

**University of Wisconsin-Green Bay
Social Work Professional Programs**



BSW Student Handbook

**Bachelor of Social Work Program, BSW
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Periodically updates are made to the student handbook. A current version of the handbook can always be found on the Social Work Program website: <http://www.uwgb.edu/socwork/>. Students are held accountable to the policies, procedures, etc. outlined in the most recent version of the handbook.

TABLE OF CONTENTS

I. The Bachelor of Social Work Program	4
Introduction to the Social Work Professional Program	5
Social Work as a Professional Major	5
Mission and Goals of the Social Work Professional Program	6
The Ten Practice Competencies	7
Evaluation of Student Achievement of the Competencies	9
BSW Child Welfare Sub-Competencies	9
II. The Social Work Major	11
Major Requirements - Coursework	12
Major Requirements – Field	12
Course Sequence for Required Social Work Courses	13
Supporting Course Requirements for the Social Work Major	14
Child Welfare Emphasis and Title IV-E Stipend Program	14
Alcohol and Other Drug Abuse (AODA) Emphasis	16
Independent Studies/Internships	17
Social Work Honors in the Major Project	17
Semester Honors (“Dean’s List”)	19
All-University Academic Honors	19
Phi Alpha Honor Society	20
Social Work Symposium & Graduation Celebration	20
III. Committees and Clubs	22
Program Advisory Committee	23
Social Work Club	24
IV. Admissions	25
Criteria	26
Admissions Policies and Procedures	26
Advising (While Waiting for Admission)	28
V. Policies and Procedures	29
Academic Honesty	30
Advising Policies and Procedures	31
Student Reference Requests Protocol	32
Class Attendance Policy	33
Class Participation Policy	35

Confidentiality Policy	36
Course Expectations and Grading Criteria	36
Disability Policy	39
Bereavement Policy	39
Grievance Procedures	39
Part-Time Study Policy	40
Policy on Credit for Life and Work Experience	41
Retention Policies and Procedures	41
Solicitation Policy	46
Student File Policy	46
Family Educational Rights and Privacy Act (FERPA) and Student Records	46
Student Records	46
Student File Records Request	47
Student Responsibilities in the BSW Program	47
Student Rights in the BSW Program	49
Transfer of Credits Policy	50
VI. Progression through the BSW Program	52
Key Steps toward Becoming a Professional Social Worker	53
Student Self-Assessment	54
References	55
VII. Appendix: Understanding Academic Honesty	56
VIII. Appendix: Student Code of Conduct	63
IX. Appendix: University Resources	66

I. The Bachelor of Social Work Program

Introduction to the Social Work Professional Program

Welcome to the dynamic and challenging Profession of Social Work! This *BSW Student Handbook* is a guide for students admitted to the Social Work Major at the University of Wisconsin-Green Bay. Successful completion of the Program is your gateway to the Social Work Profession.

You probably have many questions related to Program expectations and your performance while you are a student in the Social Work Major. Therefore, a general orientation to the Program, as well as many of the policies and procedures that guide academic and non-academic action, are available in this handbook. This material will assist you in learning about the Social Work Professional Program and will provide some guidance as you move through the professional major.

As authors DuBois and Miley (2008) state:

Social work emerged as a profession early in the twentieth century and today is the profession charged with fulfilling the social welfare mandate to promote well-being and quality of life. Thus, social work encompasses activities directed at improving human and social conditions and alleviating human distress and social problems. Social workers, as caring professionals, work with people to enhance their competence and functioning, to access social supports and resources, to create humane and responsive social services, and to expand the structures of society that provide opportunities for all citizens. (p.1)

Hopefully, the information found in this handbook will assist to “create order” in the complexities associated with being a student in the Program and enhance your efforts toward obtaining the BSW degree. It will become important from time to time to be aware of the information contained within these pages. Just as effective social work practitioners are cognizant of the policies, practices, and procedures of the agency and community in which they work, social work students must be cognizant of the policies, priorities and procedures of the Social Work Program in the context in which they learn.

Social Work as a Professional Major

The major in Social Work, leading to the Bachelor of Social Work degree (BSW), offers a significant opportunity for students who seek careers in the human services. The Program prepares students for entry-level professional practice in social work and provides educational preparation applicable to a wide range of positions in the human services. It also prepares students for graduate social work education and informed citizenship. As an accredited Program, students become eligible upon graduation to begin the social work certification process for the State of Wisconsin.

Graduates of the UW-Green Bay Social Work Professional Program secure positions in programs serving a variety of populations most vulnerable and discriminated against in our

society. Graduates of the Program carry out the following purposes of the profession in their work:

The National Association of Social Workers, in its *Code of Ethics*, defines the unifying purpose or mission of social work as “promot[ing] or restor[ing] a mutually beneficial interaction between individuals and society in order to improve the quality of life for everyone” (p. 6). Social work is known for its integrated view, which focuses on persons in the context of their physical and social environments. In response to the mission of the profession, social workers strengthen human functioning and enhance the effectiveness of structures in society that provide resources and opportunities for citizens. (Dubois & Miley, 2008, p. 10)

At UW-Green Bay, social work majors may elect to specialize in child welfare by taking Child Welfare Emphasis courses and participating in the Title IV-E Child Welfare Stipend Program. The stipend program, made possible by a Child Welfare Training grant funded by the U.S. Department of Health and Human Services, prepares students for careers in public child welfare practice. Practicum placements in public and tribal child welfare agencies are available selectively to qualifying students. For more information on the Child Welfare Emphasis and Title IV-E program requirements, please refer to the respective policies within this handbook. Alternatively, students may complete an AODA emphasis that can lead to substance abuse counselor certification. Discussion of this policy is located later in this handbook.

Note: Since social work is a professional major, students do not need to declare a minor. However, faculty in the Social Work Professional Program encourage a complementary minor. It may enhance a student’s ability to pursue a social work position of choice. Minors in First Nations Studies, Sociology, Psychology, Human Development, Women’s and Gender Studies, Democracy and Justice Studies, Political Science, among others, are encouraged. Some students also choose to complete two majors.

Mission and Goals of the Social Work Professional Program

Grounded in the values of the Social Work Profession, the BSW Program at the University of Wisconsin–Green Bay provides a regionally responsive, competency-based, interdisciplinary program which prepares Baccalaureate-level social workers to promote social justice in a multicultural and evolving world by engaging in strengths-based generalist practice that enhances human and community well-being.

Our BSW Program has 5 goals that reflect this mission, they are:

1. Social Justice. Advance the primary mission of the social work profession by addressing the needs and empowerment of vulnerable and oppressed populations.

2. Curriculum. Offer and continually strengthen an effective generalist practice curriculum that reflects the core values and purpose of the profession.
3. Community Partnerships. Support the community by analyzing and responding to the dynamic needs of this region.
4. Interdisciplinarity. Promote critical thinking by requiring students to gain and use evidence based knowledge from multiple perspectives to inform social work practice.
5. Professional Development. Foster students' abilities to assess and strengthen their ongoing professional growth, development, and competence.

The Ten Practice Competencies

The Social Work Professional Program bases its curriculum on the following ten practice competencies, which were established by the Council on Social Work Education (2008) as outcome performance indicators for BSW social workers. Each competency is followed by a description of the knowledge, values, and skills it encompasses for high quality, beginning level BSW practice. Each student in the Program works toward mastery of the competencies throughout his or her tenure in the Program.

COMPETENCY 1—Professional Self. Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

COMPETENCY 2—Standards and Ethics. Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

COMPETENCY 3— Critical Thinking. Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

COMPETENCY 4— Diversity. Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, geographic location, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a

consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

COMPETENCY 5—Social Justice. Advance human rights and social and economic justice. *Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.*

COMPETENCY 6—Research. Engage in research-informed practice and practice-informed research. *Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.*

COMPETENCY 7—Interdisciplinary Knowledge. Apply knowledge of human behavior and the social environment. *Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live with an emphasis on rural and small communities; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.*

COMPETENCY 8—Social Policy. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. *Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.*

COMPETENCY 9—Service Delivery. Respond to contexts that shape practice. *Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.*

COMPETENCY 10(a)–(d)—Change Process. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. *Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes*

and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Evaluation of Student Achievement of the Competencies

The Council on Higher Education Accreditation and the Council on Social Work Education now require programs to enhance accountability to the public by documenting and posting student learning outcomes as they relate to the 10 Practice Competencies. As a result, the BSW Program at UW-Green Bay will report aggregate data from a number of student learning outcome measures on our website in accordance with accreditation requirements. Measures are taken across the curriculum and include: Senior Field Evaluations, End-of-Semester Course Evaluations, and select graded assignments (referred to as “embedded assessment assignments”). No reported data will be linked to individual students. Current outcome data is available at: <http://www.uwgb.edu/socwork/bsw/curriculum.asp>.

Each fall, the Chair of the Social Work Program and/or BSW Program Coordinator will attend a Social Work Club meeting to present aggregate data from the previous year’s evaluation efforts and solicit student feedback.

BSW Child Welfare Sub-Competencies

Student mastery of practice behaviors specific to child welfare ensures that Child Welfare Emphasis students have sufficient knowledge and skills for entry-level social work practice with vulnerable children, youth and families. Child welfare practice behaviors are linked with six of the ten BSW Practice Competencies. The child welfare practice behaviors are linked to course objectives similar to the required social work curriculum. Field learning plans for Child Welfare Emphasis and Title V-E stipend students contain child welfare-specific learning activities. Completion of the two child welfare courses (SOC WORK 351 and 451) and two semesters of senior field practicum provide the basis for student mastery of these practice behaviors.

COMPETENCY 1: Professional Self

- CW1.1 Demonstrate awareness of appropriate use of power and authority in professional relationships.

COMPETENCY 3: Critical Thinking

- CW3.1 Demonstrate understanding of the dual responsibility of the child welfare social worker to protect children and provide services that support families.

COMPETENCY 4: Diversity

- CW4.1 Demonstrate respect, fairness and cultural sensitivity in assessing, working with, and making service decisions involving clients with diverse experiences.
- CW4.2 Communicate verbal and written information within the appropriate cultural context, with the aid of an interpreter as needed.

COMPETENCY 7: Interdisciplinary Knowledge

- CW7.1 Demonstrate understanding of how attachment, separation and placement affect a child and family and how these experiences may influence a child's physical, cognitive, social, emotional and spiritual development.

COMPETENCY 9: Service Delivery

- CW9.1 Demonstrate knowledge of the historical, philosophical, and legal bases for the Indian Child Welfare Act and how it is implemented in public child welfare agencies.
- CW9.2 Demonstrate knowledge of the principles of concurrent and permanency planning.

COMPETENCY 10 (a) – (d): Change Process

(a) Engagement

- CW10.1 Demonstrate the ability to engage and work with involuntary clients.
- CW10.2 Establish a trust-based relationship with children and families, and essential individuals, to sustain the work that is to be accomplished together.
- CW10.3 Assemble a group to work with children, youth and families to identify beneficial outcomes and needed resources.

(b) Assessment

- CW10.4 Recognize the behavioral indicators of abuse, family violence and neglect.
- CW10.5 Identify the major family, health and social factors contributing to child abuse and neglect, as well as positive factors that act to preserve the family and protect the child.

(c) Intervention

- CW10.6 Identify and apply the most effective and culturally appropriate services, resources and processes to meet change plan goals.
- CW10.7 Work collaboratively with biological families, foster families and kinship networks to achieve change plan goals.

(d) Evaluation

- CW10.8 Monitor the outcomes of change plans to determine if the desired goals are being achieved.

II. The Social Work Major

Major Requirements - Coursework

Core Courses (41 credits)

JUNIOR YEAR:

SOC WORK 300	Professionalism and Teamwork in Social Work, 1 credit
SOC WORK 301	Research Methods for Generalist Social Work Practice, 3 credits
SOC WORK 305	The Social Work Profession, 3 credits (WE)
SOC WORK 313	Social Work Skills Lab I, 1 credit
SOC WORK 323	Social Work Skills Lab II, 1 credit
SOC WORK 370	Social Work Methods I, 3 credits
SOC WORK 371	Human Behavior and the Social Environment, 3 credits

SENIOR YEAR:

SOC WORK 402	Field Practicum I, 5 credits
SOC WORK 403	Field Practicum II, 5 credits
SOC WORK 411	Social Work Methods II, 3 credits (WE)
SOC WORK 413	Social Work Skills Lab III, 1 credit
SOC WORK 420	Social Work Methods III, 3 credits
SOC WORK 423	Social Work Skills Lab IV, 1 credit
SOC WORK 431	Social Policy Analysis I, 2 credits
SOC WORK 433	Social Policy Analysis II, 2 credits
SOC WORK 461	Program Evaluation I, 2 credits
SOC WORK 463	Program Evaluation II, 2 credits

Child Welfare Emphasis (Elective; 12 credits)

HUM DEV 331	Infancy and Early Childhood, 3 credits
HUM DEV 332	Middle Childhood and Adolescence, 3 credits
SOC WORK 351	Child Welfare Services and Programs, 3 credits
SOC WORK 451	Child Welfare Practice, 3 credits

Major Requirements – Field

BSW students complete a senior level field experience during the fall and spring semesters of the senior year and a service learning experience during the spring semester of the junior year. All field courses are integrated with corresponding social work methods courses.

