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**Department of Social Work**

**MASTER OF SOCIAL WORK**

**STUDENT HANDBOOK**

**Mission of the Master of Social Work Program**

The Master of Social Work Program at the University of Wisconsin Oshkosh is dedicated  
to educating students for effective, culturally competent, ethically-guided, and innovative  
service to diverse communities, families, and individuals, and to produce high quality  
research that informs the profession and society how best to promote social justice and  
wellness in the environment and the most vulnerable within it.

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**Handbook Purpose**

The purpose of this handbook is to provide students who are interested in advancing their social work career with a comprehensive introduction to the University of Wisconsin Oshkosh (UWO) Department of Social Work and the Master of Social Work (MSW) program. It is intended to help students find their own answers to questions about what to expect if they decide to pursue their Master of Social Work and is a guideline to those currently completing the program. This manual addresses questions such as: What are the courses in the MSW curriculum? In what order are they to be taken? What are the admission requirements? These are but a few of the questions which students can find answers for in this handbook.

●**Section I** provides a description of the Department including an overview of its history. This section concludes with a brief description of the Council on Social Work Education, the Curriculum Policy Statement which guides the development of accreditation standards, and how this policy and these standards influence social work programs’ accreditation.

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

●**Section III** describes the curriculum of the Master of Social Work. First, it lists the program mission and goals. It describes the Master of Social Work specializations, curriculum, and sequencing of professional courses. Finally, there is a description of the MSW elective options and guidelines.

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

●**Section V** is comprised of appendices pertaining to services available to students with disabilities. This section also includes links to important online resources for materials pertaining to the National Association of Social Workers (NASW) Code of Ethics, and the Council on Social Work Education’s Curriculum Policy Statement (CSWE). Note that these websites contain unabridged versions of the Code of Ethics and the Curriculum Policy Statement.

Content disclosure: This handbook is a work in progress. It undergoes refinement as new policies, procedures and practices emerge. The Department appreciates hearing from students and stakeholders with reactions and suggestions for improvement.

**Section I**

**An Overview of the Department of Social Work**

**Mission of the Master’s of Social Work Program**

The Master of Social Work Program at the University of Wisconsin Oshkosh is dedicated  
to educating students for effective, culturally competent, ethically-guided, and innovative  
service to diverse communities, families, and individuals, and to produce high quality  
research that informs the profession and society how best to promote social justice and  
wellness in the environment and the most vulnerable within it.

**A. Contacting the Department**

The Social Work administrative and faculty offices are located on the second floor of Swart Hall.  It is accessible for those who are physically impaired by using the entrance off the pedestrian mall (between the buildings of Halsey and Swart), then taking the elevator to the second floor. The Department office is room 230.

**Main Office phone number:** 920-424-1419

**Main office fax number:** 920-424-1443

**Main office mailing address:**

University of Wisconsin Oshkosh

Department of Social Work, Swart 230

800 Algoma Blvd.

Oshkosh, WI 54901-8672

**Faculty and Staff Contact Information:** Faculty and staff contact information can be found on the UWO Social Work webpage [here](https://uwosh.edu/socialwork/faculty-staff/). Contact information for individual teaching faculty/staff is always posted at the top of their course syllabi. Office listings are posted on the second floor of Swart Hall outside of room 230.

**B. UWO Master of Social Work Web Resources:**

* [Current Master of Social Work Bulletin](https://uwosh.edu/bulletins/graduate-22-24/programs/social-work/)
  + <https://uwosh.edu/bulletins/graduate-22-24/programs/social-work/>
* [UWO Office of Graduate Studies](https://uwosh.edu/gradstudies/)
  + <https://uwosh.edu/gradstudies/>
* [Social Work Department Homepage](https://uwosh.edu/socialwork/)
  + <https://uwosh.edu/socialwork/>
* [UWO Master of Social Work Program Page](https://uwosh.edu/socialwork/programs/msw/)
  + <https://uwosh.edu/socialwork/programs/msw/>

Please note that other important resources and links are on the Social Work website.

**C.  History of the Social Work Program**

The Social Work Department began in the mid-1960s as a Social Welfare major in another department within the College of Letters and Science.  In 1974 the Bachelor of Social Work (BSW) became a free-standing major, receiving its initial accreditation from CSWE in 1975.  CSWE is the standard-setting national organization which accredits professional programs offering baccalaureate and master’s degree in social work.  The BSW has been reaccredited seven more times since that date, in 1978, 1983, 1992, 1995, 2000, 2007 and 2015. The Master of Social Work program began as an accredited collaborative with University of Wisconsin Green Bay (UWGB), graduating its first class in 2005. In 2015, this partnership was dissolved and UWO offered its stand-alone MSW degree beginning in 2016. The MSW program at UWO earned its accreditation in its inaugural year, 2016. Undergraduate and graduate social work programs at UWO are currently accredited by CSWE.

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

**D. Student Social Work Association**

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

SSWA has a mailbox in the Department office (Swart 230) and a bulletin board on the second floor of Swart, where meeting dates and times are posted. The current email address for SSWA is [sswa@uwosh.edu](mailto:sswa@uwosh.edu). The SSWA Constitution is included in Appendix C.

**E. Education Policy and Accreditation Standards (EPAS)**

The Council on Social Work Education is the national standard-setting organization, which accredits professional programs offering baccalaureate and master’s degrees in social work. It began accrediting BSW programs in the early 1970s. This Department’s BSW accreditation dates to that era. Students studying social work are encouraged to visit the [CSWE](http://www.cswe.org) website. It contains important information about the organization and how it guides the vision and philosophy of social work education across this nation. Below are a few basic questions and answers about CSWE to acquaint students with professional accreditation.

**●*What is accreditation?***

Accreditation is a process which social work education programs go through in order to obtain the assurance from their national standard-setting organization that they are meeting essential standards for quality education in preparing social workers to enter the profession.  As of 2023, there are **542** accredited BSW and **318** accredited MSW across the nation that have been recognized by CSWE for meeting its standards (CSWE, 2018). Possession of a degree from an accredited program is usually a requirement for state licensure or certification.

***●What are these accreditation standards based on?***

The standards are based on an Educational Policy and Accreditation Standards ([2022 EPAS](https://www.cswe.org/getmedia/94471c42-13b8-493b-9041-b30f48533d64/2022-EPAS.pdf)), prepared by the CSWE Commission on Accreditation. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate (CSWE, 2015).

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

There are five evaluative standards: Program Mission, Anti-Racism, Diversity, Equity, and Inclusion (ADEI), Explicit Curriculum, Implicit Curriculum and Assessment (CSWE, 2022).

