

STUDENT HANDBOOK

Social Work Program



DEPARTMENT OF SOCIAL WORK
College of Health & Human Services
Southeast Missouri State University

(revised August 2006)

TABLE OF CONTENTS

	PAGE
Introduction	1
Faculty and Staff	1
 NASW Code of Ethics	 2
 Social Work Program Overview	 3
Mission, Goals, & Objectives of the Department of Social Work	3
Generalist Practice Defined.....	4
Accreditation	5
Academic and Professional Advising	5
Student Responsibilities for Advising.....	6
Admission to the Department of Social Work	6
Retention as a Social Work Major	7
Procedures for Non-Academic Evaluation of Majors for Admission and Retention.....	7
Transfer Credits.....	8
Articulation Agreement.....	8
Course Substitution	9
Degree Requirements	9
Course Requirements	9-10
Suggested Course Scheduling	10
Course Sequencing and Prerequisites	10
Course Substitution in Major	11
Social Work Minor.....	11
Suggested Course Schedule	11-12
Field Education	13
Academic Warning System.....	13
 Student Activities	 14
The Social Work Club.....	14
Phi Alpha Social Work Honor Society	14
National Association of Social Workers (NASW).....	14
Missouri Association for Social Welfare (MASW)	14
 Departmental Writing Standards	 15
 Enrollment or Withdrawal From the University	 16
Enrollment.....	16
Maximum Enrollment	16
Change of Enrollment	16
Cancellation of Enrollment	16
Change of Program.....	16
Late Enrollment.....	16
Deadline for Refund	17
Deadline for Withdrawing Without Penalty.....	17
Probationary Students	17

Procedure.....	17
University Sexual Harassment Policies and Procedures	17
Academic Honesty.....	18
Plagiarism.....	18
Cheating	18
General Responsibilities for Academic Honesty.....	19
Steps for Remedial Action	19
Academic Standing	20
Drug and Alcohol Abuse Statement.....	20
Civility in Cyberspace.....	21
Code of Student Conduct.....	21
Safety and Environmental Health.....	21
Care of Property	22
Educational Mission.....	22
Judicial Procedure	23
Judicial Philosophy	23
Judicial Authority.....	23
Filing Complaints.....	24
Judicial Sanctions.....	24
Warning.....	24
Loss of Privileges	24
Restitution	24
Discretionary Sanctions.....	24
Probation	25
Suspension from Residence Life.....	25
Suspension from the University in abeyance as per an established University Behavioral Contract.....	25
Suspension from the University	25
Dismissal from the University.....	25
Notice Against Trespass.....	25
Appeals.....	25
Baccalaureate Social Work Licensure.....	26
Requirements for Baccalaureate Social Work Licensure	27
Council on Social Work Education:	
Educational Policy and Accreditation Standards	28-33

NOTICE OF NONDISCRIMINATION

Applications from all persons are welcomed. Women, minorities, disabled persons are especially encouraged to apply. Southeast Missouri State University does not discriminate on the basis of race, color, religion, national origin, sex, age or disability. Inquiries concerning the application of these regulations to the University may be directed to the University Affirmative Action Officer or the Office for Civil Rights/Department of Education. Please direct inquiries to the Assistant to the President, Southeast Missouri State University, Room 222 Academic Hall, One University Plaza, Cape Girardeau, MO 63701, (573) 651-2524.

Situations may arise in which students believe that they have not received fair treatment by a representative of the University, or have concern about the performance, action, or inaction of a member of the staff or faculty, which affects the student. Wherever possible, the student should approach the faculty or staff member first in an attempt to resolve the matter. Unresolved concerns involving faculty should be taken to the Chairperson of the department and then to the Dean of the college. Unresolved concerns involving non-faculty staff should be taken to the staff member's supervisor and then to the next higher supervisor.

In the event of a complaint alleging discrimination, the student may contact the Associate Vice President for Enrollment Management, the Dean of Students, the Affirmative Action Officer, or the Dean of a College.

INTRODUCTION

The faculty and staff of the Department of Social Work and Southeast Missouri State University welcome you as a declared social work major. The principle educational objective of the Social Work Program is to prepare students for beginning generalist social work practice with individuals, families, groups, organizations, communities, and social activism. The generalist curriculum is grounded in the cardinal social work values of human worth and dignity, social and economic justice, diversity, and service. The Bachelor of Science degree in Social Work at Southeast Missouri State University is accredited by the Council on Social Work Education (CSWE), the national standard-setting organization for social work education. The CSWE has recognized the quality of social work education at Southeast since 1990.

We are here to assist you and urge you to seek the advice and assistance available to you. Please keep in mind that the responsibility for completion of all degree requirements rests ultimately with the student. This handbook, along with the University's *Undergraduate Bulletin* should assist you in successfully proceeding through your course of studies. Please read it through completely and keep it for future reference.

We wish you a productive and rewarding association with us.

Faculty:

Michael Parker, MSSW, Ph.D., Associate Professor and Department Chairperson

Jean Bernstein, MSW, Ph.D., Assistant Professor

Dhira Crunkilton, MSW, Ph.D., Assistant Professor

Priscilla Hornby, MSW, Instructor and Director of Field Education

Walter Paquin, MSW, Instructor

Tiffany Parker, MSW, Instructor

Robert Polack, MSW, Ph.D., Associate Professor

Jack Stokes, MSW, Ph.D., Assistant Professor

Staff:

Frances Wissmiller, Administrative Assistant

NASW Code of Ethics **Summary of Major Principles**

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

Value: Service

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

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectations of significant financial return (pro bono service).

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression, and cultural and ethnic diversity. Social workers strive to ensure equality of opportunity, access to needed information, services, resources, and meaningful participation in decision making for all people.

Value: Dignity and Worth of the Person

Ethical Principle: Social workers respect the inherent dignity and worth of the person.

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

Value Importance of Human Relationships

Ethical Principle: Social workers recognize the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

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

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

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

The above constitutes a summary of the Code as approved by the 1996 NASW Delegate Assembly and revised by the 1999 Delegate Assembly. The complete text, including preamble and expanded definition of principles, is available on request.

SOCIAL WORK PROGRAM OVERVIEW

Mission, Goals, and Objectives of the Department of Social Work

The **mission** of the Department of Social Work is to prepare its graduates to engage in competent, ethical generalist practice with individuals, families, groups, organizations, and communities, valuing diversity and being committed to the pursuit of economic and social justice. Graduates will identify with the values and mission of the social work profession and recognize the need for ongoing professional development

The **goals** that serve as an organizing framework for the Social Work Program are derived from its mission and are as follows:

1. To provide a high quality, liberal arts based curriculum that prepares beginning generalist social workers to engage in critical thinking in order to practice effectively with client systems of all sizes within the values and ethics of the social work profession;
2. To prepare students to actively participate in community life by providing them with the knowledge and skills to advocate for social and economic justice;
3. To prepare students to value and affirm diversity in our society and in the world;
4. To promote continuing professional development;
5. To develop an identification with and responsibility to the social work profession.

