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Preface
The St. Cloud State University (SCSU) Master of Social Work Program updates and publishes the Student Handbook each year. This Handbook is also available to students online on the Social Work Department’s webpage (http://www.stcloudstate.edu/socialwork/programs.aspx). This Handbook outlines the curriculum requirements and policies for students during the year that they are admitted. The Student Handbook is a supplement to the SCSU Graduate Catalog. This Handbook is regularly reviewed and updated.
Message from the MSW Program Director

The Mission of the MSW Program highlights key aspects of the social work profession to enhance human well-being (this involves using strengths) and work towards a just society while recognizing our diversity. We do this work in the context of individuals, families, groups, organizations, and policy. The Mission establishes the direction for academic study as well as professionalism. Students enter academic study as a joint venture with the faculty of the MSW Program and Department of Social Work.

This Handbook introduces you to the MSW Program, provides guidelines for students, admissions information, description of curriculum, student rights and responsibilities, academic standards including field placements, and resource information. Familiarity with the contents of this Handbook will ease students’ progress through the Program. In addition to this Handbook, familiarity with the Graduate Student Handbook and the Student Code of Conduct of SCSU is expected. The Department of Social Work faculty and staff desire that students are successful in their academic accomplishments. We encourage you to seek advice and clarification, ask questions, and raise concerns regarding your educational plan and goals. Your time and learning is valuable to you and to the social work profession. We hope that this is a time of exploration, deep thought, and above all an enjoyable part of your journey in becoming a social work professional.
Social Work at SCSU

History of the Social Work Department

The Social Work Department at St. Cloud State University (SCSU) has been preparing students for entry-level social work practice since the early 1960s when a select number of social work courses were developed within the University’s Sociology major. In 1981 the Bachelor of Social Work program was granted initial accreditation by the Council on Social Work Education. Reaffirmation occurred in 1988, 1997, and 2006. In 1987 the Social Work Department became a separate Department within the University’s College of Social Sciences (COSS). From this early development to the present, the faculty have worked together to develop, evaluate, and modify the program’s mission, goals, and objectives, with the intention of providing students an education that enables them to be effective practitioners, sensitive to diversity and committed to justice in a changing environmental context. In 2011, after University re-organization, the Social Work Department was placed in the new School of Health and Human Services, along with programs such as Nursing, Communication Disorders, and Gerontology.

The Council on Social Work Education (CSWE) accredits all Master of Social Work programs. Its authority extends over Social Work programs in the United States. CSWE accreditation is awarded only after programs meet CSWE Standards by extensively documenting their goals, objectives, curriculum, methods of evaluating the program, and have at least one graduated class. After the initial accreditation, a reaffirmation of accreditation occurs four years later and every eight years thereafter.

The MSW Program at SCSU achieved accreditation from the CSWE effective February 2011. Initial accreditation is from February 2007 through February 2015 at which time Reaffirmation is expected. The Reaffirmation process entails demonstration of achievement on Program Goals, Competencies, and Practice Behaviors. Similar to the initial accreditation, Reaffirmation requires social work programs to complete a written Self Study and Site Visit with representatives from the CSWE.

The social work profession is firmly grounded in the six values found in the Code of Ethics as conveyed by the National Association of Social Workers. The six values of service, respect for the dignity and worth of the individual, importance of human relationships, competence, integrity, and social justice provide a strong foundation for the educational programs, and curriculum of the Department of Social Work. We educate and practice within this Code of Ethics. An outgrowth of our professional code is the Mission of the Department of Social Work:

From this mission, we seek to be change agents within our setting, fully incorporating knowledge and sensitivity towards all persons and groups in our daily lives. We invite and expect students to become part of this mission.
The MSW Program

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

What is the advanced generalist degree?

The advanced generalist social worker possesses a broad and multi-faceted theoretical understanding of client systems with a focus on the person-situation-environment. Social workers with an advanced generalist degree grasp the social context of practice including the psychological, sociocultural, and political environments that impact approaches, methods, and means to enhance human well-being and to achieve social justice. Interventions may occur at the micro, mezzo, or macro level. To that end, advanced generalist social workers develop a wide range of skills that enable them to work comprehensively particularly in rural settings and to serve in positions of leadership.

Explanation of the MSW Program

The MSW Program is a full-time program of study. Students who have completed a BSW within the last seven years are able to enter the program in an Advanced Standing status. Students who have completed a Bachelor’s degree with the appropriate prerequisites (see Admissions Section) enter the MSW Program as Foundation students.

The MSW Program has two Program Plan options related to the Culminating Project for program completion. Option A entails completion of a thesis. Option B involves completion of a capstone paper and project in SW 670 Culminating Project course plus elective credits. The 6 elective credits are typically completed in two 3-credit courses and are available through graduate programs throughout the University. The elective credits are selected by the student in consultation with the academic advisor based upon career goals and interests. Elective credits are noted on the Program Plan submitted to the School of Graduate Studies.

Advanced Standing students who select Option A complete 30 credit hours. Advanced Standing students who select Option B complete 33 credits, which include six (6) elective graduate level credits.

Foundation students complete 54 credit hours if selecting Option A Thesis and 57 credit hours if selecting Option B.
All students complete academic coursework and field placement(s). Please see the MSW Plan of Study and Field Placement information on later pages.

The first field education experience for students entering as Foundation students occurs during fall and spring semesters. Students are required to complete 300 hours of field education in an approved field placement prior to progressing to the Concentration field placement. During the Concentration year field placement, students are required to complete 600 hours of field education. All students will work with the MSW Field Education Director to arrange and finalize their field education placements at an approved field site. Foundation and Advanced Standing students are expected to arrange their field placement prior to the start of the fall semester of their admission. Students register for Field Placement along with the Integrated Field Placement Seminar in fall and spring semesters.

**Master of Social Work Program Mission, Goals, Competencies, and Program Objectives**

Graduate Social Work education begins with the articulation of the Program’s Mission, Goals, Competencies, and Practice Behaviors. These provide the groundwork for all studies and activities for students entering the MSW Program. Students that become familiar with the Mission, Goals, Competencies, and Practice Behaviors will have a better understanding of what will be expected and what they can expect of the program.

**Mission of the MSW Program**

*Our mission is to engage students in an educational program that prepares them to think critically and evaluate practice and programs and contribute to the body of social work knowledge through active research. Students will be prepared to work effectively and collaboratively as professional social workers to enhance human well-being and promote economic, political and social justice in a diverse and global society. Using justice centered and community based practice approaches, the MSW program will prepare social work professionals at the advanced generalist level who can practice across a variety of social service settings.*

**Goals of the MSW Program**

1. To educate advanced generalist social workers who are grounded in the liberal arts and in the values and ethics, theories and practice interventions of the social work profession.
2. To prepare highly skilled and culturally competent advanced generalist social workers who actively seek to create change, promote social justice and human well-being at all system levels.
3. To educate advanced generalist social workers to think critically, conduct research, and to analyze social welfare policies, practice, and research, in order to advocate for social justice at all levels.
4. Prepare advanced generalist social workers to assume leadership positions in public and private sectors to effect social change and influence public policy.
### Master in Social Work Competencies & Practice Behaviors

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

**Foundational social work education prepares students to:**
1. Advocate for client access to the services of social work;
2. Practice personal reflection and self-correction to assure continual professional development;
3. Attend to professional roles and boundaries;
4. Demonstrate professional demeanor in behavior, appearance, and communication;
5. Engage in career-long learning;
6. Use supervision and consultation.

**Concentration social work education prepares students to:**
1. Identify and teach professional skills through a strengths perspective, areas for growth and self-assessment, while focusing on anti-oppressive relationships.
2. Demonstrate knowledge of skills for supervising workers and improving professional knowledge.

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

**Foundational social work education prepares students to:**
1. Recognize and manage personal values in a way that allows professional values to guide practice;
2. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
3. Tolerate ambiguity in resolving ethical conflicts;
4. Analyze and apply multiple strategies of ethical reasoning to arrive at principled decisions.

**Concentration social work education prepares students to:**
1. Employ strategies of ethical reasoning to manage ethical dilemmas involving practice issues, ethical conflicts, and personal values.
2. Apply multiple decision-making strategies (such as the NASW Code of Ethics and other ethical decision making models) in practice situations.
3. Recognize the importance of consultation in ethical decision-making.

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

**Foundational social work education prepares students to:**
1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
2. Analyze models of assessment, prevention, intervention, and evaluation;
3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Concentration social work education prepares students to:
1. Critically evaluate theory and evidence-based knowledge when applying it to various (micro, mezzo, macro) client systems’ situations.
2. Demonstrate flexibility by applying perspectives and interventions to suit the needs of clients.
3. Communicate professional judgments to individuals, families, groups, organizations, communities, and colleagues, in both verbal and written form.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Foundational social work education prepares students to:
1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
3. Recognize and communicate their understanding of the importance of difference in shaping life experiences;
4. View themselves as learners and engage those with whom they work as informants.

Concentration social work education prepares students to:
1. Demonstrate an understanding of the interaction of a culture’s structures and values, personal biases and values, and life difference in practicing through an anti-oppressive lens.
2. Demonstrate an understanding of culturally competent practices with diverse populations through an anti-oppressive lens.
3. Develop and maintain a network of cultural consultants and utilize them appropriately.
4. Advocate at multiple levels to reduce disparities for oppressed groups.

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

Foundational social work education prepares students to:
1. Understand the forms and mechanisms of oppression and discrimination;
2. Advocate for human rights and social and economic justice;
3. Engage in practices that advance social and economic justice.

