



**SOCIAL WORK PROGRAM**

**STUDENT HANDBOOK**

**2018-2019**

**Academic Year**

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## What is Social Work?

### Definition of Social Work

“Social work is the professional activity of helping individuals, groups, or communities enhance or restore their capacity for social functioning and creating societal conditions favorable to the goal. Social work practice consists of the professional application of social work values, principles, and techniques to one or more of the following ends:” (Kirst-Ashman & Hull, 2010).

Social workers provide concrete services such as housing, income assistance, etc. in addition to working with individuals, families, groups, organizations, and communities to improve social and emotional well-being. Additionally, social workers participate in policy and legislative processes at the state, local, national, and international level.

The Social Work Program (SWP) at Minot State University is committed to preparing students to work according to the values and tenets of the profession. The program emphasizes not only the acquisition of necessary knowledge and skills, but also the development of critical thinking and assessment abilities in order to better serve their clients and communities.

### Definition of Generalist Practice

Generalist Practice is the application of an eclectic knowledge base, professional values and ethics, and a wide range of culturally competent skills to target systems of any system size,” using the generalist intervention model to achieve intervention goals.” (Kirst-Ashman & Hull, 2012, pp. 6)

An important goal of the SWP is to prepare students for generalist practice in the northern Great Plains region. Demographics continue to change in the Great Plains region, including an aging population, a reduced birth rate and a steady out migration of youth. Population movement is increasingly from the rural to the urban areas of the state.

Economically, North Dakota has ranked among the top nine states in the country since 1994, for the percentage of people holding multiple jobs. (Job Service of North Dakota, 2009) Although unemployment and poverty are down in the last decade, there exists a higher number of single parent families, an increase in the "working near-poor" and fewer resources and options for low-income families to relocate.

In addition, the ethnic/racial diversity of North Dakota is increasing. According to the U.S. Census Bureau, of 2010, there were 40,888 people, 17,863 households, and 9,978 families residing in Minot. The [population density](#) was 2,345.8 inhabitants per square mile (905.7 /km<sup>2</sup>). There were 18,744 housing units at an average density of 1,075.4 per square mile (415.2 /km<sup>2</sup>). The racial makeup of Minot was 90.2% [White](#), 2.3% [African American](#), 3.2% [Native American](#), 0.9% [Asian](#), 0.1% [Pacific Islander](#), 0.6% from [other races](#), and 2.7% from two or more races. [Hispanic](#) or [Latino](#) was 2.7% of the population. North Dakota has the lowest unemployment rate in the country due to the oil boom. This growth has put pressure on the states infrastructure as well as increased social problems. To effectively provide the necessary social welfare services, it is imperative that each student be provided with the appropriate and relevant educational opportunities. The SWP continues to maintain and update its commitment to this broad goal.

## **Minot State University Social Work Program**

### **History of SWP**

The SWP at Minot State University began in 1976, and has continually been accredited by CSWE, with 60 students and two faculty. In the fall of 1998 the Department of Social Work and the Department of Psychology joined to form the Department of Addiction Studies, Psychology, and Social Work.

### **Mission Statement**

The Minot State University Social Work Program, through teaching, scholarship, and service, prepares students with the knowledge, professional values, and skills for competent generalist social work practice in the Northern Great Plains. Through the Program, students cultivate their critical thinking abilities, learn to work with diverse populations, and develop skills to advocate for human rights and social, economic and environmental justice.

In carrying out its mission, the SWP seeks to affirm commitment to human rights, social, economic, environmental, justice, and diversity. The program reflects this commitment by emphasizing the historical, social, political and economic contexts of social work knowledge and practice. The program supports and educates students on the values and ethical standards of the social work profession.

### **Goals and Competencies**

With a general education foundation, MSU social work graduates are prepared for entry-level professional social work practice. Further, graduates are prepared to continue their formal education in social work or other graduate disciplines. MSU Social Work graduates will be prepared to:

1. Demonstrate ethical and professional behavior
2. Engage in diversity and difference in practice
3. Advance human rights and social, economic and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations and communities
7. Assess individuals, families, groups, organizations and communities
8. Intervene with individuals, families, groups, organizations and communities
9. Evaluate with individuals, families, groups, organizations and communities.

### **SOCIAL WORK PROGRAM TEACHING PHILOSOPHY**

The MSU Social Work Program believes that its faculty members are committed to creating a student-centered class environment that promotes a community of learning and encourages honest dialogue, critical thinking, and respect for diversity in culture, values, and opinions. The Program's faculty members employ a variety of teaching strategies to meet the various learning styles and needs of students which include, but are not limited to: lecture presentations, class discussions, writing assignments, lab experiences, videos, constructive interaction with guest speakers, simulations, role plays, group exercises, and various additional formal and informal class activities and processes. Synthesis, integration, and application of knowledge and skills garnered from the various readings, lectures, discussions, and interactive exercises constitute significant learning opportunities for students.

## **Diversity**

The SWP is committed to preparing students to understand and appreciate human diversity as outlined in the Educational Policy and Accreditation Standards (CSWE, 2015). Incorporation of material on cultural diversity is regarded as an important and necessary component of the social work and liberal arts curriculum. Emphasis on the development of self-awareness, reading of pertinent resource materials, and the use of community resources are ongoing throughout the program. Opportunities for active participation and appreciation of diversity are promoted through events at all program sites in conjunction with the North Dakota University System (NDUS) Diversity Initiative.

### **A. Affirmative Action**

The Minot State University SWP is organized and implemented without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, disabilities, or political or sexual orientation.

### **B. Americans with Disabilities Act**

The SWP supports the full intent of the Americans with Disabilities Act. Students who are able to satisfy the demands of the curriculum with or without reasonable accommodations are accepted into the program without regard to disability.

## **Matriculation Process in Social Work**

### **Advisement**

The purpose of the advisement process in the SWP is to maximize the opportunities for students to personalize their curricula and experiences within the parameters of accreditation guidelines. The faculty advisor is viewed as a resource person in this process. At least once every semester, you will be required to meet with your advisor to plan for the subsequent semester. This is an opportunity to review your progress. **You must see your advisor to release your advisor hold to register for classes.**

### **Transfer Students**

Students transferring in from another Social Work program are required to meet with the Program Director upon their declared interest in social work as a major. General program information is discussed in this session (admissions, SSWO, Phi Alpha, advisement) and transfer credits are reviewed. An attempt is made to work with each student's unique situation so that courses be accepted without compromising the integrity of the sequencing, standards, and requirements of the program.