The **objectives** of the Social Work Program are drawn from its goals. Graduates of the Southeast Missouri State University Social Work Program will be able to:

1. Apply critical thinking skills required for competent generalist practice.
2. Practice within the values of the profession and its ethical standards and principles.

3. Incorporate into practice, knowledge and respect for the positive value of human commonalities and differences related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Demonstrate an understanding of the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.
5. Demonstrate an understanding of the social work profession and its current structures and issues.
6. Apply the knowledge and skills of generalist social work to practice with systems of all sizes.
7. Apply knowledge of biological, social, cultural, psychological, and spiritual development across the life span, and use theoretical frameworks to understand the interactions among individuals, and between individuals, families, groups, organizations and communities
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research finding to practice and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and member of the community.
11. Use supervision and consultation appropriate for generalist practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.
13. Participate responsibly in professional associations and the community.
14. Engage in continued professional development.
15. Demonstrate the ability to communicate effectively in both written and oral form.

Generalist Practice Defined

The Social Work Program employs the following broad working definition of generalist practice:

Generalist practice is the use of a wide range of professional roles, methods and skills for applying the planned change process in diverse settings. The foundation of generalist practice draws on empirically based knowledge, social systems and ecological perspectives, and the strengths orientation in promoting increased empowerment and self-determination for diverse, multi level client systems. Generalist practice addresses both private concerns and public problems. Grounded in social work values and ethics, generalist practice seeks to promote and support diversity and social and economic justice with emphasis on populations-at-risk.

Note that the term “multi level client systems” refers to individuals, families, small groups, organizations and communities.

Accreditation

The Department of Social Work at Southeast Missouri State University is accredited by the Commission on Accreditation of the Council on Social Work Education (CSWE). Accreditation standards established by CSWE guide the design and evaluation of the curriculum and other aspects of the Social Work Program. These standards are set forth in the *Handbook of Accreditation Standards and Procedures (Fifth Edition)*. The "Educational Policy and Accreditation Standards," which can be found in this handbook, provides educational goals and standards for the curriculum. The Social Work Program has been continually accredited since 1990. Accreditation was reaffirmed in 2004 to 2011.

Academic and Professional Advising

The Department of Social Work views ongoing student advising as an essential component of a professional program. Therefore, all faculty members have advising responsibilities as part of their assignments. Students are assigned a social work faculty advisor by the Department as soon as they declare the social work major. In addition to helping students monitor their progress towards the fulfillment of University and Department graduation requirements, the role of the academic advisor is to assist students in evaluating their aptitude for the social work profession and to assist in their growth as competent, beginning generalist social workers. To facilitate effective advising, students admitted to the Social Work Program sign a statement of understanding which gives the advisor the responsibility of monitoring and informing them of their academic, personal, and professional progress, their compliance with department and professional standards, and their retention as a social work major.

The responsibilities of faculty advisors are to:

1. Engage students in a process of evaluating their aptitude and motivation for a career in social work;
2. Engage students in a process of evaluating their performance in the total educational program;
3. Assist students in selecting courses and developing an academic plan in relation to the aim of preparing them for beginning generalist practice;
4. Refer students with academic or personal problems to appropriate resources within the University and community, e.g., tutorial, medical, psychological, financial, housing, child care, etc.

Prior to registration each semester, students must discuss their academic schedules with their advisor and secure their advisors' approval for enrollment in courses. Following the advisement, the faculty advisor lifts the advising hold in the University's computerized advising system and the students can complete their registration. **If students wish to drop or add a course after advisement, they must secure their advisors signature.** This provides advisors an opportunity to assist students in fully evaluating the decision to drop or add a course. Students are responsible for utilizing advising time to their advantage by being **prepared** for all appointments.

Frequent contact is encouraged between advisors and students to receive maximum benefit for the advising process. Students are strongly encouraged to see their advisors when they experience difficulties in adjusting to the University system or when they are confused about University or Department policies and procedures.

Student Responsibilities for Advising

The Department of Social Work is committed to providing quality academic advising to each social work major; however, students are solely responsible for the satisfactory completion of all Department and University degree requirements. Each social work major is responsible for:

1. Planning his/her course schedule every semester to ensure progress toward graduation. The faculty advisor will assist and guide you in this process.
2. Knowing and meeting all graduation requirements stated in the *Southeast Missouri State University Undergraduate Bulletin* and the *Social Work Program Handbook*.
3. Maintaining contact with his/her faculty advisor during each semester for academic planning.
4. Participating in pre-registration advising.
5. Maintaining a current mailing address and phone number in the Department of Social Work and responding promptly to all communications from the Department or University.
6. Being prepared for all appointments.

Admission to the Department of Social Work

After declaring the social work major, students must be formally admitted to the program. Students wishing to be admitted into the social work program must meet the following admission criteria.

1. Completion of 45 semester hours with a minimum cumulative GPA of 2.25.
2. Completion of the following course work with a minimum grade of "C":
 - BS 103 *Human Biology* (also SW 103)
 - PY 101 *Psychological Perspectives on Human Behavior*
 - SO 102 *Society, Culture, and Social Behavior*
 - * SW 110 *Introduction to Social Work*
 - * SW 201 *Social and Economic Justice*
 - * SW 207 *Understanding Cultural and Social Diversity*
 - * SW 221 *Interviewing Skills for Generalist Practice*
3. Completion of all developmental courses (if applicable).
4. Forty hours of volunteer work in a social service agency (approved by student's academic advisor)

Once students are formally admitted to the program they are eligible to enroll in the following classes: SW 307, SW 308, SW 310, SW 321, SW 322, SW 323, SW 342, SW 449, SW 450, & SW 451.

(*SW110, SW201, SW207, and SW221 may NOT be repeated for admission to the social work major without written permission from the Chair of the Department of Social Work.)

Retention as a Social Work Major

Students will be retained as social work majors providing the following criteria are met:

1. Completion of the following foundation courses with a minimum grade of "C".

SW 242	<i>Statistics for Social Scientists</i>
SW 307	<i>Human Behavior and the Social Environment I</i>
SW 308	<i>Human Behavior and the Social Environment II</i>
SW 310	<i>Social Welfare Policy and Services</i>
SW 321	<i>Generalist Practice I</i>
SW 322	<i>Generalist Practice II</i>
SW 323	<i>Generalist Practice III</i>
SW 342	<i>Methods of Social Research in Generalist Practice</i>
2. Maintain a cumulative GPA of 2.25 each semester.
3. None of the foundation courses can be retaken more than once without written approval from the Chair of the Department of Social Work.