Concentration social work education prepares students to:
1. Use anti-oppressive practice skills set to eliminate oppression within micro, mezzo, and macro social work settings.
2. Design practice delivery policies that promote social and economic justice and equity for individuals, families, groups, organizations, communities, and colleagues.
### Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

**Foundational social work education** prepares students to:
1. Use practice experience to inform scientific inquiry;
2. Use research evidence to inform practice.

**Concentration social work education** prepares students to:
1. Critically appraise and apply empirical evidence and practice experience to create strategies for systemic change.
2. Design, implement, and interpret evidence-based research that meets practice needs and contributes to practice dialogue.
3. Understand the importance of literature pertinent to research especially, and use qualitative and quantitative research designs to inform practice.

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

**Foundational social work education** prepares students to:
1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;
2. Critique and apply knowledge to understand person and environment.

**Concentration social work education** prepares students to:
1. Synthesize and select HBSE theories in all aspects of practice, such as assessment, intervention, and evaluation.
2. Explain how HBSE theories inform social work practice.

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

**Foundational social work education** prepares students to:
1. Analyze, formulate, and advocate for policies that advance social well-being;
2. Collaborate with colleagues and clients for effective policy action.

**Concentration social work education** prepares students to:
1. Evaluate the impact of policies and regulations for their effectiveness in advancing social well-being in a local and/or global context.
2. Provide leadership that promotes social policies and program practices that advance social welfare and enhance service delivery.

### Educational Policy 2.1.9—Respond to contexts that shape practice.

**Foundational social work education** prepares students to:
1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;
2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
**Concentration social work education prepares students to:**
1. Assess and develop services that reflect a cognizance of overall societal and community change and context.
2. Lead collaborative community efforts to effect innovative change in social services.

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

**Educational Policy 2.1.10(a)—Engagement**

**Foundational social work education prepares students to:**
1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
2. Use empathy and other interpersonal skills;
3. Develop a mutually agreed-on focus of work and desired outcomes.

**Concentration social work education prepares students to:**
1. Develop culturally responsive relationships for practice with individuals, families, groups, organizations, communities, and colleagues.
2. Integrate theory-based relational skills in all areas of client engagement.
3. Develop contracts with individuals, groups, community members and other stakeholders to be equal partners in change efforts.

**Educational Policy 2.1.10(b)—Assessment**

**Foundational social work education prepares students to:**
1. Collect, organize, and interpret client data;
2. Assess client strengths and limitations;
3. Develop mutually agreed-on intervention goals and objectives;
4. Select appropriate intervention strategies.

**Concentration social work education prepares students to:**
1. Assess and utilize multi-level, strengths-based assessment data to inform a systematic and conceptually driven intervention process.
2. Assess complex data to inform the selection of intervention strategies.

**Educational Policy 2.1.10(c)—Intervention**

**Foundational social work education prepares students to:**
1. Initiate actions to achieve organizational goals;
2. Implement prevention interventions that enhance client capacities;
3. Help clients resolve problems;
4. Negotiate, mediate, and advocate for clients;
5. Facilitate transitions and endings.

**Concentration social work education prepares students to:**
1. Critically evaluate, select, and apply partnership interventions for all system levels utilizing an
anti-oppressive perspective.
2. Collaborate with multi-level systems.
3. Develop, coordinate and implement culturally appropriate mechanisms and strategies for prevention and resolution of issues.

Educational Policy 2.1.10(d)—Evaluation

**Foundational social work education prepares students to:**
1. Critically analyze, monitor, and evaluate interventions.

**Concentration social work education prepares students to:**
1. Analyze, monitor, evaluate, and document intervention outcomes and effectiveness to ensure sustained changes.
2. Formulate assessment and evaluation tools.
3. Utilize such tools to measure the effectiveness of intervention outcomes.

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**MSW Plan of Study**

The Council on Social Work Education (CSWE) requires that MSW programs provide a plan of study that allows students to complete the MSW degree within a time frame of two years. The Social Work Department MSW Program offers both a Concentration and Foundation full time program and a Concentration and Foundation part time option. Students move through the program as a cohort. The following courses for Option A and Option B are listed; Foundation students complete all courses while Advanced Standing students complete the Concentration Year. Students may refer to the SCSU Bulletin [https://catalog.stcloudstate.edu/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=7&chapterid=569&topicgroupid=1871&loaduseredits=False](https://catalog.stcloudstate.edu/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=7&chapterid=569&topicgroupid=1871&loaduseredits=False)

Students not yet admitted to the MSW Program may take designated courses not to exceed nine credits prior to admission to the MSW Program and Graduate Studies of SCSU. Interested individuals must obtain instructor permission and speak with the MSW Program Director before making arrangements to register. Courses taken prior to admission to the MSW Program may be applied to the student’s Program Plan (please see description in the A-to Z Academic Policies) upon admission to the MSW Program and with approval of the academic advisor. Courses taken four or more years prior to admission will be considered invalid and not be applied to the student’s Program Plan.
### MSW Plan of Study

**MSW Plan of Study – For Students entering without a Bachelor’s Degree in Social Work**

**Foundation Year**

<table>
<thead>
<tr>
<th></th>
<th>Summer Session</th>
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<tbody>
<tr>
<td>610</td>
<td>Social Work Foundations</td>
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<td><strong>Total Summer Session Credits</strong></td>
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<tr>
<td>611</td>
<td>Generalist Social Work Practice I</td>
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<td>613</td>
<td>Social Work with Marginalized Populations</td>
<td>3</td>
</tr>
<tr>
<td>614</td>
<td>Human Behavior and the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>615</td>
<td>Field Placement I (150 hours)</td>
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<tr>
<td>616</td>
<td>Integrated Practice Seminar I</td>
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<td><strong>Total Semester Credits</strong></td>
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<th>Fall Semester</th>
<th>Credits</th>
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<tr>
<td>621</td>
<td>Social Welfare Policy</td>
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</tr>
<tr>
<td>622</td>
<td>Research I</td>
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<tr>
<td>625</td>
<td>Field Placement II (150 Hours)</td>
<td>1</td>
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<tr>
<td>626</td>
<td>Integrated Social Work Practice Seminar</td>
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<tr>
<td></td>
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**Total Credits for Foundation Year**

|                      | 27       |
## MSW Plan of Study

**Concentration – Program Plan A – Thesis**

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<th>Fall Semester</th>
<th>Credits</th>
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<tr>
<td>650 Mental Health and Social Work Practice</td>
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<tr>
<td>631 Advanced Generalist Practice with Individuals and Families</td>
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<tr>
<td>635 Field Placement III (300 hours)</td>
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<tr>
<td>636 Integrated Practice Seminar III</td>
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<tr>
<td>634 Advanced Generalist Practice in Communities &amp; Organizations</td>
<td>3</td>
</tr>
<tr>
<td>699 Thesis (fall)</td>
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### Spring Semester

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<th>Credits</th>
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<tr>
<td>618 Advanced Practice with Refugees &amp; Immigrants</td>
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<tr>
<td>645 Field Placement IV (300 hours)</td>
<td>2</td>
</tr>
<tr>
<td>646 Integrative Practice Seminar IV</td>
<td>2</td>
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<tr>
<td>642 Advanced Policy Practice</td>
<td>3</td>
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<tr>
<td>680 Advanced Clinical Practice</td>
<td>3</td>
</tr>
<tr>
<td>699 Thesis (spring)</td>
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<td><strong>Total Semester Credits</strong></td>
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**Total Program Credits** 32
**MSW Plan of Study**  
**Concentration – Program Plan B or – Non-Thesis**

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<tr>
<th>Summer Session</th>
<th>Credits</th>
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<tr>
<td>Plan B approved course/Elective</td>
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<tr>
<td><em>May be required: SW 610 for BSW’s greater than five years old.</em></td>
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**Fall Semester**

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<td>650</td>
<td>Mental Health and Social Work Practice</td>
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<tr>
<td>631</td>
<td>Advanced Generalist Practice with Individuals and Families</td>
<td>3</td>
</tr>
<tr>
<td>635</td>
<td>Field Placement III (300 hours)</td>
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<tr>
<td>636</td>
<td>Integrated Practice Seminar III</td>
<td>2</td>
</tr>
<tr>
<td>634</td>
<td>Advanced Generalist Practice in Communities &amp; Organizations</td>
<td>3</td>
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**Total Summer & Semester Credits** 16

<table>
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<tr>
<th>Spring Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>618</td>
<td>Advanced Practice with Refugees &amp; Immigrants</td>
</tr>
<tr>
<td>645</td>
<td>Field Placement IV (300 hours)</td>
</tr>
<tr>
<td>646</td>
<td>Integrative Practice Seminar IV</td>
</tr>
<tr>
<td>642</td>
<td>Advanced Policy Practice</td>
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<tr>
<td>680</td>
<td>Advanced Clinical Practice</td>
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**Total Summer & Semester Session Credits** 13

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<th>Total Program Credits</th>
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# MSW Program Part-time Option
## School of Health and Human Services
### St. Cloud State University

**Foundation Students**

**Year One**

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<tr>
<th>Semester</th>
<th>Courses</th>
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<tbody>
<tr>
<td>Summer</td>
<td>610 Social Work Foundations</td>
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| Fall     | SW 613 Social Work with Marginalized Populations  
          | SW 611 Generalist Practice I                |
| Spring   | SW 621 Social Welfare Policy                
          | SW 612 Generalist Practice II              |

**Year Two**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
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| Fall     | SW 614* HBSE                                 
          | SW 615 Field Placement I                     
          | SW 616* Integrated Field Seminar I          |
| Spring   | SW 622* Research                             
          | SW 625 Field Placement II                    
          | SW 626* Integrated Field Seminar II         |

