



SOCIAL WORK

Student Handbook

2013



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Part I. General Information

I-1. WELCOME TO SOCIAL WORK

Winona State University's Department of Social Work is a CSWE accredited program since 1984. The Social Work Department serves students on both the Winona and the Rochester campuses. Administrative offices are located in Minné Hall, Room 228 (507-457-5420). In Rochester, the social work faculty offices are in the ST128 faculty office suite at the University of Rochester Center campus (507-285-7486).

Students who declare a social work major will be assigned an advisor in the Social Work Department with whom they should meet regularly during the school year. Students can request a change of advisor at any time through the department office. After completing a series of foundation courses (see WSU catalog and/or course requirements in this handbook for course listing and grade point requirements), declared majors apply for admission into the Social Work Program. Applications to the program must be completed the semester before starting the first core courses: SW365 Practice I, SW370 Human Behavior and the Social Environment and a Social Work Diversity course (see available options provided herein). Acceptance into the Social Work Program is a prerequisite to enrolling in core social work courses. Once an application has been approved, declared social work majors then become social work majors who have been formally accepted into the program for graduation.

Field Instruction

The Social Work Department requires 600 hours of practical work. This entails 120 hours of Field Experience (pre-major) and 480 hours of Practicum in entry-level social

work practice prior to graduation. Field Instruction is an opportunity to apply practice with theoretical concepts and determine readiness to enter the profession of social work. The Council on Social Work Education (CSWE) expects each social work student to have demonstrated the competencies listed below upon completion of the BSW degree (See Appendix 2. CSWE Educational Policy and Accreditation Standards).

Field instruction is an experiential form of learning in which the social work student is helped to:

1. Develop practice skills by applying classroom theory to real situations.
2. Determine which approaches apply in a given situation and how they should be implemented.
3. Clarify one's own needs as a social work student.
4. Access practical information not available in courses or books.
5. Understand the organizational and community context of social work practice and develop skills in working in agencies.
6. Help students expand their awareness of professional roles and relationships in the organization, as well as the agency's role in the community.
7. Help students extend self awareness and achieve a sense of professional identity.
8. Learn cultural competency practice.

Source: Modified from Alle-Corliss, L., & Alle-Corliss, R., (1998). *Human Service Agencies: An Orientation to Fieldwork*. Pacific Grove, CA: Brookes/Cole.

I-2. MISSION STATEMENT

The Department of Social Work at Winona State University aspires to teach students the values, skills, and knowledge necessary to be generalist social work practitioners in today's world.

Department Vision

The Social Work Department prepares students to work in entry-level settings with any population. The Department educates students to be lifelong learners and active participants in a global society. Faculty work to develop graduates with interpersonal skills, communication, and critical thinking skills, and the leadership skills necessary for meeting personal, civic, cultural, and professional challenges and who will address the need for social change.

The Social Work faculty are committed to being actively involved in the community to improve the lives of the citizens of Southeast Minnesota and to bring about the needed social change to alleviate discrimination, poverty, and oppression, thereby modeling the desired professional behavior expected of students.

The faculty are committed to the preparation of generalist social workers through the promotion of the social work values of service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence as evidenced by the NASW Code of Ethics and reinforced in the CSWE EPAS 2008.

Department Goals and Outcomes

1. The social work program will prepare students to be able to work as entry level generalist practitioners with individuals, families, groups, and community organizations.
 - a. Identify as a professional social worker and conduct oneself accordingly (EPAS 2.1.1)
 - b. Apply social work ethical principles to guide professional practice (EPAS 2.1.2)
 - c. Apply critical thinking to inform and communicate professional judgments. (EPAS 2.1.3)
2. The social work program will prepare students to be able to practice in manner that is sensitive to diversity.
 - a. Engage diversity and difference in practice (EPAS 2.1.4)
3. The social work program will prepare students to advocate for the disenfranchised, oppressed, underrepresented and non-dominant groups through practice, policy, and research.
 - a. Advance human rights and social and economic justice (EPAS 2.1.5)
 - b. Engage in policy practice to advance social and economic well-being to deliver effective social work services (EPAS 2.1.8)
 - c. Engage, assess, intervene, evaluate and end with client systems of all sizes (individuals, families, groups, organizations, and communities). (EPAS 2.1.10)
4. The social work program will prepare students to explore the interrelationships among people and systems, as related to generalist social work practice.
 - a. Engage in research informed practice and practice informed research (EPAS 2.1.6)
 - b. Apply knowledge of human behavior and the social environment (EPAS 2.1.7)
 - c. Respond to contexts that shape practice (EPAS 2.1.9)

I-3. SOCIAL WORK DEPARTMENT GUIDE

Step 1. Declare the Major

At the point that a student decides to become a social work major at Winona State University, the Declaration of Major form should be completed and the student should meet with a social work faculty advisor to discuss interests, future plans, creating a resume, and opportunities for university and community services (e.g., becoming a member of the Student Association of Social Workers). The Declaration of Major form can be obtained from the Social Work office in 228 Minné Hall. On the Rochester campus, students should inquire in the faculty offices at ST 128.

Note: Declaring intent to major in social work and taking open or elective courses in the department does not constitute acceptance into the professional major or guarantee graduation from the department; students must be formally accepted into the Social Work Major before entering SW365 Practice I and SW370 Human Behavior in the Social Environment and to continue in the professional sequence.

Step 2. Apply for Field Experience SOCW 350

Completion of SW350 is a requirement in order to enter the academic core courses in the Social Work Department. Field experience is completed over a 16-week semester, with the student in placement for 8 hours per week for fifteen weeks. Field Experience is offered in the summer and can be taken during a shorter period of time – working 10 to 20 hours a week at a field site. Students should take note that the agency and its target population where the field experience is completed cannot be used for the Senior Practicum unless a second field experience in a different area has been completed. Students must plan for entering the field experience well in advance – at least six weeks before the beginning of the semester that the student plans to enroll. Students who seek permission to register in SW350 should follow these steps to ensure acceptance. Registering for field experience takes time and planning, and it is in the student's best interest to initiate this process early.

- Purchase the social work field experience manual. These manuals are sold at the Winona and Rochester Center bookstores.
- Complete the application found in the manual.
- Make an appointment to discuss field experience options and plans with the Director of Field Education or instructor of the course.
- Secure a signed placement memo located in the field experience manual from the supervisor at the agency you have selected to complete your experience.
- Follow the deadlines for registration located in the Field Experience manual.
- With approval, the Director of Field Education or the instructor will issue the student permission to enroll in the course. Students may enroll during the regularly scheduled enrollment period with the university.

Step 3. Apply for Formal Admission

Applications are due the first Tuesday in October or the third Tuesday in February depending on the semester students apply. Completed applications should be submitted no later than 3:30 p.m. on the due date to the department office – either Minne Hall 228 in Winona or ST 128 in Rochester. Late or incomplete applications will not be accepted. Students who wish to enter the social work major must make a formal application the semester before entering.

ing Practice I. Students should consult their assigned faculty advisor on academic readiness to apply for entrance in the program. Application forms for the Social Work major are located in Appendix E.

Students must have completed the foundation courses including Introduction to Social Work (SOCW 340) and Social Work Field Experience (SOCW 350) in order to be accepted into the core courses and the social work program. If you are currently taking the classes while applying to the program you may receive an acceptance letter PENDING the completion of the necessary courses prior to the beginning of the next semester. 60 credits need to be completed by the time of your acceptance.

The Social Work Field Experience (SOCW 350) must be completed concurrent with or after Introduction to Social Work (SOCW 340). In addition, students must have earned 60 semester credits at the time they apply into the program, and have a 2.5 GPA in all foundation courses with an overall university GPA of 2.0 or higher. A grade of D or lower is not accepted for any foundation courses.

Those students who have not completed their requirements by the beginning of the junior year should see their advisor to develop a plan of action. Admission into the Social Work Major will be delayed and admission to Practice I denied, pending completion of all requirements. For those

changing to a social work major after the beginning of their junior year, see a social work faculty member for advising.

Step 4. Taking Department Courses

Students must observe the course schedule guidelines and consult with their advisor each semester before registration. All core Social Work courses are open to accepted majors only and are provided in sequence. The Social Work Department does not permit students to take courses out of sequence and believe that learning is enhanced through the sequencing as each course prepares students from the next set of courses.

Note: Some students plan double majors or study abroad opportunities. Our department highly encourages such endeavors. However, as the social work major usually has full cohort groups in the Winona and Rochester campuses – students should consider the time of application carefully as it is often unlikely that space would be available for a student to return if he or she decides to take a semester off from the social work major courses. Further, students are not allowed to apply for acceptance on both Winona and Rochester campuses nor may students move back and forth between campuses to take courses.

I-4. STUDENT ASSOCIATION OF SOCIAL WORKERS

SASW – Winona Campus

The SASW is a pre-professional association for all students interested in the field of social work. Members are encouraged to be active participants in the Social Work's program development as well as campus and community activities. This association offers peer support, community service, public speaking and educational engagements, fund-raising events, and social activities. These experiences form a foundation for entering into the professional field of social work. Students are invited and encouraged to join. Anyone wanting information on becoming involved can leave a message in the SASW president's mailbox located in the office at 228 Minne Hall.

SASW – Rochester Campus

Mission Statement: The purpose of the Student Association of Social Workers at WSU-Rochester Center is to create an environment that provides a foundation for social work skills and practice. The SASW strives to develop, organize and promote positive change within the academic, social

and professional communities. The SASW is committed to ethical and empathetic practice, human diversity and excellence within the social work profession. This pre-professional association is an excellent opportunity for students to prepare for the profession of social work. The SASW offers peer support, community service activities, fund-raising events, public speaking and educational engagements, and various social activities. Anyone wanting information on becoming involved can leave a message in the social work faculty offices, ST128.

Students are invited and strongly encouraged to join the SASW on either campus.

Note: The SASW has a Social Work faculty member as an advisor on each campus. SASW membership has the right to request any of the Social Work faculty to serve as the association's advisor in a given academic year. The association should be aware that the faculty member has the right to accept or decline the appointment.

I-5. STUDENT ACTIVITY/ACHIEVEMENT REPORT

Students may document extra-curricular and academic activities for their department file using student activi-

ty/achievement reports. These reports (also known as "green sheets") provide evidence of student activities

throughout the college experience and are invaluable as students seek practicum and employment opportunities, and build their professional resumes. Green sheets are available in the Social Work office in Minné 228 (Winona campus). Each Rochester campus student is asked to maintain their own, individual list of activities and accomplishments for incorporation into their resume.

Purpose

1. Enables students to have the documentation to develop resumes for employment or graduate school applications.
2. Creates reference files for faculty.
3. Creates means for the Social Work Department to document student development.
4. Encourages students to begin to focus on their career development.

Items to Be Reported on This Form

1. Relevant workshops attended or participated in or helped to develop.
2. Community service activities.
3. Professional memberships: NASW, SASW, CSWE.
4. Relevant work experiences.
5. Campus activities and/or service to campus organizations.
6. Exceptional work, practicum, or classroom contributions specifically noted by professor, field instructor or coordinator, and/or work supervisor.
7. Offices and/or positions held in campus or community programs.
8. Any other activities seen as relevant to academic and professional development.

Note: See the Student Activity/Achievement Report form (p. 8) for detailed information.

I-6. STUDENT OPPORTUNITIES

International Opportunities

The Social Work faculty believes that a global perspective is important in order to be a contemporary social work professional. Students are encouraged to get a travel abroad experience while they are in college. Many students may want to go abroad through the Study Abroad office during their sophomore year to complete General Education credits. This way their social work sequencing will not be interrupted and their experiences will only enhance their learning in their junior and senior years.

The WSU Social Work programs offers and collaborates on a variety of social work-oriented international learning opportunities. Each year one or two short-term (1-3 week) social work travel study opportunities in Mexico are offered that provide students from 3-6 credits. No Spanish speaking ability is required, and more information can be found at: <http://www.mexicotravelstudy.org>. Students with some Spanish skills and interest in a semester-long experience in Mexico may be able to participate in study abroad programs during the spring semester of their junior year. See

<http://www.augsburg.edu/global/mexico/springsem02.html> for more info on this program. Other experiences offered by the social work department have been to places such as Great Britain and Bangladesh. Students should check with their advisor to learn more about these programs early in their college experience.

Student E-mail

It is expected that students maintain a WSU web-mail account and check messages frequently. The use of other email addresses for university and program communication is strongly discouraged. The Social Work faculty will only use WSU electronic communication with students. All students are encouraged to check their WSU email account on a regular basis. The Social Work Department also offers a

WSU Social Work Alumni page on Facebook. All students and graduates are welcome to use this site. Contact any faculty member in the department for assistance and information.

Application for Graduation

Students are solely responsible for ensuring all academic requirements will be met for completion of a degree at Winona State University. Students must have a declared major(s)/minor(s) and be registered for their final term before applying for graduation. All requirements on the student's DARS should be complete (green), or in progress (yellow), with the exception of the Academic Standing-Probation/Suspension requirement. The student's Application for Graduation must be submitted by the midterm date of the graduating term to be eligible for provisional honors and to have the student's name in the Commencement program. Participation in a commencement ceremony does not imply graduation. A final degree audit is performed after all grades have been recorded. Students must successfully complete all course, major/minor, and degree requirements prior to the posting of the degree. Notification of approval for graduation will be sent from the Registrar's office via your WSU email account. A notice will also be sent to your advisor.

Graduation Reception/Field Instructor Recognition Event

All WSU social work graduates and their families, members of SASW, along with social work field instructors are invited to a graduation reception before the fall and spring graduate ceremonies. The reception is hosted by the Social Work Department faculty. This event is held on the Winona campus prior to the commencement ceremonies and students from both campuses are welcome to participate in this cele-

bration of achievement of graduates and recognition of

community field instructors.

I-7. COUNCIL ON SOCIAL WORK EDUCATION

The Council on Social Work Education (CSWE) is the national accreditation body for social work education. Through its various commissions, such as the commission on education and commission on practice, it determines the skills, values, and knowledge necessary to effectively practice social work.

These commissions are comprised of elected members of social work faculty and social work practitioners from across the United States. Their recommendations are submitted to the National Association of Social Workers and all member schools for reaction, input, and revision. Finally, out of all the research, review, and revision processes, the final accreditation standards are approved and adopted.

The principles and guidelines in relation to CSWE standards are found in Appendix B. For the student, this represents a guide to an educational career in social work. It represents what the student needs to learn and achieve. It also reflects what is covered and accomplished via the educational training provided by Winona State University and the Social Work Department. For the agency practitioner, these standards reflect what is expected in terms of student practice competencies. The ten social work practice competencies as identified by CSWE are listed below. Each of the social work classes are designed with the competencies and adjoining practice behaviors as integral course components in the student outcomes and assignments. All course and field work in the major follow the directives of the CSWE competencies of social work practice.