Procedures for Non-Academic Evaluation of Majors for Admission and Retention

The faculty of the Department of Social Work has a duty to the social work profession to make reasonable efforts to ensure that its graduates are not only academically prepared but are also emotionally and ethically prepared for the demands of professional practice. Therefore, any student who does not demonstrate 1) professional readiness for work with clients and for professional practice; 2) emotional and mental stability; and 3) potential for adherence to the ethical expectations and obligations of professional practice, as contained in the NASW Code of Ethics and are otherwise understood and operationalized by the practice community will be evaluated to determine if he/she should be admitted or continue as a social work major, and if so, what additional steps should be taken to ensure that he/she is prepared for professional practice. Any alleged problem can be presented by faculty, staff, field instructors, or other students and must be presented in writing to the Department Chair. Upon receipt of the written alleged problem(s), the Chair will notify the student and his/her advisor in writing that a potential problem(s) has been identified. The Chair will convene a meeting with the student and his/her advisor to discuss and evaluate the allegation(s) and if necessary agree to a resolution of the problem.

If the resolution calls for remediation/correction, a written plan of remediation/correction will be prepared and will be signed by the student (if the student agrees), the advisor, and the Department Chair and placed in the student's confidential file established for that purpose. A plan of remediation/correction must be explicit with stated criteria for judging success or failure. The Chair will monitor compliance with the criteria stated in the plan.

If the written plan specifies indefinite withdrawal from the program, a written plan for consideration for reinstatement must be prepared, including the period of time, which must expire before the student can apply for reinstatement. The written plan must be signed by the student, advisor, and Department Chair and placed in the student's confidential file.

If the student does not agree that there is a problem or does not agree with the proposed resolution, the student may, within five work days from the announcement of the plan of remediation/correction, make a written request of an appeal to the Department Chair. Within five work days of receiving the written appeal, the Chair will then convene a Grievance Committee consisting of three faculty members, one selected by the student (excluding the student's advisor). The Grievance Committee will conduct a hearing, which addresses factual matters. The committee's decision will include one of the following recommendations: 1) the student will be encouraged to continue in the program; 2) the student will be apprised of the specific problem(s) and will be advised concerning their remediation/correction; or 3) the student will be required to withdraw either indefinitely or temporarily from the program for reasons specified in writing.

If the student does not agree with the proposed resolution presented by the Grievance Committee, he/she has the right of appeal as outlined in the Southeast Missouri State University *Student Handbook*.

Transfer Credit

Southeast Missouri State University accepts transfer credit from regionally accredited colleges or universities. The Department of Social Work also accepts those hours but requires that all students meet the requirements for the Bachelor of Science Degree in Social Work. An evaluation of each transcript is made by the student's advisor and approved by the Chair to determine comparability with the social work requirements for all students transferring to the Department. Transfer students are eligible for admission as a social work major upon successful completion of 12 semester hours (including one required social work course) at the University. All other admission criteria apply here.

Students who wish to take courses at another college or university during a summer or regular session should, after talking with their advisor, check with the Registrar's Office to determine whether or not the course(s) will transfer to the Department or University.

Articulation Agreement

The University has ratified Articulation Agreements with the public colleges and universities in Missouri; with Arkansas Northeastern College in Arkansas; with Southwestern Illinois College, John A. Logan College, Kaskaskia College, Lewis and Clark Community College, Rend Lake College, Shawnee College, and Southeastern Illinois College in Illinois; with West Kentucky Community and Technical College in Kentucky; with Dyersburg State Community College in Tennessee; and with Kolej Damansar Utama, INTI, and RIMA Colleges in Malaysia. These agreements state that transfer students will be given every possible advantage, within the limits of the agreements, when transfer credit is evaluated.

Course Substitution

Occasionally students wish to substitute another course(s) for a required social work course. All such requests must be presented first to the student's faculty advisor who will determine if the content of the proposed course(s) is appropriate as a substitute. The advisor, if approving the course substitution, will send the approved form to the Chair for approval. The Chair, if approving the substitution, will in turn send the form to the Office of the Registrar for approval. A copy of the form with all approval signatures will be placed in the student's department file.

Degree Requirements

The Bachelor of Science degree in Social Work is awarded to students who satisfactorily meet the following requirements:

1. Students must fulfill all University graduation requirements listed in the Southeast Missouri State University *Undergraduate Bulletin*.
2. Students must achieve a "C" or better in all required social work courses.
3. Students must complete Field Education, i.e., SW449 (integrative seminar), SW450, and SW451 with a minimum grade of "C".
4. Students must have a cumulative GPA of 2.25.

Course Requirements

University Studies Courses (48 hours)

First Year Seminar	(3 hours)
Artistic Expression	(3 hours)
Literary Expression	(3 hours)
Oral Expression	(3 hours)
Written Expression	(3 hours)
Behavioral Systems	(3 hours)
Living Systems	(3 hours)
Logical Systems	(3 hours)
Physical Systems	(3 hours)
Development of a Major Civilization	(3 hours)
Economic Systems	(3 hours)
Political Systems	(3 hours)
Social Systems	(3 hours)
300 Level Interdisciplinary Courses	(6 hours)
400 Level Senior Seminar	(3 hours)

General Electives 6 hours) (6 hours)

Basic Knowledge and Comprehension Course Requirements (9 hours)

BS 103	<i>Human Biology</i> (also SW 103)	(3 hours)
PY 101	<i>Psychological Perspectives on Human Behavior</i>	(3 hours)
SO 102	<i>Society, Culture, and Social Behavior</i>	(3 hours)

Social Work Electives (6 hours)*

HS 551	<i>Case Management</i>	(3 hours)
SW 351	<i>Child Welfare Services</i>	(3 hours)
SW 352	<i>Social Welfare Services to the Aged</i>	(3 hours)
SW 353	<i>Child Development</i>	(3 hours)
SW 354	<i>Crisis Intervention</i>	(3 hours)
SW 355	<i>Special Topics in Social Work</i>	(3 hours)
SW 356	<i>Social Work in Mental Health</i>	(3 hours)
SW 387-389	<i>Independent Study in Social Work</i>	(1-3 hours)

(*With approval from your academic advisor, one non-social work, 300 or 400 level courses may be substituted as a social work elective. See course substitution on previous page for details.)

Required Professional Foundation Courses (36 hours)

SW 110	<i>Introduction to Social Work</i>	(3 hours)
SW 201	<i>Social and Economic Justice</i>	(3 hours)
SW 207	<i>Understanding Cultural and Social Diversity</i>	(3 hours)
SW 221	<i>Interviewing Skills for Generalist Practice</i>	(3 hours)
SW 242	<i>Statistics for Social Scientists</i>	(3 hours)
SW 307	<i>Human Behavior and the Social Environment I</i>	(3 hours)
SW 308	<i>Human Behavior and the Social Environment II</i>	(3 hours)
SW 310	<i>Social Welfare Policies and Issues</i>	(3 hours)
SW 321	<i>Generalist Practice I</i>	(3 hours)
SW 322	<i>Generalist Practice II</i>	(3 hours)
SW 323	<i>Generalist Practice III</i>	(3 hours)
SW 342	<i>Methods of Social Research in Generalist Practice</i>	(3 hours)

Field Education (15 hours)

SW 449	<i>Social Work Integrative Seminar</i>	(3 hours)
SW 450	<i>Social Work Field Education</i>	(6 hours)
SW 451	<i>Social Work Field Education</i>	(6 hours)

Suggested Course Scheduling

The typical plan of study for social work majors is presented on the following page in the Suggested Course Schedule. This schedule identifies required courses (□) and recommended courses (□□) for social work majors. In order to complete the required 120 credit hours in eight (8) semesters (without taking summer school classes) you must adhere to a schedule similar to the suggested schedule. If you are required to take remedial courses, they do not count toward the 120 credit hours. Please be aware that you cannot graduate in eight (8) semesters by taking only 12 hours a semester.