In the junior service learning experience (SOC WORK 300) students have an introductory exposure to work in a social service agency and learn about the organizational and community context for social work practice.

In the senior field practicums (SOC WORK 402 and 403) students perform actual work in a social service agency under the supervision of an agency field instructor. Students spend 16

hours per week for 15 weeks each semester (for a total of 480 hours over both semesters) in senior field.

Policies related to field education are contained in the *BSW Field Education Handbook*: http://www.uwgb.edu/socwork/files/pdf/field_handbook.pdf.

Course Sequence for Required Social Work Courses

While a student may have enough credits to be at a junior or senior standing within the University, the Social Work Program considers a student to be at a junior level when he or she has been admitted to the major and begins the junior level sequence, and at a senior level when the junior sequence is successfully completed. Students are admitted into the Social Work major each fall, and progress through the Program in a cohort. Subsequently, full-time students are required to progress through their courses using the following sequence:

JUNIOR YEAR

Fall Semester: 7 Credits

SOC WORK 305 Social Work Profession (3 cr)
SOC WORK 313 Social Work Skills Lab I (1 cr)
SOC WORK 301 Research Meth. in Gen. Soc. Wk. (3 cr)

Spring Semester: 8 credits

Child Welfare Emphasis: 11 credits
SOC WORK 370 Social Work Methods I (3 cr)
SOC WORK 323 Social Work Skills Lab II (1 cr)
SOC WORK 371 Human Beh. & Soc. Env. (3 cr)
SOC WORK 300 Professionalism and Teamwork in Social Work (1 cr)
SOC WORK 351* Child Welfare Services and Programs (3 cr)

SENIOR YEAR

Fall Semester: 13 Credits

Child Welfare Emphasis: 16 Credits
SOC WORK 411 Social Work Methods II (3 cr)
SOC WORK 413 Social Work Skills Lab III (1 cr)
SOC WORK 402 Field Practicum I (5 cr)
SOC WORK 431 Social Policy Analysis I (2 cr)
SOC WORK 461 Program Evaluation I (2 cr)
SOC WORK 451* Child Welfare Practice (3 cr)

Spring Semester: 13 Credits

SOC WORK 420 Social Work Methods III (3 cr)
SOC WORK 423 Social Work Skills Lab IV (1 cr)
SOC WORK 403 Field Practicum II (5 cr)
SOC WORK 433 Social Policy Analysis II (2 cr)
SOC WORK 463 Program Evaluation II (2 cr)

Descriptions of all required Social Work courses, along with electives offered through the Program, are available at: <http://catalog.uwgb.edu/undergraduate/course-descriptions/socwork/>.

Supporting Course Requirements for the Social Work Major

Faculty Advisors in the Program can advise students on the supporting courses and core courses required for the major (see “Advising” under Policies and Procedures section.) University general education requirements and related advising is done through the Academic Advising Center.

In some cases, the supporting course requirements for the major will also meet some general education requirements. Therefore, students are asked to seek advising whenever needed and strongly encouraged to meet with their faculty Advisor at least once a semester. Ultimately, students are responsible for meeting all academic requirements and should plan carefully to avoid errors in academic planning or the taking of additional credits that sound planning could have prevented.

General Education Requirements (37-48 credits)

All UW-Green Bay students must complete the University’s general education requirements prior to graduation. Information regarding the University’s requirements can be found at: <http://catalog.uwgb.edu/undergraduate/planning/general-education/> . Information on all courses meeting general education requirements can be found in the current issue of the UW-Green Bay undergraduate student catalog: <http://www.uwgb.edu/advising/general/requirements.asp>.

Supporting Courses (minimum of 33 credits)

To insure students have a strong interdisciplinary background, and obtain a breadth of understanding of individual, group and community functioning, the Social Work Program requires students complete 33-40 credits of supporting course work. These credits can also meet students’ general education requirements. A current list of support courses can be found at: <http://catalog.uwgb.edu/undergraduate/programs/social-work/major/>.

Child Welfare Emphasis and Title IV-E Stipend Program

Child Welfare Emphasis

BSW students can elect to complete an “emphasis” in child welfare in conjunction with the regular BSW curriculum. The emphasis is elective for all social work majors, and does not interfere with other aspects of the basic social work curriculum. The emphasis builds upon, and is integrated with, the existing generalist social work curriculum. Completion of the child welfare emphasis course sequence is specially noted on student transcripts.

The Child Welfare Emphasis is designed to prepare BSW students for specialized practice with vulnerable children and families including, but not limited to, practice in public and

tribal child welfare agencies. Students pursuing the Emphasis complete two human development courses and two social work courses in addition to a senior – level field placement in an agency that serves children and families.

Requirements for the Child Welfare Emphasis: (12 credits)

HUM DEV 331	Infancy and Early Childhood, 3 credits
HUM DEV 332	Middle Childhood and Adolescence, 3 credits
SOC WORK 351	Child Welfare Services and Programs, 3 credits
SOC WORK 451	Child Welfare Practice, 3 credits

Field requirements for the Child Welfare Emphasis: 10 credits

(Note: the Field courses are part of the regular Social Work curriculum.)

Students who wish to pursue the Child Welfare Emphasis need to discuss this with their Advisor immediately after their admission to the social work major.

Note: The first social work course in the Child Welfare Emphasis, SOC WORK 351: Overview of the Child Welfare System, is designed to be taken during the Spring semester of the Junior year. Consequently, students must decide whether to enroll in the emphasis prior to the second semester of the Junior year.

Title IV-E Child Welfare Stipend Program

Since the mid-1990s, UW-Green Bay has provided grant-funded educational support to BSW students preparing for employment in the field of public and tribal child welfare through a partnership with the Wisconsin Department of Children and Families. The program's primary goal is to prepare BSW-level social workers for employment in regional public and tribal agencies that provide child welfare services.

Toward this end, the program combines specialized child welfare coursework with a supervised field practicum in a public or tribal child welfare agency in NE Wisconsin. Program participation requires a commitment by the student to work in a public or tribal child welfare agency upon graduation.

The Title IV-E stipend provides funding equivalent to full-time in-state tuition for the senior year for BSW students who make a commitment to seek and accept employment in a NE Wisconsin public or tribal child welfare agency after graduation.

Eligibility for Stipend Program

Students in their Junior year of the BSW Program who demonstrate a commitment to working in public / tribal child welfare are eligible to apply. Applicants must meet and/or agree to these general requirements:

- BSW student in good standing¹
- Enrollment in Child Welfare Emphasis courses
- Willingness to complete the Senior field practicum in a public child welfare agency
- Commitment to work full-time for one calendar year in a NE Wisconsin public or tribal child welfare agency upon graduation.

Application for Stipend Program

Interested students are invited to contact the Child Welfare Coordinator to obtain more information about the field of public child welfare and the IV-E stipend program. Application information is posted on the BSW program website at <http://www.uwgb.edu/social-work/bsw-program/stipends-scholarships/>

Alcohol and Other Drug Abuse (AODA) Emphasis

BSW students can elect to complete an “emphasis” in alcohol and other drug abuse in conjunction with the regular BSW curriculum. The emphasis is elective for all social work majors, and does not interfere with other aspects of the basic social work curriculum. The emphasis builds upon the existing generalist social work curriculum. Completion of the AODA emphasis courses is specially noted on student transcripts.

The AODA Emphasis is designed to prepare BSW students for specialized practice with individuals who have alcohol and other drug use and abuse issues. Students pursuing the emphasis complete four support courses and can then finish Substance Abuse Counselor certification requirements at Northeast Wisconsin Technical College (NWTC).

The table below outlines courses taught at UWGB and their relationship to the requirements for Substance Abuse Counselor certification through NWTC. These courses are requirements for the UWGB BSW Program’s AODA Emphasis: (12 credits):

UWGB Courses	NWTC Courses
PSYCH 310: Drugs and Behavior	10-550-170: Understanding Substance Abuse
PSYCH 438: Counseling and Psychotherapy	10-550-174: Overview of Mental Disorders
SOC WK340: Strength-Based Group Facilitation	10-550-172: Group Facilitation
SOC WK 342: Psychopharmacology	10-550-173 Psychopharmacology

Students who wish to pursue the Substance Abuse Emphasis need to discuss this with their Advisor immediately after their admission to the social work major.

¹ In this context, “good standing” means that a student will meet all the academic and non-academic retention standards outlined in this handbook by the start of the semester in which she or he begins receiving the stipend.

Independent Studies/Internships

Independent study/internship is offered on an individual basis at the student's request and consists of a program of learning activities planned in consultation with a faculty member. Students wishing to study or conduct research in an area not represented in available scheduled courses first consult with their advisor. The student's advisor can direct him or her to instructors with appropriate interests. Independent studies require development of a preliminary proposal and sponsorship of the course by a faculty member. A written report or equivalent is required for evaluation, and a short title describing the program must be sent early in the semester to the registrar for entry on the student's transcript. Independent studies may be taken for 1 – 3 credits. More information on independent studies can be found in the *Guidelines for Instructor-Approved Individualized Course Instruction* at <http://catalog.uwgb.edu/undergraduate/general-information/academic-rules-regulations/>.

On occasion, there may be special projects that the social work program deems would be beneficial learning activities for students in the program. These projects could be developed to allow the student opportunity to complete an independent study. Any opportunities will be communicated to students in late fall for potential spring enrollment and in late spring and again early summer for fall enrollment. Students with interest in completing an independent study in any area should discuss this option with their advisor who will direct the student to the appropriate faculty for specifics about the projects.

Social Work Honors in the Major Project

The purpose of the honors in the major project in the Social Work Professional Program is to provide Social Work majors with the opportunity to demonstrate excellence in the application of knowledge and skills to a practice area.

According to the “Academic Rules and Regulations” for the University of Wisconsin-Green Bay (<http://catalog.uwgb.edu/undergraduate/general-information/academic-rules-regulations/>):

- An Honor in the Major is designed to recognize student excellence within interdisciplinary and disciplinary academic programs.
- The Honors in the Major project may satisfy the requirements for summa cum laude honors.
- Eligibility requirements for Honors in the Major are:
 - Minimum grade point average of 3.50 for all courses required for the major, as indicated on the degree audit.
 - Minimum grade point average of 3.75 for all upper-level courses required for the major, as indicated on the degree audit.
 - Successful completion of an Honors in the Major project (478 course number).

- Dissemination of results of project to social work community (e.g. Symposium, conference poster)
- The Honors in the Major project should be planned during the junior year. Students should enroll for honors study during the first semester of registration with senior standing (84 or more degree credits) to ensure adequate time to complete it by graduation. Students should consult with sponsoring faculty during the junior year to determine possible special needs for library resources, equipment, supplies or field research.

The Social Work Honors in the Major Project involves designing, completing and defending original work. Projects may take many forms. Some examples include completion of a written research project, slide/video presentation, program evaluation, a manual, grant proposal, computer program or application, or presentation of a workshop on a topic of interest to the student. Students enrolled in Honors in the Major projects will be required to participate in the Social Work Symposium and develop a table display of their project (see Social Work Symposium & Celebration). Any student interested in pursuing such a project should start by having a discussion with her or his Advisor about the Honors in the Major project.

Registration Procedure

During the spring semester of the junior year:

1. With assistance from the student's Advisor, the eligible student identifies a faculty member to serve as the Project Advisor.
2. The student submits a written Honors in the Major project proposal for faculty review and approval.
3. The student registers for SOC WORK 478 (<http://www.uwgb.edu/registrar/forms/>) for fall semester of the senior year. A student will only be recognized with such Honors at Commencement if the project is completed and the minimum GPA requirements are met in the preceding semester to commencement.

Project Proposal Format

The written project proposal (approximately 3 typed pages) must include the following:

1. The type of project.
2. The purpose of the project, including student learning objectives and benefit to the community.
3. A methodology section identifying detailed steps for completion of the project.
4. Discussion on how the project will build upon or apply learning rather than duplicate learning gained from prior course work.