**SOCIAL WORK DEPARTMENT
STUDENT ACTIVITY/ACHIEVEMENT REPORT
(SAMPLE)
GREEN SHEET**

DATE OF REPORT _____ NAME _____

DESCRIBE ACTIVITY REPORTING

YOUR SIGNATURE _____

SIGNATURE OF PERSON CONFIRMING ACTIVITY _____

POSITION OR TITLE _____

Additional Information

1. If not signed by confirming person, attach photocopy of evidence of activity/achievement.
2. The purpose of this effort is to help the student focus on professional growth and development and then get those activities recorded and reported to enhance professional competitiveness in graduate school and the job market. It is in the student's interest to report all activities.

Note. One form must be filled out for each activity or category. Documentation of the activity must be attached to the form. This can be either the signature of an officer, professor, or supervisor of that activity, or a photocopy of membership-attendance certificate. The green social work activity forms are available in the department office.

3. The activity/achievement report can include specific items students have completed for social work courses.

Part II. Curriculum

II-1. ADMISSION REQUIREMENTS

Admission to Program Requires:

1. A GPA of 2.50 in social work foundation courses and an overall university GPA of 2.0 or better prior to admission to the professional program. In addition completion of statistics with C or better. A student must have a C or better in all foundation courses in order to be considered.
2. Satisfactory completion of all foundation courses including Introduction to Social Work (SOCW 340) and Social Work Field Experience (SOCW 350). The same criteria will be applied to transfer credits for comparable courses completed at other institutions. A minimum of 60 credits needs to be completed by the time of your acceptance.
3. Completion of Social Work Field Experience (SOCW 350). Students must have earned a passing grade and a satisfactory midterm and final evaluation to be admitted into the professional program.
4. Students are expected to review the NASW Code of Ethics and the NASW Diversity and Equity Statement. Both of these documents can be found on line at <http://www.naswdc.org>. Students should also become acquainted with the IFSW International Social Work Code of Ethics found on line at: <http://ifsw.org/policies/code-of-ethics>. Further, students are expected to review and upon acceptance into the program, agree to abide by, the Program's Academic Standards for Student Professional Conduct. This includes a Retention and Termination Policy for academic and performance characteristics. A student's signature on the admission application indicates acknowledgement of and adherence to these professional program standards. Failure to follow the NASW Code of Ethics, the NASW Diversity and Equity Statement, the IFSW Code of Ethics and the Social Work Department Academic Stand-

ards for Student Professional Conduct can result in termination from the major.

5. Admission to the major is based on satisfactory completion of course work, a completed application with a resume and essay, three positive written professional references (i.e., employers, supervisors, professors, volunteer work supervisors, etc.), midterm and final evaluation of the field experience, and a personal interview with social work faculty. Due to the limited enrollment in the Social Work Department, admission to the major is based on both objective and subjective criteria.

Note: We will not accept letters of reference that are from social work faculty, field experience supervisors, or fellow students.

Students who do not meet minimum requirements, but have special needs or feel they have specific skills, knowledge, or experience can petition the faculty for consideration for admission to the Social Work Department. The student needs to submit a letter to the Department Chair fully explaining the special circumstances. The request will then be evaluated by the full faculty at a regularly scheduled departmental meeting.

Note: Applications for the major are due as indicated in this manual. Late or incomplete applications will not be considered. In the event that we have space available in the major classes for Winona or Rochester campus, a second chance application process will be offered to students. Should space permit second chance applications, students will be notified via WSU email, posting on department offices, and via Facebook WSU Alumni Page.

Please refer to Appendix E for application materials.

II-2. APPLICATION PROCESS

1. Complete the application packet located in the Social Work Student Handbook, available in the bookstore in Winona or Rochester. Submit the original application packet and one copy to the Social Work Department office, Minné Hall 228 in Winona or ST128 in Rochester. Application packets should only be submitted when complete. Incomplete applications will not be accepted. The student application should contain the following items:

- Application cover page (Appendix pages E-1 to E-3).

- Current WSU DARS showing all courses completed (including transferred courses) OR transcripts from all schools attended.
- Three letters of reference, using the forms attached to the application, from supervisors, teachers, clergy or other non-peer colleagues.
- Typed essay (refer to questions provided in application).
- Junior Field Experience (SOCW 350) final evaluation from the field instructor or midterm evaluation if currently enrolled in Field Experience. If the student is

waiving his/her right to access the reference letter contents it should be placed in a sealed envelope signed by the person completing the reference. Please note that reference letters from social work faculty, field experience supervisors, or fellow students will not be accepted.

- Copy of your Criminal Background check from the state in which a student has lived, including Minnesota.
- Current Resume.

2. Admission deadlines: First Tuesday in October for fall semester and third Tuesday in February for spring semester admission. Complete applications are to be submitted no later than 3:30 p.m. on the due date to the department office, either Minne Hall 228 in Winona or ST 128 in Rochester.

Note: In the event that additional seats are open in the Winona or Rochester campus in the Social Work Program on any given semester, second chance applications will be made available. Students will be notified via WSU email, posting on department offices, and the WSU Social Work Alumni page on Facebook in the event of available space and opportunity for a second chance application. Students interested in a second chance application should contact the department office manager in Winona or Rochester and provide the department with a contact email address.

3. Interviews are scheduled upon receipt of all materials listed above. Late or incomplete applications will not be accepted and will delay consideration for admission until the next available round of admissions. The interview will focus on the applicant's knowledge, skills, and values as they pertain to the profession of social work.

4. An admission decision will be made by social work faculty after the interviews are completed and a review of student's application materials. Students will receive an email response indicated the following: accepted, accepted pend-

ing completion of all admission requirements before next semester, put on a wait list, or not accepted. The applicant will be notified of the faculty's decision within one month of the date via WSU email accounts after all interviews for the semester are completed. Students should keep a copy of this email at all times as it constitutes the agreement between student and the department.

5. Appeal of the admission decision is every student's right. Students who apply but are not accepted in the major should take the following steps:

- Meet with faculty advisor to discuss how the student may improve upon his/her application for a future semester or to discuss other possible majors the student may wish to pursue. Student may ask the faculty advisor for reasons why he or she was not accepted.
- Students who have not been accepted, but believe the circumstances for denial are not correct may appeal the decision of the faculty. Students who wish to make a formal appeal for reconsideration should:
- Make an appointment with the Social Work Department Chairperson to discuss their circumstances for reconsideration. Submit copies of supporting documents that should be considered.
- The Department Chairperson will bring the student issues before the social work faculty at a regularly scheduled Department meeting. Faculty will discuss the student's circumstances and respond accordingly to the student within a three-week timeframe.
- The decision of the faculty is final and will no longer be considered by the department. Students who believe the situation warrants further consideration may set an appointment with the Dean of the College of Nursing and Health Sciences to discuss the concerns. The Dean of the College would respond to the student accordingly after consulting with the Social Work Department Chairperson.

II-3. ADVISING

When students declare social work as their major, they are assigned a social work faculty member to be their advisor. However, students may request a specific individual as their advisor and are free to change advisors. The purpose of advising is to assist students in planning and implementing their plan for graduation through the social work program. Advising also includes an opportunity to review student progress and involvement in extracurricular activities. Students are also encouraged to seek advice from social work faculty other than their advisor and take advantage of the diverse backgrounds, experiences and knowledge of all social work faculty.

Note: Academic advising does not excuse students from reading, learning, and being responsible for the necessary

information in the WSU catalog and the Social Work Student Handbook. It is important for students' development that they assume responsibility for achieving their educational and professional goals.

It is highly recommended that students meet with advisors during scheduled advising time. Students are required to develop an advising file (see next page) for use during regular advising sessions. Advisors can help to prevent students from making errors in their academic planning and to avoid delays in timely completion and graduation. Advisors can inform students of changes in classes and can recommend appropriate and worthwhile electives that might enhance students' educational attainments. Students are also encouraged to contact their advisors at any other time for as-

sistance in their educational experiences. Advisors are available during posted office hours, by appointment, by voice-mail and by e-mail.

The social work faculty at WSU is a dedicated, caring group of instructors. They value positive, ongoing involvement with students. Students are encouraged to seek out, be involved with and take advantage of the opportunity to interact with faculty. The WSU social work faculty hopes that after graduation, students will become actively involved with the Alumni Association and the Social Work Department, via participation on boards and committees involving alumni and practitioners, and classroom presentations.

Note: The Social Work Department in Winona and Rochester makes every attempt to admit full cohort groups each semester. It is very difficult to alter the student's time schedule of courses once admitted. If an accepted social work student who is taking Practice classes decides to stop taking classes for a semester, they must submit a written request to the social work faculty. This request must ask for the social work faculty to hold a seat for them in the semester when they will return and the reason for the request. This request will not guarantee a seat, but will allow faculty to plan for the student's return.

II-4. ADVISING FILE

In order to assist with advising, all majors must develop an advising file with the items listed below. Please bring them to every advising appointment. Social work faculty will not be able to give you your access code without this information.

- Registration plan: classes you are planning to take next semester.
- Transfer sheets/credit evaluations from the Registrar.
- Social Work Program advising sheet: filled in with the classes you have taken.
- Field Experience Evaluation (your copy)
- Letter of admittance into the program.
- Any letters/memos from social work faculty.
- Student Activity/Achievement Sheets (green sheets)
- Degree Auditing Reporting System (DARS)

II-4. STUDENT ADVISOR CHECKLIST

First Year Student

- The Mathematics requirement is met by completing the Social Work Department requirement for Math Statistics (STATS 110) and one Natural Science requirement is met for the Social Work Department foundation course requirement for Human Biology (BIOL 117). Please take note that Psychology Statistics meets the requirement for the social work major but it does not meet the general education math requirement.
- Student selects general education courses for each area. Make lists of all courses in each area she/he would consider taking to meet general education credit requirements for reference.
- Student is to purchase Social Work Student Handbook.
- Student is aware of admission requirements to the Social Work Department.
- Student is encouraged to join SASW.
- Student is aware of Student Activity/Achievement reporting process.

Sophomore

- Student purchases Social Work Field Manual.
- Student plans completion of foundation courses required for admission.

- Student applies for Field Experience (SOCW 350) one semester before entering the course.
- Student is knowledgeable about Social Work Program admission and GPA requirements.
- Student applies for admission to the Social Work Department the semester prior to intent to enroll in SOCW365 Practice I and SOCW370 Human Behavior in the Social Environment.

Junior

- Student encouraged to join SASW, complete other Activity/Achievement Reports
- Student works closely with social work faculty advisor to ensure on track for graduation.

Senior

- Student applies for practicum placement during the SOCW400 Practicum Preparation course one semester prior to desired practicum placement semester.
- Student checks state licensing requirements and may apply to take exam six months before, and up to graduation for Minnesota, and at graduation for Wisconsin.
- Student finalizes plan prior to expected graduation date.
- Student makes plans to take Civil Service Exam as interested or appropriate.

II-5. COURSE DESCRIPTIONS

All courses in the major, minor, options, concentrations and licensure must be taken on a grade-only basis except internships and field experiences.

SOCW340 Introduction to Social Work and Social Welfare (3 S.H.)

This course looks at the profession of social work and U.S. social welfare policy, both historically and in the present. Grade only. Offered each semester on the Winona campus; offered in the spring semester only on the Rochester campus.

SOCW355 Multicultural Issues (3 S.H.)

This course prepares participants to critically examine salient multicultural issues in our community and society. Students will acquire a foundational understanding of key concepts including culture, multiculturalism, assimilation, pluralism, citizenship, immigration, and refugee status. They will also gain appreciation for how these concepts reflect global processes and impact community members' lives and society.

SOCW360 Experiencing Mexican Culture (3 S.H.)

This course uses a comparative historical approach and experiential learning to provide students an intimate understanding of Mexican cultures and cultural diversity and the ability to critically apply acquired knowledge to life in their home communities. Corequisite: SOCW 361. May be repeated for credit.

SOCW361 Mexican Social Services (3 S.H.)

This course uses experiential and service learning to provide students with an intimate understanding of Mexican social service systems through the lenses of Mexican cultures. Comparative analyses enable students to grasp the importance of cultures in developing and applying effective social service interventions across diverse populations. Corequisite: SOCW 360. May be repeated for credit.

SOCW362 Migration Policy (3 S.H.)

This travel study course is intended to provide participants unique insight into migration between Mexico and the United States by developing a foundational academic understanding of migration processes and policy and by providing opportunities to analyze current social issues through exchanges with U.S. and Mexican policy-makers, academic experts, migrant advocates, migrant service providers, members of communities affected by migration, families of migrants, and migrants. May be repeated once for an additional three credits.

SOCW365 Social Work Practice I - Ethics and Interviewing (3 S.H.)

The first of three practice courses to prepare students as generalist practitioners able to provide services and intervene for change at all systems levels. Values, ethics, and interviewing skills with diverse populations stressed. Prerequisite: Admission to the program. Limited to 25 students. Grade only. Offered each semester on the Winona campus; offered in the fall semester only on the Rochester campus.

SOCW370 Human Behavior and the Social Environment (3 S.H.)

This course offers an introduction to systems theory in understanding human behavior. The major focus is the theoretical perspectives of human behavior in the social environment and the relationships of these to social work practice intervention. Prerequisite: Admission to the program. Grade only. Offered each semester on the Winona campus; offered in the fall semester only on the Rochester campus.

SOCW380 Social Welfare Policy (3 S.H.)

American social welfare policy has shaped the nature of income maintenance, health, education, employment, and housing in the U.S. Concepts of equality, adequacy, and efficiency as well as dignity and community are used to evaluate the nature and structure of social welfare policies. Prerequisite: Admission to the program or instructor's permission. Grade only. Offered each semester on the Winona campus; offered in the spring semester only on the Rochester campus.

SOCW385 Social Work Practice II - Families and Groups (3 S.H.)

This course is a continuation of Practice I (SOC 365). It looks at generalist practice skills needed in assessment and to affect change utilizing a strengths perspective. Students learn to utilize these skills working with groups, families, and individuals of different backgrounds and cultures. Prerequisites: SOCW 365 and admission to the program. Grade only. Offered each semester on the Winona campus; offered in the spring semester only on the Rochester campus.

SOCW390 Social Work Research: Process and Skills (3 S.H.)

This is an introductory course in social work research. The focus is on the relationships, process, and skills which are used to evaluate social work practice. The students work in groups with a variety of human service organization practitioners to gather data to answer research questions related to the organization. Prerequisite: SOCW 365 and admission to the program. Corequisite: Winona campus-SOCW 385; Rochester campus-SOCW 365. Grade only. Offered

each semester on the Winona campus; offered in the fall semester only on the Rochester campus.

