basis of race, color, national origin, religion, age, gender, disability, marital status, sexual orientation and/or any other class protected by law. Graduate students are covered by SUNY's "[Grievance Procedure for Review of Allegations of Discrimination](#)." A graduate student who believes that they have been discriminated against on the basis of any of the above, or that they have been subjected to sexual harassment, may get help by contacting the Division of Diversity, Equity and Inclusion (607-777-4775; dei@binghamton.edu).

Additionally, students, faculty, and staff can report incidences of bias directly to the Division of Diversity, Equity and Inclusion by going to:
<https://www.binghamton.edu/diversity-equity-inclusion/reportbias.html>

General Information

Leave of Absence

A Leave of Absence is granted only in exceptional circumstances, such as illness or other unusual personal hardship, and requires detailed justification. Leaves of Absence are not granted to students who wish to absent themselves to undertake research or academic study elsewhere.

Students may apply for a Leave of Absence by submitting a [petition](#) to the Department of Social Work. This petition must be approved by the Department's Director of Graduate Studies before it is forwarded to the Graduate School for final approval. If possible, requests for Leaves of Absence should be submitted one month prior to the semester for which the leave is requested. Students on leave are excused from the registration requirement during the period of the leave. Leaves are normally granted for one semester with an extension of up to one academic year.

Withdrawal

It is the policy of the Department of Social Work that students who are considering withdrawing from a specific course and/or the program must **first** meet their assigned academic advisor to discuss the challenges they are facing and explore options that may help support their continuation.

If a student still wishes to **withdraw from ALL their fall or spring semester courses and/or withdraw from the program**, they should consult first with the [Graduate School Manual](#) and [Binghamton University Academic Guide](#) and then take the following steps:

1. The student must provide, in writing, to their assigned academic advisor their wish to withdraw, a brief description of the reason(s) they are withdrawing, and an effective date of withdrawal.
2. The student must complete the [Graduate Student Withdrawal Form](#) and obtain the appropriate signatures before submitting it to the Graduate School, who will then forward the information to the appropriate campus departments (i.e., Student Accounts, Registrar, etc.).
3. The student must inform all faculty and staff from whom they are currently receiving instruction (i.e., for the courses in which the student is currently enrolled).

If a student still wishes to **withdraw from a specific course**, they should take the following steps:

1. Complete a Request for [Late Add/Withdrawal/Delete/Change Form](#), obtaining the appropriate instructor signature.

2. Submit the completed form to the Department's Director of Graduate Studies, who will review the form and (if approved) submit it to the Graduate School who will then forward the information to the appropriate campus departments (i.e., Student Accounts, Registrar, etc.).

Please note that mere absence from course(s) does not constitute due notice of withdrawal. International students must also speak with an International Student and Scholar Services (ISSS) representative about the withdrawal. Financial aid recipients must also contact Financial Aid and Student Records to discuss the effects of the withdrawal.

Changing Program Tracks

Brick and mortar students who wish to transfer to the exclusively online program or exclusively online students who wish to transfer to the brick and mortar program should make their request known to their advisor **at least one semester prior** to the intended transition. Students must follow this process and submit their applications to transfer program options by the due date set by the Admissions Committee (February 1st). Decisions on whether to approve such requests are determined by the Admissions Committee on a first come, first served basis. These decisions are contingent upon the student earning a B or better in all MSW courses, an overall GPA of at least 3.0, and whether there is space available in the desired cohort. Students requesting transfer to the exclusively online, full-time MSW program **must also live at least 50 miles away from Binghamton University**. Students may only change program modality options **one time** (e.g., move from brick and mortar to exclusively online or vice versa).

Part-time advanced standing students who wish to transfer to the full-time advanced standing curriculum or full-time advanced standing students who wish to transfer to the part-time advanced standing curriculum should make their request known to their advisor **at least one semester prior** to the intended transition. Decisions on whether to approve such requests are determined by the Admissions Committee on a first come, first served basis. These decisions are contingent upon the student earning a B or better in all MSW courses, an overall GPA of at least 3.0, and whether there is space available in the desired cohort.

Life Experience and Prior Work Experience

Academic credit is not given for life experience or previous work experience, as per Council on Social Work Education accreditation requirements.

Registration

In order to register, graduate students must pay all tuition and fees prior to the first day of classes. Even if all tuition and fees are covered by University sources, students must still confirm their registration by the stated deadlines.

Students enrolled in the MSW Program are required to pre-register after their first semester. Registration takes place through BU Brain (described below under [“Resources and Services for Students”](#)).

To ensure timely registration, students are responsible for updating their contact information with the Department and University and regularly monitor their BMail account. Students should also regularly check their bills and accounts for accuracy.

Enrollment Policies

Review of Applications Policy

Policy and Rationale

The admissions process consists of the selection of those applicants who best fit the program's commitment to preparing students for social work practice in public and not-for-profit agency settings and in pursuing policies, practices, and services that promote social and economic justice for diverse client populations. Given the rigor of graduate social work education, the program seeks students who demonstrate adequate preparation for pursuing academic education and fieldwork at the graduate level. Due to the nature of the profession, if there is a concern by the Admission Committee regarding the appropriateness of a candidate for the profession, that person will not be admitted.

