



WESTERN MICHIGAN UNIVERSITY

COLLEGE OF HEALTH & HUMAN SERVICES

SCHOOL OF SOCIAL WORK

Graduate Student Handbook
2012-2013

Master of Social Work Program

July 2011

Web Address: <http://www.wmich.edu/hhs/sw/graduate/GraduateHandbook2011-12.pdf>

ACCREDITATION

In conformance with the requirements of the Council on Social Work Education, the School of Social Work has met the evaluative standards for accreditation of both the Bachelors of Social Work and Master of Social Work programs. The Council on Social Work Education is the authorized professional accrediting body for social work education in the United States. The Council has set forth a curriculum policy statement, which specifies certain content areas on which all social work education programs are required to build their curricula to provide social work students with a professional foundation. A copy of the Accreditation Standards and Procedures Manual is located in the office of the Director of the School of Social Work, 4434 CHHS, Western Michigan University.

In conformance with the requirements of the Council on Social Work Education, the School of Social Work does not grant social work course credit nor field hours for life experience or previous work experience.

Last revised 07/29/2011

GRADUATE STUDENT HANDBOOK

TABLE OF CONTENTS

	<u>Page</u>
Graduate Student Handbook Introduction	1
Information about the School of Social Work	2
School of Social Work Mission, Vision, and Guiding Principles	3
School of Social Work History	4
The <u>Journal of Sociology and Social Welfare</u>	4
The School of Social Work Non-Discrimination and Human Diversity Policy	4
School of Social Work Office Directory	5
School of Social Work E-mail Directory	6
Academic Calendar 2011-12	7
Student Rights and Responsibilities for Developing and Modifying School Policies	9
The School of Social Work Standing Committees	10
The Curriculum Committee	10
The Curriculum Sequence Committees	11
The Admissions and Student Services Committee	11
Admissions Policies	14
WMU Graduate College Admission Requirements	14
Master of Social Work Admission Requirements	15
Applicant Categories	16
Admission Determination Procedures	18
Practice Readings	18
Admission Decision Process	18
Applicants with Criminal History	19
Admission Decision Appeals	19
Program Preparation	22
Liberal Arts Requirements	22
Conditional Admission for Those with Liberal Arts Deficiencies	22
Minimizing Redundancy in Programs of Study	22
Work and Life Experience Policy	22
Transfer of Credits	23
Proficiency Exams	24
Registration	24
Bronco NetID	24
Student Photo ID Cards	25
Registration for Newly Admitted Students	25
Problem Areas in Registration	25
Drop/Add	26
Withdrawal from a Class	26
WMU Policy: Credit Hour Requirements for “Full-time” and “Part-time” Status	26
Non-degree Status (Permission to Take Graduate Classes)	26
Financial Aid Resources	27
Graduate Assistantships	27
The Veterans Administration Traineeship	27
College Work-Study Program	287

Student Loans.....	28
Perkins Loan (Formerly National Direct Student Loan-NDSL.)	28
Federal Direct Subsidized Loan	28
WMU Short-term Loan Program	28
School of Social Work Short-term Loan Program	28
Non-Academic Assistantships	28
Employment Opportunities	29
School of Social Work Scholarships	30
Scholarships for M.S.W. Students Only	30
Scholarships for both M.S.W. and B.S.W. Students	30
Establishing Michigan Residency	31
Parking on Campus	32
Interim Advising	32
Mandatory New Student Orientation	32
Mandatory IP and PP&A Concentration Orientations	32
The Advising System.....	33
School of Social Work Advising Policy	33
Student Responsibilities	34
Advisor Responsibilities	34
Choosing a Concentration	35
Permanent Program Plan of Study	35
Calendar for Submitting a “Permanent Program Plan of Study” Form	36
Changes in the Permanent Program Plan of Study	36
The School of Social Work Graduate Program.....	37
Program Options:	37
Kalamazoo Full-time and Tri-county (Grand Rapids) Part-time Advanced-standing Program..	37
Kalamazoo Full-time Program.....	37
Kalamazoo Extended-study Program.....	37
Tri-county (Grand Rapids) Extended-study	37
Foundation Curriculum	38
Concentration Curriculum.....	38
Interpersonal Practice Concentration	38
Policy, Planning and Administration Concentration.....	39
The Master of Social Work Program Goals	40
The Master of Social Work Program Objectives	41
MSW Foundation and BSW Program Objectives.....	41
Interpersonal Practice Concentration Objectives	42
Policy, Planning, and Administration Concentration Objectives.....	42
Electives	44
Independent Study.....	44
University Certificate Programs.....	44
Specialty Program in Alcohol and Drug Abuse (SPADA)	44
Holistic Health	45
Nonprofit Leadership and Administration	45
Health Care Administration	45
Social Work Specialization	46
School Social Work Eligibility	46
Child Welfare Specialty and DHS Title IVE Funding.....	47
Graduate Social Work Courses: Course Descriptions.....	49
Foundation Courses.....	49

Advanced-standing Program Courses	50
Advanced Hybrid Course	51
Required Interpersonal Practice Concentration Courses	51
Required Policy, Planning, and Administration Concentration Courses	53
Social Work Elective Courses.....	54
Field Education.....	57
Work Study Option	57
Field Instructor	58
Faculty Liaison.....	58
MSW Foundation Sequence - Foundation Field Placement	58
Field Placement and Field Hours	58
Extended-study Students who Plan to Work Full-time	58
MSW Foundation - Field Placement Hours	59
Full-time Students	59
Extended-study Students	60
Field Laboratories	61
Field Seminar	61
MSW Concentration - Second Year Field Placement	61
Concentration and Field Orientation.....	62
Field Placement and Field Hours	62
Field Seminars.....	62
Advanced-standing Field Schedule for Summer II Session.....	62
Safety Training.....	63
School of Social Work Academic Regulations and Requirements.....	65
Criminal Background Checks: Policy and Procedure Statement	65
Applicants with a Criminal History	65
Current Students who are Arrested and Convicted/Adjudicated During Enrollment	66
Course Sequencing Requirements.....	67
Prerequisites	67
Course Grades and Grading Requirements	67
Incomplete Grades	67
Repeat Course Policy	68
Dealing with Problems in the School of Social Work	68
Course Grade Appeal Process.....	69
Student Academic and Professional Evaluation Policy	70
The Professional Review Committee (PRC).....	73
Student Dismissal Policies	73
School of Social Work Program Dismissal Policy.....	73
University Dismissal Policy	74
Student Dismissal: Grievance, and Appeal Procedure.....	74
School of Social Work Program Dismissal Appeal Process	74
University Grievance and Appeal Process	74
Student Requests for Enrollment Changes.....	75
Requesting a Change of Course Scheduling	75
Taking a Leave of Absence.....	75
Withdrawing from the School.....	75
Student Files/Records.....	76
Change of Address/Phone Number	76
Graduation Procedures and Auditing	78
Applying for Graduation	78

The Graduation Audit	78
The School of Social Work Graduation, Hooding, and Pinning Ceremony	79
General Commencement Information	79
Official Graduation	79
Procedure for Granting Degrees.....	80
Regalia	80
Regalia History	80
Tickets.....	80
CHHS Building Policies	82
Building Hours.....	82
Smoking Areas.....	82
Food and Beverage Guidelines	82
Cleanliness Guidelines.....	82
Animals	82
Poster, Fliers, and Information Boards	83
Open Flames	83
University and Graduate College Policies.....	84
Time Limit for Degree Completion	84
Academic Standards.....	84
Repeat Course Policy	85
Academic Performance Policy.....	85
Academic Dishonesty.....	86
Western Michigan University Student Code.....	88
Smoking Policy	88
University Policies: Student Rights	90
Policy on Sexual Harassment and Sexism	90
President’s Statement on Racial and Ethnic Harmony.....	91
Discrimination Complaints and Grievance Policy and Procedures.....	91
The Family Educational Rights and Privacy Act.....	92
School of Social Work Facility and Organizations.....	96
Student Organizations	96
WMU Master of Social Work Student Organization (MSWSO).....	96
Social Welfare Action Alliance (SWAA).....	96
Phi Alpha Social Work Honor Society, WMU Theta Phi Chapter	96
Student Mailboxes.....	96
Student E-mail.....	97
Emergency Messages.....	97
University Services & Academic Support Programs	98
Academic Skills Center.....	98
The Writing Center	98
Disabled Student Resources and Services.....	98
Learning Disabled Students	98
Health Center, Sindecuse	98
University Counseling and Testing Center	99
Career and Student Employment Services.....	100
Libraries	100
Book Stores.....	101
Postal Service.....	101

Housing	101
Vacation Breaks	102
Entertainment	102
Eating Places on Campus	102
Appendices	103
Appendix I: MSW Course Scheduling.....	105
Full-time Advanced-standing Program (IP and PP&A).....	105
Part-time Advanced-standing Program (IP only).....	106
Full-time Program (IP and PP&A).....	107
Extended-study Program (IP).....	108
Extended-study Program (PP&A).....	109
Appendix II: Permanent Program Plans of Study	111
Advanced-standing - (IP)	112
Advanced-standing - (PP&A)	113
Interpersonal Practice Concentration	114
Policy Planning and Administration Concentration.....	115
Appendix III: Excerpts from the School of Social Work Departmental Policy Statement	117
Appendix IV: School of Social Work Graduate Assistant and Scholarship Application.....	123
Graduate Assistant Application	123
Scholarship Application	124
Appendix V: Academic Dishonesty Flow Chart	125
Application for Graduate Readmission.....	126
Appendix VI: Membership in NASW.....	127
Appendix VII: State of Michigan Social Work License Information:	129
Title Changes	129
Regulatory Changes	129
Scope of Practice Changes	129
Scope of Practice for SWT, LBSW, and LMSW.....	131
Information for Those Registered Prior to July, 1, 2005	132
Experience Requirements.....	132
Supervision Requirements	133
Social Work Licensing Summary Sheet with Important Links.....	135
Appendix VIII: School Social Work Eligibility Process	137
Application Form	140
Appendix IX: Information on Course Electives.....	142
Options for Electives in the MSW Program	143
Options for Electives.....	144
Clinical Related Courses.....	144
Policy/Administration/Community Related Courses	158
Other Related Disciplines	168
Appendix X American Psychological Association (APA) Style of Professional Writing	176
Appendix XI: The National Association of Social Workers Code of Ethics	18

GRADUATE STUDENT HANDBOOK INTRODUCTION

From the Office of Admissions and Student Services

Welcome to the Western Michigan University School of Social Work (SSW). As you progress toward your graduate degree, we hope that you will make use of the Office of Admissions and Student Services, located on the fourth floor of the CHHS building. The office has the following areas of responsibility: undergraduate and graduate admissions; orientation of incoming students; assistance with registration problems; School of Social Work financial aid awards; student records; social work certifications, and coordination of academic advising.

All of you had contact with this office as you went through the admissions process. Because of the wide and varied nature of student services, we assume you will all pass through our door many times before you graduate. If your questions or concerns do not fall within the above mentioned areas, please stop by anyway. I hope that we can tell you where to start, who to see, or at least commiserate with you if we do not know.

We enjoy working with students and look forward to helping you and hope to create an environment where you can fully maximize your educational experience. This handbook was written with students in mind. It is designed to provide students with information of a procedural and general nature, supplementing faculty advising. This handbook attempts to eliminate some of the confusion that students often experience concerning the "mechanics" of the School and the University. This can allow both students and faculty advisors to spend their time on more complicated and individual questions.

A second-year graduate assistant who has since graduated originally wrote much of the handbook. She wrote from her student perspective and on what she felt other students wanted to know. In addition, several faculty, staff, and students contributed material. The handbook includes content on the School and the University and answers questions frequently asked by graduate students. If you think additional information would be helpful, please feel free to make suggestions.

It would be best if we could write a handbook that applies equally to all of our programs. The reality is that there will always be some variations between the Kalamazoo Campus Full-time, Advanced-standing, and Extended-study programs, the Benton Harbor Extended-study program, and the Grand Rapids Part-time Advanced-standing and Extended-study programs, which we could not possibly cover in detail here. **If there is any doubt in your mind about a particular policy or procedure in the handbook, please see your advisor, or call the Office of Admissions and Student Services.**

We hope you will keep this handbook for the duration of your participation in the program and use it as a resource to be referred to as needed.

Best wishes,

Amy Tuley, MSW, LMSW
Director of Admissions and Student Services
amy.tuley@wmich.edu

INFORMATION ABOUT THE SCHOOL OF SOCIAL WORK

School of Social Work Mission, Vision, and Guiding Principles

Mission

Our core purpose:

Western Michigan University School of Social Work educates social workers to advocate for social and economic justice and personal well being for all people. The faculty provides leadership on a local, national, and international level through research, scholarship, community service and partnerships, and other creative activities relevant to the profession.

Vision

We seek to be a school that:

- strengthens students' critical thinking skills, helps them formulate a vision of a just society, and enables them to move towards the realization of their vision
- prepares ethical, competent, reflective practitioners to work with individuals, families, groups, organizations, communities, and institutions within a global and changing environment
- fosters sensitivity to diversity, cultural competence, and practice effectiveness
- is a nurturing, respectful, inclusive environment that maximizes the contributions and development of students, faculty, and staff

Guiding Principles

We believe in:

- facilitating excellence in professional education
- integrating theory and practice
- conducting research on best practices that foster solutions to community needs
- participating and seeking out mutually collaborative relationships
- ensuring professional competence through gate-keeping and bridge-building activities
- understanding and intervening within a person-centered ecological model
- evaluating educational outcomes, skills, knowledge, and values
- creating a student-centered educational environment
- maintaining a commitment to life-long professional learning for faculty, staff, and alumni
- preparing social workers to advocate for social justice

The Journal of Sociology and Social Welfare

The Journal of Sociology & Social Welfare (JSSW) is an international publication housed in the School of Social Work at Western Michigan University. The Journal's mission is to promote the understanding of social welfare by applying social science knowledge, methodology and technology to problems of social policy, politics, the social ecology, and social services. It also features an outstanding book review section as a regular feature of each issue.

Since its first printing in 1974, JSSW has published articles on such topics as social change, gender, race, homelessness, social welfare history, cultural diversity, international social welfare, and the social dimensions of health and mental health. It is published quarterly in March, June, September, and December. At least one issue in every year is dedicated to a special theme. For example, in June 2011, JSSW published a special issue on "*Peace, Conflict, and War*" with Guest Editors Sondra J. Fogel and Daniel Liechty.

The Editorial Board includes outstanding scholars such as Mimi Abramowitz, Pallassana Balgopal, Richard M. Grinnell, Jr., Alice K. Johnson, Wilma Peebles-Wilkins, Eunice Shatz, James Midgley, and John Tropman. Robert D. Leighninger, Jr., serves as Editor and Frederick MacDonald as Managing Editor. The Associate Editor is Jose Ashford, the Assistant Editor is Melinda McCormick, and the Book Review Editors are Marguerite Rosenthal and Jennifer Zelnick. JSSW is indexed and abstracted in the applied Social Sciences Index and Abstracts, Psychological Abstracts, Social Work Research & Abstracts, and Sociological Abstracts.

http://www.wmich.edu/hhs/newsletters_journals/jssw/index.htm

The School of Social Work Non-Discrimination and Human Diversity Policy

1. As faculty in the School of Social Work at Western Michigan University, we declare our support for institutional equity. We subscribe to the institutional equity policies of the university and believe that they are essential in promoting equal access to education, improving the quality of education for all students, and contributing to equality of opportunity in the society at large.
2. The School of Social Work will comply with all applicable laws regarding institutional equity and equal opportunity. The school will not discriminate on the basis of race, gender, age, color, national origin, height, weight, marital status, sexual orientation, religion, handicap or Veteran's status in its educational programs, activities, admissions, or employment practices.

School of Social Work E-Mail Directory 2011-12

Faculty

Barton, Dr. Barbara	Assistant Professor	barbara.bartom@wmich.edu
Clements, Jennifer	Office Coordinator	Jennifer.k.clements@wmich.edu
Cousins, Dr. Linwood	Director and Professor	linwood.cousins@wmich.edu
Cooney, Dr. Donald	Associate Professor	donald.cooney@wmich.edu
Criswell, Ms. Patti	Instructor	patricia.criswell@wmich.edu
Dafarty, Dolly	Assistant Professor	dolly.dafarty@wmich.edu
Dingman, Ms. Christine	GR Office Assistant	christine.dingman@wmich.edu
Grinnell, Dr. Rick	Professor	rick.grinnell@wmich.edu
Harrison, Jennifer	Field Education Coordinator	jennifer.harrison@wmich.edu
Henry, Dr. Jim	Associate Professor	james.henry@wmich.edu
Howes, Ms. Barbara	Professor	barbara.howes@wmich.edu
Judd, Dr. Peter	Professor	peter.judd@wmich.edu
MacDonald, Dr. Fritz	Associate Director & Associate Professor	frederick.macdonald@wmich.edu
Mathews, Dr. Gary	Professor	gary.mathews@wmich.edu
McKinney, Dr. Robin	Associate Professor	robin.mckinney@wmich.edu
Nielsen, Dr. John	Tri-county Program Coordinator	john.nielsen@wmich.edu
Pountain, Robin	Assistant to the Director & Field Education	robin.pountain@wmich.edu
Reeser, Dr. Linda	Professor	linda.reeser@wmich.edu
Register, Cathy	Admissions Office Associate	catherine.register@wmich.edu
Sartoris, Mary Ellen	Tri-county Assistant Field Coordinator	SartorisM@groupwise.wmich.edu
Schrock-Herdeck, Ms. Rebecca	CEU Coordinator	rebecca.schrock-herdeck@wmich.edu
Tuley, Amy	Director of Admissions & Student Srvc.	Amy.tuley@wmich.edu
Van den Hombergh, Beth	Admissions Office Associate	beth.vanbenhombergh@wmich.edu
VanDeusen, Dr. Karen	Associate Professor	karen.vandeusen@wmich.edu
Washington, Dr. Earlie	Dean of CHHS & Professor	earlie.washington@wmich.edu
Way, Dr. Ineke	Associate Professor	ineke.way@wmich.edu
Weinger, Dr. Susan	Associate Professor	susan.weinger@wmich.edu
Weinreich, Dr. Donna	Assistant Professor	donna.weinreich@wmich.edu
Field Education Coordinator		TBA

Part-time Instructors

Blaine-lier, Ms. Mary	Instructor	mary.blaine-lier@wmich.edu
Emmerich, Ms. Lynn	Instructor	jen.emmerich@wmich.edu
Froedert, Ms. Judith	Instructor	judith.froedert@wmich.edu
Hoodshire, Mr. Christopher	Instructor	christopher.hoodshire@wmich.edu
Johnson, Ms. Savator	Instructor	savator.selden-johnson@wmich.edu
Jones, Ms. Rita	Instructor	rita.jones@wmich.edu
Keller, Mr. Brad	Instructor	brad.keller@wmich.edu
Mailoux, Mr. Paul	Instructor	paul.mailoux@wmich.edu
McCormick, Ms. Melinda	Instructor	melinda.m.mccormick@wmich.edu
Murray, Ms. Cynthia	Instructor	cynthia.a.murray@wmich.edu

Renstrom, Mr. Daniel.....Instructor.....drenstrom@yahoo.com
Roseman, Ms. Sonja.....Instructor.....sonja.r.leiter@wmich.edu
Varney, Mr. Mark.....Instructor.....mark.varney@wmich.edu
Youker, Mr. Brandon.....Instructor.....brandon.w.youker@wmich.edu

WESTERN MICHIGAN UNIVERSITY
Academic Calendar 2011-2012

WESTERN MICHIGAN UNIVERSITY

20112012 Calendar		
FALL SEMESTER 2011		
Aug 29 - Sept 2		Advising week
September 5	Monday	Labor day recess
September 6	Tuesday	Classes begin at 8 a.m.
November 23	Wednesday	Thanksgiving recess (noon)
November 28	Monday	Classes resume
December 12-16		Final examination week
December 17	Saturday	Semester ends-commencement
December 20	Tuesday	Fall grades due at noon
SPRING SEMESTER 2012		
January 3 - 6		Advising week
January 9	Monday	Classes begin at 8 a.m.
January 16	Monday	Dr. Martin Luther King Jr. Day recess convocation & activities
March 2	Friday	Spirit day
March 5	Monday	Spring break
March 12	Monday	Classes resume
April 23-27		Final examination week
April 28	Saturday	Semester ends-commencement
May 1	Tuesday	Spring grades due at noon
SUMMER I SESSION 2012		
May 7	Monday	Classes begin
May 28	Monday	Memorial day recess
June 27	Wednesday	Session ends
June 30	Saturday	Commencement
July 3	Tuesday	Summer i grades due at noon
SUMMER II SESSION 2012		
June 28	Thursday	Classes begin
July 4	Wednesday	Independence day recess
August 17	Friday	Session ends
August 21	Tuesday	Summer II grades due at noon

PROGRAM PLANS AND GRADUATION APPLICATION DUE DATES

Program Plan Deadlines

List below are the deadlines for completion Program Plan forms (with Advisor approval and signature), and submission to the Director of Admissions and Student Services (for Kalamazoo students) or the Tri-county Program Coordinator (for Grand Rapids students).

Full-time Advanced-standingSeptember 30, 2011
Second-year Kalamazoo Extended-studySeptember 30, 2011
Second-year Grand Rapids Extended-studySeptember 30, 2011
First-year Full-timeSeptember 30, 2011
First-year Part-time Advanced-standingSeptember 30, 2011

Graduation Application Deadlines

These dates are final. Anyone applying for graduation after the dates provided below, will not graduate until the following semester.

December 1 of the previous yearApril Graduation
February 1 of the same year.....June and August Graduations
August 1 of the same year.....December Graduation

PROGRAM PREPARATION

Minimizing Redundancy in the Programs of Study

Students who graduated from an accredited bachelor of social work program or who started a graduate social work program in another accredited MSW program are entitled to seek relief from redundancy in their program of study in the M.S.W. curriculum. Adjustments to a program of study may be accomplished through proficiency examinations, or transfer of graduate credits. The policies and practices pertaining to these methods are presented below. Students are advised to read these materials carefully. Students who are uncertain about their qualifications for an adjustment to their programs of study are encouraged to confer with the Director of Admissions and Student Services. Students are advised to apply for transfer of credits upon being admitted. Requests for transfers of credits will not be accepted after the end of the first semester of enrollment. Proficiency examinations are offered one week before the beginning of the fall semester.

Work and Life Experience Policy

In conformance with the requirements of the Council on Social Work Education, the School of Social Work cannot grant social work course credit or field hours for life experience or previous work experience.

Transfer of Credits

Transfer of credits refers to a process in which graduate course credits earned in another department at WMU, or at another accredited institution of higher education, are transferred into a student's WMU School of Social Work academic record.

1. **Students with graduate credits from another accredited school of social work** may transfer up to 30 semester credit hours if courses were completed within six years of the student's expected graduation from WMU. Transfer of course credits may be applied to Foundation, Concentration, and elective course requirements. Students who transfer from an accredited school of social work must complete at least 30 credit hours of course requirements in the M.S.W. Program at WMU. Transfers of credits may not exceed 30 credit hours and cannot be more than six years old by completion of the program.
2. **Students with non-social work graduate course credits** from an accredited graduate program may transfer up to twelve course credits if earned within six years of the student's expected graduation from WMU. In most cases, credits are used as electives. Credits that would be more than six years old by completion of the program will not qualify.
3. Students must have achieved at least a grade of "B" (3.0 on 4.0 scale) in each transfer course in order to be considered AND the student must have earned a cumulative graduate GPA of 3.0 for the transfer to be approved .
4. Evaluation of requests for credit transfer is done only after the student is admitted to the M.S.W. program. Students must initiate the evaluation with their assigned advisor.
5. Students seeking transfer of course credits to satisfy M.S.W. **elective** requirements must submit a transcript to the Director of Admissions and Student Services who will evaluate and make a decision regarding the request. Before submitting the request students must meet with this adviser and discuss the possible credit transfer and the impacts it will have on the students permanent program plan.

6. Students seeking transfer of course credits to replace M.S.W. course requirements other than electives must submit a transcript, course syllabi, or other course documentation to the Director of Admissions and Student Services. These materials will be forwarded to the Chair of the Curriculum Committee who will examine the convergence between the proposed transfer credits and WMU graduate social work courses. The Chair will decide upon courses that may be transferred and what graduate social work courses the transfer credit will replace. The Chair will consult with Concentration Coordinators regarding transfers of credit pertaining to Concentration course requirements.
7. The decisions of the Director of Admissions and Student Services, the Curriculum Committee Chair, and the Concentration Coordinators are final.
8. The Chair will submit a written record of the Chair and Coordinator's decisions to the Director of Admissions and Student Services who will inform the student of the faculty's decisions. The Director of Admissions and Student Services will record decisions regarding transfer of credits.
9. Upon being informed of the faculty's decisions, the student must confer with his or her advisor to develop a plan of study to meet the remaining requirements.
10. If a student fails (i.e. DC, D, E, X, or NC) a required M.S.W. course, the student is required to retake that same course in the Western Michigan University School of Social Work. The student cannot use or transfer an equivalent course from another program or university.

Proficiency Exams

During the summer prior to the start of Fall semester all first year students are informed of the time and place of proficiency exams. Proficiency exams are offered for SWRK 6100, 6300, 6310, and 6400. They are optional, and there is no penalty for failure to pass. Students must pass the exam at 80% or better in order to receive credit. The objective is simply to ensure that students with core course knowledge not be required to repeat course material from their prior curriculum.

Students with a B.S.W. are allowed to take all four proficiency exams.

Students without a B.S.W. are allowed to take two of the four proficiency exams. Students without a B.S.W. must provide evidence of completion and the syllabi of **two comparable courses for each exam** they elect to take. The Curriculum Committee Chair will review the syllabi and determine if the courses are comparable. The student will then be notified by the school if they make take the exam.

The University provides a way for students to receive full credit for courses passed by examination for a fee of \$50.00. If interested in receiving course credit with the grade of "CR", students must send the School of Social Work a check for \$50.00, written to Western Michigan University. We will attach the check to a grade form with the grade of "CR" and it will be delivered to the Registrar's Office. The student's transcript will then show that she/he earned 3 credit hours for the course. If students wish to avoid the \$50.00 fee and prefer to waive the course and graduate without credit for the class, they must notify the Director of Admissions and Student Services of their request.

Registration

Bronco NetID (*not the same as the Bronco ID Card or Student Number*)

1. **New Students:**

New students will receive a letter from the Admissions office with their Bronco NetID, WIN (Western Identification Number), e-mail address and temporary password. Your temporary password *must* be changed before using the Bronco NetID to access WMU services.

<http://www.wmich.edu/changepassword/>

2. **Main Campus Students:**

Main campus students may obtain their Bronco NetID and a temporary password by swiping their [Bronco/WMU ID card](#) at one of the card swipe locations:

- [CAE Center](#), Parkview Campus
- [OIT Computing Help Desk](#), second floor of the University Computing Center (next to Waldo Library)
- [Registrar's Office](#), Room 3210 Seibert Administration Building

3. **Branch Campus or Distance Education Students**

If you know you have a Bronco NetID, but do not know what it is, or what your password is, you may obtain your Bronco NetID or password by:

- Contacting your local [Branch Campus](#)
- Contacting the [Account Coordinator](#) — you will receive a response in one to two business days
- Swiping your [Bronco/WMU ID card](#) at one of the above Kalamazoo card swipe locations

If you DO NOT have a Bronco NetID, you may:

- Contact your local [Branch Campus](#)
- Submit an [account application](#) - you will receive your Bronco NetID via USPS mail
- Swipe your [Bronco/WMU ID card](#) at one of the above Kalamazoo card swipe locations

Still have questions or concerns? Please contact your local [Branch Campus](#).

Need More Help? If you need assistance, please contact the account coordinator at (269) 387-HELP, or send e-mail to account_mgr@wmich.edu.

Student Photo ID (Bronco ID Card)

The Bronco ID Card is your photo identification card at WMU. Your Bronco ID Card is also your access card for library, dining areas, Student Recreation Center, computer centers and security access card for buildings on campus. Your Bronco ID Card enables you to ride Metro Bus Service on any route around Kalamazoo area.

The Bronco ID Card will be your University ID for as long as you are a student at Western Michigan University. Students attending the New Graduate Student Orientation (which is not the same as the New MSW Orientation) will receive their Bronco ID Card as part of the orientation process with a \$5 fee charged to their student account. Currently registered students can obtain a new or replacement Bronco ID Card with a \$25 fee by going to the lower level of Bernhard Center. If your Bronco ID Card is lost or stolen, call **269-38-SMART** to make a report. If your card is not reported lost or stolen you may be liable for the use of your Bronco ID Card. Bring picture ID to obtain a new Bronco ID Card. All students will be charged \$30 for a new Bronco ID Card if their old Bronco ID Card is confiscated. Bring a picture ID and a Course Registration with

you. Your Bronco ID a can be printed immediately; Bronco ID Cards should be kept protected and separate from keys and other cards. The Bronco ID Card Center provides card jackets at no cost for students (supplies limited).

If students experience a break in their academic career (e.g., a term or year off), students should retain their original Bronco ID Card, as it is still an official ID card. If students complete their undergraduate degree and enter graduate studies at the University, their original Bronco ID Card is still valid.

For more information please visit: <http://www.wmich.edu/registrar/onestop>

Registration for Newly Admitted Graduate Students

Incoming students receive a list of classes to take for the first semester of the program from one of two persons: John Nielsen for Tri-County MSW students and Amy Tuley for main campus and Southwest campus students. If you did not receive this information, course offerings can be found on the Registrar's website at <http://www.wmich.edu/registrar/>.

Problem Areas in Registration

All students can access their current registration and billing in the GoWMU portal. This portal can be found on the WMU home page at <http://www.wmich.edu> . To access all student records, students need to know their Bronco NetID and password. This information is sent to all new students with their admission confirmation from the University.

If you owe any money to the University or have any other restrictions on your registration, the Customer Account Services Office will place your course registration on "hold" status until you satisfy your obligation. Your course registration will be canceled on the payment deadline if the obligation is not cleared. Registration is withheld by the Customer Account Services Office because of outstanding debts, i.e., past due student rent, parking tickets, and tuition from previous semesters and will be allowed upon settlement of money due. **THE SCHOOL OF SOCIAL WORK CANNOT REGISTER ANY STUDENT WHO HAS A HOLD ON THEIR ACCOUNT.**

WMU Policy: Credit Hour Requirements for "Full-time" and "Part-time" Status

For all graduate students taking courses for a stated degree or certificate program, six hours constitutes full-time status, and three hours constitutes half-time status in Fall and Spring semesters. In the Summer I and Summer II sessions, three hours in either session constitutes full-time status for that session and two hours constitutes half-time status. Students must be aware that FICA regulations and some federal loan deferment regulations require at least half-time enrollment, which at WMU is now at least three hours of enrollment.

Since enrollment fees are determined by hours enrolled, and not by full- or part-time status, students (whether graduate or undergraduate) who enroll for four or fewer hours are charged a lesser enrollment fee than those who enroll for five or more hours, and consequently they will be required to pay an additional fee for unlimited use of the recreation center. Students enrolling for four or fewer hours will have access to the recreation center for 10 visits without extra fee charges.

Financial Aid Resources

Graduate Assistantships

The School of Social Work employs graduate assistants to facilitate the program objectives of the school and the professional or teaching objectives of faculty members. Graduate assistants are expected to enroll in a specified number of credit hours, and devote 20 hours (full-time) or 10 hours (part-time) to working in the

School of Social Work. Assistantships are granted during Summer II for the following academic year. Currently the School of Social Work hires one full-time graduate assistant and one part-time graduate assistant.

Application for an assistantship should be made to the School of Social Work after the student has been offered admission. Students with evidence of professional academic interest and abilities for meeting specific programmatic needs receive priority consideration for appointment as graduate assistants. Scholastic merit and/or financial need will be considered, but are secondary to the stated priority. The application can be found on the School of Social Works homepage at <http://www.wmich.edu/hhs/sw/forms/Grad%20Assistant%20Application%202010-11.pdf>.

The Veterans Administration Traineeship

This is available to second year students only. Awards are based upon potential for professional work in a clinical setting. Priority will be given to those interested in V.A. employment following completion of training. Application should be made to the Veterans Administration Hospital after consultation with the Coordinator of Field Education in the School of Social Work. *The Veterans Administration and the School jointly select the V.A. Trainee.*

Student Loans

Perkins Loan (Formerly National Direct Student Loan-NDSL.)

A student may borrow up to \$40,000 (life time limit), including Perkins Loans received as an undergraduate student. Eligibility for and the amount of the loan are based upon the student's demonstrated financial need. In order to apply, a financial aid form or family financial statement must be completed and filed. These forms can be secured through the Office of Student Financial Aid at (269) 387-6000 and online at <http://www.wmich.edu/finaid/loans/perkins.html>.

Federal Direct Subsidized Loan

A student may borrow a total of \$18,500 per year and a maximum of \$138,500 for all years of study including his or her loans as an undergraduate student. Applicants must pay a three percent origination fee. Application for this loan must be acquired from a student's local lending institution (bank, credit union, or savings and loan association). Processing takes several months; therefore, students should apply as soon as possible.

WMU Short-term Loan Program

There are short-term loans available through the WMU Office of Student Financial Aid and Scholarships for students in time of emergency. The purposes for which the loans can be used are open-ended, but must be used for educational related expenses. When funds are available, the usual amount of the loan is \$150 to \$300 for books and emergencies. These amounts may be less depending on the availability. Loans are to be repaid within 30 days of receipt but no later than the last day of your enrollment for the academic year. If it is not paid by the due date, the borrower will incur a service charge of 1.5% a month on the unpaid balance. Delinquency in the repayment of a short-term loan will prevent future registration or release of transcripts. If the short-term loan application/promissory note is completed by 4:30 p.m., the short-term loan check will be available in Room 1080 Seibert Administration Building, after 8:00 a.m. in two business days.

School of Social Work Short-term Loan Program

In addition to the WMU Short-term Loan Program, there are short-term loan accounts through the School of Social Work which are designated for social work students only. The maximum amount of these loans is \$500.00 but may be increased to \$1,000 in emergency situations. While the Financial Aid Office administers these accounts, the School of Social Work Director of Admissions and Student Services must authorize all requests. Eligibility requirements specify that the student is both a full-time or part-time degree student and that he or she has **no outstanding financial obligations to the University**. A promissory note must be signed for the full amount of the loan. Delinquency in the repayment will prevent a student from registering until the amount due is paid. The student applies for the loan at the School of Social Work's Office of Admissions and Student Services, room 4424 CHHS. Loans are granted on a first-come basis and once the application is approved, the loan can usually be processed within two business days.

Non-Academic Assistantships

There are a number of assistantships available through various non-academic departments of the University. There are no financial criteria for eligibility. The student must be in good standing with the University. Each non-academic service unit makes its own selection of students for these assistantships and may require that the student possess job skills related to the work of that department. All first, second and third year students are eligible to apply. Please search WMU program/department web-sites for further information.

Employment Opportunities

Students interested in employment, on-campus jobs and work-study positions, information is best obtained by contacting the department of interest directly. Career and Student Employment Services located in room 1401 of Ellsworth Hall maintains a list of potential university employers, which can be obtained by calling (269) 387-2725. Students can also contact Career and Student Employment Services at (269) 387-2745 to schedule an appointment with a career advisor to discuss employment options. Another source to contact is the University's Human Resource Department in 1310 Seibert Administration Building (269) 387-3669. For off-campus employment, the Career and Student Employment Services offers employment services for WMU students seeking part-time employment. Additionally, student can contact the Career Center, located at 3020 Schneider Hall inside Haworth College of Business at (269)387-2711. BroncoJOBS also retains updated job listings at <http://wmich.experience.com>.

School of Social Work Scholarships

In an attempt to assist students with some of their financial burden, the School of Social Work offers a few scholarship opportunities. The application deadline for School of Social Work scholarships are:

- **Currently enrolled MSW students:** March 15 for awards for the **next** academic year
- **Incoming MSW students:** applications due with program application

MSW scholarships recipients are notified of awards before the start of the academic year. Scholarship funds are dispersed during the semester stipulated per the endowment. Awards are determined using information from the Scholarship Application form and the requested attachments. Unless otherwise specified by the specific scholarship, economic need serves as the secondary criteria in making award decisions.

Scholarships for M.S.W. Students Only

Rebecca Ann Binkowski Memorial Scholarship

The Binkowski Memorial Scholarship is a scholarship established to honor Rebecca Binkowski. Rebecca was a second-year full-time graduate student in the School of Social Work at Western Michigan University at the time of her death. While attending graduate school, she worked as a registered social worker and caregiver in the Kalamazoo mental health system. On February 3, 1993, a client in her care tragically murdered Rebecca. After her death, family and friends created this endowment in her memory. They all agreed that Rebecca would want social workers to continue caring for those in need.

The Rebecca Ann Binkowski Memorial Scholarship is awarded to one **second-year full-time graduate student** (this includes advanced-standing students) with a minimum cumulative grade point average of 3.75. The scholarship amount varies from \$1000.00 to \$4000.00 depending on fund availability. Scholarship funds will be credited to the recipient's student account and will be available for tuition, fees, and books.

