



# SCHOOL OF SOCIAL WORK

*Illinois State University*

## **BSW Student Handbook**

### **Dear BSW Students:**

*Welcome to Illinois State University's School of Social Work!*

You have made an important decision to conclude your undergraduate studies in social work. Our courses are designed to introduce you to the fundamental generalist practices and theories in social work. It is our hope that over the next two years you will grow academically, emotionally, professionally, and socially. You will be challenged in ways that you could not have imagined earlier in your academic career. You will gain a level of knowledge and expertise from both the faculty and your peers. The *BSW Student Handbook* provides you with all the necessary information to successfully complete your baccalaureate social work (BSW) degree. Please use this handbook as a guide while you are a student in our program and remember that the faculty and staff are here to support and encourage you along the way. You were selected because you demonstrated a passion for fighting social injustices and working in partnership with vulnerable populations.

We are pleased to have you a part of the School of Social Work family and wish you well in the next two years.

Dr. Christopher Gjesfjeld,  
BSW Program Director



# SCHOOL OF SOCIAL WORK

*Illinois State University*

## BSW Student Handbook

I.	About the School of Social Work.....	3
II.	The Baccalaureate Social Work Program.....	5
III.	BSW Degree Requirements.....	10
IV.	Policies and Procedures.....	15
V.	Grievance Policy.....	24
IV.	Other Policies and Procedures.....	27
VII.	Campus Resources.....	30
	Appendix – Grievance Policy.....	33

## **I. About the School of Social Work**

### **History**

The first social work faculty members at Illinois State University were hired in 1968 by the Department of Sociology-Anthropology as part of the continuing national movement toward social work professionalization. In 1970, the Board of Regents recommended that Illinois State develop an undergraduate social work program to meet the growing need for entry level professionals. In 1976, the social work major was implemented.

In 1980, the undergraduate social work program received its initial accreditation from the Council on Social Work Education (CSWE), retroactive to 1979. In 1992, the social work program became independent of the Sociology and Anthropology Department and became the Department of Social Work. In 1998 the Illinois Board of Higher Education approved our proposal for a Master of Social Work degree program at Illinois State University.

In August 2000, the first class of MSW degree candidates began their graduate study at Illinois State and in September 2000 the Department of Social Work became the School of Social Work. In 2002, the first MSW students received their degrees; in 2003 the MSW Program received Initial Accreditation from the Council on Social Work Education (CSWE). In 2007 the School Social Work concentration was added.

The School of Social Work is committed to high standards of teaching, scholarship, and community service. We take great pride in the quality, diversity, and experience of our faculty. Several of our faculty members are recognized nationally and internationally as leaders in their particular areas of expertise. Many publish books and articles in professional journals and present papers at professional meetings. Some serve on the editorial boards of major journals. Others hold posts on the boards of professional and academic associations and councils. Many serve as consultants to local, state, and national agencies and are involved in professional and community service apart from their teaching, service, and scholarly work.

### **Mission**

The mission of the BSW Program is to further social and economic justice, progressive social change, human dignity and personal freedom in a pluralist, globalized society undergoing rapid technological and social change. To this end, our program strives to provide leadership in undergraduate education, applied research, and both academic and community service with support from public and private partnerships.

The BSW Program seeks to advance the mission of the University and the social work profession in general through education for excellence in generalist (BSW) practice with a particular commitment to outreach to the disenfranchised, the vulnerable, and the poor.

The baccalaureate curriculum prepares beginning level, generalist practitioners with fundamental skills for assessment and case planning, linking clients to resources and coordinating social services for clients in need.

### **Accreditation**

The School of Social Work's Baccalaureate program holds discipline-based accreditation. The School of Social Work's BSW Program has been continuously accredited since 1979 by the Council on Social Work Education (CSWE), the accrediting body for social work education programs. Please see the CSWE web site for other information on accreditation at <http://www.cswe.org/CSWE/accreditation/>.

Illinois State is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. All teacher preparation programs are accredited by the National Council for Accreditation of Teacher Education and are certified by the Illinois State Board of Education. The University holds institutional memberships in the American Council of Education, the American Association of Colleges for Teacher Education, and the Council of Graduate Schools of the United States.

### **Governance/Organization of the School**

Find out more about the organization of the School of Social Worker at [Department Structure](#)

### **Faculty and Academic Professionals**

For a complete listing of our faculty and staff, please see our [website](#).

## **II. The Baccalaureate Social Work Program**

### **BSW Program Objectives**

Our School's contribution to premier undergraduate education in Illinois is well established. The baccalaureate curriculum is well developed and integrated with the curricular objectives and standards of the Council on Social Work Education (CSWE). Social work education at Illinois State is built on a strong liberal arts base and a generalist perspective grounded in the social, biological and behavioral sciences. The Baccalaureate Social Work (BSW) Program seeks to: (1) graduate highly qualified social work practitioners for beginning generalist practice with and on behalf of vulnerable populations, (2) prepare students for graduate school, and (3) contribute to the development of a more socially just society.

### **Generalist Practice**

The baccalaureate social work curriculum at Illinois State University is based in the professional foundation and liberal arts preparation as outlined by the CSWE in its Educational Policy and Accreditation Standards statement.

The baccalaureate curriculum prepares beginning level, generalist practitioners with fundamental skills for assessment and case planning, linking clients to resources and coordinating social services for clients in need.

### **Curriculum Content Areas**

The Baccalaureate Social Work Program provides academic and experiential education for beginning generalist practice. The curriculum is articulated through five curriculum content areas: Human Behavior in the Social Environment, Social Welfare Policy and Services, Practice, Research, and Field. The content areas permit clear differentiation of course content across content areas as well as differentiation of courses within each content area. The content areas are strengthened by the infusion of content on values and ethics, diversity, social and economic justice, populations-at-risk, and research.

The Social Work major courses progress from beginning to more advanced courses within each content area and from classroom courses to application in the field instruction courses and the field seminar. The major culminates with the two Integrative Paper Assignments which fulfill the exit requirement.

By the completion of the field placement and the integrative seminar papers, students must have demonstrated that they have acquired beginning level generalist knowledge and practice skills and have integrated the values and ethics of the profession into their practice and professional behavior. The content areas are briefly described below:

## **Human Behavior in the Social Environment Content**

Human Behavior in the Social Environment (HBSE) content provides the social science base for generalist social work practice at all system levels including individual, family, group, community, nation, and world. Micro and macro theory introduce students to an ecological framework for understanding human behavior in diverse social contexts. The ecological framework of the HBSE curriculum prepares beginning practitioners to:

- View people as participants in multiple relationships and roles, as individuals, as members of families and other groups and as members of organizations, communities, and the world.
- View social problems and their potential solutions as resulting from the interaction of biological, psychological, and socio-cultural factors that affect and are affected by human development and behavior.
- Include in their practice of social work an appreciation of the consequences of diversity in ethnic background, race, class, age, sexual orientation, religion, and other components of culture.

## **Social Welfare Policy, Services, and Policy Practice Content**

The goal of the Social Welfare Policy and Services content is to prepare beginning level generalist practitioners with the knowledge and skills to engage in policy related practice. As a result of their preparation, they gain an understanding of the historical development of social work, contemporary social problems, the social welfare response to social problems and the fit between social work values and the contemporary social welfare institution. The impact of social welfare policies and programs on populations-at-risk is emphasized throughout the policy curriculum. Students are prepared as generalist practitioners to use the knowledge gained through the policy curriculum to engage in activities that promote social and economic justice on behalf of client systems.

Students are made aware of the historical traditions and the key values, skills, and knowledge of the profession in order to clarify and reinforce their career choices. Many students enter the program with limited exposure to the diversity of social work practice settings beyond direct practice with individuals, groups, and families (i.e., practice with small systems). Moreover, few students enter the School with an awareness of the significance of social policy for affecting change in larger systems. Thus, the perspectives presented in the policy content area provide a wider lens through which to view the social, political, and economic conditions that significantly influence the problems faced by social work clients. This broadens the students' conceptualization of their professional practice choices.

## **Practice Content**

The goal of the Baccalaureate Practice content is to develop student competence and skills for generalist social work practice. The four required Practice courses prepare students for beginning level generalist social work practice within a framework of responsive and ethical service delivery. The unifying core that runs through the courses is the problem-solving method that is appropriate to all generalist practice. Students who have successfully completed the practice courses are equipped to enter the field practicum and be placed in a broad range of community agencies. The social work Practice content area consists of three content courses and a practice skills laboratory.

The Baccalaureate Practice content grounds students preparing for generalist practice in traditional and current approaches to social work. The content area assists students in becoming culturally competent, generalist practitioners who work with individuals, families, groups and communities to achieve and maintain greater competence, higher functioning, self-sufficiency and reduced institutionalization.

## **Research Content**

The overall aim of the Research content is to develop student confidence and competence in critically reviewing and conducting research that informs social work practice. The content area is comprised of one course which introduces research methods. Students also take a course in statistics as a pre-requisite to admission to the major. Both courses develop students' basic knowledge and skills in research and statistics to enhance their capacities as generalist practitioners.

Specifically, students obtain knowledge and beginning skills necessary for proficient performance in consuming, conducting and assisting with research projects in social service agencies. Students learn to consume research by developing skills in accessing, reading, and critiquing published research studies. Additionally, students learn the core elements of the research process so they can capably assist with the research and evaluation efforts that are becoming increasingly more common in social service programs. To this end, students also gain experience in designing and implementing research projects.

The research methodology course provides students with a foundation for empirically investigating social work practice. The statistics course complements the knowledge and skills gained in research methodology by emphasizing statistical reasoning. Both courses utilize applicable microcomputer technology to assist with organizing, analyzing, and displaying data gathered via sound, ethical research procedures.