Procedure

All materials submitted to the Slate application system are forwarded to the Director of Admissions & Student Services and/or an Admissions and Students Services Specialists, who checks the applicant's materials for completeness. Applications are not evaluated until all materials requested have been submitted. Once an application is complete, the Director of Admissions & Student Services, Admissions and Students Services Specialists, and/or a member of the Admission Committee reviews the application and completes a qualifications summary, which highlights key aspects of the application in an easily accessible format. All applicants being considered for admission will be asked to participate in an individual or group interview as part of the application process. Interviews are conducted by the Director of Admissions & Student Services, Admissions and Students Services Specialists, and/or a member of the Admission Committee.

In some years, the Department of Social Work is able to offer applicants admission on a rolling basis. Admittance to the program on a rolling basis occurs when anticipated enrollment slots for the following fall are not filled by those applicants who submitted materials prior to the application deadline of February 1st.

Wait List

Admission to the MSW program is highly competitive. Class size is controlled to enhance student learning and to protect the integrity of the program. In the event that a student makes an application for admission, is an acceptable candidate and space is unavailable, the student may be placed on a waiting list.

Graduate Assistantships

Overview

Graduate assistantships offer students hands-on experiential learning opportunities, one-on-one instruction and mentoring with faculty/staff, and work experience to prepare them for professional careers. In turn, faculty/staff are provided with the opportunity to work one-on-one with graduate assistants in order to advance their research, scholarship, teaching, and mentoring agendas, as well as the mission of the Department of Social Work and the College of Community and Public Affairs. The Department of Social Work Graduate Assistantship Policies and Procedures are designed to maximize the success of the graduate assistantship experience for the benefit of the student, the faculty/staff, the Department, and the College. These policies and procedures supplement the information provided to the student by the Graduate School, as well as provide structure and accountability in the graduate assistantship experience.

Selection & Assignment of Graduate Assistants

Graduate assistants (GA) will be appointed and assigned annually, most commonly during the admission process.

GA Attendance & Sick Leave Record

As is the case for all New York State employees, GAs are required to account for their time. At the end of every month, GAs should record their time and have their supervisors sign their attendance and sick leave records. At the end of the semester, the completed time and attendance forms should be submitted to Human Resources. The Attendance and Sick Leave Record, as well as instructions for its use, are available on the [Human Resources website](#).

Faculty/Professional Staff Evaluation of GAs

Each semester, GA supervisors will complete evaluations of their GA's performance using the Department of Social Work's [Graduate Assistant Evaluation Form](#). The form must be completed by the GA supervisor. GAs and GA supervisors are expected to formally meet to discuss the evaluations at an agreed upon time during the last two weeks of each semester of the GA work commitment period. After discussion, the evaluation forms should be signed by both the GA and the GA supervisor. Then, the forms are submitted to the MSW Program Director NO LATER than the last day of class during each semester of the GA work commitment period.

GA Reflections on GA Experience

At the end of each semester, GAs will complete the [Department of Social Work's Graduate Assistant Reflection on Experience Form](#). GAs are encouraged, but not required, to share these forms with their GA supervisors. Forms are submitted to the MSW Program Director NO LATER than the last day of class during each semester of the GA work commitment period.

Responsibilities

GA Supervisors are expected to:

1. Establish work schedules with students that takes into account the students course and field placement schedule as well as their GA needs.
2. Establish weekly supervision meetings in-person, by phone, or through e-mail communication, to assign projects, discuss progress of projects, provide necessary instruction for projects, and offer mentoring.
3. Provide clear instructions for all assigned tasks, activities, and projects and the needed training and resources to complete the work.
4. Provide ongoing supervision, instruction, and mentoring.
5. Complete the GA Performance Evaluation Form each semester and schedule an appointment to discuss these with GAs prior to submission.

GAs are expected to:

1. Establish work schedules that accommodate their course and field placement schedules, as well as the needs of the GA supervisors. GAs are expected to work at the University Downtown Center; however, they may be able to work off-campus, depending on supervisors' needs and required resources to complete tasks.
2. Arrive to work on time and dress appropriately. Changes in work schedules and expected absences must be approved by the GAs' supervisors. Unexpected absences must be immediately reported to the GA supervisor and the Department of Social Work Administrative Assistant.
3. Complete tasks, activities, and projects on time and as instructed.
4. Ask for direction and further clarification from GA supervisors when necessary.
5. Attend all scheduled meetings with the GA supervisors.
6. Complete Attendance and Sick Leave Records, in addition to any other required forms as requested by Human Resources.
7. Complete and submit the Graduate Assistant Reflections on GA Experience Form each semester of the graduate assistantship.

Select Resources and Services for Students

Student ID Card

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

- Meal plan and BUCS
- Free rides on Binghamton city buses
- Graduate student lounge and PODS (UDC, Third Floor)
- Access to on-campus fitness/gym facilities
- Identification on campus and beyond
- Checking out library books

Binghamton University Undergraduate Student Continuing As Graduate Student:

- Graduate students who attended Binghamton University as an undergraduate student should email idcard@binghamton.edu (with their B number) to request a graduate ID card. Graduate students can choose to upload a new photo for their graduate ID card before making this request. Graduate ID cards will be available to print after an undergraduate degree has been conferred.

Additional Info:

- There is no fee when the initial graduate student ID card is issued, but there is a 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. More information can be found [here](#).

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
- Courses, via the Learning Management System (Brightspace)
- Library Resources
- BMail, including Calendar & Drive

BU Brain Self-Service also maintains all BU student records and 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
- Enrollment Confirmation

- Student Accounts

To avoid difficulties, students should regularly check BU Brain, including BMail for important correspondences and Student Accounts for accuracy.