1. The program mission reflects a process informed by a commitment to student attainment of the nine social work competencies. It is grounded in the profession’s purpose and in the core values of the social work profession and informed by the program’s context.
2. Social work programs integrate anti-racism, diversity, equity, and inclusion (ADEI) approaches across the curriculum. Programs provide the context through which students learn about their positionality, power, privilege, and difference and develop a commitment to dismantling systems of oppression, such as racism, that affect diverse populations. Programs recognize the pervasive impact of White supremacy and privilege and prepare students to have the knowledge, awareness, and skills necessary to engage in anti-racist practice. The dimensions of diversity, equity, and inclusion are understood as the intersectionality of multiple factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Faculty and administrators model anti-racist and anti-oppressive practice and respect for diversity and difference. Faculty and administrators also foster an equitable and inclusive learning environment by facilitating important ADEI discourse. The program’s commitment to ADEI is reflected in its explicit and implicit curriculum. Together the implicit and explicit curricula are informed by the program context and learning environment. The program recognizes the important role of the learning environment in the education of program participants, especially with respect to the value and meaning of anti-racism, diversity, equity, and inclusion, and the development of cultural humility. The program has an inclusive approach to addressing the vast range of student learning needs, including intentional planning and implementation of inclusive practices and pedagogies in the explicit curriculum that reduce barriers while optimizing accessibility and equity for students. Students are responsible for their learning, collaborating with peers and colleagues, and practicing with historically and currently oppressed populations through an anti-racist lens.
3. The explicit curriculum is the program’s design and delivery of formal education to students, and it includes the curriculum design, courses, course content, and field education curriculum used for each of its program options. Social work education is grounded in the liberal arts and a commitment to anti-racism, diversity, equity, and inclusion, which together provide the intellectual basis for the professional curriculum and inform its design. The integration of anti-racism, diversity, equity, and inclusion principles across the explicit curriculum includes anti-oppression and global positionality, interdisciplinary perspectives, and comparative analysis regarding policy, practice, and research. Using a competency-based education framework, the explicit curriculum prepares students for professional social work practice at the baccalaureate and master’s levels. Baccalaureate programs provide students with strong generalist practice knowledge, values, skills, and cognitive and affective processes that prepare them for professional practice with individuals, families, groups, organizations, and communities. Master’s programs provide students with knowledge, values, skills, and cognitive and affective processes at both generalist and specialized levels that prepare them for professional practice with individuals, families, groups, organizations, and communities. The explicit curriculum, including field education, fosters a learning environment and engaged learning methods informed by guidance from the professional practice community. Design and delivery of the explicit curriculum incorporate experientially based learning opportunities informed by teaching that includes digital and information literacy and technology-supported learning. The program’s commitment to continuous curriculum improvement is guided by evolving contemporary science and interprofessional research.
4. The implicit curriculum consists of the student learning experience and the program context or environment. The implicit curriculum includes the following elements: student development, admissions, advising, retention, and termination; student participation in governance; faculty; administrative and governance structure; and resources. All elements of the implicit curriculum are expected to demonstrate the program’s commitment to anti-racism, diversity, equity, and inclusion (ADEI). The culture of human interchange, the spirit of inquiry, the support for difference and diversity, and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. These elements are manifested through policies that are equitable and transparent in substance and implementation, the qualifications of the faculty, and the distribution of resources. The student learning experience and environment are as important as the academic curriculum in shaping the professional character and competence of the program’s graduates.
5. Assessment is an integral component of competency-based education and continuous programmatic improvement. Assessment involves the systematic gathering of data that serve as evidence of student learning outcomes; anti-racism, diversity, equity, and inclusion (ADEI); and program outcomes through demonstration of the nine social work competencies at both the generalist and specialized levels of practice. Assessment reflects the intentional and continuous improvement that is anchored in competency-based research, student learning outcomes, student learning experience feedback, professional practice community, and higher education practices. Assessment of student learning outcomes is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the demonstration of multiple competencies simultaneously; therefore, assessment of those competencies is optimally carried out at the same time. Programs assess students’ demonstration of the nine social work competencies through the use of multiple and effective assessment methods. Effective assessment incorporates internal and external input relevant to the knowledge, values, skills, and cognitive and affective processes that students have developed and demonstrated and uses recognized methods of evaluating explicit and implicit criteria. Field education curriculum data are included in the overall data collection methods that will help programs make decisions about the delivery of social work education. Assessment also involves gathering data about the implicit curriculum, with a particular focus on the program’s efforts to foster ADEI in the student learning environment. Data from ADEI assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of nine social work competencies. Program outcomes are assessed as evidenced by the program’s graduation rates and at least one additional outcome. Data related to program outcomes are used to foster ongoing program evaluation, informing decision making for continuous program improvement. Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum and program overall, and strengthen the assessment methods used. Program assessment methods and data are transparent and publicly available. Data are recent and presented clearly for stakeholders to make informed decisions about the program.

[The 2022 EPAS may be reviewed in its entirety here:](https://www.cswe.org/getmedia/94471c42-13b8-493b-9041-b30f48533d64/2022-EPAS.pdf)

https://www.cswe.org/getmedia/94471c42-13b8-493b-9041-b30f48533d64/2022-EPAS.pdf

**Section II**

**Students’ Rights and Responsibilities**

Accreditation standards make it very clear that social work programs must explicitly state students’ rights and responsibilities as contained in the program’s educational policies and procedures, taking into consideration their institutional policy derivatives as well.

The rights and responsibilities below were developed by an ad hoc social work student committee advising the Department chair. Student committee members assisted the Chair in reviewing Department policies and procedures. The committee prepared a set of statements reflecting important elements for fair student treatment, along with a set of statements articulating the obligations of students to uphold standards for their own educational and professional learning.

The SSWA committee members emphasized the importance of recognizing that all policies in a professional program require mutual respect between faculty and students as the basis for fair and just treatment. In this sense, they encourage both faculty members and students to work in a cooperative manner, guided by ethical principles and standards derived from the profession’s [Code of Ethics](https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English).

**A. Advisement**

*Student rights concerning advisement include:*

* Making reasonable efforts to assure consistent advisor assignment.
* Having mechanisms in place for change of advisor when appropriate to the student’s best interest.
* Providing reasonable access to advisors (e.g., posted office hours, sign-up sheets, phone numbers, email address, or other mechanisms for prompt response).
* Giving advanced notice of due dates for submission of required applications for admission to social work programs and field internships.
* Providing a confidential advisement file with up-to-date information pertinent to planning- including records of advisement conferences and outcomes, application information, and other relevant information, to which the student has access.
* Respecting student confidentiality as assured through the Family Educational Rights and Privacy Act Privacy Act (FERPA).

*Student responsibilities concerning advisement include:*

* Meeting regularly with the advisor and keeping one’s advising record up to date.
* Consulting with advisor about career choices and/or alternative career paths.
* Obtaining their advisor’s prior consent to be professional reference.
* Seeking volunteer and multicultural activities supportive of social work career interests.
* Attending required orientation meetings; or making alternate arrangements.
* Making use of suggested support services; and
* Submitting applications to the MSW program and field placements in a timely manner, having met the program’s requirements.

**B. Instruction**

*Student rights concerning instruction include:*

* Having reasonable access to instructors outside of class (e.g., use of posted office hours, phone numbers, email addresses or stated communication means for prompt response).
* Timely feedback on course assignments.
* Providing a comprehensive syllabus which details course objectives, content, assignments, grading criteria, policies.
* Assuring freedom from arbitrary or capricious evaluation and grading; and
* Providing due process when appealing or grieving a grade, disciplinary action, or negative student personnel decision.
* Having the opportunity to apply critical thinking and analysis to controversial professional issues and to write about or discuss these issues in a climate of academic freedom.
* Negotiating changes in the course syllabus.
* Having the right to a refusal decision concerning participation in a class discussion which encourages self-disclosure of sensitive personal information.
* Assuring input into the evaluation of courses and instructors via Student Opinion Survey (SOS); and
* Making reasonable accommodation for documented disabilities.

*Student responsibilities concerning instruction include:*

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

**C. Department**

*Student rights concerning the Department include:*

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

*Student responsibilities concerning the Department include:*

* Helping the Department formulate curriculum and educational policies.
* Participating in Department governance in a manner specified by the Student Handbook
* Negotiating responsibly at Department and committee meetings with respect to the formulation of policies and procedures which impact on student professional education.
* Utilizing membership in the SSWA to be a voice for student interests; and
* Observing the rights and freedom of others by opposing discriminatory practices.

**Section III**

**Curriculum**

**A. Introduction**

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

**B. Program Vision, Missions and Goals**

**Social Work Department Vision:**

*The vision of this Department reflects a central belief that its curriculum be guided by the principle of doing what is right and just — teaching students to willingly accept the professional responsibility to act as the "heart and conscience" of the profession in their respective communities or as part of the profession-at-large, to advocate on behalf of those who suffer discrimination, devaluing and oppression. The Department's missions and goals stem from its vision.*

**Social Work Department Goals:**

* To actively engage with community partners to maintain and strengthen the excellence of our longstanding BSW program and well established MSW program
* To prepare global-minded baccalaureate and advanced level social work practitioners to work with individuals, families, and in communities.
* To work and serve as teaching leaders in the profession, sustaining a commitment to the advancement of social work education, science-based research, and the profession at large.
* To vanguard the values and principles of the social work profession, especially its commitment to social justice, natural and social environments with a commitment to advance wellness and sustainability for future generations.
* Actively participate in the community to promote social justice;
* Actively participate as leaders in the profession and sustain commitment to the advancement of social work education.