Role of the Honors Project Committee

1. Prior to the completion of the project and final evaluation, the student and the Project Advisor will identify and request the participation of other faculty and community members who have knowledge in the project area.
2. The student will provide each committee member with a copy of the project proposal and a copy of the completed project for review.
3. The student and Project Advisor will develop criteria for the committee to use to evaluate the final project. The criteria will reflect:
 - a. How well the project demonstrates that the student has applied or built upon (rather than duplicated) knowledge and experiences gained from prior coursework.
 - b. How well the project demonstrates sound principles of scholarship including the appropriate qualifications and documentation of resources used.
 - c. How well the project reflects the social work competencies and generalist social work practice.
4. The student will arrange a time and place for the honors committee to meet and evaluate the project.
5. The Project Advisor will determine the project grade in consultation with committee.

Semester Honors (“Dean’s List”)

The University officially awards academic honors to students meeting specific academic standards each semester. These honors are also referred to as either “semester honors” or the “Dean’s List” and are noted on a student’s transcripts for the semesters earned. Currently, students are only eligible to earn honors if they are enrolled in a minimum of 12 graded credits for the semester (<http://catalog.uwgb.edu/undergraduate/general-information/academic-rules-regulations/>).

All-University Academic Honors

Honors requirements for students who earn baccalaureate degrees are:

- Cum Laude designation requires a cumulative grade point average from 3.5 to 3.749;
- Magna Cum Laude designation requires a cumulative grade point average from 3.75 to 3.849;
- Summa Cum Laude designation requires a cumulative grade point average of 3.85 or higher; or a cumulative grade point average of 3.75 to 3.849 and eligibility for and successful completion of an honors in the major project.

The cumulative grade point average must be achieved on the basis of a minimum of 48 regularly graded (not P-NC or audit) credits taken in residence at UW-Green Bay. If you want to be eligible for all-university honors, please meet with your Advisor to ensure that you are registered for enough graded credits each semester to meet eligibility requirements. More information may

be found in the Academic Rules and Regulations section of the UW-Green Bay Undergraduate Catalog: <http://catalog.uwgb.edu/undergraduate/general-information/academic-rules-regulations/>.

Phi Alpha Honor Society

UW Green Bay Social Work Professional Programs is a member of the Phi Alpha Honor Society, the only honor society specific to Social Work. The purposes of the society are to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. The UW Green Bay chapter name is Phi Delta.

We hold an induction ceremony each year for the eligible students who wish to join the Phi Delta chapter. Eligibility is based on the following criteria:

- a. Declared social work as a major.
- b. Achieved sophomore status.
- c. Completed 8 semester hours or 12 quarter hours of required social work courses.
- d. Achieved an overall grade point average of 3.0 on a 4.0 scale.
- e. Achieved a 3.25 grade point average in required social work courses

You can learn more about the history and benefits of being a member of Phi Delta by visiting the website at <http://www.phialpha.org>, or by attending future recruitment and induction events for our local chapter, Phi Delta. Students who are eligible to join Phi Delta will be sent a personal invitation.

Social Work Symposium & Graduation Celebration

At the end of each academic year, the Social Work Professional Programs hosts a special Celebration to recognize the accomplishments of its graduating BSW and MSW students. The Celebration is held immediately following the Social Work Symposium, which is generally scheduled for the last week of the spring semester. Highlights and photos from previous year's ceremonies can be found on the Social Work website: <http://www.uwgb.edu/socwork/>.

The Social Work Symposium showcases the accomplishments of our BSW and MSW students. It is open to the public and all Social Work students are encouraged to attend. Students enrolled in Honors in the Major projects will be required to participate in the Symposium and develop a table display of their project. Other BSW students or groups are encouraged to create table displays too highlighting projects or activities such as: independent studies, Program Evaluation course outcomes, Social Policy Analysis advocacy projects, Social Work Club highlights, Campus Kitchen, Phi Alpha, International Study, etc.

Graduating students will receive specific information about the Celebration after the start of the spring semester. Attendance at the Celebration is generally limited to graduating students and their support systems.

III. Committees and Clubs

Program Advisory Committee

The Program Advisory Committee exists to enhance and strengthen the mission of the BSW and MSW Programs at UW Green Bay. The Committee provides a forum for the exchange of ideas, information and advice among community practitioners and faculty members.

Functions of the committee include:

1. Provide input and consultation regarding the manner in which the curriculum maintains ongoing relevance to social work practice.
2. Provide input and consultation related to current trends regarding the manner in which the Programs promote inclusive excellence and its promotion within the profession of social work
3. Review the policies and procedures for the BSW and MSW Field Education Program.
4. Inform and discuss emerging social service issues in the community.
5. Assist faculty in identifying and developing new Field Education sites.
6. Meet with candidates for faculty positions to inform candidates of the community social service network and provide feedback to the faculty regarding the candidates.
7. Review the annual evaluation of the program.

Membership

The Program Advisory Committee has between 7–12 community members. The community membership is reflective of the geographic and practice diversity of the area served. Members have considerable knowledge of the social work community and an understanding of the objectives and curricular design of the BSW and MSW programs. Meeting facilitation rotates among members.

Membership composition will strive to reflect the following:

1. Representation between BSW and MSW social service agencies, and within levels of placement (i.e., junior, senior, foundation, and advanced). Instructor and one junior level field supervisor.
2. Representation between private and public social service agencies.
3. Representatives from among practice areas including, but not limited to, child welfare, older adult services, mental health, corrections, medical social work, rehabilitation services, and AODA.
4. A minimum of two graduates of the UWGB Social Work Program; at least one BSW graduate and one MSW graduate.

5. Representation from tribal and other diverse community and/or social service agencies with priority given to practitioners and other experts serving members of diverse identities.
6. A minimum of three faculty members including the Program Chair and the BSW and MSW Program Coordinators. BSW and MSW Field Coordinators and the Child Welfare Coordinator are invited to attend meetings that require their expertise and/or input.

Student Participation

Advisory Committee meetings are held four times a year. Students are welcome to participate at any time.

Social Work Club

The Social Work Club, a student organization, is open to all undergraduates and graduate students at UW-Green Bay. Generally, the membership consists of social work majors and pre-majors. The club focuses on promoting social work values in the university and wider community, and professionalism among students in the Social Work Professional Program. The mission statement of the club is “To promote social work values within the university and surrounding community.”

The Social Work Club has bylaws that govern its operation. A Faculty Advisor is designated to provide guidance, as needed. Every spring, the Club elects officers for the following year, and in the fall, the Club recruits members to fill the remaining elected positions.

The Club meets on dates determined by the officers of the Club. On a yearly basis, Club members engage in a variety of activities that support the general mission of the Club. Past events included the organization of a treaty rights educational forum attended by nearly 500 people; fundraising activities for non-profit organizations like the Camp Heartland Project - a national camp based in Wisconsin and Minnesota for children and families living with HIV/AIDS, Golden House/Family Violence Shelter, and the NEW Community Shelter; coordinating voter registration with homeless persons; a community forum and panel on issues related to juvenile justice; attendance at national conferences; participation in a march in Washington, DC; and other service projects in the community.

The Club is also the primary means for students to participate in shaping the BSW Program’s policies and procedures. The Faculty Advisor works with the Club’s Co-Presidents to solicit student input, which is then taken back to the Social Work faculty.

Social Work Club projects vary year by year and are determined by a vote of Club members. For more information about the Club or meeting dates, visit the Club’s website at <http://www.uwgb.edu/social-work/social-work-club/> or call the Social Work Professional Program office.

IV. Admissions

Criteria

Members of the social work faculty encourage individuals to consider the field of social work and welcome applications for consideration of admission to the Bachelor of Social Work Program. Declaring social work as a major at the University of Wisconsin-Green Bay begins with this formal process. Between 35 and 40 new students are admitted each year.

Conditions Applicants Must Meet to Apply for Admission

- A. Admission to UW-Green Bay.
- B. Completion of 48 credits before beginning social work courses in the fall.
- C. A minimum cumulative GPA of 2.50 in all post high school academic work taken within the last five years.
- D. Completion of at least four BSW support courses with a “C” average before beginning social work courses in the fall. One of these courses must be ENG COMP 105: Expository Writing.

Conditions for Admittance

The application process is competitive and an admissions cap limits the number of students who can be admitted to the Program. The social work faculty will consider the following factors when making admissions decisions:

- A. Cumulative GPA.
- B. Evidence of prior work and volunteer experiences relevant to social work practice.
- C. Relevant letters of reference reflecting abilities, qualities, and/or previous experiences related to social work.
- D. Assessment of the content (in terms of suitability for the profession) and quality (writing skills) of the personal statement.

Admissions Policies and Procedures

Academic Plan

Students accepted in the Program must complete an academic plan with an Advisor prior to registering for courses in the major.

Nondiscriminatory and Affirmative Action Policies

The Social Work Professional Program at the University of Wisconsin-Green Bay, in conformance with applicable federal and state regulations, is committed to nondiscrimination, equal opportunity, and affirmative action in its educational program.

Notification of Admission

A formal letter with regard to acceptance will be sent to the applicant. The letter will contain one of four types of responses: 1) the student is admitted 2) the student is conditionally admitted and an explanation of the conditions, 3) the student is not admitted, or 4) the Program recommends the student's name be placed on a waiting list. Any student not accepted to the Program is eligible to revise and resubmit the application for the next review deadline.

After receiving a notification of admittance, students must finalize their admission by meeting with their faculty Advisor and completing the necessary paperwork. All students admitted are required to attend a group orientation to the Social Work Program prior to the beginning of the fall semester.

Caregiver Background Checks

In 1998, the Wisconsin Legislature passed a law requiring a check on the background of persons who provide care for others or who have access to people who receive care in a number of Wisconsin healthcare and human service agencies. In addition, the law identifies specific crimes and offenses that will limit individuals from employment in various areas of practice.

Criminal background and caregiver background checks may be required for your field placement and are a required component of obtaining Social Work certification/licensing in Wisconsin. As a general policy, the agency in which a student will be conducting her or his placement will complete these checks, often for a fee. In some situations, the agency will require the student to obtain the checks through the university. In such instances, a student will request, and pay for, the service at the [Office of Public Safety](#) (OPS). When the checks are completed, the student will retrieve the reports from OPS and provide directly to the agency. Arrangements for delivery to a third party are to be arranged between OPS and the student. Students who have resided in states other than Wisconsin since the age of 18 will also be required to complete an out-of-state background check and pay additional fees. Students are encouraged to apply for their checks a minimum of three weeks before they are scheduled to begin a field placement.

A student may be denied access to a placement site based on the nature of past offences. Certain offences may also prevent a student from being certified or licensed as a professional social worker and/or the ability to work in certain agency settings. The Wisconsin Department of Safety and Professional Services (DSPS) is the credentialing organization for the state of Wisconsin. According to the [DSPS](#), "a criminal conviction is not an automatic bar to licensure. Conviction reviews will occur on a case-by-case basis. See Wis. Stats. [S.457.26\(2\)](#)." If you have questions about how your criminal background may impact your placement or certification/licensing options, you are encouraged to talk with a Social Work Advisor and/or [contact the DSPS](#) directly.

Should the results of this background check limit possibilities for a field placement in certain areas of the human services, the Faculty Advisor and/or Field Coordinator will discuss the situation with the student as well as the implications this may have on the education, certification, and practice goals of the student. Any student wishing to discuss their situation

prior to, during, or after completion of the caregiver/criminal background check may do so by meeting with a faculty advisor or the BSW Program Coordinator.

Note: In addition to the completion of criminal and caregiver background checks, some agencies have other requirements for students. Such requirements may include, but are not limited to providing immunization records, obtaining immunization(s), completing a tuberculosis screen, or passing a drug test. Efforts are made to alert students to additional requirements before making field placement referrals. Students have the right to refuse a field placement where requirements may violate their right to privacy.

Recourse for Those Not Accepted into the Program

Any applicant who is not admitted to the Program is encouraged to meet with an Advisor to discuss possible options which might include:

1. Submission of an application for the next scheduled review;
2. Selection of an alternative course of study consistent with a student's career goals;
3. Development of strategies for improving a cumulative GPA or other criteria considered for admission to the major.

Advising (While Waiting for Admission)

The Program sponsors bi-weekly group advising sessions throughout the year for students interested in the Social Work major. Individuals who have questions about the decision to pursue a career in social work, the application process, or those who need advising while they await consideration of admission to the major, are encouraged to contact the Program's **Academic Department Associate, Theresa Mullen, at (920) 465-2049 or via email at: mullent@uwgb.edu** to schedule such an appointment.

V. Policies and Procedures*

*Please note that these are general policies for the program. For any policies that are specifically related to field, please refer to the *BSW Field Education Handbook*:
http://www.uwgb.edu/socwork/files/pdf/field_handbook.pdf

Academic Honesty

“Academic honesty” refers to behaviors and attitudes that honor the spirit, as well as the letter, (the implied as well as the specific), purposes and conditions of academic assignments and exercises. Academic honesty requires that work submitted in response to a course assignment represents the **original** work of the student or group who has taken responsibility for it. It also requires that work submitted is **new** work produced for the particular course and assignment to which it corresponds. Finally, it requires that where the words, ideas, or findings of others are used in the assignment, **proper credit is given** to the original source of the material.