Course Registration

Registration for new graduate students begins in early August before the fall semester begins. The Department of Social Work registers new graduate students for their first semester of classes, and students are responsible for self-registering every semester thereafter. If a student is unsure about the courses to take, the student should contact their assigned academic advisor or the Director of Admissions & Student Services.

To prepare for registration, it will help to review the schedule of classes (also available from BU Brain) and review the [“How to Register”](#) instructions and tutorials.

For important registration deadlines, see the [Academic Calendar](#).

Email Account

All graduate students are assigned an email account. Students will be held responsible for official communications sent to their Binghamton University email account. The Binghamton University email account (BMail) 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 Graduate School communications including information related to orientation, field education, financial aid, registration, and bill notifications.

You can access step-by-step instructions for activating your Binghamton University computer account and BMail:

<https://www.binghamton.edu/admissions/undergraduate/new-students/account-setup.html>

Brightspace

Brightspace is the learning management system utilized by Binghamton University. Visit to my.binghamton.edu and click on “Courses” to access Brightspace.

Among its many features, you can use Brightspace to:

- Access each of your courses.
- View and complete each course’s weekly assignments, including required reading.
- Complete and submit assignments; view grades and feedback from instructors.
- Engage with your instructor and classmates through announcements and discussions.

You can access 24/7 technical assistance by using the “Help” tab on the navigation bar of the [Brightspace home page](#).

Electronic Communication

BLine

All Binghamton University students should follow the daily, weekday email communication about campus happenings, deadlines and other important information. B-Line News is distributed via email to all registered Binghamton University students at 11 a.m. Tuesdays and Thursdays when classes are in session. It can also be accessed directly:

<https://www.binghamton.edu/b-line>

A similar version, Dateline, is sent to University faculty and staff.

Rave Emergency Alert System

Binghamton University has partnered with Rave Mobile Safety to provide an emergency alert system capable of delivering messages to students' University and personal email addresses, cell phones, and the University's Facebook and Twitter accounts. 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.

Students, staff and/or faculty who want to receive text notifications will need to register a cell phone number into the [B-ALERT system](#). 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.

Computing Services

Graduate students at Binghamton University have a full range of computing services available to them, including an Information Technology Services (ITS) Helpdesk and student software. To learn more about these services, visit:

<https://www.binghamton.edu/its/helpdesk/students/index.html>

Writing Initiative

Students needing assistance with writing skills can seek such assistance through the [Writing Initiative](#), free of cost. The Writing Center offers in-person and online appointments. To schedule an appointment, visit: <https://binghamton.mywconline.com/>

Fleishman Career Center

The Fleishman Career Center provides information and resources regarding the skills and competencies needed for career success. The Center assists undergraduates, graduate students, and alumni. The Fleishman Center is located in University Union (UU-133), and a CCPA-specific satellite office is located on the second floor of the UDC. To learn more, visit: <https://www.binghamton.edu/ccpd/index.html>,

Services for Students with Disabilities

Students requesting disability-related accommodations should register with the Services for Students with Disabilities office (SSD). This is the entity on campus that is responsible for determining and authorizing disability-related accommodations.

The SSD offices are located in the University Union (UU-119). Students who wish to learn more about disability-related accommodations or register with SSD can do so online by visiting <https://www.binghamton.edu/ssd/index.html> or by calling 607-777-2686 (Voice/TT).

Billing

All students will receive a bill for tuition and mandatory student fees prior to the beginning of each semester. All graduate students must return their bill every semester, either by mail or online, to the Student Accounts Office. Online payment is available via BU Brain. Please note that bills not returned by the stated deadlines will result in additional late fee charges. (A \$50 late fee will be assessed for all bills not returned and paid by the stated deadline. If enrollment is not confirmed and/or bills are not paid by the end of the Add Period, registration is canceled and an additional reinstatement fee will be charged.)

Although the billing schedule varies slightly each semester, bills are normally mailed out at least one month prior to the beginning of the semester. You are responsible for paying your bill on time, even if you do not receive a bill. Thus, if you do not receive your bill, please [contact](#) the Student Accounts Office prior to the beginning of the semester to pay your mandatory student fees and tuition (if applicable).

Visit the Student Accounts website for billing deadlines and other details:
<https://www.binghamton.edu/student-accounts/index.html>

Special Billing Details for Tuition Scholarship Recipients

Graduate students who are appointed to Teaching/Graduate/Research Assistantships may receive a tuition scholarship. A number of Fellowships also offer tuition scholarships. If you are receiving a tuition scholarship, please note the important details below:

- If you receive a tuition scholarship, your in-state tuition is covered. The out-of-state portion is covered if you are an international student or a first-year domestic (from outside New York State) student. If you have questions about your residency status, see [Student Accounts Office's regulations](#).
- Even with a tuition scholarship, you are still responsible for paying all mandatory student fees. Mandatory fees are not a part of any graduate student funding offers. Thus, it is important that you always return your bill, even if you are receiving a tuition scholarship.
- Your bill may or may not indicate your tuition scholarship. If it does not, please do not be alarmed. Departments sometimes complete the paperwork to appoint graduate students after the billing date. In that case, Student Accounts will not be aware of your tuition scholarship.
 - If your bill does not indicate your tuition scholarship, first confirm with your graduate program that your funding offer does include a tuition scholarship. If you are receiving a tuition scholarship, you may report the tuition scholarship on

your bill, deduct the amount from your total amount due, and remit the cost of fees only.