Course Sequencing and Prerequisites

A student may choose to vary the sequence of the non-social work courses; however, social work courses must be sequenced properly. Therefore, the student's faculty advisor must approve all courses.

It is of the utmost importance that students **successfully** complete all prerequisites for social work courses. Neither an "incomplete" nor a final grade below a "C" satisfies this requirement. Failure to comply with prerequisites could delay progress toward graduation. Prerequisites may be found in the *Undergraduate Bulletin* under course listings.

Course Substitution in Major

The Southeast Missouri State University Department of Social Work does not give social work course credit to students for life experience or previous work experience. In order to graduate with a major in social work, students must complete all requirements in the professional foundation.

Social Work Minor

The Department of Social Work offers two (2) options for a minor: the Social Welfare option and Social Work Practice option. The purpose of the Social Welfare option is to explore the field of social welfare, focusing on programs, policies, and procedures, which provide direction for the delivery of social welfare services. Requirements for the Social Welfare option are as follows: SW110, SW201, SW207, SW310, and three (3) additional hours selected among approved social work electives.

The Social Work Practice option explores the scope of social work practice, focusing on social work interventions and fields or practice. Requirements for the Social Work Practice option are as follows: SW110, SW121, SW207, SW315, and three (3) additional hours selected among the approved social work electives.

Please note that minors in the Department may not take social work practice courses, including SW221, SW321, SW322, SW323, SW449, SW450, and SW451.

SUGGESTED COURSE SCHEDULE

FRESHMAN YEAR

First Semester

EN 140	<i>Rhetoric and Critical Thinking</i> □□	3 hours
MA 123	<i>Survey of Mathematics</i> □□	3 hours
PY 101	<i>Psychological Perspective on Human Behavior</i> □	3 hours
SW 110	<i>Introduction to Social Work</i> □	3 hours
UI 100	<i>First Year Seminar</i>	<u>3 hours</u>
		15 hours

Second Semester

BS 103	<i>Human Biology</i> (also SW103)□	3 hours
GG 160	<i>American Peoples and Civilization</i> □□	3 hours
PS 103	<i>United States Political Systems</i> □□	3 hours
SO 102	<i>Society, Culture, and Social Behavior</i> □	3 hours
SW 201	<i>Social and Economic Justice</i> □	<u>3 hours</u>
		15 hours

SOPHOMORE YEAR

First Semester

EC 101	<i>Economic Policies and Problems in the US</i>	3 hours
MU 181	<i>Musical Encounters</i> <input type="checkbox"/>	3 hours
SC 105	<i>Fundamentals of Oral Communication</i> <input type="checkbox"/>	3 hours
SW 207	<i>Understanding Cultural and Social Diversity</i> <input type="checkbox"/>	3 hours
SW 221	<i>Interviewing Skills for Generalist Practice</i> <input type="checkbox"/>	<u>3 hours</u>
		15 hours

Second Semester

LI 221	<i>Poetry and the Human Experience</i> <input type="checkbox"/>	3 hours
PH 109	<i>Exploring the Universe</i> <input type="checkbox"/>	3 hours
SW 242	<i>Statistics for Social Scientists</i> <input type="checkbox"/>	3 hours
SW 307	<i>HBSE I</i> <input type="checkbox"/>	3 hours
XX xxx	<i>General Elective</i>	<u>3 hours</u>
		15 hours

JUNIOR YEAR

First Semester

SW 308	<i>HBSE II</i> <input type="checkbox"/>	3 hours
SW 321	<i>Generalist Practice I</i> <input type="checkbox"/>	3 hours
SW xxx	<i>Social Work Elective</i> <input type="checkbox"/>	3 hours
UI 300	<i>Level Interdisciplinary Course</i> <input type="checkbox"/>	3 hours
XX xxx	<i>General Electives</i>	<u>3 hours</u>
		15 hours

Second Semester

SW 310	<i>Social Welfare Policy and Issues</i> <input type="checkbox"/>	3 hours
SW 322	<i>Generalist Practice II</i> <input type="checkbox"/>	3 hours
SW xxx	<i>Social Work Elective</i> <input type="checkbox"/>	3 hours
UI 300	<i>Level Interdisciplinary Course</i>	3 hours
XX xxx	<i>General Elective</i>	<u>3 hours</u>
		15 hours

SENIOR YEAR

First Semester

SW 323	<i>Generalist Practice III</i> <input type="checkbox"/>	3 hours
SW 342	<i>Methods of Social Research in Generalist Practice</i> <input type="checkbox"/>	3 hours
SW xxx	<i>Social Work Elective</i> <input type="checkbox"/>	3 hours
UI 400	<i>Level Senior Seminar</i>	3 hours
XX xxx	<i>General Elective</i>	<u>3 hours</u>
		15 hours

Second Semester

SW 449	<i>Social Work Integrative Seminar</i> <input type="checkbox"/>	3 hours
SW 450	<i>Social Work Field Education</i> <input type="checkbox"/>	6 hours
SW 451	<i>Social Work Field Education</i> <input type="checkbox"/>	<u>6 hours</u>
		15 hours

Required for social work major

Recommended for social work major **Field Education**

As part of the professional social work curriculum, social work majors are required to complete two, six-hour courses in Field Education (SW450 and SW451) and an Integrative Seminar (SW449). These courses are taken **concurrently** during the second semester of the senior year and students **may not** take additional course work during the field experience. Prerequisites for Field Education include:

1. Completion of at least 105 university credit hours.
2. A cumulative GPA of 2.50 or a cumulative GPA 2.25 plus a GPA of 2.75 in the required professional foundation courses, i.e. SW110, SW201, SW207, SW221, SW242, SW307, SW308, SW310, SW321, SW322, SW323, and SW342.
3. Completion of all University Studies requirements.
4. Completion of all required professional foundation courses and social work electives with a minimum grade of "C".
5. Successful completion of the University's Writing Proficiency Exam.
6. Completion of the Area Concentration Achievement Test (ACAT) or any other required professional competency examination.

In addition to the above requirements for Field Education, students must submit a Field Education fee along with their applications. This fee covers the cost of professional liability insurance (malpractice insurance), the *Field Education Manual*, and the Area Concentration Achievement Test. No student will be allowed to participate in the Field Education without this coverage.

The Department of Social Work uses a variety of agencies for Field Education. Placements are based on the student's areas of interest as deemed educationally sound by the Department.

The Field Education requires 480 hours of approved Field Education activity during the semester with the student in the field four days a week and enrolled in the Integrative Seminar (SW449) that meets once a week. Students must make arrangements for transportation in order to complete Field Education requirements.