**Mission of the Masters of Social Work Program:**

*The Master of Social Work is a strengths-based graduate education program that prepares students for advanced professional practice and leadership in both local and global practice contexts, with a commitment to evidence-based knowledge, critical thinking, and social justice values.*

**MSW Goals:**

* Prepare advanced degree social workers to assume leadership roles in clinical/mental and advance direct practice settings in order to meet the growing needs of Northeast Wisconsin.
* Prepare professional social workers to engage in activities that will contribute to the development and improvement of social policy at local, regional, state, and national levels as it pertains to culturally relevant mental health and advanced direct practice services.
* Engage in collaborative partnerships with other academic units and degree programs at UW Oshkosh, as well as with organizational entities in the Fox Valley region in order to improve community well-being; and
* Engage in teaching, research and evaluation activities that promote best practices in mental health and advance direct practice and encourage innovation and discovery to improve the well-being of those in need.

#### Master of Social Work Curriculum (GRADUATE)

MSW students in the Generalist Curriculum will become competent in the 9 practice competencies mandated by the 2022 CSWE EPAS.

Generalist students are those who have earned a degree in a field other than Social Work, or whose degree in social work is more than eight years old.

These courses mimic the professional course sequence of the BSW curriculum and includes a generalist social work internship.

#### Generalist Courses (27 credits):

**SOC WORK 701, Ethical Issues in Contemporary Social Work:** This course introduces the student to the framework of ethics in a diverse society for advanced generalist practice in health and mental health settings. To clarify ethical issues, social workers will need to use ethical concepts paired with social work knowledge, skills and values, when dealing with populations at risk. This course presents the student with basic philosophical theories and moral and ethical decision-making models to prepare the student to fully understand the logic system of the client as well as one's own values and behaviors. Prerequisites: Admission to the MSW program. There may be additional fees associated with this course (2 credits).

**SOC WORK 702, Generalist Practice I: Individuals, Families, and Small Groups:** This course is one of two graduate foundation MSW courses, emphasizing the development of competency with engagement, assessment, intervention and evaluation with individuals, families and small groups at the master's level. Integrating theories, models, and methodologies used with evidenced based practice students incorporate the knowledge, values, ethics, and skills needed for competence reflected in a culturally diverse practice setting, applying a strengths-based approach. Developing an understanding of self, how one's values impact relationships with client systems through application of critical thinking, students will acquire an understanding of advanced-level generalist practice and the change process at all points using evidence-based practice models. Prerequisite: Admission to the UWOSH MSW Program. There may be additional fees associated with this course (3 credits).

**SOC WORK 703, Generalist Practice Lab: Interviewing:** In this lab course students will practice developing rapport, assessment and intervention skills with individuals and families. Students will be introduced to a range of skills required for effective practice, and will build on knowledge acquired in SW 702. This course focuses on interviewing methods of social work practice and outlines the change process model, which is taken from different theoretical perspectives. Students will learn about the use of self when establishing relationships, exploring issues, and implementing strategies for problem-solving. Students will practice effective termination of services in social work practice with individuals and families Prerequisites: Admission to MSW Program. There may be additional fees associated with this course (2 credits).

**SOC WORK 704, Generalist Social Work Practice II,** This course promotes master's level development of knowledge, values and skills necessary to practice social work with diverse groups and within organizations and communities. Prerequisites: Admission to MSW Program. There may be additional fees associated with this course (3 credits).

**SOC WORK 707, Human Behavior in the Social Environment,** This course will introduce students to the integration of theories and models examining the complexity of person/environment functioning with respect to the wide variety of social work practice contexts. Applying an ecological and strengths-based approach, the biological, cultural, psychological and social contexts of human behavior and functioning are examined. This approach prepares students with a theoretical foundation and multi-level understanding of client systems. Prerequisites: Admission to the MSW Program. There may be additional fees associated with this course (3 credits).

**SOC WORK 708, Social Welfare Policy: Contemporary Approaches,** This course prepares foundation year MSW students for competent generalist social work policy practice. Students will develop an understanding of Social Work's historical, contextual view of social welfare policy, commitment to human rights and social justice, access to services and resources and advocacy for evidence-based social service policies. Students will develop competent knowledge and skills for policy practice at the local, state, national and international levels. Prerequisites: Admission to MSW Program. There may be additional fees associated with this course (2 credits).

**SOC WORK 709, Generalist Field and Seminar I,** This course facilitates student application of classroom learning in a social service agency. Students will demonstrate their practice competency in all nine CSWE areas of social work practice competency. In this internship students will gain a generalist perspective of social work practice and prepare to move into an advanced area of practice concentration. This course prepares students to apply theories, models, and ethical principles in a specific social service delivery system. Emphasis is placed on promoting competence through strength-based, culturally competent, generalist practice. Prerequisite: Admission to the MSW Program (6 credits).

**SOC WORK 710, Generalist Field and Seminar II,** This course is a continuation of the SW 709 Foundation Field and seminar course and facilitates student application of classroom learning in a social service agency. Students will demonstrate their practice competency in all nine CSWE areas of social work practice competency. In this internship students will gain a generalist perspective of social work practice, enhance their professional social work skills, and prepare to move into an advanced area of practice concentration. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Emphasis is placed on promoting competence through strength-based, culturally competent, generalist practice. Prerequisite: Complete and pass SW 709 (4 credits).

**SOC WORK 711, History of Social Work,** This course provides a foundation for understanding the origins of social work, particularly in the lands that became the United States. Students completing this course will be knowledgeable about the values that have motivated social helping and those that drove the later creation of the profession of social work. Students will also explore the various cultural threads that shape views on helping in the United States and the events and traditions from which they emerged. Finally, students will examine the role of social policy in addressing the needs of the vulnerable in society and how the interests of other groups help shape those policies as well. Co-requisite: Soc Work 701 Ethical Standards of Social Work Practice. Prerequisite: Admission to the MSW Foundation Program (2 credits).

**SOC WORK 712 Social Work Seminar,** The Social Work Seminar is designed to provide information and guidance regarding content that is necessary to navigating either graduate work in general, such as the nuances of APA writing, or social work in particular, such as the social work licensing process in Wisconsin. The course involved a series of presentations by the instructor or guest speakers about selected topics necessary to succeed in this program. Attendance is required. No grades are assigned. Prerequisites: Admission to the UWO MSW Program (0 credits).

### Sequence for Courses in the Generalist Curriculum

|  |  |
| --- | --- |
| **Formal Admission to MSW Program** | |
| **Summer Semester I** | |
| 93-701 Ethical Standards of Social Work Practice  93-711 History of Social Work  93-712 Social Work Seminar | |
| **Fall Semester** | **Spring Semester** |
| **Submit application to Foundation Field Internship**  93-702 Generalist Practice I (First seven weeks, hybrid)  93-703 Interviewing Lab (Second seven weeks, hybrid)  93-707 Human Behavior in the Social Environment | 93-704 Generalist Practice II  93-709 Generalist Field and Seminar I   * 17 weeks x 18 hrs/wk in field * 17 hrs in class |
| **January Interim (J Term)** |
| 93-708 Social Welfare Policy |
| **Summer II (Transition to Advanced Curriculum)** | |
| 93-710 Generalist Field and Seminar II (Foundation)   * 8 weeks x 18 hrs/wk in field * 8 hrs in class   93-736 Practice in a Diverse Community (Advanced) | |

MSW students who complete the Generalist Curriculum have an educational basis considered equivalent to a Bachelor of Social Work degree. MSW students who do not hold a BSW degree less than eight years old must complete the above foundation curriculum before they are permitted to enroll in advanced coursework.

#### Advanced Courses (22 credits)

The UW Oshkosh MSW Program offers two concentrations in the Advanced Curriculum: Clinical/Mental Health Practice and Advanced Direct Practice.

