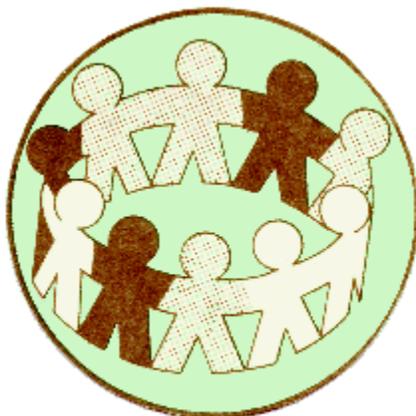




**University of Wisconsin Oshkosh
Department of Social Work**



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Oshkosh, Wisconsin 1976

BSW STUDENT HANDBOOK

The Department of Social Work offers a strengths-based educational program that guides and prepares Social Work students to be caring professional with a commitment to knowledge, critical thinking, social justice values and practice skills.

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Handbook Purpose

The purpose of this handbook is to provide students who are interested in a social work career with a comprehensive introduction to the University of Wisconsin Oshkosh Department of Social Work. It is intended to help students find their own answers to questions about what to expect if they decide on social work as a major and is a guideline to those already in the major. This manual addresses questions such as: Where do the liberal arts courses fit into the picture of social work education? What are the courses in the social work curriculum? In what order are they to be taken? What are the admission requirements? These are but a few of the questions for which students can find answers in this handbook.

●**Section I** provides a description of the Department including a cursory overview of its history. Also included is a description of the Student Social Work Association (SSWA), along with a copy of its Constitution. This section concludes with a brief description of the Council on Social Work Education, the Curriculum Policy Statement which guides the development of accreditation standards, and how this policy and these standards influence BSW accreditation.

●**Section II** articulates student rights and responsibilities, which were prepared in consultation with a committee of student representatives drawn from those who volunteered to help draft them. It stands alone as a section in this handbook because of its importance to all students and faculty in order to clarify student rights and responsibilities with respect to advisement, instruction, and departmental voice.

●**Section III** describes the social work curriculum. It begins with an introduction, followed by the identification of the program's mission and goals. It next describes the general education and liberal arts requirements, which prepare students for the major. Next it articulates the generalist perspective of baccalaureate degree social work practice and the sequencing of course requirements in its professional core.

●**Section IV** contains other educational policies and procedures pertaining to instruction, advising, admission, credit transfers, non-discrimination and sexual harassment and other relevant policies.

●**Section V** is comprised of Appendices pertaining to services available to students with disabilities and the location of important web pages for materials pertaining to the National Association of Social Workers (NASW) Code of Ethics and the Council on Social Work Education's Curriculum Policy Statement (CSWE). Their web locations contain the unabridged versions of the Code and of the Curriculum Policy Statement.

It is important to note that this handbook is a work in progress. It undergoes refinement as new policies, procedures and practices emerge. The Department appreciates hearing from students and others about their reactions and suggestions for its improvement.

Section I

An Overview of the Department of Social Work

Mission Statement: *The Department of Social Work offers a strengths-based educational program that guides and prepares Social Work students to be caring professional with a commitment to knowledge, critical thinking, social justice values and practice skills.*

A. Contacting the Department

The Social Work administrative and faculty offices are located on the second floor of Swart Hall. It is accessible for those who are physically impaired by using the entrance off of the pedestrian mall (between the buildings of Halsey and Swart), then taking the elevator to the second floor. The Department office is Room 230. The main phone number is 920-424-1419. The Fax number is 920-424-1443. The mailing address is University of Wisconsin Oshkosh, Department of Social Work, 800 Algoma Blvd., Oshkosh, WI 54901-8672.

All faculty and staff names, office numbers, phone numbers, and email addresses appear on student course syllabi (for teaching faculty/staff) or can be found in the campus directory or by visiting [Social Work Faculty and Staff](#).

B. Social Work Web Addresses

Those who are interested in reviewing the program bulletin or accessing its main web page may do so at the following Internet addresses:

UW Oshkosh Bulletin Information: <https://www.uwosh.edu/registrar/undergradbulletins>

Department of Social Work Home Page: <http://www.uwosh.edu/socialwork>

Please note that the Social Work Web Page contains some very important links to other resource information about social work and to social work organizations.

C. History of the Bachelors of Social Work Program

The Department of Social Work started out in the mid-1960s as a social welfare major in another department within the College of Letters and Science. In 1974 it became a free standing major, receiving its initial accreditation from the Council on Social Work Education (CSWE) in 1975. CSWE is the standard-setting national organization, which accredits professional programs offering baccalaureate and master's degree in social work. The Department has been reaccredited six more times since that date, in 1978, 1983, 1992, 1995, 2000, and 2007.

The Department celebrated its 25th anniversary as an accredited program in 1999. That is the year in which the profession of social work completed the celebration of its 100th birthday, marked by the time when social work courses were formally introduced at Columbia University, a post-secondary educational institution in New York City. In its 100-year evolution the social work profession has maintained a dual concern for the well-being of people in the small circle of their daily lives as well as in the large circle of their collective community and societal existence. In effect, what may seem to be a problem facing one person, family, or small group is part of a larger social issue. For instance, poverty is indeed personal, but it takes on greater significance as part of the circumstances of the many families and children who suffer its effects. Spousal abuse is personal, but its roots lie deeper in an increasingly violence-tolerant culture. Racial discrimination is also practiced on an institutional as well as personal level. Those who plan to enter the social work profession are urged to reflect on their stance toward vulnerable populations. Are they prepared to advocate for basic social change on their behalf of the underserved population as well as to provide them basic services and resources? In the social work profession, helping and advocacy for social justice go hand-in-hand.

D. Student Social Work Association

The Student Social Work Association (SSWA) also has a long history with the Department, having started out in 1974 with a different name, Student Social Work Interest Group. The name was later changed to Student Social Work Association (SSWA). SSWA is listed in the University's student handbook as a professional membership organization whose purpose is described therein as stimulating interest in professional social work practice and being open to all students. As elaborated in its Constitution, this purpose extends to the encouragement of student participation in departmental curriculum matters; promotion of better communication between students, faculty, and the community; stimulation of awareness of and involvement in local and national social work issues and policies; and providing volunteer service to a community agency or project on a regular basis. The SSWA takes responsibility for a variety of volunteer projects, fundraisers, and workshop offerings.

E. How to Contact SSWA

SSWA has a mail box in the Department Office (Swart 230) and a bulletin board outside of the office where meeting dates/times are posted. The current email address for SSWA is sswa@uwosh.edu.

The Student Association Constitution was adopted in the 1970s and modified thereafter to reflect a name change. It is repeated in its entirety below.

F. Constitution of the Student Social Work Association

Name

The name of this organization shall be the Student Social Work Association.

Membership

The membership of the Student Social Work Association will be open to all students interested in becoming social work majors.

Voting Rights and Duties

It is strongly urged that each member attend meetings. Every member has the power to vote. Every member is encouraged to participate on committees.

Meeting and Quorum

Regular and formal meetings will be held twice monthly in Reeve Union or at the time and date designated by the Executive Committee. Regular executive meetings will be held weekly; all members are welcome to attend. A quorum to conduct business shall be at least ten regular meeting members.

Officers

Elections will be held annually, at the beginning of April, for the office of President, Vice-President, Secretary, Treasurer, Committee Coordinator, and the OSA Representative. A member may hold the same office for no longer than two consecutive academic years. If a vacancy occurs in the office of President, the Vice-President shall assume the duties of the President. If a vacancy occurs in the offices of Vice-President, Committee Coordinator, Secretary, Treasurer, or OSA Rep, a new officer will be elected as soon as possible.

Responsibilities of Officers

1. The President will preside over each meeting and serve to promote and facilitate communications between students and faculty. The President will seek input from the group and write an agenda prior to the formal meeting. The President will have access to the checking account. The President will attend and preside over the executive meetings. Finally, the President is required to be on one or more committees.

2. The Vice-President will temporarily preside over the meetings if the President is unable to attend. The Vice-President will work in conjunction with the President to perform general duties. The Vice-President is responsible for the planning and implementation of the Field Fair. The Vice-President will attend weekly executive meetings.

3. The Committee Coordinator will be responsible for recruiting committee chairs, members and maintaining the effective functioning of each committee. If a vacancy occurs in the office of any committee chair, the Committee Coordinator will substitute as that chair until a new chair is found. The Committee Chair will keep a record of all committee involvement of the members, and provide documentation at the end of the year for all members.

4. The Secretary will be responsible for recording all minutes, aiding the President in making an agenda, creating a monthly newsletter, maintaining an up-to-date bulletin board, and keeping on file all minutes, reports, agendas, etc. The Secretary will assume the responsibility for the correspondence of the Association. The Secretary will attend weekly executive meetings. Finally, the Secretary is required to be on one or more committees.

5. The Treasurer will keep an accurate record of funds and expenditures and report to the group once a month or when called upon. The Treasurer will be responsible for keeping the bank account up to date. In addition, he/she will be responsible for paying outstanding bills acquired by the SSA throughout the year. The Treasurer will attend weekly Executive Committee meetings. Finally, the Treasurer is required to be on one or more committees.