Additionally, there are strong relationships between academic honesty and the National Association of Social Workers’ (NASW, 2008) *Code of Ethics*. It is important that students understand academic honesty and incorporate it into academic and professional practice. In the Social Work Professional Program, plagiarism and other forms of academic dishonesty are viewed as violations of University policy and the *Code of Ethics* and prescribed measures will be subsequently taken, up to and including expulsion.

Academic honesty is expected in all areas of student work. As developing professionals, students will incorporate the policies and procedures of both the University of Wisconsin System (see administrative code at <http://www.uwgb.edu/dean-of-students/files/uws-14.pdf>) and the BSW Program.

Demonstrations of academic dishonesty (i.e., plagiarism, cheating, etc.) will be dealt with according to UW-Green Bay Academic Disciplinary Procedures. Demonstrations of plagiarism include the following:

- copying text directly from a source without giving credit to the source
- copying text directly from one source while crediting it to another source
- copying text directly from a source yet citing the information as a paraphrase
- presenting a unique idea from an outside source as your own

Possible consequences of academic dishonesty include a failing grade for the assignment, as well as the potential for expulsion from the university. Copies of the University’s procedures can be found at: <https://www.uwgb.edu/dean-of-students/files/uwgb-17-flowchart-suspension.pdf> .

Material is available on understanding academic honesty and plagiarism in the Appendix of this handbook. Students who have further questions or concerns about academic honesty are asked to seek out their Advisor or another member of the faculty.

Advising Policies and Procedures

Purposes of Advising

1. To help students with ongoing review and assessment of their aptitude and motivation for a career in social work.
2. To periodically assess students' progress and performance.
3. To assist students in dealing with challenges and/or obstacles that may interfere with their professional development.
4. To assist students in making long-term career plans.
5. To assist those students with alternative career choices when social work is not an appropriate option.
6. To assist students with academic planning that takes into account graduation and degree requirements as well as students' distinctive career interests, particular strengths, and other needs that can be fulfilled through the careful development of each individual student's academic plan.
7. To assure that students have acquired a liberal arts perspective as a foundation for Social Work.
8. To consult with other faculty about student progress.

Faculty Advisors

Several fulltime faculty members provide advising to assigned students in the major. All faculty members understand the curriculum, course requirements, and the advising policies and procedures, however, and may meet with current majors or students interested in the social work major for advising. The Program's faculty has an "open door" policy with regard to seeing students. Students may "drop in" to see a faculty member if the faculty member is free, or schedule an appointment if the faculty member is not available. Faculty e-mail addresses and office phone numbers are available to students and assure that students have easy access to advising and academic assistance.

Policies and Procedures

Prior to formal acceptance into the program, students who plan to major in social work are strongly encouraged to secure advising from a member of the social work faculty by attending a pre-major advising session. Such advising can be secured at any time merely by signing up for an appointment with a faculty Advisor. To schedule such an appointment, contact the Social Work office at (920) 465-2049.

Once admitted into the major, all students are assigned a faculty Advisor who will usually serve in that capacity for the duration of the student's tenure in the Program. It is important to keep in mind that the assignment of an Advisor does not mean that students cannot consult with any other member of the faculty. Indeed, students are encouraged to consult with all members of the faculty. The assignment of a specific Advisor, however, assures that there will

be planned and periodic faculty-student contact. The assigned Advisor must handle academic planning and changes in the academic plan.

Students are required to arrange a meeting with their Advisor to complete an academic plan. At this first meeting, students discuss their academic and professional plans and are informed of the Child Welfare and AODA Emphases and their requirements. Advisors entertain student questions and concerns and document the meeting in students' files.

At least once each semester, students must make an appointment with their faculty Advisor. While this meeting may include advising on courses for the following semester, it is also an opportunity for review of each student's progress and for students to raise any issues of concern, discuss career goals and interests, and so forth.

Student progress will be reviewed by faculty periodically during and at the conclusion of each semester. Students who appear to be having academic difficulties will be asked to meet with their Advisor. Students are also urged to initiate a meeting with their Advisor when they encounter academic or other concerns/issues.

While BSW Advisors are academic resources for students, students are ultimately responsible for making their own decisions about coursework and monitoring their progress through degree requirements. Students are therefore strongly encouraged to review their "Academic Requirements" report in SIS and work with their Advisor to rectify any incongruence.

Special Considerations for Graduating Seniors

Students must apply for graduation even if they do not plan to attend commencement; the application link is located within SIS. In order to insure a timely degree audit prior to graduation, the Registrar's Office encourages students to apply early for graduation. A late application could mean a degree audit is not conducted until it is too late to rectify any outstanding issues (e.g., missing degree requirements) and potentially delay graduation for an extra semester. More information can be found at: <http://www.uwgb.edu/registrar/graduation/index.asp>.

Student Reference Requests Protocol

Current and former students frequently identify Social Work faculty and staff as references when applying for employment and/or graduate school, as well as within other contexts. Students should always seek permission from a reference *before* providing that person's name as a reference. Additionally, students should request reference letters or forms from faculty or staff a minimum of three weeks *before* the due date. The campus' Career Services office provides helpful tips on what to look for in selecting a potential reference and how to make such a request: <http://www.uwgb.edu/careers/skills/references-recommendations.asp>. Please keep in mind that students are not entitled to letters of reference; therefore, it is in a student's best interests to make sure the references identified are willing and able to provide positive recommendations.

In the event that a Social Work faculty or staff member is contacted to provide a reference about a current or former student (e.g., including, but not limited to employment, graduate school, etc.), with or without having been contacted by the student prior, the faculty or staff member will respond with an honest assessment of the student. This reference is provided without notice to the student or the right to review. Current or former students may opt out of this provision at any time by completing and submitting a Student Reference Waiver form (available at <http://www.uwgb.edu/social-work/social-work-forms/>).

Class Attendance Policy

The BSW Program adheres to the “Absence and Attendance Policies” outlined in the UW Green Bay undergraduate catalog (<http://catalog.uwgb.edu/undergraduate/general-information/academic-rules-regulations/>). Included in these policies is the expectation that students will attend all classes.

Individual faculty members create their own course policies and procedures regarding taking attendance and the impact of any absences on students’ grades. It is each student’s responsibility to make sure that she or he clearly understands any consequences and/or course protocols associated with missing a class.

Absences documented by a health care provider as **medically necessary** and related to a student’s own medical condition will be excused and the student provided the opportunity to make up missed work. A student must submit the medical documentation to the student’s Social Work Advisor, who will disseminate the information to all of the student’s Social Work instructors and place the documentation in the student’s file. A student must work individually with each instructor to develop a reasonable “make up” plan appropriate to the specific course, using her or his Social Work Advisor as a resource when necessary. While all efforts will be made to provide reasonable accommodations for medically necessary absences, extended absences may require a leave of absence from the Program.

Medically necessary absences related to pregnancy and/or childbirth will be handled according to guidelines provided under Title IX of the Education Amendments of 1972. The U.S. Department of Education outlined these guidelines in the booklet, “Supporting the Academic Success of Pregnant and Parenting Students,” available at: <http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>.

Extended Absence

If a student is unable to attend classes for more than two days due to an illness, family death or other emergency, the Dean of Students Office will send written notification of the absence to the student’s instructors when this service is requested by the student. For more information, please see: <http://www.uwgb.edu/dean-of-students/faqs/#miss-class> . Students must work individually with each instructor to develop a reasonable “make up” plan appropriate to the specific course, using the Advisor as a resource when necessary. This make up policy applies to missed field hours as well as classes. While all efforts will be made to provide reasonable accommodations, extended absences may require a leave of absence from the Program.

Leave of Absence

Students who wish to request a leave of absence for personal or professional reasons must consult with their Faculty Advisor as soon as possible. Leave of absence requests may be granted up to, but no greater than, three consecutive semesters for students who are in good standing² with the BSW program. Students who are on a leave of absence have responsibility for contacting their advisor each semester that they are on leave, continuing to read email in their UW-Green Bay email accounts, and reactivating their admission status according to university protocol.

Students on a leave of absence can begin the process of re-admission to the university by completing the reapplication process located on the admissions webpage: <http://www.uwgb.edu/admissions/apply/transfer/>. Further inquiries about this process should be addressed to the Admissions Office at: (920) 465-2111. Students' academic plan regarding completion of remaining social work courses will be determined on an individual basis.

Withdrawal from the Program

Students who choose to withdraw from the BSW Program prior to completion of the Program requirements should notify their Faculty Advisor of their intent to withdraw. It is important that students become familiar with the university policies regarding withdrawal as financial implications may apply. Please visit the Students Services Center at: <http://www.uwgb.edu/gboss/calendar/withdraw.asp> for specific information about withdrawal. Students who withdraw from the BSW Program must re-apply in a subsequent academic year should they wish to continue their BSW degree. Students' academic plan regarding completion of remaining social work courses will be determined on an individual basis.

Students who withdrew from the BSW program in good standing³ (as determined at the time of withdrawal) may request readmission through a written correspondence with the program Coordinator. The written request should contain the following elements:

- Date and reason for withdrawal
- Evidence that circumstances for withdrawal are no longer an impediment
- Request for readmission to the BSW program

Students who withdrew from the BSW program in less than good standing (as determined at the time of withdrawal) must apply for admission by completing and submitting a new application <http://www.uwgb.edu/socwork/bsw/admissions.asp>. Students who have not been enrolled in the university for one to three semesters, can begin the process of re-admission to the university by completing the reapplication process located on the admissions webpage: <http://www.uwgb.edu/admissions/transfer/>. Further inquiries about this process should be addressed to the Admissions Office at: (920) 465-2111. Please note that readmission to the university does not necessarily constitute admission to the BSW Program.

² In this context, "good standing" means that a student is meeting all of the academic and non-academic retention standards outlined in this handbook at the time of the leave request.

³ In this context, "good standing" means that a student is meeting all of the academic and non-academic retention standards outlined in this handbook at the time of withdrawal.

Class Participation Policy

The faculty expects students, as adult learners, to contribute through active participation to the quality of the learning environment in social work classes. According to theories of adult education and the systems model, ideally, each student's contribution to the class enhances the overall learning of the entire system (or group). The faculty recognizes that individual learning and interactional styles result in different patterns, levels, and forms of satisfactory participation (e.g., the amount of talking in class is only one measure of the quality of contribution). A student who at first does not participate but over time demonstrates considerable growth will be evaluated with this 'demonstration of growth' in mind. Class participation is assessed according to what the instructor observes, and its quality will be reflected in a grade according to the following criteria:

Expected participation:

- Attend class and other meetings or gatherings assigned in conjunction with a course; students are expected to be on-time and have minimal absences;
- Notify the instructor **prior** to class when unable to attend;
- Be an engaged, attentive, and courteous participant in class;
- Keep current with reading assignments;
- Actively participate in group activities and class discussions;
- Take responsibility for one's own learning by seeking clarification of materials or concepts not fully understood;
- Contribute in class with topical questions and comments to enhance the learning of self and others;
- Seek out the instructor and classmates when needed to address concerns, clarify misunderstandings, give and receive feedback, or to access learning resources.

Outstanding participation is evidenced by one or more of the following behaviors:

- Noteworthy level of engagement, attentiveness, and consideration of others in class.
- Demonstrating leadership in the large or small group and/or contributing to class activities in a way that suggests a high level of commitment to the group and the learning process.
- Enacting the role of adult learner by meeting one's own learning needs, above and beyond course requirements.
- Consistently asking high quality questions and providing responses and comments that enhance the learning environment.
- Building and using constructive relationships with instructor and classmates to enhance learning and problem solving.
- Attending all classes.

Confidentiality Policy

Below are the guidelines pertaining to confidentiality with consideration given to the NASW (2008) *Code of Ethics*. Violation of these guidelines may constitute non-academic misconduct.

Regarding Clients

Under no circumstances are students to use clients' actual names or other identifying information in assignments, in class discussions, or in contracting and evaluation meetings with faculty or faculty field liaisons. In addition, students are expected to follow ethical standards and agency policies on confidentiality.

In some cases, students will have a client system "in common" and should understand that if a signed release of information has not been given by the client for the purpose of information sharing, a student is responsible for guarding such information and not disclosing identifying characteristics that might allow another student to identify the "mutual" client.

Regarding the Agency

Agency practices will be discussed in the classroom for the purpose of learning. When discussing practices of an agency colleague, a student will protect the identity of that individual. Regarding discussions of any problematic agency politics, practices, or policies, students will maintain confidentiality and not divulge the topics or substance of these discussions outside the classroom, including in the field practicum agency and in conversations with colleagues or field instructors. When observing practices that may constitute unethical or unprofessional behavior, students should discuss their observations and analysis with their field instructor/supervisor.