Advanced coursework will be interdisciplinary and allow students to take relevant elective courses in Public Administration, Counseling and Nursing, as well as Social Work. Graduates will be competent in the 9 CSWE Practice competencies and will have practice expertise specifically in mental health or advanced direct practice.

Courses marked with an asterisk\* are hybrid courses; a portion of the course work is completed online.

**SOC WORK 724, Advanced Practice Methods in Mental Health Care,** This strengths- based Clinical Mental Health course uses an in-depth analytical framework for teaching students mental health theories, diagnosis, evidence-based practice, and a collaborative and exploratory approach to clinical mental health in Social Work. Particular attention is paid to cultural diversity in mental illness prevention, diagnosis, and effective treatment. Students develop therapeutic skills to work with individuals, families, and groups. This course is designed to facilitate student ability to carry out leadership roles in the mental health system, work within multidisciplinary teams, and help maintain the clients' ability to cope in society from social, psychological, and physical perspectives. Prerequisite: Admission to the Advanced MSW Curriculum. Special fees may apply (3 credits).

**SOC WORK 725, Advanced Direct Practice Methods,** This course prepares students in the Advanced Direct Practice concentration for professional social work practice. An understanding of humanistic, cognitive behavioral, critical, and postmodern social work theories coupled with the ability to integrate theory into advanced direct practice is evidenced and measured. Students learn to apply a strengths-based model and principles of evidence-based practice across social work practice sectors and aligning populations served by advanced level social workers. Principles of environmental and economic justice and sustainability underpin the course. 3 credits Prerequisite: Admission to the Advanced MSW Curriculum (3 credits).

**SOC WORK 726, Social, Economic, & Environmental Justice for Social Work,**

This course is designed to increase students' awareness and competency in diversity, social, economic, and environmental justice in social work practice. The course will focus on changes in the profession's justice mission that have resulted in an emphasis on a broader understanding of the person-in-environment perspective that includes issues of the natural environment. Through understanding the levels of community engagement, students will increase their understanding of issues of diversity, human rights, social, economic, and environmental justice and integrate that understanding by increasing their self-awareness and engaging members of the community regarding their experiences as members of minority groups embedded in American culture. They will detail how this experience helped them raise their sense of self-awareness and improve their ability to self-regulate emotions in order to manage the influence of personal biases and values in working with diverse clients and constituencies. Prerequisites: Admission to the MSW Advanced Program or completion of the MSW Foundation Curriculum (3 credits).

**SOC WORK 727, Psychopathology,** This course examines mental health and mental illness from a strengths-based social work perspective. Cultural and community factors defining these issues are addressed. Prerequisites: Admission to the Advanced MSW Curriculum or instructor permission. There may be additional fees associated with this course (3 credits).

**SOC WORK 728, Advanced Social Work Policy Practice\*,** This course prepares advanced year MSW students for competent policy practice in health care and mental health care practice contexts. Students will develop leadership skills to promote human rights and social justice, improve service access and delivery and evaluate policy outcomes. Students will engage in policy practice at the local, state, national and international levels. Prerequisites: Advanced standing admission to the MSW program or completion of Foundation Curriculum. There may be additional fees associated with this course (2 credits).

**SOC WORK 729, Advanced Field and Seminar I,** This course is part of the MSW capstone experience. Students apply their knowledge and skills in this advanced, concentration specific, field practicum. Students integrate and apply the material learned in the classroom and in the foundation internship/BSW Internship. Students are afforded the opportunity to demonstrate all nine practice competencies and behaviors in the Advanced field internship. The Field Seminar offers students the opportunity to address questions and challenges experienced in the social work agency field placement, and integrate practice, policy and research. Students will develop their capacity as leaders in the field and contribute to the welfare of the agency through integration of advanced practice methods. Prerequisites: Admissions to the MSW Program with Advanced Standing status or complete and pass SW 710. Special fees may apply (5 credits).

**SOC WORK 731, Program Evaluation, Practice Outcomes and Evidence-based Practice,** This course prepares students to engage in practice-informed research and research informed practice. Students will critically evaluate practice interventions and determine if theory-based, best/evidence-based practices are being employed in the practice setting. Students will be equipped to suggest evidence-based service delivery improvements. This course will prepare students to evaluate practice with individuals, families, groups, organizations and communities and to apply quantitative research methodologies in mental health and health care practice settings. Prerequisite: Admission to the Advanced MSW curriculum. Special fees may apply (2 credits).

**SOC WORK 733, Advanced Field and Seminar II,** This course is a continuation of the SW 729 course and is part of the MSW capstone experience. Students continue to develop, broaden, and sharpen their knowledge and skills in their practice concentration. In the final semester of the MSW Field internship students integrate and apply the material learned in the classroom and in prior Field practicum experiences. Students are expected to demonstrate competence in all nine areas of practice in the Advanced Field internship. In the integrative seminar students will address issues in the social work field placement, and integrate practice, policy and research. Students will complete an agency-based program evaluation in this course and demonstrate their capacity as professional leaders. Prerequisite: Complete and pass SW 729 (5 credits).

**SOC WORK 736, Practice Competence in a Diverse Community,** Ethical and proficient social work practice requires that program graduates be able to understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual imitation, and tribal sovereign status. Taught from a decolonizing social work perspective, this course contributes to the development of such proficiency and preparation for advanced level social work practice.  Prerequisite: Admission to the MSW Program or completion of the MSW Foundation Curriculum (3 credits).

**SOC WORK 741, Qualitative Research Methods,** This course introduces Advanced MSW students to qualitative methods for social work practice and research. The purpose of the course is twofold. The first purpose is to help students expand their understanding of qualitative methods and their implications for practice and research. The second is to help students understand the importance of context and the social justice implications of voice and story in social work research and practice. Prerequisite: Admission to the Advanced MSW curriculum (2 credits).

### Sequence for Courses in the Advanced Curriculum

|  |  |
| --- | --- |
| **Summer prior to start of advanced curriculum: Submit application to Advanced Field Internship** | |
| **Summer Semester I** | |
| 93-712 Social Work Seminar (If not taken as Generalist)  93-736 Practice in a Diverse Community | |
| **Fall Semester** | **Spring Semester** |
| 93-726 Social, Economic and Environmental Justice (Required for ADP)  93-727 Psychopathology (Required for MH)  93-729 Advanced Field and Seminar I   * 17 wks x 15 hrs/wk in field * 17 hrs in class   93-731 Program Evaluation, Practice Outcomes, and Evidence-based Practice | 93-724 Advanced Practice Methods in Mental  Health Care (Required for MH)  93-725 Advanced Direct Practice Methods (Required for ADP)  93-733 Advanced Field and Seminar II   * 17 wks x 15 hrs/wk in field * 17 hrs in class |
| **January Interim** | **May Interim** |
| 93-728 Advanced Policy Practice | 93-741 Qualitative Research Methods |

**MSW Electives (3 credits)**

Electives in the MSW Program should be selected thoughtfully based on each students’ learning goals and any requirements needed for future licensure or certification. Electives within the Department of Social Work (Social Work 795) always meet the elective requirement but not necessarily the clinical requirement (See below). Any course selected must be at the graduate level. If an undergraduate course is desired, it must be adapted for graduate students. Consult with your academic advisor if you are unsure about a course meeting the qualifications. Each student must take 3 credits of electives to qualify for MSW graduation.

**Mental Health-Clinical**

Students who plan to eventually sit for the LCSW exam need to take at least one course beyond the required curriculum that meets one of the following criteria;

* (a) Case management,
* (b) Clinical assessment and treatment of specific populations and problems, such as children, adolescent, elderly, alcohol and drug abuse, family or couples relationships.,
* (c) Psychopharmacology,
* (d) Psychotherapeutic interventions,
* (e) Electives such as family therapy, social work with groups, sex- or gender-related issues, and topics.

**Mental Health- Non-Clinical**

Mental Health courses that do not qualify for the clinical requirement can focus on issues such as predictors of mental health, community education efforts, administration, or history of mental health. Other topics can meet this requirement as well.