6. The Oshkosh Student Association (OSA) Representative will attend each formal meeting of the OSA assembly. The OSA Representative will attend weekly executive meetings. Finally, the OSA Representative will serve on one or more committees.

7. The Faculty Advisor(s) will attend at least one executive board meeting per month, and his/her attendance will be required at one formal meeting per month. The Student Executive Council will nominate an Advisor from among the Department's full time faculty. The Department Chair will give final approval.

Committees

The following committees shall be considered standing committees of the Student Social Work Association: Fund Raising, Publicity, Service Project, Social, and Speaker Series. Committee chairpersons shall be volunteers from the Association and shall serve for one academic year. Special committees will be formed as deemed necessary by the Executive Committee. All committee chairs will report to the Committee Coordinator.

Parliamentary Procedure

A majority vote will be used to confirm resolutions.

Purposes and Goals

1. To stimulate professional interest in the field of social work for all interested and concerned students at the University of Wisconsin Oshkosh.
2. To establish and maintain interest and influence in curriculum matters; and to encourage student participation and representation on faculty committees.
3. To promote communication between students, faculty, and the community.
4. To become aware and involved in local and national social work issues and policies.
5. To provide volunteer service to a community agency or project on a regular basis.

G. Education Policy and Accreditation Standards (EPAS)

The Council on Social Work Education (CSWE) is the standard-setting national organization, which accredits professional programs offering baccalaureate and masters degrees in social work. It began accrediting BSW programs in the early 1970s. This Department's accreditation dates back to that era. Students majoring in social work are encouraged to visit the CSWE web site: ([CSWE](#)) where important information is available about this organization and how it guides the vision and thinking about social work education across this nation. Below are a few basic

questions and answers about CSWE to help students get acquainted with the idea of professional accreditation.

●What is accreditation?

Accreditation is a process which social work education programs go through in order to obtain the assurance from their national standard-setting organization that they are meeting essential standards for quality education in preparing social workers to enter the profession. Currently (2015), there are **506** accredited baccalaureate social work programs across the nation that have been recognized by CSWE for meeting its standards (CSWE, 2015). Possession of a degree from an accredited program may likely be a requirement for state licensure or certification.

●What are these accreditation standards based on?

- The standards are based on an Educational Policy and Accreditation Standards (2008 EPAS), prepared by the CSWE Commission on Accreditation. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate. (CSWE, 2012).

●How many standards are there, and what do they cover?

- There are four evaluative standards; Program Mission and Goals, Explicit Curriculum, Implicit Curriculum and Assessment (CSWE, 2012).
 1. The program's mission and goals address the profession's purpose, are grounded in the profession's values, and are informed by its context.
 2. The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.
 3. The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.
 4. Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

The EPAS (2008) may be accessed through the Internet by contacting CSWE at their web site: [CSWE](#). Click on the Accreditation link and from there click on the Baccalaureate Curriculum Policy Statement for a full text version.

Council on Social Work Education [CSWE]. (2015). Accreditation. Retrieved from CSWE website <http://www.cswe.org/Accreditation.aspx>

Council on Social Work Education [CSWE]. (2012). *2008 EPAS Handbook*.

Section II

Students' Rights and Responsibilities

Accreditation standards make it very clear that social work programs must explicitly state students' rights and responsibilities as contained in the program's educational policies and procedures, taking into consideration their institutional policy derivatives as well. The rights and responsibilities stated below were prepared during the self-study process for re-accreditation. They were identified by an ad hoc student committee of the Department whose members assisted the Chair to review the Department's policies and procedures. The committee then prepared a set of statements reflecting the important elements for fair treatment of students along with a set of statements which articulated the obligations which students needed to follow in order to uphold standards for their educational and professional learning. The SSWA committee members emphasize how important it is to recognize that all policies in a professional program require mutual respect between faculty and students as the basis for fair and just treatment. In this sense they encourage both faculty members and students to work in a cooperative manner, guided by ethical principles and standards derived from the profession's Code of Ethics.

A. Advisement

Student rights concerning advisement include:

- Making reasonable efforts to assure consistent advisor assignment;
- Having mechanisms in place for change of advisor where appropriate to the student's best interest;
- Providing reasonable access to advisors (use of posted office hours, sign-up sheets, phone numbers, E-mail address or other mechanisms for prompt response);
- Giving advanced notice of due dates for submission of required applications for admission to BSW and field practicum;
- Providing a confidential advisement file with up-to-date information pertinent to planning, including a record of advisement conferences and outcomes, application information, and other relevant information which the student has access to; and
- Respecting student confidentiality is assured through the Family Educational Rights and Privacy Act Privacy Act (FERPA).

Student responsibilities concerning advisement include:

- Meeting regularly with the advisor and keeping one's advising record up-to-date;
- Consulting with advisor about career choices and/or alternative career paths;
- Obtaining their advisor's prior consent to be an employment or graduate school reference;
- Seeking volunteer and multicultural activities supportive of social work career interests;
- Attending required orientation meetings; or obtaining current information at a web site;
- Making use of suggested support services; and
- Submitting application to the BSW and application to field practicum forms in a timely manner, having met the requirements for the major.

B. Instruction

Student rights concerning instruction include:

- Having reasonable access to instructors outside of class (use of posted office hours, phone numbers, Email addresses or stated communication means for prompt response);
- Timely feedback on course assignments;
- Providing a comprehensive syllabus which details course objectives, content, assignments, grading criteria, policies;

- Assuring freedom from arbitrary or capricious evaluation and grading; and
- Providing due process when appealing or grieving a grade, disciplinary action, or negative student personnel decision;
- Having the opportunity to apply critical thinking and analysis to controversial professional issues and to write about or discuss these issues in a climate of academic freedom;
- Negotiating changes in the course syllabus;
- Having the right to a refusal decision concerning participation in a class discussion which encourages self-disclosure of sensitive personal information;
- Assuring input into the evaluation of courses and instructors Student Opinion Survey (SOS) form; and
- Making reasonable accommodation of documented disabilities.

Student responsibilities concerning instruction include:

- Giving proper notice to instructors when special accommodations are to be requested for any reason, specifically in relation to request to meet special education needs;
- Coming to class or other meetings prepared, attending regularly, and contributing positively to the a class climate which supports self-learning and the learning of others;
- Following through on commitments made with all those persons connected to the program, including students, faculty, agency supervisors, service recipients and others;
- Promptly contacting instructors, when needed, by means of Email, answering machine, or written message;
- Being timely in attendance and submission of assignments in courses and practicum agency;
- Reading and becoming familiar with syllabus content in a given course, including program and course policies, reading and assignment requirements;
- Being in charge of one's own learning, including the identification of learning needs, taking steps to address them, monitoring one's progress, and seeking remediation where necessary;
- Observing academic honesty policies;
- Taking the necessary steps to resolve disagreements, conflicts, complaints, or grievances informally before moving to a more formal means;
- Dealing responsibly with controversial issues by drawing upon sound research and documented sources before rather than taking positions based solely on opinion and undocumented evidence;
- Respecting rights of others, including peers, faculty, and all persons who are part of the practicum experience, modeling behaviors expected of a professional colleague; and
- Providing constructive feedback to students and faculty in an objective and constructive manner.

C. Department

Student rights concerning the Department include:

- Participating in formulation of the Department's curriculum and educational policies;
- Participating in Department governance as identified by the Student By-Laws;
- Participating in the membership of the Student Social Work Association; and
- Possessing freedom from harassment or discrimination based on race, gender, ethnicity, age, marital status, sexual orientation, class, religion, disability, political affiliation, or any other qualification or characteristic that could prove discriminatory.

Student responsibilities concerning the Department include:

- Helping the Department formulate curriculum and educational policies;
- Participating in Department governance in a manner specified by the Student By-Laws;

- Negotiating responsibly at Department and committee meetings with respect to the formulation of policies and procedures which impact on student professional education;
- Utilizing membership in the Student Social Work Association to become a voice for student interests;
- Observing rights and freedom of others by opposing discriminatory practices.

Section III

Curriculum

A. Introduction

Social work is an applied or practicing profession. Therefore majoring in a profession such as social work is different from majoring in academic disciplines such as history, sociology or physics. The standards by which students are evaluated pertain not only to critical thinking and ability to master conceptual content, but also to the manner in which they incorporate professional values, ethical principles, and professional performance requirements expected of a social worker. Students will be expected to demonstrate competency for serving and engaging with others in a manner which upholds the professional requirements of social work. Further, they should also possess the capacity to examine their own values, beliefs, and professional conduct which can potentially bias or interfere with their ability to perform professional services. Finally, students should be able to exhibit the modeling of a community service ethic.

B. Department Mission and Goals

Department of Social Work Mission Statement:

The Department of Social Work offers a strengths-based educational program that guides and prepares Social Work students to be caring professionals with a commitment to knowledge, critical thinking, social justice values and practice skills.