Regarding Colleagues

Students will not discuss in their agency or in the community, information about classmates that relates to their professional roles or their contributions to class discussions.

Course Expectations and Grading Criteria

As developing professionals, students will incorporate the policies and procedures of the *BSW Student Handbook* (Understanding Academic Honesty, Class Participation Policy, Confidentiality Requirements, etc.), the Undergraduate Catalog (University Policy on Academic Dishonesty), and the NASW *Code of Ethics* (2008) (framework of actions, values, and ethics), into their respective roles. Students are, in part, evaluated against such 'practices and standards' to determine their degree of success in courses and to assess their readiness for entry-level practice.

As CSWE, the accrediting body for social work programs, indicates, critical thinking skills are required for effective social work practice:

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. (CSWE, 2008, p. 4)

Information about critical thinking is infused throughout the Social Work Program curriculum. Individual faculty members determine the manner in which this requirement will be reflected in assignments and grading.

In an effort to better serve students in the Program, faculty will use the following grading criteria for courses taught in the Program. Criteria will be noted on all syllabi and will be applied consistently throughout all social work courses.

Students will receive a numerical grade on each assignment. Numerical grades represent letter grades as detailed on the chart below. The numerical grades for all assignments will be weighted and added to arrive at a final grade. Numerical grades correspond to letter grades as follows:

<u>Letter Grade</u>	<u>Numerical</u>	<u>Category</u>
A	94-100	Excellent
AB	88-93	Very Good
B	83-87	Good
BC	78-82	Needs Improvement
C	70-77	Needs Major Improvement
CD	65-69	Unacceptable
D	60-64	Unacceptable
F	Below 60	Unacceptable

Faculty individually determine whether or not students can redo assignments in a course.

Grade Change Appeal Procedure

The procedure for appealing a course grade can be found on the Dean of Professional Studies website: <http://www.uwgb.edu/liberal-arts/resources/grade-appeal.asp>. It is important to meet all deadlines for making such an appeal.

Writing Expectations

The ability to write clearly, fluently, and in standard grammatical English is a minimum expectation of a college educated person, as well as a prerequisite for effective social work practice. As such, students are expected to comply with the standards for “acceptable writing” outlined in the UWGB Writing Policy (see below). It is expected that when writing errors are noted in assignments they will not be repeated in subsequent assignments.

UW-GREEN BAY WRITING POLICY

(Adapted from previously posted policy)

The faculty of the University of Wisconsin-Green Bay has adopted the following writing policy for out-of-class assignments.

Acceptable Writing:

1. Clear writing is a reflection of logical thinking; therefore, an acceptable paper must be organized. Every essay should be structured around a thesis and supported by factual evidence and arguments that are organized in a logical progression.
2. Writers must acknowledge their use of data or ideas of others; therefore, an acceptable paper must have proper documentation of all source material, following professional guidelines such as those approved by the Modern Language Association (MLA), the American Psychological Association (APA), or the American Association for the Advancement of Science, or those published in a standard style manual such as Turabian.
3. An acceptable paper must reflect control of correct grammar, usage, spelling, and punctuation.
4. An acceptable paper must be presented in appropriate manuscript form, with errors neatly corrected and care taken with margins, numbering of pages, spacing, and format.

Unacceptable Writing:

1. A paper without clear organization is unacceptable. Unclear organization includes illogical progressions from one idea to another and the inclusion of unnecessary ideas.
2. A paper without proper documentation is unacceptable. Failure to acknowledge the use of another writer's words or ideas constitutes plagiarism. Plagiarism is both unethical and illegal. The use of professional editing for student papers is also unacceptable, as is the use of purchased papers, which is also a form of plagiarism.
3. A paper containing frequent errors in grammar, usage, spelling, or punctuation is unacceptable.
4. A paper which does not appear to be carefully done is unacceptable. This includes papers with ragged edges, typographical errors and strikeovers, illegible handwriting, stains, or smudges.

To achieve acceptable writing standards, students should purchase and use a good dictionary and a writing handbook. Assistance in improving writing skills is available through regular courses in composition and from the Writing Center, which conducts writings workshops and provides advice and tutoring (but not editing). All students who wish to improve their writing are encouraged to use these resources.

Disability Policy

The University of Wisconsin-Green Bay has services available to students with disabilities. Information about these services can be found at: <http://www.uwgb.edu/ds/> .

UW System Policies and Procedures Regarding Students With Disabilities

Consistent with the federal law and the policies of the University of Wisconsin, it is the policy of the University of Wisconsin-Green Bay to provide appropriate and necessary accommodations to students with documented physical and learning disabilities. If you anticipate requiring any auxiliary aids or services, you should contact the instructor or the Coordinator of Services for Students with Disabilities at (920) 465-2849 as soon as possible to discuss your needs and arrange for the provision of services.

Additionally, students with disabilities are sometimes concerned about how their specific disabilities might impact their work in the field. For further exploration of this issue, students should seek out the Field Education Coordinator of the Social Work Professional Program or their Advisor.

Bereavement Policy

UW-Green Bay has recently approved a bereavement policy for students who have experienced the death of a loved one. The policy, along with the process for utilizing it, can be found on the Dean of Students website: <https://www.uwgb.edu/dean-of-students/assistance-advocacy/bereavement-policy.asp>

Grievance Procedures

General Grievances

If a social work student is dissatisfied with a decision of a member of the social work faculty with regard to academic matters, the student has a right to initiate an appeal, or in other words, file a grievance as follows:

1. First, the student brings the verbal grievance directly to the professor(s) involved for consideration;
2. If the grievance is not resolved to the satisfaction of the student, s/he may present a written grievance to the Program Coordinator, who will then confer with the student and the faculty member(s). If the grievance is with the Program Coordinator, the grievance will go to the Chair or the Chair may designate another

faculty or group of faculty to confer with the student and Coordinator on the matter.

3. If dissatisfaction remains after the prior two steps, the student may bring the matter to the program Chair for resolution.
4. If dissatisfaction remains after exhausting the prior procedures, the student may bring the matter to the Dean of Professional Programs. (It is the expectation that the Dean will advise the student of the University procedures for appeal, which may include referral to legal counsel.)

Admission or Retention (Continuance) Grievances

An appeal regarding non-admission or (non) retention in the Program is to be initiated with the Program Coordinator. If the grievance is not resolved to the satisfaction of the student, the student may request a conference with the program Chair. If still unsuccessful, the student may request a hearing with the social work faculty. The request for a hearing is made in writing to the Program Chair. Upon consideration of all written data and verbal testimony, the faculty will prepare a written statement of its findings and decision, which is submitted in writing to the student. The Social Work Professional Program will retain a copy.

The current issue of the UW-Green Bay undergraduate catalog provides additional information on university Academic Rules and Regulations. This is available at: <http://catalog.uwgb.edu/undergraduate/general-information/academic-rules-regulations/>.

Part-Time Study Policy

The UW-Green Bay BSW curriculum is purposefully sequenced to foster student development and documentation of mastery in the competencies. As such, students are required to take many social work courses concurrently. Core courses correspond with the activities of the field education courses, and assignments in particular core course are often designed to correspond with the assignments in other core courses for that semester. In addition, the faculty design team assignments on the assumption that students in a given class are taking courses as a cohort. This integration of the core courses with the field experience and the emphasis on teamwork are considered strengths of the Social Work Professional Program. While full-time study is preferred in the BSW program, a part-time option is available for students in their senior year of the program.

The part-time BSW program is a 3-year academic plan (as opposed to the 2-year full time BSW program). The junior year for the part-time program is unchanged. Students take the junior-level courses, as sequenced, whether they are full time or part time. Students must indicate their preference to change to part-time status by the end of the spring semester of their junior year. Due to course requirements and stipend requirements, the part-time BSW program is not an option for Child Welfare Stipend students. The senior year for the part-time program follows the sequence delineated in the table below:

Part-Time Senior Year		
Year One	<i>Fall (9 cr.)</i>	<i>Spring (8 cr.)</i>
	Methods II (3 cr.) Field I (5 cr.) Skills III (1 cr.)	Methods III (3 cr.) Field II (5 cr.)
Year Two	<i>Fall (4 cr.)</i>	<i>Spring (5 cr.)</i>
	Social Policy I (2 cr.) Program Eval I (2 cr.)	Social Policy I (2 cr.) Program Eval I (2 cr.) Skills IV (1 cr.)

Policy on Credit for Life and Work Experience

The BSW Program does not give academic credit for life experience or previous work experience, in whole or in part, in lieu of any courses including field practicum.

Retention Policies and Procedures

The Social Work Professional Program provides socialization to the social work profession and credentials for a social work career, as well as providing an academic degree. Professional social workers, by the nature of their work, have the capacity to significantly influence the lives of vulnerable people who rely on social workers for assistance and access to resources. The influence social workers yield can have both negative and positive results for vulnerable clients.

Because of the risk that social workers may do harm while attempting to do good, the social work profession makes every effort to minimize this risk by assuring that social work professionals have mastered the knowledge and skills necessary for competent professional practice, as well as possess the appropriate professional attributes. Social workers should be able to:

- advocate for vulnerable individuals and populations
- recognize the dignity and worth of all persons
- foster self-determination
- value diversity
- promote the right of all persons to a basic standard of living
- work collaboratively with individuals and groups for the well-being of service recipients
- uphold the values, ethics, and standards of the profession, and effectively manage their own biases, emotions, and personal needs so as not to interfere with their professional relationships

Because of the sensitive nature of social work practice, the granting of a Bachelor of Social Work degree implies that faculty of the Social Work Professional Programs have certified

that the graduate is competent to effectively deliver social work services in accordance with professional social work standards. Thus, social work faculty are obliged to serve as gatekeepers for the profession as well as facilitators in the acquisition of its knowledge base and culture. They must assess each student in the social work major on her or his ability to practice social work according to the standards, ethics, and values of the social work profession as well as on her or his academic abilities. Retention in the BSW Program requires that students meet both the academic and non-academic retention standards described below.

Academic Retention Standards

Academic retention standards in the BSW Program require that students achieve each of the following:

- at least a “C” or “pass” grade in each upper level required social work course;
- at least a “D” grade in each required social work major supporting course;
- a minimum cumulative 3.00 grade point average in all upper level (300+) required social work courses;
- a minimum 2.50 overall cumulative grade point average maintained each semester;

Students should monitor their grades throughout the course of each semester and are encouraged to speak with their instructors when they have concerns about their academic performance in specific courses. Students are also encouraged to speak with their faculty Advisor if concerns about academic retention arise.

If a student receives an “F” or “fail” in an upper level required social work course, the course must be repeated. In order to advance in the curriculum, the student must follow the required sequencing of courses as identified in the curriculum section of the student handbook. As a result, in some instances, a failing grade may extend the student’s academic plan by a full year. Upper level social work courses may be repeated one time.

If a student falls below retention standards for GPA or grades in the major, she or he will be given formal notice by the Program Coordinator of the program requirement(s) not being met. The student will be directed to schedule a meeting with both his or her Advisor and the Program Coordinator to discuss the options for continuance in the program (see “Program Continuance” section below).

UW-Green Bay Incomplete Policy

An “incomplete” automatically converts to an “F” grade if not resolved by the end of the semester following the semester in which it was earned. Students are encouraged to carefully track their grades in the Student Information System (SIS) to ensure they understand their current academic standing.

Non-Academic Retention Standards

Retention in the BSW Program also requires students adhere to professional and academic behavior consistent with ethical and professional standards. The NASW (2008) *Code*

of Ethics is viewed as policy by the BSW Program and as such, should serve as a guide to students with regard to their everyday conduct in the classroom and in field. Behaviors that violate professional values and ethical standards addressed by the *Code* and which have been fully documented by instructor(s) may be addressed through recommendations for remedial action or termination from the Program.

Examples of performance concerns or personal problems that interfere with performance expectations and which may be grounds for dismissal from the Program include, but are not limited to:

- Non-achievement or less than satisfactory achievement of minimum competence in the field practicum.
- Behaviors that violate the NASW (2008) *Code of Ethics* in the classroom, field agency, campus settings, or in professional exchanges with faculty, staff, other students, or community collaterals (see below).
- Personality characteristics that conflict with the professional values and professional role sets of the social work professional (see below).
- Disruptive behaviors constituting a threat to the safety of the student or others.
- A pattern of unwillingness to participate in the learning activities of the program.
- Inability to communicate effectively, orally or in written form, such that performance is seriously impaired.

The list below offers specific examples of behaviors that might violate the NASW (2008) *Code of Ethics* or deemed as conflicting with professional values and roles. These examples are drawn from a content analysis of the professional literature underscoring the responsibility social work educational programs to ensure that graduates meet the standards set forth by the *Code of Ethics*. The list is illustrative, not all-inclusive.