**Advanced Direct Practice**

Students will learn to critically apply central social work theoretical frameworks to make ecological assessments that include the biological, psychological, social, spiritual and environmental. They will learn that ecological interventions take the social work person-in-environment to its logical conclusion. They are interventions that work for the best outcome for both the individual and their environment in its most complete conceptualization with the understanding that the two are one. The health of both is directly proportionate. Ergo, the term *“client system”* refers to, for example, a family, the community they live in, and the natural environment in which the two are embedded.

Advanced direct practice may include interventions that address issues of environmental justice, food insecurity, disaster preparedness or recovery, ecosystem interventions, developing sustainable communities. At a minimum, practitioners will learn to recognize the larger concept of the person-in-environment relationship in its fullest sense and how to integrate ecological practice principles into everyday practice.

**School Social Work**

Students who plan to eventually apply for their School Social Work license should take Soc Work 738: School Social Work as their elective. The content of this course will ensure they meet the criteria for this license.

**Section IV**

**Policies and Procedures**

**A. Instructional Policies**

Each course syllabus includes instructional policies intended to be consistent with the UWO’s. It is important that social work students at every level be aware that accreditation standards require programs to assess students’ performance in each course in a manner which addresses the students’ capacity to meet future role expectations concerning professional conduct and relationship skills. In this regard, instructors are obligated to make a professional judgment about the student’s readiness to enter the social work profession and to consider this in evaluation and grading.

**1. Academic Dishonesty**

The University issues a yearly Discipline Code based on the Wisconsin Administrative Code. It is recommended reading for students in order to avoid a misunderstanding about academic dishonesty. Please refer to that document for specific definitions and possible actions. It is important to realize that a person may be subject to disciplinary action if they use someone else’s work, create the impression that something is their own original work, if they make up false information for an academic project, or if they forge their academic credentials or documents.

Often, students make the simple mistake of writing a paper and lifting the content from a book or article without proper citation, or by failing to paraphrase or restate the content in their own words. This is called plagiarism. It is subject to disciplinary action and may result in a failing grade, if not a demand to redo the work or a reprimand. Think about this in terms of working as a professional in an agency: How would it appear if a social worker patched together a report without citing his or her source material? How successful would a professional be if they were to misrepresent the facts or fail to properly acknowledge source materials? Writing well takes practice. Use resources at UWO to help develop these skills.

**2. Attendance and Course Participation**

Every course syllabus will state the instructor’s policy concerning class attendance and participation. Failure to adhere to the policy, or limited engagement with the class, will have the effect of reducing the course grade. Professional social workers are expected to engage with others as adult learners. This means coming to class regularly and on time, reading or preparing materials for class, working effectively in groups, making contributions in the class, enhancing the learning of others, and helping to affect student/instructor communication. Of further note, the UWO policy concerning course attendance is contained in the Academic Policies Section of the [current UWO Graduate Bulletin.](https://uwosh.edu/bulletins/graduate-22-24/policies/academic-and-degree-policies/) While attendance in all classes is required (except in documented emergencies), first day attendance is mandatory. Students who do not attend the first day of these classes may be dropped. Consult the class notes on Titan Web to see if there is mandatory first day attendance.

**3. Grievance and Appeal**

The grievance and appeal policy pertaining to academic appeal, which applies to social work students, may be found [here](https://uwosh.edu/cols/wp-content/uploads/sites/42/2016/06/05studentissues.pdf). This is the official grade appeal policy and procedure of the College of Letters and Science. The Social Work Department is a unit within that college.

**4. Disclosure and Confidentiality in Class Discussion**

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

**5. Special Accommodations Requests**

Each faculty member will indicate their policy concerning special accommodations in their course syllabus. In general, it is important that students make their special needs known to the instructor at the **beginning of a semester**. Requests for special accommodations are handled through the Accessibility Center in the Dean of Students Office and require appropriate documentation concerning the nature of the disability and demonstrated educational need. Instructors are not obligated to make special accommodations without having advance information from the student about services they request. An abbreviated list of resources available to students is included in Appendix A of this Handbook.

**B. Advisement Policies and Procedures**

**1. Advisement for Social Work Students**

When Graduate students are admitted to the UWO MSW Program UWO, they are assigned an academic advisor in the Department of Social Work. Though prospective students are not officially assigned an advisor until they are formally admitted to the program, students interested in pursuing the MSW are welcomed and encouraged to schedule a meeting with the MSW advisor at any time to talk about the program and career plans. Students and prospective students are welcome to attend MSW information sessions and social events sponsored by the Student Social Work Association. These events are announced on bulletin boards, in social work classes, and on the social work web pages.

**2. Social Work Advisor Assignment and Appointment Scheduling**

Department faculty are designated to be student advisors each year. Where a program has more than one advisor, students are by alphabetical division of last names. Up-to-date advisor information can be found on the Department’s [contact page](http://www.uwosh.edu/socialwork/contact-us). If a student prefers a different advisor, that choice will be honored when possible. Appointments can be arranged between advisors and students via campus email.

**3. Advisement Folders**

Every admitted graduate student will have an advising folder. The advising folder is confidential and kept in a locked office within the Department. Folders are available for the student to view within the Department. The file contains a running record of information on the student including correspondence, change-of-grade forms, and field evaluations. The Department also retains (sometimes exclusively) electronic records of student advisement reports, transcripts, program applications, field placement applications, and field evaluations. Electronic records reduce the Department’s environmental impact. Any digital record can be printed by student request. When students graduate and give their consent to the advisor, information in these folders- hard copy or digital- can be used by the advisor to write a letter of reference. Note that the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment) provides that, with certain explicit exceptions, students have the right to determine who will see their records (confidentiality) and students have the right to see their records (accessibility). Please refer to this [link](https://uwosh.edu/registrar/academic-policies/) from UWO Student Affairs for more information.

**C. Admission Policies and Procedures**

**1. Admissions**

The UWO MSW program is particularly interested in applicants who want to develop expertise in the areas of Advanced Direct Practice and Clinical/Mental Health Care Practice. Applicants should be comfortable with developing their expertise in working from a strengths-based perspective, with developing skills to work in both rural and metropolitan areas, and in working with clients from diverse cultures and circumstances. Prospective students fall into the categories of Generalist or Advanced; Advanced Direct Practice or Mental Health Care.

These are defined as follows:

**Generalist Standing** students are those who have an undergraduate degree in a field other than Social Work OR whose Bachelor of Social Work degree was earned eight or more years ago. The time limit is in effect because CSWE revises their education policies and practice competencies every eight years. Therefore, those who hold a BSW that was earned more than eight years ago must be instructed and evaluated on the most up to date standards. Full time generalist students can complete the MSW in two years. Part time generalist students can complete the MSW in three to four years.

**Advanced Standing** students are those who hold a Bachelor of Social Work degree that is less than eight years old. This degree must be awarded by a program that is accredited by the Council on Social Work Education. Full time advanced students can complete the program in one year. Part time advanced students can complete the program in two years.

**Mental Health Care** Social Workers combine psychological, social and practical elements to assess, treat and prevent psychological, behavioral, emotional, social and environmental issues affecting patients of all ages in hopes to alleviate the major stresses that impact their daily life. This could include: helping employees within an organization with personal problems or workplace concerns, adjusting to lifestyle changes (death of a loved one, disability, divorce, loss of job), substance abuse treatment, and treatment of psychological disorders (depression, anxiety, a crisis or trauma).

**Advance Direct Practice** Advanced Direct Practice Students will learn to critically apply central social work theoretical frameworks to make ecological assessments that include biological, psychological, social, spiritual and environmental. They will learn that ecological interventions take the social work person-in-environment to its logical conclusion. These are interventions that work for the best outcome for both the individual and their environment in its most complete conceptualization with the understanding that the two are one. The health of the individual and the environment are directly proportionate. Ergo, the term “client system” refers to, for example, a family, the community they live in, and the natural environment in which the two are imbedded.

