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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 of 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. Gardenia Harris,

BSW Program Director

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# 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 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 CSWE. In 2007 the concentration School Social Work 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 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/](http://www.cswe.org/Accreditation.aspx).

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](https://socialwork.illinoisstate.edu/about/governance/)

## Faculty and Academic Professionals

### For a complete listing of our faculty and staff, please see our [website](https://socialwork.illinoisstate.edu/faculty-staff/).

# 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 Sequences

The Baccalaureate Social Work Program provides the academic and experiential education for beginning generalist practice. The curriculum is articulated through five curriculum sequences: Human Behavior in the Social Environment, Social Welfare Policy and Services, Practice, Research and Field. The sequences permit clear differentiation of course content across sequences as well as differentiation of courses within each sequence. The sequences 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 sequence 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 fulfills 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 sequences are briefly described below:

### Human Behavior in the Social Environment Sequence

The Human Behavior in the Social Environment (HBSE) Sequence 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 and Services Sequence

The goal of the Social Welfare Policy and Services Sequence 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 sequence 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 sequence 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 Sequence

The goal of the Baccalaureate Practice Sequence is to develop student competence and skills for generalist social work practice. The four required courses of the Practice Sequence 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 sequence are equipped to enter the field practicum and be placed in a broad range of community agencies. The social work Practice Sequence consists of three content courses and a practice skills laboratory.

The Baccalaureate Practice Sequence grounds students preparing for generalist practice in traditional and current approaches to social work. The sequence 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 Sequence

The overall aim of the Research Sequence is to develop student confidence and competence in critically reviewing and conducting research that informs social work practice. The sequence 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 in order 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, in particular, 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 Sequence primarily focuses on teaching students how to use research as a tool to improve their proficiency as generalist practitioners.

### Field Sequence

Field Education is central to the achievement of the Baccalaureate Social Work Program objectives. The primary goal of the field sequence 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-direct 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 sequence 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 sequences. 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 <http://illinoisstate.edu/catalog/>.

## 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](https://socialwork.illinoisstate.edu/field-education/bsw-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](https://socialwork.illinoisstate.edu/social-work/careers/) 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](https://socialwork.illinoisstate.edu/alumni/) and [NASW Membership link.](https://www.socialworkers.org/Membership)

# III. BSW Degree Requirements

Students graduating with a degree in Social Work must complete all University requirements as well as social work requirements. There is no social work minor.

## University Requirements

University graduation requirements are published in the Undergraduate Catalog online at <http://illinoisstateedu/catalog/>

## 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 sequence of courses and is used extensively by the Director of Student Services and students in the advisement process.

## 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 that will prepare students for:

1. Foster students’ identification and conduct as professional social workers
2. Prepare students for ethical generalist practice in agency-based settings to work with diverse clients.
3. Prepare students to advocate for social, organizational, community, economic, and policy change to advance human rights and create a more just society.
4. 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 in order 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](https://illinoisstate.edu/catalog/undergraduate/social-work/social-work-course-requirements/#gened).

### 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 and assignments in all curriculum sequences: 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.

### 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.

### 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>.

### 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.

### 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 people of color, women, gay and lesbian persons, older people and other groups with limited access to resources.

### Evidence-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 the Academic Advisement Center, housed within University College and by the student's major department. The Academic Advisement Center provides academic mentoring and advisement to incoming students.

The Director of Recruitment and Admissions within the School of Social Work coordinates with and supplements the activities of the University central advising system by meeting with students who have either declared social work as their major or students who are interested in learning more about the major. Once a student is formally admitted to the BSW program, students are advised by the Director of Student Services with the School of Social Work.

To find out more about University Advisement, please visit the Web site at <http://universitycollege.illinoisstate.edu/advising/>

## BSW Program Advisement

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.

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 a graduation plan, a course record, a narrative form for the coordinator's comments, a suggested social work program and information concerning admission into the major and field instruction planning. 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 maintain a grade of “C” or better in all social work courses. 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](http://www.ucollege.ilstu.edu/tutoring/) (<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](http://www.counseling.ilstu.edu/) (<https://counseling.illinoisstate.edu/>)

## 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](https://socialwork.illinoisstate.edu/field-education/). 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****

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://my.illinoisstate.edu/> .

The Registrar Service Center, 107 Moulton Hall, Campus Box 2204, provides assistance to students when they are registering for classes. Please see the Web site at <http://registrar.illinoisstate.edu/> for current services.

## Changes in Registration

### ****Adding and Dropping Courses****

Adding and dropping courses may be done through the MyIllinoisState portal under the “My Info” tab. Enter your PIN then select the “Course Registration” link. If you have any questions, please contact the help desk at 309-438-4357

### ****Withdrawal from a Course****

If you drop a course but maintain an enrolled status within the University, you may withdraw from the course during the program change period without the withdrawal showing on the transcript.