The Program Director and all other advisors ensure consistency in accepting transfer credits by using a procedure to determine appropriate substitution. The advisor and program director review all course substitutions. Students work with their advisors to provide information and document a rationale for the substitution and the advisor completes the course substitution form. Syllabi and catalog descriptions may be used to provide evidence of the appropriateness of the request. The decision may be challenged, and the University structure may be used if a student is dissatisfied with a course substitution decision. In all cases, discretion is used to prevent duplication and not compromise program integrity and accreditation standards.

## **Academic Program**

The SWP is designed to meet both the CSWE curriculum policy requirements and carry out the mission of Minot State University.

### **Required Liberal Arts/General Education Courses:**

Please link to the course catalog for BSW requirements.

<http://catalog.minotstateu.edu/undergraduate/collegeofeducationandhealthsciences/departmentsocialworkandpsychology/socialwork/>

### **General Admissions Criteria**

The Social Work Admission Committee has the responsibility to review student admission application packets for acceptance into the program.

Decisions for admission to the SWP are based on the following criteria:

1. Successful completion of SWK 256 Development of Social Welfare and SWK 250 Interpersonal Skills (including a 25 hour volunteer experience)
2. Successful completion of required prerequisites as outlined above:
  - ENGL 110 College Composition I
  - ENGL120 College Composition I
  - COMM 110 Fundamentals of Public Speaking
  - PHIL 101 Introduction to Philosophy or PHIL 102, or PHIL 210 Ethics
  - POLS 115 American Government
  - ECON 201 Principles of Microeconomics or ECON 202 Principles of Macroeconomics
  - SOC 110 Introduction to Sociology
  - PSY 111 Introduction to Psychology
  - BIOL 111 Concepts of Biology or BIOL 150 Introduction to Cellular Biology or BIOL 220 Anatomy & Physiology I
3. Second semester sophomore standing or higher (minimum 32 credits);
4. A social work grade point average of 2.50 or better for the two required social work courses and/or other social work courses completed at time of application to admission. The requirements for the BSW degree specify a 2.50 grade point average in all social work courses.
5. Overall grade point of 2.00 which is consistent with the MSU requirement of 2.00 in all departments for graduation.
6. Satisfactory review of the completed Admissions Application.
7. Successful completion and evaluation of a minimum of 25 hours of experience in a community service setting (taken in conjunction with SWK 250 or by arrangement for transfer students).
8. Applicant demonstration of the following:
  1. The potential to effectively engage in social work practice;
  2. Personal behavior, ethics and values which illustrate acceptance of and compliance with the NASW Code of Ethics; and
  3. Potential for eligibility for licensure by the North Dakota Board of Social Work Examiners.
  4. Students may be asked to be interviewed by faculty to clarify any questions about the student's application.

## **Field Education**

The social work field education class SWK 490 is the culmination of undergraduate social work education. It provides students the opportunity, under expert supervision, to apply the knowledge, practice the skills, and examine the values learned in the classroom. The community and agency context challenges the student to continue to expand the knowledge base and refine their practice skills as interaction takes place with clients of human service agencies.

The overall goals of field education include the preparation of entry-level social work generalist practitioners who are trained in the planned change process, to apply knowledge values and skills of the profession.

Field Education takes place during senior year after successful completion of the general education and required academic coursework. A student may enter SWK 490, Field Education, after admission to the SWP and completion of all required social work foundation courses with at least a 2.50 social work grade point average. This includes SWK 250, 256, 330, 331, 335, 340, 402 or 430, 426, and 427. Students must also have completed one of the following research methods courses: SOC 278, PSY 242 or SWK 442, and MATH 210 or PSY 241 (Statistics or approved substitute), prior to entering Field. Students must have earned an overall grade point average of 2.00.

Students who have one course requirement left to complete may take the course concurrently during the Field Education semester if it does not interfere with agency Field hours or the Senior Seminar class.

Field education consists of 465 clock hours of supervised experience over one semester, typically 32 hours per week for 15 weeks. Known as block placement, this arrangement does not allow for enrollment in any other classes other than the required concurrent senior seminar, SWK 491. Students, who by necessity are employed during the time they are enrolled in field experience, should discuss their work schedule with the Field Liaison to determine if individual accommodations are necessary.

### **Admission Procedures for Field Education**

A formal application and admissions process is used in the final selection and placement of students. Field applications are due the fifth week of Fall semester which is the semester immediately prior to field education. Students are required to complete the Field Experience Application and they must attach an unofficial transcript to the application and submit it to the field liaison for review. Additionally, students are required to attend **two mandatory** pre-placement field orientation meetings.

Contracts with agencies must be signed and finalized by the 13<sup>th</sup> week of Fall Semester. Faculty and potentially a field education committee reviews field applications and determines whether or not students are placed in the field and if there are any conditions to enrollment. The student may appeal the decision through the proper protocol.

### **Field Placement**

Students are required to research and apply for placement opportunities in their respective communities. The decision for students to seek out their own Field agency is to provide students with a simulated real world job hunt experience. Full time faculty advisors at each program option assist students with the process and placement procedures are individualized based on student needs and learning opportunities in the agency.

Extensive coordination and planning is necessary as students prepare to enter field education and it is a major task in the advisement process. The majority of field placements are located in Minot, Bismarck, or Fargo,

however, agencies elsewhere in the state and at several locations in Canada may also be considered. Students considering an out of town placement are responsible for housing and transportation expenses and are required to attend Senior Seminar via Interactive network (IVN) or face-to-face. In general, Field placements are limited to a 150 mile radius of the students home campus. Exceptions may be made to the 150 mile rule if the Social Work Program Director approves. In the event of an “out of radius” placement, site visits are conducted via electronic means or over the phone.

### **Travel/Liability Insurance**

Students also have the option to apply for liability insurance with a private carrier or through NASW. Students must be a member of NASW to purchase insurance.

Minot State University does provide limited liability insurance.

Any student intern who is expected to drive or transport clients or is driving for other internship-related activities needs to confirm with the internship agency regarding agency policies related to providing insurance coverage for the intern for such activities. MSU will cover injury to the student if injured (maximum benefit of \$1,000) if they are traveling for internship purposes, such as going to workshops, etc. MSU does not cover the student’s vehicle. Students need to have their own insurance and ask their agency about their policy coverage and policies regarding interns who are driving for agency business.