The mission of the Department of Social Work is grounded in the social work profession's purpose and values, as articulated in the National Association of Social Workers (NASW) code of Ethics (NASW, 2008r). First, our emphasis on developing students to become *caring* professionals occurred because caring means to be affected by and to have concern for another person, which we understand to be connected to all of the NASW core values, especially the *dignity and worth of the person* as well as the *importance of human relationships*. By caring for others, we also focus on the societal conditions that may impinge upon the well-being of individuals, groups, and communities. Further, we understand the concept of caring as closely connected to the professional identity of the social worker. For example, since identity is linked to self-awareness and personal reflection, professional social workers help others because we have come to an *awareness* that caring is connected to an essential goodness. Therefore, as social workers, caring is part of our personal and professional identity. Hence, the Department of Social Work places emphasis on the concept of caring in its mission statement, and integrates caring into all aspects of our social-environmental context.

Second, the Department of Social Work's mission statement is congruent with the NASW social work values of *integrity* and *competence* as evidenced by our stated commitment to knowledge and critical thinking. We understand knowledge to be inseparable from critical thinking. In the classroom we focus on providing students with knowledge of the profession and assist them to apply this knowledge. Through program administration we apply knowledge and evidence to the decision-making process. Application of critical thinking skills is constantly emphasized in the classroom. Likewise, as a department, we critically examine our efforts to achieve our mission and goals. Thus, when a challenge occurs in a specific social context, we understand that the social worker will use the lens of a conceptual framework (i.e. theories, models, paradigms) and critical thinking to guide them in their judgment and decision making capacities.

Third, the Department of Social Work's mission statement focuses on the NASW social work values of *social justice* and *service* as evidenced by the stated commitment to social justice values and generalist practice skills. In the classroom, instructors facilitate understanding of social justice, recognition of oppression and understanding of the power of resilience. The program instructors engage in the promotion of social justice through their research and scholarship, and service to the community. Department of Social Work instructors are active members of NASW and engage in research that promotes the well-being of people who have been marginalized and abandoned. These efforts are detailed in chapter three of this self-study. Students are socialized to the notion of service from the time they decide to apply to the program until they graduate. Service activities are recognized and rewarded. The BSW generalist practice curriculum promotes the value of service. The Department of Social Work members are committed to the well-being of the program, the university and the community. This commitment is specifically demonstrated through their service efforts.

Fourth, the Department of Social Work's mission statement focuses on the strengths perspective, postulating that all people and environments have strengths, and no one knows the upper limits of change within a person, group, or community. The Department of Social Work members start with the assessment of strengths, and use this assessment to identify resources to remediate problems and challenges. The strengths perspective enables students and staff to remain grounded in social work values and promote the standards of the social work profession.

Department of Social Work Goals

- Graduate competent (based on CSWE Foundation Competencies and Practice Behaviors) BSW level social work professionals
- Prepare students for entry level employment in generalist social work practice positions
- Prepare students for entry into graduate school and stimulate engagement in regional professional development activities
- Prepare students for state/national examination for certification as entry-level social workers
- Actively participate in the community to promote social justice
- Actively participate as leaders in the profession and sustain commitment to the advancement of social work education.

The first four goals focus on student outcomes, which directly emanate from the mission statement, "*guides and prepares Social Work students to...*" The CSWE foundation competencies and practice behaviors reflect the generalist practice method, the foundation of social work practice. Our focus on the generalist approach prepares students for entry-level employment as generalist social workers, it cultivates students for graduate education, and promotes continued professional development as social workers. Students learn and apply generalist practice skills and knowledge to develop a professional identity and graduate with a BSW degree.

Goals five and six emanate from our mission statement in relation to the promotion of "*social justice values.*" The Department of Social Work staff model this value through scholarship, professional practice and service activities. Instructors engage students in research and service activities, which promote social justice, including research on homelessness and bullying, social welfare policy advocacy, and engagement in community service efforts. The Department of Social Work promotes social discourse that challenges oppression and injustice on campus, within the surrounding community of Oshkosh, and beyond.

C. Liberal Arts and General Education Content Curriculum Overview

The UW Oshkosh Bachelor of Social Work (BSW) program has a four-part curriculum: 1) General education, which is named University Studies Program (USP), 2) Gateway courses, the pre-admission curriculum, 3) 300-level courses, the pre-Field curriculum and 4) 400-level courses, which includes the Field Internship. The following table provides a matrix that explains how the competencies and practice behaviors are covered throughout the social work curriculum.

University of Wisconsin Oshkosh BSW Assessment Table Program Matrix

Core Competencies	SW 167	SW 220	SW 298	SW 305	SW 340	SW 376	SW 377	SW 378	SW 379	SW 395	SW 401	SW 410	SW 451	SW 468
C2. 1.1 Professional Self	X	X	X	X		X	X	X	X		X	X	X	X
C2. 1.2 Ethics	X	X	X	X	X	X	X	X	X	X	X	X	X	X
C2. 1.3 Critical Thinking		X	X		X	X			X	X	X	X	X	X
C2. 1.4 Diversity	X	X	X	X		X	X			X	X	X	X	
C2. 1.5 Social Justice	X	X		X	X	X		X	X		X		X	X
C2. 1.6 Research					X	X					X		X	
C2. 1.7 HBSE	X	X					X			X	X		X	
C2. 1.8 Social Policy											X		X	X
C2. 1.9 Social Work Contexts	X					X	X	X	X	X	X	X	X	
C2. 1.10 (a-e) Engagement, Assessment, Intervention & Evaluation						X	X	X	X		X	X	X	

University Studies Program: The University Studies Program (USP) provides students with an assessable, common intellectual experience that also embraces the traditional breadth of a liberal arts education to prepare students for the challenges of work, for engaged citizenship and for a meaningful and satisfying life. Students participate in small learning communities and civic engagement. Students complete 41 credits at the 100 and 200 level in disciplines outside of Social Work to meet the requirements for a liberal arts education foundation.

The specific USP advising recommendations for pre-Social Work majors are detailed in Appendix C.

Students select courses in three categories; Nature (XM)/(XL), Culture (XC), and Society (XS) and encounter three intense and distinct “EXPLORE” courses called “QUEST.” In the “QUEST” series students investigate three Signature Questions: 1) Sustainability: How do people understand and create a more sustainable world? 2) Civic Learning: How do people understand and engage in community life? 3) Intercultural Knowledge: How do people understand and bridge cultural differences? The USP is completed through an advanced writing course that will “CONNECT” the Signature Questions.

Quest I orients students to campus life and university education through the First Year Experience (FYE). Students are engaged in small learning communities of 25 and are connected with a peer mentor. Quest II is designed to be completed during second semester and focuses on fostering Ethical Reasoning through intense investigation of ethical dilemmas. Quest III is completed during the third or fourth semester and includes a community experience that is guided by alumni mentors. This element of the curriculum fosters community engagement and service.

Explore Courses are paired with Quest Writing or Quest Speaking courses that focus on one of the signature questions. Explore/Quest courses are embedded in the following broad disciplines: Nature (11 credits), Mathematics (3 credits), Laboratory sciences (8 credits), Culture (9 credits), Society (9 credits), and Global Citizenship (3 credits). These courses and the English 300 Connect: Advanced Writing (XK) course make up the total course credit requirements of 41 credits.

Pre-Social Work majors must complete USP prior to being admitted to the BSW program. In order to be admitted to the BSW students must also complete two credits of physical education. This requirement is designed to encourage effective self-care strategies. Students must also complete a Statistics and American Government requirements, which can be accomplished through the USP course offerings. The pre-Social Work course requirements are detailed in Appendix C. Typically, students will complete the Social Work Gateway courses during the semesters that they are also completing USP. These courses are detailed below.

Gateway Courses: Students complete the following courses in preparation for admission to the BSW Program (9 credits):

1. SW 167, Introduction to Social Work: General survey course with an introduction to history, knowledge, values, and skills of the profession. Designed for social work majors, people working in related fields, and students undecided about a major. Informed sensitivity to all aspects of human diversity is emphasized, along with the importance of social work's responsibility to act as advocates on behalf of those who suffer discrimination, devaluing and oppression. Prerequisite: Pre-Social Work plan or consent of department.
2. SW 220, Family Life Cycle Transitions: Examination of theories and models of human development depicting the dynamics of family life, with special emphasis on the family

life cycle. Incorporates a generalist approach to understanding the diverse nature of family structures, how families and family members adjust to and confront change, and how the family matriculates through personal and family traumas and dilemmas related to childhood, adolescence, employment, marriage, parenthood, aging and retirement. Attention also given to impact of cultural diversity on societal/family/environment interactions. Prerequisite: Pre-Social Work plan and Social Work 167.

3. SW 298, Interpersonal Skills: Introduction to theoretical models relating to basic interpersonal helping skills and the opportunity to practice and refine these skills, including self-awareness, effective communication, assertive behavior, and skills for effective teamwork in organizational environments as well as for working with individuals and families. Attention to multi-cultural aspects of human relations skills as well as opportunities for role play and practice of effective problem solving. Prerequisite: Pre-Social Work plan and Social Work 167.

In these courses pre-Social Work majors are introduced to practice competency in the areas of professional identity, ethical practice, critical thinking, diversity, social justice, human behavior in the social environment, and social service contexts.