The application of research and statistical concepts is emphasized through use of real-life examples of social problems. The research methodology course highlights the role and importance of research in all phases and types of social work practice. Given that baccalaureate students are studying to be practitioners (and not researchers), the Research content area primarily focuses on teaching students how to use research as a tool to improve their proficiency as generalist practitioners.

## **Field Content**

Field Education is central to the achievement of the Baccalaureate Social Work Program objectives. The primary goal of the field content is to prepare students for generalist practice with individuals, families, groups, and communities. To achieve this end, the field education curriculum is designed to facilitate integration of the knowledge, values, and skills of the baccalaureate social work curriculum through practice in an agency setting and a concurrent seminar at the University.

Through educationally directed experience in a social work setting overseen by a faculty liaison and faculty guidance with related academic assignments, students' understanding of previously learned course content is deepened and further knowledge acquired.

BSW field instruction focuses on generalist competencies. Students must demonstrate entry-level proficiency in the following areas:

- Professional values and ethics
- Cultural diversity
- Professional development
- Social welfare policy and services
- The promotion of social and economic justice
- Populations-at-risk
- Social work practice
- Human behavior in the social environment
- Social work research

The field instruction seminar, in conjunction with the educationally directed field instruction courses, facilitates integration of the content curricula. Seminar assignments require application of knowledge to generalist practice and further development of generalist practice skills. Students complete weekly field logs and an integrative paper that integrates foundation social work knowledge from the human behavior, policy, research, and practice content. Guided by social work faculty, students also serve as peer consultants to each other to resolve practice dilemmas encountered in their placement agencies.



## **BSW Course Descriptions**

The curriculum of the School of Social Work is under continual review through the collaboration of faculty, students, and administrators. A particular course, though listed in the Undergraduate Catalog, may not be offered each year. Insufficient enrollment in a particular class may result in its cancellation. Students are responsible for reading notices that contain additional information relative to curriculum and policies.

To read the specific course descriptions, please see the Undergraduate Catalog located at <https://illinoisstate.edu/catalog/undergraduate/social-work/social-work-course-requirements/>.

## **The BSW Field Education Program**

The Baccalaureate Social Work Program at Illinois State University has an established field education program. The program utilizes over 50 field sites in Bloomington/Normal and a number of surrounding communities (e.g., Peoria, Pekin, Decatur, Clinton, Pontiac, LaSalle/Peru, Lincoln, Springfield, and others). Many of these agencies have a range of programs, some of which are open to baccalaureate field students and others that accept only master's level interns. Some programs can accommodate placements at more than one level, (i.e., BSW, MSW foundation, MSW concentration). To find out more about our field education program, please see the [BSW Field Manual](#).

## **Social Work Career Opportunities**

Students are given as much information as possible about the profession and the social work curriculum. Students are given information on typical social work positions, salaries, and employment projections. See information about [Career Opportunities](#) at our website. Students are encouraged to contact alumni and all students are encouraged to join the National Association of Social Workers (NASW) and to attend professional meetings and conferences for further information. See our the [Alumni Page](#) and NASW Membership link for information support and networking opportunities.

The ISU School of Social Work offers students an opportunity to complete two specialty Child Welfare Classes (SWK 323 and SWK 324), to become certified child welfare specialists upon completion of their social work degree. To learn more, follow this link to the Child Welfare Professional Certification Partnership website: <https://childwelfare.illinoisstate.edu/child-welfare-certification/>

### **III. BSW Degree Requirements**

Students graduating with a degree in Social Work must complete all University, College of Arts and Sciences, and School of Social Work BSW program requirements. There is no social work minor.

#### **University Requirements**

University graduation requirements are published in the Undergraduate Catalog online at: <https://illinoisstate.edu/catalog/undergraduate/social-work/social-work-course-requirements/#graduation>

#### **School of Social Work Requirements**

In addition to meeting the University degree requirements for the baccalaureate degree, there are also specific requirements set by the School of Social Work. The criteria for graduation are also listed in the Undergraduate Catalog at <https://illinoisstate.edu/catalog/undergraduate/social-work/social-work-course-requirements/>

#### **BSW Plan of Study**

The present curriculum plan is summarized in the model plan of study. The plan of study shows the required 4-semester sequence of social work major courses (Third Year and Fourth Year) and is used extensively by the Director of Student Services and students in the advisement process.

## 2023-2024 Undergraduate Catalog

### [Sample Plan of Study for Major in Social Work \(BSW\)](#)

#### **First Year - Fall Semester (15 credit hours)**

[ENG 101](#) or [COM 110](#) (General Education) (3)  
[SWK 170](#) (3)  
[BSC 101](#) (General Education) (3)  
[PSY 110](#) (General Education) (3)  
General Education course (3)

#### **First Year - Spring Semester (15 credit hours)**

[ENG 101](#) or [COM 110](#) (General Education) (3)  
[MAT 150](#) or [MGT 100](#) or [ECO 138](#) or [POL 138](#) or [PSY 138](#) (General Education) (3)  
[POL 101](#) or [POL 106](#) (3)  
General Education course (3)  
[SOC 106](#) (General Education) (3)

#### **Second Year - Fall Semester (15-16 credit hours)**

[ANT 185](#) (3)  
[PSY 350](#) (3)  
General Education course (3)  
General Education course (3)  
[LAN 111](#) or University-wide elective (3-4)

#### **Second Year - Spring Semester (15-16 credit hours)**

[ECO 103](#) (3)  
General Education course (3)  
General Education course (3)  
General Education course (3)  
[LAN 112](#) (CAS foreign language) or University-wide elective (3-4)

#### **Third Year - Fall Semester (15 credit hours)**

[SWK 222](#) (3)  
[SWK 223](#) (3)  
[SWK 310](#) (3)  
[SWK 325](#) (3)  
[SWK 326](#) (3)

#### **Third Year - Spring Semester (15 credit hours)**

[SWK 225](#) (3)  
[SWK 315](#) (3)  
[SWK 329](#) (3)  
[SWK 336](#) (3)  
[SWK 337](#) (3)

#### **Fourth Year - Fall Semester (15 credit hours)**

[SWK 345](#) (3)  
[SWK 394](#) (2)  
[SWK 398A10](#) (7)  
AMALI or University-wide elective (3)

#### **Fourth Year - Spring Semester (15 credit hours)**

[SWK 346](#) (3)  
[SWK 395](#) (2)  
[SWK 398A11](#) (7)  
IDEAS or University-wide elective (3)

## **Goals for Student Learning and Learning Objectives**

The BSW Program at Illinois State seeks to prepare generalist social work practitioners who act as agents of social change who in turn will promote individual and societal well-being.

### **School of Social Work Goals**

The School has identified broad BSW curricula goals. These curricula goals are grounded within a liberal arts foundation and will ensure that students' practices are grounded in traditional values and theory and also be current with the demands of the changing practice environment. The BSW curricula goals are derived from three sources:

1. the goals of Illinois State University,
2. the goals of the School of Social Work, and
3. the objectives of the BSW Program. In addition, and much more importantly, the BSW curricula goals are consistent with the purpose and structure of baccalaureate-level social work education as mandated by CSWE's Educational Policy and Accreditation Standards.

Thus, to these ends, the BSW Program at Illinois State will provide classroom and field opportunities for our students that:

- Foster students' identification and conduct as professional social workers
- Prepare students for ethical generalist practice in agency-based settings to work with diverse clients
- Prepare students to advocate for social, organizational, community, economic, and policy change to advance human rights and create a more just society
- Prepare students to employ critical thinking to integrate multiple sources of knowledge including theoretical and conceptual knowledge, practice wisdom, and knowledge generated through evidence-based research to inform generalist best-practices

### **The Liberal Arts Perspective**

Baccalaureate students receive a strong liberal arts education. They must not only meet the University's General Education Program requirements but also the specific liberal arts requirements of the Social Work major. Together these liberal arts requirements are an integral part of the base for generalist practice. Generalist social workers need to draw on a variety of theories, skill sets, and methods to serve clients with a wide range of problems, stresses, and needs at numerous system levels (e.g., individual, group, family, community, society). All social work courses further emphasize cultural diversity; critical thinking; and the social, psychological, and biological contributors to human behavior that are developed through the liberal arts perspective.

## **General Education Program in the Liberal Arts**

Illinois State University's General Education Program prepares students for whatever major they choose by focusing on the skills and knowledge common to all educated people. It develops the abilities needed to adapt to changes in any career field and in life in general. It seeks to make students better life-long learners by encouraging intellectual curiosity, developing critical reading, writing and thinking skills and broadening the student's perspective. These objectives are addressed through an integrated set of courses and involvement of all University departments in the design, delivery and evaluation of the general education curriculum.

The General Education Program requirements are listed in the Undergraduate Catalog at: [General Education Program Requirements](#).

## **BSW Program Liberal Arts Requirements**

Baccalaureate students enter the social work major with a sound liberal arts base. They are required to take certain liberal arts courses in other departments as well as courses in the Baccalaureate Social Work Program that extend the liberal arts foundational base. The General Education Program and the social work curriculum both emphasize: basic communication skills, critical thinking, values identification and examination, the systematic investigation of phenomena, problem solving, and cultural diversity.

The baccalaureate social work curriculum follows a natural progression from General Education courses to traditional liberal arts courses, to introductory social work courses which then culminate in upper-level social work practice and field courses.

The theory and knowledge gained in the liberal arts and general education courses is directly applied in the subsequent social work courses that further emphasize cultural diversity; critical thinking; and the social, psychological, and biological contributors to human behavior. Liberal arts courses that are required for the Social Work Major are taken in the first and second years before students can be formally admitted to the program.