The grade for SW450 and SW451 is determined by the faculty liaison in consultation with the agency field instructor.

Academic Warning System

The Department of Social Work has a mid-term academic warning system that applies to majors enrolled in social work courses. The purpose of the warning system is to alert students and their advisors at the mid-point of each semester that a student may be in academic difficulty. The warning system may be used to indicate poor academic performance, excessive absences or to indicate a general concern on the part of the instructor. A warning may indicate failing performance at mid-term or that the instructor is concerned about potential failure.

At approximately mid-term of each semester a faculty meeting is scheduled to discuss students who are to receive a warning. The Department Chair then sends a warning letter to the student and the student's advisor.

It is hoped that a student receiving a warning will first discuss the situation with the instructor and his/her advisor. The warning system is intended to be a helpful device, which encourages communication between instructor and student and student and advisor, at a point early enough in the semester to effect a positive outcome.

STUDENT ACTIVITIES

The Department of Social Work recognizes that a significant part of a student's professional education is gained outside the classroom. This aspect of education includes not only class-related activities such as study and library research, but also the broader dimensions of professional associations. Participation in any of the following organizations will make a meaningful contribution to the student's professional development.

The Social Work Club

All declared social work majors are eligible to become members of the Social Work Club. This organization provides a format for student discussion of issues, both professional and academic, as well as socialization. The Social Work Club allows students to come together in the mutual interest of the community and the Social Work Department. You are strongly encouraged to become involved in this organization. Contact any faculty member for information.

Phi Alpha Social Work Honor Society

The honor society offers social work majors who excel in their academic performances the opportunity to enhance their knowledge and skill through participation in extracurricular learning experiences and community service projects. Students must maintain a 3.0 overall GPA and a 3.25 GPA in major course work to be considered for membership.

National Association of Social Workers (NASW)

NASW is the professional organization for social workers. Undergraduate students are eligible for associate membership in NASW at reduced rates. This membership entitles the student to national, state, and local NASW publications. Applications for NASW membership are available in the Department of Social Work.

Missouri Association for Social Welfare (MASW)

MASW is a social justice advocacy organization that is over 100 years old. Through education, social policy analysis and legislative advocacy, members learn to help make significant changes in the world in which our clients live. Southeast hosted the first student chapter in the history of the organization. Learn more at www.masw.org and join on-line or contact the Social Work office.

SOCIAL WORK DEPARTMENT WRITING STANDARDS

1. Documentation:

- In general, all written work should follow APA guidelines (the most recent revision).
- All citations should follow APA format in the body of the text.
- All papers with citations should include a "reference list" in APA format at the end. The basic APA format is essential for referencing books, articles, and all other material. This is the case no matter how the material was located or accessed. The student should refer to APA standards under the Writing Center's web page for additional APA guidelines
(See: http://ustudies.semo.edu/writing/Documentation/mla_apa.htm).
- In addition to always documenting direct quotations, general references to ideas, summarized texts, and quotes from lectures must also be documented using APA standards. In short, *any idea, in any form, that is taken from someone else* must be documented. Deviations from this standard will be regarded as plagiarism. Plagiarism may result in disciplinary action in accordance with university and departmental standards.
- Running headers and abstracts are unnecessary for student work unless required by the specific professor.

2. Grammar:

- Papers should be completely free of spelling mistakes and grammatical errors including sentence fragments, run-on sentences, subject/verb agreement problems, verb/object agreement problems, missing articles, vague pronoun references, improper or missing punctuation, and so forth.

3. Organization:

- All written work should be organized into clear, logical sections. Subheadings are encouraged in every paper.
- Within the sections, ideas should be organized into clear paragraphs. An individual paragraph should be about one idea (generally stated close to the beginning). Subsequent sentences within the paragraph should all be related to that idea. Paragraphs should typically end with a conclusion or summary sentence related to the original idea and/or a transitional sentence introducing the subject of the next paragraph in the text. Students should avoid overly long or very short paragraphs.

4. Flow of thought:

- Sentences should be organized so that they sustain a consistent flow of thought. Sentences within paragraphs should flow into each other in a way that makes sense and enhances readability.

5. Economy of language:

- In general, students should strive to write with a minimum of words. Consider combining short sentences in ways that enhance readability and use less space. (At the same time, however, avoid overly long and complex sentences.)

- Consider dropping whole sentences that may be redundant or unnecessary.
 - Consider word choice very carefully and work toward building a stronger vocabulary.
6. Individual professors may have requirements in addition to those specified here.

ENROLLMENT or WITHDRAWAL FROM THE UNIVERSITY

Enrollment & Registration

Only officially enrolled students may attend classes. Specific instructions for enrollment are contained in the SCHEDULE OF CLASSES, which is published three times per year. All currently enrolled students register for classes using the web registration system located at <http://portal.semo.edu>. Web instructions are listed in each SEMESTER SCHEDULE OF CLASSES.

Maximum Enrollment

Normally, the maximum number of hours that a student may schedule in the fall or spring semester is 18. However, students with at least a 3.0 GPA in the preceding semester, or at least a 3.0 cumulative GPA, may request permission from their advisor to carry a maximum of 21 hours. Such requests are considered on an individual basis. The maximum number of hours that a student may schedule during a summer semester is determined by the length of the session. This information is contained in the SUMMER SCHEDULE OF CLASSES.

Change of Schedule

Students may add or drop classes until the deadlines listed on the Semester Calendar included in each SEMESTER SCHEDULE OF CLASSES. They must have the permission of their advisor and the appropriate department to add classes after the start of the semester.

Late Enrollment

Students are expected to enroll prior to the start of classes. They may enroll during the first week of the fall or spring semester. Late enrollment dates for the summer session are listed in the SUMMER SCHEDULE OF CLASSES. A fee may be charged for late enrollment.

Cancellation/Withdrawal from the University

Students can cancel their enrollment prior to the start of classes by using the web registration system or by notifying the Office of the Registrar in writing. Students can withdraw from the University until the “Last Day to Drop a Class” published in the SEMESTER SCHEDULE OF CLASSES. After that date and until the official withdrawal date which is listed in the SEMESTER SCHEDULE OF CLASSES, students must contact the Office of the Registrar to complete the withdrawal process. All financial obligations to the University must be fulfilled. Grades of ‘F’ are recorded for students who do not withdraw officially from the University.

Deadline for Refund

Students who cancel enrollment before the semester begins are eligible for a full refund. Students who withdraw from classes after the semester begins are eligible for a refund of incidental fees based on the sliding scale printed in the corresponding SEMESTER SCHEDULE OF CLASSES.

Deadline for Withdrawing Without Penalty

Students may not withdraw during the three weeks preceding final examinations without the approval of the Registrar. The time period for withdrawing is reduced proportionately for terms of fewer than 15 weeks. Refer to the corresponding SCHEDULE OF CLASSES for the specific date.