300-Level Courses: Once students are admitted to the BSW degree program they complete the following courses in preparation for the Field Internship (39 credits):

1. SW 305, Social Work Ethics in a Diverse Society: Introduces the student to the framework of ethics in a diverse society for generalist practice, focusing in particular on women's issues. To clarify ethical issues, social workers will need to use ethical concepts paired with social work knowledge, skills and values, when dealing with populations at risk. This course presents the student with basic philosophical theories and moral and ethical decision making models to prepare the student to fully understand the logic systems of the client as well as one's own values and behaviors. Prerequisites: Admission to BSW program, declared Women's Studies and Gender Studies or consent of instructor.
2. SW 340, Research in Social Services: Examines research methodology and the application of scientific process to generalist social work practice. Includes the development of an understanding of qualitative and quantitative methods; the appropriate use of deductive and inductive processes in theory testing, program evaluation, and knowledge-building; and the application of critical thinking skills to the design, conduct, and analysis of social research. Attention also is given to how knowledge-building can enhance the equitable distribution of resources, access to services and opportunities, and furtherance of social justice. Prerequisite: Admission to BSW Degree. Concurrent enrollment: Social Work 378 and 379. Prerequisites: Successful completion of Social Work 376, 377 and 395.
3. SW 376, Generalist Practice I: Introduces a theoretical framework for generalist practice, using differential professional strategies and roles to effect change and in a manner which promotes strengths, empowerment, and socially just solutions for individual clients. Focus on values, knowledge and skill application to assessment, intervention, and evaluation processes in micro-level practice. Prerequisite: Admission to BSW Degree. Concurrent enrollment: Social Work 377 and 395. Prerequisites: Social Work 167, 220 and 298.
4. SW 377, Generalist Practice I: Interviewing Lab: Generalist focused interviewing skills laboratory for use in micro, mezzo, and macro systems. To be taken concurrently with the Practice I and Human Behavior in the Social Environment courses. Offers intensive development of active listening and interviewing skills in conjunction with the

application of theoretical content for assessment, intervention, and evaluation activities in practice. Prerequisite: Admission to the BSW Degree. Concurrent enrollment: Social Work 376 and 395. Prerequisites: Social Work 167, 220 and 298.

5. SW 378, Generalist Practice II: Continues the use of the generalist theoretical framework used in Generalist Practice I to its use in macro-level assessment, intervention and evaluation. The emphasis is on examination and use of theoretical perspectives, application of ethical standards, and employment of social worker values, practice skills and knowledge within community systems. Designed to be taken in conjunction with Generalist Practice II: Community Lab and Research in Social Services courses. Guided by the Department's mission statement, intensive hands-on participation and skill development for the community and organizational practice activities is offered within a practice framework of community development, social planning, social advocacy and social action. Concurrent Enrollment: Social Work 340 and 379. Prerequisites: Admission to the BSW Degree and Social Work 376, 377, 395.
6. SW 379, Generalist Practice II: Community Lab: Designed to be taken concurrently with Generalist Practice II (SW 378) and Research in Social Services (SW 340) courses. Guided by the Department's vision statement, intensive hands-on participation and skill development for community and organizational practice activities are offered within a practice framework of community development, social planning, social advocacy and social action. Prerequisite: Admission to BSW Degree and Social Work 376, 377 and 395. Concurrent enrollment: Social Work 340 and 378.

These courses prepare students to participate in the Field Internship. When students have completed the 300-level courses they are well on their way to becoming competent social work practitioners.

400-Level Courses: Once students are admitted to the BSW Field Internship they complete the following courses (6 credits). Once students have completed these courses and the Field Internship they are prepared to be competent social workers.

1. SW 410, Generalist Practice with Groups: Examines theories of group behavior and their application within a generalist practice framework with families and people in small groups. Emphasis on understanding group dynamics, phases of group development, group process and behavior, and skill development for working with various types of groups. Prerequisite: Admission to BSW Degree and completion of Social Work 305, 340, 376, 377, 378 and 379. Concurrent enrollment: Social Work 401.
2. SW 468, Social Welfare Policy: This course prepares students to act as policy advocates, apply social work values and ethics to public policy analysis and implementation, to employ critical thinking skills to analyze policy practice, to advance policies that are socially just and to promote policies that facilitate the wellbeing of social service recipients. Social Welfare policy is viewed within the context of generalist practice and the social worker's role as a policy advocate and partner at all levels in society. Prerequisite: Admission to the BSW degree and completion of Social Work 305, 340, 376, 377, 378, 379, 395, 401 and 410. Concurrent enrollment: Social Work 451.

The important message for students as they begin to take the liberal arts courses in order to meet the USP requirements toward graduation is to realize that these courses form a learning foundation for future courses in the social work major. While it is impossible to quantify all of the benefits of liberal arts education in the total learning experience, it may be helpful to (1) identify the liberal arts course requirements for social work, and (2) elaborate on how the Department expects these courses will be useful as a base of liberal arts content for courses in social work.

Relating the Profession's Purpose to a Generalist Perspective

People appear to be drawn into social work out of a desire to be helpful to others and to promote their well-being. The person drawn into social work is basically guided by a service mission. Oftentimes this desire to help others may be intensified by having witnessed what can happen when such support was available to others or having been directly impacted by such help or the lack thereof. The profession of social work is indeed committed to helping people. What is important for a person considering a social work career to consider is that the social worker who is involved in helping to change situations with individuals, families, or groups in the small circle of human existence is also expected to work with organizations, neighborhoods, and communities in the larger circle. The focus of their practice in this regard is on the planning and formulation of policies and programs to provide resources essential to the development of human capacities through advocacy, and action, particularly with respect to the support and empowerment of groups at risk. The professional actions are also expected to be part of a systematic process of planned change, which incorporates research and knowledge building. There is a side of social work which is devoted to social and economic justice within a systematic framework of practice. These purposes are clearly articulated in Educational Policy and Accreditation Standards (2008 EPAS) for social work education and in the National Association of Social Workers (NASW) *Code of Ethics* as articulated in its Preamble (NASW, 2008r).

Being a Generalist Social Worker:

- (1) The generalist is essentially a practitioner who can look at the broader context of presenting issues and concerns faced by service consumers. To accomplish this, the practitioner uses an ecological systems perspective to examine factors, which impinge on a presenting concern, and to suggest appropriate interventions. From a so called eco-systems perspective, there is not just one way to address a situation. Looking for cause-effect or someone to "blame" is simplistic, compared with a holistic approach, which considers connections in the web of person/environment transactions. Furthermore, the selected intervention may incorporate one or more systems levels (individual, family, group, organization, community). The service consumer is an integral part of the process.
- (2) Another dimension of generalist practice is that of systematic planned change. The practitioner engages in a systematic process which fundamentally includes assessment, intervention, and evaluation. Practice is expected to be informed by knowledge and to generate knowledge through an evaluative process.
- (3) Finally, the generalist is supportive of advocacy and empowerment to affect social and economic justice as an inclusive element of practice, supported by ethical principles articulated in the NASW *Code of Ethics*.

The Department's Definition of Generalist Social Work Practice

The definition of generalist social work practice stated below reflects the three dimensions discussed above: a holistic eco-systems perspective, a systematic knowledge-based approach to change, and advocacy for social justice. It was prepared and adopted by the Department faculty to guide the development of coursework for the professional core.

"The generalist approach to social work practice supported by concepts drawn from social systems theory and utilizing an ecosystems perspective, is attentive to person and environment and their interactions. Generalist practice is based on research-guided knowledge and uses a planned change process to determine the level or levels of intervention-individual, family, group, organization, and/or community-appropriate to addressing the issues presented. It recognizes the profession's dual purpose and responsibility to influence

social as well as individual change. Particular attention is given to working with diverse populations incorporating ideologies of democracy, humanism, and social justice. Overarching and influencing the generalist approach are the values and ethics of the profession.”

E. Professional Core and Course Sequencing

The professional core (or foundation) consists of 57 required credits which follow a prescribed sequence. Sequencing is intended to facilitate integration and insure that prerequisite content is taken beforehand. Just to use a course or two for purposes of illustration, the SW 468 Policy course is deliberately delayed into the second semester of the senior year. At this point students are able to utilize the field practicum agency as an arena for examining a real policy issue for analysis in that course. The practice courses are taken in the junior year, accompanied by skills labs. The expectation is to strengthen student preparation for the applied senior practicum, known as Applied Generalist Practice.

You have the right to ask for exceptions to program requirements including exceptions such as course prerequisites or even to avoid duplication of content issues. To do this, you must write a letter to the Department Chair asking for the exception and justifying the need for the request by fully explaining the reason for the request. The Chair will take the request to the social work faculty who will grant exceptions on a case by case basis, for compelling reasons only.

The two-stage admission process in the social work major is closely related to course sequencing. The first admission stage is *admission to the BSW program*, a formal process which is completed in the spring semester each year. ***The BSW Program is competitive. Due to a limited number of openings, those students who demonstrate the minimum requirements are not guaranteed acceptance into the program.***

Once accepted to the program, a student will have two more years of study to complete. Please note that students who do not earn a C or above in any required SW course after two attempts will not be allowed to progress further.

The second stage is a formal *admission to the field practicum* which is completed by the end of the spring semester of the junior year. As discussed in Section IV, to comply with admissions policy, courses must be taken in sequence and completed by the specified date. Again, remember that students who do not earn a C or above in any required SW course after two attempts will not be allowed to progress further. This would prevent a student from being admitted to the field practicum.