## **Infused Curriculum Content**

Five components of the professional foundation constitute "organizing themes" of the curriculum that are incorporated through lectures, readings, discussion, in-class activities, and assignments in all curriculum content areas: social work values and ethics, diversity, social and economic justice, populations-at-risk, and evidence-based knowledge. Three of the themes represent discrete but closely related expressions of social work's philosophical commitments. Valuing diversity, working for social and economic justice, and serving populations-at-risk are direct articulations of social work values and ethics. The fourth theme, evidence-based practice, also articulates social work values and ethics, although more indirectly, by promoting the development of knowledge and effective practice.

The definitions of "values and ethics," "diversity," "populations-at-risk," "social and economic justice," and "evidence-based practice" used to determine classification of course content are given below. Course content is assigned a primary classification. In many instances, however, the material evaluated is so complex (e.g., articles, other texts) that it is assigned to more than one category. For example, a methodologically strong research report that helps students understand the differential impact of social problems on diverse client groups and offers policy suggestions to promote social justice and equality is a good supplemental reading that cuts across at least three categories: research, diversity, and social and economic justice.

### **Values and Ethics**

The curriculum is congruent with the professional purposes and values exemplified in the Code of Ethics of the National Association of Social Workers (NASW). Curriculum content that reflects these fundamental tenets of the profession is included in this category.

The National Association of Social Workers (NASW) Code of Ethics is available to students on the Internet at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>.

### **Diversity**

Content that promotes an understanding of and respect for different people and groups (e.g., age, color, disability, ethnicity, gender, national origin, race, religion, political, sexual orientation) is included in this category. We believe it is critically important that students understand the strengths and contributions of a broad representation of groups to the development of both the nation and the social welfare response.

### **Populations-at-Risk**

The curriculum addresses the dynamics and consequences of discrimination, economic deprivation and oppression and strategies for preventing and remediating their impact on BIPOC, women, LGBTQ+ persons, older people, and other groups with limited access to resources.

## **Social and Economic Justice**

Social work has historically allied itself with the oppressed and disenfranchised. In the baccalaureate curriculum, for example, students examine this historic connection and the role of contemporary social work practice in promoting social justice and equality. Course content that addresses the role and methods of social work in working for equality of basic rights, protections, opportunities, obligations, and social benefits is included in this category.

## **Evidenced Based Knowledge**

The evidence-based category encompasses both qualitative and quantitative methodologies. This category includes readings, exercises and research studies that foster an understanding and appreciation of the scientific and analytic approach to building knowledge for practice and for evaluating service delivery. Evidence-based knowledge is infused readily across the curriculum with many examples of practice evaluation, use of the professional literature, application of appropriate research-based knowledge and ethical standards of scientific inquiry. Other examples of this content include analysis of data, statistical procedures, analysis and evaluation of theoretical bases, research questions, various research designs and developing skills in accessing, reading and critiquing published research studies. In addition to the infused content in all courses, two courses are devoted entirely to this content.

## **IV. Policies and Procedures**

### **University Advisement**

Undergraduate student advisement is initially provided by University College advisors and by the student's major department. University College advisors provide academic mentoring and advisement to incoming students. Students who have declared social work as their major will transition to the Director of BSW Student Services for advising once they have completed 24 credit hours.

### **BSW Program Advisement**

All students formally admitted to the BSW program are advised by the Director of BSW Student Services within the School of Social Work. The Director of Student Services is responsible for both academic and career advising of "formally admitted" social work majors. The Director of Student Services will assist with the course selection and registration processes, but it is the responsibility of the student to complete registration in keeping with the approved plan of study and University deadlines.

To find out more about BSW Program Advisement, please visit:  
<https://socialwork.illinoisstate.edu/academics/advising/>

Students are encouraged to familiarize themselves with the information listed on the School of Social Work Web site, the Undergraduate Catalog, and MyIllinoisState for each semester. Degree candidates are expected to know and understand both the requirements for the social work major, as well as the University's graduation requirements.

The Director of Student Services maintains a file for each student admitted to the BSW Program. The file contains academic advisement reports from Campus Solutions, a suggested social work program, and information concerning admission into the major. A contact note is placed in the student's file documenting the content of each meeting, as well as any issues that need further attention or discussion.

As a BSW student, your GPA may not fall below 2.5. Students must also earn a grade of “C” or better in all “SWK” social work courses. You must remain in good academic standing during the entire enrollment in baccalaureate studies at Illinois State University. Good standing includes maintaining a minimum 2.5 cumulative and program GPA, satisfying any program-specific requirements for good standing, and making satisfactory progress toward degree completion. Students who fail to meet this requirement may either be placed on academic probation and/or dismissed from the BSW program.

Program-specific requirements include a grade of “C” or better in all required social work courses or Credit, if graded on a Credit/No Credit scale.

Students who are not in good academic standing are ineligible to move forward in the program, including field practicum. To be eligible for practicum placement or graduation, “incomplete” grades must be resolved.

#### Key Points:

- You must receive a “C” or better in all required “SWK” social work courses to move forward in the program.
- You must maintain a cumulative 2.5 GPA to remain in good standing in the program. If your cumulative GPA falls below 2.5, you may be subject to academic probation or dismissal from the social work major.

Please contact The Director of Student Services before this becomes an issue. Referrals may be made to University resources for students with academic and/or personal difficulties.

#### Primary resources include:

- Julia N. Visor Academic Center (<https://universitycollege.illinoisstate.edu/help/>)
- Vrooman Center (<https://maps.illinoisstate.edu/locations/vrooman-center/>)
- Student Access and Accommodations Services (<https://studentaccess.illinoisstate.edu/>)
- Student Counseling Services (<https://counseling.illinoisstate.edu/>)
- Dean of Students (<https://deanofstudents.illinoisstate.edu/>)



Dean of Students - Student Navigators (<https://deanofstudents.illinoisstate.edu/services/student-navigator/>)

### **Scholarships**

- [School of Social Work](#)
- [Illinois State University – Freshman & Incoming Transfer Students](#)
- [Illinois State University - Scholarship Finder \(Scholarship Directory & Links\)](#)
- [Illinois State University – Financial Aid Office](#)

### **Career Advising**

- [Career Information and Career Advising](#)
- Career Industry Liaison:

Megan Ruffin  
[mhruffi@ilstu.edu](mailto:mhruffi@ilstu.edu)  
(309) 438-2200  
223 Bone Student Center

### **Field Education Advisement**

Information about field placement sites and field learning opportunities is available to students through the [School of Social Work's Field Education section of the website](#). Students seeking placements are required to meet individually with the Director of Field Education to explore suitable placements. Once potential placements have been identified, students must interview with at least two potential practicum settings before placements are assigned.

### **Registration & Registrar Services**

The University's multi-year calendar contains the registration period dates for each semester. MyIllinoisState contains the semester calendar, general information, University policy information, the registration schedule, course offerings, the examination schedule, and registration instructions. Registration may be accomplished during the advance registration period or the additional registration period prior to the start of the semester.

Students register through the MyIllinoisState Portal. Instructions for this method are included online at <https://registrar.illinoisstate.edu/registration/>

Students are encouraged to prepare for registration by reviewing the content on the Office of the University Registrar registration page.

This site details:

- How to find your registration date/time, registration dates for each semester
- How to clear holds on your account (some impact your ability to register)
- An overview of the My Academics tab
- How to request a Course Permit (Override) Request,
- View textbooks, and a number of helpful registration how-to videos

Check these videos to learn how to:

- access your Student Center
- register for classes
- drop classes
- use pass/no pass and credit hours page
- locate your Academic Progress Report
- enroll from planner
- use the shopping cart to register for classes
- swap classes
- browse the course catalog
- add classes to planner
- register for a winter session course

If you need further assistance completing any registration processes after using these resources, or have a different question/issue, please reach out to the Registrar Service Center staff or your current academic advisor.

## **Changes in Registration**

### **Adding and Dropping Courses**

To register for classes, or drop courses, follow the directions provided in the University Registrar's Registration Videos "[How to Register for Classes](#)" and "[How to Drop Classes](#)".

### **Withdrawal from a Course**

See the following link for information regarding course withdrawal and how courses dropped will appear on your transcript. <https://registrar.illinoisstate.edu/registration/deadlines/>

After the 10th day of class, a grade of "WX" will show on the transcript if you follow the procedure outlined in the University Policy and Procedures located at: <http://policy.illinoisstate.edu/students/2-1-14.shtml>. A grade of "F" will be given if you fail to follow the procedure or register and do not complete the course requirements.

[Registrar Services](https://registrar.illinoisstate.edu/about/) are listed on their website: <https://registrar.illinoisstate.edu/about/>

Services include: Veteran and Military Services, Enrollment Verifications, Evaluation Services, Academic Records, Testing Services, and Transcript Services.

These services may be requested in person at the Registrar Service Center, located in 107 Moulton Hall. Take your student ID for identity verification to receive in- person services. Please be aware that the Registrar will not communicate with regarding FERPA-protected information over the telephone.

Send [Transfer Credit Questions](#) to: [TransferRegistrar@IllinoisState.edu](mailto:TransferRegistrar@IllinoisState.edu)

Send [Graduation Application and Degree Requirements Questions](#) to: [Graduation@IllinoisState.edu](mailto:Graduation@IllinoisState.edu)

## **Communication in the School**

### **Electronic**

The School uses ilstu.edu e-mail addresses for our listserv and our website as major means to distribute important information about school programs, deadlines, events, course materials, and other communications. Faculty may also exchange papers or other documents with students electronically. It is essential for each student to check their email regularly for timely information on important deadlines, University and School events, learning opportunities, and career development resources. **Submitting Student Assignments via Faculty Mailboxes**

You can deposit papers and any other mail into the mailbox of any faculty member by leaving it with one of the school's staff members in Rachel Cooper Rooms 301, 313, or 327. Staff members and the Student Commons office hours are from 8:00 am to 4:30 pm Monday through Friday.