Charlene Cove Russell Endowed Scholarship

The Charlene Cove Russell Endowed Scholarship is a scholarship established to honor Charlene Cove Russell who graduated with her M.S.W. from WMU in April 1987.

This scholarship is awarded to graduate students majoring in Social Work who have a minimum grade point average of 3.0. Preference will be given to working parent(s) pursuing a career in school social work, applicants who have a history of working in schools, and/or applicants who is active in community service. The scholarship amount is no less than \$500.00 and varies depending on funding availability. The scholarship is awarded during the fall semester.

Stephen A. Crumm Memorial Endowed Scholarship

The Stephen A. Crumm Memorial Endowed Scholarship is a scholarship established to honor Stephen Crumm who graduated with his M.S.W. from WMU in August 1984.

This scholarship is awarded annually to one **full-time graduate student** with a minimum undergraduate cumulative GPA of 3.0. The recipient of this award must maintain a graduate GPA of 3.0 throughout the scholarship award period. Preference will be given to students with prior experience or current involvement in community service. Preference will also be given to students who are working parents. This scholarship is awarded during the fall semester. The scholarship amount is no less than \$500.00 and varies depending on fund availability. The scholarship award period is for one academic year with one-half of the scholarship awarded during the fall semester and the remaining half awarded during the spring semester. Scholarship funds will be credited to the recipient's student account and will be available for tuition, fees, and books.

Scholarships for both M.S.W. and B.S.W. Students

Nathaniel McCaslin Scholarship

Western Michigan University created this scholarship to honor Mr. Nathaniel McCaslin upon his retirement from the WMU School of Social Work. Mr. McCaslin made outstanding life-long contributions to improving the quality of life in the community and the quality of social work education. Commitment to providing educational opportunities for students is a large part of Mr. McCaslin's contributions.

The Nathaniel McCaslin Scholarship is awarded to **one B.S.W. student and one second-year or third-year M.S.W. student, in good academic standing, and a member of a disenfranchised group**. Priority will be given to those who meet one or more of the following criteria:

- First generation family member pursuing college degree;
- Commitment to working with adolescents;
- Single parent status;
- History of, or interest in, working in a community service area;

The scholarship amount is not less than \$250.00 and varies depending on fund availability. The Nathaniel McCaslin Scholarship is awarded during the spring semester.

Robert Barstow Scholarship

In 1991, the School of Social Work Alumni Association started a collection to develop this scholarship to honor Mr. Robert Barstow. Mr. Barstow was the Associate Director of the School of Social Work from 1968 – 1974, and Director in 1974. His commitment to child welfare was demonstrated by employment as a caseworker, Director of Juvenile Court, Director of the Children's Aid Society, State Director of Michigan Children's Society, and Deputy Director of the Children's Charter of Courts on Michigan.

This Robert Barstow Scholarship is awarded each year to **one B.S.W. student and one first-year graduate student** (full-time or extended-study). Priority is given to those who meet one or more of the following criteria:

- Current or past TANF/AFDC recipient;
- Current or past employee of Department of Human Services/Family Independence Agency;
- Interest in a child welfare career.

The scholarship amount is not less than \$500.00 and varies depending on fund availability. The scholarship is awarded during the spring semester.

Deloris Jordan Phillips Scholarship

Deloris Jordan Phillips retired from the faculty of the School of Social Work in December 1996, after 22 years of service. Dr. Phillips taught courses in both the graduate and undergraduate programs. She had been an active participant, community member, and board member to numerous community organizations, including the Boy Scouts, NAACP, Kalamazoo Council of the Arts, YWCA, and Kalamazoo Civic Players. Upon her retirement, President Diether Haenicke allocated funds for the establishment of the Deloris J. Phillips Scholarship to honor her years of service to the University and the community.

This scholarship is a two-year award, which contributes half the awarded funds to the recipient during the Fall semester of the two years. It alternates every two years between an undergraduate social work major and a graduate student. If funds are available the scholarship will be awarded every year. The scholarship amount

is no less than \$1000.00 and varies depending on fund availability. The fall 2010 award went to an undergraduate student. The next award will be given to a **graduate student** in the fall of 2011. The scholarship recipient will be chosen on academic merit.

The scholarship application is used to make decisions for all scholarships and is completed by students as part of the application process or during the fall semester of the academic year.

THE ADVISING SYSTEM

The purpose of advising is to provide information on program requirements, curricular matters, professional development, and resource location and referral. School of Social Work faculty and staff are committed to assisting each student to achieve their educational goals. Advising is one important element in the educational enterprise.

School of Social Work Advising Policy

At the beginning of each year, the Director of the School assigns student advisees to members of the faculty. According to the current Agreement between Western and the WMU-AAUP, “The academic advising of students is a regular part of the responsibilities of a full-time faculty member...Advising is defined as giving advice on program requirements and curricular matters.” Maintenance of regularly scheduled office hours provides convenient, predictable access for advisees. Another key is communication, by means of meetings, e-mails, telephone contacts, or letters.

Graduate Program Advising

The School of Social work strives for consistency with advising assignments. , or until they choose a concentration. This first advisor explains program requirements and curricular matters such as transfer of course credit, field instruction, and professional issues. Tri-county Program students are advised by the Tri-county Program Coordinator for the first two years of their program. For their concentration year a different advisor is assigned. Likewise, for the sake of continuity, campus extended study students have the same academic advisor for the first two years of the program. For all social work graduate students, the Graduate College performs the final graduation audit.

Advising Practice

Advisers guide the student’s matriculation through the program. They follow current policy according to official program documents such as the *Undergraduate and Graduate Handbooks* and *University Catalog*. Adviser are available during office hours and by appointment. During those times of the year when faculty members are not contracted to work, the Director of the School, the Director of Admissions and Student Services, and the Tri-county Program Coordinator will be responsible.

Advisers familiarize themselves with the special circumstances and individual concerns of each student to whom they are assigned. Advisors know where the program plans are kept in hard copy and on-line. All MSW program plans go to the Director of Admissions and Student Services after being reviewed, approved, and signed by the adviser. The adviser knows how to direct students to the website of the Office of Field Education.

Advisees are strongly encouraged to inform their adviser whenever they are experiencing difficulties either academically or with the internship placement. The adviser may learn of difficulties from the advisee, involved faculty, and/or the School administration. It is the responsibility of the adviser to talk with the advisee whenever the advisee is experiencing difficulty. The adviser’s first step is to talk with the advisee directly. If necessary, the adviser will participate in the professional review committee (PRC) process with the advisee. Other staff or faculty involved in the PRC process are the Director of Admissions and Student Services, the Coordinator of Field Education (when appropriate), and members of professional review committee (PRC). Please see **The Professional Review Committee (PRC)** on page 74 for further information.

Advising is an important aspect of the educational experience. The goal of advising is to facilitate matriculation, adhere to University policy, and eventually graduate every social work student, undergraduate and graduate, on-campus and off. Advising is a collective enterprise which requires active participation and frequent communication on the part of every member of the School of Social Work community of scholars.

Advising: Student Responsibilities

The student is responsible for:

1. Being knowledgeable about all degree requirements as specified in the School of Social Work Graduate Bulletin. (Students must use the Graduate Bulletin that is in effect at the time of their initial enrollment in the fall semester.),
2. Completion of all evaluative instruments associated with the advisement process,
3. Managing his or her academic program as designed with the assistance of the advisor. This includes enrolling in courses in the sequences specified through the University registration process each semester, preferably during advance registration,
4. Notifying the advisor of any changes that affect the outcome of the student's planned academic program,
5. Making appointments for advising,
6. Participating in the development of the "Program Plan of Study",
7. Requesting a "Transfer of Credit",
8. Obtaining transcripts that are to be used for transfer of credit (other than WMU),
9. Requesting a "Change of Program" when changes are made,
10. Requesting any exceptions to degree requirements,
11. Applying for graduation before the given deadline,
12. Keeping the Social Work Admissions Office informed of changes of residence and/or employment after graduation.

Advisor Responsibilities

The advisor is responsible for:

1. Being knowledgeable of all degree requirements,
2. Participating with the student in the development of the student's official program of study,
3. Submitting "Transfer of Credit" form to the Social Work Admissions Office,
4. Submitting any exceptions to degree requirements to the Curriculum Committee and/or the Graduate College,
5. Approving a student's official program of study,
6. Submitting the "Program Plan of Study" to the Social Work Admissions Office; subsequently sent to the Graduate College auditors,
7. Submitting the "Change of Program" forms to the Social Work Admissions Office,

8. Counseling a student, who wishes to withdraw from the School and recording this information in the student's file,

Choosing a Concentration

To assist you in making a decision between Interpersonal Practice and Policy, Planning and Administration, informational sessions are held in the fall semester of the first year of graduate study. Further inquiries may be directed to the Concentration Coordinators. Talk with your advisor and other faculty members who may be able to help you. Your first year placement is an opportunity to gain a broad view of the field of social work. Many students decide on a concentration by the middle of the fall semester of the first year so they can make an informed choice of courses for the spring semester.

Because second year field placements directly reflect your choice of concentrations, you should declare your choice by:

- Notifying the Field Coordinator, and
- Submitting a "Permanent Program Plan of Study" form by the end of the spring semester of your first year if in the Full-time program, or during your fall semester of your second year if in the Extended-study program.
- All Advanced-standing students declare their concentration at the time of application to the program.

Permanent Program Plan of Study

All M.S.W. students must complete a "Permanent Program Plan of Study" form. Examples of the form can be found in the Appendix II, at the end of this handbook. They can also be found on-line at <http://www.wmich.edu/hhs/sw/forms/forms.htm>. The Full-time and Extended-study programs require student to complete 60 credit hours of approved course work. The Advanced-standing program requires students to complete 39 credit hours of approved course work. As stated previously, the scheduling of course-work follows a rigid sequence of prerequisites and required courses. These program schedules can be found in the Appendix I at <http://www.wmich.edu/hhs/sw/forms/forms.htm>. Students do however; need to plan for courses taken as electives.

Before filling out a program plan, students schedule an appointment with their advisor to review the student's interests and career goals. The advisor serves to assist the student in deciding upon courses that will further their career goals. Once the student has decided upon electives, he/she must complete the "Permanent Program Plan of Study" and have it signed by their advisor. Plans should be completed during the spring semester of the first year of study for Full-time students, the fall semester of the second year of study for Extended-study students and the end of the summer II session for Advanced-standing students. All exceptions to the program and transfer credits must be approved by your advisor.

Once the plan has been completed and signed by the advisor, it is turned in to the Director of Admissions and Student Services (DASS), who reviews for accuracy. If there are inaccuracies in the program plan the DASS will notify you and your advisor within one week of receipt. If there are no inaccuracies you will not receive any notification from the DASS. It is the student's responsibility to turn in the "Permanent Program Plan of Study" to the graduation auditor along with the application for graduation. The auditors will use this program plan upon your application for graduation to determine if you have met the degree requirements. It is imperative that you turn in the "Permanent Program Plan of Study" and your graduation application by the due date for semester you are graduating. Please see Graduation Procedures and Auditing on page 78 for a list of due dates.

Calendar for Submitting a “Permanent Program Plan of Study” Form

Summer II Session:

All **full-time Advanced-standing students** meet with the interim advisor to discuss options for program electives and to complete their Permanent Program Plan of Study. By the end of the session, these students submit their completed and signed Program Plan of Study to the Director of Admissions and Student Services. The final deadline for submitting a program plan is in the end of November.

Fall Semester:

All **second-year Extended-study students** meet with their assigned advisor to discuss options for program electives and to complete their Permanent Program Plan of Study. By the end of the semester, these students submit their completed and signed Program Plan of Study to the Director of Admissions and Student Services.

Spring Semester:

All **first-year Full-time students and first-year part-time Advanced-standing students** meet with their assigned advisor to discuss options for program electives and to complete their Permanent Program Plan of Study. By the end of the semester, these students submit their completed and signed Program Plan of Study to the Director of Admissions and Student Services.

Changes in the Permanent Program Plan of Study

After submitting the approved "Permanent Program Plan of Study" to the graduation auditor, students must not make changes in their schedule of courses. If changes are necessary, the student must meet with their advisor to review these changes. The advisor then completes a "Change of Program" form to send to the auditor. If this form is not completed, the graduation auditor will inform the student that they cannot graduate without taking the courses documented in the "Permanent Plan of Study" form. Any changes to the program plan should be sent to the auditor at least one semester prior to submitting a graduation application.

THE SCHOOL OF SOCIAL WORK GRADUATE PROGRAM

Program Options

Kalamazoo Full-time and Tri-county (Grand Rapids) Part-time Advanced-standing Program

Students who have earned a bachelor of social work degree from a CSWE accredited program within six years of application may apply to the 39-credit hour, 12-month Full-time or 24-month Part-time Advanced-standing Program. Applicants must meet the following criteria:

- B.S.W. degree from a CSWE accredited program that is not more than six years old
- Overall GPA of 3.0
- No more than one BSW course below a B. Any BSW course below a B will require retaking an equivalent course in the MSW curriculum
- One year of full-time post BSW human service work experience is *recommended*
- One of the three letters must address the applicant's BSW field or work experience and potential for success in an advanced standing program.

Students will be admitted each spring into the Interpersonal Practice Concentration and the Policy, Planning and Administration Concentration. Applicants may seek admission to either the campus program or the Grand Rapids Regional Center (off-campus) program. The application deadline for the Kalamazoo full-time Advanced-standing program and the part-time Grand Rapids program is January 15. Full-time Kalamazoo students begin their program in the summer I session and proceed for one calendar year. Part-time Grand Rapids student begin their program in the summer II session and proceed for two calendar years. All classes at the Grand Rapids Campus convene during evening hours. Due to the rigorous demands of the full-time Advanced-standing program, those who plan to be employed full time should apply to the Grand Rapids part-time Advanced-standing program.

Kalamazoo Full-time Program

The 60-credit-hour graduate program requires 20 months of study. Depending on the concentration chosen, students take 12 - 15 credit hours during each semester and 6 credit hours in the summer I session. Due to the rigorous demands of this program, those who plan to be employed full time should apply to the Extended-study program.

Sequentially ordered, the courses are scheduled to complement and build upon field education experiences. Students must follow the program schedule as written by the School of Social Work. Variations are possible only with advisor approval.

Kalamazoo Extended-study Program

Financial and other considerations may make full-time study difficult for some students. To meet this need, the School offers an Extended-study program whereby students may complete the M.S.W. degree with course work in 32 - 34 months. Students attend evening classes and are expected to meet the same course and degree requirements as full-time students. Applicants may seek admission to either the Kalamazoo campus or the Tri-county Regional Center program.

Field education takes place fall and spring semesters in the second and third years of the program. For those employed in a human service agency, it may be possible to arrange for a work-study field practicum in the location that would satisfy one of the two required placements.

Tri-county (Grand Rapids) Extended-study Program

The Extended-study program in Grand Rapids is identical to the Extended-study program in Kalamazoo. Classes at this location however, are primarily Foundation and Interpersonal Practice courses. Grand Rapids students who wish to pursue a Policy, Planning and Administration Concentration must travel to the Kalamazoo campus for the five Concentration classes. Field placements are available in the Grand Rapids area.

Foundation Curriculum

The Foundation curriculum consists of ten required courses (30 credit hours) that individually and collectively serve two major purposes. First, they provide students with a wide range of knowledge and skills necessary for M.S.W. level professional practice. Second, the curriculum prepares students for course work in the program's two advanced concentrations: (a) Interpersonal Practice, and (b) Policy, Planning and Administration. In order to provide a firm base for the concentrations, ten Foundation courses are completed in the first year of Full-time program, or the first two years of the Extended-study Program.

Courses in the Foundation impart knowledge and skills that are relevant to students regardless of the advanced concentration they choose. Thus, courses are carefully crafted to ensure that students obtain a level of generic knowledge and skill necessary for (a) practice in a variety of social work agencies; (b) intervention at the micro, mezzo, and macro practice levels; (c) social work with individuals, families, groups, organizations, and communities; (d) problem solving with clients experiencing social problems including poverty, family violence, and mental illness; and (e) practice with special populations (e.g., racial/ethnic minorities, children, women, and the physically challenged).

All objectives are included in the Foundation but not necessarily in each of the ten Foundation courses. The common thread in these courses is the belief that social problems exist within complex ecological systems and that social workers must know how to assess these systems and develop strategies to assist clients in ways to successfully negotiate system barriers. The emphasis is on client strengths and assets rather than deficits and psychopathology. The Foundation framework embraces the value of self-determination and the Judeo-Christian humanitarian ideal that living in a civilized society entails social responsibility, especially for the vulnerable and oppressed. Finally, the Foundation conceptual framework emphasizes the concept of "culture" and how the elements of culture (e.g., values, symbols, customs, norms, and history) provide social workers with a context for understanding social problems and planning intervention strategies.

Concentration Curriculum

Interpersonal Practice (IP) Concentration

The IP Concentration prepares students for advanced interpersonal practice with individuals, families, and groups within diverse community contexts. Interpersonal Practice entails an emphasis on transactions between people and environments but also includes the broader spectrum of advanced, direct social work practice activities that extend beyond the traditional parameters of a strictly clinical focus.

The IP Concentration is maintained and developed by the Practice Committee, a subcommittee of the Curriculum Committee. The Practice Committee is composed of full-time faculty members with teaching assignments in the IP curriculum. Students and part-time faculty members serve on the Practice Committee on an ad hoc basis. The Practice Committee Chair administers the IP program and chairs Practice Committee meetings.

The IP Concentration's framework is further shaped by specific educational objectives that guide students to develop practice knowledge and skill in the following areas: (a) the promotion and enhancement of psychological, social, and biological well-being; (b) the amelioration of psychological, social, and biological dysfunction; and (c) the integration of theory, practice, and research knowledge.

The IP Concentration organizes and implements this broad framework through several curricula components: conceptual premises; organizing concepts; complementary classroom and field education; and a methods-based approach for practice with individuals, families, and/or small groups. These components are encoded in a set of educational objectives and an evaluation structure that measures and monitors the targeted outcomes of the IP Concentration.

Other components of the IP Concentration are crucial to the implementation and operationalization of the above conceptual framework. First, methods such as individual therapy and casework, family-centered practice, and group work, as well as advocacy, networking, and brokering are used in advanced IP practice. Second, the concentration systematically employs a range of evaluative activities to maintain compliance with CSWE standards, the mission of the School, and the standards of quality and educational competencies espoused by the concentration's philosophy and objectives. Third, the knowledge and skills related to such approaches are enriched by the IP Concentration's integration of a professional and social science knowledge base comprising theories, methods, and processes of human development, problems, and change processes. The IP Concentration's content is designed to accommodate students who participate in the School's Full-time, Extended study (on and off campus), or Advanced-standing programs.

A variety of certificate programs, including Holistic Health, Alcohol and Substance Abuse, and School Social Work, augment the above framework and its implementation. Students can develop a learning focus in other tailor-made specializations through the creative use of internships and electives, as well as the knowledge, skills, and experience of faculty and community-based professionals. Emphasis is also placed on developing skills and knowledge in the area of practitioner safety.

To support the development of advanced and integrated skills and knowledge, all practice courses include one or more of the following: role playing, audio and video recordings, training films, communication exercises, small group learning, in-class demonstrations, outside lecturers, community-based activities and field trips.

Policy, Planning and Administration (PP&A) Concentration

The PP&A Concentration is a program of study that builds on the Foundation curriculum and prepares students for leadership in human service organizations. The PP&A Concentration is methods-based and focuses on knowledge and skills required of PP&A practitioners to carry out a variety of roles in government, nonprofit, and community organizations. Students adapt course assignments and use their field placement experiences to pursue their interests in a particular field of practice, population group, or social problem. In addition, students may use their electives to enroll in an interdisciplinary specialization within the University, e.g., Non-profit Leadership, or Healthcare Administration.

The PP&A Concentration is maintained and developed by the Policy Committee, a subcommittee of the Curriculum Committee. The Policy Committee is composed of full-time faculty members with teaching assignments in the PP&A curriculum. Students and part-time faculty members serve on the Policy Committee on an ad hoc basis. The Policy Chair administers the PP&A program and chairs Policy Committee meetings.

The primary desired outcome of the PP&A Concentration is empowerment---the empowerment of practitioners to facilitate changes in the structures and processes of organizations, communities, and society. These changes are intended to contribute to (a) a just distribution of resources and opportunities, (b) the ability of officials and the citizenry to understand and respond appropriately to the human condition, and (c) the provision of opportunities and resources to troubled or disadvantaged people to help them cope with personal and social barriers to the betterment of their condition.

Such empowerment requires that practitioners in leadership roles have the ability to carry out several *major tasks*:

1. Analyze groups, communities, organizations, and social problems, programs, and policies,

2. Plan, develop, implement, evaluate, change, and administer human service programs, organizations, and policies,
3. Facilitate, manage, and influence interpersonal, intergroup, and inter-organizational relations,

These tasks are carried out by practitioners who serve a *variety of roles*:

1. Managers, supervisors, team leaders, and coordinators of service programs,
2. Program planners and evaluators,
3. Organizational specialists, including staff developers and trainers, equal employment opportunity officers, information systems managers, and budget and policy analysts,
4. Chief executive officers, executive directors, or administrators within human service organizations,
5. Community developers and organizers, and client advocates.

In the PP&A Concentration, *five principles* guide the mastery and performance of these tasks and roles:

1. Responsiveness to service beneficiaries,
2. The obligation to promote change in organizations, communities, and society that contributes to the development of a just society,
3. Effective delivery of services,
4. The facilitation of the work of direct service practitioners,
5. The necessity to consider diversity in PP&A practice decisions.

MSW Program Goals

1. To provide a professional education that prepares advanced practitioners to enhance, advocate, and support social and economic justice and personal well being for all people.
2. To prepare advanced practitioners who demonstrate the knowledge and skills necessary to work effectively with diverse, vulnerable, and underserved populations.
3. To prepare advanced practitioners who possess critical thinking skills, embrace social work values, and have the requisite skills needed to formulate and realize a vision of a just society.
4. To prepare ethical, reflective, and competent advanced practitioners in Interpersonal Practice to work with individuals, families, and groups; and in Policy, Planning, and Administration to work with organizations, communities, and institutions within a global and changing environment.
5. To prepare advanced practitioners who effectively intervene with individuals, families, groups, organizations, communities, and institutions by utilizing evidence-based knowledge and theories and guided by person-centered ecological models.
6. To prepare advanced practitioners who possess the knowledge and skills necessary to consume and produce social work knowledge and the ability to actively participate in the evaluation of professional practice.

7. To prepare advanced practitioners who are grounded in a bio-psycho-social-spiritual framework, understand the historical roots of the social work profession, and can analyze, develop, and utilize social policy.

MSW Program Objectives

MSW Foundation (and BSW Program) Objectives

1. Conduct reflective practice, develop and articulate reasons for practice decisions, and generate alternative intervention strategies as needed.
2. Practice within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity.
3. Demonstrate an awareness of how personal feelings, thoughts, attitudes, values, and experiences influence your practice.
4. Maintain the mutuality of worker-client system and demonstrate a willingness to explore, learn, and grow through interactions with client systems.
5. Assess the psychosocial impact of oppression and discrimination, and empower clients by mobilizing and enhancing their strengths and resources to resolve problems and reduce oppression.
6. Understand the histories of social welfare and the profession of social work, and appreciate the profession's unique commitment to social justice.
7. Apply the principles and techniques of generalist social work practice in intervening with individuals, families, groups, organizations, and communities.
8. Use a theoretical framework to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities).
9. Apply knowledge of bio-psycho-social variables to interpret human growth, development, and behavior relative to the broader environmental context. The broader environmental context is understood to encompass social, cultural, historical, political, and economic forces.
10. Analyze the impact of social policies on client systems, workers, and agencies, and engage in intervention strategies that facilitate socially just policies and practices within human service systems and the larger community.
11. Seek out, critically consider, integrate, and apply relevant professional literature to practice.
12. Evaluate the effectiveness of your own professional practice through reflection, consultation, supervision, and application of formal models of practice evaluation.
13. Recognize and appropriately respond to the unique characteristics, strengths, and dynamics of diverse populations and client systems.
14. Communicate effectively with colleagues and members of the community to build networks and engage in collaborative processes for decision making.
15. Demonstrate a commitment to professional development by seeking out and using consultation and supervision, through participating in professional associations, and by keeping abreast of the professional literature.

16. Assess organizational structure (formal and informal) and function effectively within the parameters, strengths, and constraints of the agency.
17. Evaluate organizational and/or program effectiveness and advocate for improvements in order to enhance service delivery and client functioning.

IP Concentration Objectives

1 – 17 Foundation Objectives, and

18. Demonstrate advanced knowledge and skill in assessments, evaluations, and interventions with individuals, families, and small groups.
19. Demonstrate knowledge and skill of the impact of coping and adaptive capacities on the psycho-social-biological functioning of clients.
20. Demonstrate advanced social work practice knowledge and skill in the application of social work values and ethics with individuals, families, and small groups.
21. Demonstrate knowledge and skill in applying a bio-psycho-social-cultural perspective, in a life-span context, in social work practice with individuals, families, and small groups.
22. Demonstrate the ability to apply individual, family, and small group practice skills within a variety of organizational settings and under a variety of auspices.
23. Demonstrate knowledge and skill in conducting social work with special populations such as the developmentally disabled, frail elderly, incest survivors, abused/ neglected children, and persons with AIDS or other chronic illness.
24. Demonstrate knowledge of human diversity; including variations in culture, ethnicity, mores, values, religion, sexual orientation, social/ economic status, and lifestyle; in IP practice skills.
25. Demonstrate the ability to apply research- and empirically-grounded processes to assess and evaluate practice frameworks, strategies, and outcomes in social work practice with individuals, families, and small groups.
26. Assess and evaluate the impact of social, agency, and family policy on social work practice with individuals, families, and small groups.
27. Demonstrate a commitment to and an integration of the principles of empowerment, a strengths perspective, and advocacy, with an emphasis on social work with clients of every ethnicity, gender, sexual orientation, religion, and class, and especially those in the grips of poverty and various forms of racial, economic, and social oppression and inequality.
28. Demonstrate a critical understanding of supervisory functions and roles in social work.

PPA Concentration Objectives

1 – 17 Foundation Objectives, and

18. Demonstrate effective leadership skills in human service organizations, including application of leadership theories, interpersonal skills, problem-solving skills, and decision-making techniques.

19. Facilitate effective group processes and critically think about how to best work with project teams, committees, boards, volunteers, professional interdisciplinary teams, and funding entities.
20. Demonstrate the ability to conduct multidimensional assessments of policies, organizations, and communities.
21. Demonstrate the ability to analyze, formulate and design policies impacting organizations and communities.
22. Demonstrate effective assessment, advocacy and political skills in legislative, judicial, and administrative policy processes.
23. Demonstrate the ability to understand global issues influencing social and economic processes and to advocate effectively and promote social and economic justice in local communities and organizations.
24. Engage in organizational change, manage conflict and demonstrate critical thinking and creativity in problem solving related to organizations, special interest groups and funding entities.
25. Demonstrate the ability to apply social work values and ethics in PP&A practice and demonstrate attitudes and behaviors that are consistent with the NASW Code of Ethics.
26. Demonstrate understanding of personnel, supervision, and program staffing issues and human resources management.
27. Demonstrate the ability to conduct public testimony and presentations related to policy, planning and administrative processes as it impacts consumers, agencies and communities.
28. Demonstrate ability to develop and manage budgets as well as understand financial reports and audits in human service organizations.
29. Demonstrate program planning processes that includes an assessment of problem and needs, formulation of goals and objectives, design of service programs and integration/coordination with other community efforts resulting in a fully-developed and detailed funding proposal.
30. Develop an understanding of organizational collaborations, joint ventures, mergers and affiliations and the resulting impact on communities.
31. Develop an understanding of strategic planning, including: mission, values, organizational goals and their interrelationship with other community-based programs.
32. Demonstrate an understanding of fund development techniques such as; annual campaigns, capital campaigns, endowments, grants and special events.
33. Develop an understanding of major governmental and private funding and regulatory systems; including federal, state, local, foundations and third-party reimbursement (including contracts).
34. Demonstrate an understanding of different organizational structures, rules, regulations and governance for non-profit organizations, for-profit organizations, public agencies and faith-based organizations.
35. Demonstrate the ability to assess and critically think about outcomes and evaluate programs.
36. Demonstrate understanding and sensitivity with diverse populations, including women, minorities, consumers of service and other groups in PP&A practice.

37. Demonstrate understanding, sensitivity, and cultural awareness to the social and economic impact of poverty and other social injustices.
38. Demonstrate an understanding and sensitivity to how organizational change should embrace staff and consumers of all cultures.
39. Demonstrate understanding and skill in use of print and electronic media to influence or persuade public attitudes, policy and programs.

Electives

Full-time and Extended-study M.S.W. students must complete nine credit hours and Advanced-standing M.S.W. students must complete six credit hours of electives to support individual learning needs and specialized areas of interest. Electives must be 5000-level or above and can be chosen from any department within WMU or from other institutions. Courses chosen must be relevant to the student's professional goals and interests. Students may want to consider the course offerings of the WMU Extended University Programs, which offers courses at the following Regional Centers: Battle Creek, Grand Rapids, Lansing, Muskegon, and St. Joseph. There are also graduate weekend college offerings that may meet your needs. Students can review a schedule of classes offered by going to <http://www.wmich.edu/online/>.

Those students pursuing certificates may use the requirements of the certificate programs to satisfy the elective requirement of the School of Social Work. You may want to explore options to specialize your program before you sign up for electives. Information on the certificate programs is available from the Social Work Admissions Office. Your advisor would also be happy to talk to you regarding areas of specialization in social work practice.

Students wanting to take a 3000-4000 level course to meet elective requirements must seek an "Exception to Policy." To petition for an "Exception to Policy," students must meet with their academic advisor to discuss the nature of their request. If the academic advisor agrees with the student's elective choice(s), the advisor will make a request to the Curriculum Committee for an "Exception to Policy" on behalf of the student.

See Appendix IX: Options for Course Electives

Independent Study

Individual study in social welfare or other social work related topics of interest may be taken for one to four hours of credit. You must contact a professor, agree upon a project, and develop a contract with that professor. Next, secure the SWRK 5980 form from Beth VandenHomergh in the social work reception area, and have it signed by the professor who has agreed to sponsor the project, the Chair of the Curriculum Committee, and the School Director and return to Ms. VandenHomergh. This must take place before registration. Ms. VandenHomergh will then register you for the independent study. Please note that the Graduate College will approve a maximum total of four credit hours for any reading course(s). For further information on SWRK 5980, contact Ms. VandenHomergh at (269) 387-3201.

University Certificate Programs

Specialty Program in Alcohol and Drug Abuse (SPADA)

SPADA is an 18 credit-hour program that prepares students and working professionals to function more effectively with substance abuse issues and problems. The program addresses prevention, community education, assessment, treatment, clinical supervision, program management, evaluation, and rehabilitation.

The program consists of four classroom courses and a six-credit-hour field practicum. Students can complete the practicum requirement in their Foundation or Concentration year by being placed in a setting that

primarily focuses on substance abuse. Course work includes Seminar in Substance Abuse I and II, Biology of Addictive Drugs, and Etiologies of Substance Abuse. If students use the nine hours of electives required for the M.S.W. program for SPADA courses, only one additional course beyond the 60-credit-hour M.S.W. program is required. Approximately five M.S.W. students complete the specialization every year.

Students interested in pursuing a SPADA certificate must apply to the program through the School of Community Health Services. Applications and information can be obtained by calling (269) 387-2650. For more information, please go to <http://www.wmich.edu/hhs/spada/index.htm>.

Holistic Health

This certification program is one of only a few such programs in the country. It focuses on holistic health theory and research from a promotion, prevention, and treatment perspective. Opportunities for advanced training within the program exist in areas including stress management, nutrition and lifestyle, illness and healing, and self-regulation.

The program consists of 12 credit hours of required courses and 6 credit hours of electives. The four required courses are Introduction to Holistic Health Care, Seminar in Holistic Methods I and II, and Professional Field Experience. Students may choose from 17 electives including Holistic Therapies, Holism and the Environment, Holistic Approaches to Healing through Visual Arts, and Holistic Approaches to Relationships.

Students can complete the fieldwork requirement in the Foundation or Concentration year by being placed in a setting that uses holistic health theories and methodologies. If students use the nine hours of electives required for the M.S.W. program for Holistic Health courses, only one additional course beyond the 60-credit hour M.S.W. program is required. Approximately three M.S.W. students complete this certification annually. Applications and information can be requested by calling (269) 387-2650. For more information, go to http://www.wmich.edu/hhs/holistic_health/index.htm.

Nonprofit Leadership and Administration

The School was instrumental in the development and implementation of the University's multi-disciplinary graduate certificate program in Nonprofit Leadership and Administration (NLA). The purpose of the NLA certificate program is to enhance the management capacity of nonprofit organizations. It is designed to meet the professional education needs of individuals currently filling leadership roles in nonprofit organizations, as well as those who plan to fill those roles in the future. The NLA certificate program consists of 18 credit hours (including two social work courses) from eight different University departments. Applications and information can be obtained by contacting Janice Maatman at janice.maatman@wmich.edu, by calling (269) 387-8941 or by visiting: <http://www.wmich.edu/spaa/grad-certs/nonprofit/index.html>.

Health Care Administration

The Health Care Administration (HCA) certificate program at Western Michigan University considers applications for admissions three times each year, once each for the Fall, Spring and Summer semesters. Admission decisions are made by a committee of SPAA faculty members and are based on the applicant's undergraduate grade point average, work experience, and career goals. These criteria provide an opportunity to admit both students who have strong academic performance and those who, for various reasons, did not earn a high undergraduate GPA, but have proven themselves through a strong record of performance and advancement in their jobs.

Students interested in the HCA certificate must meet one of the following criteria:

- A bachelors degree and substantial work experience in the management or delivery of health care services
- Admission to a participating Masters degree program

- A completed Masters or other graduate degree

Prospective applicants to the HCA certificate program can obtain application materials from the School of Public Affairs and Administration by e-mail to cpa_spaa@wmich.edu, by calling (269) 387-8930 or by visiting: <http://www.wmich.edu/spaa/grad-certs/healthcare/index.html>.

Social Work Specialization

School Social Work Eligibility

The school social work eligibility program assists WMU students and graduates to meet the criteria for certification as Michigan School Social Workers. The criteria for eligibility established by the Michigan State Board of Education are:

1. A completed M.S.W. degree.
2. Successful completion (grade of "B" or better) of a course in child development (SWRK 6310 or 6600).
3. Successful completion (grade of "B" or better) of at least one direct interpersonal practice course (SWRK 6360, 6660, or 6680).
4. Successful completion (grade of "B" or better) of additional courses in:
 - a) Social services in the schools (SWRK 6200),
 - b) Diagnostic tests and measurement (CECP 6030), and;
 - c) Education of children with special needs (SPED 5300).
5. Written proof, on agency letterhead, and signed by your Field Instructor, stating that 500 hours of field education working primarily with children and families has been completed.

At WMU, course-work is considered applicable for a period of six years from the date the degree was conferred (or the class completed). Thus, if the period since graduation or course completion is more than six years, the course-work above must be re-taken, or evidence provided to show that work experience or other educational work has kept the knowledge and skills involved current.

In some instances, courses specified in #4 can be met through other academic work if the applicant can show that the course content is equivalent. In addition, applicants may take equivalent courses through other universities if approved by the Coordinator of School Social Work Training (Nancy McFadden in Kalamazoo and John Nielsen in Grand Rapids). Work experience **cannot** be used to replace this course-work.

Upon completion of the requirements mentioned above, the Coordinator of School Social Work Training must be notified through a completed formal application (see Appendix VIII, page 137), and must be provided with verification of the completed requirements. After the application is received, applicants will be issued a letter (REC: SSW-310) certifying that she/he is eligible for "Temporary Approval as a School Social Worker". Eligibility is good for five years. Applicants bring this eligibility certification to prospective employers when applying for school social work positions.

Once employed in a school system, the employing school district, signs the certification form (REC: SSW-310) that is then registered with the State Department of Education. Temporary approvals are not granted until employment as a School Social Worker has been secured in a Michigan public school. Final school social work approval is granted after the completion of one school year of full-time employment as a School Social Worker. Employment must be supervised by an Approved School Social Worker. Ongoing approvals are arranged by the employing school system with the Michigan State Board of Education.

In order to ensure that WMU students, graduates, and area school systems are informed about the process of certification; two faculty members serve as school social work coordinators. The Director of Admissions and Student Services, Ms. Amy Tuley (269) 387-3200, is the coordinator for the main campus and the Benton Harbor campus, and the Grand Rapids Program Coordinator, Dr. John Nielsen (616) 949-1197, coordinates for the Grand Rapids campus. In addition to certifications, they provide a wide range of informational and consultation services, including educating students about the process through organized informational sessions, speaking to graduate classes, and consulting and advising individuals. Consultation is also available to area professionals and WMU graduates who wish to pursue certification.