1. Challenges in addressing unresolved life issues which persistently interfere with judgment and performance.
2. The decision to not seek professional help or take other steps necessary to protect clients and others when these challenges interfere with professional judgment and performance.
3. Preoccupation with self and self-centered behavior to the extent that it is inappropriate for a professional role.
4. Challenges in one's ability to develop professional relationships so that effective communication to engage others through effective relational and communication skills cannot be accomplished.
5. Challenges in placing appropriate boundaries between personal and professional relationships with clients, agency co-workers or others who are part of the professional practice environment.
6. Practicing beyond the scope of one's competence.

7. Repeatedly misrepresenting competence or credentials to clients, agencies, and others.
8. Repeatedly violating obligations concerning use of privileged information and violation of confidentiality.
9. Refusing to meet with Program faculty and staff to discuss professional behaviors and development.

Throughout the social work curriculum each student will assess her or his own fit with the social work profession, as well. Because of this high degree of self-assessment in the Program, students monitoring their own academic and non-academic progress may come to the determination, separate from faculty, that social work as a career choice is not the most appropriate. Faculty will consult with students and with one another when questions arise about the student's 'fit' with social work. Students are also urged to seek consultations from faculty when questioning their choice of social work as a career.

If concerns about impaired performance arise in the field placement, the policies and procedures outlined in the *BSW Field Manual* will be utilized:
http://www.uwgb.edu/socwork/files/pdf/field_handbook.pdf.

When concerns about non-academic performance arise in the classroom, or otherwise, the following steps are taken:

1. The concerns are brought to the attention of the student and the Faculty Advisor. Documentation should include statements addressing the student's skill assets and challenges, a description of the concerning behaviors or attitudes, any instructional or supervisory interventions already provided, along with the student's responses to those interventions, and the student's current level of functioning. Should the process require further action, the following steps may be taken:
2. The Advisor talks with relevant people (e.g., additional instructors, Field Instructor, etc.) to determine whether the concerns are more widespread. If the concerns are not widespread, the process moves to step 3. If the concerns are more widespread, or the concerns are deemed very serious, the process moves to step 5. In situations involving extremely serious concerns, the process moves immediately to step 7.
3. The faculty raising the concerns works with the student to develop a written plan to redress the concerns.
4. The faculty raising the concerns monitors the student's compliance with the plan. A written summary should indicate successful completion of the plan, thus concluding the process. If the student has not successfully completed the plan, the process moves to step 5.
5. The faculty raising the concerns meets with the student and the Advisor; together, they develop a written plan to redress the concerns. If the concerns are shared by others (e.g., additional instructors, Field Instructor, etc.), they may also attend the meeting and participate in the planning. If appropriate, or if the concern is very serious, the Program Coordinator may also attend the meeting. The student has the

- right to bring along a support person to this meeting; the support person has a non-participating role in the meeting.
6. The Advisor monitors the student's compliance with the plan. A written summary should indicate successful completion of the plan, thus concluding the process. If the student has not successfully completed the plan, the process moves to step 7.
 7. For very serious or unresolved concerns, the student will be directed to schedule a meeting with both his or her Advisor and the Program Coordinator to discuss the options for continuance in the program (see "Program Continuance" section below). The student has the right to bring along a support person to this meeting; the support person has a non-participating role in the meeting.

Program Continuance

In deciding on continuance options, the faculty in collaboration with the student must consider:

- 1) the likelihood that the student will meet the standard in question in a reasonable time period if a proposed solution is implemented;
- 2) the consequences for the student's graduation trajectory if a decision on removal from the Program is delayed; and (
- 3) the seriousness and urgency of the problem in terms of its impact on the student, on her or his present and future social work clients, on the profession, on the practicum agency, and on the Social Work Professional Program and its students and staff.

While the faculty is committed to helping students succeed in the Program, the Program's ultimate responsibility is to the student's future clients and to the professional and local communities within which the student might practice. Options for continuance include:

1. The student, Advisor, and Program Coordinator develop a time-limited plan to meet retention standard(s).
2. The student may be advised to step out of the major temporarily or pursue the degree on a part-time basis while an underlying challenge or barrier to success is alleviated.
3. The student may be removed from the major with the option of reapplying to the Program at a later date.
4. The student may be guided to another major.

Any student who feels that she/he has been wrongly discontinued in the Program or guided to another major in violation of Program or University policies may initiate the grievance procedure, which is described in the grievance policy document outlined in this *Student Handbook*.

Solicitation Policy

As UWGB does not provide any campus-wide solicitation policy for students or staff, the Social Work Program has developed its own.

Regarding Student Requests to Faculty & Staff

In order to avoid perceptions of preferential treatment and the utilization of the faculty and staff as a primary fundraising pool, the Social Work department follows a “no solicitation” guideline in relationship to Social Work student events. This includes, but is not limited to, requests related to Social Work Club activities (except for the annual t-shirt sale), Social Work course activities, individual fundraising efforts, and/or the sale of goods (e.g., cookies, candy, etc.). An exception is optional faculty participation in public events that the entire university, or broader community, is invited to participate in (e.g., bake sales).

Student File Policy

Family Educational Rights and Privacy Act (FERPA) and Student Records

The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the education records of students. In the university setting, it gives the enrolled student, regardless of age, control of their records held by the university. FERPA affords students certain rights with respect to their education records. For more information, please see: <http://www.uwgb.edu/ferpa/general/what.asp>

Student Records

As noted above, the Family Educational Rights and Privacy Act (FERPA) of 1974 protects students’ educational records. By so doing, it regulates access to individual student academic records. Under this law, students have the right of access to their files and must provide written consent before any material in the student record can be released to themselves or anyone outside of the University.

The assigned faculty Advisor is responsible for overseeing her or his advisee’s file. The file may include the following:

1. Academic records and academic plan;
2. Record of advisement contacts;
3. Admissions application;
4. Reference letters;
5. Relevant correspondence between the Program and the Student
6. Waiver for Release of Information form for faculty references

7. Copies of Social Work Certification forms submitted to the Department of Safety and Professional Services
8. Verification of final field hours

Note: Immediately prior to graduation, students are advised to submit a written release of information for material in their file. This would include faculty references for future positions. These release of information forms are available from the Program's Administrative Assistant.

Student File Records Request

Students or alumni interested in obtaining copies of the documents within their own student files may complete this request form, which requires identification, by name, of the specific documents requested. Link to the request form is: <http://www.uwgb.edu/UWGBCMS/media/social-work/files/Student-File-Records-Request-Form.pdf>. Specificity is required; for example, "everything in my file" is not acceptable. Only current students or alumni may make such requests. Copies of requested documents will be charged at a rate of 25¢ (25 cents) per side. Electronic copies will not be made available. Requests should be emailed to socialwork@uwgb.edu and will be processed within 10 work days of receipt. "Processed" means that the student will be sent an invoice documenting the number of sides for each document requested and a total fee. Invoices will be sent to the email address noted on this form. Incomplete requests will not be processed.

Students/Alumni have 10 days from the date of the invoice to remit payment to the Social Work Program (cash or a check made out to "UWGB"). Failure to submit payment within this timeframe voids the request. Paper copies of the documents will be available for the student/alumni to pick up from the Social Work office (room 310 of Rose Hall) within 10 working days of receipt of payment. Students/Alumni wishing to have the documents mailed to an address specified on this form will be charged an additional \$5.00 fee. If a designee for the student will be picking up the copies, that person must be identified on this form.

Student Responsibilities in the BSW Program

Students in the BSW Program at UW-Green Bay have the following responsibilities:

1. To deal responsibly with controversial issues related to course content drawing on sound research and documented sources;
2. To realistically assess their fit with the social work profession, taking into consideration the ability to practice within the value base, standards, and ethics of the profession;

3. To respect the rights and dignity of classmates, faculty, agency personnel, and service recipients and to model civility toward these persons as individuals and groups;
4. To responsibly address disagreements, conflicts, complaints, or grievances informally with the appropriate persons before initiating a formal procedure;
5. To carefully read and familiarize themselves with Program and course policies, handouts, and syllabi;
6. To meet the requirements of the major and of each course;
7. To come to class and team meetings prepared, to attend regularly, and to contribute positively to the class climate and to the learning of self and others;
8. To practice timeliness of attendance in class and field, submission of work, and completion of practicum assignments;
9. To follow through on commitments to the Program, classmates, personnel and service recipients in the field;
10. To take responsibility for their own learning, identify their own learning needs and take steps to meet them, responsibly addressing concerns with instructors if problems or issues arise, and monitor one's own progress, seeking remediation when necessary;
11. To scrupulously follow the NASW (2008) *Code of Ethics*, classroom and field confidentiality policies and to observe academic honesty;
12. To make responsible and alternative efforts to contact instructors when they cannot be reached immediately, making appropriate use of e-mail, answering machines, and messages;
13. To use mechanisms such as evaluation of the work of fellow students and student rating of courses responsibly, observing honesty and objectivity, and providing constructive feedback; and
14. To give appropriate advance notice when special accommodations are requested for any reason.

Student Rights in the BSW Program

Students in the BSW Program at UW-Green Bay have the right to:

1. Academic freedom, which includes the right within the academic program to examine, study, and write about controversial issues that relate to a program of study and to discuss or present these issues as they relate to course content and context;
2. Freedom from harassment or discrimination based on race, gender, ethnicity, age, marital status, sexual or affectional orientation, class, religion, disability, political affiliation or any other qualification or characteristic that could prove discriminatory;
3. Freedom from arbitrary or capricious evaluation and grading;
4. Due process when appealing or grieving a grade, disciplinary action, or negative student personnel decision;
5. A comprehensive syllabus that details course content, objectives, policies, grading criteria, and assignments within the first week of classes;
6. Timely feedback on assignments and exams;
7. Reasonable access to Advisors and instructors outside of class;
8. Confidentiality as detailed in this handbook and the Family Educational Rights and Privacy Act (see <http://www.uwgb.edu/financial-aid/policies/privacy.asp>);
9. Advising and an opportunity to improve when academic performance or behavior places their status in the Program in jeopardy (the student is responsible for monitoring his or her own grade point average to assure retention);
10. Freedom to organize when following the policies established by the University;
11. Input into Program design, policies, and procedures*;
12. Reasonable accommodation of documented disabilities; and
13. Input into the evaluation of the BSW Program, its courses, and instructors**.

* There are two primary vehicles by which students can provide such input. First, students have an open invitation to attend Social Work Faculty Meetings, provide feedback on agenda topics, and request an item to be placed on the meeting agenda. The Social Work Faculty, which is comprised of all faculty members in the Social Work Program, is the governing committee for the BSW Program, charged with full oversight of all matters affecting structure, curriculum, policies, and evaluation. Meeting dates are posted on the Social Work website, as well as on the UW-Green Bay calendar: <http://calendar.uwgb.edu/MasterCalendar.aspx>. Second, it is the policy of the BSW Program to solicit student input before finalizing any policy or major procedural changes that would result in changes to either the *BSW Student Handbook* or the *BSW Field Education Handbook*. Any proposed changes will first be discussed in a faculty meeting. A faculty vote supporting any changes will be tentative until students can be consulted. The Social Work Club provides the vehicle for soliciting student input. The Social Work Program Coordinator, or designee, will contact Club Co-Presidents and ask to be put on next Club agenda. At that time the Program Coordinator, or designee, will provide written notice of the proposed

changes, along with any relevant rationale for the changes, to Club members and solicit their feedback. In situations where students do not agree with the proposed faculty changes, student input will be seriously considered by the faculty and good effort attempts at compromise will be made. Ultimately, faculty members are the only persons with voting rights to any and all policy and procedural changes affecting the Social Work Program.

**In addition to the end-of-semester course evaluations completed by students each semester, BSW students are invited to complete a comprehensive evaluation of the Program each spring. Aggregate data from both sources are used for the Program's evaluation efforts and to maintain its accreditation status. Each fall, the Program Chair and/or BSW Program Coordinator will attend a Social Work Club meeting to present findings from the previous year's evaluations and solicit student feedback.

Transfer of Credits Policy

All decisions about transfer courses are made by the Registrar and not by the social work faculty. Once a transfer course is accepted for credit at UW-Green Bay, courses that may meet Social Work Professional Program requirements are evaluated by social work faculty. Any transfer courses accepted by the Program to satisfy requirements for the major, must first have been accepted for credit by the University.

Required Support Courses

In the case of required support courses, the Program will routinely accept a course as having satisfied requirements for a required support course if the course is offered at the same level, or higher, than the corresponding UW-Green Bay course, and the course has a title that corresponds to the UW-Green Bay course title. The Program will also routinely accept course sequences which clearly encompass the subject matter covered in a single UW-Green Bay supporting course (e.g. an Anatomy and Physiology sequence will be accepted in lieu of Human Biology).