The School of Social Work mailing address is:  
ISU School of Social Work  
Attn: (person or what it is in regard to)  
Campus Box 4650  
Normal, IL 61790-4650

## **Evaluation of Academic Performance**

Criteria for evaluating classroom course performance are clearly listed in all course syllabi. Course syllabi include detailed descriptions of all assignments, the number of points per assignment, and the number of points needed per grade in the course. Faculty also distribute grading rubrics for assignments either in the syllabi or as separate handout. Students are always free to appeal grades received for a course or course assignment. This right is specified in the [Grievance Policy Section II. Final Course Grade Complaint at the end of the handbook.](#)

## **Field Performance**

The criteria for evaluating field performance are described extensively in the *BSW Program Field Manual*. The field experience is structured around the “Individual Learning Contract for Field Instruction” (please see the [BSW Field Manual](#)).

## **Coursework Policies**

Unless otherwise specified, the School of Social Work has adopted the following general course policies that articulate evaluation of academic performance based on professional behavior in the learning environment. Individual faculty may include additional policies in their course outlines.

## **Attendance**

Students are expected to attend class regularly and to be on time. Students are allowed 2 unexcused absences before their final grade is dropped by one letter grade. It is important to remain in contact with your professor regarding absences, and to communicate regarding any missed work. If you anticipate an extended absence, please contact your professor and the Director of Student Services. For assistance and with communication regarding absences, or to request a university “Excused” absence, see the Dean of Students Student Absences page: <https://deanofstudents.illinoisstate.edu/contact/absence/>. As stated on this site: Please note, not all absences are excused; many are at the discretion of instructors.

Need to discuss an absence with the Dean of Students office? Call or stop by Monday through Friday from 8am-4:30pm. Stop by [387 Student Services Building](#) (no appointment needed), or call (309) 438-2008.

## **Missed or Late Work**

If you miss a class, you will be responsible for any missed class content. Missed in-class work generally cannot be made up. Make-up examinations, as a rule, will not be permitted. Only in extraordinary circumstances will such work be accepted. Late papers may be accepted at the discretion of the instructor but may be given a reduced grade.

## **Assignments**

Promptness in completing class assignments and assigned readings is a requirement. However, circumstances may arise which make it impossible to complete class requirements on time. When such circumstances occur, appropriate arrangements must be made in advance whenever possible.

Students are expected to have prepared thoroughly for each class. Preparation includes reading the assigned readings prior to class, summarizing the content and being prepared to discuss it; listing questions or reactions to the material; and making connections between concepts in current reading and earlier readings.

## **Participation**

Students are expected to contribute to class discussion. Informed disagreement is both anticipated and welcomed. You are expected to be respectful of the opinions of others and to show courtesy in interactions with fellow students and the instructor.

## **Written Work**

Written work should show thoroughness, accuracy, clarity, and professionalism. Such writing generally requires first writing, then review, then editing and rewriting.

- All work should be carefully proofread and corrected. Papers should be free of errors in spelling, grammar and punctuation.
- Refer to the American Psychological Association web site for more detail on APA format of writing: [https://apastyle.apa.org/?\\_ga=2.222429851.1641966067.1628772952-636645970.1619411129](https://apastyle.apa.org/?_ga=2.222429851.1641966067.1628772952-636645970.1619411129)
- Please note that instructors may have additional requirements for written work.

**Nondiscriminatory Language:** Oral presentations and written work should use non-sexist, non-racist, and non-stigmatizing language. Faculty may return papers for revisions in language prior to grading. Be sensitive to your use of language. Watch for hidden biases in your work.

## **Progress toward the Degree**

The School of Social Work is committed to preparing competent and ethical generalist social work practitioners. In addition to meeting the academic and conduct standards of the University, social work students must subscribe to the values and standards of the social work profession as stated in the National Association of Social Workers (NASW) Code of Ethics and the Illinois Clinical Social Work and Social Work Practice Act. (For further detail on the Practice Act and ethical social work practice, see the Illinois NASW web site at <http://www.naswil.org/>).

To progress toward the degree, undergraduate students must be in "academic good standing" and adhere to the University's Student Code of Conduct located at <http://policy.illinoisstate.edu/>.

In addition to meeting the University's requirements for progress toward the baccalaureate degree, to graduate with a baccalaureate degree in social work, students must:

- Earn a grade of "C" or better in each required "SWK" social work major course including grades of "Credit" for SWK 398.10 Professional Practice: Field Instruction I and SWK 398.11 Professional Practice: Field Instruction II.
- Academic credit for life experience and/or previous work experience is not given, in whole or in part, in lieu of any social work course.

## **Graduation**

The Undergraduate Catalog located at <https://illinoisstate.edu/catalog/undergraduate/social-work/social-work-course-requirements/#gened> contains detailed information on requirements for graduation. Students must meet all University, College of Arts and Sciences, and School of Social Work requirements. Upon nearing the completion of their degree, senior students must Apply for Graduation. Each student should apply for graduation on or before the date specified in the University Calendar which occurs at the beginning of the senior year spring semester. Ultimately, it is the student's responsibility for knowing their plan of study and meeting with the Director of BSW Student Services to make changes to their plan of study as needed.

Seniors must apply for graduation in order to have their degree formally conferred. Students who apply for graduation will be sent details regarding the Commencement Ceremony. Participation in Commencement is optional. If you would like to participate, follow the directions sent by the university, and be sure to complete the separate Commencement registration process. You will also be provided with steps to order your regalia (Cap, Gown, and Tassel) via the [Graduation Services](#) website. The Graduation Services website also provides a Graduate Checklist, a Schedule of Events, and Commencement Ceremony Guest Information: <https://illinoisstate.edu/commencement/>

## **Student Academic Concerns**

### **Academic Misconduct**

You are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the [Code of Student Conduct](#) and any additional syllabus language. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and/or unacknowledged collaboration on any work, or the presentation of someone else's work, is plagiarism.

Content generated by an Artificial Intelligence third-party service or site (AI-generated content) without proper attribution or authorization is another form of plagiarism. If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to me to discuss it as soon as possible. Any allegation of academic dishonesty may be referred to [Student Conduct and Community Responsibilities](#), a unit of the Dean of Students Office, for possible review. If found responsible for academic dishonesty, a grade penalty can also be applied. Plagiarism, cheating, and all other forms of academic misconduct are not only considered a violation of University regulations, but are also a serious breach of the ethical code of conduct for the social work profession. Students are expected to abide by the ethical standards of the profession. The National Association of Social Workers (NASW) Code of Ethics is available online at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>.

### **Dispositional /Professional Performance Indicators**

As social workers and teachers of social work students, it is our aim to enable students to become ethical professionals who act in accordance with the National Association of Social Work's Code of Ethics and the Illinois Clinical Social Work and Social Work Practice Act. To that end, it is important to identify concerns early so that students can be counseled appropriately to remedy the issue or find an academic major more suitable to their needs. Social Work faculty will identify any social work student whose actions conflict with the Dispositional/Professional Performance Indicators identified below by completing the disposition concerns process with the Program Director. The following are behaviors that we expect for professional performance:

### **Disposition/Professional Performance Indicators**

**Respect:** The ability to honor, value, and demonstrate consideration and regard for oneself and others; can disagree with others in a respectful manner; can accept disagreement and discussion in a non-defensive manner.

**Discrimination:** The ability to not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

**Honesty:** The ability to uphold social work values and not participate, condone, or be associated with dishonesty, fraud, or deception. Including, but not limited to, academic dishonesty.

**Dignity and Worth of the Person:** The ability to treat each person in a caring and respectful fashion, mindful of individual difference and cultural and ethnic diversity. May also include: the ability to maintain appropriate boundaries; self-disclose appropriately.

**Competence:** The ability to continually strive to increase professional knowledge and skills and apply those skills both in the classroom and professional practice. May also include the ability remain appropriately engaged with one's surroundings.

**Responsibility:** The ability to take responsibility for one's own learning, come to class prepared to participate, act independently, and demonstrate accountability, reliability, and sound judgement. May also include the ability to accept and adapt to change.

**Integrity:** The ability to be continuously aware of the profession of social work's mission, values, ethical principles, and ethical standards and behave in a manner that is consistent with these principles in all areas of life.

**Cultural Awareness:** The ability to demonstrate an awareness of culture and its function in human behavior and society, recognizing the strengths that exist in all cultures, use that awareness to guide practice in personal and professional settings, act against oppression, racism, discrimination and inequities.

**Collaboration:** The ability to work together, especially in a joint intellectual effort; asks for help appropriately; understands and demonstrates the ability to work professionally with student colleagues, faculty/staff members, other professionals, and clients in agency settings.

## V. Grievance Policy

A grievance is defined as a complaint arising out of any alleged unauthorized or unjustified act or decision by a member of the University community which in any way adversely affects the status, rights, or privileges of a member of the University community.

Formal and informal procedures for resolving grievances are available both within the School of Social Work and at the University level through the Community Rights and Responsibilities unit in the Dean of Students Office. The School and the University encourage informal resolution of disputes whenever possible before seeking resolution through formal procedures. In general, formal grievances initiated prior to attempting informal resolution will be rejected for review by the School's Grievance Committee and Community Rights and Responsibilities. Exceptions are granted only when the faculty, staff member, or student has demonstrated that attempting an informal resolution is impossible. The School and the University also encourage disputants to attempt to resolve grievances within the School prior to engaging the University grievance process, whenever possible. Grievances fall into one of two categories, student-initiated or school-initiated grievances. The grievance policy is posted on the School of Social Work website at <https://socialwork.illinoisstate.edu/about/grievance-policy/> and [appended at the end of the BSW Handbook.](#)



## **Termination from the BSW Program/Students Rights**

The School of Social Work follows the University's policies for termination of baccalaureate students specified in the Undergraduate Catalog. University policy mandates that when a student's cumulative grade point average (GPA) falls below a 2.0 on a 4.0 scale, they are placed on academic probation. At the end of any semester, except for summer session, when a student's cumulative GPA is below a 2.0 a second or subsequent time, they are dismissed from the University. A student who is academically dismissed from the University is automatically dropped from the BSW Program.