GRADUATE SOCIAL WORK COURSES: COURSE DESCRIPTIONS

FOUNDATION COURSES

SWRK 6100: Foundations of Social Welfare Policy

This is the first course in the graduate social welfare policy sequence. Its purpose is to introduce the subject area of social welfare policy as a central concern of social work. The goals of the course are to help the student identify evolving socio-cultural and economic bases of social welfare in America, to gain understanding of the substance of particular social policy areas, and to learn to approach the study of social welfare policy within the context of analytic frameworks. While SWRK 6100 places primary focus on the content of social welfare policy, other policy courses focus on specific subject areas or on the development of policy practice skills. Prerequisites: Social Work Masters or Consent

SWRK 6300: Social Change and Community Analysis

Social workers have a responsibility to promote social justice and to strive to abolish injustice. The course identifies and explores historical, theoretical, and ideological perspectives on social change issues. Social change is studied by analyzing the community at the local, national, and international levels and by exploring strategies for change at each level. Emphasis is placed on racism, sexism, and classism and the social movements to alleviate these problems. Prerequisites: Social Work Masters or Consent.

SWRK 6310: Human Behavior and the Social Environment

This course provides students with a conceptual and theoretical framework for understanding human development and behavior as they are influenced by the social environment across the life spans. Human development and behavior are approached as part of historical and contemporary sociocultural processes acting interdependently with psychology, biology, economics, geography, and politics. Diversity issues such as race/ethnicity, gender sexual orientation, and social class are taken into consideration as critical elements in these processes and their relationships. The role of social welfare policy in the context of issues relevant to this course is also explored. Prerequisites: Social Work Masters or Consent.

SWRK 6330: Advanced Seminar in Culture, Ethnicity and Institutionalized Inequity in Social Work Practice

This course will explore the social, psychological, and structural implications of race and culture for social work practice. In order to relate more effectively to individuals and groups of different ethnic, cultural, and philosophical backgrounds, it is essential to: (1) gain knowledge about those differences, (2) understand our individual and collective reactions to those differences, and (3) discover ways in which those differences can be bridged within the context of social work practice. Prerequisites: Social Work Masters or Consent.

SWRK 6400: Social Work Research Methods

This course is designed to increase student's knowledge of research as a tool for social work practice. Students will acquire the basic skills and knowledge to utilize social research for practice related decision making as well as the capacity to carry out systematic methods of inquiry in their practice setting. The implementation of these research skills will enhance social service delivery and contribute to the knowledge of the profession. Prerequisites: Social Work Masters or Consent.

SWRK 6610: Social Work Practice: Individuals and Families

This course focuses on foundation level knowledge and skills necessary to help individuals and families. These include engagement, assessment, contracting, problem-solving, and evaluation with attention to social work values, theoretical knowledge, and practice conditions. Problem solving in a bio-psycho-social

framework and facilitation of client coping, competency, and empowerment under-gird this course. Prerequisite: Social Work Masters program.

SWRK 6620: Social Work Practice: Groups and Organizations

This course focuses on knowledge and skills related to social work practice with groups and organizations. Attention is paid to interpersonal, intrapersonal, and organizational levels of intervention. Practice skills in working with groups and organizations are developed. Prerequisite: SWRK 6610.

SWRK 6710: Field Education and Social Work Practice I

This is the first of two field education courses which encompass practicing in a human service agency under the guidance of an agency social worker and a faculty member. Eight two-hour field communication labs are conducted the first eight weeks of the semester. One field seminar is held later in the semester. Field placement forms an integral part of the preparation of students for professional responsibilities in social work and serves as the integration of coursework into actual practice. All placements begin with an in-depth orientation to the specific agency setting. Students develop a working knowledge of the agency's functions, structure, processes, and its service provider role within the community. Students apply knowledge and develop skills in conducting interviews, problem identification, data collection, problem assessment, and goal formulation with the client systems in the context of social work values and ethics. Students integrate self-awareness and appreciation of diversity into professional practice. The foundation MSW field experience emphasizes generalist social work practice at the micro, mezzo, and macro levels. This course is graded. Pre or Co requisite: SWRK 6610

SWRK 6720: Field Education and Social Work Practice II

This is the second of two field education courses of continuing practice in a human service agency under the guidance of an agency social worker and a faculty member. Two field seminars are also held during the semester. Field placement forms an integral part of the preparation of students for professional responsibilities in social work. Students continue to develop a working knowledge of the agency's functions, structure, processes, and its service provider role within the community. Students improve their abilities to apply knowledge and develop skills in conducting interviews, problem identification, data collection, problem assessment, and goal formulation with the client systems in the context of social work values and ethics. Students continue to integrate self-awareness and appreciation of diversity into professional practice. The foundation MSW field experience emphasizes generalist social work practice at the micro, mezzo, and macro levels. This course is. Prerequisite: SWRK 6610 or SWRK 6710

ADVANCED STANDING PROGRAM COURSES

SWRK 6320: Organizations, Communities, and Societies: A Change Perspective

The course reviews frameworks for analyzing organizations, communities, and societies as a means of preparing students to engage in planned change. Students learn strategies and tactics to influence change in organizational, community, and societal structures and processes. The course explores historical, theoretical, and ideological perspectives on change. Prerequisite: Social Work Advanced Standing

SWRK 6600: Seminar on Social Work Practice with Individuals, Families and Groups

This course provides a conceptual framework for understanding, analyzing, and implementing social work practice with individuals, families, and groups from various theoretical perspectives within a "systems" frame of reference. The ultimate goal is for students to initiate the development of a practice model that is logically sound, consistent with their convictions and style, and congruent with professional social work values. This course also focuses on the concrete relationship building and maintenance skills knowledge necessary for working with diverse human systems. Such diversity should include gender, race, religion, sexual

orientations, age, physical capabilities, socio-economic status, and political orientations. Prerequisite: Social Work Advanced Standing

SWRK 6750: Field Education in Advanced Standing Program Social Work Practice

For IP Concentration Students:

This course provides students the opportunity to integrate classroom learning into the application of clinical practice in face-to-face client situations. Placements are in agency units offering direct service experiences with some combination of individuals, families, and groups for ninety-six (96) hours. Eight hours of field labs/seminars are also required. Students will practice assessment, intervention, termination, and evaluation of practice with client systems. Additional experiences are provided consistent with the student's learning needs, social treatment objectives, and agency service plans. The placement will continue during fall and spring semesters in the same agency. This course is graded credit/no credit. Prerequisite: Social Work Advanced Standing

For PP&A Concentration Students:

Field education in the social policy, planning, and administration concentration (PP&A) is intended to provide students with opportunities to develop and exercise practice skills for designing, maintaining, and changing social systems. Field placements in social welfare organizations and special programs are arranged in accordance with student interests and abilities for ninety-six (96) hours. Eight hours of field labs are also required. Students are introduced to the theories and techniques of leadership and management in the planning seminar and in other courses. It is the student's responsibility to integrate and apply the knowledge given in the classroom to his or her field placement setting with the guidance of the field instructor and faculty liaison. The placement will continue during fall and spring semesters in the same agency. This course is graded credit/no credit. Prerequisite: Social Work Advanced Standing

ADVANCED HYBRID COURSE

SWRK 6420: Evaluation of Social Work Practice

The course focuses on the knowledge and skill to understand and carry out research on social work practice. The components of the course consist of program evaluation, designs appropriate for the evaluation of clinical practice, and studies of empirical research that address the features and effectiveness of interventions in relation to the conditions that are targeted for amelioration. The course is designed to help practitioners make informed judgments about the utility of different treatment modalities and their import for service delivery design. Prerequisites: SWRK 6400 or SWRK 6750 or Consent.

REQUIRED INTERPERSONAL PRACTICE CONCENTRATION COURSES

SWRK 6360: Theory and Practice of Group Treatment

The focus of the seminar is on the theory and practice of social group work in clinical settings. Consideration is given to such issues as group dynamics, therapeutic factors, leadership, composition, direct and indirect intervention, and the use of group activities under various conditions and different settings. Prerequisites: SWRK 6620 or SWRK 6600.

SWRK 6380: Psychopathology for Social Work Practice

This course provides students with knowledge of psychopathology as an aspect of human functioning and cultural labeling. Primary focus is on the interaction between physiological, developmental, emotional, and social aspects of adult and child psychopathology from both descriptive and psychodynamic points of view. General implications for social work intervention, ethical and value issues, and relevant research will receive

some consideration. Emphasis of course sections may be adults, children, or adolescents. Prerequisites: SWRK6310 or SWRK6320 with Concurrency or Consent.

SWRK 6660: Social Work Practice with Individuals

This course will increase the student's skills in providing social work practice with individuals. Social, psychological, economic, political, cultural, and biological factors are considered as they impact on the individual's efforts to grow and survive. Theoretical frameworks and related intervention models will be presented such as Humanistic, Existential, Solution-Focused, Crisis-Intervention, Psychodynamic, and/or Cognitive Behavioral. Particular attention will be paid to clients' strengths. Prerequisites: SWRK 6610 or SWRK 6600

SWRK 6680: Social Work Practice with Families

This course provides students with knowledge and skills in clinical social work practice with families. Family systems theory and principles and techniques of structural family therapy are the central foci of the course. Concepts from communications theory and related interventions are also covered. Aspects of human diversity are discussed in relation to their impact on family functioning. Prerequisites: SWRK6610 or SWRK 6600.

SWRK 6760: Field Education in Interpersonal Practice

This course provides students the opportunity to integrate classroom learning into the application of clinical practice in face-to-face client situations. Placements are in agency units offering direct service experiences with some combination of individuals, families, and groups. Two field seminars will also be required during the course. Students will practice skills related to assessment, intervention, termination, and evaluation of practice with client systems. Additional experiences are provided consistent with the student's learning needs, interpersonal practice objectives, and agency service plans. This course is graded credit/no credit. Prerequisites: SWRK 6720 or SWRK 6750. Co-requisite: SWRK 6660

SWRK 6780: Advanced Field Education in Interpersonal Practice

This course is a continuation of SW 6760. Students will remain in the same field placement as the previous semester. One field seminar will also be arranged during the course. Although the course objectives are similar to those for SW 6760, a significant difference is that of the student's refinement, articulation, and demonstration of methodology, helping skills, knowledge, and self-awareness. The practicum is viewed as a progressive learning experience with the mastery of knowledge and skills increasing in both quantity and quality from first to second semester. This course is graded credit/no credit. Prerequisite: SWRK 6760

IP STUDENTS MUST COMPLETE ONE OF THE FOLLOWING ADVANCED SEMINAR COURSES:

SWRK 6910: Advanced Social Work Practice with Individuals

This course is designed to provide students in the Interpersonal Practice Concentration with the opportunity to deepen their knowledge of advanced clinical social work practice theory with its application to the at-risk client. Special attention is paid to interventions designed to promote the process of optimal ego functioning and successful resolution of developmental issues of individuals at-risk. The ego functions of the individual are seen as the system's interface between the neuro-biological system and the environmental systems of family and society in which it is nested. Prerequisites: SWRK 6380 and SWRK 6660 and SWRK 6680.

SWRK 6920: Advanced Social Work Practice with Children

This course provides students in the Interpersonal Practice Concentration with an opportunity to deepen their knowledge of advanced clinical social work practice with children and their families in a variety of practice settings, e.g., child guidance, mental health, child welfare, school, corrections, and medical settings. This course builds on the content of SWRK 6660: Seminar in Individual Treatment, SWRK 6680: Social Treatment with Families, and SWRK 6380: Psychopathology for Social Work Practice, and meets the requirement for the advanced practice course in interpersonal practice. Prerequisites: SWRK 6380 and SWRK 6660 and SWRK 6680

SWRK 6960: Advanced Social Work Practice with Families

This course provides students with the opportunity to broaden and deepen their knowledge of advanced clinical social work with families. Building on SWRK 668, the course provides theoretical content on structural strategic family therapy, which augments material previously, taught, and may provide additional consideration of other perspectives such as communications and intergenerational approaches. Application of theoretical content is made to practice with families often encountered in social work practice and seen as being at risk for problems in social and emotional functioning. The course is designed to meet the requirements for an advanced practice course in Interpersonal Practice Prerequisites: SWRK 6380 and SWRK 6680 and SWRK 6660.

SWRK 6970: Advanced Social Work Practice in Selected Areas

This variable topics course provides students with an in-depth study of advanced interpersonal practice methods, models and skills outside the scope of present course offerings. The topics vary from year to year depending upon student interest and timeliness of topics. Prerequisites: SWRK6360 with concurrency and Prerequisites SWRK6660 and SWRK6680

REQUIRED PP&A CONCENTRATION COURSES

SWRK 6430: Leadership and Management in Human Services

This course addresses knowledge, skills, and attitudes essential in building leadership for developing, supporting, and maintaining effective service delivery in human service agencies. The course focuses on such topics as leadership styles, power, motivation and conflict, task-group skills, supervision, women and other minorities in management, and ethics and values in leading human service organizations. Prerequisites: Social Work Masters or Social Work Advanced Standing or Consent

SWRK 6450: Administration in Human Service Organizations

This course introduces students to elements of administration in human service organizations. It focuses on project management, budgeting, fund development and marketing, and the role of governing boards in nonprofit organizations. The course is required for social work students concentrating in Policy, Planning, and Administration. It is also intended to serve human service practitioners who are engaged in policy, planning, and administration. Prerequisites: SWRK 6100 or SWRK 6320 or Consent

SWRK 6670: Program Planning

The course addresses the models, stages, and tasks of program planning in the human services. Students will learn how to work with a team in planning a service program. The course focuses on the tasks that are essential in carrying out a problem analysis and needs assessment, formulating program goals and objectives, designing service programs, and writing program proposals. Co-requisite: SWRK 6770.

SWRK 6690: Advanced Seminar in Planning and Administration

The course addresses the recruitment, selection, development, supervision, and evaluation of program staff. Selected aspects of personnel law, affirmative action, and sexual harassment are examined. Students have opportunities to develop skill in the analysis and management of critical incidents in staff relationships.

SWRK 6690 is also used as the structure for assisting students in writing a program proposal that builds on content learned in Policy, Planning, and Administration concentration courses and the practicum.

Prerequisite: SWRK 6670

SWRK 6700: Seminar in Social Policy Practice

This course is an integrative seminar in the Policy, Planning, and Administration Concentration that focuses on the skills needed for participation in the development and implementation of social policy in program planning and executive positions in the human services environment. The course focuses on technical and interactive aspects of practice, theoretical and ethical frameworks, and skills in the application of selected techniques of social policy practice. Prerequisites: SWRK 6100 or SWRK 6320 or Consent.

SWRK 6770: Field Education in Social Policy, Planning, and Administration

Field education in the social policy, planning, and administration concentration (PP&A) is intended to provide students with opportunities to develop and exercise practice skills for designing, maintaining, and changing social systems. Field placements in social welfare organizations and special programs are arranged in accordance with student interests and abilities. Two field seminars are also required during the course.

Students are introduced to the theory and technique of planning and design in the planning seminar and in other courses. The student integrates and applies the knowledge given in the classroom to his or her field placement setting with the guidance of the field instructor and faculty liaison. This course is graded credit/no credit. Prerequisites: SWRK 6720 or SWRK 6750

SWRK 6790: Advanced Field Education in Social Policy, Planning, and Administration

Field education in the social policy, planning, and administration concentration (PP&A) is intended to provide students with opportunities to develop and exercise practice skills for designing, maintaining, and changing social systems. Field placements in social welfare organizations and special programs are arranged in accordance with student interests and abilities for approximately two hundred and thirty-six (236) hours. One field seminar is also held during the course. Although the course objectives are similar to those for SW 6770, a significant difference is that of the student's refinement, articulation, and demonstration of methodology, skills, knowledge, and self-awareness. The practicum is viewed as a progressive learning experience with the mastery of knowledge and skills increasing in both quantity and quality from first to second semester. This course is graded credit/no credit. Prerequisite: SWRK 6770

SOCIAL WORK ELECTIVE COURSES

SWRK 5970: Teaching Apprenticeship in Selected Social Work Curriculum Areas

The course focuses on the development of educational skills for social workers through faculty-directed participation in teaching activities in a selected social work course. Specific learning objectives and expectations for apprentices are arranged with participating faculty. This course may be taken a second time (1-4 hrs., or a maximum of 8 total toward degree) by a student who wishes to increase teaching skills through applied practice in another social work area. Credits 1-4 hrs. Prerequisite: Consent of instructor. Notes: Open to Upper class and Graduate Students.

SWRK 5980: Readings in Social Work

Offers advanced students with good scholastic records an independent program of study, arranged in

consultation with the instructor. One to four hours credit per semester. Credits 1-4 hrs. Prerequisite: Consent of instructor. Notes: Open to Upper class and Graduate Students.

SWRK 6200: Social Services in Schools

This course examines the role of the social worker in elementary and secondary schools and the necessary adaptations in the changes taking place in the educational scene are examined and evaluated. Problem-solving approaches are given special attention within the structure and organization of the schools and their relationships with the surrounding community. The specific contributions of a school social worker as a helping person to the pupils, the school staff, and the homes by various interventive means are explored. 3 credit hours. Prerequisite: Open to graduate students only.

SWRK 6230: Leadership in Nonprofit Organizations

This course addresses knowledge, skills, and attitudes in building leadership for developing, supporting, and maintaining effective service delivery in nonprofit organizations. The course focuses on such topics as leadership styles, power, motivation and conflict, task-group skills, supervision, women and other minorities in management, and ethics and values in leading nonprofit organizations. 2 credit hours. Prerequisite: Open to graduate students only.

SWRK 6270: Planning in Nonprofit Organizations

This course focuses on planning program changes and new programs in nonprofit organizations. Program planning is viewed as a creative, dynamic process carried out by a team. The stages and tasks of program planning are studied from analytical, technical, and interactional perspectives. 2 credit hours. Prerequisite: Open to graduate students only.

SWRK 6350: Special Topics in Social Work

This is a variable topics, variable credit graduate level course for consideration of current and special interests in Social Work. Specific topics and number of credit hours will be announced each time the course is scheduled. Credits 1-4 hours. Notes: Open to Graduate Students only. May be repeated for credit.

SWRK 6630: Seminar in Substance Abuse I

An interdisciplinary seminar designed to reflect broadly conceived intervention strategies ranging from primary prevention to rehabilitation of the addict. Basic training in principles of intervention and clinical practice will be taught within the student's basic professional discipline. The seminar will elaborate upon application of these principles to problems of substance abuse. Course is cross-listed ADA 6310 and CECP 6310. 3 credit hours. Prerequisite: Open to graduate students only.

SWRK 6640: Social Work Practice in Special Areas

Studies problem solving in specialized areas of social work practice. Focus is on the role of the social work practitioner in assessment, goal establishment, and intervention in use of various social work methods in different areas of practice. Specific topics will be announced. May be repeated for credit up to a maximum of six hours. 3 credit hours. Prerequisite: Open to graduate students only.

SWRK 6650: Seminar in Substance Abuse II

This course is a continuation of SWRK 6630, and is cross-listed with ADA 6320 and CECP 6320. 3 credit hours. Prerequisite: SWRK 6630.

SWRK 6800: Community Social Work

The aim of this course is to introduce students to the field of community social work, to present a range of community organizing philosophies and strategies and to assist students in developing the skills necessary for effective community organizing. Social workers have a rich history of involvement in community social work, organizing and advocacy. This course will be taught in social work's long tradition of healing for the suffering and oppressed and to challenge unjust structures which cause oppression. Students will learn how to empower people to have control over the forces that affect their lives and to advocate for just social policies. Credits 3 hrs. Prerequisite: Consent of instructor. Notes: Open to Graduate Students only.

FIELD EDUCATION

Graduate field education is an essential component of social work education and provides students with an opportunity to integrate classroom learning with practice in the field. All full-time and extended-study M.S.W. students are required to complete two field placements for a total of 900 clock hours over a two-year time period during the fall and spring semesters. All Advanced-standing M.S.W. students must complete one field placement for a total of 596 clock hours over the summer II session, fall, and spring semesters. Field placements cannot be scheduled until all prerequisites are met and they must be completed in consecutive semesters/years. The field placement is considered a required course and is taken concurrently with required course work according to the plan of study for the MSW student. Students are encouraged to explore the various certificate programs some of which have concurrent field placement requirements.

The field placement experience offer students an opportunity for learning about social problems, social welfare, organizations, diverse client groups, communities and resources and issues that are psychosocial in nature in a agency based setting under the direct supervision of a approved and credentialed social work field instructor. The field placement is an opportunity for students to add depth and breadth to their previous experience and a time to explore a new area or field of study.

The field placement is an integral part of the MSW program and has strict standards from the Council on Social Work Education (CSWE) to which the School of Social Work must adhere. Credit for current or past work experience is not an option nor available. All students must submit a field placement application form to the coordinator of field education who is responsible for implementing the placement plan. Applications can be found in the Appendix of the Field Manual at http://www.wmich.edu/hhs/sw/field/field_manual.htm If students have an idea for a potential field placement that is not currently on the list of approved agencies, they may make a preliminary initial contact with the agency and then forward that information the field coordinator. The field coordinator will take appropriate steps to determine if the placement is viable.

Students will be asked to develop a list of agencies where they are interested in doing their field placement. An agency Search database can be found at: <http://www.murphandmurph.com/wmussw/index.php>. Students are encouraged to research agencies utilizing the Internet and the agencies' websites so they can be prepared and informed prior to completing the field placement application. Students will be matched to a field placement agency and will interview with that agency prior to making a decision about accepting the placement. This allows the student to meet and be evaluated by their potential field instructor to learn about the agency expectations, and become familiar with the functions of the agency. It also gives the field instructor the opportunity to find out if the student would meet the needs and standards of the agency. If the student and/or the potential field instructor believe that the placement would not be a good "fit" for either party, then the field coordinator will match the student to another agency for a second interview. *WMU School of Social Work policy indicates that students applying for their internship, who are not offered a placement after three agencies interviews for reasons related to their appropriateness or readiness for internship, will be referred to the Professional Review Committee (PRC) for evaluation and problem solving. This could result in a recommendation that the student be terminated from the social work program.*

Employment Based Field Placement Option

Employment Based Field Placement proposal guidelines are available in the on-line Field Manual. This is an opportunity where a student who is already working in an agency can submit a proposal to do one of their required field placements in their agency in a different department with a different client population and with a person other than their supervisor functioning as their field instructor. Arrangements for any wages received by the student for the 16 hours of field education per week are strictly between the student and the employer.

Field Instructor

Field instruction requires not only experience and/or knowledge of the field of social work, but a desire to supervise a student. A field instructor should have positive feelings toward social work education as a process and be aware that student supervision can be frustrating, stressful, and time consuming as well as rewarding, energizing, and educational.

Field instructors are selected cooperatively by the coordinator of field education and the agency and should meet the following criteria:

- For the MSW student, the field instructor should possess a CSWE accredited master of social work degree, and preferably two or more years of post-degree experience (CSWE Accreditation Standard 2.1.6)
- A human service professional that desires to function as the student's primary field instructor (task assignments, daily involvement, etc.) must work in concert with the consultation of a secondary field instructor that meets the above requirements. The human service professional must possess standards and values which are consistent with those of the social work profession and must demonstrate a competent and reasonable level of successful practice with appropriate experience.
- The expectation is that students will receive an hour of supervision per week from a credentialed social work with two years of experience in the field. This hour may be a combination of individual and group.
- If individual supervision is not available at the agency, secondary supervision should be pursued to ensure that the student receives an appropriate level of supervision. The student and agency should let the field coordinator know that this is a need and secondary supervision will be arranged by the school. If a secondary supervisor cannot be identified, a different placement will need to be pursued for the student to ensure their learning needs are met.
- In some cases, bi-weekly secondary supervision may be appropriate when the primary (site) field instructor is readily available to the student throughout the week and if the primary (site) field instructor has an advanced degree in counseling psych or marriage and family therapy. Some students also bring more or less experience to the placement and this factor will be considered as well in determining the need for more or less supervision, but must be approved by the field coordinator through consultation with the field coordinator and the agency.
- All field instructors (both primary and secondary) should abide by the NASW Code of Ethics.

In settings where a secondary field instructor is needed, the primary and secondary field instructors should review the following list and determine how responsibilities will be divided. In settings where a primary and secondary field instructor are used, both instructors are expected to communicate frequently and clearly with each other, the student, and the faculty liaison regarding development and progress as it pertains to the student's learning. Both primary and secondary supervisors are expected to participate in the development, review, and scoring of the learning contract/evaluation for each semester.

Faculty Liaison

Each student in field placement has an assigned faculty liaison that provides support to the student and the agency field instructor. The faculty liaison is responsible for monitoring the student's progress, "troubleshooting" if there are problems, and assigning the student's grade. The faculty liaison is the school's "link" to the community and works to strengthen the partnership between the school and the community. The faculty liaison serves as a channel for communication between classroom faculty, students, and field instructors to promote awareness of student's needs and maximize educational opportunities in both the classroom and the field placement.

MSW Foundation Sequence: Foundation Field Placement

The student's first field placement is considered the foundation placement and can be assigned within a broad and diverse variety of human service agencies who host programs and services that encompass a wide range of social welfare practice environments. The overall goals of this placement are to serve as an introduction to the field of social work and to provide a practice setting for the student to learn beginning social work skills. This placement does not have to be in the student's specific area of interest. A variety of practice fields include family and child welfare, poverty, homelessness, social justice, advocacy, mental health, health care, elderly, prevention, juvenile delinquency, and abuse and neglect. Levels of practice for the student are determined utilizing a learning contract which outlines individual goals and takes into consideration the individual student's past education and experience.

Field Placement and Field Hours

The foundation MSW field placement courses, SWRK 6710 and SWRK 6720, are taken concurrently with practice courses. Students receive three credits for each field course. Full-time students begin their foundation field placement in their first fall semester and extended-study students begin their foundation field placement in their second fall semester of the program. Foundation field placement requires a total of 428 hours for the academic year logging approximately 16-hours per work week. The idea is to log approximately 16 hours per week to allow for a full range of learning experiences over time, which should go until the end of the semester/session. It is important for these learning experiences to build over the course of each semester. Students are encouraged to log a few additional hours to cover an unexpected absence or an illness, but the bulk of the required hours must be logged continuously and contiguously over the course of the semester(s).

Employed Students

Students who are employed need to be particularly aware that they must be able to commit the requisite number of field hours per work week to their field placement. Completing the field placement is a big commitment and requires upfront planning by the student and his/her employer. Students should start working with their employers early on to develop a plan to change their work schedule by either modifying their schedule during the week or utilizing vacation time so that the field hours can be accomplished during the work week. Field placement agencies that are able to provide learning opportunities and supervision for a student in the evenings and on the weekends are limited.

Employed students may want to consult with their field instructor and faculty liaison regarding stretching their field hours beyond the semesters they are registered for. See Field Hours sub-section under the BSW and MSW sections regarding extensions in the field placement.

MSW Foundation: Field Placement Hours (1st Year Field)

MSW Foundation Field Placement Hours*

CSWE requires MSW foundation students to log 428 hours per academic year. Student field hours, in concert with the field laboratories, breaks down as follows:

<u>Fall</u>	<u>Field Hours</u>
Weeks 1-2 Attend lab only	0
Weeks 3-8 Attend lab and start field placement 14 hours per week (6.5 x 14)	91
Weeks 9-14 Attend field placement 16 hours per week (6 x 16)	<u>96</u>
Total Field Hours required for fall semester	188

<u>Spring</u>	
Weeks 1-15 Attend field placement 16 hrs per week (15 x 16)	240

188 hours in fall + 240 hours in spring = 428 hours

**The total number of hours per semester may vary depending on the number of weeks available in each semester. Students will be required to make up any hours needed to satisfy the CSWE requirements.*

Students pursuing the school social work certificate must complete a minimum of 500 hours providing clinical services to children and their families (preferably in a school setting).

The faculty liaison through contact with the field instructor monitors fieldwork time. Students are not required to work during university breaks, however if they wish to do so, so that client relationships are maintained a Field Placement Extension Request (found in the Appendix of the Field Manual) must be completed and submitted to the Field Coordinator four weeks prior to the end of the semester.

Field Laboratories

In addition to an agency-related orientation coordinated by the field instructor, students are introduced to the field education program in a series of eight required field education laboratories, which are scheduled for 2.5 hours each and conducted by the faculty liaison during SWRK 6710. During these sessions, the faculty liaisons familiarize and orient students to the general nature of the program and field education through discussion of program, agency and faculty expectations. The field labs focus on teaching communication skills, enhancing group cohesiveness, interviewing skills, the development of a field placement learning contract and socializing students to the social work profession. Techniques such as attending, reflection of feelings, clarification, and summarizing are presented through modeling, supervised role-playing, peer feedback, and may include video and audio taping. The field lab also includes a beginning and basic introduction to safety issues in the field, which includes awareness, assessment, and interventions in potentially violent situations. The training is didactic as well as experiential.

Field Seminar

MSW foundation students also participate in three seminars during the first-year field placement. The seminars focus on the students' field experiences and provide a forum to discuss their placement with their peers and the faculty liaison. There are also opportunities to discuss the integration of their field experience with other Foundation courses that they are taking or have completed. Seminar assignments may include written and oral work. Usually the first seminar is held towards the middle of the fall semester, the second early in the spring semester, and the third towards the end of the spring semester.

MSW Concentration - Second Year Field Placement

A broad and diverse variety of human service agencies whose programs and services encompass a wide range of social welfare practice environments host the second year concentration field placement. Students must declare their intent to enroll in the Interpersonal Practice or the Policy (IP), Planning, and Administration (PP&A) curriculum of study. Field placements are selected based on the student's specific concentration.

The interpersonal practice field placement strives to heighten the student's knowledge and skill in working with individuals, families, and groups. Direct practice experience consistent with the student's learning needs and agency programs and services are provided. The PP&A field placement engages the student in change activities at an organizational, community or macro level whereby problem solving processes and decision-making paradigms are explored and applied within the agency. Field experiences in program planning, organizational and policy analysis, personnel management, public relations and budgeting are developed.

Concentration and Field Orientation

Prior to the start of the fall semester of the student's concentration year (last academic year in the program), all students are required to attend an orientation to the concentration. The orientation program is designed to welcome students to their particular concentration, provide students with concentration information including

goals and objectives, and allow students to meet as a group with their faculty field liaison. The faculty liaison also works with students to schedule the three required field seminars.

Field Placement and Field Hours

The Council on Social Work Education (CSWE) requires MSW concentration (IP or PP&A) students to log a minimum of 472 total hours of field education. Students begin field placement in the fall and continue through the spring semester (September – April). Advanced-standing students must log a minimum of 596 hours over the summer I session and fall and spring semesters (June – April) and attend 4 field seminars in the summer I session.

Students pursuing the school social work certificate must complete a minimum of 500 hours providing clinical services to children and their families (preferably in a school setting).

Field placement requires approximately a 16-hour per work week commitment. The idea is to log approximately 16 hours per week to allow for a full range of learning experiences over time, which, should go until the end of the semester/session. It is important for these learning experiences to build over the course of each semester. Students are encouraged to log a few additional hours to cover an unexpected absence or an illness, but the bulk of the required hours must be logged continuously and contiguously over the course of the semester(s). Students are not required to work during university breaks, however may wish to do so, so that client relationships are maintained. This is decided between the student and their field instructor.

Field Seminars

MSW concentration students also participate in three seminars during the second-year field placement. The seminars focus on the students' field experiences and provide a forum to discuss their placement with their peers and the faculty liaison. There are also opportunities to discuss the integration of their field experience with other concentration courses that they are taking or have completed. Seminar assignments may include written and oral work. Usually the first seminar is held towards the middle of the fall semester, the second early in the spring semester, and the third towards the end of the spring semester.

Advanced-standing Field Schedule for Summer II Session (SWRK 6750)

For IP Concentration Students

The summer field placement provides students the opportunity to integrate classroom learning into the application of clinical practice in face-to-face client situations. Placements are in agency units offering direct service experiences with some combination of individuals, families, and groups for ninety-six (96) hours. Eight hours of field labs/seminars are also required. This field placement is continued into the fall and spring semesters and follows the same field schedule completed by full-time and extended-study students.

For PP&A Concentration Students

The summer field placement is intended to provide students with opportunities to develop and exercise practice skills for designing, maintaining, and changing social systems. Field placements in social welfare organizations and special programs are arranged in accordance with student interests and abilities for ninety-six (96) hours. Eight hours of field labs are also required. This field placement is continued into the fall and spring semesters and follows the same field schedule completed by full-time and extended-study students.

SCHOOL OF SOCIAL WORK ACADEMIC REGULATIONS AND REQUIREMENTS

Criminal History Check: Policy and Procedure Statement

Policy

The school of social work closely reviews applicants' criminal history during the admissions process. The school's policy on criminal history is rooted in the strengths perspective and begins with a belief that an applicant will not commit further offenses. This is balanced by the school's recognition of the social work education role of gatekeeping, and the school seeks to protect current and future clients from possible harm.

The School of Social Work requires all applicants to report any/all criminal history on the application to the MSW or BSW programs. Criminal history is defined as a history of substantiated charges of abuse and/or neglect of a child or adult, civil adjudication, and/or criminal conviction(s).

The Criminal History Review Team (CHRT), consisting of the Admissions Director, Field Education Coordinator, and the MSW, Tri-County, or BSW Program Coordinator, makes recommendations for admission for all applicants with a criminal history. Applicants with a criminal history must provide a Department of Human Services Central Registry Report and/or a criminal background check report upon request of the CHRT. Applicant must provide the criminal background check from the state in which the offense occurred. For offenses that occurred in Michigan applicants are required to supply the Internet Criminal History Access Tool, Michigan State Police (ICHAT) report. Applicants who do not supply the request reports cannot move forward in the application review process. The applicant is responsible for paying any fee required for the criminal background check(s) or Department of Human Services Central Registry Report.

Applicants will be required to attend either (1) an informational meeting or (2) a complete criminal history interview. An informational interview informs the applicant of the potential impact a criminal record may have on securing a field placement, obtaining a social work license, malpractice insurance, and future employment as a social worker. A complete criminal history interview requires the applicant to answer questions relevant to the adjudication/conviction(s), such as his or her personal development since the offense(s) and her/his ability to provide social work services to vulnerable clients. An applicant who participates in a complete criminal history review and is offered admission must participate in an informational interview before accepting an offer of admission.

MSW applicants who graduated from Western Michigan University's BSW program are required to supply an updated criminal history report determined by the CHRT and/or Department of Human Services Central Registry Report. If the report shows no new offenses since admission into the BSW program applicants will be required to participate in an informational interview only. If the report shows new offenses since admission into the BSW program the applicant must participate in a complete criminal history interview.

The School of Social Work reserves the right to deny any applicant whose civil adjudication and/or criminal conviction is of a nature that is contrary to the NASW Code of Ethics. In some circumstances, the School of Social Work may request additional information from a higher level background check before an admission decision is reached. Final acceptance is dependent upon the applicant signing a waiver, holding the School and University harmless for possible problems

associated with obtaining a field placement, licensing, and/or employment.

If the School of Social Work discovers that an applicant did not provide truthful information about their criminal history at the time of application, and the applicant is enrolled in the MSW or BSW program, the director of admissions and student services (DASS) will request and coordinate a professional review committee (PRC) meeting with the student. The PRC committee will determine if the student may continue in the social work program, and if so, may define potential conditions for continuance.

Procedure

All applications will be reviewed based on the admissions criteria outlined in the admissions policies. If the applicant has a criminal history and meets all admissions criteria the application will be reviewed using the following procedures:

1. “Based on the type of crime committed, the admissions committee members should carefully assess the risks associated with a “Miss”, or failing to detect and report a danger. It is important to note that this risk is not based on the applicant, but rather on the (nature of the) criminal offense which was committed. Committee members will also review how factors such as race, ethnicity, gender and socio-economic status can bias the criminal justice system. The cost of a “False Positive”, or rejecting an applicant who will not re-offend, will also be determined, within a social justice framework. Acknowledging the specific attributes of the applicant and what they can potentially contribute to the field will be taken into account” (Leedy & Smith, 2005, p. 10).
2. At the beginning of the academic year the Admissions Committee determines the threshold for making an error in an applicant’s risk of reoffending. Valid and reliable tools will be used to determine the threshold. Based on the information from step one the committee must decide how willing the school is to make each type of error. This level will be different for different offenses.
3. All applicants who meet admissions criteria and have a criminal history are required to supply the Office of Admissions with a criminal history report or Department of Human Services Central Registry Report. Without the appropriate report the application cannot continue in the review process.
4. Using the application information, including the ICHAT report, the CHRT will review the application information, including criminal history and post-conviction rehabilitation.
5. Based on the review developed in step 4 and information in steps 1 & 2, the CHRT will determine, to the best of its ability, the level of risk that [not sure if this is right?] the applicant will reoffend.
6. The committee will compare their decision in step 5 with the threshold developed at the beginning of the year and make one of three decisions:
 - a. Deny admission
 - b. Admit with an informational meeting
 - c. Conduct complete interview to determine admission
7. The committee will conduct the appropriate interview using the approved questions. In the event that an applicant participates in a complete interview the applicant may have two interviews. The first interview will review the criminal history and is intended to gather more information about the applicant’s history.
8. After the complete interview, the committee meets to discuss and determine the applicant’s suitability to the program, the profession, and his/her ability to safely work with vulnerable clients.