### **Safety Information**

Prior to beginning their Field Placement, all students must view the following Safety Video [https://www.youtube.com/watch?v=kL3r\\_3N\\_Qek&t=77s](https://www.youtube.com/watch?v=kL3r_3N_Qek&t=77s) and download/review a copy of the NASW Guidelines for Social Work Safety in the Workplace: <https://www.socialworkers.org/LinkClick.aspx?fileticket=6OEdoMjcNC0%3d&portalid>

## **Code of Conduct**

### **Ethics**

"Social work practice is as much an expression of values and ethics as it is of knowledge and skills. Values and ethics must not be separated from our practice models, professional behavior, and academic performance standards in social work education” (Gibbs & Blakely, 2000).

Gibbs, P. & Blakely, E. H. (Eds.). (2000). *Gatekeeping in BSW programs* (p. 275). New York: Columbia University Press.

Social work is a profession whose members are required to adhere to the Code of Ethics and standards advanced by the National Association of Social Workers ([NASW](#)), by the Council on Social Work Education ([CSWE](#)), and by the licensing board of the state, the North Dakota Board of Social Work Examiners ([NDBSWE](#)). Students admitted to the SWP at Minot State University are expected to adhere to the values and ethics of the social work profession according to NASW, as well as to the values and code of conduct of the university community as outlined in the Minot State University Student Handbook.

In 2014, the Minot State University social work faculty developed and approved a Student Admissions Contract and Code of Conduct and Statement of Agreement and Understanding (see social work websites’ admission’s application packet) based on the NASW Code of Ethics and CSWE’s accreditation standards for social work education. The Student Admissions Contract and Code of Conduct outlines the academic and behavioral conduct expectations of students in the Program. Students are assessed on both academic and non-academic

behaviors. All students admitted to the Program are asked to read and sign a Statement of Agreement and Understanding as evidence of their understanding and commitment to the professional code of ethics and conduct as set forth by the Program.

### **Academic Honesty**

Academic honesty is at the core of any University program. Any behavior deemed as academically dishonest by the department will potentially result in an F grade for the class. Academic dishonesty would include, but is not limited to, the following types of behaviors:

1. Misrepresenting another individual's work as one's own. (See Plagiarism section)
2. Copying from another student during an exam.
3. Copying another student's work.
4. Allowing another student to copy a paper or other class assignment.
5. Altering one's exam after grading for the purpose of enhancing one's grade.
6. Submitting the same paper to more than one class.
7. Use of any material not approved by the instructor during an exam.
8. Turning in reports intended to be based on field collected data but, in fact, it is not.
9. Copying from the Internet sources without citations.

### **Academic Performance Violations**

- Lack of academic integrity
- Computer Misuse
- Disruptions of the University
- Disruptive Behavior
- Disruptive Demonstration
- False Complaint
- Falsification of Records/Representation
- Fire/Arson
- Gambling
- Harassment and Sexual Harassment
- Hazing
- Interfering with Judicial Procedures
- Laws and Ordinances
- Official Compliance
- Physical Harm and Threat
- Psychological/ Emotional Abuse
- Sexual Violence
- Stalking
- Theft, Vandalism, Defacement and Damage to Property
- Unauthorized use of University Property
- Unlawful use and Possession of Alcohol or other Drugs

### **Non-Academic Performance Violations:**

- Breach of NASW Code of Ethics
- Clear Violation of Client Confidentiality
- Conditions interfering with Student Functioning

- Current Substance Abuse
- Failure to Respect Interpersonal Boundaries with Others
- Inability to Master the Skills Necessary for Acceptable Social Work Practice
- Inability to Relate to Clientele
- Inability to Relate to Faculty
- Inability to Relate to Other Students
- Sexual involvement with a Client

### **Plagiarism**

Claiming another writer's words or ideas as one's own is plagiarism and a breach of both the professional code of ethics and the student code of conduct. Plagiarism is considered a serious academic and ethical violation. It is dishonest to submit ideas, facts, interpretations and phrasing from another source without fully and adequately acknowledging credit to the author of that source. Credit must be given where credit is due.

It is always best to present the information obtained in your references in your own words, as you understand the meaning. If you copy sentences, paragraphs, parts of paragraphs, rearrange the sentences of a paragraph from your reference(s), or even put the concepts/ideas/results/interpretations in your own words and you do not include the proper referencing for this copy, you are committing plagiarism (Olson, 2001). Plagiarism may also include use of statistics, charts and tables derived from other sources. As with the written word, the sources need to be cited.

Plagiarism calls into question the student's integrity. If a faculty member discovers that a student's paper (or a portion thereof) has been plagiarized, the paper will be considered unacceptable and action will be taken as deemed appropriate by the faculty member. Actions may range from a failing grade for the individual assignment, and/or for the course and/or potential expulsion from the SWP, and/or university level disciplinary proceedings.

The Publication Manual of the American Psychological Association, describes the main principles and ethical standards to consider in the preparation of written manuscripts regarding plagiarism.

1. "Quotation marks should be used to indicate the exact words of another" (p. 15).
2. "Each time another author is paraphrased, the source must be credited in the text" (p. 15).
3. "The key element of this principle is that authors do not present the work of another as their own work. This can extend to ideas as well as written words" (p. 16).

The student is responsible for understanding the rules of referencing and quoting another author's work. If in question, it is up to the student to discuss any confusion with their instructors, prior to submission of any questionable work.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Olson, D. (2001). *Written grading criteria*. Unpublished.

### **Duplicate Work**

All written work submitted to the faculty must be the original work of the student and prepared solely for the course in which the work was assigned. Unless the student has received prior consent from the course instructor, work that is submitted to meet requirements of more than one course will be considered unacceptable and treated as deemed appropriate by the faculty member.

*(Taken from: The Student Handbook, Texas Christian University, School of Social Work, Fort Worth, Texas)*

### **Sexual Harassment**

Minot State University's commitment to equal opportunity includes an assurance to its employees and students that they will not be subjected to sexual harassment, as such conduct is prohibited at the University. Minot State University defines sexual harassment as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. such conduct has the purpose or effect of substantially interfering with an individual's work or learning performance or creating an intimidating, demeaning, hostile, or offensive working/ classroom environment;
2. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education requirement; or
3. Submission to, or rejection of such conduct by an individual is used as the basis for employment decisions or educational decisions (grades, etc.) affecting such individual.