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.

## ****Communication in the School****

### Electronic

The School uses illinoisstate.edu e-mail addresses for our listserv and our Web site 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. For students living outside Bloomington/Normal, e-mail is a major help. It is essential for each student to open an e-mail account and to check the mail regularly. Also, it is your responsibility to check the Web site for class cancellations and other emergency notifications.

### Submitting Student Assignments via Faculty Mail Boxes

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, 302, or 313. Staff members and the Student Lab 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 outlines. 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 handouts. Students are always free to appeal grades received for a course or course assignment. This right is specified in the [Grievance Policy section](#_Appendix).

### 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*](https://socialwork.illinoisstate.edu/field-education/bsw-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. You 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 or the Director of Student Services is you will be out of class for an extended period of time.

### ****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 required 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>
* 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 social work course including grades of “Credit” for Field Instruction I and 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 and School of Social Work requirements. During the early part of his or her senior year, the student must submit an “Application for Bachelor's Degree” to the Office of Undergraduate Evaluations. Each student should apply for graduation on or before the date specified in the University Calendar. Ultimately, it is the student’s responsibility for knowing their plan of study and meeting with the Director of Student Services to make changes as needed to their plan of study.

## ****Student Academic Concerns****

## ****Academic Misconduct****

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 Concerns/Evaluation of Professional Performance

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 suggest a negative disposition as identified by specific behavior by completing the disposition concerns process with the Program Director. The following are behaviors that we expect for professional performance:

# Disposition/Professional Performance Indicators

**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..

**Honesty/Integrity:** The ability to demonstrate truthfulness to oneself and to others, demonstrate moral excellence and trustworthiness.

**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.

**Reverence for learning:** The ability to demonstrate respect for knowledge and commitment to its acquisition; take responsibility for one’s own learning, and come to class prepared to participate.

**Emotional maturity:** The ability to adjust one’s emotional state to a suitable level of intensity in order to remain appropriately engaged with one’s surroundings; the ability to maintain appropriate boundaries; self-discloses appropriately.

**Reflection:** The ability to review, analyze, and evaluate the success of past decisions in an effort to make better decisions in the future; the ability to recognize one’s personal issues and be willing to discuss them as appropriate to making oneself a better social worker.

**Flexibility:** The ability to accept and adapt to change.

**Responsibility:** The ability to act independently, demonstrating accountability, reliability, and sound judgment.

**Respect for diversity:** The ability to demonstrate respect for diversity in race, ethnicity, religion, sexual orientation, age, ability and gender.

**Ethics:** The ability to demonstrate behavior in compliance with the NASW Code of Ethics and within what is expected from the Social Work Practice Act.

Here is a link to the Disposition Concern Form (Under construction.)

# 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 [appended at the end of the BSW Handbook](#_Appendix)

Please You can link to the grievance policy <http://socialwork.illinoisstate.edu/academics/resources.shtml> , but it is also included as an appendix at the end of this document.

## ****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, he or she is 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, he or she is 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. In order to return to the BSW after being dropped, the student must reapply to and be accepted by the BSW Program.

A student also may 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 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 Concerns Committee by the BSW Program Director. If the School Student Concerns 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 dispositional concerns process articulated in the Grievance Policy at the end of the handbook as the Appendix or by going directly to the link.

### Student Rights and Responsibilities

Students' rights and responsibilities are thoroughly described in in the Code of Student Conduct available on the Dean of Students Web site at [Student Code of Conduct](https://deanofstudents.illinoisstate.edu/conduct/code/). 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 located at or [appended at the end of the BSW Handbook](#_Appendix).

## ****Withdrawal from the University****

If you need to withdraw from all courses, you must provide the Office of the University Registrar with a signed, written notice that you intend to withdraw. The date you provide written notice is considered your withdrawal date. Your withdrawal date will be used in the calculation of repayments or refunds.

# VI. Other Policies and Procedures

## ****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 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.

**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/>.

## ****Special Needs****

Students with special needs should notify the instructor immediately so that available accommodations can be made. Any student needing to arrange a reasonable accommodation also should contact Student Access and Accommodation Services (SAAS) at 350 Fell Hall, 438-5853 (voice), 438-8620 (TDD) or online at <https://studentaccess.illinoisstate.edu/>.

**Opportunities for University and School Participation**

Getting involved 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. 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. Students are identified by the Director of the Program to serve on the Advisory Board. 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.

## ****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.

## ****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 through frequent announcements, mailings and informal contact.

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 about 295 different 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](https://socialwork.illinoisstate.edu/field-education/undergraduate-field-placement/) for up-to-date volunteer agencies (also used for pre-field placement) in the surrounding area.