**Year Three**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
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| Fall     | SW 634 Communities & Organizations          
          | SW 631 Advanced Generalist Practice with Individuals and Families |
| Spring   | SW 618 Adv. Practice with Refugees & Immigrants  
          | SW 680 Adv. Clinical Practice               |
| Summer   | 6-credits of Plan B courses/Electives       |

**Year Four Option A – Thesis**

<table>
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<tr>
<th>Semester</th>
<th>Courses</th>
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</table>
| Fall     | SW 650* Mental Health and SW Practice        
          | SW 635 Field Placement III                   
          | SW 636* Integrated Field Seminar III        
          | SW 699* Thesis                              |
| Spring   | SW 642* Advanced Policy Practice            
          | SW 645* Field Placement IV                   
          | SW 646* Integrated Field Seminar IV         
          | SW 699* Thesis                              |
# Year Four Plan B-6 credits

<table>
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<th>Semester</th>
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<tr>
<td></td>
<td>SW 635 Field Placement III</td>
</tr>
<tr>
<td></td>
<td>SW 636* Integrated Field Seminar III</td>
</tr>
<tr>
<td>Spring</td>
<td>SW 642* Advanced Policy Practice</td>
</tr>
<tr>
<td></td>
<td>SW 645 Field Placement IV</td>
</tr>
<tr>
<td></td>
<td>SW 646* Integrated Field Seminar IV</td>
</tr>
</tbody>
</table>

Students selecting Plan B will need to take 2 Plan B approved/elective courses (6-credits) prior to graduation. Students with advisement and approval will determine which courses and when these will be taken.

*Denotes HYBRID course
### MSW Plan of Study
#### Advanced Standing – Program Plan A – Thesis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>650</td>
<td>Mental Health and Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>631</td>
<td>Advanced Generalist Practice with Individuals and Families</td>
<td>3</td>
</tr>
<tr>
<td>635</td>
<td>Field Placement III (300 hours)</td>
<td>2</td>
</tr>
<tr>
<td>636</td>
<td>Integrated Practice Seminar III</td>
<td>2</td>
</tr>
<tr>
<td>633</td>
<td>Advanced Generalist Practice in Communities &amp; Organizations</td>
<td>3</td>
</tr>
<tr>
<td>699</td>
<td>Thesis (fall)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Credits**: 16

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>618</td>
<td>Advanced Practice with Refugees &amp; Immigrants</td>
<td>3</td>
</tr>
<tr>
<td>645</td>
<td>Field Placement IV (300 hours)</td>
<td>2</td>
</tr>
<tr>
<td>646</td>
<td>Integrative Practice Seminar IV</td>
<td>2</td>
</tr>
<tr>
<td>642</td>
<td>Advanced Policy Practice</td>
<td>3</td>
</tr>
<tr>
<td>680</td>
<td>Advanced Clinical Practice</td>
<td>3</td>
</tr>
<tr>
<td>699</td>
<td>Thesis (spring)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Credits**: 16

**Total Program Credits**: 32

**Note**: Applicants who possess a BSW Degree that was granted more than 5 years ago are required to take the “Social Work Frameworks” summer course prior to their first Fall Semester.
# MSW Plan of Study

**Advanced Standing – Program Plan B – Non-Thesis**

<table>
<thead>
<tr>
<th>Summer Session</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan B approved course/Elective</td>
<td>3</td>
</tr>
<tr>
<td>Plan B approved course/Elective</td>
<td>3</td>
</tr>
<tr>
<td><em>May be required: SW 610 for BSW’s greater than five years old</em></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Summer Credits</strong></td>
<td><strong>6 (9)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>650 Mental Health and Social Work Practice</td>
</tr>
<tr>
<td>631 Advanced Generalist Practice with Individuals and Families</td>
</tr>
<tr>
<td>635 Field Placement III (300 hours)</td>
</tr>
<tr>
<td>636 Integrated Practice Seminar III</td>
</tr>
<tr>
<td>634 Advanced Generalist Practice in Communities &amp; Organizations</td>
</tr>
<tr>
<td><strong>Total Summer &amp; Semester Credits</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>618 Advanced Practice with Refugees &amp; Immigrants</td>
</tr>
<tr>
<td>645 Field Placement IV (300 hours)</td>
</tr>
<tr>
<td>646 Integrative Practice Seminar IV</td>
</tr>
<tr>
<td>642 Advanced Policy Practice</td>
</tr>
<tr>
<td>680 Advanced Clinical Practice</td>
</tr>
<tr>
<td><strong>Total Summer &amp; Semester Session Credits</strong></td>
</tr>
<tr>
<td><strong>Total Program Credits</strong></td>
</tr>
</tbody>
</table>
Note: Applicants who possess a BSW Degree that was granted more than 5 years ago are required to take the “Social Work Frameworks” summer course prior to their first Fall Semester.
Advanced Standing Students
Year One

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
</tr>
</thead>
</table>
| Fall     | SW 634 Communities & Organizations  
          SW 631 Advanced Generalist Practice with Individuals and Families |
| Spring   | SW 618 Adv. Practice with Refugees & Immigrants  
          SW 680 Adv. Clinical Practice |
| Summer   | 6-credits of Electives |

Year Two Option A

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
</tr>
</thead>
</table>
| Fall     | SW 650 Mental Health and SW Practice  
          SW 635* Field Placement III  
          SW 636* Integrated Field Seminar III  
          SW 699* Thesis |
| Spring   | SW 642 Advanced Policy Practice  
          SW 645* Field Placement IV  
          SW 646* Integrated Field Seminar IV  
          SW 699* Thesis |

Year Two Option B

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
</tr>
</thead>
</table>
| Fall     | SW 650 Mental Health and SW Practice  
          SW 635* Field Placement III  
          SW 636* Integrated Field Seminar III |
| Spring   | SW 642 Advanced Policy Practice  
          SW 645* Field Placement IV  
          SW 646* Integrated Field Seminar IV |

Note: Applicants who possess a BSW Degree that was granted more than 5 years ago are required to take the “Social Work Frameworks” summer course prior to their first Fall Semester.
Field Education

The purpose of the field experiences for MSW students is to provide students with supervised practical experience with the application and implementation of values, ethics, knowledge, skills, and competencies relevant to the social work profession that have been learned in the classroom setting.

The first field education experience for students in the two year program entering as Foundation students occurs in the during fall and spring semesters. Students are required to complete 300 hours of field education as an intern in an approved field placement during this first year prior to progressing to the Concentration field placement. During the concentration year field placement, students are required to complete 600 hours of field education as an intern.

All students will work with the MSW Field Education Director to arrange and finalize their field education placements at an MSW Program approved field site. All students are expected to arrange their field placements prior to the start of the fall semester of the placement. Typically the placement process begins in the prior spring semester. Students register for Field Placement along with the Integrated Field Placement Seminar in fall and spring semesters.

The Foundation Field Placement in the fall and spring semesters involves 300 hours or approximately 12 hours per week in a single field site beginning approximately during the 6th week of the fall semester continuing through the spring semester. The Concentration/Advanced Standing Field Placement involves 600 hours or approximately 20 hours per week in a single field site over the course of the fall and spring semesters.

Students are encouraged to review the Field Placement Information in Appendix B and are referred to the MSW Field Manual for a full description of the field placement expectations, responsibilities, and procedures.
Admission to the Master of Social Work Program

All applications are submitted and reviewed by the School of Graduate Studies (http://www.stcloudstate.edu/gradadmissions/default.asp) before being forwarded to the Department of Social Work. Students are admitted to the MSW Program with start dates of the first summer session for Foundation students and in the fall semester for Advanced Standing students. (Please see #2 below for explanation of Advanced Standing and Foundation status).

Admission Requirements Specific to the MSW Program

Students are admitted to the MSW program as Foundation students or as Advanced Standing students according to the following criteria:

1) An application for admission to the Graduate School of St. Cloud State University.
2) An undergraduate degree from an accredited college or university.
   a. Advanced Standing applicants must hold a BSW degree from a program accredited by the Council on Social Work Education. The social work degree must be granted prior to the first day of class. Official transcripts must be submitted with the application.
   b. Foundation applicants NOT holding a BSW degree must provide evidence of completion of the following pre-requisites: Human Biology, Social Statistics, Human Life Cycle Development and three (3) additional courses in social/behavioral sciences. This includes courses in the disciplines of anthropology, sociology, economics, political science, psychology, history, and human relations. The courses may be taken at any accredited college or university. A transcript documenting completion of the courses is due at admission.
3) Applicants must have a minimum of a 3.0 grade point average on a 4.0 scale in the last two years of undergraduate education. Advanced standing students must have at least a 3.0 grade point average in their social work courses.
4) Paid or unpaid experience in human services, volunteer or social change activities are preferred for admission.
5) A current resume which addresses: education, position and responsibilities for paid or unpaid experience and community involvement which reflects frequency and duration of involvement
6) Letters of Recommendation form from the School of Graduate Studies. Recommendations (3 needed) must be from individuals that can speak to your academic potential. Recommendations from friends or relatives will not be accepted.
7) A written essay (note – the written essay is in addition to the Letter of Intent required by the School of Graduate Studies): Please review the mission of the Department of Social Work (see below), MSW Program mission (see below), and the values of the Social Work profession as articulated in the NASW Code of Ethics (found at http://www.socialworkers.org). Please respond to the questions below.
   a) How are your career goals consistent with:
The mission of the Department of Social Work; The mission of the MSW Program; and The values of the Social Work profession as articulated in the NASW Code of Ethics?

b) Describe a social justice issue that is of interest to you and describe the contribution you plan to make toward the resolution of the problem.

Your response should be three to five (3 – 5) typed double spaced pages (12 point font).

Citations for any sources used must be included.