9. The DASS notifies the applicant in writing, the final admission decision. If the applicant is offered admission s/he will be required to attend an informational interview.
10. During the informational interview the student signs a waiver form agreeing to release, indemnify, and hold harmless Western Michigan University and their boards, officers, employees and agents, and the WMU School of Social Work from any and all claims, liabilities, losses, damages and costs arising from problems associated with securing a field placement, license, and/or future employment as a social worker.
11. If the School of Social Work discovers that an applicant did not provide truthful information about his/her criminal history at the time of application, and the applicant is enrolled in the MSW or BSW program, the DASS will request and coordinate a professional review committee (PRC) meeting with the student. The PRC committee will determine if the student may continue in the social work program, and if so, may define potential conditions for continuance.

Current MSW and BSW Students Arrested and Convicted/Adjudicated During Enrollment

Policy

The School of Social Work requires all students to report any criminal activity, as defined as charges and rulings of civil adjudication and/or criminal conviction(s) while enrolled in the MSW and BSW programs. The School of Social Work reserves the right to suspend or dismiss any student whose criminal offense and conviction or /civil adjudication is of a nature that is contrary to the NASW Code of Ethics, and/or when the conviction/adjudication prohibits the student from securing a field placement after three agency rejections.

Procedure

1. All students must immediately inform the Director of Admissions and Student Services (DASS) and the Field Education Coordinator if he or she is arrested or convicted of any criminal offense civil adjudication while enrolled in the social work program;
2. The student must provide the DASS with an official Michigan State Police criminal background check and/or DHS Central Registry report (or a background check from the State Police agency in another state when the offense and conviction take place outside of Michigan);
3. The DASS will then schedule a Professional Review Committee Meeting (PRC) with the student, the Field Coordinator, and relevant faculty members;
4. The committee will follow PRC policy and procedures to discuss and recommend whether the student may continue in the program, and under what particular conditions;
5. If the field placement is discontinued due to this offense, and/or the student is rejected for a field placement by up to three field agencies, the DASS will schedule a PRC meeting to discuss and recommend whether the student may continue in the program, and under what particular conditions;
6. The School of Social Work Associate Director will review the PRC recommendations and make final decisions which will be written and sent to the student;
7. If the student is dissatisfied with the committee's decision, the student may submit a written appeal to the Director of the School of Social Work and request a meeting, and if dissatisfied with the Director's recommendations, the student may proceed to the appropriate university appeal procedures (see more about this process on-line at: [Program Dismissal Appeal Process](#)).

Course Sequencing Requirements

The MSW curriculum is carefully designed to move students systematically toward higher levels of knowledge and competencies. The first 30 credit hours are considered the Foundation for the Concentration content of the final 30 credit hours. Students must be aware that prerequisites are to be completed before registering for the next level of course-work. Students must also be aware that classes are scheduled such that they are offered during specific semesters/sessions and not during other semesters/sessions. Students must consult with their advisor and seek written permission before making any changes in their program plan of study. Students who make course-scheduling changes without advisor permission risk graduation delays and the possible need for a Professional Review Committee (PRC) meeting.

Prerequisites

Graduate social work courses are scheduled in a very particular order. This order has been provided to students in the Appendix and in School of Social Work Graduate Bulletin sent with the student's application packet. The schedule of classes is designed to provide students with needed Foundation courses early in the program so that all prerequisites are met before taking Concentration courses. If prerequisites are not met on time, students may need to delay their program until the prerequisites are met.

Course Grades and Grading Requirements

All students entering the program are evaluated using a modified letter grade system. All graduate social work courses except Concentration field education courses will be graded using letter grades A, BA, B, CB, C, DC, D, E (see [Academic Regulations](#) in the Graduate Catalog for details). Students must have a cumulative grade point average of 3.0 in graded courses to achieve candidacy and graduate. Any course in which a student earns a grade less than a "C" must be repeated. No more than two courses may be repeated more than once during a student's graduate career at WMU.

Concentration field education courses -- SWRK 6750, 6760, 6770, 6780, 6790 --will be graded using credit/no credit. A student must perform at a 3.0 or better level to receive credit for the course. All courses taken outside the School must be taken for letter grades except in instances where the course can only be taken for credit/no credit grades.

If a student fails (i.e. DC, D, E, X, or NC) a required M.S.W. course, the student is required to retake that same course in the Western Michigan University School of Social Work. The student cannot use or transfer an equivalent course from another program or university.

Incomplete Grades

Under extenuating circumstances, you can request an "incomplete" (I) from an instructor. The instructor may give this temporary grade to a student when illness, necessary absence, or other reasons beyond the control of the student prevent completion of course requirements by the end of the semester or session. The student must be passing the course and have completed the majority of the course work to be eligible to receive an "I". **The grade of "I" cannot be given as a substitute for a failing grade (D, E, or X).**

Once the incomplete has been granted by the instructor, the student cannot enroll in any course where the course is a prerequisite, until the incomplete is removed. Additionally, if the incomplete is not removed within one calendar year, the grade will be converted to an "X", which equates to a no-credit and is figured into your grade point average as zero honor points. Students who receive an incomplete grade in a course must not reregister for the course in order to remove the "I".

Only the instructor who teaches the course can give or remove an "I." If you request an "I," it is to your advantage to have the professor clearly write out what requirements need to be fulfilled to remove the "I." While University policy requires that an "I" grade must be removed within one year, the instructor can set any

deadline within that year. Once you fulfill the requirements, it is up to the instructor to initiate the necessary paper work to remove the "I."

Repeat Course Policy

With the exception of courses that are approved by the University Curriculum Review Policy as repeatable for credit (e.g., variable topics courses), no more than two courses may be retaken and no course may be repeated more than once during the student's graduate career at WMU. This number may be further limited by individual departments. Permission to retake a course must be obtained from the program advisor and graduate dean before registration for the course to be repeated takes place. The original grade for the course will remain on the student's transcript, and both the original and repeated course grade will be computed into the degree program grade point average.

Dealing with Problems in the School of Social Work

Students are advised to deal with concerns and problems before they become overwhelming. When a student has a concern, the student is advised to follow these steps when the concern is relevant to:

Classroom Instruction

1. The student should first talk with the instructor and attempt to resolve the issue. If a satisfactory resolution is not reached, then
2. The student meets with the Director of the School, who will attempt to ascertain the basic facts of the matter, and
3. In most instances, the Director of the School will arrange for a meeting involving both the student and the instructor.

Field Education

PROBLEMS IN THE FIELD PLACEMENT

Some simple ways to avoid problems:

- Plan ahead.
- Make the learning contract reflect interests and needs.
- Review the learning contract/evaluation during weekly supervision.
- Request frequent and regular supervision from the field instructor.
- If students have special constraints, i.e. pregnancy, illness in the family, transportation problems, childcare responsibilities etc., which may create future problems, these issues should be discussed with the faculty liaison and field instructor early in the semester/session.
- Provide documentation regarding disabilities at the beginning of the semester so that appropriate accommodations can be made.
- Discuss and agree to a schedule in writing at the beginning of the semester.
- Students should prepare an agenda for each supervisory conference and seek input from the field instructor.
- Students are encouraged to read all communication from the field instructor and the faculty liaison carefully.
- Students should be sure they understand directions, instructions, and requirements clearly including agency policies, guidelines, expectations, requirements, etc., and ask for assistance.

The student must take the initiative and responsibility for their own learning and utilize the problem-solving model below to work on resolving problems in the field placement:

Procedures for Students to Follow When Problems Arise:

Step 1. The student first talks to the primary field instructor about concerns and problems concerning the placement. A student may choose to obtain advice from the faculty liaison before talking to the field instructor. Corrective Action Plans to remediate the situation should be developed, written, signed, and dated by all parties. (See Appendix D.8 for a Sample Corrective Action Plan.)

Step 2. If problems persist, the student should request a problem solving meeting with their faculty advisor, their faculty liaison, and the field instructor. (The faculty liaison can consult with the coordinator of field education about the problem if needed). Corrective Action Plans to remediate the situation should be developed, written, signed, and dated by all parties.

Step 3. If the field placement is going to be broken due to the student's performance, the student, faculty advisor, faculty liaison, coordinator of field education, and field instructor/s if possible, will participate in a Professional Review Committee (PRC) meeting. Following the PRC recommendations will be made to the Associate Director or his/her designee. Recommendations may include dismissal from the BSW or MSW program.

If the concern is not directly related to Field Education or Class Instruction:

1. The student should first speak with his/her advisor. If a resolution is not reached, then
2. The student should speak with the Director of Admissions and Student Services. If the concern is not adequately addressed at this level, then
3. An appointment should be made to meet with the Associate Director of the School. If resolution is not reached during this meeting, then
4. An appointment to meet individually or collectively with the Director of the School should be made.

Course Grade Appeal Policy and Procedure

Policy

This process is used when a student wishes to appeal a final course grade that has been recorded by the Registrar on the student's academic record for reasons other than charges of violations of academic honesty and/or conduct in research policies. Therefore, the grade appeal cannot be made in response to a grade penalty assessed as a result of an official finding of responsibility for academic dishonesty. This finding will have been made through the procedures provided in the University Academic Honesty Policy.

Grade appeals or other complaints based on charges of discrimination or sexual harassment should be taken to the Office of Institutional Equity or other office(s), pursuant to other University policies and procedures.

The accepted bases of course grade appeal are:

- a) Grades were calculated in a manner inconsistent with the University policy, the syllabus, or changes to the syllabus.
- b) The grade(s) was/were erroneously calculated.
- c) Grading/performance standards were arbitrarily or unequally applied.

- d) The instructor failed to assign or remove an Incomplete or to initiate a grade change as agreed upon with the student.
- e). Late withdrawal from class(es), after grades have been assigned, due to genuine hardship. Students appealing on this basis should proceed by contacting the Registrar's Office and following the procedures for a late withdrawal appeal. A grade appeal cannot be made in response to a grade penalty assessed as a result of an official finding of responsibility for academic integrity violation(s). Such a finding will have been made through the procedures provided in the academic integrity policy.

Procedure

Step 1: Informal meeting with instructor

A student is encouraged to begin the appeal process by meeting with the instructor who assigned the grade. Such meetings often help students understand the grading practices of instructors and often lead to resolution of differences over grades.

Step 2: Written appeal and conference with the academic unit chair/director

- A grade appeal must be in writing, in hard copy, and must be submitted to the academic unit chair/director.
- This appeal must be received by the academic unit chair/director within sixty business days of the last day of the semester or session in which the grade was recorded on a student's record. (The Provost or designate may grant an extension should a genuine hardship arise [i.e., illness, death in the immediate family]).
- The letter must identify the basis of the appeal and must state in detail why the student believes the grade should be changed.
- Following a conference with the student, the chair/director must respond in writing to the student with a copy to the instructor, their dean, and the Grade and Program Dismissal Appeals Committee (GAPDAC) within twenty business days.
- In this letter, the chair/director should confirm the meeting with the student, recap their discussion, and state whether the student has an appeal which meets the established criteria (A, B, C, or D above).
- If the situation appears to meet the criteria for appeal, the chair/unit director may recommend that the instructor reevaluate the student's work. The chair/director cannot change the student's grade without the instructor's agreement.

Step 3: Appeal to committee

- After the chair has completed the response to the student's appeal, the student may appeal to GAPDAC. This appeal must be initiated within twenty business days completion of step 2.
- If the student has requested a meeting with the academic unit chair/director and has not been granted such a meeting within forty business days of the student's request, the student may then initiate an appeal to GAPDAC. The student will initiate an appeal through the Office of the Ombudsman.
- When the appeal is received, the Provost or designate will schedule a meeting of GAPDAC using procedures determined by the Professional Concerns Committee (PCC) of the Faculty Senate. The GAPDAC will consist of three members drawn from a pool of faculty established for this purpose.
- In a grade appeal, both the student(s) and the instructor should provide a written statement describing the situation under consideration. An appearance to provide additional information at the appeal by either the instructor or student(s) may be requested by the appeals committee.
- A GAPDAC can effectuate a grade change by majority vote. The decision of the hearing panel is final and not subject to appeal.

Instructor unavailable to assign grade:

Circumstances may arise which may prevent an instructor from assigning a grade in a timely manner. In such instances, the academic unit chair/director will make reasonable efforts to contact and ask the instructor to supply a grade. If these efforts are unsuccessful, the instructor's academic chair/director will appoint another qualified faculty member to assign the grade.

Student Academic and Professional Evaluation Policy

Introduction

The School of Social Work has a responsibility to evaluate and screen students for the social work profession.

The Student Academic and Professional Evaluation Policy (SAPEP) describe the policy and procedures to be followed when students are reported to have academic and/or professional deficiencies. The procedures that are detailed in this policy statement reflect the following principles:

1. Early consultation with students reported to have academic and/or professional deficiencies.
2. Written notification to students identifying deficiencies and performance goals.
3. Due process which allows sufficient time for students to prepare materials relevant to the questions rose, prompt consideration of the matter, student access to data, and the possibility of student initiation of a formal hearing.

Policy

Performance in the School goes beyond classroom performance and attendance, to include ethical behavior, good conduct, competence, and psychological well-being sufficient to interact positively and constructively with clients, field instructors, agency staff, faculty, and students (Cobb & Jordan, 1989). The School of Social Work considers the following breaches of performance:

1. Break in field placement due to student conduct.
2. Poor Academic Competence
 - Graduate students must have a grade point average of 3.0 in all classes
 - If a grade of CB or below is received in SWRK 6710 or 6720, or a grade of no credit is received in SWRK 6750,6760/6780 OR 6770/6790, students must obtain approval from their advisor to repeat any of these courses.
 - All other courses in which students receive failing grades or a no credit may be repeated only once, and must be repeated in the WMU MSW program.
3. Professional Competence Problems

Professional incompetence signifies that a student is not adequately or appropriately performing at his/her program level. The following list is an example of behaviors that constitute professional incompetence which may require a meeting with the student's adviser or faculty liaison, a professional review committee meeting, and/or may result in dismissal from the program:

- Inability to establish and maintain positive and constructive interpersonal relationships or communication patterns with clients, field instructors, faculty, and/or fellow students
- Unable to perform professional and/or academic duties due to personal problems,

- Inability to accept constructive feedback from the field instructor, faculty, and/or school administrators
- Failing to show up at the field agency in a timely manner,
- Consistent lateness in meeting deadlines to complete work in class or field.

Students applying for their field internship, who are rejected for placement by three or more agencies in one semester for reasons related to their appropriateness or readiness for internship may be dismissed from the program.

4. Ethical Conduct/Misconduct

Undergraduate and graduate students in the School of Social Work must conduct themselves according to the NASW Code of Ethics and the Western Michigan University Student Code. The Social Work Code of Ethics is the primary basis for making decisions about whether students are exhibiting unethical behavior. Ethical behaviors as designated by the Social Work Code of Ethics are part of the requirements and standards for the program. All students will be presented with an electronic copy of the NASW Code of Ethics upon entering the program. Discussion about the code will occur in social work practice classes.

Students are encouraged to become familiar with the Western Michigan University Student Code, in its' entirety. The full text can be found at http://www.wmich.edu/conduct/docs/WMU_studentcode.pdf.

The following behaviors are examples, but not a complete list of behaviors that constitute a violation of the NASW Code of Ethics, or misconduct that will result in a meeting of the Professional Review Committee and may result in dismissal from the program:

- Engaging in sexual activities with clients,
- Participation in dishonesty, fraud, deceit, or misrepresentation,
- Exploitation of clients for personal advantage, and
- Conviction of a felony offense while enrolled as a student in the program.

The Professional Review Committee (PRC)

Graduate students who are not meeting academic and/or professional standards are informed of problems in writing by the DASS, the student's advisor, and/or the student's instructor. If concerns are not addressed by the student, and/or if the student violates the NASW Code of Ethics, the WMU student code, or the School of Social Work academic and/or professional conduct policies; the student will be referred to the School's Professional Review Committee (PRC). The Professional Review Committee reviews the individual student's academic and professional performance during a PRC hearing and develops recommendations concerning the individual's status in the School of Social Work.

The PRC Chairperson¹, the director of admissions and student services, the advisor and one other relevant faculty member will constitute the minimum required membership of the PRC. Relevant is defined as faculty who have direct knowledge of the student and his or her competence in the areas that are the focus of the professional review. The coordinator of field education, faculty liaison, and field instructor will serve as members when the performance issue is related to the field practicum. The chairperson and the advisor will determine the other members of the committee. The director of admissions and student services will serve as the policy administrator to assure that the relevant School and PRC policies and procedures are being followed, and that the student is being informed of the options that are available to him or her. The director of admissions and student services will serve as a nonvoting member. Students will receive written notification of concerns, date, time and place of the hearing, and composition of the committee.

Students have the option of bringing an observer and relevant supporting material (e.g., signed witness statements) to the hearing. An observer shall not participate in any capacity other than of a silent, nonparticipating observer during the meeting. Students who wish to consult with their observers during the proceedings may call a recess. The consultation will occur outside the meeting room.

The meeting format will consist of the presentation of faculty and/or field instructor concerns, followed by the student's response to the concerns. After all concerns have been discussed, the meeting will conclude and the student will be excused. The meeting is expected to last approximately one hour.

The committee will then meet to discuss issues presented, and develop recommendations. These recommendations will be forwarded to the assistant/associate director, for his/her review. The assistant/associate director makes the final PRC determinations, and sends the student a letter with his/her decisions. This letter serves as a behavioral contract for the student's continuance in the program, or as a formal notice of the student's dismissal from the MSW program. Dismissal is exercised as a last resort.

The process ideally gives the student sufficient notification and opportunity to improve his or her performance. The student's faculty advisor is responsible for advising and supporting the student through the professional review process.

Student Dismissal Policies

School of Social Work Program Dismissal Policy

The Professional Review Committee reviews an individual student's academic and professional performance and recommends to the assistant/associate director decisions concerning the student's continued progression in the MSW program. The assistant/associate director makes the final PRC determinations, and sends the student a letter with his/her decisions. This letter serves as a behavioral contract for the student's continuance in the program, or as a formal notice of the student's dismissal from the MSW program. Dismissal is exercised as a last resort. The process ideally gives the student sufficient notification and opportunity to improve his or her performance. The student's faculty advisor is responsible for advising and supporting the

¹The director of the School of Social Work will name the chairperson.

student through the professional review process.

University Dismissal Policy

According to university policy, a student can be admitted unconditionally, or with conditional or provisional admission status. If given conditional or provisional admission, the student must meet the specified performance level within the time frame identified in the letter of admission or the student may not continue to enroll in university courses. When this is the case, the university then notifies the student of his/her dismissal from Western Michigan University.

Further, the university's academic standing policy inherently presumes the student will first meet satisfactorily any obligations or requirements specified in the letter of admission before the academic standing policy shall have any effect on the continuing enrollment of the student.

Graduate students may be dismissed from the University if they fail to achieve and maintain the University minimum cumulative grade point average. The Graduate College policy states that a student is in good standing whenever the student's overall grade point average is at least 3.0.

WMU defines the academic standing criteria for graduate enrollment for the following categories: good standing, warning, probation, extended probation, final probation, probation removed, and dismissal. Academic dismissal occurs when students on probation or extended probation fail to achieve at least a 3.0 grade point average for the enrollment period, or students on final probation fail to achieve a 3.0 degree program grade point average will be dismissed from the University. Dismissed students must apply for readmission through the normal admission process. The student will send a Readmission Application to the Admissions Office that, in turn, will forward the student's Readmission Application to the program or academic unit admission body for decision on readmission.

Grievance and Appeal Procedure

School of Social Work Dismissal Appeal Process

The School of Social Work student dismissal appeal process specifies that if the PRC recommends that a student leave the program, and the assistant/associate director concurs, but the student disagrees, the student may appeal the director of the School to reconsider the program termination. If the director reverses the termination, the director will develop a behavioral contract that the student must follow to remain in the program. If the student does not follow the behavioral contract, the director may then decide to terminate the student's enrollment. If the director terminates the student's enrollment or does not reverse the previous termination decision, the student can proceed to use the appropriate university appeal procedures. Throughout this process, the Office of the Ombudsman is available to students and instructors for assistance on procedures and clarification of the rights of all parties.

University Grievance and Appeal Policy and Procedures

The student academic and professional policy for graduate students includes an appeal procedure for students who wish to grieve their termination from the program. The accepted bases of a program dismissal appeal are:

- The program dismissal decision was made in a manner inconsistent with University policy or the program policy.
- The program dismissal procedures were not followed.
- Evaluation/performance standards were arbitrarily or unequally applied.

A program dismissal appeal cannot be made in response to an academic integrity or conduct dismissal from the University. The student's status, as dismissed from the program, will remain unaltered until a successful

appeal is completed.

Note: A program dismissal appeal based on charges of discrimination or sexual harassment should be taken to the Office of Institutional Equity or other office, pursuant to other University policies and procedures.

This appeal must be initiated within twenty business days of the notification of program dismissal. The student will initiate an appeal through the Provost's Office. When the appeal is received, the Provost or designate will schedule a meeting of GAPDAC using procedures determined by the Professional Concerns Committee of the Faculty Senate. The GAPDAC will consist of three members drawn from a panel of faculty established for this purpose. In a program dismissal, the student appellant should attend the meeting of the appeal panel and must provide a written statement describing the grounds for appeal. A University representative from the program must attend the meeting and must provide a written statement describing the grounds for and circumstances of dismissal.

A GAPDAC may reverse or sustain a program dismissal by majority vote. The decision of the hearing panel is final and not subject to appeal.

Student Requests for Enrollment Changes

Requesting a Change of Course Scheduling

Students must follow the course schedule for their program and make no changes without first consulting their advisor. If changes are needed:

1. The student must submit a written program change request to their advisor with rationale for the change. The student must provide the advisor with an accurate and completed Program Plan of Study that includes all changes
2. The advisor then meets with the student to review the request and ensure that the student is advised about the possible consequences of the requested changes
3. The request and the Program Plan are then forwarded to the Curriculum Committee Chair for review and decision
4. The Curriculum Committee Chair reviews the materials and approves or denies the requested changes
5. The Curriculum Committee Chair sends the decision to the Director of Admissions and Student Services (DASS)
6. When needed, the DASS processes the change by sending the completed forms to the Graduation Auditor
7. The DASS notifies the student in writing about the decisions made.

If the student does not follow this procedure, she/he may be at risk for a delayed graduation and/or the need for a Professional Review Committee (PRC) hearing.

Taking a Leave of Absence

There are times when students are faced with catastrophic situations that necessitate a leave of absence. The School of Social Work values the students' commitment to family, medical, emotional and financial needs. Therefore, the School is flexible and willing to work with students on an individual basis to help students meet their needs.

The School of Social Work requires that when a leave is being considered, the student must:

- Meet with his/her advisor,
- Determine and put in writing a revised program plan of study,
- Document in writing the reason(s) for the leave with an estimated time of return to the program,
- Send all documentation to the Office of Admissions and Student Services.

Please be aware that prerequisites must be completed prior to continuing with the program plan (e.g., incomplete grades must be removed). Students must also be aware that graduate courses cannot be more than six years old to be used toward graduation.

Withdrawing from the School

If for any reason, after enrolling in the School, you find it necessary to leave the program (health, academic considerations, finances, etc.), it is important that you inform your advisor and the Director of Admissions and Student Services immediately. It is important that you discuss your situation with your advisor and the Director of Admissions and Student Services so that you are fully aware of the possible consequences of your withdrawal (e.g., no refund of tuition money, the need to re-apply if wanting to return, exceeding time limits if returning, or losing credit for a course). The school will make every attempt to assist you in your withdrawal.

Student Files/Records

Student files are maintained in room 4424 CHHS, which contain admission material (application, reference letters, transcript) and academic material (field evaluations, advisor notes, etc.). Students may request to review their academic file with the Director of Admissions and Student Services (or with the Program Coordinator in Grand Rapids) at a convenient time. The University also keeps an academic file. If you wish an official transcript, you must go to the Registrar's Office in the Administration Building and request one in person or in writing.

Students can request an unofficial, student copy of their transcript without a fee once each semester. Student files are maintained in the School of Social Work for ten years after graduation, after which they are destroyed.

Change of Address/Phone Number

In order to assure efficient communication with you, we ask that you submit any change in your address and telephone while attending school. Please provide current address, telephone number and an E-mail address to the School of Social Work, 4424 CHHS promptly after all moves. In addition, all changes must be submitted to the university through the GoWMU portal.

GRADUATION PROCEDURES AND AUDITING

When a student satisfactorily completes all academic requirements for a degree, fulfills all financial and legal obligations to the University, and meets all relevant processing deadlines, the student is eligible for graduation and to receive the appropriate degree. Eligible students may graduate at the end of any semester or session; however, a Commencement Ceremony is held only in December, April, and June.

Applying for Graduation

Students must apply for graduation by the following deadlines:

April Graduation:	Apply by December 1, \$45 fee Recommended date is one year from graduation – April, (Alternatively, June for Advanced-standing students)
June Graduation:	Apply by February 1, \$45 fee Recommended date is one year from graduation – June
August (graduates walk in June):	Apply by February 1, \$45 fee Recommended date is one year from graduation – August
December Graduation:	Apply by August 1, \$45 fee Recommended date is one year from graduation – December

The application form may be obtained from the Registrar's Office on the third floor of the Seibert Administration Building or online at: <http://www.wmich.edu/registrar/pdf/forms/gradaudit.pdf>.

Late applications will not be accepted. Please see your academic advisor if problems occur. Students may apply any time prior to the above deadlines but should understand that they will need to report any changes they have made to their program after submission of their completed "Permanent Program Plan of Study." We advise students to complete their Graduation Audit one year prior to graduation.

The Graduation Audit (Same as Application for Graduation)

The graduation audit initiated by the submission of the Application for Graduation Audit, is a process by which a student's academic record is examined to make sure all the requirements for the degree have been met. A graduation auditor in the Registrar's Office conducts the audit and its outcome depends greatly on the completeness and appropriateness of the materials contained in the student's academic record. Students should ensure that the following requirements are met and the following documents are contained in their academic record before applying for graduation.

1. A graduate student "Permanent Program Plan of Study" (see Appendix II) is completed, approved by the advisor and filed in the Registrar's Office with the appropriate graduation auditor. The "Permanent Program Plan of Study" form should be filed by the date specified above.
2. All transfer credit, if applicable, is approved and the advisor and the graduation auditor appropriately sign the Graduate Transfer Credit form.
3. The completion of all required course work (and other program requirements, where applicable).

4. Where applicable, all relevant documents are filed attesting to the approval of the passing of proficiency examinations, transfer of credit, and the Graduate College approval to extend coursework beyond the six year limit.

Students who do not meet all degree and University requirements will be removed from the graduation class automatically. Such students must change their graduation date. No fee is charged for submitting a change of graduation date form. Under no circumstances will any student graduate if the student's academic record does not show complete fulfillment of all requirements within thirty days after the established commencement date.

Students who wish to change from one graduation class to another are required to complete a change of graduation date form. The graduation auditor will not automatically move the student to another graduation class. No fee is charged for submitting a change of graduation date form.

The School of Social Work Graduation, Hooding, and Pinning Ceremony

The School of Social Work Graduation, Hooding, and Pinning Ceremony should not be confused with the WMU Commencement. This ceremony is organized and funded by the WMU Master of Social Work Student Organization and the undergraduate student organization, Eta Eta, at the Kalamazoo campus, and the Extended University Program and student fund raising at the Grand Rapids campus. It involves only social work faculty, social work graduates, and their families and friends. This is a time to celebrate the social work profession and the accomplishments of our students. This ceremony is typically held the Friday evening before the April graduation commencement for Kalamazoo campus students, and the Friday evening before the June graduation commencement for Grand Rapids students.

This is an event that is fun for all and should not be missed. It serves as a great way for the School to honor you and your families in all that they have done to help you survive your busy life as a graduate or undergraduate student. It also gives family the opportunity to meet with your instructors and cohorts, to put a face to all the stories they may have heard. While this event cannot be described as “formal”, students and faculty are asked to wear their graduation regalia (cap, gown, hood, and tassel) for the ceremony. All students will be presented individually, and all honors and awards will be announced. Undergraduate students will be “pinned” by faculty as an honor for graduating with a Bachelor of Social Work degree and graduate students will be “hooded” by faculty as an honor for graduating with a Master of Social Work degree.

Students are asked (and sometimes begged) to help in the fund raising and the planning for this ceremony throughout the year. The student organizations always need help, so please help when you can.

General Commencement Information

WMU Commencement - Official Graduation

All students are candidates until the academic record of each student has been given a final audit for graduation. The audit is generally completed within eight weeks. Your diploma will be mailed as soon as possible after that date (and a cover if you did not participate in the ceremony) along with a form to order a complimentary copy of your transcript. Upon receipt of your complimentary transcript, please examine your academic record and inform the Office of the Registrar if there appears to be some discrepancy. All future transcripts must be requested in writing and be accompanied by the required fee. Be sure your graduation auditor has the correct address for mailing your diploma. In addition, a card will be enclosed that needs to be returned to immediately to the Registrar. The administration and faculty of Western Michigan University wish you success as you leave the University and hope that you will contact them if they can be of further service to you. If you are planning to attend commencement exercises, mail your confirmation card immediately upon receipt.

Further questions should be directed to: Office of the Registrar at (269) 387-4312

WMU Commencement - Procedure for Granting Degrees

Dr. Gene Freudenburg, Interim Dean of the Graduate College, will present the doctoral candidates to the WMU President. The president will invite the candidates to the platform for the conferral of the appropriate degrees. Each candidate will then return to his or her seat. The president will then invite Specialists, Masters, and Bachelors degree candidates to the platform to receive their diplomas. Guides will direct you to the platform.

WMU Commencement – Regalia

The academic costume is a traditional black cap and gown. It is required for your participation in the Commencement ceremony. Caps are worn with a colored tassel indicating the degree being awarded (social work is citron). Masters candidates will also receive a hood with the color indicating field of study (social work is citron). Graduation regalia will be on sale at the WMU Bookstore, beginning at the annual Grad Fair in room 107 of the Bernhard Center and thereafter in the WMU Bookstore. Plan ahead and receive a 20% discount when you purchase your regalia at the Grad Fair!

Regalia History

The use of academic dress stems from costumes worn in universities in the 14th and 15th centuries, particularly at Cambridge and Oxford in England. Since colonial times, it has been worn in the United States and was standardized by an Intercollegiate Code in 1895. The major distinguishing characteristics of the gowns are the sleeves, styled in the following fashions: bachelor, long pointed; master, oblong; and doctor and specialist, bell shaped. The doctor's gown has a velvet collar, facing and three bars on the sleeves. The specialist's gown differs from a doctor's in that it has no sleeve bars. Masters, specialists and doctors wear hoods lined with the official colors of the university from which the degree is granted. They vary in size and shape to indicate the several degrees. The doctor's hood is the largest and most lavishly decorated. The color of the velvet that circles the opening of the hood shows the degree earned-light blue for doctor of education, dark blue for doctor of philosophy, and peacock blue for doctor of public administration. Caps are mortar boards with the tassel worn over the left front quadrant. The tassel's color indicates the academic program area.

WMU Commencement - Tickets

The University regrets limiting admittance to the ceremony, but seating in Miller Auditorium is limited to the size of the graduating class and the number of expected participants and guests. If all guests with tickets have been seated, and empty seats remain in Miller Auditorium, guests without tickets will be invited to occupy the unused seats.

Guests without tickets may view the exercise on the large screen TV in room 3512 Knauss Hall - no tickets are necessary.

Questions about graduation seating should be directed to:
Miller Auditorium - (269) 387-2300

Extra tickets may be available on a first come first served basis only beginning the day before graduation at 10:00 a.m. at Miller Auditorium box office. Eligible students will receive up to two additional tickets (if available). Pictured student identification will be required.

COLLEGE OF HEALTH AND HUMAN SERVICES BUILDING POLICIES

Building Hours

Monday through Thursday

	Unlock	Lock
North and South Entrances	7:30	5:00
West Entrance	7:30	9:00
Arc (Departmental/School Offices)	7:30	5:00
Learning Resource Center	8:00	8:30
Student Computing Lab	8:30	8:30

Friday

	Unlock	Lock
North and South Entrances	7:30	5:00
West Entrance	7:30	5:00
Arc (Departmental/School Offices)	7:30	5:00
Learning Resource Center	8:00	5:00
Student Computing Lab	8:30	5:00

Saturday and Sunday

Building closed. Faculty and staff may access with WMU I.D.

Smoking Areas

This is a smoke free building. No smoking is permitted around the entrance and exit doors or windows to preserve the air quality in the building. Please smoke in designated areas in the parking lots only. Smokers should use appropriate receptacles for their refuse.

Food and Beverage Guidelines

There will be no food or beverages other than capped bottled drinks in the classrooms. Faculty, staff, students, and administrative personnel should eat in the common area of the first floor or the college break/workroom areas. If eating in other areas of the building, faculty, staff, students, and administrative personnel are responsible for cleaning up after themselves.

Cleanliness Guidelines

It is the responsibility of all occupants of the College of Health and Human Services (CHHS) building to:

- Deposit trash in the appropriate receptacles
- Notify the Building Manager of spills
- Replace chairs and tables which they have moved from their proper locations
- It is everyone's responsibility to maintain generally the physical environment of the building.

Animals

In keeping with University policy, except for service animals such as guide dogs and trained companion dogs, animals are not permitted in the College of Health and Human Services building.

Posters, Fliers, and Information Boards

Signs/fliers may be posted in designated areas only. Tape and other methods of attaching fliers to the walls and glass damage wall surfaces and other areas. The CHHS advising office will assist in locating the numerous options that are available for posting and some activities can be included on the college website and information boards. Contact Kurt Haenicke about website and information board postings.

Open Flames

No open flames are allowed in the College of Health and Human Services building. This includes candles, incense, potpourri, or any other device that uses an open flame. Exceptions may be lab areas. See the department member in charge of the lab for permission.

UNIVERSITY AND GRADUATE COLLEGE POLICIES

Time Limit for Degree Completion

According to University policy, all work on graduate degrees must be completed within six years of admission to the graduate program. Those who are unable to complete their degree within this time limit can appeal this policy by completing a Request to Extend Time to Complete Graduate Degree Program form that can be found at <http://www.wmich.edu/grad/forms/extension.form.pdf>.

Academic Standards

Course Grades and Grading System

The University defines the grading system in the following manner as stated in the graduate and undergraduate catalogs: "The student receives one grade in each course taken. This grade combines the results of course work, tests, and final examinations. Grades are indicated by letters, to each of which is assigned a certain value in honor points per hour of credit, as shown in the table below.

Grade	Significance	Honor Points
A	Outstanding, Exceptional, Extraordinary	4.0
BA		3.5
B	Very Good, High Pass	3.0
CB		2.5
C	Satisfactory, Acceptable, Adequate	2.0
DC		1.5
D	Poor	1.0
E	Failing	0.0
X	Failure (Unofficial Withdrawal)	0.0
W	Official Withdrawal	
I	Incomplete	
CR	Credit	
NC	No Credit	
AU	Audit (non-credit enrollment)	

"Credit/No Credit" System

"Credit/No Credit" courses, while counting toward a degree, will not be used to determine the overall grade point average (GPA) of the individual student.

"I" Incomplete

This is a temporary grade, which the instructor may give to a student when illness, necessary absence, or other reasons beyond the control of the student prevent completion of course requirements by the end of the semester or session. The grade of "I" (Incomplete) may not be given as a substitute for a failing grade.

A grade of "I" must be removed by the instructor who gave it or, in exceptional circumstances, by the department chairperson. If the unfinished work is not completed and the "I" grade removed within one calendar year of the assignment of the "I," the grade shall be converted to an "E" (failure). Students who receive an incomplete grade in a course must not reregister for the course in order to remove the "I."

An instructor who assigns a grade of "I" will complete an official Report of Incomplete Work form indicating the remaining requirement for removal of the incomplete grade and indicating the time allowed, if less than one full year. The instructor will retain a copy for his/her own records and submit a copy to the departmental office. The remaining copies will be returned to the Registrar's Office, which will provide the student with a copy.

"W" Official Withdrawal

A grade of "W" is given in a course when a student officially withdraws from that course or from the University before the final withdrawal date in the semester or session specified in the *Registration Information* booklet. The "W" is a non-punitive grade.

"X" (Failure) Unofficial Withdrawal

The symbol "X" is used to indicate that a student has never attended class or has discontinued attendance and does not qualify for the grade of "I." The "X" will be computed into the student's grade point average, as a 0.0, the same as an 'E'.

Grade Change

A student who believes an error has been made in the assignment of a grade must follow the procedures described in the [Student Rights and Responsibilities](#) section of the graduate and undergraduate catalogs under "Course Grade and Program Dismissal Appeals." The policy describes the appeal procedures, the stages of appeal, and the time deadlines for submitting the appeal at the various stages.

Grade Point Average

A grade point average is obtained by dividing the total number of honor points earned by the total number of semester hours of work for which the student is officially enrolled during any period. For example, a total of thirty-two honor points earned in a semester by a student officially enrolled for sixteen hours of work, gives a grade point average of $32 \div 16$ or 2.0 for the semester.”