# 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 World Wide Web 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 <http://helpdesk.illinoisstate.edu/>.

We highly recommend that you become familiar with the IllinoisState 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 Web site, 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/signIn> 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 including an e-mail client and WWW browser. 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.

To view and access the downloads, visit <https://ithelp.illinoisstate.edu/knowledge/6086-downloads-at-illinois-state-university/>.

### 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://ithelp.illinoisstate.edu/knowledge/6086-downloads-at-illinois-state-university/>.

## ****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 with the Web sites:

* [Academic Records/University Registrar](http://registrar.illinoisstate.edu/)
* [Admissions](http://admissions.illinoisstate.edu/?utm_source=admissions.illinoisstate.edu&utm_medium=iguide&utm_campaign=iguide+usage)
* [Academic Advising](https://universitycollege.illinoisstate.edu/advising/)
* [Bone Student Center/Braden Auditorium](http://bonestudentcenter.illinoisstate.edu/)
* [Campus Recreation Services](http://campusrecreation.illinoisstate.edu/)
* [Career Center](http://careercenter.illinoisstate.edu/)
* [Child Care Center](http://childcarecenter.illinoisstate.edu/about/)
* [Dean of Students Office](http://deanofstudents.illinoisstate.edu/)
* [Diversity & Inclusion](http://illinoisstate.edu/diversity/)
* [Financial Aid Office](http://financialaid.illinoisstate.edu/)
* [Milner Library](http://library.illinoisstate.edu/)
* [Parking and Transportation](http://parking.illinoisstate.edu/)
* [Student Accounts](http://studentaccounts.illinoisstate.edu/)
* [Student Access and Accommodations Services](https://studentaccess.illinoisstate.edu/)
* [Student Counseling Services](http://counseling.illinoisstate.edu/)
* [Student Health Insurance](http://healthservices.illinoisstate.edu/insurance/)
* [Student Health Services](http://healthservices.illinoisstate.edu/)
* [Student Legal Service](http://generalcounsel.illinoisstate.edu/)

##

# Appendix

**ISU School of Social Work**

**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 and the Provost 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 Student Concerns 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 dispositional concerns.

**Student-Initiated Grievances**

There are four types of student-initiated grievances:

1. **Grade dispute**: a student disputes a grade received for a course.

2. **Non-grade dispute**: a student alleges a dispute or conflict not related to grades.

3. **Discrimination allegation**: a student alleges intolerance or discriminatory behavior.

4. **Field Placement Conflict**: a student alleges that conditions in the field placement make satisfactory completion of the placement difficult or impossible.

**School-Initiated Dispositional Concern**

There are two types of school-initiated dispositional concerns.

1. **Academic performance**: a faculty member, staff member, or field instructor raises a concern about a student’s academic integrity. (See Faculty Referral for Academic Dishonesty for CRR policy and procedures.)

2. **Non-grade performance**: a faculty member, staff member, or field instructor raises a concern about a student’s non-academic performance (i.e., violation of the NASW Code of Ethics, the Illinois Clinical Social Work and Social Work Practice Act, or ISU Student Code of Conduct, or illegal behavior).

The informal and formal procedures for each of the dispositional concerns listed above are described below. Flow charts for these procedures are located at the end of this document. (See Appendix A, Informal Grievance Procedure and [Appendix B, Formal Grievance Procedure.)](#PreHearing)

**Student Concerns Committee**

The School Student Concerns Committee hears and attempts to resolve disputes associated with both student-initiated and school-initiated grievances. The Committee is comprised of the Director of the School of Social Work, the BSW Program Director, the MSW Program Director, the Director of Field Education, the Director of Recruitment and Admissions, and the Director of Student Services. The Director of Student Services serves as a student advocate and, therefore, is a non-voting member. The Student Concerns Committee convenes as needed. When it is convened, the Committee is chaired by the director of the program associated with the complaint, (i.e., BSW Program Director, MSW Program Director, or Director of Field Education).

**STUDENT-INITIATED GRIEVANCES**

**1. Grade Dispute**

When a student disputes a final grade, they must follow the University policy which can be found at the Provost website at: <http://provost.illinoisstate.edu/students/>

Appeals to final grades must be made to the Department Chair/School Director.

If a student wants to grieve a grade other than the final grade, the student should seek an informal resolution with the faculty member, prior to filing a formal grievance. If this proves unsuccessful, it is strongly recommended that the student next seek informal resolution through discussion with the School’s Director of Student Services (DSS) who may involve the relevant program director (i.e., MSW Program Director, BSW Program Director, Director of Field Education; or the Director of the School of Social Work). If these additional attempts at informal resolution also are unsuccessful, the student may file a formal grievance with the School of Social Work.

In formal grievances, the burden of proof is on the student to show that the action taken against him/her was without justification or basic fairness and resulted in negative consequences for the student.