International Admissions http://www.stcloudstate.edu/internationaladmissions/

* Please note: the Program does not give academic credit for life experiences and/or previous work experiences.

Mission of the Department of Social Work

The mission of the Department of Social Work is to use an anti-oppression lens, with a focus on race, class and gender, to inform both its educational environment and educational programs. Faculty, staff and students commit to an experiential and transformative educational process that will challenge them to think critically and analyze systemic inequalities in the United States and the world. This process will prepare professional social workers to work as change agents in a diverse world.

Mission of the MSW Program

Our mission is to engage students in an educational program that prepares them to think critically and evaluate practice and programs and contribute to the body of social work knowledge through active research. Students will be prepared to work effectively and collaboratively as professional social workers to enhance human well-being and promote economic, political and social justice in a diverse and global society. Using justice centered and community based practice approaches, the MSW program will prepare social work professionals at the advanced generalist level who can practice across a variety of social service settings.

Procedures for Acceptance into the MSW Program:

Students’ applications are first reviewed by the Graduate School and then forwarded to the MSW Program. The MSW Program Director reviews applications for completeness and to assure minimal standards for the Graduate School and the MSW Program have been met. Complete applications and those meeting the minimal criteria will have their files reviewed by two faculty associated with the MSW Program. Each faculty member will independently review the applicant’s file and make an objective recommendation for acceptance. The MSW Program Director reviews the file with faculty recommendations and brings recommendations for admission to the MSW Program Committee. The MSW Program Committee makes a recommendation for admission or non-admission. Recommendations from the MSW Program are forwarded to the Graduate School for review and final decision. The Graduate School notifies students of admission status. Once notified by Graduate Studies, the MSW Program
contacts admitted students welcoming them to the Program, informing them of Field Placement procedures, orientation, location of Student Handbook and Field Education Manual, classes, and a contact person.

The MSW Program accepts applications beginning September 1. For priority consideration, applications must be submitted by January 15. Secondary consideration applicants are given the opportunity to be admitted into the MSW Program as space allows. Interested students should consult the Graduate Studies website, Social Work website, or the MSW Program Director for specific dates.

Students should be aware that applicants for a license from the Minnesota Board of Social Work must document any ethical or legal irregularities. Certain irregularities or violations may prohibit students from obtaining a social work license to practice. Students with this history or having any questions should contact the Board of Social Work to obtain guidance on pursuing their degree.

Criteria for Acceptance into the MSW Program:
Applicants must meet all minimum requirements and demonstrate graduate level critical thinking skills, written communication, commitment to the social work profession including social justice, understanding of diversity, cross cultural experience and sensitivity, and capacity to relate to and accept individual differences, lifestyles, and values.

Life Experience Course Credit & Previous Work Experience:
The Program does not give academic credit for life experiences and/or previous work experiences.

Transfer of Credits:
On a rare occasion a student transfers from another MSW Program. The MSW Program Director handles the transfer of credits with the approval of the MSW Program Committee. The decision to accept the transfer of credits is dealt with on a case-by-case basis and is at the discretion of MSW Program Director on behalf of the MSW Program Committee and Department of Social Work. Appropriate equivalencies from another accredited program may be accepted with the exception of credit for practice classes and field placements. Students who request the transfer of credit must provide the MSW Program Director with a syllabus of the course taken, evidence of a passing grade of a B or better, and a completed transfer of credit form.

Students should consider carefully a decision to transfer from one MSW program to another. Courses in graduate social work programs are developed specifically for the program’s educational track and in support of foundation courses. Not every course will transfer, and transfer students may be required to take additional courses in the SCSU MSW Program in order to have content required for the Advanced Generalist track.

Plan B: Comprehensive Exam
Students who choose to take the comprehensive exam instead of the thesis will only have two (2) opportunities/attempts to pass the comprehensive exam with a score of at least 70% or higher and will take the exam together/at the same time as a group. There will be two different versions of the comprehensive exam and the comprehensive exam will be composed by the Department’s
Assessment Team Committee with assistance from faculty who teach MSW classes. The MSW Program Director will be the only person to inform students about their score results on their first and second attempts via email.

**Students who fail the second attempt must meet with the MSW Program Director and the Performance Review Committee as soon as possible to determine their continued status in the MSW program. The MSW Program Director and the Performance Review Committee may recommend an alternative project/assignment in order to provide another opportunity for students to successfully complete their MSW degree or may recommend termination from the MSW program.**
The Department of Social Work

In the University academic structure, the MSW Program is located within the Department of Social Work and the School of Health and Human Services. The Dean of the School of Health and Human Services has oversight of all Departments within the School. The administration of the Department formally rests with the faculty who collaborate in the design, implementation, and evaluation of curriculum and administrative policies and procedures. The Department is organized collectively with all decisions made by the faculty as a whole. Every three years faculty nominates, and the Dean appoints, a Department Chair, an MSW Program Director, and an MSW Field Education Director from among them who coordinates many of the Department activities and acts as a facilitator for decision-making. The MSW Program Director and the Department Chair work with the Dean of the College to assure quality education as it relates resources within the Department.

Contact information:

Department of Social Work Main Office
    Hours: 8:00 a.m. to 4:30 p.m. Monday through Friday (regular academic year)
    Abbreviated hours available during the summer sessions.
    Stewart Hall 226
    320-308-3139
    320-308-3285 (FAX)
Potential and current student interested in the MSW Program should contact the MSW Program Director at: http://www.stcloudstate.edu/socialwork.

Potential and current students are encouraged to find the current faculty listing at the Department of Social Work website - http://www.stcloudstate.edu/socialwork/faculty.asp

Committees for the MSW Program:

Two primary committees connected with the Department of Social Work are directly involved with the MSW Program.

The MSW Program has a faculty committee that addresses student issues prior, during, and even after graduation, to ensure that the Mission is achieved. The MSW Program Committee is made of six faculty with principal assignment to the MSW Program. The primary responsibilities of this committee are to address program development and needs, curriculum, and student support through advising and other educational and experiential opportunities. The MSW Program Committee works within the structure of the whole Department of Social Work. This committee meets biweekly during the academic year. Additional committees may develop from the Program Committee for completion of tasks or other focused activities.
The MSW Community Advisory Board is comprised of social work practitioners, most with an MSW degree from the greater Central Minnesota community. Because the Central Minnesota area is a changing community that includes a diverse group of citizens and immigrants, an attempt has been made to obtain insight from other ethnic groups. Therefore, there may be members on the committee who do not hold an MSW degree but are practicing in the field of social services.

The role of the Community Advisory Board is to advise the faculty of issues that arise in the field that impact students and agency staff, changes in the field regarding working knowledge needed for client interaction, changes in the communities, and the need for master degreed social workers. Community Advisory Board members also review the Field Manual and field syllabi and make recommendations for change. They recommend agencies for potential field sites. They participate in the recruitment of students for the program by distributing recruitment material to persons in their agency. As they network in their own communities they recommend the SCSU MSW program to their constituents. They recommend conferences and other opportunities for the SCSU faculty to exhibit information about the program. Advisory committee members attend at least one committee meeting a year.

**Affirmative Action Statement**

St. Cloud State University is committed to providing equal education and employment opportunities to all persons regardless of race, color, creed, sex, age, religion, marital status, sexual orientation/affectional preference, national origin, mental or physical disability, status with regard to public assistance or physical disability or any other group or class against which discrimination is prohibited by State or Federal law. Further, the University will not tolerate acts of sexual harassment/assault within its area of jurisdiction. St. Cloud State University will continue to remain in full compliance with: Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990, and the 1992 Crime Bill.

Inquiries or complaints concerning the application of affirmative action, equal opportunity or Title IX at St. Cloud State University should be referred to the affirmative action officer, 320.308.5123. Inquiries about services offered under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990 should be referred to the director of student disabilities services, 320.308.3117.
Student Participation, Involvement, Rights & Responsibilities

Student Participation in Department Policy and Program Evaluations

The Social Work faculty is responsible for setting and implementing Department policies. These policies include the content of the curriculum, the process for admission into the program, the time and frequency of course offerings, and many other decisions that directly affect students. Students are able and encouraged to have input in the Program in several ways.

- Any individual or group of students may discuss an idea or concern with a faculty member and ask that faculty member to bring it to a Department faculty meeting. It is strongly suggested that students put their ideas or concerns in writing so that the faculty member accurately represents them.
- Any individual or group of students may request the Program Director to schedule time at a Department faculty meeting during which the student or group can present their own ideas or concerns. A request for this should be made with the realization that the student presentation cannot necessarily be scheduled to occur at the very next faculty meeting.
- The MSW program director may hold open meetings each semester to listen to student ideas and concerns. Any student is welcome to directly voice or propose new ideas or share concerns.
- Faculty periodically bring questions to students in the classroom and survey student responses so the Department has more information with which to make decisions about such matters as scheduling courses. Faculty also conduct demographic surveys of students and alumni surveys to gain information to help assess the educational process offered within the Department.

Program Evaluation/Assessment

The Council on Social Work Education requires the MSW program to evaluate the attainment of the Program Goals, Competencies, and Practice Behaviors. Students are critical to informed assessment and evaluation therefore, the Program and its faculty will seek student input specific to courses and the Program overall. Students are strongly encouraged to cooperate with these evaluations through the completion of surveys and students’ evaluation of course learning objectives at the end of each semester. Students’ names are not required on the forms. Students’ responses will have no impact on the earned grade.

MSW Student Organization

The Master of Social Work Organization was formed in the Fall Semester of 2011. Description and contact information for the MSW Organization can be found on the Social Work website or via link: http://stcloudstate.collegiatelink.net/organization/mswstudentorg.
Policies for All Department of Social Work Courses

Students should be aware of the following expectations, rights and responsibilities related to Social Work coursework.