A student may petition to be reinstated to the University. If reinstated, the student will be classified as a General Student and receive academic advisement from the University College University College Academic Advisement Center. To return to the BSW after being dropped, the student must reapply to and be accepted by the BSW Program.

A student may also be terminated from the BSW program and or the University for academic dishonesty. All charges of academic dishonesty are referred to Community Rights and Responsibilities in the Dean of Students Office for resolution.

Students may be terminated from the major for two reasons: if their GPA falls below 2.5 or for professional misconduct. Students who are terminated from the social work major due to their GPA falling below 2.5 but when it is still above 2.0 (within the University threshold) are assisted in finding another major by the Director of BSW Student Services. The Director of BSW Student Services works with the student and advisors from University College to transition the student to another department.

A student also may be terminated from the BSW program for unacceptable performance (i.e., violation of the NASW Code of Ethics or the Illinois Clinical Social Work and Social Work Practice Act, violation of the ISU Student Code of Conduct, or illegal behavior). If the grievance cannot be resolved informally, a formal grievance will be forwarded to the School Student Support Committee by the BSW Program Director. If the School Student Support Committee determines that the grievance is serious enough to warrant termination from the BSW program, the Director of the School of Social Work will send the student a letter of termination from the program and the reasons for it within 7 days of the Committee's determination. Please see the Program Dismissal process articulated in the Grievance Policy at the end of the handbook as the Appendix or by going directly to the link. The grievance policy is posted on the School of Social Work website at <https://socialwork.illinoisstate.edu/about/grievance-policy/> and [appended at the end of the BSW Handbook](#).

## **Student Rights and Responsibilities**

Students' rights and responsibilities are thoroughly described in the Code of Student Conduct available on the Dean of Students Web site at [Student Code of Conduct](#). Specific information about adjudication procedures, disciplinary sanctions, student grievances, and sexual harassment are also presented. Also, please see the School of Social Work Grievance Policy on the School of Social Work website <https://socialwork.illinoisstate.edu/about/grievance-policy/> and [appended at the end of the BSW Handbook](#).

## **Withdrawal from the University**

To withdraw from all courses, see the Office of University Registrar [University Withdraw website](#) for withdraw options, timeframes, and processes:  
<https://registrar.illinoisstate.edu/registration/university-withdraw/>

As stated on the University Withdraw website:

Students may submit the University Withdrawal Request Form online, and follow the steps listed on the form. If you are unable to submit the University Withdrawal Request Form, please email [Registrar@IllinoisState.edu](mailto:Registrar@IllinoisState.edu) for assistance.

Students may also in person at the Registrar's Office in 107 Moulton Hall, with a photo ID.

If circumstances make it impossible for you to follow the usual withdrawal procedures, or you need to withdraw after the deadline, please submit the [Request for Change form](#) and a statement that explains your situation with appropriate documentation. [Instructions for the Request for Change form](#).

For questions about tuition adjustments, contact [Student Accounts](#) at [\(309\) 438-5643](tel:3094385643)

If you drop a course or withdraw from Illinois State University, your charges for tuition, mandatory fees, and outreach fees will be adjusted based on the date of the course drop or withdrawal. See the University Tuition Adjustment Calendar for additional information: [University Tuition Adjustment Calendar](#)

## **VI. Other Policies and Procedures**

### **Faculty Teaching Evaluation**

All students enrolled at Illinois State University have regular and repeated opportunities to evaluate their instructors. At the end of each course, students are given standardized faculty evaluation forms to complete and the opportunity for a written critique of the class. The evaluations are confidential. The results are given only to faculty after the conclusion of the semester to use in strengthening their teaching. The evaluations become part of each faculty member's annual review as well as reviews for tenure and promotion

### **Equity, Diversity, Access, and Belonging**

ISU is committed to creating and maintaining a learning environment that is welcoming, supportive, respectful, inclusive, diverse, and free from discrimination and harassment. University classrooms are perhaps the most diverse learning environment in which you have ever been. We will most often be speaking across differences—sex, gender, sexuality, race, nation, economic class, religion, age, ability, political views, and more. This diversity will be an asset to our discussions and other learning experiences in this course. I encourage you to consider the experiences of your classmates to be equally valuable as your own. For resources on reporting concerns, please contact the [Dean on Duty](#).

### **Equal Opportunity/ Non-Discrimination Statement and Policy**

The Office of Equal Opportunity, Ethics, and Access (EOEA) is responsible for administering and monitoring Illinois State University's Equal Opportunity/ Non-Discrimination Statement and Policy. The Office of Equal Opportunity, Ethics and Access may be reached by phone at (309) 438-3383, TTY (309) 438-2554 or online at <http://equalopportunity.illinoisstate.edu/>. Student Access and Accommodations

### **Student Access and Accommodations**

Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact [Student Access and Accommodation Services](#) at 308 Fell Hall, Office Phone [\(309\) 438-5853](tel:(309)438-5853), Video Phone [\(309\) 319-7682](tel:(309)319-7682) or visit the website at [StudentAccess.IllinoisState.edu](http://StudentAccess.IllinoisState.edu).

## **Title IX Assistance**

Illinois State University's Title IX Coordinator is available to assist students with coordinating specific actions, including reasonable modifications, to ensure equal access due to pregnancy or related conditions. This applies to pregnancy, childbirth, termination of pregnancy (either naturally or through medical means), lactation, and conditions related to or recovery from pregnancy, childbirth, termination, and lactation.

The Title IX Coordinator can be reached in the Office of Equal Opportunity and Access - Phone: [\(309\) 4383383](tel:(309)4383383), [EqualOpportunity@IllinoisState.edu](mailto:EqualOpportunity@IllinoisState.edu), or by mail at Campus Box 1280, Normal, IL 61790-1280.

## **Student Address, Phone Number and E-mail**

It is essential that you keep the Office of the University Registrar and the School of Social Work informed of your current name, local address, telephone number, and e-mail address. Unless we have current information, you may not receive critical information. Please update your information by e-mailing [SocialWork@IllinoisState.edu](mailto:SocialWork@IllinoisState.edu) and on MyIllinoisState.

## **Confidentiality of Student Records**

To see the university policy on confidentiality of student records, please visit the Web site at <http://policy.illinoisstate.edu/conduct/1-1-10.shtml>.

## **Retaining Course Syllabi**

We strongly recommended that you maintain a file of all course descriptions and syllabi for courses you take. Many state certification and licensing boards or graduate programs may require that you supply such specific information to qualify for certain credentials. Course titles on official University transcripts often do not adequately convey the specific content of courses. The School of Social Work cannot guarantee that course syllabi from past classes will be available in the future. Therefore, you need to keep your own records.

Opportunities for University and School Participation Involvement in student activities can be the difference between merely attending Illinois State University and being a vital part of the University. Some of the advantages of involvement in co-curricular activities are learning more about your field of study, establishing new friendships, and just having a good time. Make the most out of your life at Illinois State University. The [Social Work Club](#) welcomes all students, and a great way to get involved!. Student organizations and activities are as varied as they are plentiful. Participation in all types of campus involvement is available from student government to student programming. To learn more about how to get involved, visit <https://deanofstudents.illinoisstate.edu/involvement/>.

## **School of Social Work Committees**

The School of Social Work recognizes that our students have much to offer to the University and to the continued development of our programs. One BSW student is identified by the Director of the Program to serve on the Community Advisory Board each year. The Advisory Board meets at least once each year to address social work practice, policy, and curriculum issues that are emerging in our local community. The School then fine-tunes and modifies its BSW and MSW curricula around the Board's suggestions.

## **Student Organizations**

Opportunities for student involvement include the Social Work Club and the Phi Alpha Honor Society and numerous events throughout the year sponsored by the School of Social Work and these student organizations. Students are encouraged to become involved whether as an attendee, club member, or student leader.

Students also are made aware of these organizations through the School of Social Work's Student Organizations page: <https://socialwork.illinoisstate.edu/student-life/>.

## **Other Social Work Organizations**

### **National Association of Black Social Workers**

<http://nabsw.org/>

The National Association of Black Social Workers (NABSW), established in 1968, advocates by addressing important social issues that affect the health and welfare of the Black community. The organization has many chapters throughout the United States and the Caribbean in addition to several affiliate groups in Africa.

### **National Association of Social Workers**

<http://www.socialworkers.org/>

The National Association of Social Workers (NASW) has over 150,000 members in chapters throughout the United States. NASW addresses four areas of concern to social workers including: professional development, professional standards and professional action to advance sound social policy.

Student members receive all of the benefits and privileges of regular members at a reduced cost. Members receive a subscription to the NASW journal, *Social Work*; the monthly national newsletter, *NASW News*; the Illinois chapter newsletter, *The Social Work Networker*; group rate health, disability, life and malpractice insurance; discounts on all NASW specialty journals; and other valuable information.

BSW students who are not already members are encouraged to become members of NASW immediately following their admission into the program. To request an application, please download it from the Web site at <http://www.socialworkers.org/> .

### **Other Student Organizations**

There are over 400 Registered Student Organizations at Illinois State Illinois that students may wish to join based on their individual interests. These organizations fall into 1 of 16 categories. More information about student organizations can be found at <https://deanofstudents.illinoisstate.edu/involvement/organizations/>.

### **Volunteer Opportunities**

There are many opportunities for students to get involved in the community. Please see [BSW Field Placements](#) for up-to-date volunteer agencies (also used for pre-field placement) in the surrounding area. The Center for Civic Engagement also offers a number of volunteer opportunities, including Alternate Breaks. Please see the [Center for Civic Engagement](#) website for more information.