In the School of Social Work faculty have discretion whether or not to change a grade. The School Student Concerns Committee may recommend solutions to the dispute, but the faculty member makes the final decision whether she or he will implement any of the Committee’s recommendations.

**Informal Grievance Procedure (other than for a final grade)**

1. The student discusses his or her grade complaint with the faculty member.
2. If the complaint is not resolved, there are two possible next steps.
	1. Student completes the School Grievance Form (see Appendix C) and submits it to the Director of Student Services (DSS) for continued efforts at informal resolution. A written grievance should include the student’s evidence that he/she met the objectives of the course or assignment, the student’s understanding of why the staff/faculty member assigned the grade , attempts made by the student to informally resolve the grade dispute with the staff/faculty member, and the outcome of these attempts, OR
	2. Student formally grieves his or her complaint with Community Rights and Responsibilities in the Dean of Students Office.
3. If the student submits the School Grievance Form, the Director of Student Services (DSS) refers the complaint to the named party or parties and the relevant program director (MSW, BSW, or Field) or the Director of the School, who will meet with the student to attempt resolution, OR the DSS will make a referral to CRR.
4. If the student alleges discrimination or harassment, the complaint is automatically referred by the DSS to the Office of Equal Opportunity, Ethics, and Access (EOEA).
5. If the second effort at informal resolution within the School is unsuccessful, the Grievance Record (i.e., the Grievance Form, respondent response to the complaint, and the history of attempts at resolution) is forwarded by the relevant program director or the Director of the School of Social Work to the School of Social Work Student Concerns Committee for a formal hearing.

**Formal Grievance Procedure (other than for a final grade)**

1. Upon receipt of the Grievance Record, the Student Concerns Committee Chair forwards a copy of the grievance to the faculty member and student involved in the grade dispute and to the Committee members, schedules a hearing and notifies the parties to the dispute and the Committee members of the scheduled meeting time and place.
2. The faculty member will make a written response to the complaint and will forward this to the Student Concerns Committee. The Committee will immediately forward a copy of the response to the student who filed the grievance.
3. The Student Concerns Committee will convene to hear the dispute and make recommendations. The student may bring a supportive representative of his or her choice to the meeting who will be a non-participating attendee. The student and the faculty member will each have 15 minutes to present their cases to the Committee. Once the cases have been made and any follow-up questions answered, the student, student’s support person, and the faculty member will leave the room so that the Committee can deliberate.
4. The Committee usually will reconvene that day with the disputants to present its decision and any recommendations orally. However, the Committee may elect not to reconvene.
5. The Committee will present its decision in writing (the Student Concerns Committee Report) regarding the grade including any suggestions to resolve the grievance, and the rationale for its decision within 7 days.
6. The Student Concerns Committee Report will be forwarded to the Director of Student Services to become part of the student’s permanent file.
7. The process will be resolved within 60 days from the day the grievance is filed in order to allow a student time to file a grievance at the University level..
8. If the student is still dissatisfied, she or he may file a grievance with the University’s Student Grievance Committee within 90 days from the date the grade was assigned (see “Filing A Grievance at the University Level” below).

**2. Student/ISU Community Member Dispute**

A student may have a conflict with a staff or faculty member that is not related to grades, or encounter significant conflict with another student. Other than disputes related to harassment or discrimination, such conflicts may be addressed in the following ways.

1. If the difficulty is with another student, the student can contact the Dean of Students at <http://deanofstudents.illinoisstate.edu/>
2. If the difficulty is with a faculty or staff member, the student may use the procedure for informal resolution described below. Please also see Appendix A: Informal Grievance Procedure.

**Informal Grievance Procedure**

1. The student discusses his or her complaint with the faculty member, staff member or student.
2. If the complaint is not resolved, there are two possible next steps.
	1. Student completes the School Grievance Form (see Appendix C) and submits it to the Director of Student Services (DSS) for continued efforts at informal resolution no later than the 11th day of the semester following the complaint, including the summer semester. A written grievance should include a detailed description of the staff/faculty’s undesired behavior and evidence that the student suffered negative consequences associated with that behavior. OR
	2. Student formally grieves his or her complaint with Community Rights and Responsibilities (CRR) in the Dean of Students Office.
3. If the student submits the School Grievance Form, the Director of Student Services (DSS) refers the complaint to the named party or parties and the relevant program director (MSW, BSW, or Field) or the Director of the School, who will meet with the student to attempt resolution, OR the DSS will make a referral to CRR.
4. If the complaint is related to discrimination or harassment, the complaint is automatically referred by the DSS to the Office of Equal Opportunity, Ethics, and Access (EOEA).
5. If the second effort at informal resolution within the School is unsuccessful, the grievance record is forwarded to the School of Social Work Student Concerns Committee by the relevant program director or the Director of the School for a formal hearing.