- Although tuition scholarship recipients may pay their bills online, adjustments cannot be made online. Thus, if you review your bill online and note that the tuition scholarship has not been recorded, you should submit your bill via mail (or in person), correcting it to deduct the cost of tuition. Assuming there is time before the deadline, you may wish to wait until Student Accounts updates your record to include the tuition scholarship, at which time you may pay it online.

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 [Office of Financial Aid and Student Records](#) 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.

Library Services

The [Binghamton University Libraries](#) provide leadership to the University community in accessing and using information for teaching and research.

Electronic Resources

The Binghamton University Libraries subscribe to a number of electronic journals and databases. Students have free access to these and other resources by visiting:

<https://www.binghamton.edu/libraries/index.html>

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 & Subject Librarians

Reference assistance is available via email, text and chat.

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

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

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 Electronic Reserves, which are available through the course Brightspace page.

More information regarding subject librarians, including their contact information, can be found by visiting: https://libraryguides.binghamton.edu/subject_librarians

Meals/Snacks

The Vestal Campus, Downtown Campus, and the greater Binghamton downtown area offer a range of places to eat. Downtown Convenience, a self-service coffee and snack kiosk, is located on the first floor of the UDC.

Campus Preschool and Early Childhood Center

The Campus Preschool is located in the building adjacent to the East Gymnasium near the main entrance of the Vestal Campus. Interested persons should visit the website at: <https://www.binghamton.edu/services/campus-pre-school/index.html>

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. To learn more about the MRC, visit: <https://www.binghamton.edu/centers/mrc/>

Recreation and Fitness

The Campus Recreational Services ("Campus Rec") Main Office is located in the East Gymnasium, adjacent to the main entrance of the Vestal Campus. Campus Rec offers a variety of options to faculty, staff, students, and community members wishing to utilize its facilities and equipment. For more information, visit: <https://www.binghamton.edu/campus-recreation/>.

Transportation

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: <https://www.binghamton.edu/services/transportation-and-parking/buses-and-shuttles/occt/index.html>

Broome County Transit (BCT) buses are also provided free to Binghamton University students with a valid student ID card. BCT provides extensive bus services in both the metropolitan area and the surrounding towns. Check their website for specific schedules and more information:

<https://broomecountyny.gov/transit/routes>

Parking

In order to park your vehicle on campus, you will need to purchase a parking pass. You may purchase your parking pass at Parking Services, located in Room G-8 of the Couper Administration Building. The phone number is: 607-777-2279. For more information about parking, including rates, regulations, lot maps, and disability services, visit the Parking Services website:

<https://www.binghamton.edu/services/transportation-and-parking/parking/student-permits/>

Health & Safety

Health Services

The Decker Student Health Services Center (DSHSC) provides currently registered Binghamton University students and affiliated entities with care for acute illness and injury, health education, women's health services, travel medicine, immunizations, HIV-testing, psychiatric consultation and laboratory services. DSHSC is located on the Vestal Campus at East Access Road, which is 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, including the required forms, visit:

<https://www.binghamton.edu/health/incoming-students/index.html>

University Police

The New York State University Police at Binghamton University is a fully-accredited law enforcement agency, which operates 24-hours per 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. To learn more, visit: <https://www.binghamton.edu/police/index.html>

Support Services

Binghamton Support Network

This online application is designed to help students find resources based on various concerns. Students can select the category associated with their concern, search for your concern, or check our alphabetical listing of concerns. To access the Binghamton Support Network, visit:

<https://binghamton.concerncenter.com/>

CARE Team

The Dean of Students' CARE Team is Binghamton University's case management office. Their mission is to provide direct support to undergraduate and graduate students, empowering them to address their needs holistically and achieve personal and academic success. Through advocacy, care, and collaborative efforts, they strive to cultivate a compassionate and informed campus

environment. Learn more about their services by visiting:
<https://www.binghamton.edu/services/care-team/>

University Counseling Center (UCC)

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 provides individual and group psychotherapy, referral services, consultations, and psycho-educational programs. Their goal is to help students integrate their college experiences and to cope with the stresses that are inherent in a diverse institution of excellence. Learn more about their services by visiting: <https://www.binghamton.edu/counseling/>

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. Learn more about the University Ombudsman by visiting:
<http://ombudsman.binghamton.edu>

Appendix A: Social Work Contract

I agree to the following academic contract:

Social workers serve a wide variety of client systems that experience the intersectionality of factors including but not limited to: age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social work services should be provided without prejudice and/or imposition of the worker's values on clients.

- I have read and understand the National Association of Social Workers Code of Ethics and agree to adhere to the standards therein.
- I have read the Binghamton University Department of Social Work Performance Standards for Admission, Matriculation and Graduation (*next page*), and agree to adhere to the standards therein.
- I will continue my professional development through regular self-assessment of my academic and personal aptitude and performance.
- I will continue my professional development, taking serious assessments of my academic and professional aptitude and performance. This includes discussion with faculty and staff about observations underlying their evaluations and the steps I might take when improvement is warranted.
- I understand and agree that the faculty and staff may share with other faculty, staff and administrators, field instructors and other staff at field agencies, information about student situations in connection with professional development and academic concerns arising in the social work program. Faculty and staff will make every effort to keep confidential any student information that the faculty or staff member feels is not necessary to discuss concerning the student in connection with professional development and academic concerns. As appropriate, faculty and staff will discuss with students the scope of the information being shared.
- I will become familiar with all course and program requirements and accept responsibility for taking all required courses in the correct sequence.
- I understand that although I am admitted to the MSW program, if my professional development is deemed unsatisfactory by the social work faculty or staff, the MSW program has the right and responsibility to request reassessment of my suitability for the program. The social work faculty, in turn, will provide academic instruction and advising to assist with the learning and professional development process.