Repeat Course Policy

With the exception of courses that are approved by the University Curriculum Review Policy as repeatable for credit (e.g. multi-topic or umbrella courses), no more than two courses may be repeated more than once during the student's graduate career at WMU. This number may be further limited by individual departments. Permission to retake a course must be obtained from the program advisor and graduate dean before registration for the course to be repeated takes place. The original grade for the course will remain in the student's transcript, and both the original and repeated courses will be computed into the degree program grade point average.

University Academic Performance Policy

Students enrolled in the School of Social Work are subject to University rules governing academic performance and must meet the standards set forth. The University policies governing graduate students are provided in the *2011-12 Graduate Catalog* found at <http://catalog.wmich.edu/index.php>. This document is provided to students on-line, and students are instructed on how to find them upon enrollment in their programs. Such policies are also discussed at orientations and can be clarified by the Director of Admissions and Student Services upon walk-in request.

Notwithstanding the Academic Standards policy outlined below, a student admitted with Conditional Admission or Provisional Admission status must meet the specified performance level within the time frame identified in the letter of admission or may not continue to enroll in University courses. Further, the Academic Standards policy inherently presumes the student will first meet satisfactorily any obligations or requirements specified in the letter of admission before the Academic Standards policy shall have any effect on the continuing enrollment of the student.

All graduate students must earn an overall grade point average of at least 3.0 to satisfy University requirements. The academic standards policy is intended to encourage satisfactory progress toward that end.

1. Good Standing: A graduate student admitted to a graduate degree or certificate program is in good standing whenever that student's degree or certificate program grade point average is at least 3.0.
2. Warning: Whenever the grade point average for any enrollment period is less than 3.0, but the degree program grade point average is 3.0 or above, the student will be warned.
3. Probation: If a student's degree program grade point average Falls below 3.0, the student will be placed on probation.
4. Extended Probation: The student will be placed on Extended Probation at the discretion of the academic department housing the student's program when, following a semester on Probation, the student's degree program grade point average is below 3.0 and the student's grade point average for the enrollment period is 3.0 or above.
5. Final Probation: The student will be placed on Final Probation at the discretion of the academic department housing the student's program when, following a semester on Extended Probation, the student's degree program grade point average is below 3.0 and the student's grade point average for the enrollment period is 3.0 or above.
6. Probation Removed: When the conditions of Good Standing are restored, Probation will be removed.
7. Dismissal: Students on Probation or Extended Probation who fail to achieve at least a 3.0 grade point average for the enrollment period, or students on Final Probation who fail to achieve a 3.0 degree program grade point average will be dismissed from the University.

Dismissed students must apply for readmission through the normal admission process. The student will send a Readmission Application to the Admissions Office that, in turn, will forward the student's Readmission Application to the program or academic unit admission body for decision on readmission.

8. Appeal Procedure: Upon appeal by the student, the program or academic unit admission body will determine whether to grant Extended Probation or Final Probation status. The status must be granted by the program or academic unit admission body in order for the student to register. The appeal must be initiated and the decision made by the program or unit prior to the subsequent semester's last day to add classes.

Academic Dishonesty

Violations of academic honesty include but are not limited to:

- Cheating,
- Fabrication, falsification, and forgery,
- Multiple submission,
- Plagiarism,
- Complicity, and
- Computer misuse.

(These are defined in the Graduate Catalog. Visit:

http://catalog.wmich.edu/content.php?catoid=13&navoid=451#stud_acad_cond).

All violations of academic honesty may result in penalties ranging from reprimand to dismissal from the program and the University. All students have the right to appeal, as stated previously in the grade appeal section and on page 27 of the Graduate Catalog. Complete information can be found at <http://www.wmich.edu/conduct/studentconduct/appeals.html>.

Charging a student with a violation:

An Academic Dishonesty/Conduct in Research Charge Form is filled out by the instructor for the purpose of charging the student. After the instructor completes the form, the instructor sends it (or may fax it) to the Office of Student Conduct (OSC). A staff member in that office will then contact the student and schedule a meeting between the student and the OSC. An OSC staff member will also notify the Registrar of the pending case, and will institute a “disciplinary hold” preventing the student from dropping, adding, or registering in classes.

If the student admits to the charge:

If the student admits responsibility, the OSC will contact the instructor and arrange an appointment between the instructor and the student to communicate the instructor’s penalty for the behavior, unless the instructor chooses not to meet with the student. The instructor may impose an academic penalty up to failure of the course in which the student is enrolled. The OSC may also impose non-grade-related penalties ranging from reprimand to dismissal from the University.

If the student denies responsibility:

If the student denies the charge, the OSC will consult with the instructor to ascertain the instructor’s preference as to the hearing type. The hearing may be a meeting between the instructor and the student or a meeting between the student and an Academic Integrity Committee. An Academic Integrity Committee will consist of three faculty members and two students, selected using procedures established by the Professional Concerns Committee of the Faculty Senate. The choice of hearing type is the instructor’s. The OSC will assist the instructor in setting up the hearing and will notify the student of its time, date, and location.

If the student wants to appeal a finding of responsibility after a hearing with the instructor:

A student may appeal a finding of responsibility resulting from a hearing with the instructor to an Academic Integrity Committee within five University business days. The student cannot appeal after that time has elapsed.

The authority of the Academic Integrity Committee:

An Academic Integrity Committee will conduct hearings to determine whether the student is responsible for academic dishonesty. An Academic Integrity Committee makes no decisions regarding the penalties and/or grades to be imposed, either by the instructor or by the OSC.

If a finding of “responsible” has been made the instructor may impose an academic penalty up to and including failure of the course in which the student is enrolled. A decision by the instructor regarding a grade penalty cannot be appealed by the student once the student has been found responsible and has exhausted or waived all appeals. Also, once the student has been found responsible and has exhausted or waived all appeals, that student’s continued attendance in the relevant class depends on the penalty imposed by the instructor and/or the OSC. If the instructor determines to fail the student in the course, the student is not permitted to continue attending class. Again, following a finding of responsibility, the OSC may impose additional penalties ranging from reprimand to dismissal from the University. In all cases when a final finding of responsibility has been made, the finding will be included in the student’s educational record. Students will not be permitted to withdraw from a course to avoid imposition of any academic penalty.

If a finding of “not responsible” has been made, the charge is dismissed and no penalties are imposed.

Western Michigan University Student Code

A student who chooses to enroll at Western Michigan University assumes the obligation for conduct that is compatible with the University's mission as an educational institution. While students have the privilege to enroll at the institution of their choice, choosing to enroll at Western Michigan University requires a student to become aware of, and to abide by the behavior standards of the University. Ignorance of acceptable boundaries of student behavior as contained in the *Student Code* is not a basis for excusing inappropriate behavior.

Western Michigan University is an educational community that aspires to be purposeful, open, just, disciplined, caring, and celebrative. The *Student Code* and the Office of Student Conduct are tangible examples that illustrate commitment to these ideals. The *Student Code* describes the boundaries of acceptable student behavior and is approved by the Board of Trustees. The Office of Student Conduct interprets and enforces the *Student Code*.

The University disciplinary process is not analogous to, is not equivalent to, and does not conform to, criminal law processes. This process is designed, in part, to determine responsibility, or lack thereof, for violations of the *Student Code* only - not guilt or innocence relative to criminal matters. The University disciplinary process shall be informal in nature so as to provide substantial justice and it shall not be bound by legal jargon, court-like proceedings, or legal definitions, which are the province of the criminal courts.

The discipline of students in the educational community is a part of the teaching process and as such, its focus shall be educational. This includes the possible use of suspension or expulsion as disciplinary measures as they may prove invaluable tools in the education of the University community. The student judicial system is not only concerned with the individual student's welfare, but also the welfare of the University community. Any question about the processes, rules, or policies, or any other concern not specifically covered by the *Student Code* shall be decided solely by the Dean of Students or his/her designee. Additionally, the *Student Code* provisions may be extended or amended to apply to new and unanticipated situations which may arise.

Enrollment in the University does not insulate students from their obligation to behave in a manner consistent with local, state, and federal law. Violation of local, state, and federal law while on University premises is a violation of the *Student Code*. While the University does not desire to act as a policing authority for the activities of the student off of University premises, the University may take appropriate action in situations involving misconduct demonstrating flagrant disregard for any person or persons, and/or when a student's or student organization's behavior is judged to threaten the health, safety, and/or property of any individual or group. Many of the items of misconduct referred to in the *Student Code* may also constitute violations of local, state, and federal law and carry the possibility of criminal prosecution as well.

While any violation of the *Student Code* is considered a serious matter, certain violations are considered to be of an especially serious nature. These violations include acts of academic dishonesty, any acts that disrupt the functions of the University, and any acts that threaten the health or safety of any member of the University community or any other person. Student involved in these activities are considered a threat to the orderly functioning of the University, and their behavior is considered detrimental to the educational mission.

The complete text of the Western Michigan University *Student Code* is published by the Office of Student Conduct of the Division of Student Affairs and may be obtained from that Office or on-line at: http://catalog.wmich.edu/content.php?catoid=13&navoid=451#stud_acad_cond.

Smoking Policy

Smoking is prohibited throughout the University except in designated sites. This policy applies to faculty, staff, students, and visitors. The University, as of January 1987, falls under the jurisdiction of the Clean Indoor Air Act of Michigan. This law contains a fine of up to \$100 for smoking in other than designated areas for a first offense and up to \$500 for subsequent violations.

UNIVERSITY POLICIES: STUDENT RIGHTS

Policy on Sexual Harassment and Sexism

Western Michigan University is committed to an environment which encourages fair, humane, and beneficial treatment of all faculty, staff, and students. In accordance with that fundamental objective, the University has a continuing commitment to assure equal opportunity and to oppose discrimination because of race, color, sex, sexual orientation, age, religion, national origin, handicap, height, weight, or marital status. Therefore, in that same perspective, neither sexual harassment nor sexism will be tolerated at Western Michigan University. It is expected that each member of the University community will consider himself/herself responsible for the proper observance of this policy.

Sexual Harassment

Sexual harassment is defined as unwelcome sexual conduct which is related to any condition of employment or evaluation of student performance. This definition is intended to include more than overt advances toward actual sexual relations. It applies as well to repeated or unwarranted sex-related statements, unwelcome touching, sexually explicit comments, and/or graphics. All persons should be sensitive to situations that may affect or cause the recipient discomfort or humiliation or may display a condescending sex-based attitude towards a person. Sexual harassment is illegal under both state and federal law. In some cases, it may be subject also to prosecution under the criminal sexual conduct act. Conduct will be defined as sexual harassment when any or all three of the following conditions exist:

- The sex-related situations are unwelcome by the recipient.*
- A specific or implied connection with employment or student status is involved.
- The sexual harassment continues after the recipient has made it clear that the conduct is unwelcome.*
- Note: In some cases of overt physical sexual conduct, a blatant threat if sexual favors are not given, or promised reward in exchange for sexual favors, no notice that the conduct is unwelcome shall be necessary and a finding of sexual harassment may be based on a single occurrence.

Sexism

Sexism is defined as the perception and treatment of any person, not as an individual, but as a member of a category based on sex. Whether expressed in overt or subtle form such as sex-related jokes or materials, sexism in the classroom or workplace is unacceptable at the University; and its elimination shall be the responsibility of the entire University community. Depending upon the seriousness of the misconduct, informal corrective action may be adequate.

Complaint Procedure

Sexual harassment and sexism constitute acts of misconduct. Therefore, whenever such acts are reported and confirmed, prompt, disciplinary action will be taken, up to and including discharge. However, to enable the University to act through these formal procedures, employees and students are encouraged to report such incidents. Employees should report such conduct to the Director of Compensation and Employee Relations, 1275 Seibert Administration Building (269-387-3620). Students should report such conduct to the Affirmative Action Director and Assistant General Counsel, Office of Institutional Equity, 1015 Trimpe Building (269-387-6316).

The Director of Compensation and Employee Relations and the Affirmative Action Director and Assistant General Counsel shall investigate thoroughly any complaints of alleged sexual harassment or sexism, and then report the results of such investigation to the President of the University.

If you hesitate to file a sexual harassment complaint for fear of retaliation, you need to know that: Federal and

state law, as well as University policies, protect any person who has filed a complaint of sexual harassment or sexism from being intimidated, threatened, coerced, discriminated against or any other form of retaliation. Likewise, protection is afforded any person who testifies, assists or participates, in any manner, in an investigation resulting from a sexual harassment complaint.

Addition information can be found at <http://www.wmich.edu/oie/>.

President's Statement on Racial and Ethnic Harmony

Western Michigan University is firmly committed to the principles of racial equality and nondiscrimination. On its campus, students, faculty, and staff of many races and ethnic backgrounds live and work closely together day by day in offices, classrooms, and residence halls. This racial and ethnic mix brings richness and diversity to the cultural, intellectual, and personal dimensions of campus life. The University benefits from this diversity and seeks to enhance it.

All members of the University are expected to contribute to an atmosphere of racial and ethnic harmony on campus, displaying tolerance for cultural differences and courtesy and civility in discourse with students, faculty, and staff of diverse backgrounds and origins. In this environment there is no room for any derogatory comments of a racial nature, be they in the form of slurs, posters, songs, jokes, graffiti, or the like. Most members of the campus community need not be reminded of the institutional position in this regard. The very few who need the admonition must realize that the University will take the strongest possible action, including dismissal, against those who through racist acts bring discord to this campus.

Discrimination: Complaints and Grievance Policy and Procedure

Western Michigan University, in accordance with the law, prohibits discrimination in the provision of all student instruction, activities, and programs. Discrimination based on race, color, religion, national origin, sex, sexual orientation, age, disability, height, weight, veteran status, family status, or marital status shall not be tolerated in the determination of eligibility, participation, or grading for any courses or program established for the benefit of students unless otherwise provided by law.

The Office of Institutional Equity will receive and investigate complaints of prohibited discrimination filed with it by students and may assist the students in resolving their concerns. The complaint, an oral allegation or charge against the University, an employee(s), or agent, stating prohibited discrimination has occurred, must be filed with the Office of Institutional Equity or professor, instructor, or program director within fourteen (14) calendar days of events or knowledge of events giving rise to the complaint. A complaint must be filed by the student and discussed with the Office of Institutional Equity before any formal grievance can be initiated.

The Office of Institutional Equity will make reports and recommendations to the complaining students and to the academic dean or program director concerned. In the event the student's complaint is not satisfactorily resolved, the student may file a formal written grievance. Formal written grievances protesting prohibited discrimination shall be filed in accordance with the Anti-Discrimination Grievance Procedure for Students.

Any student who wants to file such a grievance should contact the Office of Institutional Equity, 1015 Trimpe Building (269-387-6316). The grievance must be filed with the Affirmative Action Department on an official University Grievance Form and be signed by the student(s) involved. The grievance must be timely, state all facts relevant to the protested events, indicate when the incident(s) occurred, and specify the discriminatory acts and policies, rules, or regulations involved. The Office will serve as an intermediary for written grievances and is to receive copies of all grievance correspondence. Any student(s) filing a written grievance may choose to have a representative present at any step in the Grievance Procedure, provided the Office is given at least twenty-four (24) hours notice prior to the concerned meeting.

The Grievance Procedure

Step 1: Departmental Level

A formal grievance must be filed with the Office of Institutional Equity no later than thirty (30) calendar days after the event or events being grieved took place. The Affirmative Action Department will then forward the grievance to the Step 1 representative, who will be the Department Head or any other person designated by the appropriate Vice President to respond to the grievance. The Step 1 representative must provide a written answer within fourteen (14) calendar days after receiving the formal grievance.

Step 2: Appeal to the Vice Presidential Level

If the grievance is not resolved at Step 1, the student may appeal to the appropriate Vice President within seven (7) calendar days after receiving the departmental representative's written answer. The student must file the appeal with the Office of Institutional Equity, using an official University appeal form. The Office will, in turn, notify the departmental representative and the appropriate Vice President of the student's appeal. The appropriate Vice President or his/her designated representative will then arrange a meeting with the grievant, his/her representative (if requested), and any other individuals who may help resolve the grievance. This meeting must be held within fourteen (14) calendar days after the appropriate Vice President or his/her designee hearing the appeal receives the grievance from the Office of Institutional Equity. Within seven (7) calendar days after this meeting, the appropriate Vice President or his/her designee hearing the appeal will communicate an answer in writing to the involved parties.

Step 3: Appeal to the Presidential Level

If the grievance has not been resolved at Step 2, it may be appealed to the University President. The Office of Institutional Equity must receive the appeal within seven (7) calendar days after the grievant receives the Step 2 answer. The President, at his/her discretion, will handle the grievance personally or will designate a representative to conduct a hearing or investigation of the grievance, report findings, and recommend a decision. The President will make the final grievance decision and communicate it to the appropriate parties.

In addition to filing a grievance with The Office of Institutional Equity, the student may file a complaint directly with the Office of Civil Rights, U.S. Department of Education, or pursue both avenues of complaint resolution.

The Family Educational Rights and Privacy Act

The Office of the Registrar is the institution's official custodian of educational records. This office also holds the final responsibility in the enforcement of the Federal Educational Rights and Privacy Act of 1974 (FERPA). Maintaining confidentiality of educational records is the responsibility of all users whether the individuals are faculty, staff, or students.

The Family Educational Rights and Privacy Act afford students certain rights with respect to their educational records. They are:

1. The right to inspect and review the student's educational records within 45 days of the date the University receives a request for access.

Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. Students may not inspect and review the following as outlined by the Act:

- Financial information submitted by their parents
- Confidential letters and recommendations associated with admissions, employment, or job placement.
- Honors information to which they have waived their rights of inspection and review.
- Educational records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student.

3. The right to request the amendment of the student's educational records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights.

Students may ask the University to amend a record they believe is inaccurate or misleading. They should write the University official responsible for the records; clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment.

4. The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosures without consent.

One exception, which permits disclosure without consent, is disclosure to University officials with legitimate educational interests and/or needs to review an educational record in order to fulfill his or her professional responsibility.

A University official for the purpose of this policy is defined as follows:

- Members of the faculty
- Members of the professional, executive and administrative staff, excluding any member of the WMU Police Department
- Students, when properly appointed as members of a hearing panel or screening committee
- Representatives of the State Auditor General when performing their legal function
- A person or company with whom the University has contracted (e.g., attorney, auditor, or collection agency) but limited to only the specific student information needed to fulfill their contract
- Others as designated in writing by the President, Vice President, or Dean
- Persons in compliance with a court order
- Accrediting agencies performing an accreditation function

The University, upon request, may disclose educational records to officials of another school in which a student seeks to enroll, with a student's consent.

Another exception that permits disclosure without consent is when the information consists solely of "Directory Information." WMU designates all of the following categories of information about its students, unless a student specifically directed otherwise, as "Directory Information."

- Name
- Address
- Telephone number
- Date and place of birth
- Curriculum and major field of study
- Dates of attendance
- Enrollment status (full/part-time)
- Degrees/awards received

- Most recent previous educational agency or institution attended by the student
- Participation in officially recognized activities and sports
- Weight and height of athletes

A student has the right to refuse the designation of all categories of personally identifiable information listed above as Directory Information. If a student exercises this right, it will mean that no Directory Information pertaining to the student will be published or otherwise released to third parties without consent, a court order or a subpoena.

Any student wishing to exercise the right of withholding all categories of personally identifiable information must inform the Registrar's Office in writing by not later than the fifth day of the semester/session. A student's notification to withhold information will remain in effect until the student requests in writing that the prior withholding be revoked.

A student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by WMU to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office, U.S. Department of Education,
600 Independence Avenue SW,
Washington, D.C. 20202-4605.

SCHOOL OF SOCIAL WORK FACILITY AND ORGANIZATION

Student Organizations

Master of Social Work Student Organization (MSWSO)

The Western Michigan University Master of Social Work Student Organization was established in 1969. Since that time, the organization has dealt with the problems and issues that have confronted and affected social work students at Western Michigan University. The organization also acts as a liaison between the faculty and student populations by keeping the lines of communication open between faculty and students.

Officers are elected once per year. The officers conduct the meetings, record the minutes, and represent student concerns. The meetings of MSWSO are open to all M.S.W. students and membership has no requirement other than being a student in the M.S.W. curriculum. The MSWSO is responsible for the organization of the annual School of Social Work Hooding Ceremony. For more information about the activities of this organization, and times and locations for meetings, contact Ms. Amy Tuley, at amy.tuley@wmich.edu or by calling (269) 387-3200.

Phi Alpha Social Work Honor Society: WMU Theta Phi Chapter

In 1999, the School of Social Work chartered a local chapter, Theta Phi, of Phi Alpha, the National Social Work Honor Society. Criteria for membership includes a minimum 3.0 GPA overall, a minimum of nine social work credit hours, and a 3.25 in social work courses.

This chapter is open to both undergraduate and graduate social work students and graduates who meet eligibility requirements. The mission of this organization is to promote high standards of education for social work and to invite into membership those who have attained excellence of scholarship and distinction of achievement as students of social work. Information on Phi Alpha is provided during the spring semester by the School of Social Work. Graduating members are honored during the School of Social Work Graduation, Hooding, and Pinning Celebration.

Membership in this honor's society is life-long. Students do not need to apply and be admitted more than once. For more information about this organization, contact Ms. Cathy Register at catherine.register@wmich.edu or by calling (269) 387-3201.

Student Mailboxes

All students in the undergraduate and graduate social work programs have student mailboxes. Student mailboxes are located in front of the entrance to the School of Social Work on the fourth floor of the CHHS building for Kalamazoo students and in the Administration Office lobby at the Southwest Campus for Benton Harbor students. They no longer exist in the lobby at the Beltline Campus for Grand Rapids students. Important information, messages, assignments, events, etc., are communicated through the students' mailboxes. It is important to check the contents frequently. Faculty mailboxes are located at each campus in case you need to leave messages or assignments.

Student E-mail

All students are assigned an e-mail address when enrolled at Western Michigan University. Students access their e-mail in the GoWMU portal by typing in their Bronco NetID and password and clicking on the e-mail icon. Students must review their e-mail on a regular basis as **important information from the School of Social Work, the MSWSO, and the University will be sent to their WMU e-mail address throughout the course of enrollment.**

Emergency Messages

The School will make every effort to deliver your emergency messages, e.g., calls from babysitter or school concerning an ill child, etc. The phone number to use is (269) 387-3180. If there is no response, call (269) 387-3201, (269) 387-3171 or (269) 387-3172. Non-emergency messages will be left in your mailbox or e-mail address. If you are expecting an important message, please assist the office assistant in room 4045 by providing information on your location throughout the day.

UNIVERSITY SERVICES & ACADEMIC SUPPORT PROGRAMS

Academic Skills Center

The Academic Skills Center, located at 1042 Moore Hall, telephone 387-4442, and web address is <http://www.wmich.edu/asc/>, is designed to offer students the opportunity to strengthen their learning skills and improve their academic performance. Programs and services carry no academic credit. There is no charge for services. This service includes:

- Student Support Program
- College Success Seminar
- Computer Lab
- Content Tutoring
- Supplemental Instruction
- Math Seminar

The Writing Center

The Writing Center provides writing assistance for students, faculty, staff, and other members of the WMU community. The Writing Center exists for all WMU students (graduate and undergraduate) who choose to work on their writing. Because writing is such a complex act, students often concentrate on particular aspects of writing with each visit. They may work with a tutor on organization or focus; they may want to hone their style or find new ways to come up with topics or ideas for development; they may also work on the conventions of English.

The Writing Center is located at 1071 Moore Hall; Writing Center tutors are glad to work *with* students on their papers; however, they will not copyedit or proofread papers. Students may choose to have a conference report sent to their instructors detailing their visit. Monday-Friday appointments can be scheduled online at: <http://www.wmich.edu/casp/writingcenter/>. On Sunday evenings, walk-in sessions are welcomed only on the 3rd floor of Waldo Library.

When classes are not in session, Writing Center staff can still help students who call (269) 387-4615 or email writing-center@wmich.edu for appointments.

Disabled Student Resources and Services

The Disabled Student Resources and Services (DSRS) Office assists Western students who have disabilities as they seek to find effective accommodations, maximize their abilities, and gain independence. DSRS offers advocacy, registration assistance, readers/scribes and other test accommodations, textbook taping, accessibility information, handi-van transportation, adaptive equipment, and referral to other campus and community agencies.

The office is located in the Woodlawn Place at 2210 Wilbur Ave across from Rood Hall and can be reached by calling (269) 387-2116 or at <http://www.dsrs.wmich.edu/>.

Learning Disabled Students

Students with documented learning disabilities may contact the Coordinator of Services for Learning Disabled Students to discuss requests for accommodations or other services. The Center for Academic Success Programs is located at 201 Moore Hall; students can contact the coordinator at the Center for Academic Support Programs, (269) 387-4410 or at <http://www.wmich.edu/casp/index.htm>.

Sindecuse Health Center

All students enrolled at Western Michigan University, Kalamazoo College, Kalamazoo Valley Community College and Davenport College are eligible to receive health care services at Sindecuse Health Center.

All Western Michigan University employees, spouses and dependents 12 years and older are eligible to use our cost-effective and convenient services, regardless of eligibility status for other University employee benefits. In addition, they may use our comprehensive pharmacy, sports medicine and physical therapy services. All services are offered on a fee-for-service basis at a cost savings to faculty and staff and to the University.

Western Michigan University students enrolled in seven or more non-exempt credit hours for Fall/Spring Semester (four or more credits during Summer I/Summer II Session) are automatically assessed a Student Health Fee as part of the University's Enrollment Fee.

Western Michigan University students enrolled for fewer credit hours, students from Kalamazoo College, Kalamazoo Valley Community College, Ferris State University pharmacy residents and Davenport College, eligible spouses and children may buy-in on their first professional visit to the Health Center each semester or session or opt to pay non-member rates. Health care coverage runs from the first day of classes of one semester or session to the first day of classes the following semester or session.

The Center is open as follows: Regular Clinic Appointments--M, T, W, F 8:00-5:00, Thursday 9:00-5:00; Urgent Care, M, T, W, F 8:00-5:00, Thursday 9:00-5:00; Saturday, 9-11:30. The Center provides laboratory services, X-ray, orthopedics, medical services, pharmacy, laboratory services, allergy injection, immunization, TB testing, HIV testing, sports medicine clinic, physical therapy services, and nutritional counseling, and has a staff of psychiatrists, psychologists, physicians, physician assistants, nurses, health educators, physical therapists, and a medical social worker.

More information can be obtained at <http://www.wmich.edu/healthcenter/>.

University Counseling and Testing Center

Many important decisions and situations will confront students while they are at Western Michigan University. They will need to make decisions regarding courses, curricula, and career exploration. They may become involved in social and personal situations that leave them feeling confused and upset. In addition, it may be likely that the inherent stresses of university life will at some time interfere with academic achievement and personal growth. The University Counseling and Testing Center, located on the main floor of the Faunce Student Services Building, exists to help students deal effectively with such concerns.

The Center is staffed with professionally licensed counselors and psychologists and is accredited by the International Association of Counseling Services.

Counseling and Testing Center Services consist of the following:

- Personal counseling,
- Educational counseling,
- Career counseling and testing,
- The career exploration/media center,
- Training and internship programs,
- National standardized testing,
- Test scanning services.

Appointments may be requested by calling (269) 387-1850 or by stopping at the Counseling and Testing Center at 2513 Faunce Student Services Building reception desk between 8 a.m. and 5 p.m., Monday through Friday. Students unable to utilize the Center's services during regular hours may make requests for evening appointments. The Center attempts to service as many students as possible within staffing limitations. More information can be found at <http://www.wmich.edu/counseling/services/index.html>.

Libraries

Waldo Library

A vastly expanded and totally renovated Waldo Library reopened in 1991, culminating a \$19.3 million project that began in April 1989. The library is bigger than ever and offers added and enhanced study space to students.

With over 4 million items and 11,000 print online subscriptions, the university libraries are a great way to begin your quest. One of the most important services of the library is the expanded access to electronic databases, which facilitate both short- and long-term research projects. Graduate students may obtain impromptu assistance with their research needs by stopping by the Reference Desk. Reference librarians are also available by appointment for more extensive, personalized research assistance through WRAP (Western's Research Assistance Program). For more information on course reserves visit:

<http://www.wmich.edu/library/reserves/>

Books may be checked out using your Bronco ID card. Books from the general circulating collection may be returned/renewed at any of the University libraries. General books circulate for two weeks.

Western Michigan University students have reciprocal borrowing privileges at Kalamazoo College and a special courtesy pass arrangement allows them to borrow from other area libraries. Students can also request a KETAL PASS (Kalamazoo, et al.) at the Reference Desk to gain access to the Medical Library at Borgess Hospital. One drawback is that the materials at Borgess are not available for circulation and if you need copies, you are charged 15 cents per page.

For your convenience, Waldo Library has established an [Ask a Librarian](#) link to service students, faculty, staff, and alumni of Western Michigan University. Reference questions are usually concerned with research, how to find information, and learning about library resources and how to use them. Visit one of our reference desks in Waldo Library: Central Reference (1st floor); Science Reference (lower level); Government Documents (2nd floor); Rare Books & Special Collections (3rd floor). For additional information please visit: <http://www.wmich.edu/library/ask/>.

Or visit a **branch library**:

- [Archives & Regional History](#) (East Campus)
- [Education Library](#) (1300 Sangren Hall)
- [Music & Dance Library](#) (3006 Dalton Center)

[Off campus library services](#) are available at the branch campuses by appointment.

When in doubt about any of the services of the University libraries, please ask a librarian for help. Library locations and hours are as follows:

Waldo (Main) Library Telephone: (269) 387-5059

Monday through Thursday7:45 a.m. - 12:00 midnight

Friday7:45 a.m. - 10:00 p.m.

Saturday.....8:00 a.m. - 10:00 p.m.

Sunday.....12:00 noon - 12:00 midnight

Education Library, Sangren Hall 3rd Floor, Telephone: (269) 387-5223

Monday through Thursday7:45 a.m. - 12:00 midnight
Friday7:45 a.m. - 10:00 p.m.
Saturday.....8:00 a.m. - 10:00 p.m.
Sunday.....12:00 noon - 12:00 midnight

Variations in the above schedule for holidays, extended hour periods, and semester breaks are posted in advance.

[Learning Resource Center](#), CHHS Room 1468, Telephone: (269) 387-8486 / Fax: (269) 387-8129
[Special Services](#)

Fall and Spring Hours:

Monday - Thursday:8:00 a.m. - 8:30 p.m.
Friday:8:00 a.m. - 5:00 p.m.
Closed Saturday and Sunday

Summer I & II Hours:

Monday - Friday:8:00 a.m. - 5:00 p.m.

Book Stores

Western Michigan University students have two options in book stores: The University Book Store, located on West Michigan and Howard Street, and the WMU Campus Book Store, located in the Bernhard Center. Both stores sell everything from book supplies to sweatshirts.

Hours:

Campus Bookstore: M-F, 8-5; Sat., 10 - 5; closed Sundays.
University Bookstore: M-Th 8:30-8; Fri., 8:30-5; Sat., 9-5; Sun., 12-5.

Students can also order books on-line at <http://www.wmubookstore.com/>.

Postal Service

A U.S. Postal Service Sub Station is located in the Bernhard Center inside the Book Store where students can purchase stamps and money orders, mail packages, send registered letters, etc. Hours are Monday through Friday, 8:00 a.m. to 5:00 p.m.

Housing

Many graduate students prefer to live off campus. This can best be done by sharing expenses, especially if you commute and must be on campus at least three days per week. For potential candidates you can inquire among other social work students or check the bulletin boards located in the Student Services Building for roommates.

Family student housing is also available for both families and single graduate students with no children. For further information, call 387-2175 as early as possible. Students sign a lease agreement with the Family Housing Office each semester. Rent is payable to Western Michigan University at the Accounting Services Office located in the Administration Building. Terminating a lease before expiration date will not relieve the resident of rent liability unless the apartment can be reassigned immediately. Complete withdrawal from the University is the only exception.

Within the housing complexes, you can expect a newsletter periodically giving tips, passing on messages from the University, and listing available babysitters.

Vacation Breaks

The following is a list of times you can expect no school and minimal faculty availability: Martin Luther King Day, Memorial Day, Labor Day, Thanksgiving Day and the day after, Christmas Day through New Year's Day. And, of course, there is Spring Break. Check the [Schedule of Classes](#) for dates. There are times when most all University Offices are closed, e.g., Christmas through New Year's, and other times when classes are suspended but offices are open, e.g., Spring Break. Students can go to the University Academic Calendar at <http://www.wmich.edu/registrar/calendar.html> for specific dates.

Entertainment

All work and no play ... entertainment on campus is varied and offers something for everyone. [Lawson Ice Arena](#) has swimming in Gable Pool, public ice skating, open or public hockey, as well as Bronco Hockey games. Call 387-3046 or view on-line at <http://www.pp.wmich.edu/buildings/053.html> for specific times. The [Student Recreation Center](#), located next to Read Fieldhouse, offers a pool, racquetball, basketball, saunas, a running track, fitness/weight room, aerobics classes, aqua fitness, a climbing wall--whatever your heart desires. Call 387-3760 or view on-line at <http://www.wmich.edu/rec/> for more information.

[Shaw Theater](#) puts on eight productions per year and sometimes invites professionals from other areas to perform. Then there is [Miller Auditorium](#), which offers a tremendous variety of productions. Student tickets are half-price for most performances at Miller. Please visit <http://www.millerauditorium.com/> for upcoming performances.

Eating Places on Campus

On campus, there is a broad range of places for satisfying the appetite. The [CHHS Belle Vita Café](#), and the [Bernhard Center Cafeteria](#) (main floor) have a variety of selections from full meals to a salad bar with reasonable prices. The Bernhard Center also houses a Campus Mall on its lower level that includes several fast food eateries. [The Wesley Foundation](#), on the corner of Michigan and Gilkison, sponsors a homemade soup kitchen featuring at least one vegetarian soup and a variety of sandwiches, at very reasonable prices. [Sprau Tower](#) has a snack bar that offers soups, salads, sandwiches, chips, candy, and pop. There are also vending machines there. [Haworth College of Business](#) has a similar snack bar. There are vending machines on the first floor of [CHHS](#) for quick pick-me-ups. [Sangren Hall](#), second floor, also has a snack area with tables and vending machines as well as nutritious sandwiches, cookies, and other goodies. The Bernhard Center Cafeteria offers a [Deli-Delivery Menu](#) and will deliver anywhere on campus for a charge (.75 for deli delivery and \$1.25 for a hot meal) until 1 p.m. Dial 7-MENU when using a campus phone. One needs to be present to receive and pay for the lunch when it is delivered. Popular eating-places within a block of campus include [Maggie's](#), [Wendy's](#), [Bilbo's Pizza](#), [Waldo's](#), [Subway](#), [Main Street Grill](#), [Treat Street](#), and the [University Road House](#).