**Formal Grievance Procedure**

1. Upon receipt of the Grievance Record from the Director of Student Services, the Student Concerns Committee Chair will forward a copy of the grievance to the parties involved in the dispute and to the Committee members, schedule a hearing and notify the parties to the dispute and the Committee members of the scheduled meeting time and place.
2. The respondent(s) respond to the complaint in writing and will forward this to the Student Concerns Committee. The Committee will immediately forward a copy of the response to the person who filed the grievance.
3. The Committee will convene to hear the dispute and make recommendations. The respondent(s) may bring supportive representatives of their choice to the meeting who will be non-participating attendees. The parties to the grievance will each have 15 minutes to present their cases to the Committee. Once the arguments have been made and any follow-up questions answered, the parties to the dispute and any support persons will leave the room so that the Committee can deliberate.
4. The Committee usually will reconvene that day with the disputants to present its decision and any recommendations orally. However, the Committee may elect not to reconvene.
5. The Committee will present its decision in writing (the Student Concerns Committee Report) regarding the grade including any suggestions to resolve the grievance, and the rationale for its decision within 7 days.
6. The Student Concerns Committee Report will be forwarded to the Director of Student Services to become part of the student’s permanent file. A copy also will be forwarded to the Director of the School to be placed in the staff/faculty member’s personnel file.
7. The School’s process will be resolved within 60 days from the day the grievance is filed in order to allow the complainant time to file a grievance at the University level.
8. If the student is still dissatisfied, she or he may file a grievance through the ISU Office of Community Rights and Responsibilities within 90 days of the alleged act (see “Filing a Grievance at the University Level” below).

**3. Discrimination Allegation**

When a grievance is alleged to be based on some form of intolerance or discriminatory behavior, the Office of Equal Opportunity, Ethics and Access at (309) 438-3383 is the place to begin.

**4. Field Placement Conflict**

Specific grievance procedures apply when a conflict is related to the field placement. Students experiencing any kind of difficulty during their field placement should follow the problem solving procedures delineated below. The process is essential when a placement may be in jeopardy.

Central to the problem solving process for field placement conflicts is the Placement Improvement Plan (PIP). A Placement Improvement Plan (PIP) may be initiated by any involved party (i.e., the student, the agency-based field instructor, the faculty liaison, or the Director of Field Education). The PIP is the first step in working toward problem resolution while in a field placement. The earlier a problem is identified, the sooner a resolution can be agreed upon. In this spirit, students who are experiencing any type of difficulty in the field placement are encouraged to use the PIP procedure. The PIP is included as an appendix in both the MSW and BSW field manuals.

**Informal Grievance Procedure**

1. First, discuss the problem in an issue-oriented manner with the field instructor.

2. Second, using the PIP, discuss the problem and attempt to resolve it at the agency level with the faculty liaison. It is the student’s responsibility to discuss the situation with both the field instructor and the faculty liaison who may involve the Director of Field Education to resolve the dispute.

3. Third, a meeting will be scheduled within 14 days of the initiation of the PIP.

4. Once the PIP has been developed and a plan of action agreed upon including specification of the dates when the conditions of the PIP must be met, all parties must sign the PIP.

5. The PIP will be submitted to the Director of Student Services who will place a copy of the document in the student’s file and give the student a copy. The DSS also will send a copy to the field instructor, the faculty liaison, and the Director of Field Education.

6. A follow up meeting will be scheduled to determine whether sufficient progress has been made. If so, the placement will continue, generally with a new learning contract. If there has not been sufficient progress, the Director of Field Education will meet with student and the faculty liaison to determine if alternative placement will be pursued on behalf of the student

7. If a satisfactory action plan cannot be agreed on or the student disagrees with the School’s decision, the student may then fill out the School Grievance Form and submit it to the Director of Student Services to initiate a formal grievance, or may file a complaint with the Office of Community Rights and Responsibilities.