## **VII. Campus Resources**

### **Technology on Campus**

To be successful in your program at ISU you will need computer skills and computer access. Computer and Internet usage are critical factors in academic success. The computer is essential for preparing papers, conducting statistical analyses, and connecting to the library. You will use e-mail and the internet regularly both in and out of class. Some classes will require other technologies such as listservs, or specialized software applications.

To find out more about policies regarding personal computers, off-campus accessibility, and personal internet access, please visit the Technology Support Center at <https://help.illinoisstate.edu/technology>.

We highly recommend that you become familiar with the Illinois State Website. From the campus home page located at <http://illinoisstate.edu/> you can explore ISU via an interactive map, link to the library, follow ISU athletic teams, discover scheduled cultural events, research ISU programs, services and policies and connect to extra-University sites.

## **E-mail Accounts**

As a student at ISU, you are eligible for Internet services including an electronic (e-mail) account at no charge. To access services, you must go through an application process to validate a University Logon ID (ULID). Through this ULID, students get a private e-mail account, space for hosting a personal website, space for storing documents and the ability to participate in other Internet services.

To validate your ULID on a campus computer, go to <https://account.illinoisstate.edu/selfservice/activation/login> and follow the instructions. All users are responsible for reading and abiding by the *Appropriate Use Policy*. If you have trouble activating your account, call the University Computer Help Desk at (309) 438-HELP.

## **Internet Tools**

A special package of Internet software has been produced to provide consistent and easy installation across campus. The package includes some of the best freeware and site-licensed software available. Quick links are provided to a variety of Illinois State University services. The package is available free of charge both in Windows and Macintosh versions.

Microsoft 365 (formerly known as Office 365) is a collection of apps and communication tools, including Office apps (Word, Excel, PowerPoint, Outlook), available to all current students, faculty, and staff at Illinois State University. Information on logging into the Microsoft 365 portal is available in [Logging in to Microsoft 365](#)

To view and access the downloads, visit <https://help.illinoisstate.edu/technology/downloads>

## **Virus Protection**

Computer viruses can cause major losses of productivity and can maliciously hamper or destroy computer applications or files. Illinois State University has various virus and malware protection software for downloading.

This software is available free of charge to all students for their personal computers and may be downloaded by going to <https://help.illinoisstate.edu/technology/support-topics/device-support/anti-virus-anti-malware-for-personal-devices>

## **Other Resources on Campus**

There are many departments that may provide necessary information and useful tips to you while you are a student at ISU.

Below is a short list of departments linked to their websites. Need assistance but unsure where to find it? Reach out to the Director of BSW Student Services, who can help you locate and connect with campus resources and supports.

- [Academic Records/University Registrar](#)
- [Admissions](#)
- [Academic Advising](#)
- [Bone Student Center/Braden Auditorium](#)
- [Canvas Student Resources](#)
- [Campus Recreation Services](#)
- [Career Center](#)
- [Child Care Center](#)
- [Dean of Students Office](#)
- [Diversity & Inclusion](#)
- [Financial Aid Office](#)
- [Milner Library](#)
- [Multicultural Center](#)
- [Parking and Transportation](#)
- [Student Accounts](#)
- [Student Access and Accommodations Services](#)
- [Student Counseling Services](#)
- [Student Health Insurance](#)
- [Student Health Services](#)
- [Student Legal Service](#)



## Appendix

### ISU School of Social Work Grievance Policy

The School of Social Work endorses Illinois State University's Complaint Resolution Process. Student-initiated complaints and school-initiated reviews are usually resolved informally, through discussions with an instructor, field supervisor or faculty liaison, or through contact with their Director of Student Services, Director of Field Education or Program Director. Complaints and reviews may also be resolved in formal processes. A student who is not satisfied by the School's Grievance Policy processes is encouraged to contact University supports that may include:

- Office of Student Conduct and Community Responsibilities (SCCR) unit of the Dean of Students Office, at 309-438-8621 or [SCCRHelp@ilstu.edu](mailto:SCCRHelp@ilstu.edu), for incidents involving student conduct. Students may also access:
  - Support for Conflict Resolution with a peer
  - Code of Student Conduct
- Student Access and Accommodation Services (SAAS) unit of the Division of Student Affairs, for incidents related to accommodations
- Office of Equal Opportunity and Access (OEOA) for incidents involving harassment or discrimination, and the Inclusive Community Response Team (ICRT) for incidents involving hate or bias

School of Social Work faculty or staff may consult with SCCR staff in determining whether student conduct requires a referral for suspected violation of the Code of Student Conduct; consult with SAAS for understanding appropriate accommodations; consult with OEOA in response to suspected harassment or discrimination, or with ICRT for suspected incidents of hate or bias.

### Student Support Committee

Members of the School of Social Work Student Support Committee may be involved in informal conflict resolution. The Committee will convene in response to an instructor's formal Resolution Plan Request.

The Committee hears student appeals and grievances, disposition concerns, and practicum improvement plan (PIP) issues. Each committee meeting/process will be chaired by the relevant Program Coordinator/Director or by the Director of Field Education if the issue is a PIP. Membership includes:

1. The MSW Program Coordinator/Director
2. The BSW Program Coordinator/Director
3. Director of Field Education
4. Director of BSW Student Services
5. Director of MSW Student Services
6. Director of School of Social Work

Following are processes for resolving:

- I. **Student-Initiated Complaint** (\*not harassment or discrimination)  
**\*Harassment or Discrimination:** Any complaint of harassment or discrimination will be referred directly to Office of Equal Opportunity and Access (OEOA).
- II. **Student-Initiated Final Grade Complaint**
- III. **School-Initiated Course or Practicum Review – 3 Levels**
- IV. **Academic Integrity Review**
- V. **Academic Good Standing Review**

Illinois State University employees are *responsible employees*, meaning employees have an obligation to report suspected sexual harassment to the ISU Office of Equal Opportunity and Access (OEOA) via an incident report or direct contact. The exception to this policy is if the employee is a student's counselor through Student Counseling Services. If the harassment or discrimination is related to a protected class, OEOA's role is to provide support and resources. A student is not required to initiate a complaint.

#### I. **Student-Initiated Complaints**

**Informal Complaint** (\*not harassment or discrimination)

##### ***Course-Related Student Complaint Resolution***

Students will communicate directly with their instructor for course-related complaints. If direct communication does not resolve the complaint, the student may contact their program's Director of Student Services (DSS)<sup>†</sup> for additional support.

<sup>†</sup>*If Instructor is also the DSS, student may contact their Program Director with the complaint.*

<sup>°</sup>*The School will honor Student request not to meet with an instructor against whom they have a complaint.*

### ***Practicum-Related Student Complaint Resolution***

Students are encouraged to communicate directly with their field supervisor for practicum-related complaints. A student may contact their faculty liaison, who will meet with them to discuss the complaint within 5 business days. The faculty liaison and student will work together to resolve the complaint. They may involve other parties in addressing the complaint, including the field supervisor and Director of Field Education.

A tool in the problem-solving process for field placement conflicts is a Practicum Improvement Plan (PIP) (See Field Manual). The student may initiate a PIP and the faculty liaison may help the student complete the form. The faculty liaison will notify the field supervisor and Director of Field Education of a student-initiated PIP, and all parties will meet within 5 business days of a student's PIP initiation. The PIP will include dates by when the complaint will be resolved, including a follow-up meeting no more than 20 business days from development of the PIP. Participants in developing the PIP will sign and indicate whether they agree with its provisions. At the follow-up meeting, the Director of Field Education will determine whether the practicum placement will continue. The field supervisor and student will update the learning contract as needed. See [BSW Field Manual](#) or [MSW Field Manual](#) for PIP forms and further information.

### **Formal Student Complaint Resolution (\*not harassment or discrimination)**

If the complaint is not resolved informally, the student and/or DSS may refer the complaint to the Director of the School of Social Work. If the practicum complaint is not resolved informally, the student and/or Director of Field Education may refer the complaint to the Director of the School of Social Work.

- A student may send a letter to the Director of the School of Social Work no later than 10 business days after the start of the academic semester following the semester for which the grade was received. Director shall forward a copy of the challenge to the instructor, who has 10 business days to provide a written response that the Director shall forward to the student. Director will review submissions and issue a written decision to both parties within 10 business days.

When these means fail, a student has a right to appeal to the [Associate Dean for Academic Programs](#) for the College of Arts and Sciences.

To protect rights under the process, students and instructors have a right to appeal in writing to the [Office of Student Conduct and Community Responsibilities \(SCCR\)](#) as soon as possible.

## **II. Final Course Grade Complaint**

A summary of procedural details for challenges to a final course grade follows. Full details are available in the [University Provost's website](#), including [Final Course Grade Challenge Policy](#), [Final Course Grade Challenge Procedures](#) and [Final Grade Challenge Forms](#).

A student may challenge a final course grade if the student has a reasonable belief the grade was assigned in an arbitrary or capricious manner and is unable to resolve his or her concerns with the faculty member who assigned the grade. Before filing a challenge under this policy, the student *must* discuss his or her concerns with the faculty member and make every effort to resolve the situation. Faculty members must carefully consider the student's concerns and make a reasonable effort to resolve the issues raised by the student. Student and Instructor have a right to appeal in writing to the Office of the Provost in 5 business days. The Provost's office will review recommendation and render a final decision.

## **III. School-Initiated Reviews**

### **Informal Review**

#### ***Level 1***

Instructors are encouraged to communicate directly with their student to review a concern about grades, professional ethics, behavior, and/or professional competencies. The instructor is encouraged to use the course syllabus, rubrics, or the NASW Code of Ethics, to communicate any concern.