APPENDICES

Appendix I

MSW Course Scheduling

FULL-TIME ADVANCED-STANDING PROGRAM

Interpersonal Practice Concentration	Policy, Planning and Administration Concentration
Summer I Session	
6320 Organizations, Communities, and Societies: A Change Perspective (3)	Summer I Session
6380 Psychopathology for Social Work Practice (3)	6320 Organizations, Communities, and Societies: A Change Perspective (3)
Total credit hours (6)	6430 Leadership and Management in Human Services (3)
Summer II Session	Total credit hours (6)
6600 Seminar in Social Work Practice with Individuals, Families and Groups (3)	Summer II Session
6750 Field Education in the Advanced Standing Social Work Practice (3)	6600 Seminar in Social Work Practice with Individuals, Families and Groups (3)
Total credit hours (6)	6750 Field Education in the Advanced Standing Social Work Practice (3)
Fall Semester	Total credit hours (6)
6660 Social Work Practice with Individuals (3)	Fall Semester
6680 Social Work Practice with Families (3)	6450 Administration in Human Service Organizations (3)
6760 Field Education in Interpersonal Practice Elective (3)	6670 Program Planning (3)
Total credit hours (12)	6770 Field Education in Social Policy, Planning, and Administration (3)
Spring Semester	Elective (3)
6360 Theory and Practice of Group Treatment (3)	Total credit hours (12)
6420 Evaluation of Social Work Practice (3)	Spring Semester
6780 Advanced Field Education in Interpersonal Practice (3)	6420 Evaluation of Social Work Practice (3)
6900s Advanced Social Work Practice Seminars	6690 Advanced Seminar in Planning and Administration (3)
6910 Individuals	6700 Seminar in Social Policy Practice (3)
6920 Children	6790 Advanced Field Education in PP&A (3)
6960 Families	Elective (3)
6970 Variable Topic (3)	Total credit hours (15)
Elective (3)	Total credit hours (15)
Total credit hours (15)	
Total credit hours for the degree (39)	Total credit hours for the degree (39)

MSW Course Scheduling

Grand Rapids Part-time ADVANCED STANDING PROGRAM

Interpersonal Practice Concentration

Summer II Session - Year One	Summer II Session – Year Two
6320 Organizations, Communities, and Societies: A Change Perspective (3)	6750 Field Education in the Advanced Standing Social Work Practice (3)
Total credit hours (3)	6680 Social Work Practice with Families (3)
	Total credit hours (6)
Fall Semester - Year One	
6600 Seminar in Social Work Practice with Individuals, Families and Groups (3)	Fall Semester – Year Two
Elective (3)	6660 Social Work Practice with Individuals (3)
Total credit hours (6)	6760 Field Education in Interpersonal Practice (3)
	Total credit hours (6)
Spring Semester - Year One	Spring Semester – Year Two
6380 Psychopathology for Social Work Practice (3)	6420 Evaluation of Social Work Practice (3)
6360 Theory and Practice of Group Treatment (3)	6780 Advanced Field Education in Interpersonal Practice (3)
Total credit hours (6)	Total credit hours (6)
Summer I Session - Year One	
Elective (3)	Summer I Session – Year Two
	6900s Advanced Social Work Practice Seminars
	6910 Individuals
	6920 Children
	6960 Families
	6970 Variable Topic (3)
	Total credit hours (3)
	Total credit hours for the degree (39)

MSW Course Scheduling

FULL-TIME PROGRAM

Interpersonal Practice Concentration	Policy, Planning and Administration Concentration
Fall Semester – First Year	Fall Semester – First Year
6100 Foundations of Social Welfare Policy (3)	6100 Foundations of Social Welfare Policy (3)
6310 Human Behavior and Social Environment (3)	6310 Human Behavior and Social Environment (3)
6400 Social Work Research Methods (3)	6400 Social Work Research Methods (3)
6610 Social Work Practice: Individuals and Families (3)	6610 Social Work Practice: Individuals and Families (3)
6710 Field Education and S W Practice I (3)	6710 Field Education and SW Practice I (3)
Total credit hours (15)	Total credit hours (15)
Spring Semester – First Year	Spring Semester – First Year
6330 Advanced Seminar in Culture, Ethnicity, and Institutionalized Inequality in Social Work Practice (3)	6330 Advanced Seminar in Culture, Ethnicity, and Institutionalized Inequality in Social Work Practice (3)
6420 Evaluation of Social Work Practice (3)	6420 Evaluation of Social Work Practice (3)
6620 Social Work Practice: Groups and Organizations (3)	6620 Social Work Practice: Groups and Organizations (3)
6720 Field Education and Social Work Practice II (3)	6720 Field Education and Social Work Practice II (3)
Total credit hours (12)	Total credit hours (12)
Summer I Session—First Year	Summer I Session – First Year
6300 Social Change and Community Analysis (3)	6300 Social Change and Community Analysis (3)
6380 Psychopathology for Social Work Practice (3)	6430 Leadership and Management in Human Services (3)
Total credit hours (6)	Total credit hours (6)
Fall Semester – Second Year	Fall Semester – Second Year
6660 Social Work Practice with Individuals (3)	6450 Administration in Human Service Organizations (3)
6680 Social Work Practice with Families (3)	6670 Program Planning (3)
6760 Field Education in Interpersonal Practice Elective (3)	6770 Field Education in Social Policy, Planning, & Administration (3)
Total credit hours (12)	Total credit hours (15)
Spring Semester – Second Year	Spring Semester – Second Year
6360 Theory and Practice of Group Treatment (3)	6690 Advanced Seminar in Planning and Administration (3)
6780 Advanced Field Education in Personal Practice (3)	6700 Seminar in Social Policy Practice (3)
6900 Advanced Social Work Practice Seminars	6790 Advanced Field Education in Policy, Planning, & Administration (3)
6910 Individuals	Elective (3)
6920 Children	Elective (3)
6960 Families	Total credit hours (12)
6970 Variable Topic (3)	Spring Semester – Second Year
Elective (3)	6690 Advanced Seminar in Planning and Administration (3)
Elective (3)	6700 Seminar in Social Policy Practice (3)
Total credit hours (15)	6790 Advanced Field Education in Policy, Planning, & Administration (3)
	Elective (3)
Total credit hours for the degree (60)	Total credit hours (12)
	Total credit hours for the degree (60)

MSW Course Scheduling

EXTENDED-STUDY PROGRAM

Interpersonal Practice Concentration

Fall Semester – First Year		Summer I Session – Second Year	
6100 Foundations of Social Welfare Policy	(3)	6620 Social Work Practice: Groups and Organizations	(3)
6310 Human Behavior and the Social Environment	(3)	Elective	(3)
Total credit hours	(6)	Total credit hours	(6)
Spring Semester – First Year		Summer II Session – Second Year	
6330 Advanced Seminar in Culture, Ethnicity, and Institutional Inequality in Social Work Practice	(3)	6680 Social Work Practice with Families	(3)
6380 Psychopathology for Social Work Practice	(3)	Total credit hours	(3)
Total credit hours	(6)	Fall Semester – Third Year	
		6660 Social Work Practice with Individuals	(3)
		6760 Field Education in Interpersonal Practice	(3)
		Total credit hours	(6)
Summer I Session – First Year		Spring Semester – Third Year	
6300 Social Change and Community Analysis	(3)	6360 Theory and Practice of Group Treatment	(3)
Elective	(3)	6780 Advanced Field Education in Interpersonal Practice	(3)
Total credit hours	(6)	Total credit hours	(6)
Summer II Session – First Year		Summer I Session – Third Year	
6610 Social Work Practice: Individuals and Families	(3)	6900s Advanced Social Work Practice Seminars	
Total credit hours	(3)	6910 Individuals	
Fall Semester – Second Year		6920 Children	
6400 Social Work Research Methods	(3)	6960 Families	
6710 Field Education and Social Work Practice I	(3)	6970 Variable Topic	(3)
Total credit hours	(6)	Elective	(3)
		Total credit hours	(6)
Spring Semester – Second Year		Total credit hours for the degree	
6420 Evaluation of Social Work Practice	(3)	(60)	
6720 Field Education and Social Work Practice II	(3)		
Total credit hours	(6)		

EXTENDED-STUDY PROGRAM

Policy, Planning and Administration Concentration

Fall Semester – First Year	Spring Semester – Second Year r
6100 Foundations of Social Welfare Policy (3)	6420 Evaluation of Social Work Practice (3)
6310 Human Behavior and the Social Environment (3)	6720 Field Education and Social Work Practice II (3)
Total credit hours (6)	Total credit hours (6)
Spring Semester – First Year	Summer I Session – Second Year
6330 Advanced Seminar in Culture, Ethnicity, and Institutional Inequality in Social Work Practice (3)	6620 Social Work Practice: Groups and Organizations (3)
6430 Leadership and Management in Human Services (3)	Elective (3)
Total credit hours (6)	Total credit hours (6)
Summer I Session – First Year	Summer II Session – Second Year
6300 Social Change and Community Analysis (3)	Elective (3)
Elective (3)	Total credit hours (3)
Total credit hours (6)	Fall Semester – Third Year
Summer II Session – First Year	6450 Administration in Human Service Organizations (3)
6610 Social Work Practice: Individuals and Families (3)	6670 Program Planning (3)
Total credit hours (3)	6770 Field Education in Social Policy, Planning, & Administration (3)
Fall Semester – Second Year	Total credit hours (9)
6400 Social Work Research Methods (3)	Spring Semester – Third Year
6710 Field Education and Social Work Practice I (3)	6690 Advanced Seminar in Program Administration (3)
Total credit hours (6)	6700 Seminar in Social Policy Practice (3)
	6790 Advanced Field Education in Policy, Planning & Administration (3)
	Total credit (9)
	Total credit hours for the degree (60)

Appendix II

Permanent Program Plan of Study Forms

STUDENT PROGRAM PLAN OF STUDY - MASTER LEVEL

Western Michigan University, Kalamazoo, Michigan

ADVANCED-STANDING - POLICY, PLANNING & ADMINISTRATION

Name: _____

WIN#: _____

Permanent Address: _____
Street

_____ City

_____ State

_____ Zip Code

Course Title	Department and Course No.	Semester/Session Elected	Year	Credit Hours (39 credits required)	Grade
Organization, Communities, Societies: A Change Perspective	SWRK 6320			3	
Leadership & Management in Human Services	SWRK 6430			3	
Seminar in SW Practice with Individuals, Families & Groups	SWRK 6600			3	
Field Education in Advanced-standing SW Practice	SWRK 6750			3	
Administration in Human Service Organizations	SWRK 6450			3	
Program Planning	SWRK 6670			3	
Field Education in Policy, Planning and Administration	SWRK 6770			3	
Evaluation of SW Practice	SWRK 6420			3	
Advanced Seminar in Program Administration	SWRK 6690			3	
Seminar in Social Policy Practice	SWRK 6700			3	
Advanced Field Education in PP&A	SWRK 6790			3	
Electives (6 hour minimum)	Dept and Course #	Semester	Year	Credits	Grade
TOTAL HOURS EARNED					

Student's Signature _____

Date: _____

Advisor's Signature _____

Date: _____

Month of Graduation

Year of Graduation

Appendix III

DEPARTMENTAL POLICY STATEMENTS

SCHOOL OF SOCIAL WORK

Submitted to Western Michigan University

By

The Faculty of the School of Social Work

Approved by the faculty, April 3, 2007

Approved with changes, interim Director, April 5, 2007

Submitted for review to AAUP and
WMU Director of Academic Collective Bargaining, April 11, 2007

Article I

It is the right, the responsibility, and the privilege of University faculty to participate in the governance of their departments. Fundamentally, what is desirable and intended by the Department Policy Statement is to ensure meaningful participation by department faculties and procedural regularity within the departments. It is understood that the ultimate power of decision making resides with the administration. This Policy Statement is one means by which the faculty of this department make recommendations to Western.

PREAMBLE

The general purpose of the articles in the School Policy Statement is to set forth the policies, the structure, and the operating procedures of the Western Michigan University School of Social Work.

MEMBERSHIP

The members of the faculty shall be traditional tenured and tenure-track faculty, faculty specialists and term faculty employed at the Western Michigan University School of Social Work. The organization's goal is that the membership of the organization shall reflect the diversity of the clients served by social workers (e.g., race, gender, age, sexual orientation, physical challenges (when possible)).

GENERAL PRINCIPLES

1. The articles set forth in the Policy Statement shall be implemented in accordance with the current WMU-AAUP contract.
2. The School of Social Work follows all WMU policies and procedures related to Institutional Equity.

These policies are available on the WMU website and are included as an attachment to these Policy Statements.

3. Joint faculty, faculty specialist, student, and administrative participation in decision-making shall be maximized. **Student involvement on appropriate standing committees, sub-committees, and ad hoc committees will be actively sought.**
4. The law of parsimony shall be followed in relation to structure and operating procedures.
5. Committee meetings shall be conducted, in general, in accordance with Robert's Rules of Order.

Article II

Amending the School Policy Statement

The School Policy Statement, in whole or in part, may be amended by a majority vote of the faculty at a scheduled meeting. The amendment must also be approved by the Director and appropriate University bodies.

Recommended amendments in the School Policy Statement shall be submitted to the faculty for consideration according to the following procedures:

- A. A written request may be submitted by any standing committee of the organization to the School's bargaining unit representative, or,

A written request may be submitted by any faculty member to the School's bargaining unit representative.

- B. Such written request should state:

1. The current policy
2. The proposed amendments in policy
3. The rationale and need(s) for such an amendment(s).

- C. Requests for amendment(s) shall be circulated to faculty by the School's bargaining unit representative a minimum of five working days prior to the meeting at which the proposed amendment(s) shall be discussed. **Amendments that have a direct effect on students will be circulated to BSW and MSW student organizations for feedback at least 5 working days prior to meeting for discussing the amendment.**

- D. A copy of the proposed amendments shall be provided to the Director by the bargaining unit representative at the same time it is circulated to the faculty.

- E. Recommended amendments that have been ratified by the faculty shall be submitted to the Director by the School's bargaining unit representative.

- F. Procedures for submitting the recommended amendments to the Chapter, the Dean, and the Provost shall conform to the procedures specified in the current WMU-AAUP contract.

Article III

Standing Committees

- A. The faculty of the School of Social Work shall establish a structure of standing committees to be utilized in

formulating recommendations to Western concerning School policies and procedures. The policies and procedures of the School and its standing committees shall be in conformance with the WMU-AAUP contract.

- B. The standing committees shall be the (a) Personnel and Sabbatical Committee, (b) Curriculum Committee, (c) Admissions and Student Services Committee, (d) Tenure and Promotion Committee, and (d) Curriculum Sequence Committees. The functions and procedures of each committee, explanations of student participation in the Curriculum and Admissions and Student Services Committees, and procedures for the selection of committee members for the PPSC, the Personnel and Sabbatical Committee, and the Tenure and Promotion Committee are provided elsewhere in the School Policy Statement.
- C. The standing committees have the authority to make recommendations to the faculty and to the Director on policy within the province of their committees. Objections to the recommendations may be cause to bring them to the faculty. (See Article V for procedures concerning objections.)

Article IV

Establishing Standing Committees

- A. After consultation with individual faculty members, the Director shall appoint faculty members to all standing committees, the Curriculum Committee and the Admissions & Student Services Committee, except the Personnel and Sabbatical Committee, and the Tenure and Promotion Committee. The Director shall also designate one faculty member as Chairperson of each committee, except the Personnel and Sabbatical Committee, and the Tenure and Promotion Committee.

The faculty members of the Personnel and Sabbatical Committee shall be elected by vote of the faculty at a duly announced faculty meeting. Procedures for electing members and a Chairperson are outlined elsewhere in the School Policy Statement.

The Tenure and Promotion Committee consists of all tenured faculty. It elects its own Chairperson.

- B. Committee Chairpersonships shall be held no longer than two years.
- C. Committees shall reflect the diversity of the faculty (e.g., race, gender, age, sexual orientation, physical challenges) when possible.

Article V

Committee Operations and Decision-Making

Standing committees shall be guided by the following procedures in their deliberations and decision-making.

Standing committee decisions are recommendations to the administration. The following are recommended procedures for decision-making and committee operations:

- A. In order for a committee to take action, a quorum must be present. A quorum consists of 51% of members of the committee.
- B. **When any policy items are to be considered, the committee Chairperson shall disseminate to all faculty members and to the officers of the graduate and undergraduate student organizations a notice that policy or procedural changes will be presented for a vote. This notice, including a brief statement describing proposed changes, shall be disseminated at least 5 working days prior to the**

meeting at which a vote is to be taken.

- C. With approval of the Committee, any policy item can be designated an emergency item, and as such can be exempted from the foregoing requirements of prior notification. However, all other requirements relating to post-decision notification will remain in effect.
- D. **Publication of all policy and procedural changes passed by committees shall be in writing, including the article number and title, and made available to all faculty members, the Director, and to the officers of the graduate and undergraduate student organizations through normal communication channels within five (5) working days after decision is made.** This may be accomplished by dissemination of committee minutes, or by a special notice. The minutes or memo should include a prominent notice of a "Policy Change." The policy statements are located in the offices of the School's representative to the Association Council and Director. Curriculum Policy Statements are located in the office of the Director. Admission Policy Statements are located in the office of the Director of Admissions and Student Services and the Director.
- E. Policy shall become effective within 5 working days after notice has been given. However, if a faculty member wishes to register an objection to a policy, it shall be done by first requesting a committee, in accordance with the following procedures:
1. The objection must be filed in writing with the committee Chairperson prior to the date the policy becomes effective.
 2. The objector shall be specific about the reasons for the objection, and may offer alternatives for discussion.
 3. Faculty members, officers of the graduate and undergraduate student organizations, and the Director must be notified by the objector that the objection has been filed.
 4. The committee is obliged to place this item on the agenda at its next regularly scheduled meeting, providing that the item is received by the Chairperson prior to publication of the agenda.
 5. The individual or group registering the objection has the option of appearing at the committee meeting to support the case for the objection.
 6. After reconsideration, the committee takes a final vote.
 7. If after reconsideration the policy is defeated, no further action is necessary. If the policy is passed without change, it becomes effective after five (5) working days; unless a faculty review is requested within the five (5) working day period. If the policy is passed incorporating changes, the policy does not become effective until 5 working days after the changes have been published.
- F. Faculty Review
1. After a committee review, objections to policy can be raised through the use of the following review procedures.
 2. The objection shall be filed in writing with the Director of the School and the Chairperson of the appropriate committee prior to the date the policy becomes effective.
 3. The written objection shall be signed by a minimum of three full-time faculty members.
 4. The objectors shall be specific about the reasons for the objection, and may offer alternatives for discussion and consideration.

5. The faculty as a whole shall be informed of the written objection by the Director, no later than the next regularly scheduled faculty meeting, at which time the faculty may take action, or defer the matter for consideration to another specific, scheduled faculty meeting.
 6. By a majority vote, the faculty shall: (1) ratify the committee's decision, or (2) modify or reject the committee's decision.
 7. If the faculty ratifies the committee's original policy decision, modifies the committee's decision or authorizes a different policy decision, the action becomes effective immediately.
 8. If the faculty refers the matter back to the committee, or to a new committee, any previous committee timetables for implementation are nullified.
- G. **As soon as a policy becomes effective, it is the responsibility of the committee Chairperson to disseminate to all faculty and to officers of the graduate and undergraduate student organizations a "Policy Change Memo".** (In cases where a faculty review alters a policy decision, the faculty shall designate the appropriate committee Chairperson to prepare the memo.) The memo shall contain:
1. Exact wording of new or amended policy or procedures.
 2. The page and section numbers which indicate where in the appropriate Policy and Procedures Manual the new or amended policy should be included.
- H. If consensus on a decision cannot be reached in a standing committee, the committee Chairperson shall ask that a decision be made by a majority vote of those faculty members present at a duly announced faculty meeting.
- I. Faculty members who are not present during a vote at a faculty meeting at which there is a quorum must be polled if their vote may affect the final decision on the condition that they have read the reports, documents, and materials, and have been actively involved in the discussions.
- J. Proxy votes may be submitted by absent faculty members who have read the reports, documents, and materials, and have been actively involved in the discussions.

Article VI

Annual Reporting

At the end of each committee's work year, the Chairperson of each standing committee shall provide a written report to the faculty, with a copy to the Director. This report will summarize its activities for the year.

Excerpts taken from the Department Policy Statement approved April 11, 2007

WESTERN MICHIGAN UNIVERSITY
School of Social Work

SCHOLARSHIP APPLICATION

Deadline: September 5

Name _____ Phone # (home) _____
Current Address: _____ (cell) _____
_____ E-Mail Address _____

Permanent Address: _____
_____ Anticipated Graduation Date: _____
_____ (Month/year)

_____ I am a Graduate Student _____ Advanced Standing
_____ 1st Year Full-time
_____ 2nd Year Full-time
_____ 1st Year Extended-study
_____ 2nd Year Extended-study
_____ 3rd Year Extended-study

_____ I am an Undergraduate Student, currently enrolled: _____ Full-time _____ Part-time

My current cumulative GPA is: _____

My undergraduate cumulative GPA (graduate students only) was _____

I am applying for the (select all that you are applying for):

- _____ Rebecca Ann Binkowski Memorial Scholarship
- _____ Stephen A. Crumm Memorial Endowed Scholarship
- _____ Robert Barstow Scholarship
- _____ Nathaniel McCaslin Scholarship
- _____ Deloris J. Phillips Scholarship (open to MSW students only in 2009)

Please attach to this form:

1. Current resume
2. Two letters of reference that address your qualifications
3. A two to three page personal statement, addressing the following items:
 - a. Current areas of academic interest and specialization
 - b. Current, proposed, or desired internship
 - c. Volunteer experiences/community involvement
 - d. Previous awards, honors, and accomplishments
 - e. Future career aspirations
 - f. A statement explaining reasons you are qualified and deserving of the award(s) (you must include a specific statement for each scholarship request)

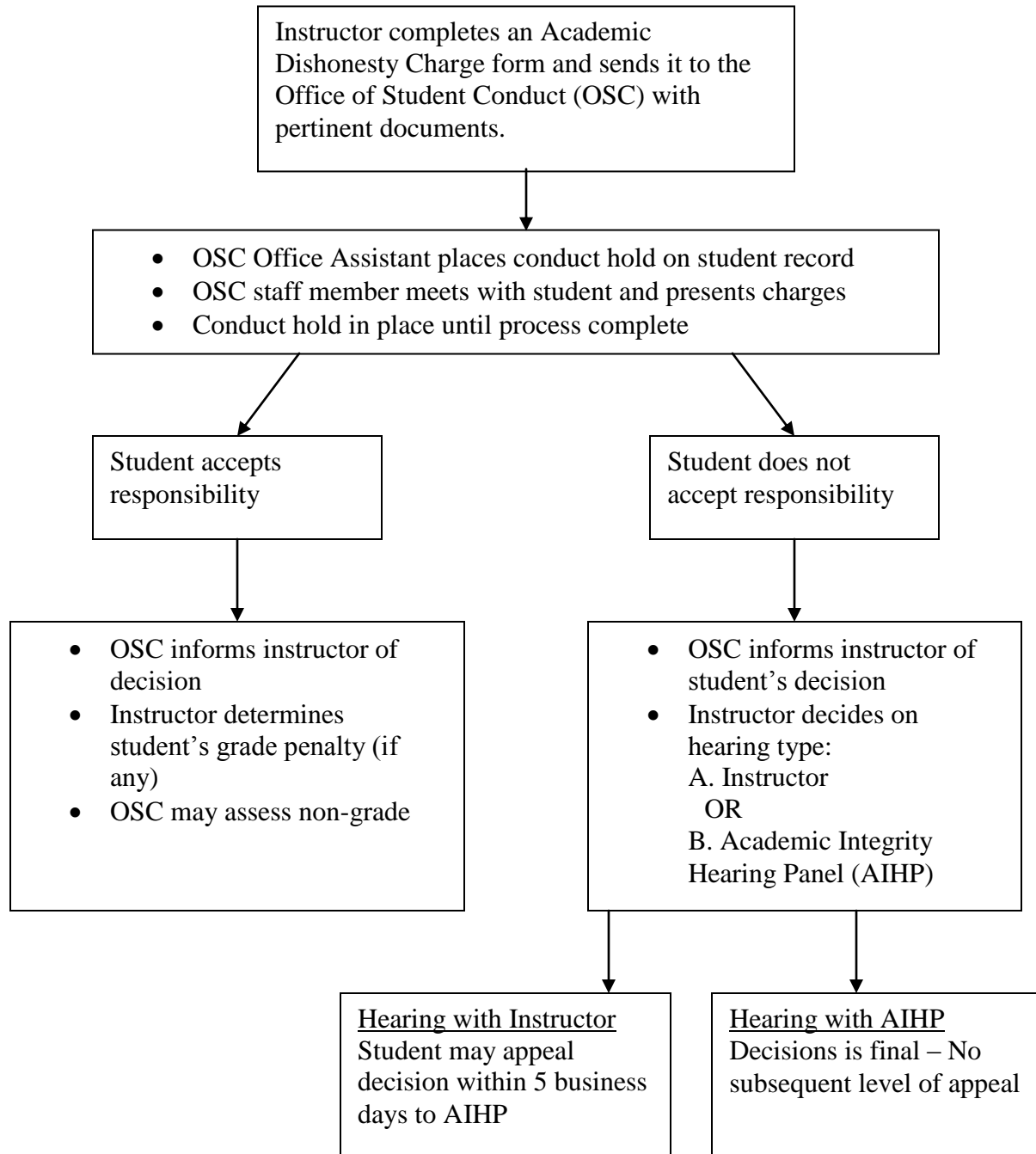
This form must be returned by September 5 with your resume, letters of reference and personal statement to:

School of Social Work
1903 W. Michigan Ave. #5354
Kalamazoo, MI 49008-5354

Attn: Student Services

Appendix V

Academic Dishonesty Flow Chart



APPLICATION FOR GRADUATE READMISSION



WESTERN MICHIGAN UNIVERSITY

No Fee Required

To be completed by applicant. Please type or print in ink.

Complete and sign this form and return with two additional copies to:

Western Michigan University • Office of Admissions and Orientation • 1903 West Michigan Avenue • Kalamazoo MI 49008-5211

Name				
	Last	First	Middle	Former
Permanent Address				
	Number, Street, Apartment	City	State	Zip Code
Mailing Address				
	Number, Street, Apartment	City	State	Zip Code
Phone(s)				
	Home Phone	Work Phone		
E-mail Address				
	Social Security or Identification #			

Date of **last** enrollment at WMU: _____ Semester Year _____ Program to which you were admitted (use code from the next page) _____

Semester/session you are applying for:

<input type="checkbox"/> Fall (Aug.) 20_____	<input type="checkbox"/> Summer I (May) 20_____
<input type="checkbox"/> Spring (Jan.) 20_____	<input type="checkbox"/> Summer II (June) 20_____

Degree Level: Master's Specialist Doctoral Certificate

In which state do you claim your legal residence? _____ How long have you lived there? _____

Country of Citizenship: _____

Non-U.S. Citizen only: Include a photocopy of your Alien Registration Card (Green Card) with this application.

I have an I-551 immigrant visa. Visa date _____

I certify that all the answers in this application are complete and accurate to the best of my knowledge. I understand that inaccurate or incomplete information on any part of this application may result in cancellation of admission and/or registration.

Signature _____ Date _____

Applicants: Your application will be forwarded to the department for a decision. You will receive written notification of the decision.

FOR DEPARTMENT USE ONLY	
DECISION: ACCEPT NOT ACCEPT	
COMMENTS:	
ADVISOR SIGNATURE	DATE

Appendix VI

Membership in NASW

Students in the School of Social Work are entitled to full rights and privileges of membership in the National Association of Social Workers (NASW). Members participate at all levels of the Association.

NASW members work with experienced professional social workers through the Michigan NASW chapter to enhance social work practice and to lobby for beneficial change in professional standards, social policy, salary levels, and other concerns. More tangible benefits include:

- A subscription to Social Work, the NASW journal,
- A subscription to NASW News/Personnel Information,
- Reduced rates Abstracts for Social Workers and other NASW publications.

Important Websites:

- The National Association of Social Workers, www.socialworkers.org
- The National Association of Social Workers – Michigan Chapter, www.nasw-michigan.org
- The National Association of Social Workers Code of Ethics, www.socialworkers.org/pubs/code/

Appendix VII

Social Work Licensure

Effective July 1, 2005, the provisions of P.A. 61 of 2004 go into effect. This causes significant changes to the regulation of the social work profession.

Title Changes

Registered Social Work Technician becomes Registered Social Service Technician

The application can be found at:

http://www.michigan.gov/documents/mdch_sw_svc_tech_app_pkt_130544_7.pdf

Registered Social Worker becomes Licensed Bachelor's Social Worker

The application can be found at:

http://www.michigan.gov/documents/mdch_sw_bachelor_app_pkt_130545_7.pdf

Certified Social Worker becomes Licensed Master's Social Worker

The application can be found at:

http://www.michigan.gov/documents/mdch_sw_master_app_pkt_130548_7.pdf

Regulatory Changes

The social service technician continues to be a registration. An individual who is not registered can do similar work but they cannot be called a social service technician.

The bachelor and master social worker changed from a registration to a license. This means that only the individuals who are licensed can call themselves social workers and that the tasks defined by the public health code as social work have to be done by licensed social workers. This transition will be difficult for many but it will cause Michigan to be in line with most other states.

New administrative rules have been developed to address the new provisions of the law. They are available at the following website:

http://www.state.mi.us/orr/emi/admincode.asp?AdminCode=Single&Admin_Num=33802901&Dpt=CH&RngHigh.

Scope of Practice Changes

To provide better distinction between the experienced practitioner and the “new” practitioner, a limited license was created at each level of practice. This limited license allows the individual licensee to practice the activities/functions of the full registrant/licensee while under the supervision of the full licensee. For example, an individual who has completed their bachelor degree in social work would like to have a chance to practice what they have learned but they need to have guidance in their early stages. The limited bachelor's license provides them with the opportunity to perform bachelor social worker tasks while under the guidance and supervision of a master's social worker. At the completion of 2 years (4,000 hours) of supervised practice, the individual is ready to be a licensed bachelor social worker.

Additionally, the legislation provides for a distinction between the master's social worker who is mainly doing private practice activities and one-on-one counseling and the master's social worker who is focusing on macro activities such as running a community agency. The master's social worker license will now be available with a designation in either clinical practice or macro practice. (People who currently hold the certified social worker registration will be issued a license as a master's social worker in both fields.) The initial license will be issued for only one area of practice but the second area can be acquired with the

completion of experience under a master's social worker in that area of practice.

The Public Health Code provides a definition of the practice for each level of regulation. These definitions were used to determine the areas in which experience would be needed for each level. To assist people in understanding the differences in the levels of regulation, a grid was created to show who would typically be responsible for various activities or functions. This is not an inclusive grid but it is intended to assist you in understanding the differences in the scope of practice for each license type.

Scope of Practice for Social Work Technician, LBSW and LMSW

Task	Tech	BSW	MSW	
			Macro	Clinical
Interviewing clients regarding client's situation	X			
Provide information about available services	X			
Provide assistance regarding community resources	X			
Provide linkages to community services	X			
Conduct case-finding activities in community	X			
Monitor client's compliance with program's expectations	X			
Provide life-skills training	X			
Case Management		X		
Case Management for high risk clients				X
Advocacy for individual		X	X	X
Advocacy for group/communities		X	X	X
Psychosocial assessment		X		
Information and referral		X	X	X
Community organization		X	X	
Identification of presenting problem		X		
Teaching/Education of client		X		X
Research		X	X	
Intervention planning and evaluation		X		
Intervention methods using specialized and formal interactions				X
Coordination/evaluation of service delivery			X	
Development of social welfare policy			X	
Provision of training regarding community needs and problems			X	
Supervision of macro social workers			X	
Consultation regarding agency practice and policy development			X	
Psychotherapy with adults				X
Psychotherapy with children				X
Psychosocial assessment				X
Diagnosis of mental, emotional and substance abuse disorders				X
Child welfare				X
Child or adult custody				X
School social work				X
Corrections social work				X
Forensics social work				X
Medical setting social work				X
Supervision (of clinical social workers)				X
Treatment planning and evaluation				X
Directing clinical programs				X
Consultation regarding clinical issues				X
Consultation regarding agency practice & policy development				X

Information For People with Established Registrations at the Technician, Social Worker or Certified Social Worker Level

All current registrations will automatically be transferred to the equivalent classification:

Social work technician registration = **Social service technician registration**

Social worker registration = **Bachelor's social worker license**

Certified social worker registration = **Master's social worker license**

All currently registered Master's social workers will be given both the macro and clinical designations on their licenses. They are expected to practice only in their area of their expertise – macro social workers should not be practicing clinical social work and clinical social workers should not be practicing macro social work. Frequently it is difficult to separate the functions so it will be possible to hold both designations.

If the currently registered individual did not have a degree in social work or complete the ASWB examination, their license will remain active. Their license status will be not changed even though the requirements for licensure have changed.

Those who have let their registrations lapse will be reviewed on a case by case basis for the next year to determine the best way to address this issue. The new administrative rules provide for the submission of 45 continuing education credits with the application for re-licensure. The types of acceptable programs are listed also in the continuing education section of the rules and more information will be made available regarding approved activities as soon as possible.

The renewal cycle in April 2006 will start the following changes:

The licenses/registrations will be valid for 3 years rather than the current 2-year cycle

BSW and MSW licensees who renew in 2006 will have to complete 45 hours of board approved continuing education activities in the 2006 – 2009 licensing cycle.

There are no continuing education requirements for the social service technician

Basic information regarding acceptable continuing education is listed in the administrative rules and more information will be posted on the website as soon as the methods for approving courses are finalized by the Board and Department

Experience to Be Earned in a Limited Registration/License Status:

The addition of a limited registration or license at each level of regulation allows qualified individuals to gain the required experience after meeting the educational requirements while in an appropriate supervisory situation. Starting September 2005, experience for the social service technician and either the bachelor or master's social worker must be earned while in a limited status. Limited license social workers will be able to take the examination required for full licensure while they are earning their experience.

New Registration/License Documents to Be Automatically Issued to Current Registrants:

For those who did not renew in 2005 but currently hold an active registration, new registrations or licenses will automatically be sent to reflect the new levels of regulation. The new documents will be mailed in August or September. Those who renewed in 2005 have a statement on their license that indicates effective July 1 2005, the SW and CSW registrations become BSW and MSW licenses.

NOTE: For those who have a master's degree but are only licensed at the bachelor's level and want to have a master's social worker level for macro practice, applications will be accepted until July 2006. Verification of education and experience will be required but applicants will not have to complete an examination for licensure in macro practice. Submission of the education and verification of experience in acceptable practices will also have to be submitted.

Applicants for a macro practice license will be required to complete the ASWB's Advanced Generalist examination.

Applicants for the clinical practice license will have to verify their experience, education and complete the ASWB's Clinical examination.

BSWs with clinical experience will have to complete the requirements of education, experience and pass the ASWB Bachelor's examination.

Enrollment in a master's degree social work program will no longer be an acceptable way to earn a bachelor's social worker license. Applicants will have to verify completion of a bachelor's degree in social work from a CSWE accredited program.

Starting July 1, 2005 all BSW and MSW applicants will be required to have a degree in social work. Other degrees will no longer be acceptable. (If the original registration was issued on the basis of some other degree, we will not take the license away. The degree requirement only applies to new applicants)

Supervision Requirements for Limited Registrations/Licenses:

Limited Social Service Technician registration:

- No more than 2,000 hours in 1 year
- Limited license issued for one year and can renew only once
- Supervisory review required at least 4 hours per month
- Supervision by licensed bachelor's or master's social worker

Limited Bachelor Social Worker license:

- 4,000 hours at no more than 2,000 hours per year after degree completed
- Limited license issued for 1 year and renewed for not more than 6 years
- Supervision by licensed master of social work
- Work for no more than 40 hours per week
- Supervisory review required of at least 4 hours per month in group or individual settings but at least 1 hour must be an individualized review

Limited Master's Social Worker license:

- 4,000 hours at no more than 2,000 hours per year after degree completed
- Limited license issued for 1 year and renewed for not more than 6 years
- Supervision by licensed master of social work – same designation as limited – e.g. macro supervisor for macro experience and clinical supervisor for clinical experience
- Work from no more than 40 hours per week
- Supervisory review required of at least 4 hours per month in group or individual settings but at least 1 hour must be in individualized review
- 50% of the supervision should include individual contact during which active functions and records of limited licensee are reviewed

Alternate supervision arrangement requirements for bachelor and master's level

In cases of extreme hardship where an approved supervisor is not available, supervision by a related healthcare practitioner can be requested. Before the alternate supervisor can be used, the limited licensee must submit a request with a proposed plan and documentation of the willingness of the alternate supervisor. The Board shall review the request and approve/disapprove the alternate supervisor.

Documentation of Supervised Experience

Experience for the Social Service Technician can only be verified by completion of the Michigan experience form.

Experience for the Bachelor's or Master's Social Worker can be verified in one of the following ways:

- Completion of Michigan experience form
- Licensure from other state if had 4,000 hours of similar supervised experience required
- Verified ACSW status (QCSW is not acceptable because it requires only 3,000 hours of post degree experience)
- If supervisor no longer available, verification of experience from agency director or program director who would be familiar with abilities.

WESTERN MICHIGAN UNIVERSITY
School of Social Work
Amy Tuley, Director of Admissions and Student Services
amy.tuley@wmich.edu

Social Work Licensing in Michigan

Reasons for Social Workers to Complete this Process:

It's the law: "Only a licensed bachelor's social worker shall use the title "licensed bachelor's social worker", "social worker", or "L.B.S.W.". Only a licensed master's social worker shall use the title "licensed master's social worker", "social worker", or "L.M.S.W."."