**Formal Grievance Procedure**

1. Upon receipt of the Grievance Record from the Director of Student Services, the Student Concerns Committee Chair will forward a copy of the grievance to the parties involved in the dispute and to the Committee members, schedule a hearing within 14 days of the filing of the grievance, and notify the parties to the dispute and the Committee members of the scheduled meeting time and place.
2. The respondent(s) respond to the complaint in writing and will forward this to the Student Concerns Committee. The Committee will immediately forward a copy of the response to the person who filed the grievance.
3. The Committee will convene to hear the dispute and make recommendations. The respondent may bring a supportive representative of his or her choice to the meeting who will be a non-participating attendee. The parties to the grievance will each have 15 minutes to present their cases to the Committee. Once the cases have been made and any follow-up questions answered, the parties to the dispute and the support person will leave the room so that the Committee can deliberate.
4. The Committee usually will reconvene that day with the disputants to present its decision and any recommendations orally. However, the Committee may elect not to reconvene.
5. The Committee will present its decision in writing (the Student Concerns Committee Report) regarding the grade including any suggestions to resolve the grievance, and the rationale for its decision within 7 days.
6. The Student Concerns Committee Report will be forwarded to the Director of Student Services to become part of the student’s permanent file.
7. The Committee’s document will be forwarded to the Director of Student Services to become part of the student’s permanent file. A copy also will be sent to the Director of the School to be placed in the staff/faculty member’s personnel file.
8. The School’s process will be resolved within 60 days from the day the grievance is filed in order allow the student time to file a grievance at the University level.
9. If the complainant is still dissatisfied, she or he may file a grievance through the ISU Office of Community Rights and Responsibilities within 90 days from the time of the conflict (see “Filing a Grievance at the University Level” below).

**SCHOOL INITIATED DISPOSITIONAL CONCERN**

**1. Academic Performance**

A faculty member, staff member, or field instructor may raise a concern about a student’s academic honesty. If the complainant determines that the academic dishonesty was deliberate, University policy mandated by the Academic Senate requires that the faculty/staff member refer the student to Community Rights and Responsibilities for academic dishonesty. The faculty member is barred from taking action (e.g., failing the student) until CRR has investigated and determined the appropriate consequences, if any. The faculty member must follow the procedures outlined in the Faculty Referral for Academic Dishonesty that includes the criteria for academic dishonesty and outlines the process.

If a faculty member determines that the student’s behavior was the result of a misunderstanding about proper procedures or the faculty/staff member’s instructions, the faculty member has discretion to negotiate a resolution with the student. If the student is dissatisfied with the faculty member’s decision (e.g., require and additional assignment, assign a lower grade), he or she may file a grievance with the School Student Concerns Committee through the Director of Student Services, or may pursue the grievance through Community Rights and Responsibilities.

**2. Non-Grade Performance**

A faculty member, staff member, or field instructor may raise a concern about a student’s non-grade performance (i.e., violation of the NASW Code of Ethics, the Illinois Clinical Social Work and Social Work Practice Act, or ISU Student Code of Conduct, or illegal behavior).

**Informal Dispositional Concerns Procedure**

1. The faculty/staff member discusses his or her concern with the student.
2. If the concern is not resolved, the faculty/staff member completes the School Dispositional Concerns Form (see Appendix C) and submits it to the Director of Student Services (DSS). A written form should include a detailed description of the student’s unacceptable behavior and the evidence that the student has behaved unethically or illegally.
3. The Director of Student Services refers the complaint to the relevant program director (MSW Program Director, BSW Program Director, or Director of Field Education) or the Director of the School, who will meet with the student to attempt resolution, OR the DSS will make a referral to CRR.
4. If the complaint is related to discrimination or harassment, the complaint is automatically referred by the DSS to the Office of Equal Opportunity, Ethics and Access.
5. If the second effort at informal resolution within the School is unsuccessful, the Grievance Record is forwarded to the School of Social Work Student Concerns Committee for a formal hearing.

**Formal Dispositional Concerns Procedure**

1. Upon receipt of the DC Record from the Director of Student Services, the Student Concerns Committee Chair will forward a copy of the dispositional concern to the student and to the Committee members, schedule a hearing, and notify the parties to the dispute and the Committee members of the scheduled meeting time and place.
2. The student must send a written response to the Director of Student Services or may file a grievance with Community Rights and Responsibilities.
3. If the student responds, the DSS will forward the response to the Student Concerns Committee.
4. The Committee will convene to hear the dispute and make recommendations. The student may bring a supportive representative to the meeting who will be a non-participating attendee. The parties to the grievance will each have 15 minutes to present their cases to the Committee. Once the arguments have been made and any follow-up questions answered, the parties to the dispute and any support persons will leave the room so that the Committee can deliberate.
5. The Committee usually will reconvene that day with the disputants to present its decision and any recommendations orally. However, the Committee may elect not to reconvene.
6. The Committee will present its decision in writing (the Student Concerns Committee Report) regarding the grade including any suggestions to resolve the grievance, and the rationale for its decision within 7 days.
7. The Student Concerns Committee Report will be forwarded to the Director of Student Services to become part of the student’s permanent file.
8. The School’s process will be resolved within 60 days from the day the grievance is filed in order to allow the complainant time to file a grievance at the University level.
9. If the Committee determines that the dispositional concern 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.
10. If the Committee determines the behavior is sufficiently serious it may recommend termination from the MSW program. The MSW Program Director then will submit a Request for Termination Form with a rationale for the request to the Graduate College.
11. If the respondent is dissatisfied with the Committee decision, she or he may file a grievance through the ISU Office of Community Rights and Responsibilities within 90 days of the alleged violation (see “Filing a Grievance at the University Level” below).