- As a student in any Social Work course you have a right to be treated with dignity and respect by the professor and by the other students in the room.
- As a student in any social work course you have the right and responsibility to grow as a critical thinker. That is, to apply the critical reasoning skills to reflect on possible bias and conflicts with social work ethics and values in your thinking, to critically evaluate the sources of information that you make use of, and to value feedback from others to enhance your critical thinking skills.
- As a student in any Social Work course you have the right to have your academic efforts supported by other students and by your professor and a responsibility to support the academic efforts of others. At times, support will mean being challenged.
- As a student with a disability you have the right to accommodation to enable you to satisfy course objectives in this class. Express your needs privately to the faculty person and / or to Student Disability Services in Centennial Hall, Room 202.
- As a student in any course you must abide by the University’s Code of Conduct. This is available in the University Student Handbook and on line at http://www.stcloudstate.edu/studenthandbook/code/default.asp.
- As a student in any course you must not intentionally or knowingly participate in academic dishonesty in the form of cheating, plagiarism or fabrication of work. This is described more fully as the first example of Prohibited Conduct in the University Student Handbook. Engaging in academic dishonesty will have negative consequences on the grade earned.
- If you need to communicate with the professor, try all of these alternatives: visit the professor during the office hours; email a message to the address on page one of the syllabus; phone or FAX the professor at the numbers listed on page one of this syllabus.
- If you are dissatisfied with your final grade in this class, consult the University Student Handbook for the Grade Appeals Process.
- If you have other concerns about this class, please communicate them to the professor in person. You also should consult the University Student Handbook for the Student Complaint Process. The Department Office has forms on which you can document a concern to begin a resolution process.
- Social Work professors expect assignments to be completed on time; this is consistent with professional responsibility. Your assignments will be graded down for lateness.
- Social Work professors expect you to be pro-active in informing them beforehand if some unusual circumstance will cause you to be absent, miss an exam, or delay turning in an assignment. Any changes must be negotiated with the professor. Failure to do so will likely prevent you from being able to make up the work.
- Social work professors also expect that you will not be absent from class. Social work is an interactive profession that is mirrored in the academic environment through conversations about the assignment reading material, lectures, class activities, guest speakers, etc. Therefore an attendance policy has been implemented that allows for only one absence without affecting the final grade.
• School closure notifications can be found on the SCSU website. Radio station KVSC (88.1) announces when University classes have been cancelled due to dangerous weather or conditions necessitating school closure. Students may also receive notification of school closings through the Star Alert system. Classes will be held and faculty will be on campus until the University closes.

• Academic integrity is expected. The Social Work Department adheres to the SCSU policy on cheating and plagiarism, which is located in the University student handbook. Students in any course must not intentionally or knowingly participate in academic dishonesty in the form of cheating, plagiarism or fabrication of work. This is described more fully as the first example of prohibited conduct in the University Student handbook. Furthermore, students are expected to know, understand, and apply academic standards in use of source information. Engaging in academic dishonesty will have negative consequences for your grade in the course and academic discipline including dismissal from the Program and Graduate education at SCSU. It is expected that SCSU students are familiar with and utilize proper citing of sources to avoid issues of plagiarism. Students may view the SCSU code of conduct at:
  http://www.stcloudstate.edu/studenthandbook/code/default.asp

• The Husky-Net email system is the **official** form of communication with students at SCSU. All email communications between students and faculty will occur via the SCSU email system. Students are responsible for checking their SCSU email in a timely manner.

• Students are expected to turn off or silence cell phones before the class begins. Leaving class to answer a call disrupts the class and distracts from everyone’s classroom participation as does sending or receiving text messages.

• **Students may use laptop computers for note taking and as an additional class resource but accessing the Internet in any fashion for recreational or non-class purposes should be reserved for outside of class.**

• Students are expected to turn off or silence cell phones before the class begins. Leaving class to answer a call disrupts the class and distracts from everyone’s classroom participation as does sending or receiving text messages.

• **Students may use laptop computers for note taking and as an additional class resource but accessing the Internet in any fashion for recreational or non-class purposes should be reserved for outside of class.**

• Student work must follow the most current standards set by the American Psychological Association (APA) - [http://leo.stcloudstate.edu](http://leo.stcloudstate.edu). Citations and bibliographies in written texts must comply with these standards. An APA manual can be purchased at the University Book Store or online at www.apa.org (Publication Manual of the American Psychological Association, Sixth Edition, 2010). The library has APA standards online to assist students and has a program called “Ref works” that is helpful when writing and developing bibliographies. However, this is not the definitive source for APA standards. This information may be found at [http://lrts.stcloudstate.edu/library/research/refworksHelp.asp](http://lrts.stcloudstate.edu/library/research/refworksHelp.asp).

• The Write Place located in Building 51 Room 117, 320-308-2031, is open daily during the academic year and reduced hours during summer sessions to help students improve writing skills ([http://www.stcloudstate.edu/writeplace/](http://www.stcloudstate.edu/writeplace/)). The Write Place maintains writing assistants that can be accessed on-line in “real time” for short answers. To make
the most of this service, students are encouraged to schedule an appointment to seek advice well in advance of assignment due dates. Appointments can be scheduled by phone at 320-308-2031 or email writeplace@stcloudstate.edu.

Grammatical advice and the APA citation style can also be found on at the Write Place website http://leo.stcloudstate.edu/#commas and as an ongoing reference for writing Writing with Style: APA Style for Social Work (2011). This book is available in the University book store. Students are strongly encouraged to purchase the most current version of the APA Writing Manual. Students will utilize the APA style for citations in papers and for the thesis. Students should review all of the writing standards in the APA manual including how to submit papers, font size, page numbers, and use of gender inclusive language.

**Student Rights and Responsibilities**

Student learning is a joint venture between the Program, its faculty, and students. Students hold rights and responsibilities in relationship to their learning in the MSW Program.

**Student Rights**
1. To be treated with dignity and respect by the professor and by the other students in the room.
2. To grow as a critical thinker. As a graduate student critical thinking is expected in the integration and application of the NASW Code of Ethics.
3. To have your academic efforts supported by other students and by your professor and have a responsibility to support the academic efforts of others. At times, support will mean being challenged.
4. To be informed about the social work program including its Mission, Goals, Competencies, Practice Behaviors, Policies, and Procedures.
5. To know the purpose of each social work class in which you are enrolled and how each class fits into the overall social work curriculum.
6. To know the expectations of the class and methods used in assigning a grade. This right means that course syllabi should specify the relationship of course activity to the program objectives, the connection of the course to the rest of the curriculum, the assignments and methods of grading and evaluation. It does not mean that assignments and methods of grading and evaluation cannot be revised somewhat by the professor.
7. To receive faculty support for their ideas and actions that promotes social justice.
8. To receive support from your academic advisor who will meet with you to help you understand the social work program and make informed choices about your education and career.
9. To have social work faculty who uphold the values and ethics of the profession and act as professional role models.
10. To participate in the ongoing development of the social work program and participate in the development of Department policies and procedures. This right is limited to the right to give input. All final decisions rest with the faculty, who by contract, are responsible parties for setting departmental policy and procedure.
11. To appeal all decisions made by the Department that directly affect you as an individual student. This includes decisions about admissions, eligibility to enroll in specific classes, and possible termination from the program.
12. To learn in an environment that supports diversity and is free from discrimination or harassment based on age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex or sexual orientation.

**Students’ Responsibilities**

Social work students are expected to treat faculty, staff and peers with dignity and respect. In addition, all students have the following responsibilities:

1. To learn about and work for social, economic, and political justice.
2. To uphold the values and ethics of the profession.
3. To abide by the SCSU Student Code of Conduct that includes among other responsibilities: academic honesty and other behaviors that support rather than intimidate members of the University community.
4. To attend classes, participate, and contribute to the learning in the classroom and to submit assignments when due.
5. To pursue education with openness to learning about new ideas, about human diversity, and about yourself in relationship to others.
6. To inform the Department about barriers that may interfere with the ability to effectively practice social work.
7. To pursue Social Work education in an active manner taking primary responsibility for your own learning. This requires progressive movement toward self-directed learning and where faculty are viewed as guides, facilitators and collaborators in the learning process.

* Additional rights and responsibilities can be found on the SCSU Graduate website [http://bulletin.stcloudstate.edu/gb/policies/rights.asp](http://bulletin.stcloudstate.edu/gb/policies/rights.asp).

**Grade Appeals**

According to University policy, students have the right to appeal a grade if dissatisfied with the final grade in any class. Students are expected to contact the faculty member that issued the grade to resolve the matter. If the matter is not resolved, the following grading appeals process applies:

**Step 1. Informal consultation with the faculty member.**

Within ten business (duty) days of the first day of instruction of the next regular semester the student will communicate with the instructor via e-mail, telephone, or by arranging a meeting with the faculty member to explain their concern about their grade. If the instructor is not available for consultation because the instructor of the course is no longer employed by the university, this consultation must occur with the Chair of the department. The student should fully explain the nature of her/his concern about their grade. The faculty member may elect to respond to the student immediately or at a later time; however, the student must receive the faculty member’s response within 10 business days of the faculty member receiving the complaint. If the faculty member’s response is either not satisfactory to the student or is not made within the required time, the student may elect to proceed to Step 2.