In addition, I understand the following:

- Successful completion of Binghamton University's MSW program is sufficient for meeting the educational requirements for an advanced practice license in New York State.
- Binghamton University's Master of Social Work does not meet the educational requirements for licensure outside of New York State.
- I may need to complete additional coursework, fieldwork, or other requirements specified by the licensing authority in a state or territory outside of New York State.
- By signing below, you acknowledge your receipt of the information found in Appendix A of this document.

Social Work Performance Standards for Admission, Matriculation and Graduation

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 multisystem 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.

To remain in good standing in the Department of Social Work, all students, consistent with in the NASW Code of Ethics (2021), "... 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" (Ethical Standard 4.05).

The social work 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.

PROFESSIONAL ETHICS

Skills and Essential Behaviors

- Demonstrates an understanding of, adheres to and promotes the NASW Code of Ethics
- Demonstrates an understanding how diversity and intersectionality shape human experiences and affect equity and inclusion
- Shows respect and effectively advocates for the rights of others
- Demonstrates a commitment to ending social, racial, economic, and environmental injustice
- Maintains and demonstrates comprehension of professional boundaries
- Is committed to clients' freedom of choice and self-determination
- Is consistently honest and demonstrates integrity by being truthful about one's own background, experiences and qualifications
- Refrains from sexually harassing others; making verbal or physical threats; or abusing others in physical, emotional, verbal or sexual ways
- Refrains from being involved in sexual relationships with clients or participating in dual relationships with clients where conflicts of interest may develop or exist
- Utilizes clinical supervision effectively and demonstrates a willingness to ask for help

Descriptors/Examples

- Maintains confidentiality
- Demonstrates openness to working effectively and responsibly with people of differing identities, including faculty, staff, supervisors, colleagues, fellow students, and clients
- Asks supervisors and instructors for help when needed
- Follows through with commitments
- Maintains clear boundaries; for example, does not socialize with clients

SELF-AWARENESS

Skills and Essential Behaviors

- Demonstrates ability to acknowledge how one's own attitudes, beliefs, biases, privilege, and past experiences affect professional judgment, decision-making, thinking, behavior and relationships
- Shows willingness and ability to assess and reflect on strengths and identify areas for improvement
- Is open to feedback and constructive criticism
- Demonstrates a level of self-awareness and an ability to identify how one is perceived by others
- Demonstrates the ability to self-critique and to assume full responsibility for protecting peers, colleagues, research participants, clients and others from the adverse consequences of personal performance problems and behaviors

Descriptors/Examples

- Demonstrates self-reflection in coursework, field education, and other interactions and assignments
- Makes necessary adjustments to professional and/or academic workloads in the face of personal difficulties that may adversely impact the quality of academic work and field education, including practice with clients
- Takes initiative in gaining knowledge as needed
- Makes changes based on feedback and constructive guidance

COMMUNICATION

Skills and Essential Behaviors

- Communicates responsibly, respectfully and effectively with faculty, staff, supervisors, colleagues, fellow students, and clients
- Utilizes effective listening and empathic skills to establish rapport
- Demonstrates ability and willingness to listen to others and is open to feedback
- Advocates in a constructive manner that is in accordance with the NASW Code of Ethics
- Utilizes institutional channels first to effectively resolve conflicts
- Demonstrates respect for the professional expertise of faculty, staff, supervisors, colleagues, and fellow students

Descriptors/Examples

- Receives, comprehends and responds appropriately and timely to verbal, non-verbal and written forms of communication, including emails sent from the Department of Social Work and field agency personnel
- Expresses feelings and ideas in a way that can be understood by others
- Participates cooperatively as a productive member of interprofessional and intraprofessional teams in coursework, field education, and other educational and professional activities
- Maintains commitments to clients, colleagues, supervisors, and fellow students
- Voices opinions and offers feedback in a productive and non-judgmental manner
- Demonstrates effective, respectful ways to advocate for self and others
- Demonstrates an ability to write clearly, concisely, accurately and completely, including through the use of appropriate grammar, sentence construction, and APA citation and referencing guidelines
- Follows agency guidelines for record keeping

READINESS

Skills and Essential Behaviors

- Is open and committed to learning from faculty, staff, supervisors, colleagues, and fellow students
- Responsibly addresses one's own health and emotional well-being before it may interfere with scholastic and professional performance; proactively seeks out and utilizes help when needed
- Distinguishes effectively between facts and inference
- Draw conclusions based in relevant information and substantive evidence
- Demonstrates ability to think critically

Descriptors/Examples

- Takes initiative with basic tasks such as making phone calls and taking messages, initiating and responding to emails, calling agencies to gain information about their services and locating resources in the community
- Demonstrates ability to include relevant and applicable literature in presentations, research and written work
- Assessments of clients reflect comprehensive, inclusive and relevant data
- Demonstrates insight and knowledge when working with clients, as demonstrated through the effective use of supervision and process recordings
- Demonstrates the ability to take initiative, including for professional development and educational outcomes
- Can identify problem-solving steps to resolve challenges
- Able to communicate ideas clearly in verbal, non-verbal and written forms