This definition is in compliance with Title VII of the Civil Rights Act of 1964. Employees or students concerned about violations of this policy may request assistance from the University's Human Resource Officer (located in the Administration Building), or an appropriate administrator. In addition, the University's affirmative action plan and equal opportunity complaint procedure shall be available for any person who wishes to allege a violation of this policy.

### **Class Attendance**

Regular attendance and active participation in all classes is a basic expectation of all students in the SWP. Dependability, punctuality and acting responsibly are characteristics consistent with standards of the profession. The acquisition of professional knowledge and social work skills proficiency demands a time and value commitment by the student. Social workers are to act with competence, honesty and responsibility, which can only be acquired and maintained through conscientious attention and consistent adherence to high standards of professional integrity and performance.

Social work faculty have an ethical responsibility to prepare competent students for entry into the profession. This responsibility does not stand alone but is highly dependent on the student's interest and motivation to be an active and involved partner in that preparation. Without the student's consistent involvement, that preparation will not take place.

When students miss a number of classes, not only do they miss learning experiences that may not be able to be duplicated, but the student is also depriving classmates of ideas and opportunities for interaction essential to the learning process. If unforeseen events occur during the course of a semester that prevents attendance/participation for extended periods of time, then it is sensible for the student to withdraw from a class and take it at a time when full participation is possible.

The SWP has established guidelines regarding class absences. Whether or not a student is allowed to make up missed work is at the discretion of the instructor. It is the student's responsibility to contact their instructors regarding absences and missed work.

## Policies and Procedures

### Confidentiality of Student Records

All employees of Minot State University (administrators, faculty, adjunct faculty, staff, and student employees) are required to abide by the policies governing review and release of student educational records. The Family Education Rights and Privacy Act (FERPA) of 1974 mandates that information contained in a student's educational records must be kept confidential. Additional FERPA information is available in the Undergraduate Catalog.

Please be aware that confidential information includes, but is not limited to the following:

1. Student's class schedule
  2. Academic progress in a particular course
  3. Grades (Transcripts)
  4. GPA information
  5. Student ID number—may not be posted in any manner
  6. Social security number—may not be posted in any manner
- Confidential information should only be given to students (in person) who provide proper identification.
  - Confidential information should not be given over the telephone.
  - Confidential information should not be emailed or sent in other forms of electronic communication.
  - Confidential information should not be given to the parent of any student unless he/she verifies with the registrar's office that the student has provided written permission.

In part, the policy states that officials of the University may be given access to student education records on a "need-to-know" basis and that such access must be limited to job-related, legitimate educational interests. The information contained in a student's educational record may not be released to a third party without the written consent of the student.

The only exception would be directory information defined by FERPA. Minot State University has defined the following information as directory information:

1. Name, campus address, home address, telephone listing, and campus e-mail address;
2. Photograph;
3. Gender and marital status;
4. Name and address of parent(s);
5. Student's major(s) and the department, division, and college in which the student is enrolled;
6. Classification as a first year student (freshman), sophomore, junior, senior, graduate student, or other special classification;
7. Participation in officially recognized activities and sports;
8. Weight and height of athletic team members;
9. Dates of attendance at Minot State University;
10. Degrees and honors received, including selection to the President's Honor Roll, honorary organizations, and graduation with honors;
11. Grade point average (available to campus professional and social organizations); and,
12. The most recent previous education agency or institution attended by the student.

Students may request to prevent the release of directory information to third party individuals by notifying the MSU Registrar's Office or completing the Student Rights to Privacy form at the Registrar's Office website.

Failure to notify the Registrar's Office as outlined above indicates implied consent to release directory information. Confidentiality of Student Records Registrar's Office

Going above and beyond the questions of compliance with the 1974 Act regarding education records, advisors must also be sensitive to the professional ethics involved in the advisor-advisee relationship with regard to confidentiality. This is particularly so when the advisee confides personal matters that transcend the usual academic matters to which most advisors limit themselves. Advisors may be obligated to use self-disclosed information for admission to program, field, or in the North Dakota licensure examination recommendation process. As professional social workers, advisors are liable by law to report suspected abuse and are bound by the profession to intervene when homicidal or suicidal behavior indicate a student may be harmful to self or others. Additionally, as professional social workers, advisors are responsible to enhance the educational experience of all students and, also, to assure that those graduates are in fact capable and have the requisite knowledge, values, and skills to successfully engage in professional social work practice.

### **Policy on Student Performance Review**

The following is adapted from: Byers, K. as noted in Gibbs, P. & Blakely, E. H. (Eds.). (2000). *Gate keeping in BSW programs* (pp. 390-397). New York: Columbia University Press.

It is assumed that all students who are admitted to the SWP have the academic and personal potential for successful completion of the Program and are expected to maintain standards set by the Minot State University SWP and those held by the social work profession. Should questionable student conduct or performance warrant attention beyond the normal advisement process, criteria has been established for possible review as part of the responsibilities of the Performance Review Committee.

### **Formative Performance Evaluation Procedures: Student Success Plan**

#### **Overview:**

The SWP utilizes a formative performance evaluation (Student Success Plan) to assess students' performance throughout the curriculum, and encourage them either toward successful completion of the program, or the selection of another major. Students are assessed academically to determine whether they have mastered the knowledge necessary for entry-level social work practice. Additionally, students are monitored non-academically to determine whether they can function effectively and professionally in a field placement, and ultimately as autonomous licensed professionals. Therefore, the SWP equally emphasizes both academic and non-academic performance standards during all phases of the evaluation process to determine students' professional potential.

#### **Academic Assessment**

Student academic performance is evaluated solely on the basis of academic standards, including any requirements noted in the catalog, course syllabus, and University student handbook. Students have protection against prejudiced or capricious evaluation, and shall not be evaluated on the basis of opinions or conduct in matters unrelated to academic standards. Students have the right to review their corrected examinations or other required assignments used by the faculty in evaluating the student's academic performance.

Term papers, essays, projects, and similar property including property in which the student has intellectual property rights to shall be returned to a student upon request, within a reasonable timeframe, when no longer needed for evaluation purposes, unless the student grants written permission for them to be retained. Academic assessment is done in each social work and non-social work course using the traditional letter grading scheme.

Each student must maintain a 2.5 GPA on a 4.0 scale in all social work courses, and a cumulative GPA of 2.0 for graduation.