SOCW400 Practicum Preparation (4 S.H.)

This course aims to facilitate students' preparation for the practicum experience. The course includes development of interview skills, resume building, selection of a practicum placement site, development of a learning contract, and preparation of a capstone research project. Prerequisites: Admission in the program and completion of (or in the process of completing) all course work for graduation except Practicum and Seminar. Grade only. Offered each semester on the Winona campus; offered in the fall semester only on the Rochester campus.

SOCW410 Analysis of Social Welfare Policy (3 S.H.)

The focus of this course is the ideology and content of social welfare policy, the process by which it is developed, its implications for social work practitioners at all levels, and methods of affecting change. Prerequisites: Admission to the program and successful completion of SOCW 380. Grade only. Offered each semester on the Winona campus; offered in the fall semester only on the Rochester campus.

SOCW415 Social Work Practice III - Organizations and Communities (3 S.H.)

This is the final of the practice courses designed to prepare students as generalist practitioners able to provide services to client systems at all levels. The focus of this course is on the evaluation and termination processes of planned change, crisis intervention, and macro skills of intervention. Prerequisites: Admission to the program and successful completion of SOCW 385. This course is taken concurrently with SOCW 400. Grade only. Offered each semester on the Winona campus; offered in the fall semester only on the Rochester campus.

SOCW420 Child Welfare (3 S.H.)

This course looks at the problems vulnerable children face and the skills, policies, and programs needed to serve them. Prerequisite: SOCW 340 or instructor's permission. Grade only.

SOCW425 Law and Social Work (3 S.H.)

This course is an overview of the law, the legal system, the hearing process, and the role of social workers in the legal arena. Prerequisite: SOCW 340 or instructor's permission. Grade only.

SOCW430 Aging: Policies and Services (3 S.H.)

This course covers the problems faced by elders and the policies and programs created to help elders. Prerequisite: SOCW 340 or instructor's permission. Grade only.

SOCW435 Social Work Practice with Diverse Populations (3 S.H.)

This course is designed to introduce social work students to the field of social work and diverse populations. This course focuses on social work practice with individuals, families, groups, organizations, and communities with an emphasis on transcultural practice. Variables of race, ethnicity, gender, class, and sexual orientation are all considered as they relate to generalist social work practitioners. This course will examine individual and institutional racism, sexism, classism, and homophobia. Prerequisite: SOCW 340. Grade only.

SOCW440 Variable Topics in Social Work (1-6 S.H.)

A seminar course that analyzes topics and problems from the social work perspective. (Topics will be chosen by the instructor and announced before registration.) Grade only.

SOCW445 Globalization of Social Welfare (3 S.H.)

This course challenges the dominant paradigms that shape our increasingly small world. Examines the social consequences of international economic development and trade policies in social welfare and practice, and what can be done to prevent the erosion of the quality of life in our communities as a result of economic globalization. The course presents alternative paradigms for international and community economic development and suggests some of the roles for social work professionals as facilitators and partners in projects and processes of community empowerment across the globe. Prerequisite: SOCW 340. Grade Only.

SOCW450 Independent Studies in Social Work (1-3 S.H.)

Intended to aid the student who has a special area of interest that goes beyond formal course limits. By arrangement. Grade only. Offered each semester.

SOCW460 Special Projects in Social Work (1-3 S.H.)

For the student interested in pursuing an independent research project in social work. By arrangement. Grade only. Offered each semester.

SOCW480 Integrative Social Work Seminar (3 S.H.)

This course provides the opportunity for students to integrate social work theory with the external world through in-depth discussions of their practice experiences and research projects. Corequisite: To be taken concurrently with SOCW 475. Grade only. Offered each semester and summer on one or both campuses.

FIELD COURSES

Note: All field courses require an additional fee to cover malpractice liability insurance.

SOCW350 Field Experience I (3 S.H.)

This course provides students with an experience in a human service agency through 120 hours of volunteer service. Students meet regularly to share information about their

respective placements. Prerequisite or corequisite: SOCW 340. May be taken twice for credit. P/NC only.

SOCW475 Social Work Senior Practicum (12 S.H.)

Field placement in selected social service agencies under professional instruction. Includes the development and

completion of a learning contract and a research project. Prerequisite: Satisfactory completion of all coursework required in the social work major. Corequisite: To be taken concurrently with SOCW 480. P/NC only.

II-6. REQUIRED COURSES – Winona Campus

Courses for Admission to Social Work Program

Note: Non-Departmental course numbers may vary in Rochester. See also Community College Approved Equivalencies.

A. Courses Considered for Admission

- ENG 111 English (4)
- CMST 191 Introduction to Public Speaking (3)

B. Required Foundation Courses

- Biology (3)
 - BIOL 117 Human Biology (3)
- Psychology (6)
 - PSY 210 Intro to Psychological Science (3)
 - PSY 250 Developmental Psychology (3)
- Sociology (3)
 - SOC 150 Introduction to Sociology (3)
- Social Work (6)
 - SOCW 340 Introduction to Social Work (3)
 - SOCW 350 Social Work Field Experience (3)
- Mathematics (3)
 - STATS 110 Fundamentals of Statistics (3)¶ or
 - PSY 231 Psychology Statistics (3)

Note: PSY 231 Statistics does not meet the University General Education Math Requirement.

Required Courses

- Social Work (40)
 - SOCW 365 Social Work Practice I (3)
 - SOCW 370 Human Behavior in the Social Environment (3)
 - SOCW 355, 361, 435, OR 445 Diversity Requirement Course (3).
 - SOCW 380 American Social Welfare Policy (3)
 - SOCW 385 Social Work Practice II (3)
 - SOCW 390 Social Work Research (3)
 - SOCW 400 Practicum Preparation (4)
 - SOCW 410 Social Welfare Policy Analysis (3)
 - SOCW 415 Social Work Practice III (3)
- Senior Capstone Courses§

- SOCW 475 Practicum (12)
- SOCW 480 Seminar in Social Work (3)

Note: ¶This course can be used to meet the General Education math requirement. §The Senior Capstone Experience consists of extended application of practical experience within a human service agency, integration of classroom learning and experiential learning, and a research component. The culminating experience is restricted to senior social work majors who have completed all required university and major course work necessary for graduation and have been interviewed by social work faculty who have determined the student is prepared and appropriate for placement.

Students may register for a second Field Experience (SOCW350) for use as an elective. For a description of courses, see the WSU Catalog. (Please note course prerequisites.)

Additional Requirements for Social Work Majors - 6 Semester Hours

Must take one Diversity Course. We encourage students to take as recommended in the schedules above but this course may be taken during any of the three course work semesters prior to Practicum. The Diversity course must be completed to enter Practicum):

- SOCW 435 Social Work Practice with Diverse Populations (3)
- SOCW 445 Globalization of Social Welfare (3)
- SOCW 355 Multi-Cultural Issues (3)
- SOCW 361 Understanding Mexican Cultures (3)

Must take one Statistics Course: Fundamentals of Statistics or Psychological Statistics (must be taken prior to or concurrently with Social Work Program Admission).

Fundamentals of Statistics from RCTC is the equivalent of WSU Statistics (STAT 110). PSY 231 Psychology Statistics does not meet the “Math” Requirement for WSU’s or RCTC’s General Education Courses.

II-7. REQUIRED COURSES – Rochester Campus

All participants in the WSU-Rochester Social Work Program are transfer students (either from WSU in Winona,

RCTC, Riverland, or other accredited institutions). Requirements for the BSW from Rochester Social Work Pro-

gram are identical to those for the Winona Social Work Program. Core Social Work Courses are taken in the order given. These requirements (including the sequence of core social work courses) are outlined below.

Completion of the Minnesota Transfer Curriculum (MnTC) or equivalent.

The MnTC often is equivalent to “General Education” or “University Studies” requirements. Social Work Foundation Courses often may be completed as part of the MnTC.

Foundation Courses (19 S.H.): Required for Full Admission to Social Work Program

- Freshman English (4)
- Fundamentals of Speech (3)
- Human Biology (3)
- Introduction to Sociology (3)
- General Psychology (3)
- Developmental Psych. or Hum. Growth & Dev. (3)
- Fundamentals of Statistics (3)

Note: See your Community College Advisor or Counselor if you are unsure of course equivalencies.

Recommendations for Academic Year Prior to Beginning the Two-Year BSW Core Curriculum.

Application/Admission to Winona State University.

- SOCW 340 Introduction to Social Work and Social Welfare (3) – Generally completed through WSU/Winona-Rochester.
- SOCW 350 Field Experience (3) – 120 hour “junior-level pre-internship,” generally completed through WSU/Winona-Rochester; permission of instructor and liability insurance are required.

Note: Formal application into the Social Work Major must be submitted to the WSU-R Social Work office (ST134) by the third Tuesday of February prior to the Fall term when applicant wishes to begin the major’s two-year core course sequence.

CORE COURSES

Junior Year

Fall Semester

- SOCW 365 Practice I (3)
- SOCW 370 Human Behavior and the Social Environment (3)
- SOCW 390 Social Work Research: Process and Skills (3)

Spring Semester

- SOCW 380 American Social Welfare Policy (3)
- SOCW 385 Practice II (3)
- Social Work Diversity Requirement
- Students should submit application for graduation this semester.

Senior Year

Fall Semester

- SOCW 400 Practicum Preparation (4)
- SOCW 410 Social Welfare Policy Analysis (3)
- SOCW 415 Practice III (3)

Spring Semester

- SOCW 475 Practicum (12) (480 hour Senior-Level Internship)
- SOCW 480 Integrative Seminar (3)

Note: WSU graduation requires at least 120 completed credit hours. Generally, Social Work courses must be completed through WSU (see WSU catalog for more details).

Special “Paths to Purple” Options for completing the WSU-Rochester Social Work Program.

WSU and Rochester Community and Technical College offer three collaborative “paths” for obtaining a BSW through the WSU-Rochester Social Work Program. Each of these three paths includes the all of the foundation and social work core requirements for a BSW from WSU. The paths differ in the educational paths/degrees pursued prior to formal entry into the WSU-Rochester Social Work Program:

- The first path includes a Liberal Arts AA degree;
- The second path includes an Associate’s Degree in Human Services; and
- The third path includes an AS degree in Human Services Specialist: Alcohol & Drug Counseling. This degree together with the BSW can lead to Minnesota licensure as an LADC and an LSW.

Timelines for these special paths are available in the Rochester Social Work Department office suite. Please see an advisor for more information.

TIMELINE FOR SOCIAL WORK TRACKS (LIBERAL ARTS AND HUMAN SERVICES)

Year	Fall	Spring
Freshman	Social Work “Foundation” course requirements including ENGL 1117 & 1118, SPCH 1114, BIOL 1110, MATH 2208, PSY 2618 & 2626, SOC 1614	
Sophomore	<p>RCTC LIBERAL ARTS Students fulfill Social Work “Foundation” courses. <i>Note:</i> SOCW 340 & SOCW 350 may be completed.</p> <p>RCTC HUMAN SERVICES: ALCOHOL AND DRUG COUNSELING Students fulfill Social Work “Foundation” courses.</p>	<p>SOCW 340 Intro to Social Work & Social Welfare SOCW 350 Social Work Field Experience</p> <p><i>Note:</i> Student is dual-enrolled at WSU & RCTC and completes remaining A.A. & Social Work “Foundation” courses.</p>
Junior	SOCW 365 Social Work Practice I SOCW 370 Human Behavior in Social Environment SOCW 390 Social Work Research	SOCW 385 Social Work Practice II SOCW 380 American Social Welfare Policy SOCW 355 Multicultural Issues (may substitute SOCW 361 or 435)
Senior	SOCW 400 Practicum Preparation SOCW 410 Social Welfare Policy Analysis SOCW 415 Social Work Practice III	SOCW 475 Practicum SOCW 480 Seminar in Social Work

Note: Students must complete two (2) credits of Physical Development and Wellness and approximately 17 credits of open electives by the end of the first semester of their senior year in order to meet WSU BSW graduation requirements. See advisor for details.

II-8. FIELD EXPERIENCE AND PRACTICUM

SOCW 350 Field Experience

This experience consists of 120 hours of agency service, usually eight hours a week for fifteen weeks. Field Experience is usually offered in the summer (pending administration approvals for summer budgets) and can be taken during a five week period working 20 hours a week at a field site. The agency is selected based on availability and student interest, and approved by the Director of Field Education (see the Field Instruction Manual for the application process). Students must plan for entering the field experience well in advance – at least six weeks before the beginning of the semester that the student is planning to enroll in the course. Students should take note that the agency and its target population where the field experience is completed cannot be used for the Senior Practicum unless a second field experience in a different area has been completed.

SOCW 475 Practicum (taken in conjunction with SOCW 480 Seminar in Social Work)

The field practicum is an integral component of the curriculum in social work education. It engages the student in supervised social work practice and provides opportunities to apply classroom learning in the field setting. The student works as an entry-level social worker. The faculty advisor and the field faculty consult with the student to help in the decision making process.

Prerequisites: Completion of all course work in the social work major; completion of all other courses needed for graduation, except SOCW475 and SOCW480; completed interview while enrolled in SW400 Practicum Preparation with two social work faculty; and, determination that student is prepared and appropriate for placement.

The student is placed full time, at 32 hours per week, in the placement agency. The student is involved in the agency as a practicing professional (student) worker with intensive educational supervision by the agency and the school faculty liaison representative or the field coordinator. Students register for SOCW 480 Integrative Social Work Seminar, concurrently with SOCW 475.

II-9. COURSE SEQUENCE – Winona Campus

First Year

Concentrate on university studies requirements and enroll any semester in Introduction to Sociology (Soc 150) and Introduction to Psychological Science (Psych 210).

Sophomore Year

University Studies courses plus Developmental Psychology (PSY 250), Human Biology (BIOL 117), and Fundamentals

of Statistics (STAT 110) and any remaining foundation courses.

SOCW 340, Introduction to Social Work, is taken during sophomore year; it can be taken any semester of sophomore year. SOCW 350 Field Experience must be taken concurrent with SOCW 340 Introduction to Social Work or after.

The Social Work Major has two sequences of classes - one beginning the fall semester of the junior year, the other be-

ginning the spring semester. Both possibilities are shown on the following pages. The Rochester campus schedule sequence will vary slightly from the Winona sequences.

This sequencing is only a guide; it may vary depending on ability to get into a course, the time courses are offered, the time you entered the program, and the number of summer courses taken.