Advanced Direct Practice may include interventions that address issues of environmental justice, food insecurity, disaster preparedness or recovery, ecosystem interventions, or developing sustainable communities. At a minimum, practitioners will learn to recognize the larger concept of the person-in-environment relationship in its fullest sense and how to integrate ecological practice principles into everyday practice.

#### MSW Applicants submit the following:

* + - * UW System Online Graduate Application ([found here](http://apply.wisconsin.edu/));
      * Department of Social Work Supplemental MSW Application ([found here](http://oshkosh.qualtrics.com/SE/?SID=SV_eCGm2Vms8PhrWeN));
      * Graduate application fee ($56); and
      * Official transcripts of all higher education (sent directly from each institution to office of Graduate Studies)

#### Applicants must meet the following requirements to be considered for admission:

* + - * A cumulative undergraduate GPA of 2.75, with 3.0 in the last 60 credits of study;
      * Have an academic background in the liberal arts and have completed a **minimum** of 18 credits in social sciences among courses in at least **three** of the following disciplines: psychology, sociology, anthropology, economics, and political science (BSW students meet the criterion);
      * Submit personal essays which address the following (these are submit as part of the supplemental application):
        + examples of how you apply social work values and principles;
        + explanation of how your skills, knowledge and abilities support a career in Social Work; and
        + description of your career goals.
      * Three completed electronic reference questionnaires (including one academic reference, see supplemental MSW application)\*;
        + Students who completed their undergraduate 0-3 years ago are expected to include at least one instructor and field supervisor (Generalist students should include two instructors);
        + Students applying to the advanced program who completed their undergraduate 4-7 years ago are expected to either include at least one instructor or field supervisor (both is acceptable) and one employment supervisor;
        + Students who completed their undergraduate 8+ years ago are expected to include a minimum of one current or past employment supervisor.
      * Demonstrate relevant professional work/volunteer experiences (submit via the supplemental application):
        + Report number of hours of relevant work experience
        + Report number of hours of relevant volunteer experience (including prior field placement experiences);
      * Have completed course work in: Biological Life Sciences, Statistics, Research Methods, and Life Span Development **or** submit plans for completing this work prior to taking the Advanced Curriculum in the Program. **Those with a BSW from an accredited program are considered to have met these criteria.**
      * Advanced standing applicants are **required** to have graduated from an accredited baccalaureate social work program within the last eight years **OR** have successfully completed the Foundation Curriculum at a CSWE accredited MSW program.
      * Applicants who completed their degrees at foreign universities may be required to complete the TOEFL. For applicants who are Registered Aliens of the United States who have lived in the United States for more than one year or who have completed academic work in English, the TOEFL is not required. Registered Aliens who do not meet these criteria will enter the program on probation and give evidence of their English proficiency through satisfactory performance in their first-semester course work.

Please Note: In keeping with the Council on Social Work Education (CSWE) Accreditation Standard 3.1.5 (EPAS 2015) the Program does not grant social work course credit for life experience or previous work experience

\*In lieu of traditional reference letters, the UWO MSW Admissions Committee developed a reference survey that is tailored to the specific information they are seeking on each applicant. Therefore, it is important that the applicant supply the contact information and current email address for each reference. Because the Admissions Committee will not review an application until all materials have been submitted, they recommend all applicants provide information for four references if one falls through.

The MSW Admissions Committee will review complete applications in the following manner:

There are two deadlines. The priority deadline is the second Friday in January. All completed applications are reviewed at this time. The second deadline is the first Friday in March. After the second deadline, applications are reviewed as space allows. Admission essays are evaluated based on the approved rubric.

Evaluations will become part of the student’s application records. Applicants who met the respective deadline will be notified by email their status which can include an official offer for admission, declination of admission, or notification of being placed on a wait list. Admittance offer recipients will have two weeks to accept the offer. If that time passes without a positive response, the offer will be sent to the next person on the wait list. The process repeats for the second deadline. Thereafter applications will be reviewed in the order received. MSW applications will be reviewed until the end of the spring semester or until all cohorts are full, whichever happens first.

Application deadlines will be posted on the UWO Social Work website, announced at all MSW information sessions, and shared with all Social Work faculty and Graduate Studies staff to provide to interested prospective applicants. Admission to the MSW is competitive, meaning that not all applicants who meet the minimum standards will be admitted. If an MSW program or cohort does not fill after the first round of application review, a second round of application review will be scheduled. This will also be posted on the UWO Social Work webpage, announced at all MSW information sessions, and shared with all Social Work faculty and Graduate Studies staff.

Applicant groups are divided by proposed year of graduation (related to advanced standing or generalist and full/part-time and clinical/mental health and advanced direct practice.) All admission decisions are emailed to address that applicants provide on their graduate application and supplemental application.

**Admission Decisions**

There are four types of Admission Committee decisions: admission, probationary admission, wait list, or denial. Admission is offered when an applicant meets all criteria outlined above OR they have a clear plan to meet the criteria by the end of the Fall semester of their admission. Probationary admission is offered when the applicant has a clear plan for meeting criteria, the deficiency is strictly academic, but the plan may require more than the Fall semester to complete. Behavioral concerns will not be given consideration for probationary admission. Students who require accommodations should meet with the Dean of Students office.

Academic deficiencies are defined as, but not restricted to:

o GPA below the minimum for application

o Insufficient number of references or Inappropriate reference sources

o Insufficient volunteer Hours

o Aggregate scores from reference surveys too low

o Inappropriate volunteer service

o Incomplete required course work

A student who has been offered probationary admission will make specific plans for resolving their probationary status with the program coordinator. The coordinator will work with the student to create and monitor a detailed plan to resolve the academic deficiencies. The coordinator will monitor and document the student’s progress until the deficiencies are resolved.

All admission decisions are emailed to address which applicants supply on their graduate application and supplemental application.

**Probation In the MSW Program**

The UWO MSW is a program of professional education. There are a number of reasons a student may be placed on probation that take academic, behavioral, and professional ethical concerns into consideration.

Students are responsible for knowing the guidelines around GPA and academic integrity outlined in the student handbook in the Office of Graduate Studies. If a student’s performance falls outside of those parameters, they may be placed on probation or face penalties.

MSW Students must earn a B or better in their field courses (709, 710, 729, and 733) and a C or better in every other course or they must repeat that course If the student falls below 3.0 and/or the above outlined grade requirements, they are placed on academic probation and have until the end of the following semester to raise their GPA to 3.0. Failure to do so may result in referral for the continuation support process.

**2. Completion.**

To be eligible for graduation with an MSW degree, students must fulfill the following expectations:

1. Meet remaining course requirements beyond those required for initial admission;
2. maintain a 3.0 cumulative GPA in all courses taken toward MSW degree.
3. earn a B or above in field placement coursework and a C or above in all other coursework;
4. successful completion of the field placement(s); and
5. submit [MSW application to candidacy](https://uwosh.edu/gradstudies/current-students/admission-to-candidacy/).

Students who are unable to maintain the necessary grade for any MSW course will need to meet with the Admission and Continuation committee to demonstrate that exceptional circumstances prevented them from meeting this standard and, if relevant, develop a remediation plan to ensure acceptable performance in retaking the course.

**3. Credit for Life Experience or Work**

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

**4. Transfer of Credits**

The Department will not accept transfer of academic credit for social work courses taken at programs not accredited by CSWE. The Department will consider the transfer of graduate level academic credit if the course was offered by a CSWE accredited program AND the course has a clear and demonstrable equivalent in the MSW program. For credit to be considered for transfer, a student must supply their MSW advisor with a syllabus for the course in question.

The sequence of courses in the MSW is deliberate, and the MSW faculty has a responsibility to oversee the education and preparation of advanced level practitioners before recommending them for graduation. Therefore, the MSW faculty will not admit more than 9 credits for transfer from another accredited institution. For any consideration of graduate transfer credits, it is the responsibility of the student to demonstrate how the transfer class fits into the UWO MSW program.