### **Non-Academic Assessment**

In addition to an ongoing academic assessment, each student is formatively assessed non-academically both in and outside the classroom (e.g., advising, informal faculty-student(s) interaction within the SWP, complaints lodged by others, etc.). The following conduct standards are used when considering each student's suitability for professional social work, and continuation in the SWP. These standards are divided into two genre: (1) those the university uses across campus; and (2) those the SWK uses in addition to general university standards that are specific to licensed professional social work practice. See the SWK Program's non-academic violations listed under the Code of Conduct section.

#### **MSU's non-academic university performance violations:**

- Academic Integrity/Plagiarism
- Complicity in Prohibited Acts
- Computer Misuse
- Disruption of Operations of the University
- Disruptive Behavior
- Disruptive Demonstration
- False Complaint
- Falsification of Records/Representation
- Fire/Arson
- Firearms/Fireworks
- Gambling
- Harassment and Sexual Harassment
- Hazing
- Interfering with Judicial Procedures
- Laws, Ordinances, and University Policies
- Official Compliance
- Physical Harm and Threat
- Psychological/Emotional Abuse
- Sexual Violence
- Stalking/Surveillance
- Theft, Vandalism, Defacement and Damage to Property
- Unauthorized Use of University Property
- Unlawful Use and Possession of Alcohol
- Unlawful Use and Possession of Drugs

Students are expected to conduct themselves in accordance with the laws of the federal government and the state of North Dakota, Board of Higher Education policies, Minot city ordinances, and university regulations. Students may be disciplined by the University for violating these standards of conduct even though the students may be punished by federal, state or city authorities for the same act. However, institutional disciplinary action shall not be used merely to duplicate penalties by civil authorities.

#### **SWP's non-academic performance violations:**

- Breach of NASW Code of Ethics
- Clear Violation of Client Confidentiality

- Conditions Interfering with Student Functioning and Competency Level
- Current Chemical Abuse
- Failure to Respect Interpersonal Boundaries with Others (i.e., students, faculty, placement staff, clients, etc.)
- Inability to Master the Skills Necessary for Acceptable Social Work Practice
- Inability to Relate to Clientele
- Inability to Relate to Faculty
- Inability to Relate to Other Students
- Sexual Involvement with a Client

All students are held equally to the above academic and non-academic performance standards, and each student's continuance in the MSU SWP is determined by her or his suitability for professional social work practice as judged by social work faculty, and as evidenced by acceptable performance while in the formative evaluation process.

**When a concern is noted by an advisor or instructor, the course of action will be as follows:**

1. The student will receive a Formative Performance Evaluation Student Deficiency Notice via mail listing the concern(s). A copy of this notice will also be given to the student's advisor.
2. The student has 10 days to meet with his or her advisor to discuss the concern. This meeting will include the faculty with the concern, and other faculty as deemed appropriate.
3. The faculty with the concern and the student then develop a written Student Success Plan to address the concern. This document will be developed within 10 days by the faculty member, and will prescribe the remediation time frame, and university resources available (e.g., Counseling Center, Student Support Services, and other university or community resources deemed appropriate).
4. The student will sign the plan noting receipt of the form;
5. A copy of the plan is given to the student and to the student's advisor to be placed in the student's file.
6. In extreme instances (e.g., where the problem(s) is (are) declared severe, the SWK may opt to bypass the remediation plan and process the student out of the SWP.
7. In the event that the student does not follow the process of remediation, faculty may terminate the student from the program.
8. The SWK utilizes the university appeals policy and students have the right to appeal per university student handbook.

**Criteria for Dismissal from the SWP**

1. Failure to maintain a 2.00 overall grade point average and a 2.50 social work grade point average, or;
2. Failure in the Field Practicum, or;
3. Failure to subscribe to and abide by the values and ethics of the profession in carrying out program related activities and in meeting academic or behavioral expectations, or;
4. Failure to comply with any contract or agreement set forth by the Formative Evaluation Plan to remediate problems or deficiencies.

**Reinstatement Procedures**

The student may petition the BSW Program Director for continuance in the Program. The petition should be made in writing and needs to address two major points:

1. Any extenuating factors that may have contributed to the poor academic or behavioral performance, and
2. Steps the student will take to alleviate those factors and to improve future academic or behavioral performance.

Upon reviewing the student's petition, the Program Director will review all relevant information, which may include consultation with appropriate individuals, and make a decision.

The Program Director will inform the student and the advisor in writing of the decision, which will include advising the student of their right to appeal through appropriate university channels.

### **Policy on Student Grievances**

Students are expected and encouraged to voice their concerns regarding factors that may present barriers to their learning objectives in the Program. Recognizing that conflicts may arise, the SWP has developed procedures for review and consideration of student grievances.

Prior to formal grievance proceedings, several avenues are available to students seeking recourse, including:

1. Talking to the instructor with whom the student has the concern to try to resolve the problem.
2. Talking to the faculty advisor as soon as possible (within 14 days) regarding the specific incident or concern.

In the event the issue cannot be resolved informally the student may:

1. Appeal to the SWP Program Director
2. Appeal to the Chair of the Addictions, Psychology, and Social Work Department
3. Appeal to the Vice President of Academic Affairs
4. Appeal to the President of Minot State University

### **Grievance Procedure**

1. An individual wishing to file a grievance is advised to submit a typed Grievance Form to the Program Director.
2. The member will meet with the appropriate faculty member(s) to discuss the grievance.
3. The person who filed the meeting with the grievance will meet with the Program Director and faculty member as appropriate to discuss options for resolution.
4. If no resolution can be found after the initial meeting, a meeting with the department chair will be scheduled.

### **Policy on Course Substitutions**

Transfer students must submit an official transcript sent directly to the Records Office from each college/university previously attended. Upon receipt of all transcripts, the Records Office will determine those credits that will transfer as well as those credits that may be applied to the University's general education requirements.

Evaluation of credits as they may apply to the social work major is done in consultation with the department at the time of the student's registration for his/her first term at Minot State University. The Program Director who review course substitution requests. Substitution requests need to include course syllabi and/or course descriptions for each course, an attached transcript, and a social work faculty advisor signature.

## **Policy on Course Overload**

Students who desire taking a course overload must complete a course overload form and submit it to the Registrar's Office. Advisor consent is required to register for 19-22 credits. A minimum cumulative GPA of 3.0 is required. No exceptions will be granted.