**Step 2. Formal Grade Appeal.**
If the matter is not resolved through informal consultation, the student may file a Formal Grade Appeal by submitting a Grade Appeal Form to the Chair of the department/program in which the course is offered (download the PDF form, or obtain one from the Office of Academic Affairs, Deans' offices or departmental offices). The Formal Grade Appeal Form must be accompanied by all documentation that will serve as the basis of the grade appeal and must be submitted in both electronic and paper form. At this time, the complaint is formally initiated and the 30-day deadline to resolution is active. The Department Chair will verify that the student has consulted or attempted to consult the faculty member as required by Step 1, will sign, date and forward the Student Grade Appeal Form to the person(s) responsible for coordinating hearing grade appeals within the department (or someone designated by the department). If the grade appeal concerns the person(s) responsible for coordinating hearing of grade appeals within the department, the Chair of the department will act as the responsible party for coordinating the grade appeal.

The person(s) responsible for coordinating the grade appeal within the department will inform the faculty member against whom the grade appeal has been brought and will provide a copy of the Grade Appeal Form and a copy of all documentation to the faculty member. The faculty member in question will have 10 business days to respond and the response must be in both electronic and paper form.

After the faculty member’s response has been received but no later than 10 business days after the faculty member received a copy of the Grade Appeal Form, the person(s) responsible for coordinating the grade appeal within the department will arrange a hearing with the student and faculty member and the departmental faculty grade appeal committee. If the instructor in question is a member of the departmental faculty grade appeal committee, the instructor will withdraw from the committee and the remaining members may choose another member to replace the instructor for the hearing of the grade appeal. The committee should resolve the grade appeal within 10 business days of receiving the faculty member’s response.

1. If the contested grade is an "F" or a "U," the committee may let it stand or change it to "W," "U," or "S."

2. If the contested grade is a passing grade, the committee may let it stand or change it to "S," meaning that the course would be counted toward graduation requirements but not be computed in the student's grade point average or change it to a “W”.

Within 10 business days after the hearing, the person(s) responsible for coordinating the grade appeal within the department will provide a copy of the Grade Appeal Form to both the student and faculty member that is signed by the members of the departmental grade appeal committee indicating the outcome of the appeal. A copy of the Grade Appeal Form will be forwarded to the dean/director of the appropriate college/school.

If the departmental grade appeal committee fails to hear the grade appeal within the required time limits, the Provost (or designee) may extend the deadline for action and notify the dean/director of the appropriate college/school to monitor the process to see that it occurs within the extended time limits.

**Step 3. Request for Formal Grade Appeal Review.**
If the student is not satisfied by the decision of the departmental grade appeal committee, they may request a review of the faculty committee's decision by completing the back of the Grade Appeal Form and submitting it to the Provost (or designee) within 10 business days of that decision. A request for a Formal Grade Appeal Review may be made only for the following reasons:

1. a procedural error which substantially affected the hearing's outcome;
2. failure of the faculty committee to hear the appeal or to render a decision;
3. new or newly discovered information of a character which may have substantially affected the outcome.

If the Provost (or designee) determines that there is not sufficient justification to warrant a Formal Grade Appeal Review, the decision is final and not appealable.

If, however, such circumstances are found by the Provost (or designee) to exist, they will forward the request for a Formal Grade Appeal Review to the Faculty Association Academic Affairs Committee. A committee consisting of at least three members of the Academic Affairs Committee will hear conduct the review. If a member of the Academic Affairs Committee is a member of the department of the grade appeal that is being reviewed, they will withdraw from the committee. The review will be conducted within 10 business days of Provost’s (or designee’s) determination that a grade appeal review is warranted. The Provost (or designee) shall convene and chair the committee as a non-voting ex-officio member.

Coordination, notification, and distribution of reports of the committee shall be handled through the Office for Academic Affairs. When the student or faculty member meets with a Grade Appeal Review Committee, any individual of their choosing may accompany them. The participation of such persons shall be consistent with the process of informal mediation. These individuals may not speak during mediation and are only present to provide support. Lawyers or legal representatives may not serve as advocates because this is not a legal proceeding.

1. If the contested grade is an "F" or a "U," the committee may let it stand or change it to "W," "U," or "S."
2. If the contested grade is a passing grade, the committee may let it stand or change it to "S," meaning that the course would be counted toward graduation requirements but not be computed in the student's grade point average or change it to a “W”.

The decision to the Faculty Association Grade Appeal Review Committee is final, and is not appealable.

The assignment of grades is the exclusive prerogative of the faculty. Only the faculty member who assigned the grade, the departmental faculty committee, or the Faulty Association Grade Review Committee as described in this process has the authority to change a grade.

If the student or faculty member involved feels that any grade appeal review decision is arbitrary, capricious or improper, he/she may appeal to the Provost (or designee). If the Provost (or designee) finds that the grade appeal review committee’s decision was arbitrary, capricious or improper, they may return the matter back to the Grade Appeal Review Committee with the requirement of responding to the specific concerns raised by the Provost.
Under extraordinary circumstances, the administration finds it necessary to change a grade directly (under the limits imposed in the procedure) because of the failure of the departmental grade appeal committee or the Faculty Association Grade Review Committee to act, a written justification for such an action will be given to the faculty member, the chair of the department of the affected faculty member, the chair of the Academic Affairs Committee and the President of the Faculty Association. Annually, all grades changed by the administration must be communicated to the Faculty Association through Meet and Confer.

Grade Appeals during summer sessions can have a significant impact on student progress. Faculty and students should make every effort to resolve issues at Step One, including the use of electronic media. If the faculty member for the class in question is unavailable a committee formed in collaboration with the colleagues within the school or department will collect information and attempt to resolve the grading concern at Steps One and Step Two. For grade appeals that move to Step Three the Faculty Association shall select at least three members of the Academic Affairs Committee to meet and hear grade appeals following the usual practices of committee convening and selection.

Where possible electronic communication (e.g., conference phone calls, Skype, Adobe Connect, etc.) should be used to make sure the student and faculty member have every opportunity to work together to resolve the disputed grade. If deemed necessary by the Provost, a duty day can be paid to faculty who are not under contract to meet with the departmental or Faculty Association committees. Resolution of the Grade Appeal should be within 10 business days. All other procedures and timelines will apply during expedited grade appeals.

This information may also be viewed at http://bulletin.stcloudstate.edu/gb/polices/atoz.asp. Additional information about grading appeals may be viewed on the SCSU website at http://www.stcloudstate.edu/provost/documents/GradingAppeals%20PolicyOnline.pdf.

**Grievance**

Students have the right to appeal academic and disciplinary grievances or other alleged improper or unfair actions by faculty or other college personnel.

**Policy and Procedure for Handling Student Complaints Concerning Faculty**

**Policy**

It is the policy of St. Cloud State University to address student complaints regarding faculty conduct fairly and expeditiously. These complaints are often based upon misunderstandings between students and faculty. Thus, whenever possible, it is best to resolve them informally. It is important that anyone involved in a student complaint understands that this procedure is neither a judicial nor a disciplinary process.

Complaints concerning the assignment of grades are to be addressed using the University procedure for grade appeals. Complaints involving allegations of racial or sexual harassment or discrimination in violation of law or regulations of the Minnesota State Colleges and Universities
(MnSCU) board should be brought to the attention of the Equity and Affirmative Action Officer (http://www.stcloudstate.edu/affirmativeaction). Complaints about other University staff should be brought to the attention of the supervisor of that staff member. All other complaints involving faculty are to be addressed according to the following procedures and processes.

Procedure:
A complaint must be initiated during the semester or summer term in which the issue arises or within ten duty days of the first day of instruction of the next regular semester, regardless of the student's enrollment status. The complaint process, from the formal initiation of the complaint to the complaint’s resolution, must be resolved within 30 duty days. Time may be extended only by mutual agreement of both the student and the faculty member.

Students who wish to make an official complaint about a faculty member will arrange a meeting with the Chair of the department/program in which the course is taught. If the complaint involves the Chair of the department/program, the Chair of the Department Mediation Committee will act in this capacity. The purpose of the meeting is to determine that the use of this complaint procedure is appropriate and explain the steps, including the timeline involved in making a formal complaint. The Chair will inform the student of the necessity of arranging a meeting or communication with the faculty member to informally discuss the complaint.

**Step 1. Informal consultation with the faculty member.**
When a student has a complaint, s/he is responsible for bringing the complaint to the faculty member’s attention via e-mail, telephone, or arranging a meeting with the faculty member to discuss it. The student should fully explain the nature of her/his complaint. The faculty member may elect to respond to the student immediately or at a later time; however, the student must receive the faculty member's response within 10 duty days of the faculty member receiving the complaint. If the faculty member's response is either not satisfactory to the student or is not made within the required time, the student may elect to proceed to Step 2.

**Step 2. Mediation within the department.**
If the matter is not resolved through informal consultation, the student may request mediation assistance by submitting a Student Complaint Form to the Department Chair of the department in which the course is offered (download the student complaint form in PDF format here, or obtain one from the Office of Academic Affairs, Deans' offices or departmental offices). At this time, the complaint is formally initiated and the 30-day deadline to resolution is active. The Department Chair will verify that the student has consulted or attempted to consult the faculty member as required by Step 1, will date the form and forward copies to the Chair of the Department Mediation Committee. If the complaint concerns the Chair of the Mediation Committee, the Chair of the department will act as Chair of the Mediation Committee.

The Chair of the Mediation Committee will inform the faculty member against whom the complaint has been brought and mediation sought, and will provide a copy of the complaint and all documentation to the faculty member.

If the Chair of the mediation committee determines that mediation is not appropriate in a particular case, the Chair of the mediation committee will date and note on the complaint form
that “mediation is not appropriate” and the complaint form will be returned to the student. The Chair of the Mediation committee will determine if both the student and faculty member agree to participate in mediation. If either the student or the faculty member is unwilling to participate in mediation, the Chair of the Mediation Committee will date and note on the complaint form “party X would not agree to mediation” and the complaint form will be returned to the student.