If a student believes that a transfer course is comparable to a UW-Green Bay course although the title of the transfer course or level of the course is not comparable, the student's faculty Advisor may require that the student provide a course syllabus and supporting materials. He or she then may, based on a review of the materials and approval of the Program Coordinator, have the course approved as having satisfied the requirement. If it is not patently clear to the faculty Advisor that the course is comparable, the student will submit a syllabus and other materials from the transfer institution to a faculty member at UW-Green Bay who teaches the UW-Green Bay required course. The Program Coordinator will seek the advice of this faculty member prior to deciding whether or not to approve acceptance of the transfer course.

Social Work Core Courses

Following are general rules for the acceptance or non-acceptance of transferred social work core courses:

1. In accordance with CSWE (2008) standards, the Program does not accept for transfer credits from non-accredited social work programs;
2. The Program will routinely accept for transfer from CSWE accredited social work programs courses in Research Methods, Evaluation of Practice or Program Evaluation, American Social Welfare, Foundations of Social Work Practice (same as the Social Work Professions course), and Social Policy if they are offered at the same level or higher level than the corresponding UW-Green Bay courses and have comparable content, course objectives, course titles, and number of credits.
3. A course or course sequence in human behavior and the social environment will be accepted as having satisfied the requirement for our Human Behavior in the Social Environment course provided it includes an emphasis on the general systems model.
4. Since the UW-Green Bay BSW Program requirements in Human Behavior and the Social Environment are satisfied through courses from Human Development, Political Science, and other disciplines as well as through the course, "Human Behavior and the Social Environment," it will be necessary for faculty to examine syllabi, bibliographies, and other course materials to determine how transfer courses in human behavior from another accredited program meet both Program and CSWE (2008) standards for knowledge of human behavior at both micro and macro levels. Students may be asked to take independent studies courses⁴ when gaps exist between transfer courses and UW-Green Bay requirements in HBSE.
5. The Program makes every effort to avoid redundancy in transferring credits for Methods and Practicum courses. Because the UW-Green Bay Methods/Practicum sequence is comprised of three classroom courses in Methods, three accompanying labs, and three accompanying field experiences, students who have not completed the Methods sequence at the transferring institution may experience some redundancy to assure that all required Methods content is covered at UW-Green Bay. Faculty will determine course comparability by evaluating transfer course materials in comparison with Program and CSWE (2008) requirements and will work with the student to arrange a program of study that assures completion of the requirements;
6. When, in spite of examination of course materials, faculty and the student cannot agree as to which Program requirements have been met and comparability is not clear, a proficiency exam may be arranged to cover areas where there are gaps in documentation of subject matter the student feels she or he has already mastered in other coursework.

⁴ UWGB policy on Instructor-approved individualized course instruction dictates that the title and content of individualized courses should not duplicate the title and content of existing courses (<http://catalog.uwgb.edu/undergraduate/general-information/academic-rules-regulations/>).

VI. Progression through the BSW Program

Key Steps toward Becoming a Professional Social Worker

High School Graduate or Transfer Student



Apply and Be Admitted to UW-Green Bay



- Discuss academic plan with an academic Advisor of the University
- Discuss BSW requirements with a Social Work Faculty Advisor
- Work toward completion of general education and support courses

Apply and Be Admitted to Social Work



- Purchase or download Student Handbook for review of Program
- Formally meet with your assigned Social Work Faculty Advisor
- Develop BSW academic plan with Social Work Faculty Advisor
- Continue to complete general education and support courses

Junior Year Sequence



- Mid-Second Semester self- and faculty-assessment of performance (determines readiness for field)

Senior Year Sequence



- End of year self-assessment

Social Work Celebration



UW-Green Bay Graduation Ceremony



Apply for and Receive Certification



- Specific information on Social Work certification at the BSW level is located at the WI Department of Safety and Professional Services website <http://dsps.wi.gov/Default.aspx?Page=fe335bc0-2961-4106-a607-40c7b630012f>

Professional Social Worker

Student Self-Assessment

Upon graduation, BSW students should have the knowledge and skills necessary for entry-level social work practice. Student preparation for practice is measured by achievement of competence in each of the Ten Practice Competencies. Students become competent in each of these areas by gaining knowledge and experience from four main areas:

- Volunteer, work and life experiences gained before and during the BSW Program
- Social work and supporting courses
- Field experiences, and
- Professional socialization experiences (such as participation in NASW Lobby Day, the Social Work Club, other university and community groups, etc.)

Students and faculty have a shared responsibility to ensure that each BSW graduate is fully competent in all ten areas upon graduation. Faculty measure student competence through course and field grades. Students measure their progress toward becoming a competent BSW social worker by demonstrating understanding of their own professional growth and learning needs in relation to the Ten Practice Competencies and expectations for professional behaviors. Students' self-assessment of their competence occurs at three designated time-points:

- During the first semester of enrollment in the Social Work Program
- Mid-spring semester of the first year, and
- Before graduation

Student self-assessment of the competencies is comprised within:

- Senior-Year Competency Self-Assessment (Methods III assignment)

These three activities engage students to examine what they know and can do in relation to the Ten Practice Competencies.

In the **Junior Transition Meeting**, students use the information contained in the *Rubric for Professional Behavior* as a baseline from which they assess their growth during their second semester in the Program. Students identify their strengths and areas for growth in professionalism and present the information to their Advisor and the Field Coordinator and Advisor in a 30-minute meeting scheduled just before spring break. Areas identified as "areas for growth" at the end of the Junior year should be appear in the student's senior field learning contract if they can be achieved in field.

In the **Senior-Year Competency Self-Assessment** in the Methods III course, students review their overall progress with regard to the competencies over the last two years. Students also discuss the areas of challenge and growth they face in the future in each competency area.

References

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**VII. Appendix:
Understanding
Academic Honesty**

Understanding Academic Honesty

WHAT ARE THE PURPOSES OF ACADEMIC ASSIGNMENTS?

Most academic assignments are designed to serve several purposes:

- To give the student an opportunity for new learning;
- To provide the student with an opportunity to practice and improve on one or more practical skills, such as writing a scholarly paper or giving an oral presentation;
- To provide the student with an opportunity to practice and improve on one or more cognitive skills, such as application, synthesis, analysis, or criticism;
- To result in a product of some type (paper, poem, case study, drawing, etc.) that is a unique representation of the student's abilities and ideas;
- To enable the instructor to evaluate the process by which the assignment was completed, including the sources that were used by the student;
- To provide the student with feedback regarding the instructor's and fellow students' evaluation of and comments on his or her work.

While some examinations are designed to accomplish more than one of the above purposes, the primary purpose of most examinations is to assess a student's mastery of knowledge and/or skills under more or less controlled conditions (closed book, open book, time limited, take home, etc.).

WHAT CAUSES ACADEMIC DISHONESTY?

When a student has violated the principles of academic honesty, it is usually for one of the following reasons:

- The student either did not "think through" or misunderstood the purposes of the assignment or exercise.
- The student was careless in taking notes or transcribing materials from one source to another.
- The student was naïve about the extent to which a sentence or a whole paper may be constructed of words or quotations from original authors.
- The student was unclear about or ignored the conditions under which the instructor expected the work to be produced.
- The student found the documentation of sources too difficult or time consuming.
- The student lacked confidence in writing or cognitive skills.
- The student had fallen into bad habits.
- The student got into a time crunch and did a hurried job.
- The student did not think it would be possible to get caught.

Knowing about the pitfalls listed above is the first step in assuring academic honesty. Listed below are some suggestions for avoiding the pitfalls.

WHAT ARE SOME OF THE PITFALLS IN ASSURING ACADEMIC HONESTY?

Misunderstanding the purposes of assignments:

“I didn’t see the point of doing a whole new paper when I already had a paper I wrote last semester that met the requirements.”

Response: An instructor should be able to assume that the work you turn in is done specifically for the particular class. Otherwise, the principle that an assignment gives a student a chance to learn something new has been violated. It is often legitimate, in consultation with the instructors, to produce overlapping assignments for two classes or to build on work done in other classes. However, if a professor finds out that without consultation you have turned in a paper to him or her that is substantially the same as one turned in for another class, she has the right to cry “foul.” When in doubt, discuss the assignment with all the instructors involved.

“When you asked us to write a description of a social problem, I thought it would be OK to use this handout on AIDS that I found at my practicum agency.”

Response: An instructor should generally be able to assume if the work has your name on it, that it is your original work. Again, the solution is to be sure you understand the purpose of the assignment.

Look and listen for verbs. For example, “write a book review,” implies something much different from “find a book review.”

Misunderstanding the required conditions of assignments:

“I didn’t know we weren’t supposed to work together.”

“My wife (secretary, boyfriend) always edits and proofreads my work.”

Response: Teamwork and collaboration is valued in the Social Work Program. However, there are instances and reasons that justify an expectation of independent work. If the assignment does not specifically discuss whether the assignment may reflect collaborative work, assume that it may not, or ask.

Editing is a somewhat complicated issue. In general, using an editor is a good way to improve your writing and assure a high quality product. However, if someone is editing, rewriting, or cleaning up your work while you are being graded on writing and mechanics, there may be an academic honesty issue involved. The Writing Center is a good place to get help and at the same time assure academic honesty. If you are asking someone else for help in editing, he or she should point out where you need to correct punctuation or rewrite; the editor should not be doing this cleanup work for you.

Although producing a term paper should, with care, result in a polished product, instructors may be concerned when there are gross discrepancies in terms of writing and mechanics between out-

of-class assignments and assignments produced spontaneously in class. This is because these discrepancies may indicate that your out-of-class assignments do not accurately reflect your academic abilities.

Remember that in using help, you should be improving the overall quality of your writing rather than just letting someone else correct your errors.

Naïve plagiarism and other misuses of outside sources:

“I intended to paraphrase. If I used too many of the author’s words, it’s a coincidence.”

“This isn’t plagiarism, is it? I changed several of the words in each sentence.”

“This is how I learned to do research papers—by putting together a lot of quotes from different sources connected by my own comments.”

“I tried not to use the author’s words, but there really was no other way to express the idea.”

Why should I try to paraphrase when the author said it best?”

Response: In terms of the use of the original author’s language, principles of good writing will assure academic honesty. The goal of good writing is to make it easy, interesting, and pleasurable for the reader to get through the paper. One way to work toward that goal is to make the work flow smoothly and in a logical order. This is rarely possible if you attempt to produce a paper by combining sequentially the ideas and/or words of other authors, even when you have used proper citation style.

Such a method of completing an assignment forces the reader to shift frequently from one author’s style of writing to another and to try to follow an organization based on where the material came from rather than how the separate ideas are related to each other.

In contrast to a paper that strings together the ideas and words of other authors, the best term or research paper is a product not only of your own words, but also of the synthesis of the various ideas you came upon in researching the paper. It is difficult for many students to understand this concept. To explain another way, most instructors would like a research paper to reflect what has happened to published ideas and findings once they have been processed by your unique intellect and style, and ideally would like it to reflect some new ideas or combinations as a result of that process.

To promote academic honesty and good writing, avoid using direct quotations in almost all cases.

There are limited exceptions. First, if the words themselves are not particularly significant except that they were said by a distinguished person and/or in significant circumstances, a quote may be appropriate. Example: “I cannot tell a lie,” declared young George Washington,” versus, “Young George Washington said he couldn’t misrepresent the truth.”

Second, if the manner of expression itself is as important as the idea, then a quote may be used. For example, in a great speech, a great work of fiction, or a poem, the style itself is usually as important as the ideas it expresses. However, this is rarely, if ever, true of social work professional writing.

Third, when accuracy is vital because, for example, the words have more than one interpretation (for instance, when a letter of recommendation states, “I cannot recommend this applicant highly enough.”), or you are recording testimony, again a quote may be used. Quotations are also appropriate in process recording or situations where you are trying to capture a conversation or statement verbatim.

The above guidelines on the use of direct quotations are considerations rather than imperatives. These guidelines are largely ignored in much scholarly writing. Using quotations in circumstances other than the ones described above is not illegal as long as the quotation is properly cited. However, it is often overdone in student, academic, and professional writing.

A common violation of academic honesty in student papers is to use too many of the author’s words without identifying the words as a quotation. None of the following is acceptable:

- using the author’s words and citing the source, but not identifying the item as a direct quotation;
- using a significant number of the author’s words while rearranging the order of the words;
- using a significant number of the author’s words while changing a few words here and there.
- copying text directly from one source, while crediting it to another source; presenting a unique idea from an outside source as your own.

A safeguard against these practices is to be careful during the note-taking stage. Make sure you have cited sources and pages for all materials you use, and make sure as you take notes that you paraphrase the entire entry unless you intend to use it as a direct quote. If you use any of the author’s words in note taking, put them in quotation marks at the note-taking-stage for your own information.