Field supervisors are encouraged to communicate directly with their student and the faculty liaison to review a concern about practicum-related professional ethics, behavior, and/or professional competencies. The field supervisor and faculty liaison are encouraged to use the learning contract or the NASW Code of Ethics to communicate any concern. A tool in the problem-solving process for field placement conflicts is a Practicum Improvement Plan (PIP) (see Field Manual). A faculty liaison may use the PIP form to support communication, without initiating a Level 2 Review.

If the review is not satisfied through direct communication, the instructor or faculty liaison may initiate a Level 2 Review.

## **Level 2**

**Course-Related.** An instructor may contact the student's Director of Student Services (DSS)<sup>+</sup> for support, which may include a meeting with the DSS and student. The DSS and instructor may also notify the Director of Field Education, Program Director, and/or Director of the School of Social Work, of an instructor's concern, which may include a meeting with the student.

*<sup>+</sup>If Instructor is also the DSS, the parallel program's DSS will serve as a proxy student advocate. If Instructor is also the Program Director, the parallel program's PD will chair any meetings.*

**Practicum-related.** A faculty liaison may request a review with the Director of Field Education, who may meet with the field supervisor, faculty liaison and student to provide suggestions. The faculty liaison or field supervisor may initiate a PIP. The faculty liaison will notify the Director of Field Education of any school-initiated PIP. All parties will meet within 5 business days of when the PIP was initiated. The PIP will include dates by when improvements will occur, and the date for a follow-up meeting to discuss progress made toward outcomes, no more than 20 business days from the date initiated. The PIP will be signed by student, faculty liaison, field supervisor and Director of Field Education, with each indicating whether they agree with the PIP's conditions. If the agreed improvements occur, the practicum placement will continue. The field supervisor and student will update the learning contract as needed. If not, Director of Field Education will forward the concern to the Program Director for a Level 3 Resolution Plan. See the [BSW Field Manual](#) or [MSW Field Manual](#) for PIP forms and further information.

### **Formal Review (Level 3): Resolution Plan**

If a concern is not resolved through an informal review, the instructor or Director of Field Education may begin documentation in the Resolution Plan (Appendix A) and forward it to the student's Program Director<sup>+</sup> to initiate a formal review.

*<sup>+</sup>If Instructor is also the DSS, the parallel program's DSS will serve as a proxy student advocate. If Instructor is also the Program Director, the parallel program's PD will chair any meetings.*

1. The student may send a written response to the Chair. The Chair will forward any student response to the instructor and to the Student Support Committee.
2. The Committee will review the Resolution Plan (Appendix A) and documented efforts to resolve concerns about a student's grades, professional ethics, behavior, or professional competencies, including any PIP documentation.
3. The Committee will meet with the instructor and student, at which time committee members, instructor and student may ask clarifying questions and give verbal or written suggestions for resolving the complaint. The student may bring a non-participating supportive representative to the meeting. If the review is related to field, a field supervisor may be asked to attend the meeting.

4. The Student Support Committee and instructor will meet in closed session to create consensus recommendations about requirements, benchmarks the student will meet, and further supports that may be implemented.
5. The meeting will reconvene with the student to discuss recommendations, benchmarks and possible supports. Following the meeting:
  - a. The Chair will complete the Resolution Plan with a report detailing student requirements and benchmarks as agreed in the meeting, and further supports the School will implement as agreed in the meeting and forward a copy to the student within 5 business days.
  - b. The Chair will collect signatures from all participants, with each indicating whether they agree with provisions of the Resolution Plan and forward a copy to the DSS to keep in the student file. The DSS will follow up on student progress until the Resolution Plan is completed.
6. The Chair will schedule a Resolution Review Meeting with all parties including Student in no more than 20 business days, but no more than one week after the start of the following academic semester.
7. At the Resolution Review Meeting, the Committee will determine a resolution about the student's grades, professional ethics, behavior, or professional competencies. The resolution may be:
  - a. Resolved
  - b. Partially resolved and needing further review (making this a second review conference rather than a final conference)
  - c. Unresolved and warranting consideration of dismissal from the program. If the Committee's review determines the concern warrants dismissal from the program, the Director of the School of Social Work will notify the student in writing that they are being considered for dismissal with the concerns outlined, within 5 business days of the Committee's determination. (See Academic Good Standing section, following.)
8. Following the Resolution Review Meeting:
  - a. Within 5 business days, the Chair will complete a report of the final resolution, and forward a copy to the student, Committee, and other participants
  - b. Within 5 business days of circulating the final resolution, the Chair will collect signatures from all participants, with each indicating whether they agree with the resolution. The Chair will forward a copy to the DSS for the student file.
  - c. The DSS or their proxy will remain available for student support.

## Academic Integrity

A student may be dismissed from the University and from the School of Social Work for academic dishonesty. Charges of dishonesty are referred through the Office of Student Conduct and Community Responsibilities (SCCR) unit in the Dean of Students.

If an instructor determines that an academic integrity concern was the result of a misunderstanding about proper procedures or course instructions, the instructor has discretion to negotiate a resolution with the student. Instructors must adhere to the grade penalty policy noted in their course syllabus or develop grade penalties consistent with the nature of the offense.

An instructor will use the Academic Integrity Referral Form to report an academic integrity concern. The Dean of Students Office provides procedures detailed at Academic Integrity and outlined below. While instructors retain the right to determine grade penalty, students receiving a grade penalty for alleged academic dishonesty violations without adherence to the following procedures may file a grievance with the Provost Office.

1. If the student acknowledges academic dishonesty and the instructor is satisfied that the incident has been resolved, the instructor will discuss the grade penalty to be applied and/or the reparation required of the student.
  - The instructor will forward a written summary of the incident and the resolution to SCCR
  - An SCCR staff member will conduct a Case Management Conference with the student to determine if a disciplinary resolution can be reached. This resolution must meet with the approval of the student, the referring faculty member, and staff.
  - If resolution cannot be reached through Case Management, the case will be referred to a formal hearing body.
  
2. If the student denies the allegation of academic dishonesty or the faculty member believes the severity of the infraction may warrant a suspension or dismissal from the institution:
  - The instructor will forward a written summary of the incident and the resolution to SCCR
  - An SCCR staff member will conduct a Case Management Conference with the student to determine if a disciplinary resolution can be reached. This resolution must meet with the approval of the student, the referring faculty member, and staff.
  - If resolution cannot be reached through Case Management, the case will be referred to a formal hearing body.

- In the event of a hearing, the instructor will be provided the same basic due process rights as a Complainant party.
- No grade penalty shall be assigned by the instructor until the formal hearing body determines that an act of academic dishonesty has occurred. If the allegation cannot be resolved prior to the end of the current semester, a grade of "Incomplete" shall be assigned pending the outcome of the hearing.
- The instructor will be notified of the outcome of the disciplinary case in order to assign grade penalties for violations.

## **Academic Good Standing**

### ***BSW Program***

**University Requirements.** To maintain academic good standing with the University, a BSW student must achieve a minimum cumulative GPA of 2.0/4.0 (see [University Policy and Procedures](#)). A student must satisfy any program-specific requirements for good standing and make satisfactory progress to degree (see BSW program-specific requirements section below). Students on academic probation are strongly encouraged to meet with the BSW Director of Student Services, and to access University College resources including [Tips for Students on Probation](#) and [Dismissal](#).

**BSW Program-Specific Requirements.** BSW students need a cumulative GPA of 2.5/4.0 or better, with a letter grade of C or better in all required social work classes. Students whose GPA falls below 2.5/4.0 may be dismissed from the major. A cumulative GPA of 2.5/4.0 is recommended for students to enter their senior year field placement. Any Incomplete grade or disciplinary hold must be resolved prior to entering the practicum, and prior to proceeding to the second semester of practicum. See the [BSW Field Manual](#) for more information about the field practicum.

### **Program Dismissal**

A student will be notified in writing from the Director of the School of Social Work that they are being considered for dismissal with the concerns outlined. The student has 5 business days to request a meeting with the Student Support Committee to present their case and supplemental information to support a decision against dismissal. If the student does not respond and a meeting is not held, the Director proceeds with processing the dismissal from the program. The dismissal is final, and the student cannot return to the School of Social Work in the future.

If the student requests a meeting, the Director schedules a meeting with the student and the Committee. During the meeting, the student is given the opportunity to present their case and supplemental information to support a decision against dismissal. The student may bring a non-participating supportive representative of their choice to the meeting. Following the meeting, the



Committee will make a recommendation regarding the dismissal. If the recommendation for dismissal is upheld, the student will be notified that they will be dismissed from the program. If the dismissal is not upheld, the student will be allowed to continue in the program with a Resolution Plan (Appendix A) in place. The student and the Committee will develop the Resolution Plan together and a follow up meeting will occur within 5 business days.

If the dismissal is upheld and the student wishes to appeal, they must appeal in writing to the Dean of the College of Arts and Sciences within 5 business days from the date of the dismissal letter. The written appeal letter should clearly outline the reason for the appeal, the facts and circumstances leading to the dismissal, and a written plan with benchmarks to continue successfully in the program. Upon receipt of the appeal, the College Dean or designee will notify the School Director/Department Chair that issued the dismissal, Graduate Program Coordinator, registrar's office, and Director of the Graduate School. The student, graduate program coordinator, and/or any other individuals that may be of assistance in the review of the appeal can be interviewed or asked to provide further written information. The intention of this step in the process is to be thorough, but timely with a response. The student will maintain course enrollment until a decision on appeal is reached. After considering all available information, the Dean will provide a written response to the student on the decision of the appeal. If the dismissal is upheld, the student will be dropped from enrolled social work courses. If the dismissal is overturned, the student will remain in the program and any required benchmarks for continued enrollment will be communicated in writing. The decision of the Dean is final and there is no further appeal level. If the dismissal is upheld, the student will be notified they will be dismissed from the program. If the dismissal is not upheld, the student will be allowed to continue in the program with a Resolution Plan in place. The Dean, the student, and the Student Support Committee will develop the Resolution Plan together and a follow up meeting will occur within 5 business days of the date of the appeal notice letter submitted by the student.