Probationary Students

Students who are on probation and withdraw remain subject to suspension. (See Academic Standing)

UNIVERSITY SEXUAL HARASSMENT POLICIES AND PROCEDURES

Sexual harassment is a form of sex discrimination that is illegal under Title VII of the Civil Rights Act of 1964 for employees, under Title IX of the Education Amendments of 1972 for students, and under Missouri law. Retaliation against an individual for making a complaint of sexual harassment also is considered to be sex discrimination and is, therefore, likewise illegal.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal, or physical conduct of a sexual nature when one or more of the following conditions are present.

- A. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic status. (For example, an explicit or implicit promise or granting of educational or career advancement expressed by promotion, training, favorable academic or employment evaluation in return for sexual favors.); or
- B. Submission to or rejection of such conduct by an individual is used, threatened or is suggested as the basis for employment or academic decisions. (For example, an explicit or implicit threat or action which adversely affects the academic or employment opportunities expressed as non promotion, poor performance appraisal, transfer or reassignment if the sexual demands or requests are rejected.); or

- C. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive work or academic environment. (For example, a pattern of conduct that causes discomfort or humiliation, or both, such as sexually explicit statements, questions, jokes, anecdotes, ogling, visual materials or literature, unnecessary touching, patting or pinching.)

The complete policy text, including Operating Procedures, may be found on the internet at <http://www2.semo.edu/personnel/staff1.htm> - Section VII, C.

ACADEMIC HONESTY

Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University.

Plagiarism

In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student's computer source code or algorithm or copying a laboratory report;
or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

Cheating

Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination;
2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes, or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Has someone else take an examination or takes the examination for another.

General Responsibilities for Academic Honesty

It is the University's responsibility to inform both students and faculty of their rights and responsibilities regarding such important matters as cheating and plagiarism. Most of what is considered unethical or dishonest behavior can be avoided if faculty and students clearly understand what constitutes such practices and their consequences. The University community should also be aware of the procedures to be followed should a breach of academic honesty occur.

The faculty member is responsible for clarification to his/her class of those standards of honesty for class assignments or functions where such standards may be unclear or when such standards vary from the accepted norm. Further, some faculty may choose to utilize preventive measures (multiple exams, alternate seating, etc.) to help insure the maintenance of academic honesty. However, the use of such measures is the prerogative of the individual faculty member and is not a responsibility or requirement of faculty in general.

The fundamental responsibility for the maintenance of honesty standards rests upon the student. It is the student's responsibility to be familiar with the University policy on academic honesty; and to uphold standards of academic honesty at all times in all situations.

Steps for Remedial Action

It is the responsibility of the faculty member to resolve cases of academic dishonesty in the classroom or examination room. Any action to resolve questions of academic dishonesty must be an appropriate academic decision based on University guidelines. Permanent suspension from class or dismissal from the University are not prerogatives of the faculty members. Additionally, faculty members should treat details of a breach of academic honesty with appropriate discretion.

In particular, faculty members should make sure that every student charged with academic dishonesty is afforded due process, as follows:

1. While academic dishonesty should be stopped immediately without causing undue classroom disruption, steps taken to resolve the matter should be pursued outside the classroom through dialogue between the faculty member and the student. If the issue is unresolved, the department chairperson may be asked to resolve the matter.
2. A meeting of the faculty member, student, and chairperson would then be held to resolve the issue. If the issue is unresolved, an appeal may be made by the student or faculty member to the Dean of the College.
3. A meeting of the faculty member, student, chairperson, and Dean of the college would then be held to resolve the issue. The Dean will be advised by two students from the Student Judicial Board, and two faculty members in the Faculty Senate from colleges other than the one in which the dispute arose.

ACADEMIC STANDING

Any time a student's cumulative grade point average (GPA) is below 2.0, the student will be placed on academic probation and enrollment will be limited to 12 hours per semester. The student will remain on probation until the cumulative GPA is at least 2.0.

A student on probation who subsequently earns a semester grade point average of less than 2.0 will be subject to suspension.

Students who are subject to suspension will have their records reviewed. The following actions may be taken. (1) conditions will be specified for the student's continued probation; or (2) the suspension of the student will be confirmed.

Students who have been suspended may appeal in writing to the University Student Affairs Committee. The appeals must be made by the date stated in the student's notification of suspension. Notification of suspension will be sent to the student's permanent address. Students are obligated to have a current permanent address on file with the Office of the Registrar.

The Committee may take the following actions: (1) specify conditions for the student's continued probation; or (2) confirm the suspension of the student.

Students suspended at the end of a spring semester will not be allowed to enroll until the next spring semester; students suspended at the end of a fall semester will not be allowed to enroll until the next summer semester; students suspended at the end of a summer semester will not be allowed to enroll until the next spring semester.

Students who have been academically suspended more than once will be disqualified from attending the University for at least one semester. They may petition the Committee for readmission to the University after a minimum of one semester absence. The Committee may take the following actions: (1) specify conditions for the readmission of the student; or (2) deny readmission of the students to the University. In order to enroll, students who have been suspended must inform the Office of the Registrar of their intention to return.

DRUG AND ALCOHOL ABUSE STATEMENT

Students may not manufacture, sell, deliver, possess, or use, in any amount any drug defined as illegal under municipal, state or federal law, or possess drug paraphernalia on University premises or at University-sponsored functions. For more information see the Semester Schedule available in the Office of the Registrar. The statement describes University expectations and sanctions for students, assistance available, health risks and municipal ordinances.

Students may not possess or consume alcoholic beverages on University premises or University-sponsored events unless specially authorized.

CIVILITY IN CYBERSPACE

Southeast Missouri State University is committed to the promotion and exchange of ideas. Such growth can only take place in an environment of respect and honesty.

The Internet affords students the opportunity to communicate, seek knowledge and be a part of a worldwide community. Southeast Missouri State University is an institution committed to ensuring that civility and respect to others are paramount. Students at Southeast Missouri State University are expected to be familiar with all university policies as well as federal and state laws which currently govern the use of the Internet.

CODE OF STUDENT CONDUCT

All students and student organizations are expected to maintain a high standard of conduct both on and off campus. Generally, University jurisdiction and discipline shall be limited to conduct which occurs on University premises or which adversely affects the University community and/or the pursuit of its objectives. The student is expected to be responsible for his/her actions/activities whether acting individually or in a group. The following behaviors represent violations of the responsibilities students have toward the community of scholars, and may subject a student or a student organization to disciplinary action, up to and including dismissal from the University. This list is representative, and not intended to be exhaustive.

Safety and Environmental Health

1. Initiation or circulation of a report (warning of a crime, emergency, impending disaster, or catastrophe) knowing that the report is false. Transmission of such a report to an official or official agency.
2. Interference with or obstruction of any University sponsored function or activity, including sports events and the functions of registered organizations.
3. Engaging in disorderly, abusive, or violent conduct on University premises or at University functions.
4. Physical abuse, sexual misconduct, verbal abuse, threats, intimidation, harassment, coercion and/or other conduct which (a) submits any person to pain, discomfort or indignity or (b) threatens or endangers the physical or mental health or safety of any person.
5. Hazing for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization. Hazing is defined as an act, whether on or off campus, which endangers the mental or physical health or safety of any person, or which violate public law or university policy.
6. Unauthorized possession and/or consumption of alcoholic beverages on University premises or at University functions. (Alcohol is not authorized on campus, unless specifically authorized by the President or designee).