PROFESSIONAL BEHAVIOR

Skills and Essential Behaviors

- Shows willingness and ability to effectively prioritize, manage and complete tasks on time by observing and meeting deadlines
- Seeks professional help and consultation when needed
- Utilizes thoughtful and informed judgment when making professional decisions
- Demonstrates appearance and demeanor that are appropriate to the roles and settings encountered during the educational process, including field education experiences
- Is able to form and sustain professional relationships

Descriptors/Examples

- Arrives on time to all classes, field education, and meetings
- Consistently follows through with commitments to coursework, field education, and other educational and professional activities
- Demonstrates an ability to be flexible in responding to changing needs and priorities of the field agency and clients
- Communicates in advance whenever there is an interruption of attendance, participation, and/or task completion in coursework or field education; identifies alternatives for task completion with the relevant faculty, staff, administrators, supervisors, field liaisons, and advisors
- Voices concerns to faculty, staff, administrators, supervisors, and/or field liaison in a respectful manner and in accordance with agency and Department protocols and policies
- Keeps faculty, staff, administrators, supervisors, field liaisons, and advisors apprised of issues that may arise and works proactively with all parties to alleviate issues

Appendix A

New York State prides itself on the high quality of its licensed and certified professionals. For the protection of its citizens, each license and certificate has requirements that individuals must meet in order to be licensed or certified in New York State. SUNY's academic programs leading to licensure or certification are carefully designed to meet and exceed these State requirements. This is a role SUNY plays in protecting the public.

Per U.S. Federal Regulations, §668.43 (2019 Rule), and in compliance with the State Authorization Reciprocity Agreements (SARA) Manual version 19.2, SUNY Binghamton (Binghamton University) provides the following disclosure related to the educational requirements for professional licensure and certification.

SUNY Binghamton (Binghamton University) has designed an educational program curriculum for a Master of Social Work, that if successfully completed, is sufficient to meet the licensure and certification requirements for an advanced practice license in New York State: <http://www.op.nysed.gov/prof/sw/#>. This disclosure is strictly limited to the SUNY Binghamton's (Binghamton University) determination of whether its educational program (Master of Social Work; MSW), that if successfully completed, would be sufficient to meet the educational licensure or certification requirements for social work licensure in New York State. Binghamton University's Master of Social Work does not meet the educational requirements for licensure outside of New York State.

Students may need to complete additional coursework, fieldwork, or other requirements specified by the licensing authority in a state or territory outside of New York State. Enrolled students and prospective students are strongly encouraged to contact their State's licensure entity to review all licensure and certification requirements imposed by their state(s) of choice.

Additionally, SUNY Binghamton (Binghamton University) cannot provide verification of an individual's ability to meet licensure or certification requirements unrelated to its educational programming. This disclosure does not provide any guarantee that any particular state licensure or certification entity will approve or deny your application. Furthermore, this disclosure does not account for changes in state law or regulation that may affect your application for licensure and occur after this disclosure has been made.

I have read and understand this Social Work Contract, the Social Work Performance Standards for Admission, Matriculation and Graduation, Appendix A, and agree to adhere to the standards therein.

STUDENT'S NAME

STUDENT'S SIGNATURE

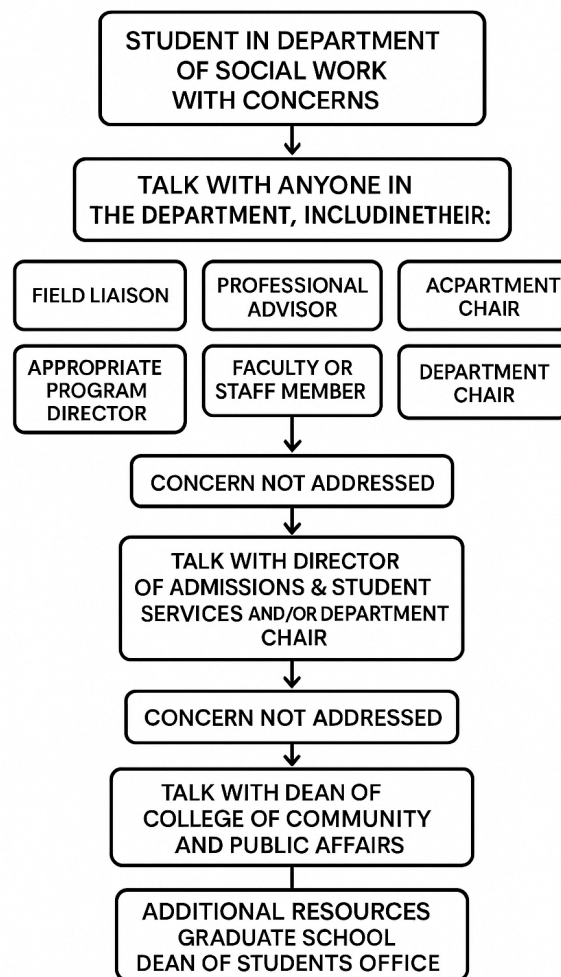
DATE

Appendix B: Student Concern Policy Flowchart

Students in the Department of Social Work who have concerns can talk with anyone in the department, including their: field liaison, a professional advisor, academic advisor, appropriate program director, any faculty or staff member, the Director of Admissions & Student Services, or the Department Chair. If a student does not feel their concerns were satisfactorily addressed and they have not yet spoken to the Director of Admissions & Student Services and/or the Department Chair, they should meet with one or both of them as the next step of the process.