FALL SEQUENCE

Year	Fall	Spring
Junior	SOCW 365 Social Work Practice I SOCW 370 Human Behavior in Social Environment Electives or minor or double major courses Completion of any general education courses	SOCW 385 Social Work Practice II SOCW 380 American Social Welfare Policy SOCW 390 Social Work Research Completion of any general education courses
Senior	SOCW 400 Practicum Preparation SOCW 410 Social Welfare Policy Analysis SOCW 415 Social Work Practice III Electives: any final courses to meet graduation requirements.	SOCW 475 Practicum SOCW 480 Seminar in Social Work

Note: The Diversity Course requirement should be taken sometime during junior or senior year, but recommended the semester enrolled in Practice I and Human Behavior in the Social Environment.

SPRING SEQUENCE

Year	Fall	Spring
Sophomore Or Junior	(Sophomore/Junior) Completion of any foundation courses including: SOCW 340 Intro to Social Work SOCW 350 Social Work Field Experience	(Junior) SOCW 365 Social Work Practice I SOCW 370 Human Behavior in Social Environment Electives or minor or double major courses
Senior	SOCW 385 Social Work Practice II SOCW 380 American Social Welfare Policy SOCW 390 Social Work Research Completion of any general education courses	SOCW 400 Practicum Preparation SOCW 410 Social Welfare Policy Analysis SOCW 415 Social Work Practice III Electives: any final courses to meet graduation requirements.
Senior	SOCW475 Practicum SOCW480 Seminar in Social Work	

Note: The Diversity Course requirement should be taken sometime during junior or senior year, but recommended the semester enrolled in Practice I and Human Behavior in the Social Environment.

II-10. COURSE SEQUENCE – Rochester Campus

COHORT A4

Year	Fall	Spring
Sophomore	Coursework for RCTC	Completion of any foundation courses including: SOCW 340 Intro to Social Work SOCW 350 Social Work Field Experience Electives; Completion of Social Work Foundations, if not completed
Junior	SOCW 365 Social Work Practice I SOCW 370 Human Behavior in Social Environment SOCW 390 Social Work Research	SOCW 385 Social Work Practice II SOCW 380 American Social Welfare Policy Completion of diversity course, if not completed
Senior	SOCW 410 Social Welfare Policy Analysis SOCW 415 Social Work Practice III SOCW 400 Practicum Preparation	SOCW 480 Seminar in Social Work SOCW 475 Practicum

COHORT B6

Year	Fall	Spring	Summer
Sophomore	Coursework for RCTC	Completion of any foundation courses including: SOCW 340 Intro to Social Work SOCW 350 Social Work Field Experience Electives; Completion of Social Work Foundations	
Junior	SOCW 365 Social Work Practice I SOCW 370 Human Behavior in Social Environment	SOCW 385 Social Work Practice II SOCW 380 American Social Welfare Policy	Completion of diversity course, if not completed
Senior	SOCW 410 Social Welfare Policy Analysis SOCW 415 Social Work Practice III	SOCW 390 Social Work Research SOCW 400 Practicum Preparation	SOCW 480 Seminar in Social Work SOCW 475 Practicum

In reviewing the course descriptions regarding Austin and Rochester AA students meeting our foundation requirements, the program faculty approved the following courses for substitution.

Community College Courses that meet WSU Social Work Foundation Requirements

Rochester Community & Technical College
BIOL 1110 for BIOL 117
PSY 2618 for 210 and 2626 for 250
SOC 1614 for 150, 2625 for 423
MATH 2208 for STAT 110

Riverland Community College
BIOL 1030 for 117
PSY 1105 for 210 & 1240 for 250
PSY 1105 for 210 & SOC 1101 for 150
PSY 1240 for 250, SOC 1125 for 423
STAT 2021 for STAT 110

II-11. FACULTY

ARLEN CAREY, Ph.D., MSW

Arlen joined the faculty in 2004, and he works on the Rochester campus. He earned a B.A., M.A., and Ph.D. in sociology from the University of Texas at Austin. He was an Assistant Professor of Sociology at the University of Central Florida in Orlando for seven years, during which time he conducted and published research in the areas of demography, inequality, and social theory. Concurrently, he earned an M.S.W. from U.C.F. Then, he spent a year with an AmeriCorps program in rural Louisiana serving as a teacher and youth mentor. In the four years prior to coming to W.S.U., Arlen was a clinical social worker for a community mental health agency in Downeast Maine and a member of the National Health Service Corps. His academic interests include inequality and child welfare.

RUTH A. CHARLES, Ph.D., MSW

Ruth has an MSW and Ph.D. from Syracuse University in Syracuse, New York. The focus of her MSW was on families with special needs children and the policies that affect their lives. Her Ph.D. is in Interdisciplinary Studies from the Maxwell School of Citizenship and Public Affairs. Her qualitative dissertation was titled “Immigrant Women’s Lives: Weaving Garment Industry Work and Legislative Policy” which was recognized by the S.U. Women’s Studies Program. Ruth’s central interests are policy analysis and qualitative research methods. The current welfare reform is of crucial interest as it affects how we all do our work. Ruth’s activism and social justice has her involved in grant writing and local community planning/implementation with welfare reform. Work experience includes a demonstration project for people with disabilities for New York State and field research in Bangladesh. Other areas of interest are women/gender studies, multi-cultural issues, international social welfare policy, and developing internet knowledge for policy work.

JEONG-KYUN (EVAN) CHOI, Ph.D, MSW

Evan joined the faculty in 2010. He has an MSW from Yonsei University, Seoul, Korea and a Ph.D. in social welfare from University of California, Los Angeles. In prior to joining the faculty, he was a social worker and the program director for a state-funded health care center in California. He has also served as a research fellow in a nonprofit organization for child advocacy in California. He has extensive research experiences with diverse populations including low-income families, single mothers, and their children. His research interests include poverty, working poor, father involvement, and child development. He has an expertise in advanced quantitative research methodology such as structural equation modeling, hierarchical linear modeling, and survival analysis. He is currently serving as editor for the Journal of International Social Issues.

CHARISSA EATON, Ph.D., MSW, LISW

Charissa joined the faculty in 2010. She has an MSW from the University of North Dakota and a PhD from the University of Minnesota, School of Social Work. Her dissertation examined how healthcare professionals, especially social workers, assist older adults in making decisions about post-hospital care. Charissa is a Licensed Independent Social Worker in Minnesota. Her practice experience includes geriatric case management, dialysis social work, hospital social work, and administration. Charissa’s academic and research interests are aging, medical social work, healthcare policy, and mixed methods research.

CATHLEEN JO FARUQUE, Ph.D., MSW, LICSW, DAPA, FAPA, BCPC, Department Chair (2009 to present)

Cathy joined the faculty in 1997 and served as faculty and administrative coordinator on the Rochester Campus from 1997-2004. She was Director of Field Education from 2004 to 2009. Cathy is now the Chair of the Social Work Department. Cathy has a B.S. in Sociology from Winona State University and an MSW from San Diego State University. She has her Ph.D. in Psychology from North Central University. Her prior work experience is in the areas of mental health, geriatrics, homelessness, and social work administration. She served as adjunct faculty for San Jose State University, University of San Francisco, University of California at Berkeley, and Master’s Institute. Cathy is a Licensed Independent Clinical Social Worker in the state of Minnesota and is a Board Certified Professional Counselor, Diplomat and Fellow with the American Psychotherapist’s Association. Her academic interests are primarily focused in international social work, religion and spirituality in social work, trans-cultural practice, institutional discrimination, racism, and homelessness. She has presented on and published several books, numerous journal articles and a documentary on trans-cultural practice and poverty in the developing world.

JAY PALMER, Ph.D., MSW, LISW, Field Director (2009 to present)

Jay joined the faculty in 2007. He has a B.S. in Human Services from California State University Fullerton, an MSW from California State University Long Beach, and earned his Ph.D. at the University of South Carolina. Prior to becoming a social worker, Jay worked as a psychiatric nurse, environmental educator, and with persons who have developmental disabilities. His social work practice includes the areas of HIV/AIDS, homelessness, mental health, GLBTQ youth, and persons with developmental disabilities. Jay’s academic and research interests center around pedagogy and the development of critical thinking and professional expertise.

OSWALD A. SHANALINGIGWA, Ph.D., MSW, LICSW

Oswald joined the faculty in 2009, and he works on the Rochester campus. He earned an advanced diploma in social work from the National Social Welfare Training Institute in Dar-es-salaam, Tanzania. Oswald has a B.A. in So-

ciology from the University of Dar-es-salaam, Tanzania. He has a MSW and Ph.D. from University of Minnesota, St. Paul Minnesota. The focus of his PhD was on child maltreatment. Oswald's dissertation was titled "Understanding social and cultural difference in perceiving child maltreatment". His prior work experience is in the area of children and women while working with UNICEF, Tanzania. Adult mental health while working as a case manager and later as Program Director for Adult Mental Health Rehabilitative Service in the twin cities. Oswald's central interests are on cross cultural studies, social welfare in global context, child welfare, mental health, global justice movements and ecological crisis.

JESSICA E. TYE, MSW, LICSW

Jessica joined the faculty in 2011 on the Rochester campus. She earned a Masters of Social Work from the University of St. Thomas/College of St. Catherine in St. Paul, MN and Bachelors in social work and psychology from Wartburg College in Waverly, Iowa. Jessica is a Licensed Independent Clinical Social Worker in Minnesota. Her social work practice experience includes chemical dependency treatment, grant administration, and gender specific case management. Jessica's main interests are alcohol and drug addiction, child welfare, women studies, and history of social work.

Part III. Department Policies

III-1. DIVERSITY STATEMENT AND INITIATIVES

Department Philosophy

The Winona State University Social Work Department is dedicated to learning and understanding diversity. The department is determined to actively recruit both minority faculty and students. Faculty work to incorporate issues relevant to minority groups in classroom materials. The oppression of minorities, minority accomplishments, and the need for social justice/social change are woven throughout the curriculum. Faculty work to create a welcoming environment and to meet the needs and special interests of all minority students within the Department.

Each individual faculty member chooses her or his own ways of demonstrating the above commitment. Combining the endeavors of the total faculty results in continual improvement and enhancement of the program goals which focus on diversity. Faculty are encouraged and motivated to continually think of new and better ways of creating diversity in the Department and making the Department attractive to more minorities and students with diverse needs.

An extension of this commitment should additionally be reflected in the activities and philosophy of the WSU Student Association of Social Workers. Advisors to this organization support and encourage members to commit to activities which have as a primary goal of social justice/social change and activities which demonstrate inclusion, not exclusion, both in terms of members, social events, and recipients of services.

Minorities include all people of color, ethnic or religious minorities, sexual minorities, people with disabilities, the elderly, women, children and immigrants (regardless of status).

Strategies and Department Initiatives

1. Faculty and students are encouraged to avail themselves of all opportunities to increase their knowledge and understanding of minority groups and issues. The Univer-

sity and Winona/Rochester communities frequently offer workshops, seminars, and classes on minority topics. In addition, conferences exist both at the state, national, and international levels. Faculty and students are encouraged to attend as many as possible.

2. Faculty and students are encouraged to fill positions of leadership that place them in working relationships with minorities both on the campus and in the larger community. Examples include serving as an advisor to minority clubs on campus and positions within agencies that promote the interests of minority groups.
3. Faculty and students are encouraged to actively reach out to minority populations with whom they come into contact with through their work.
4. Faculty and students are encouraged to choose topics for research projects and conference presentations that deal with minority issues, social justice, and social change.
5. Faculty work with WSU administration and staff in any number of programs. WSU has a wide variety of programs and services on campus including the Inclusion and Diversity Office, the Early Warning System, Special Services, and mentoring programs.
6. The Social Work Department has a strong international component. Both faculty and students are encouraged to take advantage of these opportunities to travel and have experiences abroad. In addition, other WSU departments offer international opportunities either on an ongoing basis or from time to time.

III-2. DEPARTMENT STANDARDS FOR STUDENT PROFESSIONAL CONDUCT

Note: The standards outlined in this handbook apply to students who are enrolled in the major at Winona State University's Department of Social Work.

Winona State University's Social Work Department is a professional program in the College of Nursing and Health Sciences. Because of the nature of professional social work practice, the Social Work Department has certain expectations of students in the major that may be different from other non-professional, liberal arts majors. The standards

provided in this handbook are linked to social work students' abilities to become effective professional social workers. These standards are provided so that the administration, faculty, staff, and students can be clear about expectations and procedures to address academic performance concerns. Ultimately, it is the goal of the Social Work Department that students have a successful academic experience and be prepared to enter the social work profession.

Becoming a professional social worker is a gradual process. Faculty who teach and supervise students, along with

the chairperson, field director, placement agencies, and field supervisors will assess student performance and apply their professional judgment to determine if the standards are being met during a student's academic career. Professional judgment is based on the capacity to assess a situation by applying values and knowledge from within the Social Work profession, combined with the professional's own experience and wisdom. Professional judgment involves the application of knowledge, values, and skills to making decisions in a helping process.

All students who have been accepted into the Social Work major are expected to read the Standards for Winona State University Social Work Department, the National Association of Social Workers (NASW) Code of Ethics, NASW Standards for Cultural Competence in Social Work Practice, the International Federation of Social Work (IFSW) Code of Ethics, and the Council on Social Work Education Educational Policy Competency standards. Upon application for admission, students are asked to sign acknowledgment that they have read and are aware of the contents of these documents and will abide by the statutes set forth herein. This form, along with the completed Social Work application materials is kept in the student's file.

Criteria for Evaluating Student Academic Performance

Winona State University's Social Work Department is committed to provide a quality professional education and to ensure that graduates of our BSW program are able to function as generalist social work practitioners in a broad array of professional situations. In order to meet this commitment, the Social Work Department evaluates the academic performance of our students in four general areas: Professional Skills; Mental and Emotional Abilities; Professional Performance Skills; and Scholastic Performance. Students of Social Work should be aware that meeting the criteria for scholastic achievement is necessary but not sufficient to ensure continued enrollment in the program. Both professional conduct and scholastic performance comprise the program's academic standards.

Basic Abilities Necessary to Acquire Professional Skills

1. Communication Skills

Students who meet this criterion demonstrate sufficient written and oral communication skills that are necessary to comprehend information in courses and placement as well as the ability to communicate ideas, thoughts, and feelings to others.

2. Written Communication Skills

The student writes clearly, uses correct grammar and spelling, applies appropriate writing style (APA), follows the directions provided by the course instructor and syllabi for appropriate documentation, citation, and referencing of assignments. Further, the student has sufficient skills in

written English to understand content presented in courses and to adequately complete all written assignments.