**D.  Non-Discrimination and Sexual Harassment Policies**

The Social Work Department adheres to the University’s [non-discrimination policy](https://www.uwosh.edu/provost/Main%20Highlight/handbooks/online-faculty-staff-handbook/general-personnel-materials-faculty-and-academic-staff/gen-4-instructional-policies/part-b-classroom-teaching-policies/gen-4-b-18-student-nondiscrimination-policy) posted on the University’s Academic Affairs page. That reference may be consulted for the full statement of statutory language governing the policies and procedures. A definition of racist and discriminatory conduct and the procedures to address it are contained within the [*Faculty and Academic Staff Handbook*](https://www.uwosh.edu/faculty_senate/senate-related/faculty-academic-staff-handbook/faculty-academic-staff-handbook). Essentially, this policy makes the following statement concerning the prohibition of discrimination:

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

The Social Work Department also adheres to the University’s sexual harassment policy and procedures for addressing it, which are likewise contained in the University’s [*Faculty and Academic Staff Handbook*](https://www.uwosh.edu/faculty_senate/senate-related/faculty-academic-staff-handbook/faculty-academic-staff-handbook)*.* That content will not be repeated here. For purposes of definition, the University defines sexual harassment in the following manner:

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

*(1)   submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or education; or*

*(2)   submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual, or*

*(3)  such conduct has the purpose or effect of substantially interfering with an individual’s academic or professional performance or creating an intimidating, hostile or demeaning employment or educational environment.”*

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

**E. Social Work Department Continuation and Support Committee**

**Purpose**:

The Continuation and Support Committee is responsible for reviewing potential student problems identified by departmental faculty and staff. The committee will meet as necessary to review, mediate and establish individualized plans related to student issues identified at any point in the program (i.e., prior to admission, at admission, or after admission to any UWO social work program). A student may be asked to meet with the Committee with respect to issues including class performance, disruptive classroom or field unit behavior, problematic interpersonal relationships within individuals, families, groups, organizations, and communities, including a potential violation of the NASW Code of Ethics.

**Procedure:**

Departmental faculty and staff members must submit a written, behaviorally specific referral addressing how the issue identified affects the student’s ability to perform the duties of the profession. This letter should also address any specific Code of Ethics areas which have been violated or professional competency (CSWE EPAS) areas which are lacking as evidenced by the behavior. Students will be notified of their referral by the chair via university e-mail within 30 days of the referral. The email sent by the chair will describe the committee's procedures, including an explanation of student rights and the appeal process. If a meeting of the Committee is scheduled, the student will be asked to attend the meeting and will be permitted to present a response. The student may want to be prepared to discuss the issue/s identified in the referral with the Committee. The student may also request that another departmental faculty or staff member, not involved with the referral, act as an informal student advocate at this meeting of the Continuation and Support Committee. This ad hoc committee will consist of departmental faculty or staff appointed by the department chair. The Committee will assess whether a remediation plan can be developed to address the concern and/or if the Department and University can make reasonable accommodations to assist the student to successfully complete the program. The committee may request additional information from both the student and faculty involved and may conduct a criminal background check whenever it is deemed necessary. Campus and community resources that may help remedy the situation may also be identified and may be a part of the remediation plan developed. The plan developed by the Committee is a recommendation to the chair. If the recommendation is not agreeable to the chair, they will collaborate with the Committee to develop an acceptable remediation plan. The chair will then share the Committee’s recommendations with the student.

If a student disagrees with the plan or any decision of the Committee, the student has the right to appeal to the chairperson of the Department of Social Work. Further appeals must follow University procedures linked to [the UWO Dean of Students Student Conduct page](http://www.uwosh.edu/deanofstudents/university-policies-procedures).

**F. Policies and procedures for terminating student enrollment in the Social Work program**

Social Work Department programs ensure an admission and retention process that adheres to the essential policy as stated in the [*Undergraduate Bulletin*](https://www.uwosh.edu/registrar/undergradbulletins)and the[*Graduate Bulletin*](http://www.uwosh.edu/gradstudies/certificate-and-degree-programs/bulletins/2016-2018)*.* The Department holds to course prerequisites and grade prerequisites for admission to its programs. Students should be aware that their status as social work professionals begins when they enter the program as they are held to the professional behavioral standards of the CSWE Educational Competencies and the NASW Code of ethics. To understand the Department’s policies and procedures regarding termination from the program, it is essential to understand the following components: (1) principles for use in evaluating performance, (2) defining academic and professional performance, (3) course grades influenced by expectations for professional behavior, (4) explication of ethical and professional behaviors as evaluated in courses, (5) termination from field, (6) the Social Work Admissions and Retention Committee, (7) nonacademic performance addressed by the university discipline code and (8) grievance and appeal procedures.

**1.   Principles for Use in Evaluating Performance**

The Department of Social Work accepts their obligation to ensure the graduation of competent practitioners. Students are expected to demonstrate competency in professional and academic practice and are assessed through practice behaviors as outlined by CSWE. The Department acknowledges that field placement agencies should not bear the sole responsibility for gatekeeping. The following four principles outline the policies and procedures which were created to assess academic and professional performance:

* The Department facilitates the students' progress necessary in obtaining the professional competence necessary for a career in social work. However, in the event a student does not demonstrate competency and fails to progress in the program, (inside or outside of the classroom), the Department is not obligated to retain the student to any social work program or admit to a social work placement.
* The *Code of Ethics* ([*NASW*](http://www.naswdc.org/pubs/code/code.asp)*)* provides grounding for professional performance requirements and serves as a guide for evaluation of professional performance in the classroom as well as in a placement.
* As a necessary contribution to their professional growth and development, students are encouraged early in the program to undertake self-evaluation, and to anticipate faculty evaluation of their progress. This is a continuous and open evaluation process and is an expected part of the student’s academic work.
* All due consideration is given to a fair and nondiscriminatory evaluation process. University and Departmental guidelines for grievance and appeal will be fully adhered to.

**2. Defining Academic and Professional Performance**

Academic and professional indicators of student performance are important and systematically assessed. Academic indicators are actions made toward earning grades that determine academic standing. Professional performance is demonstrated through the student’s interpersonal and ethical behavior to individuals, families, groups, communities, and organizations. Assessment of professional performance is a hallmark of all social work programs. It is the link to their CSWE accreditation and helps ensure graduation of competent professionals. Some behaviors indicating lack of professional promise are manifested in criminal conduct which might bar approval for certification and licensure. Other frequently cited concerns include but are not limited to unresolved life issues which interfere with judgment and performance; preoccupation with self and self-centered behavior which is inappropriate to a professional role; and/or inability to develop, engage in and communicate effectively in professional relationships. [The NASW *Code of Ethics* (2022r)](https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English) provides a more thorough framework for identifying assessment criteria, which may be used to determine appropriate standards of professional performance.

**3. Methods for Evaluation of Professional Behavior**

Department course syllabi contain explicit criteria for evaluation of knowledge-based competencies in each course. The select competencies cover the application of social work values, ethics, and skills to professional practice. These courses assess performance indicators that typically fall through the cracks of typical academic classroom performance evaluation**.**  All social work classes expect excellent class attendance and active participation because both are necessary for professional learning to occur. There are mechanisms in all levels of social work courses designed to assess knowledge of and adherence to ethical practice principles and professional conduct articulated in the profession’s *Code of Ethics*. MSW students must achieve a 3.0 GPA on a 4-point scale in all courses to remain in the program. Additionally, MSW students are required to earn a B or higher in all field-related courses and a C or higher in all other courses. Students who do not succeed in demonstrating professional promise in required social work courses, especially practice courses, will be unable to meet the minimum GPA. Course grades are intended to be influenced by expectations for ethical and professional behavior.

Once students are admitted to the program, they will enroll in practice coursework that explicitly evaluates professional behavior indicators such as active participation and effective communication skills. Professional behavior must be demonstrated for a student to achieve a grade sufficient to allow them to remain in the program.

This department has made every effort to ensure that competencies and practice behaviors identified in the Council on Social Work Education’s Educational Polices and Accreditation Standards are incorporated in courses and included in academic evaluation at all levels of its programs.