If, after speaking with the Director of Admissions & Student Services and/or the Department Chair, they do not feel their concerns have been addressed, the student can speak with the Dean of the College of Community and Public Affairs. Additional resources beyond the Department of Social Work faculty/staff and the Dean of the College, include the Graduate School and the Dean of Students Office for Binghamton University.

See Flowchart Below:



Appendix C: Incomplete Contract



Incomplete Contract

An instructor may assign an Incomplete (“I”) when a graduate student has done most of the coursework satisfactorily but, due to unforeseen circumstances beyond the student’s control, has not completed all course requirements. The Incomplete grade is not intended to convert failing or unsatisfactory work into a passing grade, nor is it intended for extending coursework that has expanded beyond the intended scope of the course. If the scope of a project exceeds the timeframe of a single semester, students and instructors should consider alternatives such as independent study. The Incomplete is not a grading option for entire classes or courses.

Student:

B-Number:

Semester:

Course Number:

Course Title:

Credit Hours:

Instructor:

Reason for the Incomplete Grade:

Remaining Requirements for the Completion of the Course:

Deadlines:

Unless otherwise specified by the instructor, graduate students who are assigned an Incomplete have until the last day of classes of the following major term to complete the required work and for the instructor to submit a final grade to the Office of Financial Aid and Student Records. This is the maximum timeframe permitted. *Instructors are encouraged to set shorter deadlines based on the amount of missed work and their availability for grading. For example, if a student missed the last two weeks of class, a two-week extension is generally sufficient.* Whenever possible, students should complete their work before the next term begins to avoid course overloads. As such, students are advised to submit all remaining work at least one month prior to the deadline to allow the instructor sufficient time to evaluate and submit a final grade. Instructors are expected to file the final grade within one month of receiving the completed work.

If a student does not complete the coursework and no extension has been approved, the Incomplete grade automatically reverts to a grade of “NC” (No Credit) six months after the last day of classes of the original term. Once an Incomplete has reverted to NC, no further opportunity to complete the course is permitted. In accordance with university policy, the instructor also reserves the right to change the grade to an “F” if the student fails to meet the agreed-upon deadline and no extension is in place.

The instructor’s deadline for submitting the grade will be _____ and, therefore, the student must meet all requirements by _____, so that the instructor has sufficient time to complete the grading process.

Agreement by the instructor to abide by the contract:

Instructor: _____ Date: _____

Agreement by the student to abide by the contract:

Student: _____ Date: _____

Approval by the Department Chair:

Department Chair: _____ Date: _____

The instructor should keep the original contract. Copies of the contract should be filed with the Department of Social Work and provided to the student and the assigned academic advisor.

Appendix D: Independent Study Proposal

BINGHAMTON
UNIVERSITY

COLLEGE OF COMMUNITY
AND PUBLIC AFFAIRS

Name _____

B # _____

Circle One: Fall 20____ Spring 20____ Summer 20____

Grading Option: Standard Letter Satisfactory/Unsatisfactory

Number of Credits: _____

(Maximum: 3 credits)

Cumulative Grade Point Average: _____

(Minimum for Eligibility: 3.5 GPA at time of request)

Title of Independent Study: _____

Faculty Sponsor: _____

Adjunct Faculty: (if applicable) _____

Approval by Faculty Sponsor:

I have read the attached proposal and agree to act as faculty sponsor for this independent study.

(Faculty Sponsor's Signature/Date)

Approval by Full-time Faculty (when faculty sponsor is adjunct faculty):

I have read the attached proposal and support this independent study.

(Full-time Faculty's Signature/Date, if applicable)

Agreement by Student to Abide by the Proposal:

I have read the attached proposal including any additions or changes made by the Faculty Sponsor and/or my Academic Advisor and agree to abide by it as written.

(Social Work Student's Signature/Date)

Approval by Academic Advisor:

I have read the attached proposal and support this independent study.

(Academic Advisor's Signature/Date)

Approval by Department Chair:

I have read the attached proposal and support this independent study.

(Department Chair's Signature/Date)

Guidelines for SW 597: Independent Study

I. Definition of Independent Study

An independent study is a learning experience that allows a student an opportunity for self-directed learning related to an area of academic and/or professional interest. The independent study will involve, in a broad sense, critical analysis and application or development of theories and concepts relating to the area of inquiry chosen by the student. Although the student may engage in creative projects or field research, such endeavors must be accompanied by the previously described academic approaches and written assignments.

II. Eligibility

To qualify for an independent study, a student must meet all of the following criteria:

1. The student must be matriculated in social work and must also have a minimum GPA of 3.5 at the time of the request.
2. The independent study must be related to the educational goals of the student and the student should have sufficient background to undertake the independent study and learn from the experience.

III. Policies and Procedures

1. To apply for an independent study, the student must submit a completed “Independent Study Cover Sheet” and an acceptable proposal to a faculty member who has experience related to the area in which the independent study will be undertaken.
2. Since the preparation of a proposal requires a great deal of thought and consideration, planning should begin well before the registration period for the semester in which the independent study will be undertaken. A student can register for an independent study only after the proposal has been approved by the faculty sponsor, academic advisor and the Department Chair.
3. All graduate independent study proposals should be filed no later than the middle of the second week of class. Check with the academic advisor for exact dates. No proposals will be considered after the deadline for adding courses has passed.