See **PUBLIC HEALTH CODE (EXCERPT) Act 368 of 1978, 333.18503 Representation or use of title; prohibition** found at:

[http://www.legislature.mi.gov/\(S\(vohkba551f3hqbz2v1pct4ra\)\)/mileg.aspx?page=getObject&objectName=mcl-333-18503](http://www.legislature.mi.gov/(S(vohkba551f3hqbz2v1pct4ra))/mileg.aspx?page=getObject&objectName=mcl-333-18503)

Resources:

1. **School of Social Work website:** <http://www.wmich.edu/hhs/sw/index.htm>
All useful licensing websites can be found in the link called "Licensing" in the left column.
2. **Michigan Department of Community Health, Social Work Board:** (license applications) http://www.michigan.gov/mdch/0,1607,7-132-27417_27529_27554---,00.html
3. **Association of Social Work Boards:** (exam information) <http://www.aswb.org>
4. **NASW Michigan:** (professional social work organization) <http://www.nasw-michigan.org/>
4. **Student Handbooks:**
Graduate
<http://www.wmich.edu/hhs/sw/graduate/The%20Graduate%20Student%20Handbook%202009-10.pdf>
Undergraduate
<http://www.wmich.edu/hhs/sw/undergraduate/The%20Undergraduate%20Handbook%202009-10.pdf>

Applying for and receiving your Limited License:

1. **Complete your degree** (BSW or MSW)
2. **Complete an application for limited license, and send the application with the \$40.00 fee to the State of Michigan** (the mailing address can be found on the application)
 - a. M.S.W. graduates apply for LLMSW Clinical or Macro found at:
http://www.michigan.gov/documents/mdch_sw_master_app_pkt_130548_7.pdf
 - b. B.S.W. graduates apply for the LLBSW found at:
http://www.michigan.gov/documents/mdch_sw_bachelor_app_pkt_130545_7.pdf
3. **Complete the "Certification of Social Work Education" form** (this form is found in the application packet found in the links in 2a. and b.)
 - a. Complete first page of the form
 - b. Send both pages of the form to:
Amy Tuley
School of Social Work
1903 W. Michigan Ave, #5354
Kalamazoo, MI 49008-5354

4. **Request an official final transcript, pay the \$5.00 fee, and have your transcript sent to Amy Tuley** Director of Admissions, School of Social Work, mailstop #5354
(Find the transcript form at <http://www.wmich.edu/registrar/pdf/forms/transcript-request.pdf>)
5. **Limited license is sent to you** with explanation of exam requirement and supervision
6. **Find work** as a BSW or MSW level social worker
 - a. See scope of practice (find in MSW Handbook, Appendix VII, or in BSW Handbook, Appendix III)
 - b. Find a LMSW supervisor and start to document 4000 hours

What you must do as a Limited License (and be eligible to apply for a full license):

1. **Register for (\$175.00) and take the exam** (passing grade is 75% or more) Information is found at www.aswb.org.
 - a. **LLMSWs** take the **Clinical Exam** if applying for the clinical license **or** the **Advanced Generalist Exam** if applying for the Macro license
 - b. **LLBSWs** take the **Bachelors Exam**
 - c. It is recommended that you take the on-line practice exam for \$75.00
 - b. It is recommended that you purchase study guide for \$30.00
2. **Maintain a log for all supervision meetings**, and include topics discussed (relate to scope of practice), date of meeting, and designate if meeting is individual, group, on-line, or by phone
 - a. You must find a supervisor with a LMSW who has a license in the practice area in which you are applying:
 - LLBSWs can be supervised by either a clinical or macro LMSW, but a
 - LLMSW seeking a clinical license must be supervised by a LMSW Clinical, and a
 - LLMSW seeking a macro license must be supervised by a LMSW Macro
 - b. Four supervision sessions per month required (minimum of 1 of the 4 is a face-to-face session)
 - c. 50% of the time is spent discussing social work activities and record keeping
 - d. Work must be in an agency, health facility, or institution and must be minimum of 16 hours/week and maximum of 40 hours/week
 - e. Have supervisor sign off on every session, and list her/his credentials
 - f. The supervisor is not required to be working in the same agency in which you work
 - g. More information can be found at <http://www.nasw-michigan.org/displaycommon.cfm?an=4>
3. **Renew limited license every year** until 4000 hours are completed, do not exceed 6 years
4. **Once 4000 hours have been completed, and you pass the exam, apply for full license**

Applying for full license:

1. **Submit the application and fee** (you do not need to submit another Certification of Social Work Education form if previously sent for the LLMSW or LLBSW)

Application for LMSW:
http://www.michigan.gov/documents/mdch_sw_master_app_pkt_130548_7.pdf

Application for LBSW:
http://www.michigan.gov/documents/mdch_sw_bachelor_app_pkt_130545_7.pdf
2. **Submit the completed Supervisor's Verification Form** with the completed application to the Michigan Department of Community Health (this form is found in the application packet)
3. **Must have passed the licensing exam**

Maintaining full license:

1. Once you have a full license, you will need to **renew it every 3 years**

2. During the 3 years, you must **complete 45 hours of continuing education credits** (at least 5 hours must be in ethics and 1 hour in pain management), see:
http://www.michigan.gov/documents/mdch/mdch_fhs_bhser_socwork_cebroc_175253_7.pdf

Appendix VIII

WESTERN MICHIGAN UNIVERSITY School of Social Work School Social Work Eligibility Process

The school social work certification program assists WMU students and graduates to meet the criteria for certification as Michigan School Social Workers. The criteria for certification established by the Michigan State Board of Education are:

2. A completed M.S.W. degree.
2. Successful completion (grade of “B” or better) of a course in child development (SWRK 631, 6310, or 6600).
3. Successful completion (grade of “B” or better) of at least one direct interpersonal practice course (SWRK 6360, 6660, or 6680).
4. Successful completion (grade of "B" or better) of additional courses in:
 - a) Social services in the schools (SWRK 566 or 6200),
 - b) Diagnostic tests and measurement (CECP 6030), and;
 - c) Education of children with special needs (SPED 5300).
5. Written proof, on agency letterhead, and signed by your Field Instructor, stating that 500 hours of field education working primarily with children and families has been completed or equivalent experience.

Equivalent experience is defined in the following manner:

 - Work (paid or unpaid) in a setting serving children or adolescents and their families, with supervision by a social worker with a CSW license, for about 400 hours. The supervisor must provide a letter of recommendation attesting to the applicant's satisfactory work with this client population
 - At least two years of post-Masters work in the field, with at least 300 documented hours of supervised work experience with this client population
 - Five or more years of post-Masters Social Work experience including 150 hours of supervised experience with this client population, and 150 documented hours of work with children, regardless of setting (e.g. parent volunteer, youth group leader/volunteer, recreation work like coaching)
 - Work as a public school teacher or paraprofessional may substitute for some of the required work experience

At WMU, course-work is considered applicable for a period of six years from the date the degree was conferred (or the class completed). Thus, if the period since graduation or course completion is more than six years, the course-work above must be re-taken, or evidence provided to show that work experience or other educational work has kept the knowledge and skills involved current.

In some instances, courses specified in #4 can be met through other academic work if the applicant can show that the course content is equivalent. In addition, applicants may take equivalent courses through other universities if approved by the Coordinator of School Social Work Training (Amy Tuley in Kalamazoo and John Nielsen in Grand Rapids). Work experience **cannot** be used to replace this course-work.

Upon completion of the requirements mentioned above, the Coordinator of School Social Work Training must be notified through a completed formal application (attached to this document), and must be provided with verification of the completed requirements. After the application is received, applicants will be issued a school social work certification form (REC: SSW-310) certifying that she/he is eligible for “Temporary Approval as a School Social Worker.” Applicants bring this eligibility certification to prospective employers when applying for school social work positions. Eligibility is good for five years. If employment

as a school social worker is not secured in five years applicants must take a refresher course and re-apply for temporary approval.

Once employed in a school system, the school district sends this school social work certification form (REC: SSW-310) to the State Department of Education. Temporary approvals are not granted until employment as a School Social Worker has been secured in a Michigan public school. Final school social work approval is granted after the completion of one school year of full-time employment as a School Social Worker. Employment must be supervised by an Approved School Social Worker. Ongoing approvals are arranged by the employing school system with the Michigan State Board of Education.

In order to ensure that WMU students, graduates, and area school systems are informed about the process of certification; two faculty members serve as school social work coordinators. The Director of Admissions and Student Services, Ms. Amy Tuley (269) 387-3200, is the coordinator for the main campus and the Benton Harbor campus, and the Grand Rapids Program Coordinator, Dr. John Nielsen (616) 771-9480, coordinates for the Grand Rapids campus. In addition to certifications, they provide a wide range of informational and consultation services, including educating students about the process through organized informational sessions, speaking to graduate classes, and consulting and advising individuals. Consultation is also available to area professionals and WMU graduates who wish to pursue certification.

Required School Social Work Courses

Semesters Offered (these dates are not guaranteed, but rather have been offered during the following semesters/sessions in the past):

WMU Kalamazoo Campus

	Fall	Spring	Summer I	Summer II
CECP 6030	1 section	2 sections		1 On-line
SWRK 6200		1 section		
SPED 5300	1-2 sections	1 section	1 section	

WMU Extended University Programs

	Fall	Spring	Summer I	Summer II
CECP 6030			Grand Rapids: 1 sect Traverse City: 1 sect.	1 On-line
SWRK 6200			Grand Rapids: 1 sect.	
SPED 5300		Grand Rapids: 1 sect. Traverse City: 1 sect.	Grand Rapids: 1 sect.	

Course Alternatives for Current MSW Students and MSW Graduates

Current MSW Students and Graduates:

Michigan State University offers all required School Social Work courses within their Social Work program. These courses may be taken by WMU students for full credit; which can be transferred to WMU to meet the elective requirements in the MSW program. They can also be taken as life-long learning (continuing education) classes, which cannot be transferred and used toward the MSW degree, but can be used toward the SSW certification. All three courses are on-line courses. Students can register for these

classes as a “guest student” with the approval of the MSU School of Social Work. Information about current fees and enrollment can be found at www.vu.msu.edu. The three courses and their WMU equivalents are as follows:

Michigan State University Western Michigan University

SW 873: Social Work in Educational Settings	SWRK 6200: Social Services in Schools
SW 875: SW Interventions: Children with Special Needs	SPED 5300: Introduction to Special Education
SW 874: Assessment and Testing in School SW	CECP 6030: Tests and Measurements

MSW Graduates

The **University of Michigan** offers all School Social Work courses through their continuing education program. MSW graduates are eligible to take these courses and use them toward eligibility for SSW certification. Current MSW students are not eligible to transfer credit from these courses toward their MSW degree. All courses are continuing education courses and are offered on weekend s, either all day one Friday and Saturday, or all day for two Saturdays. Information about fees and class registration can be found at www.ssw.umich.edu/swinschools. The three courses and their WMU equivalents are as follows:

University of Michigan

Social Work in Educational Settings (CR/NC)
Mental Health and Mental Disorders (CR/NC)
 In Children and Youth
Psychological Testing (CR/NC)

Western Michigan University

SWRK 6200: Social Services in Schools
SPED 5300: Introduction to Special Education
CECP 6030: Tests and Measurements

Those Needing to Renew Certification

The University of Michigan and Michigan State University each offer a refresher course required to renew certification for those whose certification has expired. Course information for U of M can be found at <http://ssw.umich.edu/programs/ce/schools/> and information for MSU can be found at <http://vu.msu.edu/preview/sw890-dev/>.

WESTERN MICHIGAN UNIVERSITY
School of Social Work

School Social Work

**APPLICATION FOR:
RECOMMENDATION FOR TEMPORARY APPROVAL AS A SCHOOL SOCIAL WORK**

The following application applies only to Western Michigan University, M.S.W. graduates. All others must contact their graduating university. If WMU graduates completed any of their requirements through another Michigan university, a copy of each grade report must be attached.

Applicants must complete the following application in its entirety and send it to Amy Tuley, Coordinator of School Social Work Training in Kalamazoo **or** John Nielsen, Coordinator of School Social Work Training in Grand Rapids.

Name: _____ Social Security #: _____

Current Home Address: _____
Street Address

City State Zip Code

Work Phone Home Phone E-mail Address

Date of Graduation from WMU Social Work Concentration

Social Work Practicum
(First and Second Year Placements)

If practicum did not provide 500 hours of MSW supervised, direct services to children and their families, you must include a current resume which clearly demonstrates your MSW level experience with direct services to children and their families.

Agency	School Social Work? (yes or no)	Total Hours	Date Completed

Required Course-work

Course #	Graduate Level Course Title	Grade	University	Date Completed
	Human Behavior and the Social Environment, Individual Growth and Development, or Seminar in SW Practice with Individuals, Families, and Groups (SWRK 631, 6310, 6600, or equivalent)			
	Direct Interpersonal Practice Course (PP&A students must take a direct practice course such as: SWRK 6360, 6660, 6680, or equivalent)			
	Social Services in Schools (SWRK 566, 6200, or equivalent)			
	Psychological Testing and Measurements (CECP 603, 6030, or equivalent)			
	Education of Children with Special Needs (SPED 530, 5300, or equivalent)			

Application Check List:

1. All application information completed.
2. Copy of grade reports for all relevant classes taken outside of WMU.
3. Letter from a field instructor or employment supervisor, documenting a minimum of 500 hours of completed, MSW level, **direct services** (PP&A field placements cannot be applied) with children and their families (preferably in a school)
OR
 A copy of your current resume detailing MSW level employment which provides evidence of direct social work services for children and their families.

Applicant's Signature

Date

(Last revised 1/10/2013)

Appendix IX

Information on Course Electives

Options for Electives in the MSW Program

M.S.W. students must complete nine hours of electives to support individual learning needs and specialized areas of interest. Electives must be 5000-level or above and can be chosen from any department within WMU or from other institutions. Courses chosen must be relevant to the student's professional goals and interests.

Those students pursuing certificates in Holistic Health (269-387-8757), Alcohol and Drug Abuse (269-387-2656), Nonprofit Leadership (269-387-8930), or state certification as a School Social Worker (269-387-3200), may use the requirements of the certificate programs to satisfy the elective requirement of the School of Social Work. You may want to explore all certificate and specialization options before you sign up for electives. Information on the certificate programs is available on-line at <http://www.wmich.edu/hhs/sw/graduate/certificate.htm>. Your advisor would also be happy to talk to you regarding areas of specialization in social work practice.

The following is a list of departments and contact information which correspond to specific elective courses on the next page. These may be used as electives in the MSW program. It is not an all-inclusive list, as you may find other courses without my help. Use this list when you are unsure about what is an acceptable elective course. Please know that when choosing an elective, you will still need to get approval from your advisor. All advisor assignments will be given in the first week of the fall semester.

Also, please note that none of these courses are offered every semester, and some may not have been offered in quite a few years. **Please contact the department offering the course for more information about when the class will be offered next and when registration assistance is needed.** You should always look in the GoWMU course offering list to see if a course is offered in the next semester. Below is a list of departments you will need to contact for assistance with registration and information. **The School of Social Work is not able to assist students in registering for courses from other departments.**

Accountancy Department.....	(269) 387-5210
Africana Studies.....	(269) 387-2665
Alcohol and Drug Abuse Program.....	(269) 387-2656
Anthropology Department.....	(269) 387-3969
Biological Sciences Department.....	(269) 387-5600
Blindness and Low Vision Studies.....	(269) 387-3455
Counselor Education and Counseling Psychology Department.....	(269) 387-5100
Criminal Justice Department.....	(269) 387-5286
Family and Consumer Sciences Department.....	(269) 387-3704
Finance and Commercial Law Department.....	(269) 387-5720
Interdisciplinary Health Studies.....	(269) 387-8441
Holistic Health Care Program.....	(269) 387-8757
Political Science Department.....	(269) 387-5680
Psychology Department.....	(269) 387-4500
Public Affairs and Administration Department.....	(269) 387-8930
School of Social Work.....	(269) 387-3201
Sociology Department.....	(269) 387-5270
Special Education Department.....	(269) 387-5935
Speech Pathology and Audiology Department.....	(269) 387-8053
Women's Studies Department.....	(269) 387-2510

MSW Program Options for Electives

Interpersonal/Clinical Related Courses

SWRK 6200 - Social Services in Schools

The role of the social worker in elementary and secondary schools and the necessary adaptations to the changes taking place in the educational scene are examined and evaluated. Problem solving approaches are given special attention within the structure and organization of the schools and their relationships with the surrounding community. The specific contributions of a school social worker as a helping person to the pupils, the school staff, and the homes by various interventive means are explored. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: Consent of instructor.

Notes: Open to Graduate Students Only. Offered during Spring semesters

SWRK 6380 - Psychopathology for Social Work Practice

This course provides students with knowledge of psychopathology as an aspect of human functioning and cultural labeling. Primary focus is on the interaction between physiological, developmental, emotional, and social aspects of adult and child psychopathology from both descriptive and psychodynamic points of view. General implications for social work intervention, ethical and value issues, and relevant research will receive some consideration. Emphasis of course sections may be adults, children, or adolescents. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: SWRK 6310 or consent of instructor.

Notes: Open to Graduate Students Only. Offered during Summer I semesters

SWRK 6640 – Behavioral Disorders/Child & Adolescents

Study of problem-solving in specialized areas of social work practice. Focus upon the role of the social work practitioner in assessment, goal establishment, and intervention in the use of various social work methods in different arenas of practice. Specific topic will be announced each semester. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: Consent of instructor.

Notes:

Open to Graduate Students Only. May be repeated for credit up to a maximum of six hours.

SWRK 6910 - Advanced Social Work Practice with Individuals

This course provides students in interpersonal practice with an opportunity to deepen their knowledge and application of advanced clinical social work practice theory to work with at-risk individuals. Special attention is paid to interventions which promote optimal psychosocial functioning and development. This course builds on SWRK 6660 and SWRK 6380, and meets requirements for the advanced practice course in interpersonal practice. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisites: SWRK 6380 and 6660 or consent of the School of Social Work Director of Admissions.

Notes: Open to Graduate Students Only. Offered during Spring & Summer II semesters

SWRK 6920 - Advanced Social Work Practice with Children

This course provides students in interpersonal practice with an opportunity to deepen their knowledge of advanced clinical social work practice with children and their families in a variety of practice settings; e.g., child guidance, mental health, child welfare, school, corrections, and medical settings. This course builds on the content of SWRK 6660, SWRK 6680, and SWRK 6380, and meets the requirement for the advanced practice course in interpersonal practice. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisites: SWRK 6380, 6660, and 6680 or consent of the School of Social Work Director of Admissions.

Notes: Open to Graduate Students Only. Offered during Spring & Summer I semesters

SWRK 6960 - Advanced Social Work Practice with Families

This course provides students with the opportunity to broaden and deepen their knowledge of advanced

clinical social work with families. Building on SWRK 6680, it provides theoretical content on structural strategic family therapy and may provide additional consideration of other perspectives such as communications and intergenerational approaches. Application of theoretical content is made to practice with families often encountered in social work practice, and seen as being at risk for problems in social and emotional functioning. The course meets the requirements for an advanced practice course in interpersonal practice. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisites: SWRK 6380, 6680, and concurrent enrollment in SWRK 6780.

Notes: Open to Graduate Students Only. Offered during Spring & Summer I semesters

ADA 5200 - Family and Addiction

This course provides students with knowledge on the effects of substance abuse on the family. Included is theory and practice regarding dysfunctional relationships, children of substance abusers, and resulting disorders. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students. Offered during Spring, Summer II & Fall semesters

ADA 5800 - Substance Abuse Prevention

This course explores the multiple theories and techniques used in the prevention of substance abuse. The history and evolution of prevention is presented, as well as cognitive, affective, and behavioral strategies. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students. Offered during Summer I semesters

ADA 6060 - Causes of Substance Abuse

A study of various social and behavioral theories regarding the causation of alcohol and drug addiction. The findings of research will be examined as they tend to support or disaffirm these social and behavioral theories. Credits 3 hrs.

Notes: Open to Graduate Students Only.

BLS 5880 - Psychosocial Aspects of Disability

This course provides an understanding of the psychosocial factors that impact upon the integration into society of individuals with disabilities. It examines the philosophy of rehabilitation, major classifications and paradigms, common stereotypes, attitudes and their measurement, psychiatric disabilities, theories of adjustment, psychosocial losses, issues relating to sexuality, personal adjustment training, the role of the family, the use of effective interaction skills, and the stages of group process. Credits 2 hrs.

Notes: Open to Upper-class and Graduate Students. Offered during Summer I & Fall semesters

BLS 5890 - Medical and Functional Aspects of Rehabilitation

This course presents an interdisciplinary approach to the study of multi-handicapping conditions in rehabilitation. It includes information on the major disabling conditions such as traumatic brain injury, orthopedic, neuromuscular, visual, learning, speech and hearing, cardiovascular, mental and emotional disabilities, and other selected disabilities. Emphasis is placed upon the cumulative effects of concomitant disabilities with additional emphasis on visual impairment. Credits 2 hrs.

Notes: Open to Upper-class and Graduate Students. Offered during Spring semesters

BLS 6940 - Principles of Orientation and Mobility

This course is concerned with the development and current status of orientation and mobility as an occupation. It emphasizes the perceptual and cognitive bases of travel with impaired vision as well as teaching methods and human interrelationships which are essential for effectively instructing visually impaired adults in skills of independent travel. Credits 3 hrs.

Notes: Open to Graduate Students Only. Offered during Fall semesters

CECP 5200 - Foundations of Rehabilitation Counseling

This course surveys the role of the rehabilitation counselor in establishing eligibility, planning services, the tracking system, counseling, case management, work evaluation, work adjustment, supported employment, transition, client assistance programs, job analysis, job development, post employment, and advocacy.

Major emphasis is given to the operation of the state vocational/federal system. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students. Offered during Fall semesters

CECP 5830 - Workshops in Counselor Education and Counseling Psychology

Workshops designed to enhance skill development related to Counselor Education and Counseling Psychology practices. Open to all students, but is not intended for counseling majors. Credits 1-4 hrs.

Notes: Open to Upper-class and Graduate Students. May be repeated for credit. Offered year-round

CECP 6030 - Tests and Measurement

Designed to develop skills in analyzing, scoring, administering, and interpreting standardized tests. Students will examine selected aptitude, achievement, intelligence, personality and vocational instruments, as well as analyze their use in the student's area of specialization. Issues related to testing will be reviewed, including legal matters, ethical concerns, and use of tests with persons of varying social, economic, cultural, and ethnic backgrounds. Credits 3 hrs.

Notes: Open to Counselor Education and Counseling Psychology Graduate Students Only. Graduate students from other programs may enroll by special permission. Offered year-round

CECP 6040 - Counseling Techniques

An introductory laboratory study of the concepts and skills required in interviewing and counseling. In addition to developing basic techniques and skills, special attention will be given to the impact of interview settings, interviewer/counselor attire, sex, ages of clients, and their social, economic, cultural, and ethnic backgrounds. Credits 3 hrs.

Notes: Open to Counselor Education and Counseling Psychology Graduate Students Only. Graduate students from other programs may enroll by special permission. Graded on a Credit/No Credit basis. Offered Spring, Summer I & Fall semesters

CECP 6050 - Professional Issues and Ethics

Identification and discussion of issues in counseling, psychological services, and related programs will be the focus of this course. The study of ethical standards of relevant professional organizations. A presentation of case studies applicable to an understanding of current issues, multicultural concerns, legal decisions, and ethics in the field. Credits 3 hrs.

Notes: Open to Counselor Education and Counseling Psychology Graduate Students Only. Graduate students from other programs may enroll by special permission. Offered Spring, Summer I & Fall semesters

CECP 6110 - Theories of Counseling

The nature, rationale, development, research and use of theories in counseling are studied. Major points of view including the psychoanalytic, cognitive, behavioral, phenomenological, existential, and family systems perspectives are studied and compared. Models of counseling that are consistent with current professional research and practice in the field and application of theory and intervention strategies to case studies are included. Credits 3 hrs.

Notes: Open to Counselor Education and Counseling Psychology Graduate Students Only. Graduate students from other programs may enroll by special permission.

CECP 6270 - Community Counseling and Administration

This course addresses a broad range of policies and procedures related to counseling and the administration of counseling services in a range of community settings. Selected principles of program evaluation drawn from various organizational settings will be discussed. The history, role and function of counselors in community settings will be analyzed. Evolving directions in the field of counselor education, including biopsychosocial assessment and diagnosis, will be addressed. Specific attention will be given to the unique role that counselors play in assessment and diagnosis in community settings. Credits 3 hrs.

Notes: Open to Counselor Education and Counseling Psychology Graduate Students Only. Graduate students from other programs may enroll by special permission.

CECP 6510 - Personality Assessment

Survey of theory of personality assessment and the basic concepts of non-projective measurement, with emphasis on the administration, scoring, and interpretation of various instruments. Primary attention given to the MMPI. Additional emphasis includes study of the Millon, 16-PF, CPI, and other measures. Credits 3 hrs.

Prerequisite: CECP 6030.

Notes: Open to Counselor Education and Counseling Psychology Graduate Students Only. Graduate students from other programs may enroll by special permission.

CECP 6620 - Couple Interaction and Therapy

Application of a systemic perspective to the assessment and treatment of couples who are seeking therapy. Models of couple therapy are examined and applied to problems common to couples. Attention is given to gender, race, culture, and couple forms. Credits 3 hrs.

Prerequisite: CECP 6610.

Notes: Open to Counselor Education and Counseling Psychology Graduate Students Only. Graduate students from other programs may enroll by special permission.

CECP 6650 - Sex Therapy

The subject of human sexuality is examined from a variety of social, physiological, and cultural viewpoints. Various forms of sexual dysfunction are studied and examined for understanding of both physiological and psychological components and role of each in the dysfunction. Finally, there is in-depth study of current approaches to therapy as well as attention to other issues such as conjoint treatment of couples, resistance, sexual dysfunction in both partners, and sexual dysfunction and its relationship to marital discord. Credits 3 hrs.

Credits 3 hrs.

Prerequisite: CECP 6620.

Notes: Open to Counselor Education and Counseling Psychology Graduate Students Only. Graduate students from other programs may enroll by special permission.

CECP 6800 - Professional Seminar in Counseling Psychology Issues and Ethics

This seminar explores current professional issues, including professional identity, professional development, the history of counseling psychology, professional organizations, the science and practice of counseling psychology, diverse populations, research and publishing, training issues, and professional ethics. The American Psychological Association's ethics code and principles of ethical reasoning and decision-making are studied and applied to professional conduct. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: Admission to the doctoral program in Counseling Psychology.

Notes: Open to Counselor Education and Counseling Psychology Graduate Students Only. Graduate students from other programs may enroll by special permission.

GRN 5210 - Women and Aging

This course offers an examination of the impact of aging on women, with special emphasis on the diverse experiences, challenges, and social and economic conditions of older women. The course will explore the status and roles of women in an aging society. Topics to be covered include the economics and politics of aging, the health status of women, women as caregivers, and retirees. The plight of minority older women will be addressed. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students. Admission to the Gerontology Certificate Program is suspended. Students currently enrolled may continue their studies until the time limit for completion expires.

GRN 5250 - Religion and Aging

A survey of the views of and attitudes toward the aging process and older people held by the world's major religions will be explored. Particular attention will be paid to the relation of religious views and social policy in the U.S. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students. Admission to the Gerontology Certificate Program is suspended. Students currently enrolled may continue their studies until the time limit for completion

expires.

GRN 5300 - Special Topics in Gerontology

This is a variable topic, variable credit course for consideration of current and special interests in gerontology. Specific topics, number of credit hours and Credits 1-4 hrs.

Prerequisites/Co-requisites: Prerequisites, if any, will be announced each time the course is scheduled.

Notes: Open to Upper-class and Graduate Students. May be repeated for credit with different topics.

Admission to the Gerontology Certificate Program is suspended. Students currently enrolled may continue their studies until the time limit for completion expires.

GRN 5430 - Survey of Geriatric Medicine

This course provides an overview and survey of the care of the elderly patient from a medical perspective. The issues of medical problems, long-term care, nursing, rehabilitation, and the social considerations will be broadly discussed. In addition, the interaction of all of the issues of elderly care will be analyzed.

Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students. Admission to the Gerontology Certificate Program is suspended. Students currently enrolled may continue their studies until the time limit for completion expires.

GRN 5440 - Aging and Mental Health

This is a survey of mental health and mental health treatment problems of older adults. Topics include the courses of major mental illness in old age, depression, and dementias. Consideration will be given to etiologies, current therapies, and treatments, as well as barriers to treatment in this population. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students. Admission to the Gerontology Certificate Program is suspended. Students currently enrolled may continue their studies until the time limit for completion expires.

GRN 5450 - Alcohol, Drugs, and Aging

The problems of alcohol, medication, and legal and illegal drug use, misuse, and abuse among older persons will be discussed. Prevention, intervention, and treatment will be considered. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students. Admission to the Gerontology Certificate Program is suspended. Students currently enrolled may continue their studies until the time limit for completion expires.

Notes: Cross-Listed: This course is cross-listed with ADA 5450.

GRN 5470 - Alzheimer's Disease and Other Dementias

Dementia is a complex issue compounded by stereotypical views of aging and the aged. This course focuses on social, psychological, etiologic, and epidemiological issues related to dementia together with the problems of diagnosis and treatment. Alzheimer's Disease, probably the most common cause of dementia, will receive specific attention. The purpose of this course is to help students gain an understanding of dementia as both a social and medical problem. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students. Admission to the Gerontology Certificate Program is suspended. Students currently enrolled may continue their studies until the time limit for completion expires.

GRN 5810 – Leadership in the Aging Network

The course examines the development of the aging network and the influence this development has had on what it means to be a leader in this environment and what leadership skills will be most effective. The complexities of managing service delivery in the aging network will be examined. This will include the who, what, when, where and why of different reporting requirements, for example the similarities and differences among nursing home regulations and hospice regulations; financial and funding features; and a survey of a variety of agency structures. Within this context, leadership and leadership styles will be considered. Knowledge, skills, and attitudes considered essential for successful service delivery will be

studied. Motivation, conflict resolution, cultural and ethnic sensitivity and ethics will be discussed.

Credits 3 hrs.

Notes: Open to Upperclass and Graduate Students. Admission to the Gerontology Certificate Program is suspended. Students currently enrolled may continue their studies until the time limit for completion expires.

GRN 5980 – Readings in Gerontology

This course is offered as independent study and reading under the guidance of a faculty member. Initiative for planning the topic for investigation and seeking the appropriate faculty member comes from the student, with consultation from the advisor. Credits: 1-4 hrs.

Prerequisites/Co-requisites: Prerequisite: Consent of instructor and director.

Notes: Open to Upperclass and Graduate Students. May be repeated up to a maximum of 4 hours in a program of study. Admission to the Gerontology Certificate Program is suspended. Students currently enrolled may continue their studies until the time limit for completion expires.

GRN 6700 – Approaches to Aging

This course is a graduate-level introduction to the issues facing older persons, their providers and caretakers. Professional inter- and multi-disciplinary, cultural, ethnic, and non-western approaches to aging are some of the features of gerontology that will be discussed during the semester. The format of this course is a combination of traditional didactic instruction and online synchronous and asynchronous discussion.

Credits: 3 hrs.

Notes: Open to Graduate Students Only. Admission to the Gerontology Certificate Program is suspended. Students currently enrolled may continue their studies until the time limit for completion expires.

GRN 6800 - Multidisciplinary Seminar in Gerontology

This seminar introduces students from different disciplines to older persons and their concerns through publications written by older persons and surveys of current issues in health care and health care policy. Readings present the personal perspectives of older persons in a variety of situations. Students will be required to analyze these perspectives within the context of their academic discipline. Current events are surveyed through multiple media. Students will analyze the impact of medical and social breakthroughs and legislative decisions. Credits 3 hrs.

Notes: Open to Graduate Students Only. Admission to the Gerontology Certificate Program is suspended. Students currently enrolled may continue their studies until the time limit for completion expires.

HOL 5300 - Special Topics in Holistic Health

Variable topic, variable credit course for consideration of current and special interests in holistic health.

Specific topics, number of credit hours and Credits 1-4 hrs.

Prerequisites/Co-requisites: Prerequisites, if any, will be announced each time the course is scheduled.

Notes: Open to Upper-class and Graduate Students. May be repeated for credit with different topics.

HOL 5310 - Introduction to Holistic Health

The primary purpose of this course is to provide an introduction to the philosophies, theories, and concepts involved in holistic health care. It is meant to serve both as a general educational experience for persons wishing to become familiar with holism and essential basic instruction for persons wishing to apply for admission to the graduate certificate program in Holistic Health Care. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students.

HOL 5320 - Holistic Approaches to Relationships

The purpose of this course is to provide an understanding of relationship development. In order to do this, students will acquire knowledge in self-concept formation, social systems theory, values development, and communication models. A major emphasis in the course will be on how to assist people in establishing and maintaining healthy relationships. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students.

HOL 5330 - Holism and Community

A course designed to help students better understand the dynamics of community and the potential for holistic growth and health through the investment of self in a common and purposeful experience with others. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students.

HOL 5340 - Holistic Health and Spirituality

This course helps students better understand the spiritual dimensions of each individual and the relationship of spirituality to the meaning of health. Various spiritual traditions, philosophies, and practices will be explored with the primary emphasis on the implications of these teachings for everyday living. The course will address the role of spirituality in the therapeutic process for health care professionals and resources available for practitioners and educators. The format for the course will include lecture, discussion, experiential activities, and audio/video presentations. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students.

HOL 5350 - Holistic Approaches to Stress

This course will focus on the nature, sources and symptoms of stress, and provide a holistic approach for the management of stress. The relationship between stress and personality, lifestyle, health and illness will be explored. In addition, the reasons for, and management of, professional and organizational burn-out will be presented. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students.

HOL 5360 - Counseling Skills for Health Professionals

This course is designed to provide basic information on the counseling process and techniques as they apply to health care settings. This course is designed for health care professionals in allied health professions and not for majors in counselor education, counseling psychology or social work. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students.

HOL 5370 - Health and Humor

This course will focus on the physical, intellectual, emotional and spiritual dimensions of laughter, humor and play. We will explore recent discoveries and research regarding their role in human physical and mental health. Students will learn about the social significance of humor and play, what makes people laugh and why, the role of happiness, and will learn ways to increase happiness and playfulness, use laughter and humor as a stress management technique, and build a basis for appropriate use of humor in helping others. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students.

HOL 5500 - Introduction to Holism and Expressive Arts

This course is a survey of expressive arts therapies used to facilitate the healing process and will deepen the student's understanding of the role of creative expression in health and healing. The use of arts therapies to promote health, reduce stress, and complement the traditional treatment of physical and mental illness will be discussed. Topics covered will be visual arts, sound/music, movement/dance, writing/poetry, and drama/psychodrama. The format for the course will be a combination of experiential creative activities, guest lectures, and video and audio presentations. No artistic experience or background required. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students.

HOL 5510 - Holistic Approaches to Healing Through Visual Art

This course introduces a holistic approach to the use of visual art in healing; how to choose and present appropriate art experiences; spontaneous and directed theme art activities, resources, and materials; guides for interpreting art; and ethics. A variety of activities such as drawing, painting, clay, sand tray, collage, mandalas, and masks will be explored. The format for the course is a combination of experiential activities, lectures, video, and slide presentations. The course is designed to give students and professionals in the

counseling, social work, psychology, health care, occupational therapy, art, and other fields some practical tools and considerations for using art for health and healing with others or for personal growth. No artistic talent is required. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students.

HOL 5520 - Healing through Movement

This course is a survey of the use of movement for health and healing. Several movement and dance specialty areas are covered in order to explore personal growth, creativity, balance, stress reduction, spirituality, and cultural perspectives on healing of self and others. Body awareness, breathing, and communication will be emphasized throughout the exploration of movement modalities, such as Authentic Movement, Contact Improvisation, Creative Movement, Feldenkrais, Interplay, Labyrinth Walking, Progoff Journal Writing, Ta'i Chi Chuan, Dances of Universal Peace, and Movement Therapy. The format for the course will be a combination of lectures, discussion, experiential activities, and audio and video presentations. Students enrolled in social work, counseling psychology, occupational therapy, nursing, physical education, and dance will especially benefit from this course. No movement or dance experience is required. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students.

HOL 5530 - Holistic Strategies to Illness and End of Life

This course will examine holistic strategies and techniques designed to help people cope with illness along the continuum from diagnosis through the end-of-life. Topics will include: complementary methods that assist with treatment, surgery, medical procedures, pain management; guided imagery; psychosocial/spiritual considerations; being/supporting the caregiver; and death and dying. Students will pursue their individual interests in a project which will include assessment, research and recommendations of holistic modalities for a person dealing with a particular illness. This course is appropriate for professionals/students in health care and related fields and for individuals who are looking for assistance with their own illness or caring for a loved one. Credits 3 hrs.

Notes: Open to Upper-class and Graduate students.

HOL 6500 - Seminar in Holistic Methods

This course serves as a follow-up to HOL 5310 and is a course for the Graduate Certificate in Holistic Health Care. It offers students an exploration of holistic approaches to wellness promotion, therapy, stress-management, and professional self-care that honor the interdependent relationship between body, mind, spirit, and community. The course also provides an overview of various paradigms of health, holistic approaches to assessment, skills in accessing and discerning relevant research, and examples of "holism in action" in the community. The format for the course will be a combination of experimental activities, lectures, discussions, personal reflections, small group activities, guest speakers, and audio/visual presentations. Through these learning experiences students will have the opportunity to develop a deeper knowledge of the relationship between body, mind, and spirit as well as how to integrate this into their personal and professional practice. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: HOL 5310 or instructor approval.

Notes: Open to Graduate students only.

HSV 6350 - Special Topics in Health and Human Services

This is a variable topics, variable credit graduate level course for consideration of current and special interest in Health and human services. Specific topics and number of credit hours will be announced each time the course is scheduled. Credits 1-4 hrs.

Notes: Open to Graduate Students Only. May be repeated for credit.

HSV 6980 - Readings in Health and Human Services

This course is offered as independent study and reading under the guidance of a faculty member. Initiative for planning the topic for investigation and seeking the appropriate faculty member comes from the student, with consultation from the advisor. Credits 1-4 hrs.

Prerequisites/Co-requisites: Prerequisite: Consent of instructor and program advisor.

Notes: Open to Graduate Students Only.

PSY 5240 - Human Sexuality

In this course students will learn about the range of human sexual behaviors. Topics covered will include anatomical and physiological functioning as well as psychological aspects of sexual behavior. Class time will involve lectures, discussions, in-class activities, videos, and guest speakers. The course is not intended to provide therapy training. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: Psychology majors only.

Notes: Open to Upper-class and Graduate Students. May be repeated for credit, although the total number of hours in a degree program may not exceed five hours. All 5000-level courses in the Department of Psychology have a prerequisite of junior level status and of PSY 3300 and PSY 3600. Exceptions to this requirement must be approved by the course instructor.