3. Oral Communication Skills

The student is an effective communicator, is attentive to other students, faculty, staff, clients, and professionals. Expresses ideas, thoughts, and feelings clearly and demonstrates a willingness and ability to listen to other people. Further, the student has sufficient skills in spoken English to:

- Understand content presented in courses
- Adequately complete all oral assignments
- Adequately function in an internship placement

4. Interpersonal Skills

Students who meet this criterion demonstrate the interpersonal skills needed to relate effectively with other students, faculty, staff, clients, and professionals. The student understands the ethical obligations of the social work profession and can meet ethical obligations. Interpersonal skills include: compassion, empathy, altruism, integrity, respect and consideration of others. Further, students who meet this criterion are able to take responsibility for their own actions and understand the impact of their actions on other people.

5. Cognitive Skills

Students who meet this criterion exhibit sufficient knowledge of social work as a profession, clarity in thinking, ability to process information and to apply that information to appropriate situations. Further, students who meet this criterion demonstrate grounding in relevant social, biological, and behavioral sciences, research, data gathering, assessment, intervention, and evaluation of practice. The students are able to conceptualize and integrate knowledge and apply that knowledge to social work professional practice.

6. Physical Skills

Students who meet this criterion exhibit sufficient motor and sensory abilities to attend and participate in the core courses, field, and practicum placement with or without accommodations. Refer to the program's policy for accommodation of disabilities for further clarification.

Emotional and Mental Abilities Necessary for Performance in the Social Work Program and in Professional Practice

1. Stress Management and Coping Mechanisms

Students who meet this criterion demonstrate the ability to deal with current life stressors through the use of appropriate coping mechanisms. Further, they are able to handle stress effectively by using appropriate self-care and development of supportive relationships with colleagues, peers, and others.

2. Emotional and Mental Capacities

Students who meet this criterion use sound judgment. They seek and effectively utilize help for medical and emotional problems that can interfere with scholastic and/or professional performance. They may engage in counseling or seek out support and help when personal problems, psychosocial distress, mental health or substance abuse issues may affect one or more of the following:

- Compromise professional, academic, and personal performance
- Interfere with professional judgment and/or behavior
- Jeopardize the best interests of those to whom social work students have a professional responsibility

Professional Performance Skills Necessary for Performance in the Social Work Program and in Professional Practice

1. Professional Commitment

Students who meet this criterion exhibit a strong commitment to the goals and objectives of social work practice and to the ethical standards of the profession as specified in the National Association of Social Worker Code of Ethics (Appendix A) and for the Minnesota Board of Social Work. Further, the students demonstrate a commitment to the essential values of social work that includes respect for the dignity and self-worth of each individual and his or her right to a just share of society's resources.

2. Professional Behavior

Students who meet this criterion exhibit behaviors that meet with university, department, and program policies; professional ethical standards; societal laws; classroom, field, and community expectations. Appearance, dress, and general demeanor reflect a professional manner. Students show potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respect for others, punctuality and dependability, prioritized responsibilities, class attendance, observation of deadlines, completion of assignments and tasks in a timely fashion, keeping appointments or making appropriate arrangements, and acceptance of supervision and constructive criticism in a positive manner. Further, the students work effectively with others, regardless of level of authority. Students advocate for self in an appropriate and responsible manner and use proper channels for resolution of conflict. Students show a willingness to receive and accept feedback and supervision in a positive manner, as well as feedback to enhance development of professional self.

3. Self Awareness

Students who meet this criterion exhibit knowledge and understanding of how one's values, attitudes, beliefs, emotions, and past experiences affect thinking, behavior, and relationships. Students accurately assess their own strengths, limitations, and suitability for professional social work practice. Students show an awareness of self and how one is perceived by other people. Further, students who meet this criterion are able to reflect on their own limitations as they relate to professional capacities. Students are willing to

examine and change behavior when it interferes in working with people in a professional capacity.

4. Ethical Standards

Students who exhibit the skills of ethical standards exhibit behavior in a professional, personal, and academic manner that demonstrates an adherence to ethical expectations and obligations of practice as noted in the NASW Code of Ethics (Appendix A). Ethical behaviors include:

- Adherence to the NASW Code of Ethics and the Minnesota Board of Social Work Licensure
- No history of charges and/or convictions of an offense that is contrary to professional practice
- Systematic evaluation of clients and their situations in an unbiased, factual manner
- Suspension of personal biases during interactions with others
- Recognition of other peoples lifestyles and values with empathetic communication and support of others as a basis for a productive professional relationship
- Effective and nonjudgmental attitude in working with persons different from self. Provision of appropriate services to all persons in need of assistance regardless of race, religion, age, gender, disability, sexual orientation, and/or value and belief system
- No imposition of one's own personal, religious, sexual, and/or cultural values on others
- Demonstration of respect for the rights of others. Commitment to the rights of others for freedom of choice and self-determination.
- Adherence to confidentiality in classroom activities, and agency field placements
- Demonstration of honesty, integrity, and truthfulness about one's own background, experiences, and qualifications. Completion of one's own work; giving credit to the ideas of others; and providing proper citations of source materials.
- Adherence to clear and appropriate boundaries. Does not sexually harass, make verbal or physical threats, abuse others in a physical, verbal, emotional, or sexual manner, or participate in dual relationships with others where a conflict of interest may exist. Students are not allowed to become involved in sexual relationships with clients, supervisors, or faculty.

Scholastic Performance Skills Necessary for Success in the Social Work Major

1. Declared Students

Freshman and sophomore students interested in the Social Work Major are advised to become well informed regarding the courses, grade point average, and application requirements necessary for admissions acceptance for a Social Work Major. Admission into the major is limited to a specific number of students, satisfactory completion of the courses considered in admission, successful completion of the application, and notice of acceptance into the major by the Social Work faculty. Students should declare a major in Social Work prior to application into the program. Stu-

dents must have completed and have a "C" or better and an overall GPA of 2.5 in the following foundation courses: Freshman English, Introduction to Public Speaking, Human Biology, General Psychology, Developmental Psychology, Introduction to Sociology, and Introduction to Social Work. Students must have a satisfactory evaluation and a passing grade in Social Work Field Experience to be considered in the Social Work Program.

2. Students Accepted in the Major

Students are considered to be in academic difficulty in the major if their grade point average falls below 2.50. Students will be advised to withdraw from the Social Work Program if their grade point average falls below a 2.0 overall or a 2.50 in the major. Students who receive less than a "C" in a course within the major should consult with their faculty advisor. A student will be suspended in moving forward in the major when receiving a "D" or "F" in any required social work course. A review will be called by the faculty regarding the consequences of a student's non-passing grade in core social work courses. The faculty may approve that a student can repeat a course within the major. If the student does not pass the course with a "C" or higher on the second attempt, he or she will be dismissed from the program. A student is limited to repeating three courses within the major. Failure to maintain a satisfactory evaluation and a passing grade in Social Work Practicum will result in dismissal from the program.

Sources of Evidence for Academic Performance Criteria

Evidence of meeting academic performance criteria in the Social Work Major may include but is not limited to any of the following:

- Feedback or reference letters from faculty, work supervisors, supervisors from volunteer human service work or field experience
- Feedback from agency based field supervisors
- Observation of classroom, volunteer, or field experience behaviors
- Performance in oral and written assignments, examinations, social work skills labs, or other appropriate coursework
- Student personal oral and written statements, student professional development plans and self assessments
- Interviews with faculty or other professionals
- Taped interview situations (audio and visual)
- Feedback from students, staff, university, helping professionals, or community
- Feedback from faculty in other social work programs that student may have attended
- Signed application materials, scholastic honesty statements, contract to adhere to NASW Code of Ethics, other contracts between the university and the student

Department Policy for Accommodations for Disabilities

A qualified student will not, on the basis of disability, be subjected to discrimination or excluded from participation in the Social Work Major. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation that will provide an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance. A student with a protected disability who requests reasonable accommodation must first notify the University Disability Services office (AKA Access Services) and provide documentation of disability as requested. The University Access Services makes recommendations for accommodations of students. The Social Work Department faculty cannot make accommodation for disabilities when the student is not registered with the University Access Services and hence faculty are made aware of said registration and need for accommodation. The Social Work Department faculty will review academic performance criteria in light of individual student circumstances to explore issues of appropriateness and accommodation. Faculty will make an assessment and plan of action with the assistance of the student and the University Access Services staff.

Policies and Procedures for Review of Academic Performance

Winona State University's Social Work Department has three levels of reviewing student's academic performance. The level of review depends on the potential severity of concern. Information disclosed during student meetings with faculty, chairperson, field director, or school administrators will not be kept confidential if the information raised concerns about professional performance. The chairperson and faculty of the Social Work Department will share pertinent information with each other and with agency field supervisors for the professional purpose of identifying student issues and enhancing problem solving about concerns. Further, the Social Work Department follows the university's procedures related to student performance issues.

Performance that May Result in a Review or a Possible Dismissal from the Social Work Program

Student reviews may occur under any of the following circumstances:

- Student has failed to meet or maintain academic requirements of the major
- Academic dishonesty, including (but not limited to), lying, cheating, collusion, plagiarism, falsifying academic records, or any act designed to give unfair advantage to the student (faculty adhere to university guidelines found in the university catalog)
- Student's behavior is judged to be in violation of the current NASW Code of Ethics
- Student has made threats to harm self or others
- Student, prior or during entrance in the program, was engaged in a criminal act that is contrary to professional social work practice

- Student shows a consistent pattern of unprofessional conduct
- Student fails to meet any of the CSWE Standards for Social Work Education, Winona State University's criteria for academic performance, or the Social Work Program's expectations of academic performance

Levels of Academic Review

1. Level One

A Level One Review involves a faculty member in the Social Work Department and a student. When a faculty member has concerns about a student enrolled in courses within the Social Work Program, whether related to professional behavior or academic performance, that faculty member will:

- Discuss those concerns with the student directly and work with the student to resolve those difficulties
- Apprise the Chairperson of the Department, the Field Education Director, or other Social Work Faculty of the concerns in order to identify issues or patterns related to the student
- Document dates and content of meetings with the student and place a copy in the student social work program file

Problems that arise during Field Experience will be discussed between the agency field supervisor, field education director, and the student. Problems that arise during the Practicum Placement will be discussed between the agency field supervisor, faculty field liaison, and the student. The faculty field liaison will notify the field education director. In many instances, Level One meetings between the faculty and student resolve the concerns and do not necessarily lead to further reviews.

2. Level Two

A Level Two Review involves a faculty member in the Social Work Department, a student accepted in the major, and the chairperson. The faculty member and the chairperson will meet with the student when the student does not meet or follow program or university standards, policies, and procedures or when concerns have not been resolved at Level One Review. If a problem arises in the field, the agency field supervisor, field faculty liaison, and director of field education will conduct the review with the student.

The chairperson, in conjunction with other faculty, will determine the nature of the concern and gather the information necessary to develop a plan of action that addresses the concern. The student may be provided written instructions outlining student expectations. This process is designed to help the student in dealing with identified concerns that have a direct impact on his or her performance in the Social Work Program. The chairperson or field education director will assess the nature of these concerns and consult with faculty and the Dean of the College of Nursing and Health Sciences. If the problem is not resolved at this stage a Level Three Review may be instituted. Written documentation will be placed in the student file.

3. Level Three

A Level Three Review involves a faculty member in the Social Work Department, a student who has been accepted in the major, the chairperson, and any faculty who have had direct experience with the student in the classroom or field. In effect, the student may be called to a meeting with the Social Work Department faculty. A Level Three Review is called when problematic patterns are identified with students or when the issues are so serious to require formal consultation with other Social Work Department faculty and the student. A Level Three Review is frequently the result of unresolved issues from prior reviews; when issues are related to that student not meeting the criteria for academic performance; or when the student is being considered for withdrawal from the Social Work Program.

When a Level Three Review is called, the Social Work Department will convene a meeting with the appropriate faculty and the student to gather information, determine the nature of the problem, and identify alternatives for remediation. Appropriate faculty involved in the review will include, but not be limited to, those who have had direct knowledge of and experience with the student. The student will be given written notification of the meeting date, time, and location, with sufficient time given to prepare for and attend the meeting.

Upon conclusion of the Level Three Review meeting, the chairperson will consult with the Dean of the College of Nursing and Health Sciences to apprise of the problematic situation and to make recommendations regarding the student. Based upon the Level Three Review meeting, objective assessment of the information gathered and provided, with other faculty and the Dean of the College of Nursing and Health Sciences, the Social Work chairperson will inform the student in writing of the decisions, which can include one or more of the following actions:

- *Continue on in the Social Work Major with No Conditions:* In these situations, the concern has been addressed and no further action by the student or the department is required.
- *Establish Formal Conditions for the Student's Continuance in the Social Work Major:* In this situation, specific conditions must be met in order for the student to remain in the major. Action may include – development of a plan of action or timeline; establishment of goals and measurable objectives; monitoring; faculty support; probationary status; referral of student to services within the university or community; reduced course load or delay of entrance into the practicum experience; requirement to withdraw from the program with an option to reapply at a later date.
- *Advise Student to Change Majors/Degrees and/or Discontinue the Student in the Major:* In some situations, it will be recommended that the student no longer remain in the Social Work Major. The student will be counseled to voluntarily change majors or degrees. If the student

does not wish to voluntarily change majors or degrees, the student will be formally discontinued from the major. The student will be provided with written documentation regarding the specific reasons for dismissal and the conditions, if any exist, under which he or she may reapply in the major at a later date.

Note: Any violation that jeopardizes clients or agency services and/or seriously disrupts the academic process will result in an immediate suspension from the program and/or placement agency, pending a Level Three Review, which could result in a plan of action, continuation of suspension or immediate removal from the program.

A Level Three Review requires clear, concise documentation of the problem areas as well as verification that the concerns have been discussed with the student and attempts made to resolve the concerns. All documentation, including copies of correspondence, is placed in the student file.

Source: The Winona State University Department of Social Work gratefully acknowledges the use of materials from the University of Texas at Austin – School of Social Work – Standards for Social Work Education. Permission to use materials was granted in March of 2004.

III-3. STUDENT GRIEVANCE PROCEDURE

Purpose

The purpose of this administrative procedure is to describe the method of processing a student grievance. This procedure does not apply to disputes between students and does not substitute for procedural due process in student disciplinary cases, nor the system-wide procedures as stated in the collective bargaining agreements between the State University System and the various exclusive bargaining agents representing employees of Winona State University. Authoritative reference is State University Board Internal Rule IR302.