There are approximately 20 credits toward graduation which are used to take electives in both Social Work and other disciplines. As the budget permits, the Department offers several electives including:

Social Work Elective Courses

93-333 Poverty (held abroad in Fulda, Germany)	93-446 Independent Study
93-371 Child and Family Welfare	93-456 Related Readings
93-375 Treatment and Mistreatment of Offenders	93-481 Special Topics
93-443 Family Practice in System Perspective	

In addition to or in place of any of the above electives, a social work student may choose to pursue a minor in another area of the liberal arts. This requires coordination with the Department in which the student decides to take a minor. The Core Curriculum is depicted on the next page.

Sequence for Courses in the Social Work Major (prerequisites in parenthesis)	
Declared Pre-Social Work Majors	
Year I	
100-200 Level USP Requirements PE 105 PS 105*	
*See Completion Plan for listing of USP Requirements. USP, PE 105 and PS 105 must be completed prior to BSW Admission	
Fall Semester Year II	Spring Semester Year II
100 Level 93-167 Introduction to Social Work (Pre-Social Work Major) <i>USP Requirements</i> NOTE: There is flexibility of when Pre-Social Work students complete SW 167, SW 220, and SW 298 as long as SW 167 is completed before enrollment in SW 220 and SW 298 AND SW 220 and SW 298 are completed or in progress before application to admission to the BSW degree	Application for admission to BSW degree 200 Level 93-220 Family Life Cycle Transitions (93-167) 93-298 Interpersonal Skills in Social Work Practice (93-167) 300 Level 300 level Advanced English Composition <i>Remaining USP requirements</i>
Formal Admission to Bachelor of Social Work Program	
Fall Semester Year III	Spring Semester Year III
300 Level 93-305 Social Work Ethics in a Diverse Society 93-376 Generalist Practice I 93-377 Generalist Practice I Interviewing Lab 93-395 Human Behavior in the Social Environment	Application for Admission to Field Practicum 300 Level 93-340 Research in Social Services 93-378 Generalist Practice II 93-379 Generalist Practice II Community Lab
Formal Admission to Field Practicum	
Fall Semester Year IV	Fall Semester Year IV
400 Level 93-401 Applied Generalist Practice I 93-410 Generalist Practice with Groups Formal admission to <i>Field Practicum</i>	400 Level 93-451 Applied Generalist Practice II 93-468/668 Social Welfare Policy Meeting of continuation requirements for the <i>Field Practicum</i>

Section IV

Policies and Procedures

A. Instructional Policies

Each course syllabus includes instructional policies which are intended to be consistent with the University's. That said, it is also important for students who first enter the social work major or those who are then admitted to the BSW degree and later into the Field Practicum to be aware that accreditation standards expect programs to assess students' performance in each course in a manner which addresses their capacity to meet future role expectations concerning professional conduct and use of relationship skills. In this regard, instructors have an obligation to make a professional judgment about the student's readiness to enter the social work profession and to take this into account in evaluation and grading.

1. Academic Dishonesty

The University issues a yearly Discipline Code based on the Wisconsin Administrative Code. It is recommended reading for students in order to avoid a misunderstanding about academic dishonesty. Please refer to that document for specific definitions and possible actions.

It is important to realize that a person may be subject to disciplinary action if they use someone else's work, creating the impression that it is their own original work or if they make up false information for an academic project, or if they forge their academic credentials or documents. Oftentimes, students make the simple mistake of writing a paper and lifting the content from a book or article without proper citation or by failing to paraphrase or restate the content in their own words. This is called plagiarism. It is subject to disciplinary action and may result in a failing grade, if not a demand to redo the work or a reprimand. Think about this in terms of working as a professional in an agency. How would it appear if a social worker patched together a report without citing his or her source material? How long would a professional last if they were to misrepresent the facts or fail to properly acknowledge source materials? Writing skill development takes practice. Use the resources at the University to help develop these skills.

2. Attendance and Course Participation

Each faculty member will state their policy in the course syllabus concerning attending class and participating in the course discussion or activities, etc. Failure to do so, or limited engagement in with the class, will have the effect of reducing the course grade. Professional social workers are expected to engage with others in an adult learning mode. This means coming regularly and on time, having read or prepared materials for class, having worked effectively in a group task, making contributions in the class, which enhance the learning of others, and helping to effect student/instructor communication. Of further note, the University policy concerning course attendance is contained in the Academic Policies Section of the [University's Undergraduate Bulletin](#).

While attendance in all classes is required (except in documented emergencies), first day attendance in high demand courses is mandatory. Students not attending the first day of these classes will be dropped immediately so that students on the waitlist may enroll as soon as possible. Consult the Peoplesoft (i.e., registration) "class notes" for further detail about any particular course.

3. Changing Course Sections

The Department discourages changing of course sections because the central reason for having more than one section of any course is to achieve a balanced enrollment number. It is not fair to either the students or to the instructors to have disproportionate section sizes, which place greater demands on all concerned. On the other hand, if there appears to be a compelling

reason which the student can effectively articulate to both instructors in joint consultation with them, and both instructors agree to the switch, then the student may initiate the change of sections with their shared permission. It need be noted that the burden is upon the student to make a compelling argument for changing sections.

4. Grievance and Appeal

The grievance and appeal policy pertaining to academic appeal, which applies to social work majors, may be found in the University's *Student Handbook* in the section pertaining to University Policies and Procedures and in the sub-section referring to the College of Letters and Science. The Social Work Department is a unit within that college.

5. Disclosure and Confidentiality in Class Discussion

Students have the right to choose whether or not to disclose sensitive personal information in a class discussion. They also have an ethical obligation not to reveal the names of persons who are clients at agencies where they serve as volunteers or interns. They also have an ethical obligation to protect the identity of an agency employee whom they may be critical of with respect to ethical issues. Furthermore, students have an obligation to respect confidentiality regarding in-class discussions for learning purposes by not divulging content outside of the classroom. Where violations of ethical conduct are thought to occur, the student is encouraged to discuss them with the faculty instructor.

6. Special Accommodations Requests

Each faculty will indicate their policy concerning special accommodations in their course syllabus. In general, it is important that students make their special needs known to the instructor at the **beginning of a semester**. Requests for special accommodations are handled through the Coordinator of Disabilities, Dean of Students Office, and must be based on appropriate documentation concerning the nature of the disability and demonstrated educational need. Instructors are not obligated to make special accommodations without having advanced information from the student about services they will be requesting during the semester. An abbreviated list of services available to students with impairments is included in Appendix A of this Handbook.

B. Advisement Policies and Procedures

1. Advisement for General Education and Liberal Arts Support Courses

When entering first or second year students enroll at the University, they will be initially advised by the advisors from the College of Letters and Science about scheduling their courses in order to meet the general education and liberal arts requirements for the social work major. Students are also welcomed and encouraged to meet with social work advisors to talk about careers and interests in social work, as well as about volunteer interests. An advising folder will be opened in the Department when a student contacts an advisor. Students are also welcome to attend orientations for new students, group advising sessions, and social events sponsored by the Student Social Work Association. These events are announced on bulletin boards, in social work classes, and on the social work web pages.

2. Social Work Advisor Assignment and Appointment Scheduling

Two to three faculty members each year are designated as part of their workload to be student advisors. They are assigned to the advisee student by alphabetical division of the students' last names. If a student prefers a different advisor, that choice will be honored. Each advisor maintains a signup sheet on their door, usually one week in advance. Special appointments can

be arranged if the times are not compatible with students' schedules. Advisors also have campus email addresses, electronic calendars, and are accessible that way. The bulk of advising in the major occurs at the point where students are getting ready to apply for formal admission to the social work degree.

3. Advisement Folders

An advising folder is started for each student at the time of his or her first appointment with an advisor. The advising folder is confidential and kept in a locked office within the Department. This folder is available for the student to view within the Department. It contains a running record of all essential information including academic progress, correspondence, brief notes of advising contacts and outcomes, volunteer information and references, completed application to the BSW forms and admission materials, field application materials and admission information, and field evaluations. When students graduate and give their consent to the advisor, information in the folders can be used by the advisor write a letter of reference. Note that the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment) provides that, with certain explicit exceptions, students have the right to determine who will see their records (confidentiality) and students have the right to see their records (accessibility). Please refer to the University's *Student Handbook* for detailed discussion.

C. Admission Policies and Procedures

There are two levels of admission in the Social Work Department: (1) Admission to the BSW program and (2) Admission to the Field Practicum. The policy for admission to the BSW program will be addressed first, followed by a statement of the Department's completion and practicum admission policies. This is a competitive program, meaning that not all applicants who meet minimum requirements may be admitted.

1. Admission to the BSW

Admission to the BSW Program/Degree: Soon after entering the university students may declare a social work major in central advising and a social work adviser is assigned and available to assist the student in preparing for and eventually formally applying to the BSW. The BSW program involves a two-tiered admissions process, consisting of an initial application for admission to the Bachelor of Social Work Degree (BSW), which occurs in the spring semester of the sophomore year, followed by application for admission to the Applied Generalist Practicum (i.e., field), which occurs in the spring semester of the junior year. It is important to acknowledge that the intended impact of this two-tiered admission policy is to create a climate that socializes students to the professional culture's expectations. This process is intended not only to articulate standards, but reinforce student accomplishments by the provision of positive affirmation of competencies. It is essential that applicants have the opportunity to document their progress in the application materials and to have this progress validated by faculty, just as it is also essential for applicants to become aware of areas requiring their further professional development as they progress through the professional foundation sequence, culminating in *Applied Generalist Practice I and II*.