4. A copy of the student's cover sheet and proposal must be placed in the student's academic file.
5. Independent studies are graded with either normal grading options or S/U (i.e., satisfactory and unsatisfactory). The grading option is determined at the discretion of the faculty sponsor. After it is instituted, the grading option cannot be changed without the approval of the faculty sponsor, academic advisor, and Department of Social Work Chair.
6. Independent studies can be taken for one to three credits. As a general guideline, a three-credit study will require written assignment(s) of at least 20 pages.
7. An independent study cannot be undertaken if a course is available or offered in the intended areas of study.

IV. Faculty Sponsor

1. The faculty sponsor must be a current faculty member of the Department of Social Work. If the faculty sponsor is an adjunct faculty member, a current full-time faculty member must sign the IS proposal and read and grade the final product.
2. The faculty sponsor is responsible for supervising the independent study. The faculty sponsor must approve the independent study proposal, ensure that the proposal is implemented properly, and is responsible for submitting the final grade to the Registrar's Office.
3. The faculty sponsor will be available for regular contact with the student during the independent study.

V. Proposal

The independent study "Cover Sheet" must be accompanied by a typed proposal which addresses the following questions:

1. What are the learning objectives for the independent study specific to the student's educational goals statement and plan of study?
2. What is the student's academic/experiential preparation for undertaking the independent study?

3. What activities will be undertaken during this independent study and how will they be supervised?

4. What is the written component of the independent study? Written work may include creative projects, research, or field work accompanied by scholarly written assignments. As a general guideline, a minimum of 20 written pages will be submitted for three credit hours.

Appendix E: Dual MPA/MSW Degree Curriculum

Year One	
Fall (13 credits)	Spring (17 credits)
SW 515 Social Welfare Policy and Programs (3 cr)	SW 503 Diversity and Oppression (3 cr.)
SW 510 Generalist SW Practice I (3 cr.)	SW 512 Generalist Social Work Practice III (3 cr.)
SW 504 Foundations of Scientific Inquiry w/Social Systems (3 cr.)	SW 592 Field Instruction II (4 cr.)
SW 591 Field Instruction I (4 cr.)	PAFF 521 Foundations in Public Service (4 cr.)
PAFF 503 Introduction to Administrative Systems (1 cr.) (optional- not included in the 91 credits)	SW 506 Psychopathology and Pharmacology (3cr)
Summer (6 credits)	
SW 511 Generalist SW Practice II (3 cr.)	SW 505 Human Behavior in the Social Environment, 3 credits (ONLINE) (3 cr.)
Year Two	
Fall (13 credits)	Spring (13 credits)
SW or PAFF Elective (3 cr.)	SW 525 Advanced Social Work Practice with Communities (3 cr.)
PAFF 520 21st Century Governance (4 cr.)	SW or PAFF Elective (3 cr.)
PAFF 526 Managing Info & Tech (2 cr.)	PAFF Evidence-Based Decision-Making: 515, 516, 523 (4 cr.)
PAFF 527 Budget and Finance (4 cr.)	PAFF Managing People in Organizations: 532, 534, 535, 536 (3 cr.)
Summer (6 credits)	
SW 523 Advanced SW Practice with Groups (3 cr.)	SW 524 Advanced Social Work Practice with Families (3 cr.)
Year Three	
Fall (13 credits)	Spring (10 credits)
SW 521 Advanced Social Work Practice with Individuals (3 cr.)	SW 520 Evaluation of Social Work Practice (3 cr.)
SW 522 Advanced Social Work Practice with Organizations (3 cr.)	SW 594 Field Instruction IV (4 cr.)
SW 593 Field Instruction III (4 cr.)	PAFF 589 The Reflective Practitioner (3 cr.)
SW or PAFF Elective (3 cr.)	

Appendix F: Dual MA Spanish/MSW Degree Curriculum

Year One	
Fall	Spring
SW 505 Human Behavior in the Social Environment (3 cr.)	SW 503 Diversity and Oppression (3 cr.)
SW 510 Generalist SW Practice I (3 cr.)	SW 512 Generalist Social Work Practice III (3 cr.)
SPAN 500 Literature/ Culture/ Linguistics (4 cr.)	SW 592 Field Instruction II (4 cr.)
SW 591 Field Instruction I (4 cr.)	SPAN 500 Literature/ Culture/ Linguistics (4 cr.)
SW 504 Foundations of Scientific Inquiry w/ Social Systems (3 cr.)	SW 506 Psychopathology and Pharmacology (3 cr.)
Summer	
SW 511 Generalist SW Practice II (3 cr.)	SW 515 Social Welfare Policy and Programs (3 cr.)
Year Two	
Fall	Spring
SW 593 Field Instruction III (4 cr.)	SW 525 Advanced Social Work Practice with Communities (3 cr.)
SPAN 500 Literature/ Culture/ Linguistics (4 cr.)	SW 594 Field Instruction IV (4 cr.)
SPAN 500 Literature/ Culture/ Linguistics (4 cr.)	SPAN 500 Literature/ Culture/ Linguistics (4 cr.)
SW 521 Advanced Social Work Practice with Individuals (3 cr.)	SPAN 500 Literature/ Culture/ Linguistics (4 cr.)
SW 522 Advanced SW Practice with Organizations (3 cr.)	
Summer	
SW 524 Advanced Social Work Practice with Families (3 cr.)	SW Elective (3 credits)
Year Three	
Fall	
SW 520 Evaluation of Social Work Practice (3 cr.)	
SW 523 Advanced SW Practice with Groups (3 cr.)	
SW Elective (3 credits)	
SPAN 500 Literature/ Culture/ Linguistics (4 cr.)	
Spanish Master Thesis	