## **Policy on Repeating Courses**

Students may repeat courses taken at Minot State or those originally taken at another institution, but should be aware of the following guidelines:

- All courses must be repeated through MSU for an improved grade. Repeating a course at another institution will average both grades in GPA calculations.
- When repeating a course through MSU, the most recent grade will be included in GPA calculations.
- Courses that have been failed in a face-to-face format cannot be repeated via correspondence.
- Students cannot repeat courses for an improved GPA after a degree has been posted.
- Transcripts will automatically reflect repeated courses upon conclusion of a semester. Students are asked to contact the Registrar's Office if they believe a repeated course has not been properly identified as a repeat on the transcript due to changes in course title or course numbering.
- A student who wants to repeat a course no longer offered in the college curriculum must obtain permission to substitute a currently offered course from the chairperson of the division or department responsible for the original course.

## **Policies for Background Checks related to Field Education**

Background checks are required for Field Placement. Reference the field manual for information on background checks.

## **Policy on Grade Appeals**

Grade Appeal procedures for the SWP follow those outlined in the Undergraduate Catalog.

The evaluation of student performance as a grade is recorded on the student's University transcript as part of the student's permanent record. The student's grade is determined by the faculty member responsible for the course and is based upon factors related to achievement of the course objectives. The course grade is considered final unless an appropriate appeal is filed by the student. For the student who is dissatisfied with a grade and has reason to believe the grade issued is incorrect, the student needs to follow the steps on grade appeals as outlined in the current Undergraduate Catalog.

## **Committees, Organizations, and Scholarships**

### **Admissions Committee**

The Admissions Committee, comprised of all faculty members, recognizes the need to scrutinize applicants applying for admission into the SWP. The individuals on this Committee are committed to:

- Screening students to ensure student values and ethics are in compliance with the NASW Code of Ethics.
- Determining that students possess the ability to establish an effective helping relationship within the context of social work practice.
- Ensuring that students are able to maintain the required grade point average (GPA) to successfully complete the academic program.

The primary responsibility of the Admissions Committee is to assess student suitability to enter the SWP. The Committee is responsible to monitor and evaluate the total process of admission including design and modification of the admission forms as well as to conduct admission interviews if needed.

The following are the responsibilities of the Committee:

1. Process all student Admissions applications to the SWP.
2. Evaluate, define and modify the total admissions procedure and policies.
3. Conduct admission interviews should there be question about any student application.

The Admissions Committee meets once a year in Spring semester, to accept and review applications from potential social work student candidates for all program options. The Admissions Committee also meets as necessary to evaluate and suggest modifications to the admissions process, including standards, forms, interview procedures, etc.

The admissions procedures and standards of the Minot State University SWP are organized and implemented without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, handicap, or political or sexual orientation, or sexual identification.

#### **Confidentiality of SWP Committee Activities**

All meetings and procedures related to the SWP Committees are considered strictly confidential. All individuals involved in the review process are bound by the professional principles of confidentiality as consistent with the NASW Code of Ethics and the Student Code of Conduct. All procedures are to be carried out in a manner that assures the protection of the individual's right to privacy regarding academic records, performance and/or information regarding personal affairs.

#### **Student Social Work Organization (SSWO)**

Active student participation is considered an important aspect of the SWP at Minot State University and this includes the Student Social Work Organization (SSWO).

All social work students are strongly encouraged to join the Student Social Work Organization as the SSWO promotes professional development as well as unity and fellowship among students, faculty, staff, and professionals both on campus and in the community at large. The organization provides students the opportunity to associate with one another in professional dialogue, special events, service projects and social functions. The purpose of the Student Social Work Organization (SSWO) is to promote cultural, social and intellectual activities essential to the social work profession and to provide mentorship, comradery and collegiality among social work students. It also develops leadership skills. All students are encouraged to participate in SSWO.

The SSWO provides support for students in a variety of ways and expects students to likewise support the organization through volunteer work in the community, active committee membership, participation in fundraising activities and paying dues. SSWO may sponsor students attending regional conferences and workshops, and provides its membership with information regarding upcoming community and regional events. Professional connections are established through active participation in the organization, networking with alumni and attending SSWO professional, social and recreational activities.

The SSWO may sponsor an annual spring symposium and honors banquet in part to commemorate Social Work Month. The symposium brings in both national and regional keynote speakers on various social welfare topics of interdisciplinary relevance to students and professionals.

### **Phi Alpha National Honor Society Alpha Psi Chapter Minot State University**

In the spring of 1982, the Student Social Work Organization applied to the National Phi Alpha Honor Society for a chapter at Minot State College. On June 1, 1982 the application was approved, and the local chapter was designated Alpha Psi.

The purpose of Alpha Psi Chapter is to recognize and promote academic achievement among social work students at Minot State University, to promote interest in and awareness of professional social work on the campus and in the Minot community, and to encourage fellowship among students as they prepare to enter the social work profession.

The Phi Alpha Honor Society is a national honor society for social work students. Its purposes include fostering “high standards of education for social work students and inviting into membership those who have attained excellence in scholarship and achievement in social work.” Additionally, the Phi Alpha Honor Society promotes humanitarian goals and ideals consistent with professional values and ethics.

Phi Alpha offers membership to social work students and faculty, and each chapter is free to develop a program to meet local needs. The National Council is the policy-making body and meets each year at the time and place of the annual program meeting of CSWE. Each chapter has one voting representative on the Council.

Social work students are inducted every Spring semester into Phi Alpha based on the following eligibility criteria:

1. Acceptance into the Minot State University SWP;
2. Completion of a minimum of the first five courses/15 credit hours in the MSU Social Work Curriculum, with a minimum of two (2) courses taken in residence at MSU;
3. An Overall Grade Point average of 3.00 or higher; and,
4. A Social Work Grade Point Average of 3.25 or higher.

### **Scholarships**

A variety of scholarships are awarded each year, as available, by the faculty of the SWP. These will be announced in classes prior to deadlines, emailed to off campus program options, or posted on the Social work bulletin board in Memorial Hall. We encourage you to consider applying. You may access additional information and application material on the Social Work website, [Scholarship Page](#). Scholarship amounts may change depending on funding.

## **Campus Resources**

There are a variety of campus resources available to students at each program option.

### **CAREER SERVICES**

Career Services offers assistance in job search techniques, resume/ cover letter writing, interviewing skills, finding on- and off-campus employment, choosing a career field, and academic advisement for undecided students and students pursuing the General Studies degree.

### **COUNSELING SERVICES**

Personal counseling services provides free, confidential consultation, brief short-term intervention and referral. \*\*\*Personal counseling at the Bismarck program site is limited and students may be referred to other community resources.