In the Spring Semester, BSW Admission links are provided on the Department of Social Work Web-page:

www.uwosh.edu/socialwork/undergraduate-program

Applications for admission are submitted annually on the Friday before Spring Break begins. To be eligible for admission to the BSW degree, students must meet five essential requirements: Complete BSW on-line admission application. Students are required to disclose any criminal history at the time of application. Under some conditions, this situation may impact field placement, but may not necessarily impact admission to the BSW Program.

Complete 41 credits of the designated University Studies Program (USP) requirements for the social work degree, complete 9 credits in social work courses 93-167, 93-220, and 93-298, complete 2 credits of Physical Education and 3 credits of Statistics, for a combined total of 57 credits. Only English Connect 300, Advanced Writing (XK) (3 cr.) and remaining 6 credits in Explore Culture (XC) courses may be taken subsequent to admission, if necessary. The student must prepare a plan for completion of the remaining credits needed for graduation, including electives.

Achieve a: 2.50 GPA based on 57 credits earned of the designated University Studies Program (USP) requirements for the social work major, 2 credits of Physical Education and 3 credits of Statistics, minimum grade of "C" in 93-167, 93-220, and 93-298 and a minimum GPA of 2.75 in Social Work courses, and a positive recommendation from Social Work instructors concerning possession of professional competencies. The Admissions Committee will consider exceptions to these standards if space is available, AND the applicant submits evidence of a convincing record of merit for reconsideration.

Document professional commitment and volunteer participation. Students are required to complete a 50-hour volunteer experience as a condition for admission to the BSW Program. Evaluative information provided by the professional completing the volunteer evaluation provides valuable information concerning potential for professional promise.

Accept the Social Work ethical standards and demonstrate ethical conduct expected of social work professionals as stipulated by the NASW Code of Ethics. Students reflect this commitment through a written essay, which is evaluated by department instructors.

Members of the Admission Committee complete a blind review of applicant essays and application materials and make recommendations concerning admission. Upon completion of the initial review, and if space is available, some applicants may be requested to clarify application materials or revise and resubmit the written essay. Once admitted to the program, students are entitled to enroll in the 300-level social work foundation courses. Those who need to complete some elements of their academic completion plan before the upcoming Fall semester will be recommended for provisional admission. Those who are deemed unable to fully meet the admission policy requirements will not be recommended for admission. All applicants receive an email to their university email from the Department of Social Work concerning the admission decision. Applicants that are not admitted to the program may apply for reconsideration of the decision within 10 days, but the burden of responsibility is on the student to offer convincing evidence as to the merits of this appeal. Applicants are notified in writing, via their university email, of the reconsideration decision. Only those who have been admitted into the BSW degree are permitted to take the 300-level social work foundation courses. The program is limited to no more than 49 students per degree cohort. Typically, 60-70 students apply for admission annually. This is a competitive program, consequently, not all applicants who meet minimum requirements may be admitted.

There are three types of Admission Committee decisions: (1) full admission, whereby the applicant meets all of the criteria for admission and is notified about having been fully accepted into the BSW; (2) provisional admission, in which the applicant has not yet fully met the requirements but is expected to do so by a stated date; and (3) denial of admission, whereby the applicant fails to have met one or more of the admission criteria and where there is little certainty that (s)he will meet that criteria. In some cases, due to the competitive nature of the the admission process, some applicants may be denied admission even when they do meet the admission criteria, but other applicants were more qualified.

Provisional admission may require, for example, that the applicant must complete outstanding course requirement, raise their GPA to an acceptable level by the end of the semester, or complete a course requirement in the summer before the expected fall enrollment. In these instances, admission is conditioned upon completion of the expected requirement. The conditions required for meeting provisional admission are stipulated in the admissions email

notification to the applicant, including completion deadline dates. All provisional admissions are reviewed before commencement of Fall classes. Consequently, the failure to meet the conditions may result in denial of admission. If the Committee denies admission to an applicant, the burden is upon the applicant to submit evidence that offers a convincing record of merit for reconsideration.

2. Completion Policy

To be eligible for graduation with a BSW degree, students must fulfill four additional expectations:

1. Meet remaining course requirements in addition to those required for initial admission.*
2. Maintain a 2.75 CGPA in social work courses.
3. Earn a C or above in every required social work course.
4. Be admitted to and successfully complete the Applied Generalist Practicum.

*Transfer students please note this may require a completion time beyond four years.

NOTE: Students who are unable to earn a C or above in a required Social Work course after two attempts will not be able to progress forward with their degree. This decision may be appealed, but it will be the responsibility of the student to convince the Admission and Continuation Review Committee that exceptional circumstances prevented him/her from meeting this standard.

3. Admission to Field Practicum

In order to be eligible for admission to the Applied Generalist Practice field practicum, students must maintain the CGPA stipulated by the continuation policy and continue to demonstrate professional commitment and ethical conduct as stated in the requirements for admission to the BSW. Applications for admission to the field practicum are available online within the Social Work Department's Web-page. Copies of the BSW Field Manual are also available on the Department of Social Work Web-page: [BSW Field Manual](#)

Only BSW degree students who have been accepted for admission are permitted to enroll in the field practicum (SW 401 and SW 451). Field Internship applications are due in February and placement matches are completed by the end of the Spring semester when students apply for admission to the Field Practicum.

Announcements about the admission deadline and the field application process are made in all 300-level social work classes at the beginning of the Spring semester. Announcements also appear in the Social Work Advising newsletter, on the Social Work Department website, in the Student Social Work Association meeting minutes and finally are posted outside the Department office. Electronic applications to Applied Generalist Practice are available on the Social Work website [BSW Field Education](#).

Students formally declare their intent to apply for admission to Applied Generalist practice, and complete the application checklist, which specifies all of the accompanying documents to be completed for submission. These include: the UW Oshkosh *STAR* (working transcript, confirms grade point data and course completion), a current applicant resume, list of practice interests, special needs requirements, and the extent of available transportation resources. BSW advisers and the Field Coordinator collaborate to make field placement assignments based on student interests.

All students will undergo a criminal background check. If a student does have a criminal history, it may limit the Field Coordinator's ability to place the student in a field practicum. In such cases the student meets with the BSW advisor and the Field Coordinator to examine options. Each situation is managed on a case-by-case basis. Establishing a mutually agreeable Field Internship placement is critical. Because of the relationship between competent professional practice (as demonstrated in field instruction) and the public trust; field instruction, if not completed at a satisfactory level of performance, is **not** normally repeated, and the student is not normally permitted to continue in the BSW Program. Should the student choose to appeal this policy, it is his/her responsibility to provide a written appeal to the Admission and Continuation Review Committee.

Any student who does not meet the stated criteria for a Field internship placement is at risk of not completing the Field Internship and not being eligible for the BSW degree. In such cases a student may be granted a provisional admission, conditioned upon completion of an expected requirement (e.g., more careful editing of resume and/or articulation of placement interests, meeting of a grade requirement), or may be denied access to the completion of the BSW degree. If the student is denied access to a Field internship placement, the burden is upon the student to submit evidence that offers a convincing argument of merit for reconsideration. Any student who disputes or disagrees with the Field internship placement decision is referred to the UW Oshkosh appeals process and procedures, identified in the University's *Student Handbook*.

D. Credit for Life Experience or Work

The Department of Social Work does not give any academic credit for life or previous work experience, in whole or in part, in lieu of any of the professional foundation areas in its curriculum, including its Field Practicum.

E. Transfer of Credits

The Department will not accept transfer of academic credit for social work courses taken at programs not accredited by the Council on Social Work Education (CSWE) except for the 100-200 level social work courses, which have been determined by this Department to be equivalent. It will accept transfer of academic credit for social work courses taken at CSWE accredited programs. To be considered for such a transfer, the student shall provide the Social Work Department advisor with a course syllabus for any course for which they are requesting a transfer of credits. Upon determination of content and credit equivalence, a transfer of credits will be requested by the advisor. This will be done through completion of a request form used by the University for that purpose and available from the advisor. If gaps exist between a transfer course and ours, then students may be asked to take an independent study to meet the missing content.

Transfer of credits for General Education and liberal arts support courses will be determined by advisors assigned to the College of Letters and Science in the [Undergraduate Advising Resource Center](#) and [Registrar's Office](#). Such transfers are covered in the Academic Policies section of the [University's Undergraduate Bulletin](#).

Due to the careful sequencing of prerequisite requirements and professional foundation courses in this professional degree program, transfers from other majors may require more than four years in order to complete the degree.

F. Non-Discrimination and Sexual Harassment Policies

The Social Work Department adheres to the University's non-discrimination policy as stated in the University's *Student Handbook*. That reference may be consulted for a reading of the full statement of statutory language governing the policies and procedures. Furthermore a definition of racist and discriminatory conduct and the procedures to address it are contained

within the *Faculty and Academic Staff Handbook*. Essentially, the *Student Handbook* makes the following statement concerning the prohibition of discrimination:

“No student may be denied admission to, participation in or the benefits of, or be discriminated against in any service, program, course or facility of the system or its institutions or centers because of the student’s race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status.”