If both the student and faculty member agree to participate in mediation, the Chair will arrange a meeting to select a mediator. Mediation is neither a hearing nor a process that reaches a judgment as to error or wrongdoing. Its purpose is to utilize one or more third parties to reach understanding. The department may designate a mediator to handle all such complaints, or it may identify several mediators from which one or more individuals may be selected to assist with a particular complaint. The department procedure must be in writing, simple and timely. A copy of the Department’s mediation process will be placed on file in the office of the dean/director of the college/school.

The mediator is selected from the Department Mediation Committee by consensus, or if necessary a process of successive elimination. A selected mediator has the right to refuse to mediate a student complaint. In such an event, another mediator is selected. If a mediator agreeable to both parties is not found, the date and a notation that “no acceptable mediator could be selected” is marked on the Student Complaint Form and returned to the student.

The selected mediator will arrange a meeting between the parties to facilitate mediation of the complaint. When the student or faculty member meets with a mediator, any individual of their choosing may accompany them. The participation of such persons shall be consistent with the process of informal mediation. These advocates may not speak during mediation and are only present to provide support. Lawyers or legal representatives may not serve as advocates because this is not a legal proceeding.

If mediation of the complaint has not occurred within fifteen duty days the dean of the college/school in which the faculty member is rostered must be notified and an explanation provided by the designated mediator. The dean will then determine whether the matter should continue at Step 2.

If mediation has not resulted in a resolution within twenty-five duty days, the mediator will inform the dean of the college/school. If the mediator believes that mediation is progressing, the dean may allow the process to continue for an additional ten duty days. If the mediator believes that mediation is not progressing, the dean may end mediation and the complaint moves to Step 3. If mediation has not reached a conclusion after twenty-five days, the mediator will date and return the Student Complaint Form to the student with a notation that “mediation was not successful.”

There will be no written or electronic record of the mediation effort except for the Student Complaint Form which was completed by the student at the beginning of Step 2. Faculty who serve as mediators will not be called upon in any subsequent steps of this process or in related actions regarding the complaint, except as agreed to by the parties and the faculty mediator.
If a resolution is reached, a notation to that effect is made on the student complaint form and it is returned to the student and a copy is provided to the faculty member. If mediation occurs but the matter is not resolved, the complaint form is to be returned to the student with a notation that mediation was not successful.

[NOTE: Departments will maintain a record of the number of complaints (without names of either party) received at Step 2, and whether complaints are resolved at that step. This information is solely to facilitate evaluation of the process.]

**Step 3. Review by dean or designee.**

Students not satisfied with the outcome of Step 2 may request further review by delivering the Student Complaint Form to the dean/director of the appropriate college/school within five working days of return of the form. Upon receiving the form, the dean (or designee) will arrange to meet jointly with the student and the faculty member. Each may be accompanied by a person of her/his choosing. During these meetings, the dean will describe how the matter is to be reviewed and ask questions. The dean then may gather additional information, and conduct interviews with other witnesses. If necessary, additional meetings between the dean and the faculty member and student may be arranged. Following this fact-finding process the dean will issue a written report. Both the student and the faculty member will be provided with a copy. The dean will complete this process within 30 days or will notify the parties as to the need for additional time.

If the dean determines that the complaint is without merit, the only record will be a copy of the student complaint form upon which such a notation has been made. The form will be placed on file with the student's permanent record for as long as may be necessary to permit response to potential legal actions. If the dean determines that the complaint is justified, an oral reprimand and/or other appropriate disciplinary action will be initiated, and the report will be placed in the faculty member’s official personnel file. The report will not by itself constitute discipline. Any disciplinary action arising out of a student complaint will be addressed in accordance with Article 24 of the agreement between the Inter-Faculty Organization (IFO) and the MnSCU board (or successor provisions regarding discipline).

Questions regarding this policy and related procedures should be directed to the Office of Academic Affairs. It is the intent of University administration that this policy and procedure be reviewed approximately every two years. Notwithstanding this intention, consideration will be given to suggestions for modification at any time.

**Regarding Expedited Appeals and Complaints**

It is expected that the student complaint process will be continuous throughout the academic year. This is especially necessary for students on suspension and for graduate students waiting to progress in their programs. Additionally, due to scheduling issues and the contractual availability of faculty, there may be times when the student is harmed by a relatively slowed process of resolution of complaints and grade appeals.

It shall be the practice of St. Cloud State University to make every effort to keep the resolution of Student Complaints Concerning Faculty, Grade Appeals, and Program Complaints processes
continuous throughout the calendar year. This may necessitate the extensive use of technology as well as scheduling mediation and appeals during convocation and finals. During calendar breaks of more than 10 business days alternative resolution strategies should be considered by the departments and appropriate Dean. The first step for both grade appeals and student/faculty complaints during summer sessions will be for the Provost to determine whether a student may be harmed if not offered an expedited review.

**Student Complaints Regarding Faculty** during summer sessions should also be mediated using an expedited process. During expedited Student Complaints Regarding Faculty, students and faculty shall be given every reasonable opportunity (including the use of electronic media) to participate in Step One, Step Two (based on the desirability of mediation for those involved) or Step Three of the Student Complaint Process. Mediation should be attempted by a committee formed in collaboration with the colleagues within the school/college or department. Where possible electronic communication (e.g., conference phone calls, Skype, Adobe Connect, etc.) should be used to make sure the student and faculty member have every opportunity to have concerns mediated (Step Two) or to present information to a supervisor (Step Three). If deemed necessary by the Provost a duty day can be paid to faculty who are not under contract to meet with departmental or Faculty Association committees. Resolution of the Student Complaint should be within 10 business days. All other procedures and timelines will apply during expedited Student/Faculty Complaints.

For additional information, please see the University website which addresses student grievances [http://www.stcloudstate.edu/studentconcerns/](http://www.stcloudstate.edu/studentconcerns/).
Termination from the Program

Students are expected to adhere to the Student Code of Conduct of SCSU. Violations of this Code are handled by the Office of Student Affairs. Failure to abide by the SCSU Student Code of Conduct can result in various disciplinary actions up to and including expulsion from the University. Violations of the SCSU Code of Conduct or the Code of Ethics may result in students being terminated from the MSW Program. These violations include placing individuals at risk due acts of omission or commission or academic dishonesty. Procedures for addressing violations will be handled according to University Policy as found in the Student and Faculty Handbooks of St. Cloud State University.

The Satisfactory Academic Progress policy and procedure and the Dismissal/Termination of Graduate Student Status policy can be found at: http://www.stcloudstate.edu/graduatestudies/current/SGSpolicies.asp.

The direct links to the PDF documents can be found at:
http://www.stcloudstate.edu/policies/documents/policies/graduate/Dismissal_Termination_Graduate_Status_Policy.pdf
http://www.stcloudstate.edu/policies/documents/policies/graduate/Graduate_Satisfactory_Academic_Progress_Policy.pdf
http://www.stcloudstate.edu/policies/documents/policies/graduate/Graduate_Satisfactory_Academic_Progress_Procedure.pdf

According the School of Graduate Studies policy, a student may be terminated from a graduate program and the School of Graduate Studies “for cause” based on the recommendations of the advisor/graduate committee, the department chairperson, and the graduate dean. “For cause” includes professional judgment of the department and the graduate dean that the student does not meet the academic or professional standards required for a student earning a graduate degree. Academic performance and professional behavior are two areas that can be considered. These are addressed in the following paragraphs.

Graduate students must maintain a cumulative GPA of 3.0. Students who fall below the 3.0 standard for graduate course work will have two semesters to obtain a cumulative GPA of 3.0. If the student is not able to bring the cumulative GPA to 3.0 within two semesters, she or he will be dismissed from the program.

Students are expected to become familiar with and adhere to the Code of Ethics as outlined by the National Association of Social Workers (this Code, in part, can be found in Appendix C and in entirety at http://www.socialworkers.org). MSW students are required to adhere to the NASW Code of Ethics that defines the ethical values of the profession and delineates the principles and ethical standards relevant to the professional activities of all social work practitioners.
Termination from the MSW program can be recommended if a student is considered to have violated the Code of Ethics.

Any faculty member who is concerned about a student’s continuation in the Program for any of the above stated reasons will file a form for recommended termination with the Chair of the Social Work Department. This will specify the cause for concern in as much detail as possible, clearly identifying the behaviors that justify a possible termination of a student from the MSW Program.

The Chair of the Department of Social Work will notify the faculty that a student has been recommended for termination. The situation, allowing for student anonymity, would be discussed at the next faculty meeting. If the faculty agree on the need to explore the issue further a faculty committee composed of three faculty members is formed. Any faculty member, except the faculty member raising the concern, is eligible to be on this committee. The student will be notified by the Chair that a committee has been assigned. The committee is responsible to gather pertinent information, review the information, and submit a written report with recommendation to the faculty at the next faculty meeting. The student is encouraged to cooperate with faculty committee requests to complete the review. This may include an interview with the student to give the student an opportunity to discuss the circumstances that were the cause of concern. The committee will then make a decision. The faculty may decide to:

- Drop the concern for termination
- Recommend the student meet specific conditions to continue the program
- Terminate the student from the program

The student may appeal the decision of the Department to the Dean of the Graduate School. The decision of the Dean of the Graduate School may be appealed to the Provost of the University.
APPENDIX A

Definition of Terms – Policies

Assignment Completion:
Social work professors expect assignments to be completed on time. This is consistent with professional responsibility. Late assignments may receive a lower grade. Students should read each faculty member’s syllabus for specific policies concerning assignment completion.