PSY 5260 - Human Drug Use and Abuse

This course provides a general overview of basic pharmacological principles, discusses the behavioral and physiological mechanisms of action of several classes of medicinal and recreational drugs, and surveys the factors thought to contribute to responsible and irresponsible drug intake. Although human drug use and abuse are the primary focus of the course, nonhuman research findings are emphasized where appropriate. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: Psychology majors only.

Notes: Open to Upper-class and Graduate Students. May be repeated for credit, although the total number of hours in a degree program may not exceed five hours. All 5000-level courses in the Department of Psychology have a prerequisite of junior level status and of PSY 3300 and PSY 3600. Exceptions to this requirement must be approved by the course instructor.

PSY 6050 - Professional and Research Ethics

This course is designed to introduce advanced students of Psychology to many of the standards and contemporary issues affecting professional conduct. The topics to be covered revolve around ethical conduct in practice and research as well as the decision-making foundations for resolving ethical issues. Also addressed will be selected legal issues affecting professional practice. Credits 3 hours

Notes: Open to Graduate students only.

PSY 6100 - Conditioning and Learning

This course examines conditioning and learning from the perspective of the experimental analysis of behavior. Emphasis is placed on basic laboratory research procedures and findings. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PSY 6120 - Advanced Physiological Psychology

A survey of the interrelationships of physiological and behavioral processes. Lecture and laboratory. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: Permission of the instructor.

Notes: Open to Graduate Students Only.

PSY 6200 - Analysis of Abnormal Behavior

An advanced study of behavioral disorders as characterized by the standard classification systems, the DMS III-R and ICD-9-M, with respect to their etiology, prognosis and treatment. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PSY 6210 - Developmental Psychopathology

The purpose of this course is to provide students with exposure to theories and empirical findings in contemporary child psychopathology. The goals of the course are to help students (1) acquire a working knowledge of the disorders described in the current classification system (DSM-IV) as they pertain to children and adolescents; (2) gain a critical understanding of the conceptual issues surrounding classification and an appreciation for alternative perspectives; (3) understand prominent theories attempting

to explain/describe the variables leading to and/or maintaining psychopathological behavior; and (4) evaluate the empirical data base that informs treatment for the various disorders. Credits 3 hrs.
Notes: Open to Graduate Students Only.

PSY 6570 - Autism: Etiology, Assessment, and Behavioral Treatment

This is a course for psychology graduate students who intend to work with individuals with autism. The course provides a survey of etiological theories of autism, a review of best practices in diagnosis with accompanying practice ion assessment, and an overview of best practices in behavioral treatment of autism. Lectures are supplemented by course projects, invited speakers, and homework exercises that are designed to increase student proficiency in assessing and treating individuals with autism. Credits 3 hrs.
Prerequisites/Co-requisites: Prerequisite: Full-time graduate student status in Psychology.
Notes: Open to Graduate Students Only.

PSY 6610 - Psychotherapy: Theory and Methods

This is a treatment course which reviews several theoretical approaches to, and problem solving strategies for, a variety of client disorders. The course concentrates on the stages of treatment, the issues involved in treatment and various techniques of treatment. Credits 3 hrs.
Prerequisites/Co-requisites: Prerequisite: Permission of instructor.
Notes: Open to Graduate Students Only.

PSY 6640 - Behavior Therapy

This is a treatment course designed to familiarize the student with the methods, applications, theory and clinical literature of behavior therapy. Credits 3 hrs.
Prerequisites/Co-requisites: Prerequisite: Permission of the instructor.
Notes: Open to Graduate Students Only.

PSY 6650 - Behavioral Approaches to Treatment

This is a treatment course designed to familiarize the students with pragmatic issues in the application of behavior management and behavior analysis techniques and the underlying conceptual foundations. Among the topics to be covered are: functional analysis, token economies, behavioral contracting, response accelerating and decelerating techniques, and packaged behavior-management programs in areas such as social skills and assertiveness. Credits 3 hrs.
Notes: Open to Graduate Students Only.

PSY 6680 - Developmental Disabilities

This is a treatment course designed to familiarize students with pragmatic issues in the application of behavior management and behavior analysis techniques to clients who are mentally retarded or traumatically brain injured. Credits 3 hrs.
Prerequisites/Co-requisites: Prerequisite: PSY 6080 AND PSY 6100.
Notes: Open to Graduate Students Only.

PSY 6690 - Child Behavior Therapy

An introduction to behavioral clinical approaches to emotional, social, and behavioral problems of children. The course content emphasizes both the theoretical basis and practical implementation of a range of behavioral therapeutic techniques, including those based on classical and operant conditioning processes, social learning, and cognitive-behavioral models. Credits 3 hrs.
Prerequisites/Co-requisites: Prerequisite: PSY 6100.
Notes: Open to Graduate Students Only.

PSY 6810 –Assessment I

Survey of the theory of personality assessment and the basic concepts of nonprojective measurement, with emphasis on the administration, scoring and interpretation of various instruments for personality evaluation. The course includes, but is not limited to, the supervised practice in the administration of the MMPI, clinical analysis questionnaire, and observational rating scales. Credits 4 hrs.

Prerequisites/Co-requisites: Prerequisites: PSY 6010 or equivalent and graduate program status.

Notes: Open to Graduate Students Only.

PSY 6830 –Assessment II

A course in individual assessment with particular emphasis on assessing cognitive functioning. This course covers basic psychometric concepts directly related to test administration and interpretation, and examines the complexities of measuring theoretical notions like intelligence. It also covers administration, scoring, and interpretation of individual assessment techniques. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisites: Graduate program status in clinical psychology or permission of the instructor.

Notes: Open to Graduate Students Only.

SPED 5300 - Introduction to Special Education

This course introduces students to the characteristics and needs of learners with sensory, physical, mental, emotional, and learning disabilities. Students develop an understanding of the psychological, sociological, philosophical, legal, and educational aspects of each type of disability. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: Consent of department.

Notes: Open to Upper-class and Graduate Students.

SPED 5800 - Introduction to Learning Disabilities

This course provides an introduction to the field of learning disabilities. Historical perspectives, definitions, service delivery systems, evaluation procedures, and major issues are examined. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: Consent of department.

Notes: Open to Upper-class and Graduate Students.

MSW Program Options for Electives Policy/Planning/Administration Related Courses

SWRK 6230 - Leadership in Nonprofit Organizations

This course addresses knowledge, skills, and attitudes in building leadership for developing, supporting, and maintaining effective service delivery in nonprofit organizations. The course focuses on such topics as leadership styles, power, motivation and conflict, task-group skills, supervision, women and other minorities in management, and ethics and values in leading nonprofit organizations. Credits 2 hrs.

Notes: Open to Graduate Students Only.

SWRK 6450 - Administration in Human Service Organizations

This course addresses knowledge, skills, and attitudes essential in building leadership for developing, supporting, and maintaining effective service delivery in human service agencies. The course focuses on leadership styles; power, motivation, and conflict; task group skills; supervision; women and minorities in management; and values and ethics in leading human service organizations. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: Enrollment in School of Social Work or consent of the School of Social Work Director of Admissions.

Notes: Open to Graduate Students Only.

SWRK 6670 - Planning in Nonprofit Organizations

The course focuses on planning program changes and new programs in nonprofit organizations. Program planning is viewed as a creative, dynamic process carried out by a team. The stages and tasks of program planning are studied from analytical, technical, and interactional perspectives. Credits 2 hrs.

Notes: Open to Graduate Students Only.

FCS 6560 - Family Law, Ethics, and Professional Issues

Areas of study include the therapist's and family life educator's legal responsibilities and liabilities, fundamentals of family and consumer law across the life cycle, professional ethics for marriage and family

therapists and family life educators, professional socialization, current issues in professional practice, and the role of the professional organizations, licensure and certification, legislation, independent practice, and interprofessional cooperation. Credits 3 hrs.

Notes: Open to Graduate Students Only.

FIN 6620 - Health Care Financial Management

This course deals with advanced financial management concepts affecting health care institutions. Working-capital management, capital-budgeting, and Medicare reimbursement programs are examined. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: FIN 3200 or equivalent.

Notes: Open to Graduate Students Only. Enrollment in HCOB graduate business courses requires admission to the MBA or MSA program or the consent of the Director of Graduate Business Programs.

GRN 5810 - Leadership in the Aging Network

The course examines the development of the aging network and the influence this development has had on what it means to be a leader in this environment and what leadership skills will be most effective. The complexities of managing service delivery in the aging network will be examined. This will include the who, what, when, where and why of different reporting requirements, for example the similarities and differences among nursing home regulations and hospice regulations; financial and funding features; and a survey of a variety of agency structures. Within this context, leadership and leadership styles will be considered. Knowledge, skills, and attitudes considered essential for successful service delivery will be studied. Motivation, conflict resolution, cultural and ethnic sensitivity and ethics will be discussed. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students. Admission to the Gerontology Certificate Program is suspended. Students currently enrolled may continue their studies until the time limit for completion expires.

GRN 6810 - Program Planning and Development in Gerontology

This seminar in the gerontology graduate specialty program will explore the process of program planning and development through meetings with national, state, and local funding agencies and meetings with service providers in various kinds of programs for older persons throughout the region. Credits 3 hrs.

Notes: Open to Graduate Students Only. Admission to the Gerontology Certificate Program is suspended. Students currently enrolled may continue their studies until the time limit for completion expires.

IHS 6330 - Ethics and Law in Health and Human Services Professions and Scientific Research

Applies principles of ethics to health and human service decision-making, policy formulation, and to clinical and research situations. Current issues and research in biomedical and social ethics are examined, together with the legal and ethical concerns which affect interdisciplinary collaborative practice. Laws are discussed which influence the provision and delivery of care and services at local, state, and federal levels. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: Admission to the Ph.D. in Interdisciplinary Health Studies or permission of director.

Notes: Open to Graduate Students Only.

MGMT 6170 - Managing Human Resources and Behavior

Work is a dominant theme in the lives of most people. The way people are managed and relate to one another affects the quality of their lives and the effectiveness of their organizations. Understanding individual differences, sources of behavior, choices people make, and how issues come together in groups and organizations is imperative for today's managers. A clear understanding of how diverse managerial approaches positively impact the performance of a diverse workforce is of growing importance. The course instructional technology ranges from lecture to self-directed work. There is, however, an emphasis on participative and experiential learning. Credits 3 hrs.

Notes: Open to Graduate Students Only. Enrollment in HCOB graduate business courses requires admission to the MBA or MSA program or the consent of the Director of Graduate Business Programs. Repeatable for

different topics.

PADM 5830 - Grant Writing for Nonprofit Organizations

This course takes students through a proactive grant proposal writing process. The course is conducted in a workshop format with emphasis on writing a grant proposal and on logical relationships between sections of a proposal. Credits 2 hrs.

Notes: Open to Upper-class and Graduate Students. Undergraduates with junior or senior status and 12 hours of course work in appropriate major fields may enroll in 5000-level courses with prior approval of the student's advisor or consent of the program director.

PADM 5840 - Promoting Nonprofit Organizations

A practical course in the application of marketing principles to nonprofit organizations. Emphasis will be placed on techniques for defining and identifying the organization's commitment to quality and measurement of market satisfaction will also be covered. Participants will develop marketing strategies to meet the needs of identified markets. These strategies will include the identification of market offers, communication messages and methods, location issues, and the development of market budgets. Credits 2 hrs.

Notes: Open to Upper-class and Graduate Students. Undergraduates with junior or senior status and 12 hours of course work in appropriate major fields may enroll in 5000-level courses with prior approval of the student's advisor or consent of the program director.

PADM 5860 - Budget Development for Nonprofit Organizations

This course will examine procedures for projecting revenues, the extent to which tax policies affect private contributions to nonprofits, and the process for developing budgets. Line item and alternative budget formats will also be considered. An ability to use spreadsheets (e.g., Excel or Lotus) is strongly recommended. Credits 2 hrs.

Notes: Open to Upper-class and Graduate Students. Undergraduates with junior or senior status and 12 hours of course work in appropriate major fields may enroll in 5000-level courses with prior approval of the student's advisor or consent of the program director.

PADM 5870 - Fund Raising for Nonprofit Organizations

A practical course for those who wish to develop their fund raising skills. Emphasis is on understanding the various forms of fund raising, such as the annual fund, special events, deferred giving, major gifts, special project campaigns, corporate/foundation gifts, and direct mail. Students will learn to assess their own organizations' fund raising readiness and develop fund raising plans unique to their organizations. Credits 2 hrs.

Notes: Open to Upper-class and Graduate Students. Undergraduates with junior or senior status and 12 hours of course work in appropriate major fields may enroll in 5000-level courses with prior approval of the student's advisor or consent of the program director.

PADM 6080 - Organization Theory and Behavior

This course has the following objectives: a) to familiarize participants with the basic concepts, models, and theories of organization; b) to develop a better understanding of individual, group, and organization behavior; c) to provide a conceptual foundation upon which theoretical knowledge can be applied to organizational and managerial problems. In pursuit of these objectives, the following subjects will be considered: theories of organization and management; individual behavior; group dynamics; organization change; organizational performance, efficiency, and effectiveness. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6090 - Organization Development

This course is an introduction to the theories, models, and intervention modalities of Organization Development (OD). Topics to be explored and discussed include: the underlying organizational philosophy of OD; the OD view of persons in an organizational setting; the major subdivisions or schools of thought in this field; role playing in selected OD interventions; and specific applications of OD in organizational settings. The objective of this course is to develop competence in the application of OD practices in a

variety of agency settings. Credits 3 hrs.
Notes: Open to Graduate Students Only.

PADM 6110 - Administrative Law and Governmental Regulation

This course examines how administrative laws and public regulations control and regulate the activities of local, state and federal government officials and the agencies by which they are employed. It will consider the requirements for, and limits on, the exercise of power by elected and appointed officials. Special attention is devoted to the development, adoption, and enforcement of administrative laws and government regulation. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6120 - Principles of Public Budgeting

This course utilizes a combination of “hands-on” exercises and theory to examine the preparation of government budgets. Topics to be addressed include criteria for evaluating sources of government revenue, the politics of budgeting, alternative budget formats such as line item and performance, cost center accounting, and the methodologies for developing revenue projections, capital improvement programs and operating budgets. Ability to use spreadsheets such as Excel or Lotus is required. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6130 - Local Government Administration

This course addresses the management challenges faced by local public administrators in managing American local government under conditions of substantial physical, economic, social, and political change. Students will review current societal trends affecting local communities and then examine how these trends, and the roles and relationships of major stakeholders in local government, impact local policy decision-making and governmental administration. Students will develop skills in applying public administration principles and methods to managing public organizational adaptation and change. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6140 - Managing Community Growth and Development

The course is intended for public managers involved in guiding community growth and/or managing local economic development. The course will focus on the dynamics of developing the community’s economy and managing its physical growth and expansion in ways that enhance and sustain the quality of local and regional community life. Students will examine policies, programs, and techniques in the public management of economic development, business attraction and retention, land use, growth management, housing, public facilities and infrastructure, and environmental preservation. The course will also address the economic, demographic, spatial, and political forces driving urban change and impacting community sustainability. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6150 - State and Local Government Finance

This course examines a variety of financial tools that enhance a public official’s ability to cope with the crosscurrents of expanding government responsibilities and public resistance to higher taxes and fees. The tools that are addressed by this course include governmental accounting concepts and procedures; methods of financing infrastructure projects; risk management; calculating the costs of providing goods and services; and cost-benefit, cost effectiveness, and cost revenue analysis. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6170 - Intergovernmental and Interorganizational Relations

This course examines the interactions among governmental and non-governmental entities. A majority of the course examines the political, economic, constitutional, legal, and historical foundations of intergovernmental relations, the types and implications of grants-in-aid, and fluctuations in the powers and responsibilities of local, state, and national governments. The remainder of the course analyzes the relationships among public agencies, legislative bodies, the executive, and interest groups. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6180 - The Political and Economic Environment of Public Administration

This course examines the interplay of political and economic forces that impact roles and capacities of public administrators in the governmental and non-profit sectors. The course also reviews trends in the global economic system affecting the roles of public-serving organizations in the economy in regulating, stimulating, and mitigating the social and political impacts of the private economy. Covered topics may include: the administrative politics of interest group influence and agency constituency building; the politics of bureaucratic accountability; performance, and legislative control; interactions between citizens and bureaucracy; bureaucratic ethics; the economic roles of government and the non-profit sector in the global economy; and ties between the administration of public-serving organizations and economic institutions and processes. Students are encouraged to obtain a fundamental knowledge of basic economic concepts prior to taking the course. Credits 3 hours

Notes: Open to Graduate students only. This course should be taken early in the master's program.

PADM 6270 - Human Resources Administration

A survey course that examines the concepts and practices of human resource management and reviews the functions performed by human resource administrators and other agency officials. Areas of consideration may include, but are not limited to, human resources planning and recruitment, training and development, compensation, information systems, and employee relations. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6290 - Supervisory Skills for Administrators

This elective course includes a consideration of the five most important functions of middle level managers and first line supervisors: decision making, planning, organizing, leading, and controlling. In order to assist participants develop their supervisory skills, this course utilizes case studies, small group discussions, role playing, simulations, and other practical skill building exercises. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6420 - Administering Human Service Organizations

This course deals with how to administer human service organizations (HSOs) and is intended to integrate theoretical and technical skill content from other courses in the program. The course uses a seminar format, along with case studies and problem solving simulations, to focus on a wide range of issues and dilemmas in the administration of HSOs. For students seeking a concentration or certificate in the Nonprofit Leadership and Administration program, this serves as the capstone course. Credits 2 hrs.

Prerequisites/Co-requisites: Prerequisite: Completion of 12 hours of Nonprofit Leadership and Administration course work.

Notes: Open to Graduate Students Only.

PADM 6440 - Human Resources for Nonprofit Organizations

This course provides an overview of the functions of human resources activities as they relate to the broad objectives of the whole organization. Emphasis will be on fundamentals of job design, employment techniques, performance appraisals, pay practices, benefits options, employee relations, and termination practices. Credits 2 hrs.

Notes: Open to Graduate Students Only.

PADM 6510 - Health Services Delivery

This course provides a comprehensive overview of health services delivery systems in the U.S. with an emphasis on access, cost, and quality of care. This course deals with various issues, including causes and characteristics of health services utilization, cost and financing of health services, providers of health services, different dimensions of quality of care, and different delivery systems from other countries. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6520 - Financial Management of Health Care Organizations

By applying basic accounting and financial management techniques and principles from the intra-organizational perspective, this course examines the use of financial statements to assess financial viability and performance of health care organizations, different ways to allocate cost, pricing and service decision-making, and financial planning and budgeting. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6550 - The Administration of Health Services

This course addresses the managerial functions in health care organizations. The responsibilities of health care managers in leadership, planning, controlling, organizing, staffing, budgeting, and evaluating performance are considered. Underlying ethical issues confronting the administration of health services are also explored. Techniques on how to manage rapid organizational change are an integral part of the course. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6570 - Management of Managed Care Organizations

This course provides an overview of issues related to management and planning of managed care organizations. This course covers the recent evolution of health care reform, different types of managed care organizations, integrated health care delivery systems, open versus closed panel plans, negotiating with providers including physicians and hospitals, Medicaid and Medicare managed care, and legal issues in provider contracting, how to develop PMPM premium rate, revenue maximization and cost control, and quality and performance measurement. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6630 - Leading the Public Organization

This course uses a theoretical and methodological research literature, documentation in a variety of media, and practical work experiences to examine the roles of leadership, human behaviors, and human resources systems in public organizations. The course addresses leadership and human behaviors within systems and chaos models in the public arena of work. Attention is given to the management of functions of human resources as well as to the activities of the employees in an organization. External influences, competing organizational systems, and identified public outcomes are also examined to complete an understanding of leader and follower roles. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6650 - Public Policy, Theory, and Research

This course will trace the development of theory in thinking about public policy. It will explore alternative models suggesting the way that public policy is formulated and implemented. Each model reflects a different way of perceiving the relationship between government and society. The application component will require students to apply one or more of the models to a substantive policy area. Emphasis will be placed on primary sources in preparing an analytical paper. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6660 - Contemporary Issues in Public Management

Contemporary public management faces critical challenges in its present standing and future role in American society. This seminar focuses on the future of public management in government and the not-for-profit sector by (1) examining current policy and issue trends, as well as reform movements, impacting public management today; (2) reviewing the implications of these trends and movements for the future of administering American public organizations; and (3) exploring scenarios for managing public organizations in the future in selected issue and policy areas. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6780 - Program Evaluation

Pressure to reduce the nature, size and scope of government has heightened interest in evaluating the impact of governmental activities. This course will focus on how to measure the effectiveness of agency programs. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6870 - Legislative Relations for Public Administrators

This course prepares participants to interact with policy making bodies: city councils, county commissions, or the state legislature. Participants will learn to estimate the possible impact upon their agency of legislation under consideration, to assess the probable effect of proposed legislation upon their clientele, and to project the amount of revenue to be generated by a proposed tax, fine, or fee. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6900 - Fund Accounting

This course offers an opportunity to become thoroughly familiar with many different aspects of not-for-profit accounting and financial reporting. In addition to the governmental fund accounting system, the student is also able to explore college and trust accounting systems. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PSCI 5060 - Topics in American Government

A critical examination of selected issues facing national, state, or local governments with emphasis upon contemporary theoretical and applied perspectives on the question. Credits 2-4 hrs.

Prerequisites/Co-requisites: Prerequisites: Junior status, PSCI 2000, PSCI 2400 or PSCI 2500, and two additional courses in Political Science.

Notes: Open to Upper-class and Graduate Students. May be repeated for credit when topics vary.

Undergraduates who have attained at least junior status and who have completed PSCI 2000, PSCI 2400 or 2500, and two additional courses in political science, or who have obtained prior approval of the department chair, may enroll in 5000-level courses.

PSCI 5320 - Administration in Developing Countries

This course compares public administration systems in a development context. It analyzes the role of the administrator in developing countries, notably the administrator's varied responsibilities as a career public official, and as an agent of change. The character of the development administrator as both a generalist and specialist is explored. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisites: Junior status, PSCI 2000, PSCI 2400 or PSCI 2500, and two additional courses in Political Science.

Notes: Open to Upper-class and Graduate Students. Undergraduates who have attained at least junior status and who have completed PSCI 2000, PSCI 2400 or 2500, and two additional courses in political science, or who have obtained prior approval of the department chair, may enroll in 5000-level courses.

PSCI 5530 - United Nations

A study of the United Nations in action. Attention is focused on significant political problems confronting world organization, i.e., functional and dysfunctional aspects of the UN; nationalism vs. internationalism; conflict resolution and UN peace-keeping efforts; specific UN accomplishments in maintaining a dynamic international equilibrium; UN weaknesses and the future of world organization. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisites: Junior status, PSCI 2000, PSCI 2400 or PSCI 2500, and two additional courses in Political Science.

Notes: Open to Upper-class and Graduate Students. Undergraduates who have attained at least junior status and who have completed PSCI 2000, PSCI 2400 or 2500, and two additional courses in political science, or who have obtained prior approval of the department chair, may enroll in 5000-level courses.

PSCI 6000 - Seminar in American Politics

Research and study in selected topics in American politics. Credits 3 hrs.

Notes: Open to Graduate Students Only. May be repeated for credit when topics vary.

PSCI 6010 - Foundations of American Politics

An examination of the formal institutions of government at the national level and the representation of citizen interest through political participation including elections, political parties and interest groups, and

public opinion. Credits 3 hrs.
Notes: Open to Graduate Students Only.

PSCI 6030 - Seminar in American Political Behavior

This course will review current literature in the area of political behavior and psychology. Special attention will be paid to controversies in voting behavior and the meaning and significance of vital concepts such as partisanship, ideology, issue voting, belief systems, political sophistication, affective reactions to politics, and the dynamics of citizen participation. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PSCI 6040 - American National Politics and Public Policy

This course provides a graduate-level introduction to American public policy. The focus of this course is on the stages or elements of the policy process as a means of analysis. While this approach has traditionally included policy formation, implementation and evaluation, it is expanded to include policy studies and other important theoretical aspects of public policy. Consequently, the course will attempt to provide a synthesis between classical and behavioral political science. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PSCI 6330- Comparative National Development Strategies

This course examines the interaction between the administrative agency and the social, economic, and political forces which constitute its external environment. Emphasizes the sources of bureaucratic power, the nature of administrative and political elites, and the strategies which agencies pursue in seeking to survive and expand their programs. Explores the impact of the political system on administrative decision-making and agency responsiveness. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PSCI 6490 - Rural Development

A seminar concerning changing perceptions of rural development in the academic world and in national and international development agencies. The links between rural development, agriculture, food security, health, population pressures, and resource availability are analyzed. The challenges of designing and/or reforming administrative structures to pursue effective rural development are reviewed. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PSCI 6500 – Developing Countries Seminar

Variable topics examining the course of political development among the developing countries, with special reference to the relationship between administrative needs and democratic objectives. Credits 3 hrs.

Notes: Open to Graduate Students Only. May be repeated for credit when topics vary.

SOC 6730 - Formal Organization

This course analyzes the nature of large-scale, formal organizations, concentrating on their structure, types of organizational goals, processes of control, authority and leadership, and the relationship of organizations to their social environment. Examples of organizations will be selected from different areas such as education, government, medicine, science, leisure, and industry. Credits 3 hrs.

Notes: Open to Graduate Students Only.

Liberal Arts/Sciences and Other Social Disciplines

ADA 5350 - Drug Testing

This course explores the theory and practice of drug testing and its applications in both clinical practice and employment settings. The spectrum of testing ranges from field dexterity to gas chromatography. Federal requirements are reviewed for application in both clinic and work settings. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students.

ANTH 5100 - Human Biology

An advanced course in the method and theory involved in the study of the biology of Homo sapiens. Aspects of Human Biology that will be studied from a biocultural perspective include growth and development, infectious disease, nutrition, adaptation to stressful environments, genetics, and demography. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisites: Junior/senior status and 12 hours of Anthropology, including ANTH 2500 or consent of instructor.

Notes: Open to Upper-class and Graduate Students. All 5000-level courses have the following prerequisites: Junior/senior status and at least 12 credits in anthropology, including the specific prerequisite for each course.

ANTH 5210 - Nationalism, Invented Tradition, and Self-Identity

This course introduces students to the theoretical debates concerning nationalism by evaluating the works of authors such as Anderson, Hobsbawm, and Gellner and by examining select case studies of nationalism in a number of world areas. Emphasis will be on nationalism as a cultural as well as political process so its relation to invented tradition and self-identity will be highlighted. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisites: ANTH 2400, graduate standing or consent of instructor.

Notes: Open to Upper-class and Graduate Students. All 5000-level courses have the following prerequisites: Junior/senior status and at least 12 credits in anthropology, including the specific prerequisite for each course.

ANTH 5220 - Poverty, Power, and Privilege

This course critically explores anthropological approaches to understanding poverty as well as racial, class, and sexual inequalities. The course emphasizes inequalities within the contemporary United States, but situates those dynamics within an analysis of global processes and conditions. Particular emphasis is placed on analyzing ways that every day practices, neoliberal social policies, economic restructuring, resistance efforts, and institutional practices play in producing, challenging, and maintaining structural violence. Feminist, post-structuralist, Marxist, cultural studies, and hegemony studies approaches are covered. Both ethnographic case studies and theoretical analysis are explored to inform collaborative required applied community based anthropological research on power, race, and class relations within the Kalamazoo region. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students. All 5000-level courses have the following prerequisites: Junior/senior status and at least 12 credits in anthropology, including the specific prerequisite for each course.

ANTH 5250 - Spirits and Medicine

This course explores how healing is linked to belief and in turn how beliefs about well-being, illness, and treatment are culturally prefigured. Students will examine healing practices in the United States and cross-culturally as they relate to belief and consciousness, including western medicine and alternatives, spirit possession and trance, and methods of divination. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: ANTH 2400.

Notes: Open to Upper-class and Graduate Students. All 5000-level courses have the following prerequisites: Junior/senior status and at least 12 credits in anthropology, including the specific prerequisite for each course.

ANTH 5310 - Medical Anthropology

This course starts with the premise that illness is as much cultural as it is a biological phenomena and explores the ways in which different societies, including our own, perceive and manage illness and disease. The primary focus of the course is to understand the intersection of cultural, social, and political variables in the experience of illness and the practices associated with healing. Specific topics include ethnomedicine, spiritual healing, primary health care in the developing world, the symbolism of modern medicine, the political economy of health care and AIDS, and inequality. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisites: Junior status, 12 hours of anthropology, and ANTH 2400 or

consent of instructor.

Notes: Open to Upper-class and Graduate Students. All 5000-level courses have the following prerequisites: Junior/senior status and at least 12 credits in anthropology, including the specific prerequisite for each course.

ANTH 5400 - Ethnographic Research Methods

An exploration of the complexity of ethnographic research methods through a practice oriented approach to training in ethnographic approaches. Students learn a range of qualitative research methods as well as the political, ethical, methodological, and theoretical dilemmas of anthropological fieldwork and writing through supervised fieldwork projects as well as classroom assignments. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisites: Junior/senior status, 12 hours of Anthropology, and ANTH 2400 or consent of instructor.

Notes: Open to Upper-class and Graduate Students. All 5000-level courses have the following prerequisites: Junior/senior status and at least 12 credits in anthropology, including the specific prerequisite for each course.

ANTH 5450 - Topics in Sociocultural Anthropology

An intensive study of the cultures of an area of the world or selected problems. Topic will be announced each semester. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisites: Junior/senior status, 12 hours of Anthropology, and ANTH 2400 or consent of instructor.

Notes: Open to Upper-class and Graduate Students. May be repeated for credit. All 5000-level courses have the following prerequisites: Junior/senior status and at least 12 credits in anthropology, including the specific prerequisite for each course.

ANTH 5500 - Human Evolution

This course is designed to provide students with an intensive examination of the human fossil record from the initial divergence of the hominid lineage to the origin of modern Homo sapiens. Emphasized in this course will be paleontological theory, issues relating to species definition and recognition, functional anatomical complexes, adaptive processes, and human morphological variation. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisites: Junior/senior status, 12 hours of Anthropology, and ANTH 2500.

Notes: Open to Upper-class and Graduate Students. All 5000-level courses have the following prerequisites: Junior/senior status and at least 12 credits in anthropology, including the specific prerequisite for each course.

ANTH 6010 - Seminar in Cultural Anthropology

Intensive study of contemporary issues in sociocultural theory. May be elected as a graduate cognate course by students in other disciplines. Credits 3-4 hrs.

Prerequisites/Co-requisites: Prerequisite: Consent of instructor.

Notes: Open to Graduate Students Only. May be repeated for credit when topics vary.

ANTH 6030 - Seminar in Biological Anthropology

Advanced instruction and research in the principal problem areas in biological anthropology. May be elected as a graduate cognate course by students in other disciplines. Credits 3-4 hrs.

Prerequisites/Co-requisites: Prerequisite: Consent of instructor.

Notes: Open to Graduate Students

Only. May be repeated for credit when topics vary.

ANTH 6090 - Ethnohistory Seminar

Ethnohistory is the study of cultures combining research techniques and theoretical approaches from the fields of history and anthropology. This course will survey ethnohistorical research on a hemispheric level, including the United States, Canada, Mexico, Central and South America. We will read works in the areas of culture contact, colonialism, material analysis, historiography, oral history, gender, historical archaeology, ethnography, tribalization, globalization, and modernization. The core of ethnohistory lies in

the realization shared by practitioners of the benefits obtained through the use of multiple lines of evidence to study history and culture. Ethnohistorians recognize that documents, archaeological findings, oral histories, and ethnographies can be profitably compared, contrasted, and integrated to elucidate the histories and cultural contexts of groups that have been ignored in conventional historical accounts. Thus, interdisciplinary study is incumbent in ethnohistory. By juxtaposing multiple lines of evidence, the ethnohistorian can at once examine the distant and the local, the general and the particular, bringing human experience into better focus. Credits 3 hrs.

Notes: Open to Graduate Students Only. May be repeated.

Cross-Listed: Course is cross-listed with HIST 6090.

BIOS 5120 - Environment and Health Problems

Human Activities impact the environment and environmental factors impact health. Human environment interactions are often not optimal or without cost. In this course we seek sustainable solutions to environment and health problems. Credits 3 hrs.

BIOS 5310 - Biology of Aging

This course is designed to provide students with an understanding of the aging process. The lectures will emphasize the anatomical, physiological, and molecular changes which occur in cells and organs with aging. Clinical applications are introduced where they provide additional insight into the aging process. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: BIOS 2400 or 3500.

Notes: Open to Upper-class and Graduate Students. All 5000-level courses have the following prerequisites: Junior/senior standing and at least 12 credits in biology, including the specific prerequisite for each course.

BIOS 5595 - Biology of Sensory Systems

This course provides an introduction, discussion and analysis of the anatomy, physiology, molecular biology and disease states of developed sensory systems identified in the human body and other animals. Recent sensory systems articles will be utilized to critique, strengthen students' scientific reading skills, scientific writing skills and presentation skills. This course is approved to cover the Capstone requirement for the Biology and Biomedical Sciences majors. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: BIOS 2400 or 3500 or permission of instructor.

Notes: Open to Upper-class and Graduate Students. All 5000-level courses have the following prerequisites: Junior/senior standing and at least 12 credits in biology, including the specific prerequisite for each course. Offered during Spring semesters.

BIOS 5610 - Pharmacology

The study of the mode of action of drugs in the body. Topics may include, but are not limited to pharmacokinetics, pharmacodynamics, autonomic pharmacology, cardiovascular pharmacology, and renal pharmacology. The course will consist of approximately 50 percent lecture and 50 percent student presentations on selected topics. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisites: BIOS 350 and CHEM 3750 and 3760.

Notes: Open to Upper-class and Graduate Students. All 5000-level courses have the following prerequisites: Junior/senior standing and at least 12 credits in biology, including the specific prerequisite for each course. Offered during Winter semesters (alternate years).

GWS 5970 - Issues in Women's Studies: Variable Topics

Group study of special issues in Women's Studies. Variable topics may address theoretical, critical, or practical issues in the historical or contemporary context. The courses will be offered in response to the special needs and interests of students and may be organized around special events or available guest speakers. Credits 1-3 hrs.

Notes: Open to Upper-class and Graduate Students. May be repeated for credit when topics vary. Course open to graduate students. The prerequisites for admission of undergraduates to 5000-level Women's Studies courses are 12 hours of course work from the Women's Studies approved list, including WMS 2000, and at least junior level status, or departmental approval.

SOC 5630 – Women, Media and Crime

This course provided an overview of the relatively recent field of women, crime and justice, with particular direction guided by an issues approach. A wide variety of current research and theory in this realm are critically examined. The specific subtopics covered in this course encompass gender and discrimination in society at large, within the sociological/criminological academy, and within the criminal justice system. Broad feminist theoretical and methodological perspectives are drawn upon to contour the examination of women as criminal offenders, as victims of crimes such as rape and intimate violence, and as professional workers within the criminal justice system. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisites: Graduate standing or SOC 2000 or 2100, SOC 2600, SOC 3620, and one other 3000- or 4000-level course (SOC 3140 is encouraged).

Notes: Open to Upper-class and Graduate Students. 5000-level courses in the Department of Sociology are designed for a graduate student audience. Advanced undergraduates with at least 12 hours of Prerequisites and junior class status will be allowed to enroll. Prerequisites must include SOC 2000 or its equivalent in another related social science discipline and two 3000- or 4000-level courses (i.e. one of each; or two of one). Exemptions for these may be granted in rare cases with the written approval of the director of the Undergraduate Studies Program.

SOC 5680 - Race, Ethnicity, and Justice

This course addresses the multicultural dynamics that effect the definitions (s) and distribution of justice in the United States. The primary focus is the differential treatment of African Americans, American Indians, Latinos, and Asian Americans throughout the major institutions of society, particularly the legal institution. A critical analysis of the social, political, and economic forces that support the current social structure will direct the inquiry. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisites: Graduate standing or SOC 2000 or 2100, SOC 2600, SOC 3620, and one other 3000- or 4000-level course.

Notes: Open to Upper-class and Graduate Students. 5000-level courses in the Department of Sociology are designed for a graduate student audience. Advanced undergraduates with at least 12 hours of Prerequisites and junior class status will be allowed to enroll. Prerequisites must include SOC 2000 or its equivalent in another related social science discipline and two 3000- or 4000-level courses (i.e. one of each; or two of one). Exemptions for these may be granted in rare cases with the written approval of the director of the Undergraduate Studies Program.

SOC 6050 - Studies in Sociological Theory: Variable Topics

A detailed study of a social problem area through student reports and seminar discussion. Instructor will select specific topic. Course is intended to provide intensive joint exploration of significant sociological issues. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: Consent of instructor.

Notes: Open to Graduate Students Only. May be repeated for credit with a different topic.

SOC 6560 - Seminar in Social Stratification

This seminar will deal with the sociological explanations of stratification. The functional, conflict and evolutionary paradigms will be used to analyze and explain the nature, causes and consequences of class and status within social systems. The usefulness of such concepts as power, prestige, social class and status within social systems will be stressed. Credits 3 hrs.

Notes: Open to Graduate Students Only.