The Social Work Department also adheres to the University’s sexual harassment policy and procedures for addressing it, which are likewise contained in the University’s *Student Handbook*. That content will not be repeated here. For purposes of definition, however, the University’s policy statement defines sexual harassment in the following manner:

“Sexual harassment is a form of sex discrimination. It occurs in a variety of situations which share a common element: the inappropriate introduction of sexual activities or comments into the work, learning or living situation. Often, sexual harassment involves relationships of unequal power, and contains elements of coercion--as when compliance with requests for sexual favors becomes criterion for granting work, study, or grading or other benefits. However, sexual harassment may also involve relationships among equals, as when repeated sexual advances or demeaning verbal behavior have a harmful effect on a person’s ability to study or work in the academic setting. Unwelcome sexual advances, requests for sexual favors, and other physical conduct and expressive behavior of a sexual nature constitute sexual harassment when:

- (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or education; or
- (2) submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual, or
- (3) such conduct has the purpose or effect of substantially interfering with an individual’s academic or professional performance or creating an intimidating, hostile or demeaning employment or educational environment.”

For a statement concerning the Social Work Profession’s stance against discrimination and harassment, please refer to the National Association of Social Work *Code of Ethics*. The Code may be viewed in its entirety at the NASW Web site ([NASW](http://www.nasw.org)). It provides students with a much broader understanding about the profession’s respect principles and practices, which protect clients and promote social justice.

G. Social Work Department’s Admission and Continuation Review Committee

Purpose:

The Admission and Continuation Review Committee is responsible for reviewing potential student problems identified by Departmental faculty and staff. The committee will meet as necessary to review, mediate and establish individualized plans related to student issues identified at any point in the program (i.e., prior to admission, at admission, or after admission to the BSW program). A student may be asked to meet with the Committee with respect to issues including: class performance, disruptive classroom or field unit behavior, and potential violations of the NASW Code of Ethics.

Procedure:

Departmental faculty and staff members must submit a written, behaviorally specific referral addressing how the issue identified affects the student’s ability to perform the duties of the profession. Students will be notified of their referral by university e-mail within 30 days of the referral. The letter will describe committee procedures, including an explanation of student rights and the appeal process. If a meeting of the Committee is scheduled, the student will be

asked to attend the meeting and will be permitted to present a response. The student may also request that another departmental faculty or staff member, not involved with the referral, act as an informal student advocate at this meeting of the Admission and Continuation Review Committee.

This ad hoc committee will consist of departmental faculty or staff appointed by the department chair. The Committee will assess whether a remediation plan can be developed to address the concern and/or if the Department and University can make reasonable accommodations to assist the student. The committee may request additional information from both the student and faculty involved and may conduct a criminal background check whenever it deems necessary. Campus and community resources that may help remedy the situation may also be identified and may be a part of the remediation plan developed.

If a student disagrees with the plan or any decision of the Committee, the student has the right to appeal to the chairperson of the Department of Social Work. Further appeals must follow University procedures as specified in the *UW Oshkosh Student Handbook*.

H. Policies and procedures for terminating student enrollment in the BSW program

The BSW Program ensures an admission and retention process that adheres to the essential policy as stated in the *Undergraduate Bulletin*. The Department holds to course prerequisites and grade prerequisites for admission to the BSW. Students are made aware, through multiple means, that there are professional standards in place, and that the Social Work Department encourages professional development. Because of the care exercised in this way it is uncommon for students to be terminated from the program. To understand BSW policies and procedures regarding termination from the program, it is essential to understand the following components: (1) principles for use in evaluating performance, (2) defining academic and professional performance, (3) course grades influenced by expectations for professional behavior, (4) explication of ethical and professional behaviors as evaluated in courses, (5) termination from field, (6) the Social Work Admissions and Retention Committee, (7) nonacademic performance addressed by the university discipline code and (8) grievance and appeal procedures.

1. Principles for Use in Evaluating Performance

The Department faculty fully accepts their obligation to ensure the graduation of competent practitioners through the use of termination procedures in instances of poor professional or academic performance. They also acknowledge that field placement agencies should not bear the sole responsibility for gate-keeping. Consequently, drawing upon the professional literature, the faculty developed principles for evaluating academic and professional performance. This evaluation is based on current professional development, or prior conduct, which poses obstacles to future hiring or certification in this state or elsewhere. The following four principles outline the policies and procedures which were created to assess academic and professional performance:

- The Department needs to make an earnest effort to help students obtain the professional competence necessary for a social work career. However, in the absence of demonstrated professional promise by a student (inside or outside of the classroom), the department is not obligated to admit the student to the BSW program or the *Applied Generalist Practice* internship.
- The *Code of Ethics* ([NASW](#)) provides grounding for professional performance requirements and serves as a guide for evaluation of professional performance in the classroom as well as in a field practicum.
- Students are encouraged early in the program to undertake self-evaluation, and to anticipate faculty evaluation of their progress, as a necessary contribution to their

professional growth and development. This evaluation should be a continuous, open process. It is an expected part of the student's academic work.

- All due consideration is given to a fair and nondiscriminatory evaluation process. University and Departmental guidelines for grievance and appeal will be fully adhered to.

2. Defining Academic and Professional Performance

Both academic and professional indicators of student performance are important and systematically assessed. Academic indicators are actions made toward earning the grades that determine academic standing. Professional performance is “performance or behaviors of students that provide relevant information regarding their likely performance as social work practitioners.” The assumption is that not all of these behaviors surface within a classroom context. Assessing professional performance is an obligation which all social work programs must bear in order to ensure the graduation of competent entry-level practitioners. Some behaviors indicating lack of professional promise are manifested in criminal conduct which might bar approval for certification and licensure. Other frequently cited concerns include, but are not limited to, unresolved life issues which interfere with judgment and performance; preoccupation with self and self-centered behavior which is inappropriate to a professional role and/or inability to develop, engage in and communicate effectively in professional relationships. The NASW *Code of Ethics* (2008r) provides a more thorough framework for identifying assessment criteria, which may be used to determine appropriate standards of professional performance.

3. Methods for Evaluation of Professional Behavior

All of the Social Work course syllabi contain explicit criteria for evaluation of knowledge-based competencies taught in the courses and selected competencies which cover the application of social work values, ethics, and skills to professional practice. There are specific courses in this program, such as *Interpersonal Skills*, *Interviewing Lab* and *Community Lab* which place significant emphasis on professional behaviors. In the language of CSWE guidelines, contained in the *2008 EPAS Handbook*, professional behaviors relate to “...student ability to demonstrate professional conduct and relationship skills and behavior consistent with the values and ethics of the profession.” Thus, the above courses assess performance indicators that typically fall through the cracks of typical, academic, classroom performance evaluation. All social work classes expect excellent class attendance and active participation, because both are necessary for professional learning activity to occur. There are mechanisms in all levels of the professional foundation courses designed to assess knowledge of and adherence to ethical practice principles and professional conduct articulated in the profession's *Code of Ethics*. Students who do not show professional promise in the 200-level *Interpersonal Skills* course will be unable to achieve a grade sufficient to secure admission to the major. Students who do not show professional promise in the 300-level *Interviewing and Community Labs* will be unable to remain in the program during the junior year and/or to achieve admission to the senior year practicum. That is because students must achieve a 2.75 GPA on a 4 point scale in social work courses not only to be admitted to the major, but to remain as majors during the junior year and achieve admission to *Applied Generalist Practice* during the senior year. Students who do not succeed in demonstrating professional promise competencies in several required social work courses, especially the practice labs, will be unable to meet the minimum GPA. Course grades are intended to be influenced by expectations for professional behavior. Students are also required to complete a 50-hour volunteer requirement. A volunteer evaluation by the supervising social worker offers evaluative information, which may provide additional information concerning professional behavior. All of this information can help to influence a

student's application for admission to the BSW decision. The primary intent of this effort is to instill or reinforce professionalism, not to keep people out. This is frequently a misconception on the part of those who interpret these actions as exclusionary. Quite to the contrary, it is important to provide students with early, clear communication concerning behaviors which affect professional conduct, and suggest areas for improvement in professional development. As described previously, once students are admitted to the major, they must enroll in two practice labs, the *Interviewing Lab* and the *Community Lab*, which explicitly evaluate professional promise indicators such as active participation and effective communication skills. Professional behavior must be demonstrated for a student to achieve a grade sufficient to allow him or her to remain in the program.

It should be clear from the entire discussion that this department has made great effort to ensure that behaviors, which can be identified under the Council on Social Work Education's Rubric of Professional Performance, are incorporated in courses and included in academic evaluation at all levels of the professional foundation.

<u>GRADING SCALE</u>			
A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	59 and lower

4. Explanation of Ethical and Professional Behaviors Evaluated in Courses

The BSW Program makes every effort to imbed professional aspects of practice within the context of a classroom learning experience. Consequently, there are mechanisms in the professional foundation courses, at all levels, to assess knowledge of and adherence to ethical practice principles and professional conduct articulated in the *NASW Code of Ethics (2008r)* [NASW](#) and the International Federation of Social Workers Statement of Ethical Principles (2012) [IFSW](#). Each Social Work course articulates expectations for class attendance, active participation, and leadership development, which are linked to the development of a professional identity. Course grades are influenced by a student's ability to meet expectations for professional behavior.