**TERMINATION FROM THE PROGRAM**

**BSW Program**

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 will either be placed on academic probation 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.

University policy mandates that when a student’s cumulative grade point average (GPA) falls below a 2.0 on a 4.0 scale, he or she is 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, he or she is dismissed from the University. A student who is academically dismissed from the University is automatically dropped from the BSW Program. Students whose GPA fall below 2.5 may be terminated from the major.

A student may petition to be reinstated in 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. In order to return to the BSW after being dropped, the student must reapply to and be accepted by the BSW Program.

A student also may 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

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 Concerns Committee by the BSW Program Director. If the School Student Concerns 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.

**MSW Program**

Graduate School policy requires that a student must have a minimum cumulative GPA of 3.0 for graduate work at ISU to be in academic good standing. Students who fail to meet this requirement will either be terminated from that degree program or placed on academic probation by the Graduate School. The School of Social Work may recommend that the Graduate School place the student on academic probation for a period of time not to exceed two semesters (including summer if enrolled) OR for a number of credit hours not to exceed 12 credits to raise the GPA to the required standard. A student who fails to bring the cumulative GPA up to a minimum 3.0 during the probationary period will be terminated from the MSW Program by the Graduate School. The MSW Program Director will submit a Request for Termination Form with a rationale for the request to the Graduate College.

A student may be terminated from the MSW 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.

A student also may be terminated from the MSW program for unacceptable non-academic performance (i.e., violations of the NASW Code of Ethics or the Illinois Clinical Social Work and Social Work Practice Act, and violations 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 Concerns Committee by the MSW Program Director. If the School Student Concerns Committee determines the behavior is sufficiently serious it may recommend termination from the program. The MSW Program Director then will submit a Request for Termination Form with a rationale for the request to the Graduate College. Graduate students are admitted to specific degree programs. Dismissal from the MSW Program constitutes dismissal from the University.

**FILING A GRIEVANCE AT THE UNIVERSITY LEVEL**

The University level grievance information can be found in the Code of Student Conduct located at the Dean of Students website <https://deanofstudents.illinoisstate.edu/conduct/code/>.

**APPENDIX A: INFORMAL GRIEVANCE PROCEDURE**

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**APPENDIX B: FORMAL GRIEVANCE PROCEDURE**

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**APPENDIX C: SCHOOL GRIEVANCE FORM**

Part One: General Information

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

UID \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student or Faculty/Staff \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Action \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Part Two: Grievance Information

On separate sheets of paper please provide the information requested below.

Include all information you wish to have considered by the School Student Concerns Committee, including witness statements, academic papers, project outlines, tests, course syllabi, etc. *An incomplete School Grievance Form will either be sent back with a request for more information, or the grievance will be denied without further review.*

Your grievance should be formatted as follows:

1. Date of act or decision you are grieving.
2. Brief description of the alleged act or decision.
3. Explanation of the basis for your grievance
	1. For students these are limited to:
* Grade dispute (if final grade, follow University policy at Provost website)
* Non-academic dispute
* Field placement conflict

 b. For faculty/staff

* Academic performance
* Non-academic performance

D. Provide the course/School/University policy or regulation, individual right, etc… you believe has been violated.

E. Clearly and concisely state why you believe the act or decision you are grieving is contrary to the policy, regulation, or right you have cited.

F. Describe the way in which your status, rights, or privileges have been adversely affected.

G. Provide the chronology in narrative form of all pertinent events leading to the act or decision being grieved. Include relevant names and dates.

H. Describe attempts at informal resolution of the grievance.

I. State explicitly the outcome/action/remedy you are seeking via this grievance.

J. Provide any additional information you believe is relevant to your grievance. Include any written statements from witnesses, and names, addresses, and telephone numbers of people who have agreed to speak to the School Student Concerns Committee on your behalf.

K. Include all documents and information you wish to have considered.

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

By signing above, I hereby acknowledge that (1) the information provided in this grievance and all attachments is complete and true to the best of my knowledge, and (2) I am aware of the policies and procedures concerning grievances set forth in School of Social Work Grievance Policy.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

For School Student Concerns Committee Use Only

Received on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Committee hearing on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Committee Report sent on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Adapted from ISU Community Rights and Responsibilities Grievance Process Request Packet (2007)

**Disposition Concerns for Social Work Students**

**School of Social Work**

**Illinois State University**

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 should identify any social work student whose actions suggests a negative disposition as identified by specific behavior by completing this form and beginning the disposition concerns process with the Program Director.