Definitions

- **Grievance:** "Grievance" means a dispute or disagreement between a student and an employee of the university, or between the student and the university.
- **Academic Calendar:** "Academic Calendar" delineates the academic schedule of the university as beginning on the first day of the summer session and ending on the last day of spring semester.
- **Academic Calendar Day:** "Academic Calendar Day" is a day when the university is in session during the academic year as indicated on the academic calendar.
- **Investigative Committee:** the "Investigative Committee" shall consist of six full-time students, none of whom are on academic or disciplinary probation. Members of the investigative committee shall be appointed by the Student Senate. The vice president of Student Affairs, the vice president of the Student Senate, and the appropriate vice president shall serve as ex officio members.

Procedure

Step I

Whenever any student or group of students has a grievance, she/he or they shall first meet on an informal basis with the faculty, staff member, or university administrator directly involved in the dispute in an attempt to resolve the grievance.

Step II

Whenever any student or group of students has a grievance which remains unresolved after consultation with the faculty, staff member, or university administrator involved, they shall file a written account of their grievance with the appropriate academic dean in cases where the dispute involves teaching faculty, or the appropriate supervisor in cases involving other university employees or the university. The notification shall contain a concise written statement indicating the intention of the party to proceed with the grievance, and the relief requested.

Within five (5) academic calendar days of receiving the written grievance, in cases of disputes with a teacher, there shall be a meeting of the student(s), the faculty member directly involved, the department chairperson, and the appropriate academic dean. In cases of disputes with other employees or the university, the student, staff member involved, and the appropriate university administrator shall meet. The responsible parties for resolving the grievance at this level are the student (or students) and the dean or appropriate supervisor.

Step III

If the grievance is not resolved at the Step II meeting, the Investigative Committee shall be notified. Proceedings shall commence within ten (10) academic calendar days after the Step II meeting. The Investigative Committee shall make a recommendation in writing within seven (7) academic calendar days of the date of the hearing to the University President for her/his consideration and action.

Step IV

The University President will notify both parties of her/his decision within seven (7) academic calendar days of receipt of the recommendation from the Investigative Committee. The President's decision shall be final. Students should periodically check the WSU homepage under Student Affairs to review policy revisions.

http://www.winona.msus.edu/President/old/WSUREG4_2StudentGrievancePro.HTM

III-4. CONFIDENTIALITY OF RECORDS

All written deliberations shall be considered confidential and placed in the student's file in the Social Work Office (Minné 228 in Winona or ST 128 in Rochester) unless the

student requests otherwise. All materials submitted by students who are denied admission, withdraw, or are dismissed from the Program will be kept for at least one year.

III-5. RIGHT OF APPEAL

Applicants who are denied admission or are dismissed from the Department will have the right to appeal the decision through the following channels: Chairperson of the Social

Work Department; Dean of College of Nursing and Health Science; Vice President of Affirmative Action.

III-6. PLAGIARISM

Plagiarism is the representation of words, thoughts and ideas of someone else as your own. Such misrepresentation constitutes a form of theft. It is viewed by the program faculty as a major violation of ethical social work practice. Students found involved in plagiarism face the following possible penalties depending on faculty members' perception of the seriousness of the problem:

1. The first offense of plagiarism for a student in a social work class will result in a zero for the assignment in question with a warning from the faculty member.
2. The second offense of plagiarism for a student in a social work class will result in a failure of said class. The offense will be discussed with all social work faculty at a departmental meeting. The student will need to discuss ability to re-take the course with his or her advisor and Department Chairperson.
3. The third offense of plagiarism for a student in a social work class will result in expulsion in the social work major. The offense will be discussed with all social work faculty at a departmental meeting and the offense will be reported by the Department Chair to the Dean of the College of Nursing and Health Sciences and other appropriate university administration.

To assist students in avoiding problems with plagiarism, the following guide is provided:

Not everything students write can be completely original. Students often need to consult published works on the topic being addressed. That is nothing more than learning from

others. The question is how do students give proper credit to authors consulted in the composition of a paper?

A useful rule of thumb would be: whenever information or material is derived from a source other than students' own thinking or personal experiences, students should acknowledge that source.

The most obvious need for acknowledgement occurs when using a direct quotation. In a paper being written by students, they may have reason to repeat an exact sentence or sentences written by another author. If so, those words must be enclosed by quotes and the source of the quotation must be mentioned.

Sometimes when writing, students may want to summarize or rephrase the words or thoughts of another author. Clearly, care must be taken so that a paraphrase does not become plagiarism in disguise. To see that this does not happen, students acknowledge the source after paraphrasing the information. However, that paraphrase is not placed in quotes. It is sufficient to just cite the author.

How can students decide when acknowledgement is necessary? One way to decide is to remember that widely known facts and common phraseology found in easily accessible sources of knowledge need not be acknowledged. Anything that is original with the author of the source consulted must be acknowledged. When in doubt, it is probably best to cite the source of information. (Paraphrased from *Plagiarism Explained* by Robert Spaeth, Dean of College of Arts and Sciences at St. John's University and published as a pamphlet by the office of Academic Affairs-College of St. Benedict, St. Joseph, MN and St. John's University Collegeville, MN. 1988, p.3-6).

III-7. TRANSFER POLICY AND CREDIT EVALUATION

The purpose of this policy is to recognize the need to assure non duplication while asserting that the expected content within the Social Work Program and as specified by the CSWE Curriculum Policy Statement is included in every student's educational experience.

C
The acceptance of course credits outside of the program's course offerings is the responsibility of the registrar's office as per its equivalency policy. Students requesting such transfer credit approval are referred to the University Transfer Coordinator's office for this review.

D.
Course credits for courses offered within the Department will only be given for substantially equivalent courses taken in other CSWE accredited social work programs. The advisor and the chairperson must sign off on the substitution forms as per University policy.

As a general, rule exceptions to the above policy are not given. However, if students believe that they have completed a course that meets the requirements for one of the social work program courses, they must complete the following steps:

- Submit course syllabi and description of course requirements to their advisor.
- Discuss with their advisor why they believe this course meets program requirements.

With their advisor, document that the course/s submitted for substitution substantially meet all content requirements of the program course, particularly the content that is covered in relation to the CSWE Curriculum Policy Statement. Students must also establish that the course submitted for substitution was taught by an MSW social worker, if the course was taken as an undergraduate course.

Student petitions must then be submitted for a full faculty review. A majority of the reviewing faculty must approve all petitions.

Credit Evaluation

Credits achieved from CSWE accredited programs will be evaluated for course equivalency by the department as warranted. No credit will be awarded for course work over 7 years old.

III-8. POLICY ON ARRANGED CLASSES AND LIFE EXPERIENCE CREDIT

Introduction

From time to time, due to conflicts in student schedules, requests are made to faculty to provide "arranged classes." In discussing this phenomenon, it became clear that the quality of content and instruction together with the lack of a student cohort milieu left a great deal to be desired in respect to a quality education. In essence, students simply weren't getting what they needed. Based on these insights the Social Work Department has the following policy on arranged classes.

No Arranged Classes

There will be no arranged classes for the core social work courses. There will also be no arranged classes for Introduction to Social Work (SOCW 340). The core courses include the three practice courses, the two policy courses, the Social Work Diversity Course, Human Behavior in the Social Environment, and Social Work Research.

Credit for Life or Work Experience

The Social Work Department at Winona State University does not evaluate or consider credit for life or work experience as a substitution for course work.

Part IV. Licensing and Other Information

IV-1. CONTACTS FOR STATE AND COUNTY JOBS

MINNESOTA DEPARTMENT OF EMPLOYEE RELATIONS
 200 Centennial Office Building
 658 Cedar Street
 St. Paul, MN 55155
 Phone: 651-297-1184
 Job Hotline: 651-296-2616
 Web Site: <http://www.doer.state.mn.us>

MINNESOTA DEPARTMENT OF HUMAN SERVICES MERIT SYSTEM
 444 Lafayette Road
 St. Paul, MN 55155
 Phone: 651-296-3996
 Web Site: <http://www.dhs.state.us/infocenter/employment>
 OR <http://www.state.us/agency/wd/jobs/merit>

Web sites above have information on application processes and exams. Other jobs in Minnesota include: www.mn-jobs.com or www.mnwfc.org

IV-2. PROFESSIONAL ASSOCIATIONS AND LICENSING

NATIONAL ASSOCIATION OF SOCIAL WORKERS

NASW of Minnesota
 480 Concordia Avenue
 St. Paul, MN 55103
 800-813-7617
 612-293-1935

NASW - National
 750 First St. N.E.
 Washington, DC 20002-4241
 800-638-8799
www.naswdc.org

SOCIAL WORK LICENSING IN MINNESOTA

Minnesota Board of Social Work
 2829 University Avenue S.E. Suite 340
 Minneapolis, MN 55414-3239
 612-617-2100
 Toll free: 888-234-1320
 TTY: 800-627-3529
 Fax: 612-617-2103
 Email: social.work@state.mn.us
 Website: www.socialwork.state.mn.us

SOCIAL WORK LICENSING IN WISCONSIN

Department of Regulation and Licensing
 1400 E. Washington Ave., Room 166
 Madison, WI 53708
 608-267-8816

An excellent website for information on licensing in all states: <http://socialworklicense.com/>
 NASW - Membership Applications. See any social work faculty member or SASW officer.

Part V. Appendices

Appendix A. National Association of Social Workers Code of Ethics

The National Association of Social Workers Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. The code includes four sections. Section one, "Preamble," summarizes the social work profession's mission and core values. Section two, "Purpose of the Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. Section three, "Ethical Principles," presents broad ethical principles, based on social work's core values that inform social work practice. The final section, "Ethical Standards," includes ethical standards to guide social workers' conduct and to provide a basis for adjudication.

The Code of Ethics was adopted by the NASW Delegate Assembly of August 1996. All students in the Social Work Program are expected to access a copy of the National Association of Social Worker's Code of Ethics, available online at <http://www.naswdc.org/pubs/code/default.asp> and

develop a solid knowledge of the ethics that guide the profession. Written copies of the NASW Code of Ethics can be found in the Field Experience and Practicum Manuals. As indicated on the application to the Social Work Major at WSU, students must affirm and agree to abide by the NASW Code of Ethics.

The National Association of Social Workers is committed to social justice for all. Discrimination and prejudice directed against any group are damaging to the social, emotional, and economic well-being of the affected group and of society as a whole. NASW has a strong affirmative action program that applies to national and chapter leadership and staff. It supports three national committees on equity issues: the National Committee on Women's Issues, National Committee on Racial and Ethnic Diversity and the National Committee on Gay, Lesbian and Bisexual Issues. Information on Diversity and Equity can be found online at: <http://www.naswdc.org/diversity/default.asp>.

Appendix B. CSWE Educational Policy and Accreditation Standards



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

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

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

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

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

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

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

Educational Policy 1.1—Values

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

Educational Policy 1.2—Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect

to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

Accreditation Standard 1.0—Mission and Goals

The social work program's mission and goals reflect the profession's purpose and values and the program's context.

1.0.1 The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.

1.0.2 The program identifies its goals and demonstrates how they are derived from the program's mission.

*Note*¹. These six value elements reflect the National Association of Social Workers *Code of Ethics*.

National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, D.C.: NASW.

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

The explicit curriculum constitutes the program's formal

educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional

curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies

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

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

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

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

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

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

- recognize and manage personal values in a way that

allows professional values to guide practice;

- make ethical decisions by applying standards of the National Association of Social Workers
- Code of Ethics ² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles; ³
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

Note ² National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW. ³ International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from <http://www.ifsw.org>

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

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

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

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple characteristics - including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or

enhance privilege and power;

- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

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

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

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

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

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

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

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

logical, and spiritual development. Social workers

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

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

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

Educational Policy 2.1.9—Respond to contexts that shape practice.

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

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

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement

Social workers

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

Educational Policy 2.1.10(b)—Assessment

Social workers

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

Educational Policy 2.1.10(c)—Intervention

Social workers

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

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are

proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

Educational Policy M2.2—Advanced Practice

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

Educational Policy 2.3—Signature Pedagogy: Field Education

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

*Note*⁴ Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedalus*, 52-59.

Accreditation Standard B2.0—Curriculum

The 10 core competencies are used to design the professional curriculum. The program

B2.0.1 Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.

B2.0.2 Identifies its competencies consistent with EP 2.1 through 2.1.10(d).

B2.0.3 Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].

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

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

Accreditation Standard M2.0—Curriculum

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

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

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

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

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

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

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

Accreditation Standard 2.1—Field Education

The program discusses how its field education program

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

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

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

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

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

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

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

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

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

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and

diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.⁵

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

Educational Policy 3.1—Diversity

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

Accreditation Standard 3.1—Diversity

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

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

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

Educational Policy 3.2—Student Development

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

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

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

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

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

M3.2.3 BSW graduates entering MSW programs are not

to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

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

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

Advisement, retention, and termination

3.2.6 The program describes its academic and professional advising policies and

procedures. Professional advising is provided by social work program faculty, staff, or both.

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

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

Student participation

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

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

Educational Policy 3.3—Faculty

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

social workers.

Accreditation Standard 3.3—Faculty

3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

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

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

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

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

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

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

Educational Policy 3.4—Administrative Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make deci-

sions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure

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

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

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

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

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

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

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

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

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

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

3.4.5 The program identifies the field education director.

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

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

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

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

Educational Policy 3.5—Resources

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

Accreditation Standard 3.5—Resources

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

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

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

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

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

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

Educational Policy 4.0—Assessment

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

Accreditation Standard 4.0—Assessment

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

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

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

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

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

Appendix C. Minnesota State University System Procedures for Chapter 1 – System Organization and Administration

Part 1. Procedure objective.

This procedure is designed to further implement Minnesota State Colleges and Universities policies relating to non-discrimination by providing a process through which individuals alleging violation of system non-discrimination policies may pursue a complaint. This includes allegations of discrimination or harassment based on sex, race, age, disability, color, creed, national origin, religion, sexual orientation, marital status, status with regard to public assistance or membership or activity in a local commission. This procedure is not applicable to allegations of sexual violence which should be handled under appropriate system and college or university policies and procedures.

A single act of discrimination may be based on more than one protected class status. For example, discrimination based on anti-Semitism may relate to religion, national origin, or both; discrimination against a pregnant woman might be based on sex, marital status, or both.

This procedure shall apply to all individuals affiliated with Minnesota State Colleges and Universities, including its students, employees, and applicants for employment, and is intended to protect the rights and privacy of both the complainant and respondent and other involved individuals, as well as to prevent retaliation/reprisal. Individuals who violate this procedure shall be subject to disciplinary or other corrective action.

Not every act that may be offensive to an individual or group constitutes discrimination or harassment. In determining whether discrimination or harassment has occurred, the totality of the circumstances surrounding the incident must be carefully reviewed and due consideration must be given to the protection of individual rights, freedom of speech, academic freedom and advocacy.