A second safeguard is to make sure when transcribing the paper that you have scrupulously followed APA style for citing a direct quotation. Even if you have cited the original source, if you have not also made it clear that you are using a direct quotation you are violating principles of academic honesty.

Citation problems:

“I don’t know what information I have to cite.”

“I used APA style, but you took points off anyway.”

“I found a quotation in one of my sources that was taken from another article. Do I have to go back to the original source in order to use it?”

“I found some interesting information in an abstract. May I cite the original article?”

Response: There are several reasons to formally cite information. The first is to give proper credit to the person or persons who did the work, created the language, or had the idea. To take the credit either by commission or omission for someone else’s work is inauthentic, dishonest, and a violation of the NASW (2008) *Code of Ethics*. It is also illegal.

The second reason to cite sources is to allow the reader to go back to the original source to verify or expand on the information, or to determine its context. A third reason is to direct the reader to authors who write about certain topics. A fourth reason to cite information is to give the reader an idea of the range, currency, and type of literature that was used to produce the work.

When in doubt, cite everything that you have actually used in writing the paper. (Do not cite sources that you read in preparation for writing the paper but from which you decided not to use ideas or information.) Sources that must be cited include not only books and journal articles, but also TV shows, course lectures, information found on the Internet, and conversations with acquaintances. Only information that is clearly common knowledge does not have to be cited, provided that you did not use someone else’s words in conveying the information. Make sure you use the Publication Manual of the American Psychological Association (4th or later edition) to determine the correct format.

APA style is a very precise model for citing all kinds of sources. To a large extent, the form of citations, including details of punctuation, underlining, and capitalization comprises a code that communicates the kind of publication from which the information came (journal vs. book, etc.).

Students who lose points on APA style usually have failed to take note of important details such as capitalization that have significant communication functions.

With regard to the third question, if you are using material from a secondary source that was quoted in the book or article you read, you do not have to read the original source, but you do have to use proper APA style for citing secondary sources (briefly, the proper format for citing in the text would be, “x, cited in y,” with the secondary source, only, cited in the reference list). It is not academically honest to imply (by including a citation in your text or reference list) that you have read a source that you did not actually read. For the same reason, it is dishonest to cite an article in your paper if you have only read the abstract of the article. (The APA manual shows how to cite the abstract of an article.)

Include in a reference list only sources that were used in producing the paper. (Be sure to title your reference list appropriately (“References”). A bibliography (which you should not include unless so instructed) refers to all the sources you referred to in writing the paper, not just those from which you used information or ideas.

Do not ask your instructor how to cite a particular source or how to punctuate a citation. This is not information that most people carry in their heads. Almost everyone who regularly writes scholarly papers does so with a style manual handy.

Incidentally, if your paper is made up of paragraphs each of which ends with a citation, you are doing something wrong. Your paper should integrate the ideas from your sources. Therefore, it could be expected that several different sources might be cited in the same paragraph. The citation should be done in a way that clearly differentiates between your own ideas and those from outside sources.

Pitfalls resulting from carelessness, rationalization, or “rush jobs”:

“I was careless...rushed...unaware...trying to raise my grade...My typist forgot to put in the citations...etc.

“What do you mean you didn’t receive my assignment? My roommate said she’d put it in your mailbox.”

“My computer (dog—cat—boyfriend) ate my paper.”

Response: Taking care to assure academic honesty reflects on your potential to function in accordance with professional ethics as well as reflecting your academic standing. It is your responsibility to understand the requirements of the assignment, to learn APA style, and to understand the principles of academic honesty (not all of which have been discussed in this handout). It is also up to you to proofread carefully, back up your work (including keeping copies of all your papers until you have received your final grade), and make sure the paper arrives on time.

Breaches of academic honesty will be handled in accordance with university policies. A copy of these policies is printed in the UW-Green Bay undergraduate catalog.

Handout prepared by Dr. Keetje Ramo and adopted by the Social Work Professional Program.

**VIII. Appendix:
Student Code of
Conduct**

Students are asked to sign the following statement to indicate understanding and agreement with the policies and procedures outlined in this *Student Handbook*:

Student Code of Conduct

The Social Work Professional Program at the University of Wisconsin-Green Bay is a professional education and training program. As such, students are required to adhere to the standards, ethics, and values of the profession as identified by NASW (2008). In addition, the Program must meet the standards set by CSWE (2008). The following professional behavior expectations are based on the NASW (2008) *Code of Ethics*, CSWE's (2008) accreditation standards and the student handbooks of UW-Green Bay and the Social Work Professional Program.

1. Social work students are expected to uphold the policies and procedures of the institution and the Social Work Professional Program. In the course *The Profession of Social Work*, students are asked to read the Student Handbook of the Social Work Professional Program. Additionally, time is spent specifically on reviewing, questioning, and understanding the following BSW policies: Academic Honesty, Class Participation, Confidentiality, Retention Standards, Program Continuance, Grievance, and Student Rights and Responsibilities. Additionally, students are expected to uphold the University's policies for academic and non-academic conduct; these policies can be found at: <http://www.uwgb.edu/dean-of-students/>.
2. Social work students are expected to uphold and advance the values, ethics, and mission of the profession (5.01, *Code of Ethics*).
3. Social work students are expected to treat fellow students, faculty, and staff with respect, honesty, courtesy, and fairness (2.01A), and should avoid unwarranted criticism (2.01B).
4. Social work students should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, age, religion, sex, sexual orientation, marital status, political belief, or mental or physical disability (4.02), creed, ancestry, pregnancy, or parental status (Wisconsin Statutes and Board of Regents).
5. Social work students should not participate in, condone, or be associated with dishonesty, fraud, deception, or plagiarism (4.04).
6. Social work students whose personal problems, psychosocial distress, legal problems, substance use, or mental difficulties interfere with their abilities to meet program requirements will be expected to take appropriate remedial action (4.05).
7. Social work students should not allow their private conduct to interfere with their ability to meet the Program's expectations (4.03).

8. Social work students engaged in research are expected to follow guidelines developed for the protection of the participants (5.02).
9. Social work students are expected to continue to work on areas of professional growth. If a faculty member refers a student to the Dean of Students, the Writing Center, or other important persons/places, it is expected that the student will follow through on such referrals or suggestions.

Statement of Understanding

I understand that although I am admitted to the Social Work Professional Program at the University of Wisconsin-Green Bay, if my professional development is not deemed satisfactory by the social work faculty, the Program has the right and responsibility to request re-evaluation of my suitability for the continuance in and subsequent recommendation of the granting of the BSW degree by the University.

I have read and reviewed standards, policies and procedures important to my success as a student and future social worker and I hereby agree to abide by the standards, policies and procedures outlined in this document.

I further understand that I must maintain a 3.0 grade point average in all required upper-level social work courses and an overall grade point average of 2.5 in order to continue in all practice courses and subsequent field placements.

Signature of Student

Date

Source: The Social Work Program at the University of Wisconsin–Whitewater is credited for this document. It has been adapted by the Social Work Professional Program at the University of Wisconsin–Green Bay.

**IX. Appendix:
University
Resources**

The following resources may be helpful during your time at UW-Green Bay. Please refer to the webpage of each resource for a full description of their services.

Academic Advising

SS 1600

Phone: 920-465-2362

www.uwgb.edu/advising/

HOURS: Call for an appointment

The Academic Advising office provides advising to first-year, new transfer, and undeclared students. Students with declared majors work with their faculty advisors.

American Intercultural Center (AIC)

University Union, Room 150

Phone: 920-465-2720

www.uwgb.edu/aic/

HOURS: Mon-Thurs: 7:45am-8pm, Fri: 7:45am-4:30pm

The American Intercultural Center provides services and activities that promote the academic success, personal growth and development of multicultural students.

Bookstore

University Union

Phone: 1-800-321-UWGB

www.thephoenixbookstore.com/home.aspx

HOURS: Mon-Thurs: 8am-6pm, Fri: 8am-4:30pm, Sat: 10am-2pm

Required texts for most courses will be available at the Phoenix Bookstore a few weeks before the start of classes.

Cofrin Library

920-465-2540

www.uwgb.edu/library/

HOURS: Mon-Thurs: 7:45am-11pm, Fri: 7:45am-5:30pm, Sat: 10am-6pm, Sun: 12pm-11pm

The Cofrin Library has an extensive array of resources including access to librarians through Ask-A-Librarian chat, text messages, phones, email, and in-person visits. In addition, students can rent equipment at no charge and participate in the free interlibrary loan program.

College of Health, Education, and Social Welfare

RH 305

Phone: 920-465-2050

www.uwgb.edu/professional-studies/

HOURS: Mon-Fri: 8:00am-4:30pm

The Dean's office provides the necessary support, resources, and guidance to ensure the success of the students, faculty, and staff involved in all of the professional programs. This includes three academic programs: Education, Nursing, Social Work; and three community partnerships: Behavioral Health Training Partnership, The Phuture Phoenix Program, and Education's Center for First Nations Studies. Students, faculty, and staff are encouraged to share their questions, thoughts, experiences, and ideas with any members of the Dean's office.

Computing and Information Technology

IS 1150

Help Desk: 920-465-2309

helpdesk@uwgb.edu

HOURS: Mon-Thurs: 8:00am-8:00pm, Fri: 8:00am-4:30pm

Technology Issues? They are here to help. If the Help Desk staff cannot help with your specific technological issue, they will direct you to someone who can!

Counseling and Health Center

SS 1400

920-465-2380

www.uwgb.edu/counseling-health/

HOURS: Mon-Fri: 8:00am-4:30pm

The Counseling and Health Center provides an on-campus medical clinic and opportunity for counseling on personal and social concerns for all currently enrolled UW-Green Bay students. If you are concerned that someone in the campus community may be considering suicide, you should contact the Center as soon as possible and a Counselor will investigate:

<http://www.uwgb.edu/counseling-health/counseling/crisis-intervention.asp>.

Dean of Students

SS 2000

920-465-2152

www.uwgb.edu/deanofstudents/

HOURS: Mon-Fri: 8:00am-4:30pm

The Dean of Students office can help you work through many questions and concerns, including but not limited to: academic concerns, absence issues, problem solving, student rights and responsibilities, and referrals to other campus resources. This office is also a resource if you have a concern about another student or would like to report a bias incident or hate crime:

<http://www.uwgb.edu/dean-of-students/student-conduct/report.asp>.

Disability Services

SS 1700

920-465-2841

www.uwgb.edu/ds/

HOURS: Mon-Fri: 8:00am-4:30pm

The Disability Services office collaborates with students, instructors, and staff to ensure equal educational and programmatic access for eligible students with documented disabilities.

Financial Aid

SS 1100

920-465-2075

www.uwgb.edu/financial-aid/

HOURS: Mon-Fri: 8:00am-4:30pm

The Financial Aid office provides year round assistance to students and their families who are seeking financial resources to help cover educational expenses.

National Association of Social Workers (NASW)

www.socialworkers.org

NASW-WI (Wisconsin Chapter of NASW)

www.naswwi.org

The National Association of Social Workers is the largest membership organization of professional social workers in the world. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies. Students are encouraged to get involved with NASW.

Pride Center

University Union 153

920-465-2167

www.uwgb.edu/pride-center/

HOURS: Mon-Fri: 8:00am-5:00pm

The Pride Center's mission is to identify and respond to the concerns and needs of LGBTQ students, faculty, staff, and their allies; to provide high-quality support services; and to offer a safe, supportive and welcoming environment for LGBTQ people and their allies.

Registrar's Office

SS1100

920-465-2657

www.uwgb.edu/registrar/

HOURS: Mon-Fri: 8:00am-4:30pm

The Registrar's office is the records custodian of the institution. The staff assists students with course enrollment, academic plans, graduation, and all things related to completion of degrees.

Social Work Professional Programs job and volunteer site

<http://www.uwgb.edu/social-work/job-opportunities/>

www.uwgb.edu/Careers/connections/pro.asp

<http://socialwork.jobs/>

Information the Social Work program receives about job and volunteer opportunities is posted and updated on the program's website. In addition, the Social Work website has links to job postings through Career Services and other entities.

Tutoring Services

CL 206

920-465-2958

www.uwgb.edu/learning-center/

HOURS: Mon-Thurs: 9:00am-6:00pm, Fri: 9:00am-2:00pm

Tutoring Services offers free academic support through individual tutoring and study groups. They are able to answer questions, review course material, assist with preparing for exams, guide discussion and provide tips on study strategies. Students whose second language is English can make appointments with the ESL tutor for assistance in a variety of ways.

Writing Center

CL 206

920-465-2338

www.uwgb.edu/writing-center/

HOURS: Mon-Thurs: 8:00am-4:00pm, Fri: 8:00am-2:00pm

The primary goal of the Writing Center is to help students become better writers, more capable of finding problems in their writing, and improving their writing as they revise assignments based on feedback from tutors.