**UWO MSW Grading Scale**

**Grade Percent Points**

A 94 – 100 732 - 800

A - 91 – 93.9 728 - 731

B + 88 – 90.9 704 - 727

B 83 – 87.9 664 - 703

B - 80 – 82.9 640 - 663

C 77 – 79.9 616 – 639

**4. Explanation of Ethical and Professional Behaviors Evaluated in Courses**

The Social Work Department makes every effort to embed professional aspects of practice within the context of a classroom learning experience. Consequently, there are mechanisms in courses at all levels to assess knowledge of and adherence to ethical practice principles and professional conduct articulated in the NASW *Code of Ethics* (2017r) [NASW](http://www.socialworkers.org/pubs/code/default.asp) and the International Federation of Social Workers Statement of Ethical Principles (2012) [IFSW](http://ifsw.org/policies/statement-of-ethical-principles/). Each Social Work course articulates expectations for class attendance, active participation, and leadership development, which are linked to the development of professional identity. Course grades are influenced by a student’s ability to meet expectations for professional behavior.

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

Ethical and professional standards that are to be evaluated in the student’s field performance are identified and integrated within the expectations of the Student Learning Contract, the course syllabi, and the *UWO Social Work Department MSW Field Manual.*

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

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

**5. Termination from Field**

There are special academic and professional performance termination procedures specific to field placement courses (SW 709, SW 710, SW 729, SW 733). The full policy statement concerning termination from field placement is contained in the *UWO Social Work Department MSW Field Manual.* It stipulates the terms and conditions for ending a field placement for a variety of reasons. Among the important reasons for termination are those which pertain to behaviors which compromise ethical standards for practice contained in the NASW *Code of Ethics* (2022). Examples of such behaviors are provided in the MSW Field Manual. When the reasons for discontinuance pertain to failure to perform up to the expectations of the field learning contract (which can be viewed as an academic issue with professional performance indicators), the student is apprised early of his/her poor performance and given guidance for professional development and suggested means for improvement.

If the student is unable to address the identified performance issue, then the student is notified of a non-passing grade. As described in the *MSW* *Field Manual*, the student may appeal to repeat their field course, but is subject to denial in the absence of demonstrated professionalism documented in the field performance evaluation. A denial for readmission to the field placement terminates the student from the program. The student may follow the University’s academic grievance and appeal procedures (see Section 8 below).

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

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

In the event of a positive response to these questions, the final question is whether there is an educationally suitable placement which would be open to accepting this person as an intern. If not, the Department does not accept responsibility for admitting a student who is not likely to be accepted by an agency through an agency [field placement agreement](http://www.uwosh.edu/socialwork/copy_of_AppendixKFieldPlacementAgreementForm.pdf).

**6. Social Work Continuation and Support Committee**

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

**7. Nonacademic Performance Addressed by the University Discipline Code**

Several forms of non-academic misconduct which do have bearing on professional promise are governed by the *University of Wisconsin Oshkosh Student Discipline Code (*[*UW Oshkosh Student Discipline Code*](https://www.uwosh.edu/stuaff/images/student-discipline-code)*).*All enrolled students are subject to sanctions for behavior which is defined under UWS 17.03 as nonacademic misconduct which is subject to disciplinary action. That includes, but is not limited to, conduct which presents a serious danger to personal safety of others, various forms of criminal conduct which endangers or intimidates others (e.g., stalking, harassment, sexual assault, physical abuse), possession of controlled substances for sale or use, tampering with university equipment, and misusing computer resources. It also pertains to various kinds of disruptive conduct which interferes with the ability of others to attend or participate in class and in university-authorized or university-run activities. To be very clear about this, disciplinary actions may result in a student’s removal from the program and expulsion from the University for behaviors that are unrelated to academic grading.

It should also be noted that the University nonacademic disciplinary process is not a part of, or directly linked to, the Social Work Department termination process. They are two independent processes. They could in some instances be two separate processes that could result in different outcomes for the student involved. There could also be instances where the same behavior may be the focus of two separate but concurrent processes, one at the university level and the other at the departmental level. The most serious discipline imposed at the university level is expulsion from the university.

**8. Grievance and Appeal Procedures**

The grievance and appeal policy pertaining to academic appeal, which applies to social work students, may be found in the College of Letters and Science Administrative Handbook ([Chapter 5](https://uwosh.edu/cols/wp-content/uploads/sites/42/2016/06/05studentissues.pdf)). The Social Work Department is a unit within that college. Detailed definitions, policy, and procedures are provided at that web address.

Essentially the procedure requires that students first attempt an informal resolution of the problem with the instructor. If the informal process with the instructor does not resolve the problem, then the student contacts the department chair who may either attempt informal resolution of the problem or proceed with formal grievance policies. If the chair decides that an attempt at informal resolution is inappropriate or should that attempt be unsuccessful, the student may request a formal review of the matter by the department’s grievance committee. The chair will render a decision based on the findings of the departmental grievance committee. Should the student reject the chair’s decision, the student may continue the grievance with the Dean’s Office of the College of Letters and Science. The Dean’s decision will be considered final, with no appeal possible.

**Appendix A**

**Services Available to Students with Limited Abilities\***

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

I. Freedom of movement accommodations

a. Accessibility map, including marked locations for parking, sidewalk cuts, and door openers

b. Remote door openers for selected doors on campus

c. Reasonable modification of residence hall environment and classroom setting

II. Hearing accommodations

a. State-of-the-art infrared application system in theater

b. TDD phones

c. Hearing assistive devices for classroom settings

d. Interpreters

e. Visual signaling devices, i.e., fire alarms in residence halls

III. Visual accommodations

a. Close circuit visual enhancement systems

b. Kurzweil reader/scanner (converts text to voice)

c. Enlargement of notes, syllabi, and other academic documents

d. RFB&D enrollment and support (books-on-tape); loan of 4-track player/recorder

e. Books in braille

f. Talking calculators

IV. Learning accommodations

a. Proctors for exams

b. Testing in a quiet, distraction-free environment

c. Extended time on exams

d. Permission to record in class (optional agreement form available from Accessibility Center)

e. Accessible study lounge with modified furniture and technological assistance

f. Consultation with faculty members regarding academic accommodations

g. RFB&D enrollment and support (books-on-tape); loan of 4-track player/recorder

h. Note takers

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

**Appendix B**

**Important Web Pages**

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

2.         Social Work Dept. Home Page:  <http://www.uwosh.edu/socialwork>

3.         National Association of Social Workers (NASW): <http://www.naswdc.org/>

4.         NASW Code of Ethics:  <http://www.naswdc.org/pubs/code/default.asp>

5.         Council on Social Work Education (CSWE):  <http://www.cswe.org/>

6.         Other Web Sources:

American Psychological Association (APA) style manual provides protocol for papers:

<http://www.apastyle.org/elecref.html>

*BLS Occupational Outlook* provides information concerning employment trends in social work:

[Occupational Handbook Outlook: Social Workers](http://www.bls.gov/ooh/community-and-social-service/social-workers.htm)

Wisconsin Caregiver Law and Criminal History Checks for social work employment:

[WI Caregiver Program](https://www.dhs.wisconsin.gov/caregiver/index.htm)

    International Federation of Social Workers: [IFSW](http://ifsw.org/)

**Appendix C**

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

**Constitution of the Student Social Work Association**

**Name**

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

**Membership**

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

**Voting Rights and Duties**

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

**Meeting and Quorum**

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

**Officers**

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

**Responsibilities of Officers**

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

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

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

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

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

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

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

**Committees**

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

**Parliamentary Procedure**

A majority vote will be used to confirm resolutions.

**Purposes and Goals**

1. To stimulate professional interest in the field of social work for all interested and concerned students at the University of Wisconsin Oshkosh.

2. To establish and maintain interest and influence in curriculum matters; and to encourage student participation and representation on faculty committees.

3. To promote communication between students, faculty, and the community.

4. To become aware and involved in local and national social work issues and policies.

5. To provide volunteer service to a community agency or project on a regular basis.