Academic Advising:
Once admitted to the MSW program, all students are assigned a Faculty Advisor whose responsibilities are to work with the student to review and update semester schedules, program plans, and to help with other forms/documents that are required throughout the process of the MSW program. The advisor also works cooperatively with the student, the Field Liaison, and the Field Education Director to help students with the process of field placement and to assist with issues related to your field placement. MSW Faculty Advisors are assigned yearly, and students are informed as soon as these decisions are made. The Field Education Director is available throughout the course of the program to advise and assist students with issues related to their field experience. The Social Work Department faculty value academic advisement and are available to meet the advising needs of potential and admitted graduate social work students. Faculty members post their office hours outside of their office doors and on their course syllabi. The Office Manager has a copy of faculty office hours in the Social Work Office. Contact information is also available on course syllabi such as email addresses, phone numbers and fax numbers.

The Director of the MSW Program is the assigned academic advisor for entering graduate students. Students entering the program are assigned another Faculty Advisor at the beginning of the academic year. Students may at any time complete a change of advisor form found at http://www.stcloudstate.edu/graduatestudies/current/documents/advisorchangefields.pdf. For students selecting Option A (Thesis) for the culminating project the thesis chairperson will serve as Faculty Advisor for the student. The student should complete a change of advisor form to reflect the thesis chair as the academic advisor.

Students should make an appointment with their Faculty Advisor to discuss academic goals during each semester. Students are strongly encouraged to become familiar with the requirements of the MSW Program and to review their plan of study before meeting with their advisor. While the Faculty Advisor participates actively in the student’s academic planning and monitors his/her progress, final responsibility for recognizing and fulfilling graduation requirements rests with the student.

Advanced Standing Student:
An Advanced Standing Student is one that has obtained a bachelor’s degree in social work from a CSWE accredited program within the last seven years from the date of admission into the
MSW Program. Taking graduate coursework prior to admission does not constitute admission to the MSW Program.

**Concentration Student:**
A Concentration student of the MSW Program is one that has successfully completed all coursework established for Foundation Students and has entered the next level of coursework.

**Degree Completion:**
Completion of the MSW Program is expected within two academic years for Foundation students and one year for Advanced Standing students. Students exiting the Program prior to completion of all course work may need to apply for readmission to the Program unless other arrangements have been made with the MSW Program through its Director (please see Readmission Policy).

**Desire2Learn:**
Many faculty utilize Desire2Learn (D2L) to support and encourage student learning. It is up the discretion of the faculty if they want to use D2L. Students may access information, such as the syllabus, grades, assignments, additional readings, using the D2L classroom management program. To access D2L, students may go to www.stcloudstate.edu, click on Current Student and then on Desire2Learn. Students will need their username and password to be able to access this program. Additional information may be posted on D2L during the course of the semester. Students should see individual faculty with questions.

**Field Placements:**
Students need to make an appointment with the Field Education Director to discuss field education interests and to make plans for Field Education Director. All students will make these arrangements during the spring semester and may out of necessity work through summer to complete placement arrangements so that the Field Placement might begin at the start of the fall semester. For complete information on Field Placements, students are referred to the MSW Field Education Manual found on the Department of Social Work website (http://www.stcloudstate.edu/socialwork/).

**Foundation Student:**
A Foundation student is one that has entered the MSW Program with a bachelor’s degree from an accredited institution of higher learning. A student that has obtained a bachelor’s degree in social work more than seven years prior to admission to the MSW Program is considered a Foundation Student.

**Library Services:**
The Miller Center Library is located on the north end of campus on 6th street. The Miller Center Library has a subject librarian, Michael Gorman that works with the Department of Social Work. Contact information is msgorman@stcloudstate.edu or 320-308-2028. Students are encouraged to contact him with any informational needs.

The Department of Social Work has a subject guide webpage developed by Michael Gorman, which has “quick links” to access journal/article databases, books, facts, definitions, overviews,
and statistics that pertain to social work. This webpage can be found at http://research.stcloudstate.edu/rqs.phtml?subject_id=80.

The Miller Center Library has electronic databases, which help facilitate student research projects. Graduate students may also get assistance with their research needs by stopping by the Reference Desk on the first floor of the Library. Also, reference librarians are available by appointment for more extensive research. SCSU librarians can assist students in topic selection (once clear on assignments from the professor), article search, creation of a bibliography, and more. For research assistance, contact a librarian directly or use a librarian-created guide. More information can be found at http://lrts.stcloudstate.edu/library/research/default.asp.

Additional library services can be found at the Miller Center Library Circulation Desk on 1st Floor West. These services include:
- Access to student study rooms,
- Checkout for laptop and equipment,
- Borrowing and check out policies,
- Access to Interlibrary loan (ILL),
- Access to electronic reserves, and
- On site computers and study areas.

Students are encouraged to discover the full array of services at the Miller Center Library website found at http://lrts.stcloudstate.edu/library/services/default.asp, or by calling 320-308-2084.

For students needing computer access outside of the regular hours, extended 24 hours computer labs are available just outside the main library in Miller Center 102 and Miller Center 125. To access the labs, students must show their SCSU Student ID.

Any other questions about the library can be answered using the “Ask A Librarian” feature located on the home page of the website found at the top right corner of the page. Go to http://lrts.stcloudstate.edu/library/default.asp to access this feature.

**Life Experience Course Credit & Previous Work Experience:**
The Program does not give academic credit for life experiences and/or previous work experiences.

**Program of Study:**
All graduate students of SCSU complete a Program of Study (http://www.stcloudstate.edu/graduatesudies/current/documents/AllMajorsProgramofStudyForm.pdf) to achieve the desired degree. The Program of Study is a contract between the student and the University for expected course and credit requirements. MSW students complete a Program of Study with their academic advisor no later than the first semester of study. The Program of Study must be submitted to the School of Graduate Studies to be valid.
Student Files:
Each MSW graduate student has a student file in the Department’s main office, Stewart Hall 226. The student file primarily consists of application information including: a copy of the application, GRE scores (if submitted), transcripts, letters of recommendation, and the 3-5 page essay required by the department for admission, the letter of admission to the program, other correspondence to or from the student regarding their admission and/or status in the program, contact information, Field Placement learning contracts and evaluations.

Confidentiality of student files is important. Student files are kept in a locked cabinet and accessible the Office Manager and faculty. Students have the right to review their own file. A student who would like to review his or her file should contact their advisor who will retrieve the file for the student. The student may review the file in the Social Work office or the office of their advisor. Student files cannot be removed from the building. When the student is finished with the file, the faculty advisor returns the file to the cabinet.

After graduation, students may choose to copy materials and remove prior to destruction for students’ own use. According to University policy, files are retained by the Department for a period of three years after graduation before being routinely destroyed by the University. The Social Work Department adheres to the Family Educational Rights and Privacy Act (FERPA), a federal law that protects the privacy rights of students 18 years or older.

Thesis:
Students in the MSW Program who select Option A for the Program Plan of Study are expected to complete a Thesis. A thesis is a written document based upon an area of research or study completed by the student. Students work with the Thesis chairperson to guide them through this process. Students may obtain more information regarding SCSU standards and thesis preparation at http://www.stcloudstate.edu/graduatestudies/current/culmProject/.

Transfer of Credits:
On a rare occasion a student transfers from another MSW Program. The MSW Program Director handles the transfer of credits with the approval of the MSW Program Committee. The decision to accept the transfer of credits is dealt with on a case-by-case basis and is at the discretion of MSW Program Director on behalf of the MSW Program Committee and Department of Social Work. Appropriate equivalencies from another accredited program may be accepted with the exception of credit for practice classes and field placements. Students who request the transfer of credit must provide the MSW Program Director with a syllabus of the course taken, evidence of a passing grade of a B or better, and a completed transfer of credit form.

Students should consider carefully a decision to transfer from one MSW program to another. Courses in graduate social work programs are developed specifically for the program’s educational track and in support of foundation courses. Not every course will transfer and transfer students may be required to take additional courses in the SCSU MSW Program in order to have content required for the Advanced Generalist track.

University Code of Conduct:
Students in any course must abide by the University’s Code of Conduct. This is available in the University Student Handbook and online at http://www.stcloudstate.edu/studenthandbook/code/default.asp.

Withdrawal:
Withdrawals from courses dates are listed each semester in the course information on the University Web site (http://www.stcloudstate.edu/registrar/default.asp) and in the summer class schedule (http://www.stcloudstate.edu/summer/). Late withdrawals may be listed as a “W” on the student’s transcript.

Additional Graduate Policies:
The Graduate School has additional policies, such as repeating a course, time-limits, and etc. which are important to students. These policies may be viewed online at http://bulletin.stcloudstate.edu/gb/policies/atoz.asp.
APPENDIX B

Course Descriptions

APPENDIX C

Field Placement Information

https://www.stcloudstate.edu/socialwork/programs.aspx
APPENDIX D

State of Minnesota Board of Social Work

http://www.socialwork.state.mn.us
# APPENDIX E

## Resource Reference List

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APPENDIX F

SCSU Parking Information

All SCSU parking facilities require display of a valid parking permit. This permit can be purchased through the Public Safety Office located in the lower level of 4th Avenue Parking Ramp. Permits can be requested at http://www.stcloudstate.edu/parking/default.asp (go to Parking and Transportation section). Or contact 320-308-3453 with additional questions. Student commuter lots are V, M, and K. Visitors and students may park in the following locations: South Pay Lot, Miller Pay Lot, and 4th Avenue Parking Ramp (Pay Lot). Students are placed on waiting lists for parking permits, which are created new each year. Students who are pre-registered for parking will be assigned to the lists with priority by most semesters completed for resident hall students or by most credits completed for commuting students. After the registration deadline, it is based on date and time of registration.