7. Disruptive behavior attributable to the use of alcohol or other controlled substance including, but not limited to, physical violence, aggression, refusal to cooperate with any University staff member performing his or her duties, destruction of property, or violation of any other section of the Code of Student Conduct.
8. Manufacture, sale, delivery, possession, or use, in any amount, of any drug defined as illegal under municipal, state, or federal law; or possession of drug paraphernalia.
9. Unauthorized possession and/or use of fireworks, firearms, explosives, other dangerous weapons, dangerous chemicals, or any object not designed as an instrument of combat but carried for the purpose of inflicting or threatening bodily injury on University premises or at University functions.

Care of Property

10. Theft, attempted theft, and/or unauthorized possession or use of property/services belonging to the University or a member of the University community.
11. Littering or unauthorized posting of written material on University property.
12. Vandalism, arson, and/or reckless behavior, which endangers or leads to damage or destruction to property of the University or a member of the University community.
13. Abuse, misuse, or theft of computer resources including, but not limited to, a) unauthorized entry into, alteration of, or transfer of a file; b) unauthorized use of, access to, or control of computing resources; c) attempted or actual use of another individual's account, identification or password; d) attempted or actual unauthorized copying, transfer, modification, or destruction of University-owned soft-ware, programs, records, or data; and, e) attempted or actual interference with the normal operation of the University's computing system.
14. Trespassing or unauthorized entry on or in University owned or controlled property.

Educational Mission

15. Violation of published University policies, rules or regulations including the Undergraduate and Graduate Bulletins and all publications pertaining to student life.
16. Knowingly furnishing false information, inducting false testimony at judicial hearings, to the University or to any member of the University community in conjunction with University related activities.
17. Alteration or misuse of University identification cards, records, documents or computer data.
18. Failure to comply with a proper request of a University official acting in performance of his/her duties or to identify oneself to the official when asked.
19. Encouraging or knowingly assisting in the violation of any of the provisions of this Code.
20. Violation of federal, state or local law on University premises or at University functions.

Judicial Procedure

Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

Judicial Philosophy

In all conduct proceedings, it is recognized that Southeast Missouri State University is an educational institution and not a court of law. Therefore, the concept of fair play will take precedence in all settings and the judicial philosophy shall be one of an educational approach. It is hoped that most judicial incidents can be settled early in the process in an informal setting with the following goals in mind: 1) assist the student in confronting the value questions surrounding the behavior, 2) assist the student to understand the causes for the behavior, and 3) encourage the student in understanding the importance of considering in advance the consequences of his/her behavior so he/she might make more sound decisions in the future.

In all conduct proceedings regarding a student's behavior, the student must be treated fairly. To assure this, the student has the following rights: 1) to be notified of the charges, 2) to be heard, 3) to know the identity of those who made a complaint, 4) to be notified of any sanctions or actions in writing, and 5) to be notified of the appeals process.

Judicial Authority

The Dean of Students is designated by the University President to be responsible for the administration of the Code of Student Conduct. The Coordinator of Judicial Affairs (CJA) is the University official authorized by the Dean of Students to supervise the judicial system, including the imposition of sanctions upon students found to have violated the Code of Student Conduct. The CJA also serves as a hearing officer and advisor to the All-University Judicial Board.

The CJA shall determine the composition of judicial bodies and determine which judicial body shall be designated to hear each case. The CJA shall develop policies for the administration of the judicial program and procedural rules of the conduct of hearings, which are consistent with provisions of the Code of Student Conduct. Students shall be notified of any changes in the Judicial Process by official notification in the student newspaper, **The Capaha Arrow** or **similar distribution**.

Decisions made by a judicial body shall be final, pending the normal appeal process. **There is a \$35 judicial fine if a student is found "in violation" of one or more charges in the same non-alcohol/illicit drug related judicial case. A \$65 fine will be assessed if a student is found in violation of sect 6, 7, or 8 which pertains to Southeast Missouri State University's policy regarding alcohol and illicit drugs. The fine for a student organization found "in violation" is \$100 for a non-alcohol/illicit drug related case and \$2000 if an organization is found in violation of section 6, 7, or 8, which pertain to Southeast Missouri State University's policy related to alcohol and illicit drugs.**

The All-University Judicial Board may be designated as arbiter of disputes within the student community in cases, which do not involve a violation of the Code of Student Conduct. All parties must agree to arbitration, to be bound by the decision with no right of appeal.

Filing Complaints

The judicial system strives to maintain an educational environment protecting the rights of others while holding individual students accountable for their actions. It is also important that members of the University community be willing to confront violations and the infringement of another's rights personally or by filing a complaint.

Any member of the University community may file a written complaint against any student for violation of University regulations or inappropriate behavior. This initial filing generally should be made to the Office of Judicial Affairs or the Department of Public Safety (DPS) within a reasonable period of time.

While actions on a complaint of violation of University regulation are pending, the status of the student shall not be altered except for reasons outlined below in the emergency suspension section.

Judicial Sanctions

The following judicial sanctions may be imposed upon any student found to have violated the Student Code:

Warning

Written notification from the University that the student has been involved in a violation of University policies and that repetition of this or any other violation may be expected to result in a more serious sanction.

Loss of Privileges

Denial of a designated privilege for a specified period of time.

Restitution

Compensation for loss, damage or injury in the form of appropriate service and/or monetary or material replacement. Restitution will be limited to replacement to original state. Punitive charges will not be added to the cost of restitution.

Discretionary Sanctions

Community service, service to the university, or other related educational assignments.

Probation

A written reprimand for violation of specified regulations. Probation indicates that the student is no longer in good standing with the University. If during the length of the probation, the student is found guilty of any further violations of the University Code of Student Conduct, a more severe disciplinary sanction may be imposed, including suspension or dismissal.

Suspension from Residence Life

Separation from Residence Life indefinitely or until certain conditions are met. The student is not in good standing with the University.

Suspension from the University in abeyance as per an established University Behavioral Contract

A Behavioral Contract indicates that the student has been suspended from the University; however, the suspension has been held in abeyance as long as the student abides by the specific details of his/her signed contract. The student is not in good standing with the University while on the contract. Suspension is invoked immediately if further violations of the Code of Student Conduct occur.

Suspension from the University

Suspension involves immediate separation from the University for a specified period of time or until certain conditions are met. The student must leave the campus.

Dismissal from the University

Dismissal is immediate and permanent separation from the University.

Notice Against Trespass

Notice that the student will be arrested if he/she is found on specified University premises. Suspensions and Dismissals carry an automatic "Notice Against Trespass" on all University premises or as specified.