The system office, colleges, and universities shall maintain and encourage full freedom, within the law, of expression, inquiry, teaching, and research. Academic freedom comes with a responsibility that all members of our education community benefit from it without intimidation, exploitation, or coercion. Discrimination and harassment are not within the protections of academic freedom.

Part 2. Definitions.

Subpart A. Designated officer. A designated officer is an individual designated by the president or chancellor to be primarily responsible for investigating or coordinating the investigation of reports and complaints of discrimination/ harassment in accordance with this procedure. Designated officers may include individuals in the affirmative

action or equity office, the campus security office, the student affairs or student life office, academic or administrative offices of the system office, college, or university. The president or chancellor may designate other individuals to assume the role of the designated officer as deemed necessary.

Designated officers must attend investigator training conducted by the Office of the Chancellor.

Subpart B. Decision-making authority. A decision-maker is an individual designated by the president or chancellor to review investigative reports, to make findings whether the discrimination/harassment policies have been violated based upon the investigation and other measures deemed necessary to reach a decision, and to determine the appropriate action for the institution to take based upon the findings. The decision-maker shall be a top level administrator such as a college or university vice president, dean or provost. At the system office, the decision-maker shall be a top level administrator such as a chancellor, vice chancellor, associate vice chancellor or other appropriate system office personnel. The president or chancellor may designate other individuals to assume the role of the decision-maker as deemed necessary.

Designated decision-makers for complaints under this procedure, including presidents, must attend decision-maker training conducted by the Office of the Chancellor.

Part 3. Reporting incidents of discrimination/harassment.

Subpart A. Reporting an incident. The system office, colleges, and universities encourage any individual, including any student, employee, applicant for employment, or person eligible for employment (as defined by Minnesota Statutes section 43A.02), who feels she or he has been or is being subjected to discrimination/harassment to report the incident to the designated officer. Any student, faculty member or employee who knows of, receives information about or receives a complaint of discrimination/harassment is urged to report the information or complaint to the designated officer of the system office, college, or university.

Subpart B. Personal resolution. In instances where an individual believes she/he personally has been subjected to behavior prohibited by the 1B.1 Non-discrimination policy, that individual may voluntarily choose to directly address the offensive behavior. In such a situation, she or he should clearly explain to the alleged offender as soon as possible after the incident that the behavior is objectionable and that it stop. Communication with the alleged offender may be in person, on the telephone, or in writing. If the behavior does not stop or if the individual believes some employment or education consequences may result from the discussion, she or he should go to the designated officer to process the

complaint. Under no circumstances shall an individual be required to use personal resolution to address prohibited behaviors rather than reporting the behavior to the designated officer.

Subpart C. Duty to report. Unless the matter already has been referred to the designated officer, administrators and supervisors must inquire into allegations or behaviors that they reasonably believe may constitute discrimination or harassment and, when a report/complaint appears to be warranted, refer the matter to the designated officer. The duty to report shall not be construed to prevent immediate corrective action by an administrator or supervisor when appropriate.

Subpart D. Institutional responsibility.

1. **Colleges and universities.** This procedure applies to all members of the educational community including students. Reports/complaints against a president of a college or university shall be filed with the system office. Complaints against a president shall be processed by the college or university if the president's role in the alleged incident was limited to a decision on a recommendation made by another administrator, such as tenure, promotion or non-renewal, and the president had no other substantial involvement in the matter. Reports and complaints against college or university vice presidents, deans, or provosts are filed at the campus level with the president or the president's designee as decision-maker.

2. **System office.** For reports/complaints which involve allegations against system office employees, the responsibilities identified in this procedure as those of the president are the responsibilities of the chancellor. Reports/complaints which involve allegations against the chancellor or a member of the Board of Trustees shall be referred to the chair or vice chair of the Board for processing. Such reports/complaints may be assigned to appropriate system office personnel or outside investigatory assistance may be designated.

3. **Subpart E. Retaliation and reprisal.** No retaliation, reprisal or intimidation in conjunction with a complaint of discrimination/harassment shall be tolerated by the system office, colleges, and universities. State law prohibits reprisal by a respondent, employer, labor organization, educational institution, employee, agent of the above and others as specified in statute. (Minnesota Statutes section 363.03). Any individual who retaliates against any person who testifies, assists, or participates in an investigation, proceeding or hearing in relation to a discrimination/harassment complaint shall be subject to disciplinary or other action.

Retaliation includes, but is not limited to, any form of intimidation, reprisal, coercion, discrimination, harassment, or unwanted sexual contact toward a complainant, or the complainant's relatives, friends or associates. Retaliation

may occur whether or not there is a power or authority differential between the individuals involved. Reprisal also includes discrimination against an individual because that person is associated with a protected group member. Allegations of retaliation or reprisal shall be reported to the designated officer for appropriate action.

Subpart F. False statements prohibited. Any individual who provides false statements regarding the filing of a discrimination report/complaint or during the investigation of such a report/complaint may be subject to disciplinary or corrective action.

Subpart G. Withdrawn Complaints. If a complainant no longer desires to pursue a complaint, the system office, colleges, and universities reserve the right to investigate and resolve the complaint.

Part 4. Right to representation.

In accordance with federal law and applicable collective bargaining agreement and personnel plan language, represented employees may have the right to request and receive union representation during an investigatory meeting.

Nothing in this procedure is intended to expand, diminish or alter in any manner whatsoever any right or remedy available under a collective bargaining agreement, personnel plan or law. Any disciplinary action imposed as a result of an investigation conducted under this procedure will be processed in accordance with the applicable collective bargaining agreement or personnel plan.

Part 5. Investigation and resolution.

The system office, college or university has an affirmative duty to take timely and appropriate action to stop inappropriate behavior, conduct investigations and facilitate resolutions as appropriate.

Subpart A. Making a report/complaint. The designated officer must be contacted in order to initiate a report/complaint. The report/complaint should be brought as soon as possible after an incident occurs. The designated officer shall retain control of the investigatory process and determine whether and/or how to proceed.

Subpart B. Initial inquiry and review process. After receiving a report/complaint, the designated officer shall take the steps listed below:

1. **Jurisdiction.** The designated officer shall determine whether the report/complaint is one which should be processed through another system office, college or university procedure available to the complainant; if appropriate, the designated officer shall direct the complainant to that procedure as soon as possible.

2. **Conflicts.** If the designated officer determines that the report/complaint falls within the scope of the institution's nondiscrimination policies and this procedure, the designated officer shall first determine who will conduct the complaint process. The designated officer should identify to the president or chancellor any real or perceived conflict of interest in proceeding as the designated officer for a specific complaint. If the president determines that a conflict exists, another designated officer shall be assigned.
3. **Information provided to complainant.** At the time the report/complaint is made, the designated officer shall:
 - a.) inform the complainant of the provisions of the nondiscrimination policy;
 - b.) provide a copy of the policy and the report/complaint procedure to the complainant;
 - c.) advise the complainant of other options such as alternative dispute resolution or mediation and that the complainant may also choose to pursue other legal options; and
 - d.) determine whether other individuals are permitted to accompany the complainant during investigatory interviews and the extent of their involvement.
4. **Complaint Form.** The designated officer shall insure that the complaint is documented in writing on the complaint form available from system office, college, or university authorities. The complaint form must include:
 - a.) a detailed description of the facts upon which the charge is based;
 - b.) name(s) of the respondent(s), if known;
 - c.) a list of possible witnesses as deemed appropriate by the designated officer; and
 - d.) other information pertinent to the complaint.

At the conclusion of the process, the final disposition of the complaint shall be included on the complaint form.

5. **Information provided to the respondent.** At the time initial contact is made with the respondent, the designated officer shall:
 - a.) inform the respondent in writing of the existence and general nature of the complaint and the provisions of the nondiscrimination policy;
 - b.) provide a copy of the policy and the report/complaint procedure to the respondent;
 - c.) advise the respondent of other options such as alternative dispute resolution or mediation;
 - d.) explain to the respondent that in addition to being interviewed by the designated officer, the respondent may provide a written response to the allegations; and
 - e.) determine whether other individuals are permitted to accompany the respondent during investigative interviews and the extent of their involvement.
6. **Processing the complaint.** The designated officer shall:
 - a.) conduct a fact-finding inquiry or investigation into the complaint, including appropriate interviews and

meetings;

- b.) investigate the complaint without identifying the complainant, if in the judgment of the designated officer, this would increase the likelihood of satisfactory resolution of the complaint;
- c.) inform the complainant, respondent, witnesses and other involved individuals of the prohibition against retaliation and reprisal;
- d.) create, gather and maintain investigative documentation as appropriate;
- e.) disclose appropriate information to others only on a need to know basis consistent with state and federal law, and provide a data privacy notice (Tennessee warning) in accordance with state law; and
- f.) inform the complainant and respondent of the status of the investigation at reasonable times until final disposition of the complaint.

Subpart C. Initial inquiry and informal resolution.

After conducting an initial inquiry and review, if the designated officer determines that the issue can be resolved without further investigation, the designated officer may use one or more of the following methods to resolve the complaint:

1. conduct training for the unit, division, or department, calling attention to the consequences of engaging in such behavior;
2. facilitate meetings between the parties;
3. separate the parties, after consultation with appropriate system office, college or university personnel;
4. prepare a written letter of agreement confirming that the respondent has been informed of the policy and complaint procedure, identifying and documenting the respondent's acceptance of the designated officer's resolution of the complaint, and stating that retaliation is prohibited;
5. other possible outcomes may include explicit agreements about future conduct, a letter of apology to the complainant, changes in workplace assignments, enrollment in a different course or program, or other appropriate action.

Subpart D. Investigation and decision process.

If the above methods do not resolve the complaint within a reasonable period of time to the satisfaction of the designated officer, or the designated officer feels additional steps should be taken, the procedures in this subpart shall be followed.

1. **Designated officer.** The designated officer shall:
 - a.) conduct further investigation as deemed appropriate by the designated officer;
 - b.) prepare an investigation report for review by the decision-maker;
 - c.) take additional investigative measures as requested by the decision-maker;
 - d.) provide sufficient information to the respondent consistent with federal and state data privacy laws to al-

low the respondent to respond to the substance of the complaint; and

- e.) provide the investigation report to the complainant or respondent upon request unless the information is protected under state or federal law.
2. Decision-maker. After receiving the investigation report prepared by the designated officer, the decision-maker shall:
 - a.) determine whether additional steps should be taken, at the discretion of the decision-maker, prior to making the decision. Additional steps may include:
 - a. a request that the designated officer take additional investigative measures;
 - b. a meeting with the complainant, respondent or other involved individuals. If a meeting involving a represented employee is convened, the complainant or respondent may choose to be accompanied by the bargaining unit representative, in accordance with the applicable collective bargaining agreement and federal and state law. Other employees may be accompanied by an attorney or other support person at the discretion of the decision-maker;
 - c. a request for additional information which may include a written response from the complainant or respondent relating to the allegations of the complaint;
 - b.) take other measures deemed necessary to reach a decision;
 - c.) when making the decision, take into account the surrounding circumstances, the nature of the behaviors, the relationship(s) between the parties, the context in which the alleged incident(s) occurred, and other relevant factors;
 - d.) determine the nature, scope and timing of disciplinary or corrective action and the process for implementation if a violation of the nondiscrimination policy occurs. This may include consultation with human resource or supervisory personnel to determine appropriate discipline;
 - e.) report in writing to the complainant, respondent and the designated officer her or his findings as to whether or not the nondiscrimination policy has been violated. The written answer to the complainant shall be provided within 60 days after a complaint is made unless reasonable cause for delay exists.

Subpart E. Confidentiality. Confidentiality cannot be guaranteed; however, care will be taken to keep investigation discussions sufficiently broad to protect the complainant's identity when appropriate. There may be instances in which the system office, college, or university has a responsibility to act even if the complainant requests that no action be taken. In such instances, the system office, college or university may investigate and take appropriate action on the basis of the facts or evidence available.

Subpart F. Investigative data. Information gathered during the investigation will be handled in accordance with federal and state data privacy laws.

Subpart G. Other remedies.

1. **Reassignment or administrative leave.** Under appropriate circumstances, the president or chancellor may reassign or place an employee on administrative leave at any point in time during the report/complaint process. In determining whether to place an employee on administrative leave or reassignment, consideration shall be given to the nature of the alleged behavior, the relationships between the parties, the context in which the alleged incidents occurred and other relevant factors. Any action taken must be consistent with the applicable collective bargaining agreement or personnel plan.
2. **Summary suspension or other action.** Under appropriate circumstances, the president or designee may impose on a student a summary suspension or other temporary measures at any point in time during the report/complaint process. A summary suspension may be imposed when, in the judgment of the president or designee, the accused student's presence on the college or university campus would constitute a threat to the safety and well-being of members of the campus community. Before implementing the summary suspension, the accused student shall be given notice of the intention to impose the summary suspension and, except in an emergency, shall be given an opportunity to present oral or written arguments against the imposition of the suspension.

After the student has been summarily suspended, the report/complaint process should be completed within the shortest reasonable time period, not to exceed nine (9) class days. During the summary suspension, the student may not enter the campus or participate in any college or university activities without obtaining prior permission from the administrator. Other temporary measures may be taken in lieu of summary suspension where the president or designee determines such measures are appropriate.

3. **Alternative dispute resolution and mediation.** The system office, colleges, and universities, in consultation with the system Office of Equal Opportunity and Diversity, may use alternative dispute resolution or mediation services as a method of resolving discrimination/harassment complaints. Alternative dispute resolution and mediation options require the voluntary participation of all parties to the complaint.

Part 6. System office, college, or university action.

The system office, college, or university shall take the appropriate corrective action based on results of the investigation and shall follow up as appropriate to ensure that the

corrective action is effective. Complainants are encouraged to report any recurrences of conduct which were found to violate the system non-discrimination policies.

The decision-maker shall notify the complainant and respondent in writing of the final disposition of the complaint. Written notice to parties relating to discipline, resolutions, and/or final dispositions resulting from the report/complaint process is deemed to be official correspondence from the system office, college or university.

Part 7. Appeal.

Subpart A. Filing an appeal. The complainant and the respondent may appeal the decision of the decision-maker. An appeal must be filed in writing with the president or designee within ten (10) business days after notification of the decision. The appeal must state specific reasons why the complainant or respondent believes the decision was improper. In a complaint against a president or other official who reports directly to the chancellor, an appeal may be considered by the chancellor whether or not the chancellor served as the decision maker.

Subpart B. Effect of review. For employees represented by a collective bargaining agreement, an appeal under this procedure is separate and distinct from, and is not in any way related to, any contractual protections or procedures. During the pending appeal, disciplinary or corrective action taken as a result of the decision shall be enforced. In addition, in cases involving sanctions of suspension for ten (10) days or longer, students shall be informed of their right to a contested case hearing under Minnesota Statutes, Chapter 14.