**DISABILITY SERVICES**

Disability Services provides access to and inclusion in academic and campus programs for students with disabilities by providing reasonable accommodations when appropriate and necessary.

**FINANCIAL AID**

The Financial Aid office assists students with the application for and distribution of grants, loans, scholarships, federal work study, and/or military benefits, along with students who are planning on withdrawing from the university.

**MULTICULTURAL SUPPORT SERVICES**

The Multicultural Center, located on the 1st floor of the Student Center, provides a safe and comfortable location for supportive services to all diverse student populations and international students.

**OFFICE OF INTERNATIONAL PROGRAMS**

Assistance for International Students.

**REGISTRAR'S OFFICE**

The Registrar's Office assists students with Campus Connection questions, transcript requests, course overloads, process add/drop forms, enrollment verification letters, and major/minor changes.

**STUDENT ACTIVITIES**

Student Activities is available to assist students in getting involved on campus, making new friends, and getting the most out of their college experience! Student Government Associations are available at all program sites.

**STUDENT HEALTH CENTER**

The Student Health Center is responsible for treatment of illnesses, injuries and other conditions, physicals, women's healthcare, immunizations, sexually transmitted disease testing and treatment, blood pressure monitoring, and health education/promotion programs.

\*\*\* The Bismarck program option does not have a student health center.

**STUDENT LIFE AND HOUSING**

Student Life and Housing is an excellent resource for student welfare concerns such as: the on-campus living environment, roommate conflicts, discipline issues, class attendance, student emergencies, classroom behavior, time management, and student retention.

**TUTORING**

Tutoring is available at the Power Center. Students at off campus program options should contact the tutoring center on the home campus to explore options.

**WRITING CENTER**

The Writing Center offers e-tutoring and face to face sessions for students who would like assistance with writing assignments. Writing Center tutors will assist with writing a thesis, audience awareness, depth of ideas, organization and flow, support for ideas in the form of examples, research, etc., style, and mechanics, grammar, and format.

**Glossary of Terms****ACCREDITATION**

Council on Social Work Education (CSWE) is the national accrediting body for the SWP. It represents

assurance that the social work education received in an accredited program meets national standards. Social Work licensure is available only to graduates of an accredited SWP.

### **ADVISOR**

Faculty member assigned to each social work student while enrolled as a social work major. This person may serve in the role of consultant, teacher, advocate and a resource in linking to campus and community services. It is essential that students consult their advisor in the planning of their academic program. Each semester an advising hold is placed on student accounts that is released once the advising appointment is completed.

### **BLOCK PLACEMENT**

Field placement model which is used by MSU's SWP. Students spend 32 hours per week (4 days) in the agency, engaged in educationally directed learning activities, supervised by a field instructor approved by the program options field liaison. The placement runs for approximately 16 weeks for a minimum of 465 clock hours. Students return to campus one day per week for their concurrent, senior seminar. The placement, along with the seminars earn 15 semester credit hours.

### **BSW (Bachelor of Social Work)**

The degree granted by MSU upon completion of 120 credit hours. Receipt of the BSW from an accredited program entitles the student to apply for advanced standing at many graduate schools of social work.

### **CODE OF CONDUCT**

Standards of behavior adopted by the SWP which are consistent with the NASW Code of Ethics. The code is signed by students upon admission to the program.

### **CO-REQUISITE**

Courses which may, or must, be taken at the same time.

### **CSWE (Council on Social Work Education)**

The national professional organization of the faculties of colleges and universities which offer degree programs in social work. CSWE sets the academic standards for all programs at the bachelor and master levels, and accredits those programs. The CSWE website, [cswe.org](http://cswe.org), is an excellent resource for social work students.

### **CURRICULUM**

All required courses which fall into general education, required support, and the foundation categories; these courses are sequenced so the knowledge gained in each course builds on the knowledge gained in previous courses.

### **FIELD DIRECTOR**

A full time faculty member responsible for the management of the field education component of the program. This includes selection of agencies, selection and training of field instructors, all administrative management of the placement process, including selection and preparation of students admitted to the field, updating of the field manual, all field related forms (i.e. learning agreement and evaluation instruments). The coordinator serves as back up for the field liaisons, and may be involved in problem resolution.

### **FIELD EDUCATION**

SWK 490; the 465 hour field education placement in a social service agency or program, directed by the SWP and supervised by a practitioner employed by the agency. A learning agreement written by the student and

approved by the field liaison and field instructor assures an educational focus and activities that address the BSW objectives and competencies established by CSWE standards.

### **FIELD INSTRUCTOR**

An agency based practitioner who supervises a social work student during their field placement on a day-to-day basis. The field instructor evaluates the student's performance and submits it to the field liaison.

### **FIELD LIAISON**

A faculty member who serves as the link between student, the agency and the SWP and is the instructor for SWK 490 Field Education. This may involve clarification of expectations, explication of roles, and maintenance of educational focus of field education activities, through use of the learning agreement as well as a minimum of two on-site visits in the agency during the semester of the placement. The liaison is responsible for assigning the final field grade. For sites located at a significant distance from the university, site visits may be conducted through Skype, IVN, or other technologies.

### **FIELD EDUCATION 12cr.**

Structured and educationally directed learning experiences in public and private human service agencies. Grading Basis: S/U. Co-requisites: SWK 491.

### **FOUNDATION COURSES**

Required courses in the BSW program which are basic to the development of the knowledge, values and skills required to function as an entry level social worker. The courses are mandated by CSWE standards.

### **GATEKEEPING**

CSWE mandated responsibility to screen potential BSW students for suitability for the profession. The SWP sets standards for academic and non-academic criteria. Gatekeeping occurs formally at two benchmarks: admission to the program and admission to the field. It is also ongoing throughout the student's enrollment. Gatekeeping is a joint responsibility of faculty, field instructors, students, and ultimately the licensure process.

### **GENERAL EDUCATION REQUIREMENTS**

Credits which are required in all baccalaureate curricula. The SWP specifies certain courses be taken to fulfill some categories and it is recommended that these courses be taken in the freshman and sophomore years.

### **GENERALIST PRACTICE**

Generalist Practice is the knowledge, values and skills to work with systems of all sizes, in which a social worker can use a variety of culturally competent interventions based on clients' strengths and needs using appropriate supervision.

### **GRADUATE SCHOOL**

A graduate school, grants the MSW, MSSW, or MSS. Lists and descriptions of graduate programs are available in the department office, or at the CSWE website, [cswe.org](http://cswe.org).