Process for Dispositional Concerns

1. 1. The faculty member identifies a dispositional concern from the list of dispositional indicators. These should be based on observable behavior. The faculty member will complete the Documentation of Disposition Concern form of the dispositional concerns packet and will submit it to the Program Director.

2. The Program Director contacts the student and sends an electronic copy of the Dispositional Concerns document to the student five days prior to the Dispositional Concerns meeting. The Program Director also informs the student that the **Director of Student Services** is available to be an advocate for the student in the process. If the Director of Student Services is the faculty member filing the dispositional concern, another neutral faculty member can be appointed to fulfill the role of student advocate.

3. The Program Director arranges and facilitates a meeting between the student, the Program Director, the faculty member who filed the concern, the Director of Field if the concern relates to a field issue, and the Director of Student Services. The meeting will occur within 5-10 days of the filing of the dispositional concern by the faculty member.

4. The student may bring one person for support to the meeting who will only play a supportive role to the student and who may not directly address the committee. The only person to address the committee will be the student.

1. The committee reviews the documented concern. If the student has not signed the Documentation of Dispositional Concerns form their signature is requested at the meeting. If the student refuses to sign the form, it will be so noted on the form at this time. The student is allowed to provide discussion (oral or written, written will be attached to the form) as to their explanation of the concern and their recommendation for remediation. The committee determines if the concern requires termination from the Program or if there can be a plan for remediation. If the committee determines that remediation is possible, the plan for resolution of the concern is discussed and completed at the meeting.

6. A copy of the written documentation of the agreed upon plan will be given to the student within 2 business days of the meeting for the student’s signature and return to the Program Director. The Program Director will then acquire all the relevant faculty/staff signatures.

7. The Director of Student Services will keep a copy in the student file and will follow up on student progress according to the timelines established. When the issue has been resolved to the satisfaction of all parties, that date is entered on the Remediation Report form and signed by the student, the Director of Student Services, the MSW/BSW Program Director, and the Director of Field if the concern relates to field.

8. For school social work students, a copy of this report and its resolution goes to the College of Education Clinical Experiences and Certification Processes office, 56 DeGarmo Hall, Campus Box 5440

1. If the student is dissatisfied with the outcome of the Dispositional Concerns process, they may file a grievance with the Dean of Students Office at (309) 438-2008.

# Disposition Indicators

**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..

**Honesty/Integrity:** The ability to demonstrate truthfulness to oneself and to others, demonstrate moral excellence and trustworthiness.

**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.

**Reverence for learning:** The ability to demonstrate respect for knowledge and commitment to its acquisition; take responsibility for one’s own learning, and come to class prepared to participate.

**Emotional maturity:** The ability to adjust one’s emotional state to a suitable level of intensity in order to remain appropriately engaged with one’s surroundings; the ability to maintain appropriate boundaries; self-discloses appropriately.

**Reflection:** The ability to review, analyze, and evaluate the success of past decisions in an effort to make better decisions in the future; the ability to recognize one’s personal issues and be willing to discuss them as appropriate to making oneself a better social worker.

**Flexibility:** The ability to accept and adapt to change.

**Responsibility:** The ability to act independently, demonstrating accountability, reliability, and sound judgment.

**Respect for diversity:** The ability to demonstrate respect for diversity in race, ethnicity, religion, sexual orientation, age, ability and gender.

**Ethics:** The ability to demonstrate behavior in compliance with the NASW Code of Ethics and within what is expected from the Social Work Practice Act.

**Documentation of Disposition Concern**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Name (please print) student ID number

This Disposition Concern process does not relate, in any way, to your ability to obtain any social work license from any licensing agency. Illinois State University will not be held liable if you are unable to obtain any social work license, and the University does not guarantee you will obtain license. You will be required to meet all the requirements of any licensing agency in Illinois, or the licensing requirements of any jurisdiction where you may apply for a license.

**Explanation of Concern (s). Please be as behaviorally specific as possible, identify dates of occurrence and frequency/severity when appropriate.**

This concern \_\_\_*has has not*  been discussed with the social work student.

 (circle one)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty/Staff signature Date

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Student signature Date

## Documentation of Student Conference

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Conference: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Participants in attendance: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The recommendation of the Dispositional Concerns Committee is:

Termination from the program: \_\_\_\_\_

Remediation of the concern: \_\_\_\_\_

Plan for remediation (include completion & follow-up dates):

Student comments:

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Student signature Date Dir./Student Serv. Signature Date

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Faculty signature Date Director/Field signature Date

 (if field concern)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Director signature Date**Remediation Report**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Name (Print) Student Identification Number

The above student has/ has not fulfilled the remediation plan established on:\_\_\_\_\_\_\_\_\_\_\_

 (circle one) Date

Director of Student Services Comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Director/Student Services Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Director Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Director of Field (if field concerned) Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty signature (if appropriate) Date