## Illinois State University School of Social Work

### Resolution Plan

#### Level 3 Formal Review Process

As social workers and teachers of social work students, it is our aim for students to become ethical professionals who act in accordance with National Association of Social Work Code of Ethics and Illinois Clinical Social Work and Social Work Practice Act. A social work instructor, field supervisor or faculty liaison with concerns about a student's grades, professional ethics, behavior, or professional competencies, is encouraged to initiate informal review processes with the student. If an informal review does not result in improved grades, professional ethics, behavior, or professional competencies, an instructor (course-related), or a faculty liaison or Director of Field Education (practicum-related) may forward a Resolution Plan Request to the student's Program Director<sup>+</sup> who will chair the Resolution Plan and the Final Resolution Plan meetings.

*<sup>+</sup>If Instructor is the student's Program Director, the parallel program's PD will serve as proxy Chair for this Level 3 Review. If Instructor is the Director of Student Services, the parallel program's DSS will serve as a proxy student advocate.*

The completed Resolution Plan Request will include:

- Area(s) of Concern about observable behavior, highlighted from list provided (p. 4).
- Resolution Attempts History with dates and participants of any informal review, with relevant documentation appended including any Practicum Improvement Plan (PIP)
- Resolution Plan Focus with a description and timeline of the concern

The Chair will forward the Resolution Plan Request to the student, the Student Support Committee including the Director of Field Education, and to the Director of the School of Social Work. The Chair will notify the student they may send a written response, which the Chair will forward to all participants. The Chair will notify the student they may bring a supportive person to the meeting, who will not be a meeting participant.

The Chair will schedule a Resolution Plan Meeting and notify each participant of the time and place. Participants will develop a Resolution Plan the Chair will document and forward to all participants. Participants will sign Resolution Plan, indicating agreement or disagreement. Participants will reconvene within 20 business days to determine whether the concern is (a) resolved, (b) partially resolved (repeat Resolution Plan Meeting process), or (c) unresolved and warranting consideration of dismissal from the program.

A student who is not satisfied by the School's Grievance Policy processes is encouraged to contact University supports that may include:

- Office of Student Conduct and Community Responsibilities (SCCR) unit of the Dean of Students Office, at 309-438-8621 or [SCCRHelp@ilstu.edu](mailto:SCCRHelp@ilstu.edu), for incidents involving student conduct. Students may also access:
  - Support for Conflict Resolution with a peer
  - Code of Student Conduct
- Student Access and Accommodation Services (SAAS) unit of the Division of Student Affairs, for incidents related to accommodations
- Office of Equal Opportunity and Access (OEOA) for incidents involving harassment or discrimination, and the Inclusive Community Response Team (ICRT) for incidents involving hate or bias

### **Resolution Plan Meeting**

1. Participants including the student may ask clarifying questions and give verbal or written suggestions for resolving the complaint.
2. The Student Support Committee, instructor, and Director of School of Social Work may meet in closed session to create consensus recommendations about student requirements, benchmarks, and supports the School or University will implement.
3. The student will return to the meeting to hear the Student Support Committee's consensus recommendations and will have opportunity to respond with clarifying questions and additional suggestions the Committee will consider.
4. The Chair will summarize consensus requirements, benchmarks and supports, and schedule a Resolution Final Review for no more than 20 business days thence, but no more than one week after the start of the following academic semester.
5. Following the meeting:
  - a. Within 5 business days the Chair will forward a written Resolution Plan detailing consensus requirements, benchmarks and supports to all participants.
  - b. Within 5 business days of forwarding the Resolution Plan, the Chair will collect signatures from all participants, each indicating whether they concur with the Plan's provisions. The Chair will forward a copy of the signed document to the DSS for the student file.
  - c. The DSS<sup>+</sup> will follow student progress before the Resolution Final Review Meeting
  - d. At least 5 days prior to the Resolution Final Review Meeting, the Chair will remind and confirm the meeting time and place for all participants.

## **Final Resolution Meeting**

1. The Committee, instructor and student will meet to determine whether requirements, benchmarks and supports are met, and the concern is:
  - a. Resolved
  - b. Partially resolved and needing further review (repeat Resolution Plan Meeting process)
  - c. Unresolved and warranting consideration of dismissal from the program.  
If the Committee's review determines the concern warrants dismissal from the program, the Director of the School of Social Work will notify the student in writing that they are being considered for dismissal with the concerns outlined, within 5 business days of the Committee's determination. (See Academic Good Standing section, following.)
2. Following the meeting:
  - a. Within 5 business days the Chair will forward a copy of the Final Resolution Report to all participants.
  - b. Within 5 business days of forwarding the Final Resolution Report, the Chair will collect signatures from all participants, with each indicating whether they agree with the resolution, and forward a copy to the DSS for the student file.

Note: Any Resolution Plan must be completed prior to a student entering the practicum and before applying for graduation.

For MSW School Social Work specialization students, the DSS notifies the College of Education Clinical Experiences and Certification Processes office of any unresolved disciplinary issues.

## Resolution Plan Request

---

Student Name (please print)

---

Student UID

### Areas of Concern

*Instructor (course-related), or faculty liaison or Director of Field Education (practicum-related): Highlight the area(s) in which your student's observable behavior does not meet the definitions that follow.*

**Respect:** The ability to honor, value, and demonstrate consideration and regard for oneself and others; can disagree with others in a respectful manner; can accept disagreement and discussion in a non-defensive manner.

**Discrimination:** The ability to not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

**Honesty:** The ability to uphold social work values and not participate, condone, or be associated with dishonesty, fraud, or deception. Including, but not limited to, academic dishonesty.

**Dignity and Worth of the Person:** The ability to treat each person in a caring and respectful fashion, mindful of individual difference and cultural and ethnic diversity. May also include: the ability to maintain appropriate boundaries; self-disclose appropriately.

**Competence:** The ability to continually strive to increase professional knowledge and skills and apply those skills both in the classroom and professional practice. May also include the ability remain appropriately engaged with one's surroundings.

**Responsibility:** The ability to take responsibility for one's own learning, come to class prepared to participate, act independently, and demonstrate accountability, reliability, and sound judgement. May also include the ability to accept and adapt to change.

**Integrity:** The ability to be continuously aware of the profession of social work's mission, values, ethical principles, and ethical standards and behave in a manner that is consistent with these principles in all areas of life.

**Cultural Awareness:** The ability to demonstrate an awareness of culture and its function in human behavior and society, recognizing the strengths that exist in all cultures, use that awareness to guide practice in personal and professional settings, act against oppression, racism, discrimination and inequities.

**Collaboration:** The ability to work together, especially in a joint intellectual effort; asks for help appropriately; understands and demonstrates the ability to work professionally with student colleagues, faculty/staff members, other professionals, and clients in agency settings.

**Resolution Plan Focus**

*Instructor (course-related), or faculty liaison or Director of Field Education (practicum-related): Describe the need for a Resolution Plan in behaviorally specific terms. Include dates of occurrence and frequency/severity when appropriate. Refer to details provided in an appended PIP or other relevant document.*

**Resolution History**

*Instructor (course-related), or faculty liaison or Director of Field Education (practicum-related): List dates and participants in any informal review. Append relevant documentation, including any PIP.*

Level 1 Informal Review date(s) and participant(s):

_____	_____
(date)	(participant name(s) – please print)
_____	_____
(date)	(participant name(s) – please print)
_____	_____
(date)	(participant name(s) – please print)

Level 2 Informal Review date(s) and participant(s):

_____	_____
(date)	(participant name(s) – please print)
_____	_____
(date)	(participant name(s) – please print)
_____	_____
(date)	(participant name(s) – please print)

\_\_\_\_\_  
Instructor's Signature

\_\_\_\_\_  
Date of Resolution Plan request

### **Report of the Resolution Plan Meeting**

Date of meeting: \_\_\_\_\_

Requirements of the student

Benchmarks for noting student progress

Supports to be provided by the School or University

Student comments:

Final Resolution Meeting date: \_\_\_\_ / \_\_\_\_ /20\_\_\_\_

Other identified timeline requirements:

Date	Participant Name (print)	Participant Signatures	Plan	
			Agree	Disagree
<u>    </u> / <u>    </u> /20		(Student)		
<u>    </u> / <u>    </u> /20		(Instructor)		
<u>    </u> / <u>    </u> /20		(Program Director/Chair)		
<u>    </u> / <u>    </u> /20		(Director of Student Services)		
<u>    </u> / <u>    </u> /20		(Director of Field Education)		
<u>    </u> / <u>    </u> /20		(School of Social Work Director)		
<u>    </u> / <u>    </u> /20		(_____)		
<u>    </u> / <u>    </u> /20		(_____)		



## Report of the Final Resolution Plan Meeting

Date of meeting: \_\_\_\_\_

Requirements met:

Requirement not yet met:

Benchmark accomplished:

Benchmark not yet accomplished:

Support provided by the School or University:

Further support needed from the School or University:

Final Resolution (highlight one)

- a. Resolved
- b. Partially resolved and needing further review (repeat Resolution Plan Meeting process)
- c. Unresolved and warranting consideration of dismissal from the program

Participant Comments:

Student Comments:

Date	Participant Name (print)	Participant Signatures	Resolution	
			Agree	Disagree
<u>    </u> / <u>    </u> /20		(Student)		
<u>    </u> / <u>    </u> /20		(Instructor)		
<u>    </u> / <u>    </u> /20		(Program Director/Chair)		
<u>    </u> / <u>    </u> /20		(Director of Student Services)		
<u>    </u> / <u>    </u> /20		(Director of Field Education)		
<u>    </u> / <u>    </u> /20		(School of Social Work Director)		