### **GRADUATION**

The ceremony of awarding of the various degrees earned at MSU, which is held in May. The degree is awarded officially after summer session grades are recorded. Students must have an overall grade point of 2.0, a social work grade point of 2.50, a minimum of 120-122 credit hours, approved by the Records Office, and completion of all BSW requirements.

### **METHODS SEQUENCE**

Social work practice content courses of the curriculum covering intervention with client systems of all sizes:

individual, families, groups, communities, and organizations. Courses in the sequence include SWK 250, Interpersonal Skills, SWK 335 Methods I, SWK 426 Methods II, and SWK 427 Methods III.

### **NASW**

National Association of Social Workers. The professional practice organization of social work. BSW students are eligible for membership at a reduced rate that continues after graduation as a transitional rate. website: [socialworkers.org](http://socialworkers.org)

### **OVERLOAD**

Enrolling in courses where total credits for the semester are more than 18 semester hours. See the MSU catalog for specific grade point eligibility criteria and registration procedure.

### **PRACTICUM**

See Field Education.

### **PRACTICE BEHAVIORS**

Statements of what will be accomplished in order for the student to demonstrate a skill, develop a body of knowledge, or achieve a specific competency.

### **PREREQUISITE**

A course providing foundation for further coursework and taken prior to enrollment in another course.

### **REFERENCE**

A statement of recommendation for an applicant for admission to the SWP, or for employment, or graduate school.

### **RESUME**

Organized outline of an individual's education and experiences, that accompanies an application for employment. Resume writing workshops are offered each semester by the university and are recommended for social work students.

### **SENIOR SEMINAR 3 cr.**

SWK 491 - A 3 credit capstone course taken concurrently with field.

### **SPECIAL TOPICS COURSES**

SWK 299 or SWK 499, subject of courses may vary according to student or faculty interest. Courses are offered on an as needed basis.

### **STUDENT RANK**

Classification of a student based on the number of credit hours accumulated: Freshman: 1-30 hours; Sophomore: 31 - 60 hours; Junior: 61-90 hours; Senior: 90-128 hours.

### **TRANSFER STUDENTS**

Students who have attended other higher education institutions. All transfer students should work closely with his/her academic advisor to assure a smooth transition, selection appropriate courses, and obtain advisement regarding course substitutions. Inquiries by students planning to transfer to MSU are welcomed in advance of the expected semester of transfer.

### **VOLUNTEER EXPERIENCE**

A 25-hour volunteer experience in a human service agency or program is a requirement of SWK 250, and the

evaluation of that experience is a part of the Admission application. Credit may be given to an experience completed as part of a similar course at another institution, at the discretion of the Social Work Program Director during the course substitution process.

### Useful websites for Social Work Students

*Use CTRL ALT function as you click on the link*

[Child Welfare Information Gateway](#)

[Children’s Defense Fund](#)

[Council on Social Work Education](#)

[National Organization of Social Workers](#)

[North Dakota Board of Social Work Examiners](#)

[The New Social Worker](#)

[North Dakota Legislative Directory by District](#)

### APPENDIX A: Formative Evaluation Forms

#### MSU SWP

#### Formative Performance Evaluation: Student Success Plan Notice

Student’s Name

Student ID

Address

Deficiency Notice Date

Dear

This notice is provided to you as the first step in the Formative Performance Evaluation: Student Success Plan process, indicating your performance thus far in the SWP is judged to be below minimal acceptable academic and/or professional

standards (see Student Handbook). To improve your student performance, you must make an appointment with your advisor within 10 days of receiving this notice to develop a remediation action plan to help you be more successful in the program. The meeting will include the faculty with the concern and other faculty as deemed appropriate.

The following are noted deficiencies:

**Deficiency #1**

**Deficiency #2**

**Deficiency #3**

Please sign below indicating you have received this notice and give this copy to your advisor when you meet to develop a student success plan.

Student's  
Signature

Date Signed

Faculty  
(initiating notice)  
Signature(s)

Date Signed

Advisor's  
Signature

Date Signed

Students who feel they have been unjustly treated by a faculty member, the department or the university have the right to grieve the action. Grievance procedures related to student conduct and discipline and student rights are spelled out in detail in the Student Handbook

## MSU SWP

### Formative Performance Evaluation: Student Success Plan

Student's Name

Student's ID

Original Deficiency  
Notice Date:

Remediation Plan  
Date:

As noted in your **Formative Performance Evaluation: Student Success Plan**, you received on the above date, your performance thus far in the SWP is judged to be below minimal acceptable academic and/or professional standards (see *Student Handbook*). To improve your student performance, the following reflects the specific remedial steps that must be taken, and each step's implementation timeline:

**Deficiency #1**

*Action Step*

*Remediation End Date*


**Deficiency #2**

*Action Step*  
*Remediation End Date*


**Deficiency #3**

*Action Step*  
*Remediation End Date*


So we can help you remedy these concerns, **YOU** must now meet monthly with your advisor to discuss your progress. At that time you and your advisor will complete a **Formative Performance Evaluation: Student Success Plan Progress Review** form that documents your remediation activities and progress. Failure to meet monthly may result in the reexamination of your status in the SWP, and possible termination. You will also be given copies of the monthly progress notes at each meeting. Finally, after a time determined by you and your advisor a final summary will be written upon the completion of your remediation. Faculty will at that time determine your program status and inform you of their decision. Please know that while most students address deficiencies, in some cases may be terminated.

Student's  
Signature

--

Date Signed

--

Faculty  
(initiating plan)  
Signature(s)

--

Date Signed

--

Advisor's  
Signature

--

Date Signed

--

Students who feel they have been unjustly treated by a faculty member, the department or the university have the right to grieve the action. Grievance procedures related to student conduct and discipline and student rights are spelled out in detail in the Student Handbook.

## MSU SWP

### Formative Performance Evaluation: Student Success Plan

**Deficiency #1**

*Action Step*  
*Progress*  
*Date*


**Deficiency #2**

*Action Step*  
*Progress*  
*Date*


**Deficiency #3**

*Action Step*


*Progress*

*Date*


**Deficiency #4**

*Action Step*

*Progress*

*Date*


**Final Summary and Recommendations**

**Date:** \_\_\_\_\_

--

Students who feel they have been unjustly treated by a faculty member, the department or the university have the right to grieve the action. Grievance procedures related to student conduct and discipline and student rights are spelled out in detail in the Student Handbook.

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