Subpart C. Appeal process. The president or designee shall review the record provided and determine whether the complaint is substantiated or not substantiated. The president or designee may receive additional information if the president or designee believes such information would aid in the consideration of the appeal. The decision on appeal will be made within a reasonable time and the complainant, respondent and designated officer shall be notified in writing of the decision. The decision on appeal exhausts the complainant's and respondent's administrative remedies under this procedure except as provided herein.

Part 8. Education and training.

The system office, colleges and universities shall provide education and training programs to promote awareness and prevent discrimination/harassment, such as education seminars, peer-to-peer counseling, operation of hotlines, self-defense courses, and informational material development and distribution. Education and training programs should include education about the system office, colleges and universities non-discrimination policies as well as conducting investigations, management and implementation of this procedure.

Part 9. Dissemination of report/complaint procedure.

Information regarding this procedure and the system office, college or university non-discrimination policies must be provided to each student during student registration and each employee on acceptance of employment. Copies of the policies shall be conspicuously posted at appropriate locations at the system office and on college and university campuses at all times and shall include the designated officers' names, locations and telephone numbers.

Designated officers also must be identified by name, location and phone number in informational publications such as student catalogs, student and employee handbooks, bulletin boards, campus websites or other appropriate public announcements.

Part 10. Maintenance of report/complaint procedure documentation.

During and upon the completion of the complaint process, the complaint file shall be repositied in a secure location in the office of the designated officer for the system office, college or university. Access to the data shall be in accordance with the respective collective bargaining agreement or personnel plan, the Minnesota Government Data Practices Act, the Family Educational Rights and Privacy Act or other applicable law.

Designated officers are required to report investigative data concerning investigations under Board policy 1B.1 to the Office of the Chancellor on a quarterly basis.

Effective Date: February 17, 1997

Appendix D. WSU Regulation Number 5-7 Policy for Dealing with Sexual Harassment

1. **POLICY:** It is the policy of Winona State University, in keeping with efforts to establish an environment in which the dignity and worth of all members of the institutional community are respected, that sexual harassment of students and employees at Winona State University is unacceptable conduct and will not be tolerated. Sexual harassment may involve the behavior of a person of either sex against a person of the opposite or same sex, when that behavior falls within the definition outlined below.

2. **DEFINITION:** Sexual harassment of employees and students at Winona State University is defined as any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, when:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic evaluation.
- b. Submission to or rejection of such conduct is used as the basis for employment or academic decisions affecting that individual.
- c. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or educational experience, or creates an intimidating, hostile, or offensive work or educational environment.

3. **CONSENTUAL RELATIONSHIPS** Consenting romantic and sexual relationships between faculty and student, or between supervisor and employee, while not expressly forbidden, are generally deemed very unwise.

- a. **Professional/Client** - Codes of ethics for most professional associations forbid professional-client sexual relationships. In the view of the University, the professor-student relationship is one of professional and client. The respect and trust accorded a professor by a student, as well as the power exercised by the professor in giving praise or blame, grades, recommendations for further study and future employment, etc., greatly diminish the student's actual freedom of

choice should sexual favors be included among the professor's other, legitimate, demands. Therefore, faculty are warned against the possible costs of even an apparently consenting relationship, in regard to the academic efforts of both faculty member and student.

- b. **Supervisor/Employee** - A supervisor who enters into a sexual relationship with an employee where a professional power differential exists, must realize that, if a charge of sexual harassment is subsequently lodged, it will be exceedingly difficult to provide immunity on ground of mutual consent.

The administration and the Affirmative Action Office involved with a charge of sexual harassment shall be expected, in general, to be unsympathetic to a defense based on consent when the facts establish that a professional faculty-student or supervisor-employee power differential existed within the relationship.

4. COMPLAINT PROCEDURES

- a. Persons who feel that they have been sexually harassed under the above definition and wish further information, or assistance in filing a complaint, should contact the Affirmative Action Officer.
- b. If the complaint involves the Affirmative Action Officer or a staff member in the Affirmative Action Office, persons may contact the Director of Human Resources or members of the Affirmative Action/Title IX Compliance Committee. (The current list of members is available from the office of Academic Affairs.)
- c. Complaints will be processed according to the System Discrimination/Sexual Harassment Grievance Procedure.

This WSU Regulation supersedes WSU Regulation 5-7 dated August 18, 1988. AUTHENTICATED BY: Darrell W. Krueger President

Appendix E. Social Work Program Application Packet

Admission Requirements

1. GPA OF 2.50 in social work foundation courses and a overall university GPA of 2.0 or higher prior to admission to the program, and a C or better in all foundation courses. Completion of statistics with C or better.
2. Satisfactory completion of all foundation courses including SW 340, Introduction to Social Work. The same criteria will be applied to transfer students for comparable courses completed at other institutions. There may be some rare exceptions for which program faculty will grant conditional admission for one academic semester. During this time, the student would be expected to meet the program requirements. Admission will be deferred when requirements are not met by the end of the following semester.
3. Completion of SW 350 Social Work Field Experience with satisfactory midterm and final evaluations.
4. Student will review the NASW Code of Ethics, The Social Work Department Standards for Professional Conduct, and the Winona State University/Social Work Retention and Termination Policy (see Social Work Student Handbook) for academic and behavioral criteria. The student's signature on the Admission Application signifies adherence to these standards.
5. Due to limited enrollment in the Social Work Department, admission to the Major is based on both objective and subjective criteria.
6. Students who do not meet the requirements but feel they have specific skills, knowledge, or experience can petition for special consideration for admission to the Social Work Program.

Application Process

1. Complete the application packet which is in the Social Work Student Handbook, available in the Winona or Rochester Campus bookstores and on the Social Work Home page. Submit the entire original application packet and one complete copy to the Social Work Office in Minné Hall 228 or in ST128 on the Rochester Campus. The application packet should only be submitted when completed in its entirety with the following items:
 - A. Application cover page (Appendix pages E-1 to E-3). Students should check out the social work home page to ensure they have the most current application forms and reference forms. These are form-fillable electronic forms.
 - B. Current WSU DARS/transcript and transcript from all schools attended
 - C. A copy of your BCA background check - which can be found via a Google search – Minnesota BCA or Wisconsin Circuit Courts.

- D. Three letters of reference, using the forms attached to the application, from supervisors, teachers, clergy or other non-peer colleagues. If the student is waiving his/her right to access the reference letter contents it should be placed in a sealed envelope signed by the person completing the reference. Please note that reference letters from social work faculty, field experience supervisors, or fellow students will not be accepted.
- E. Essay for application.
- F. Social Work Field Experience (Social Work 350) midterm and final evaluations, or midterm evaluation from the field instructor, if currently enrolled in Field Experience
- G. Current Resume.

2. Admission deadlines: First Tuesday in October for fall semester and third Tuesday in February for spring semester admission. Complete applications to are to be submitted no later than 3:30 p.m. on the due date in the department office – Minne Hall 228 in Winona and ST128 in Rochester.
3. Interviews are scheduled upon receipt of *all* materials listed above. Incomplete applications will not be accepted and will delay consideration for admission until the next semester. The interview will focus on the applicant's knowledge, skills, and values as they pertain to the profession of social work.
4. An admission decision will be made by social work faculty after the interview and a review of student's application materials. Students will be accepted, accepted pending completion of all requirements before next semester, put on wait list, or not accepted. The applicant will be notified of the faculty's decision within one month of completion of all interviews for that semester.
5. Appeal of the admission decision is every student's right. See the Department Retention and Termination Policy.

Due Dates

Applications for the Social Work Program are due the first Tuesday in October or the third Tuesday in February depending on the semester students apply. Completed applications should be submitted no later than 3:30 p.m. on the due date to the department office – either Minne Hall 228 in Winona or ST 128 in Rochester.

- October 2, 2012
- February 19, 2013
- October 1, 2013
- February 18, 2014
- October 7, 2014
- February 17, 2015

Winona State University Social Work Program Application Form

Important. All information you provide is confidential and will be used by the social work program only for educational purposes. Please make sure to turn in original and one (1) complete copy of packet.

Part I. Personal Information

Name _____ University ID# _____

Permanent Address _____
(ADDRESS)

_____ (CITY) _____ (STATE) _____ (ZIPCODE)

Campus Address _____
(ADDRESS)

_____ (CITY) _____ (STATE) _____ (ZIPCODE)

Home Phone _____ Work Phone _____

Cell Phone _____ Email Address _____

Part II. Application Information (FROM WSU DARS)

Current Overall GPA _____ Semester Credits Completed _____

_____ Credits completing this semester _____

If you are a transfer student:

	College/University	Dates (from-to)	Number of Hours
Institution 1	_____	_____	_____
Institution 2	_____	_____	_____
Institution 3	_____	_____	_____

Social Work Foundation Courses Completed

	Grade	Date Completed
Human Biology	_____	_____
Introduction to Sociology	_____	_____
Freshman English	_____	_____
Introduction to Psychological Science	_____	_____
Developmental Psychology	_____	_____
Introduction to Public Speaking (CMST)	_____	_____
Introduction to Social Work	_____	_____
Social Work Field Experience	_____	_____
Statistics 110 or Psych Stats 231*	_____	_____

Note. *Statistics must be at least a C, but is not included in your admissions GPA.

Part III. References

Three references are required. These can be from non-social work professors who knows your academic abilities and from non-relatives, preferably a professional or other unbiased person who can address your suitability and readiness for entry into the social work profession. It is your responsibility to give the attached reference forms directly to the individuals named below. If a student waives his or her right to review the reference letter it should be in a sealed envelope and submitted by the student with the application form. Please indicate the individuals from whom letters have been requested.

Reference 1	_____	_____
	(NAME)	(TITLE)
Reference 2	_____	_____
	(NAME)	(TITLE)
Reference 3	_____	_____
	(NAME)	(TITLE)

Part IV. Admissions Statement

As part of your application for admission to the Social Work Major, you are to submit a typed essay which addresses the three areas listed below. This essay will be used as a method of assessing your basic writing skills and to aid in the decision for admission. Your essay should be a separate attachment to this form, and be approximately three to five pages in length. Please follow the outline headings as used below to organize your written statement. The three areas that you are to address in your statement are:

1. Discuss the major reasons for your interest in the profession of social work.
2. Describe any experiences that you have had in working with people (voluntary or paid). Please indicate the type of setting and the length of your experiences.
3. Respect for diversity of values, heritages, customs, and lifestyles are an important part of social work practice.
 - What experiences have you had which makes you feel that you can work effectively with people from diverse populations (i.e., religious, racial, ethnic, disability, socio-economic, gender, and sexual orientation differences).
 - What difficulties would you feel you might have as an individual in working with any of the groups listed above? Please be specific.

Part V. Background Check

Submit a copy of your state background check with this application. Instructions and links for this process are on the Social Work Department MYWSU page.

Part VI. Signature

I have read and will abide by the Social Work Program's policies, procedures and standards for student conduct as outlined in the Student Handbook. I give my permission to the department to maintain all application materials as part of a file should I be accepted into the Program. I understand that the oral and written portions of my application will be screened by the social work faculty.

I hereby affirm and agree that I will abide by the NASW Code of Ethics.

Signature of Applicant

Date

Special Note.

- Bring or send completed application materials to the Social Work Program Office on your campus: Minne Hall 228 in Winona and ST128 on the Rochester Campus
- Submission Deadlines: First Tuesday in October for Fall semester (for Winona Spring Admission ONLY) and Third Tuesday in February for Spring semester admission (for Winona and Rochester Fall Admission).
- SECOND CHANCE: Upon completion of admissions process and acceptance of students, if it is found that space is available on either campus – second chance applications will be called. Students who wish to be considered in the event of a second chance for applications should contact the department office.
- When you turn in your application, you must sign up for an Interview Appointment.

Student Code of Conduct

As a student majoring in Social Work at Winona State University, I understand that when I communicate with faculty and students, both orally and in writing, that I should do so in a manner that is polite, respectful and courteous.

Whenever I disagree with someone, I restrict our differences to the issues itself while continuing to respect the individual with whom I disagree. This civil response is a basic tenet of attending our program.

I agree to disagree without being disagreeable! All of my discussion and argumentation with faculty, staff, and fellow students will be conducted in a polite, courteous, civil, and dignified manner.

Student

Date

Winona State University Social Work Program Recommendation Form

NAME OF APPLICANT _____

The above named student is applying for acceptance into the Social Work major at Winona State University. You have been selected by the applicant as someone who will be helpful in evaluating readiness and qualifications for social work practice. The applicant and the Social Work Program will appreciate your completing this form and returning it promptly. If you would care to add a letter of reference in addition to this form, please do so.

A major concern of the program is to arrive at a decision that will serve the best interest of the applicant and the Social Work Profession. Your responses will therefore serve as an important aid in making a decision regarding this student's application. All information you provide is confidential and will be used only for the evaluation of the application for admission to the undergraduate social work major at Winona State University.

I hereby DO ___ DO NOT ___ waive my right to review this completed recommendation.

Student Signature

Date

1. Approximately how long have you known the applicant? _____ Years _____ Months
2. How well do you feel you know the applicant? _____ Casually _____ Well _____ Very Well
3. What was the nature of your contacts with the applicant?

4. What do you consider to be the applicant's major strengths?

5. What do you consider to be the applicant's major weaknesses?

6. Please rate the applicant in the following areas by using this scale.

0-1 Poor 2-3 Below Average 4-6 Average 7-8 Above Average 9-10 Exceptional

- A. Maturity and emotional stability _____
- B. Willingness to accept criticism _____
- C. Intellectual ability _____
- D. Ability to respect and work with differences _____
- E. Sensitivity to needs and feelings for others _____
- F. Leadership ability _____
- G. Resourcefulness and creativity _____
- H. Willingness to accept direction and/or supervision _____
- I. Writing skills _____
- J. Motivation and enthusiasm for knowledge _____
- K. Ability to express ideas verbally _____
- L. Commitment to work toward solving social problems _____

7. Please express your views on any of the items above and on any other relevant strengths or weaknesses about which you have knowledge.

8. In summary

- ____ I strongly recommend this applicant.
- ____ I recommend this applicant.
- ____ I recommend this applicant with reservation.
- ____ I am unable to recommend this applicant.

Signature of Evaluator

Date

Name

Title

Affiliation (Agency, School, Business)

Telephone

Address

Please return this form to the student in a sealed envelope. OR

If completing an electronic copy send to Lori Moe at lmoe@winona.edu on the Winona campus or Jane Applen-Anderson at JAanderson@winona.edu on the Rochester campus. Your e-mail address will serve as electronic signature.