The primary intent of these policies is to foster Social Work professionalism, rather than to deny students access to the Social Work profession. Department policies provide clear communication to students throughout their tenure in the BSW Program regarding behaviors that affect professional conduct and identify areas for improvement in professional development. This evaluative process also includes identification of student strengths, which support the development of professional skills. Professional behavior must be demonstrated if a student is to achieve a grade sufficient to allow him or her to remain in the program.

As to the fourth year students, the ethical and professional standards that are to be evaluated in the student's field performance are identified and integrated within the expectations of the

Student Learning Contract, the course syllabi, and the *Field Manual for Applied Generalist Practice*: ([BSW Field Manual](#)).

Finally, a statement in an enclosed box is included in all social work syllabi for the purpose of forewarning students about its other policies pertaining to academic dishonesty, attendance, participation, self-disclosure, and other student rights and responsibilities. The statement follows below:

Note: In addition to the instructional (course) policies contained in this syllabus, please refer to the *Department of Social Work Student Handbook*, Section IV-A for more specific information about the instructional policies regarding academic dishonesty (including plagiarism), attendance and course participation, changing course sections, grievance and appeal, disclosure and confidentiality in class discussion, and special accommodations requests. Refer also to Section II-B for information concerning your instruction rights and responsibilities. The *Handbook* may be viewed or printed by visiting the Department of Social Work's web-page at: [BSW Documents](#)

5. Termination from Field

There are special academic and professional performance termination procedures specific to the *Field Practicum* course. The full policy statement concerning termination from field placement is contained in the *Field Manual for Applied Generalist Practice* (Part 6). It stipulates the terms and conditions for ending a field placement for a variety of reasons. Among the important reasons for termination are those which pertain to behaviors which compromise ethical standards for practice contained in the *NASW Code of Ethics* (2008r). Examples of such behaviors are provided in the *UW Oshkosh BSW Field Manual for Applied Generalist Practice* [BSW Field Manual](#).

When the reasons for discontinuance pertain to failure to perform up to the expectations of the field learning contract (which can be viewed as an academic issue with professional performance indicators), the student is apprised early of his/her poor performance and given guidance for professional development and suggested means for improvement.

If the student is unable to address the identified performance issue, then the student is notified of a less-than-passing grade. As described in the *Field Manual*, the student has the right to apply for readmission to the *Field Practicum*, but is subject to denial in the absence of demonstrated professional promise indicators as documented by the field performance evaluation. A denial for readmission to the practicum terminates the student from the program. The student may follow the University's academic grievance and appeal procedures (see Section 8 below).

In some instances past behaviors, which might pose a future risk of harm to clients and/or colleagues, will need to be carefully assessed in the admissions review for the field practicum. Questions addressed may include the following:

- What time has elapsed since the behavior in question occurred?
- Is there any current evidence for the likelihood of recurrence?
- What means were used for rehabilitation? What evidence is there that rehabilitative efforts made measurable improvement?
- What ongoing resources are in place to prevent relapse in the behavior in question?
- What are the future risks to clients, to colleagues, or others?

In the event of a positive response to these questions, the final question is whether there an educationally-suitable placement resource which would be open to accepting this person as an intern. If not, the Department does not accept responsibility for admitting a student who is not likely to be accepted by an agency through an agency field placement agreement.

6. Social Work Admissions and Retention Committee

The *Social Work Admissions and Retention Committee* was created as a vehicle for faculty who had concerns related to a student's professional performance. Any Departmental faculty can refer a student to this committee citing evidence of specific concerns with the student's professional performance. A meeting is set up with the student and referring faculty to discuss concerns and possible corrective measures. If there is no resolution made at this level, the faculty can have the committee meet with the student and further address the problem, discuss possible corrective measures and mutually agree on a solution that can be monitored for progress. If agreement cannot be made, it may be that a student will be terminated from the program. It is important to note that such a referral is not necessarily intended to terminate the student from the program, but may be meant to provide an opportunity for the student to become more aware of areas of concern, and provide opportunity to correct behavior that may impact professional performance.

7. Nonacademic Performance Addressed by the University Discipline Code

Several forms of non-academic misconduct which do have bearing on professional promise are governed by the *University of Wisconsin Oshkosh Student Discipline Code* ([UW Oshkosh Student Discipline Code](#)). All enrolled students are subject to sanctions for behavior which is defined under UWS 17.03 as nonacademic misconduct which is subject to disciplinary action. That includes, but is not limited to, conduct which presents a serious danger to personal safety of others, various forms of criminal conduct which endangers or intimidates others (e.g., stalking, harassment, sexual assault, physical abuse), possession of controlled substances for sale or use, tampering with university equipment, and misusing computer resources. It also pertains to various kinds of disruptive conduct which interferes with the ability of others to attend or participate in class and in university-authorized or university-run activities. To be very clear about this, disciplinary actions may result in a student's removal from the program and expulsion from the University for behaviors that are unrelated to academic grading. It should also be noted that the University nonacademic disciplinary process is not a part of, or directly linked to, the Department of Social Work termination process. They are two independent processes. They could in some instances be two separate processes that could result in different outcomes for the involved student. Or there could be instances where the same behavior may be the focus of two separate but concurrent processes, one at the university level and the other at the departmental level. The most serious discipline imposed at the university level is expulsion from the university.

8. Grievance and Appeal Procedures

The grievance and appeal policy pertaining to academic appeal, which applies to social work majors, may be found in the University's *Student Handbook* in the section pertaining to University Policies and Procedures and in the sub-section referring to the College of Letters and Science ([Chapter 5](#)). The Social Work Department is a unit within that college. Detailed definitions, policy, and procedures are provided at that web address.

Essentially the procedure requires that students first attempt an informal resolution of the problem with the instructor. If the informal process with the instructor does not resolve the problem, then the student contacts the department chair who may either attempt informal resolution of the problem or proceed with formal grievance policies. If the chair decides that an attempt at informal resolution is inappropriate or should that attempt be unsuccessful, the student may request a formal review of the matter by the department's grievance committee. The chair will render a decision based on the findings of the departmental grievance committee. Should the student reject the chair's decision the student may continue the

grievance with the Dean's Office of the College of Letters and Science. The Dean's decision will be considered final, with no appeal possible.

Appendix A

Services Available to Students with Disabilities*

The Coordinator of Services for Students with Disabilities in the Dean of Students Office is available to offer a variety of services and accommodations **based on appropriate documentation, nature of the disability, and demonstrated educational need**. A handbook containing more extensive information about accommodations and services at UW Oshkosh is also available. The handbook, entitled *Services to Students with Disabilities*, is available through the Dean of Students Office. In general accommodations and services include, **but are not limited to:**

- I. Freedom of movement accommodations
 - a. Accessibility map, including marked locations for parking, sidewalk cuts, and door openers
 - b. Remote door openers for selected doors on campus
 - c. Reasonable modification of residence hall environment and classroom setting
- II. Hearing accommodations
 - a. State-of-the-art infrared application system in theater
 - b. TDD phones
 - c. Hearing assistive devices for classroom settings
 - d. Interpreters
 - e. Visual signaling devices, i.e., fire alarms in residence halls
- III. Visual accommodations
 - a. Close circuit visual enhancement systems
 - b. Kurzweil reader/scanner (converts text to voice)
 - c. Enlargement of notes, syllabi, and other academic documents
 - d. RFB&D enrollment and support (books-on-tape); loan of 4-track player/recorder
 - e. Books in braille
 - f. Talking calculators
- IV. Learning accommodations
 - a. Proctors for exams
 - b. Testing in quiet, distraction-free environment
 - c. Extended time on exams
 - d. Permission to record in class (optional agreement form available from Coordinator of Services for Students with Disabilities)
 - e. Disability study lounge with modified furniture and technological assistance
 - f. Consultation with faculty members regarding academic accommodations
 - g. RFB&D enrollment and support (books-on-tape); loan of 4-track player/recorder
 - h. Note takers

*This information was provided by the Dean of Students Office, 920-424-3100 (TDD and VOICE).

Appendix B

Important Web Pages

1. UW Oshkosh Bulletin: <https://www.uwosh.edu/registrar/undergradbulletins>
2. Social Work Dept. Home Page: <http://www.uwosh.edu/socialwork>
3. National Association of Social Workers (NASW): <http://www.naswdc.org/>
4. NASW Code of Ethics: <http://www.naswdc.org/pubs/code/default.asp>
5. Council on Social Work Education (CSWE): <http://www.cswe.org/>
6. Other Web Sources:
 - American Psychological Association (APA) style manual provides protocol for papers:
<http://www.apastyle.org/electref.html>
 - BLS Occupational Outlook* provides information concerning employment trends in social work:
[Occupational Handbook Outlook: Social Workers](#)
 - Wisconsin Caregiver Law and Criminal History Checks for social work employment:
[WI Caregiver Program](#)
 - International Federation of Social Workers: [IFSW](#)