Appeals

Each accused student has the right to appeal sanctions. A student referral agent may appeal a hearing decision if he/she is a party to the complaint and not representing the University in the case. Appeals may be made on the following grounds: 1) Substantial procedural error regarding the student's rights during a hearing; 2) Significant new information relative to the case that was not available through diligence at the hearing, and 3) An excessive sanction when compared with previous sanctions for similar violations under similar circumstances.

A written request on an appeal form must be received in the Office of Judicial Affairs by 4:00 p.m. of the fifth school day from the announcement of the judicial decision. A complete statement of the appeal process is available in the Office of Judicial Affairs.

Missouri Revised Statutes
Chapter 337
Social Workers – Section 337.653
Revised August 28, 2001

Baccalaureate social workers, license required, permitted activities.

337.653

- .1 No person shall use the title of “licensed baccalaureate social worker” or “provisional licensed baccalaureate social worker” and engage in the practice of baccalaureate social work in this state unless the person is licensed as required by the provisions of sections 337.650 to 337.689.

- .2 A licensed baccalaureate social worker may:
 - (1) Engage in psychosocial assessment and evaluation, excluding the diagnosis and treatment of mental illness and emotional disorders;
 - (2) Conduct basic data gathering records and social problems of individuals, groups, families, and communities, assess such data, and formulate and implement a plan to achieve specific goals;
 - (3) Serve as an advocate for clients, families, groups, or communities for the purpose of achieving specific goals;
 - (4) Counsel, excluding psychotherapy;
 - (5) Perform crisis intervention, screening and resolution, excluding the use of psychotherapeutic techniques;
 - (6) Be a community supporter, organizer, planner, or administrator for a social service program;
 - (7) Conduct crisis planning ranging from disaster relief planning for communities to helping individuals prepare for the death or disability of family members;
 - (8) Inform and refer clients to other professional services;
 - (9) Perform case management and outreach, including but not limited to planning, managing, directing, or coordinating social services; and
 - (10) Engage in the training and education of social work students from an accredited institution and supervise other licensed baccalaureate social workers.

- .3 A licensed baccalaureate social worker shall not engage in the private practice of clinical social work.

Missouri Revised Statutes
Chapter 337
Social Workers – Section 337.665
Revised August 28, 2001

337.665

- .1 Each applicant for licensure as a baccalaureate social worker shall furnish evidence to the committee that:
 - (1) The applicant has a baccalaureate degree in social work from an accredited social work degree program approved by the council of social work education;
 - (2) The applicant has achieved a passing score, as defined by the committee, on an examination approved by the committee. The eligibility requirements of such examination shall be determined by the state committee for social work;
 - (3) The applicant has completed three thousand hours of supervised baccalaureate experience with a licensed clinical social worker or licensed baccalaureate social worker in no less than twenty-four and no more than forty-eight consecutive calendar months;
 - (4) The applicant is at least eighteen years of age, is of good moral character, is a United States citizen or has status as a legal resident alien, and has not been convicted of a felony during the ten years immediately prior to application for licensure;
 - (5) The applicant has submitted a written application on forms prescribed by the state board;
 - (6) The applicant has submitted the required licensing fee, as determined by the division.
- .2 Any applicant who answers in the affirmative to any question on the application that relates to possible grounds for denial of licensure pursuant to section 337.680 shall submit a sworn affidavit setting forth in detail the facts which explain such answer and copies of appropriate documents related to such an answer.
- .3 Any person not a resident of this state holding a valid unrevoked and unexpired license, certificate or registration from another state or territory in the United States having substantially the same requirements as this state for baccalaureate social workers may be granted a license to engage in the person's occupation in this state upon application to the committee accompanied by the appropriate fee as established by the committee pursuant to section 337.662.
- .4 The committee shall issue a license to each person who files an application and fee as required by the provisions of sections 337.650 to 337.689 and who furnishes evidence satisfactory to the committee that the applicant has complied with the provisions of subsection 1 of this section or with the provisions of subsection 2 of this section. The committee shall issue a one-time provisional baccalaureate social worker license to any applicant who meets all requirements of subdivisions (1), (2), (4), (5), and (6) of subsection 1 of this section, but who has not completed the supervised baccalaureate experience required by subdivision (3) of subsection 1 of this section, and such applicant may apply for licensure as a baccalaureate social worker upon completion of the supervised baccalaureate experience.

Council on Social Work Education
Educational Policy and Accreditation Standards
Approved by Board of Directors June 2001

Educational Policy

1. Purposes

1.0 Purposes of the Social Work Profession

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context.

The Profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.

1.1 Purposes of Social Work Education

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

1.2 Achievement of Purposes

Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.
- Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
- Promoting continual professional development of students, faculty, and practitioners.
- Promoting inter-professional and interdisciplinary collaboration.
- Preparing social workers to engage in prevention activities that promote well-being.
- Preparing social workers to practice with individuals, families, groups, organizations, and communities.
- Preparing social workers to evaluate the processes and effectiveness of practice.
- Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Preparing social workers to recognize the global context of social work practice.
- Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

2. Structure of Social Work Education

2.0 Structure

Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers.

The baccalaureate and master's levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession. Baccalaureate social work education programs prepare graduates for generalist professional practice. Master's social work education programs prepare

graduates for advanced professional practice in an area of concentration. The baccalaureate and master's levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives.

Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

2.1 Program Renewal

Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.

3. Program Objectives

Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master's social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master's social work programs also demonstrate the capacity to meet advanced program objectives.

3.0 Foundation Program Objectives

The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives. Graduates demonstrate the ability to:

- Apply critical thinking skills within the context of professional social work practice.
- Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
- Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
- Understand and interpret the history of the social work profession and its contemporary structures and issues.

- (B) Apply the knowledge and skills of generalist social work practice with systems of all sizes.¹
- (M) Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.¹
- Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
- Analyze, formulate, and influence social policies.
- Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
- Use communication skills differentially across client populations, colleagues, and communities.
- Use supervision and consultation appropriate to social work practice.
- Function within the structure of organizations and service delivery systems and seek necessary organizational change.

3.1 Concentration Objectives

Graduates of master's social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

3.2 Additional Program Objectives

A program may develop additional objectives to cover the required content in relation to its particular mission, goals, and educational level.

4. Foundation Curriculum Content

All social work programs provide foundation content in the areas specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

4.0 Values and Ethics

Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to

¹ Items followed by a B or M apply only to baccalaureate or master's programs, respectively.

be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

4.1 Diversity

Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

4.2 Populations-at-Risk and Social and Economic Justice

Social work education integrates content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them.

Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

4.3 Human Behavior and the Social Environment

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories of knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

4.4 Social Welfare Policy and Services

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and

apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate to policy consistent with social work values; and to identify financial, organizational, administrative, and planning processes required to deliver social services.

4.5 Social Work Practice

Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge 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.

4.6 Research

Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

4.7 Field Education

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

5. Advanced Curriculum Content

The master's curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas (Section 4.0 - 4.7) are addressed in greater depth, breadth, and specificity and support the program's conception of advanced practice.