BSW
2015-2016
HANDBOOK
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University of Kansas School of Social Welfare
Mission Statement

In the BSW and MSW programs, our practice-centered approach is designed to secure the students’ understanding of the concepts of empowerment and well-being, and is guided by four thematic foundational principles:

- A focus on people’s strengths
- The understanding of human diversity
- The promotion of social justice
- The development of a critical perspective

The School has a commitment to practicing educational approaches that directly and explicitly enhance the connection of theory and concepts to the needs of clients and communities and the demands of everyday practice. This commitment flows from the values and ethical principles of the profession and is enriched by our commitment to these four themes. We define the themes as follows:

**Strengths:** A perspective that recognizes, mobilizes and supports the inherent strengths of individuals, families, neighborhoods, organizations and communities to discover and develop their own and communal resources and assets in their struggle for a better quality of life.

**Diversity:** Understanding, valuing and engaging the broad range of differences and commonalities that are brought to the interaction between social workers, clients and communities and the social environment and that are reflective of clients’ culture, ethnicity, race, geography, gender, social class, sexual orientation, religion and physical and mental abilities, particularly when those differences are the cause for discrimination.

**Social Justice:** A commitment to promoting fairness, equality of power and equity of resources based on a complex understanding of the effects of economic, political and social structures on people’s life chances, particularly as it relates to economic inequality and the allocation of necessary social resources.

**Critical Perspective:** The capacity to engage in a deliberate and continuing examination of the assumptions underlying the theories, methods and approaches used by social work in understanding and responding to human needs.

Using these themes as a foundation, and in order to promote social work practice at generalist and advanced levels that advances the empowerment and well-being of individuals and communities, the mission of the University of Kansas School of Social Welfare is to educate students, conduct scholarly inquiry and provide leadership in the development of service delivery systems.

*Revised—May, 2008*
1. The commitment in our mission statement reflecting our educational obligations to further the profession and the university’s charge to provide high quality education is elaborated in our first goal.

*The University Mission Statement on Instruction:* The University is committed to offering the highest quality undergraduate, professional and graduate programs, comparable to the best obtainable anywhere in the nation. (KU Mission Statement)

**Goal 1:** To prepare BSW and MSW students for competent, ethical, and culturally informed social work practice that focuses on the strengths of people, families, and communities.

2. The knowledge building commitment in our mission statement reflecting our mandate to advance both the profession’s knowledge base for practice and humane social policy as well the university’s research mission is elaborated in our second goal.

*The University Mission Statement on Scholarship and Research:* The University attains high levels of research productivity and recognizes that faculty are part of a network of scholars and academicians that shape a discipline as well as teach it (KU Mission Statement)

**Goal 2:** To develop knowledge for the field of social work through basic and applied research/scholarship that informs effective social work practice and humane social policy.

3. The service and outreach commitment in our mission statement, reflects (a) our application of the scholarly and other resources of the School to provide leadership in the development of professional services, as well as (b) our host institution’s mandate to contribute to the betterment of people and communities from local to global levels. This commitment is elaborated in our third goal.

*The University Mission Statement on Service:* The University first serves Kansas, then the nation and the world through research, teaching, and the preservation and dissemination of knowledge (KU Mission Statement)

**Goal 3:** To respond to the needs of communities from local to state to national and international levels for knowledge supporting practice and policy formulation, and advocacy for socially and economically vulnerable individuals and families in our communities.
The BSW Student Handbook

The BSW Handbook has been created to provide students with information regarding our programs, policies and practices. Students should use this in conjunction with the School of Social Welfare website (http://socwel.ku.edu/) and Academic Catalog (http://catalog.ku.edu/social-welfare/) to orient themselves to our programs, curriculum and resources. It is for informational purposes only and does not constitute a contract.

Accreditation and Certification

The Master of Social Work program has been continuously accredited by the Council on Social Work Education (CSWE) since 1949. The BSW program has been continuously accredited by CSWE since 1974. CSWE sets guidelines and policies which all accredited BSW and MSW programs must follow in order to attain their status as accredited institutions.

The University of Kansas

The University of Kansas, founded in 1866, has long been known for its commitment to academic excellence. With a faculty of over 1,900 and a student body of 27,000, the university serves as a major resource for teaching, scholarship and service for the state, the region and the nation.

The university awards doctorates in 63 fields and master’s degrees in nearly 100. Its library, with more than 3 million books and many maps, photographs, documents, microforms, and several historic collections, is one of the largest in the Midwest.

The university includes the main campus in Lawrence, the KU Medical Center in Kansas City, the University of Kansas School of Medicine – Wichita, and the Regents Center on the Edwards Campus in Overland Park. We also have a satellite BSW completion program at KCKCC and MSW program in western Kansas.

The University of Kansas belongs to the Association of American Universities, a select group of leading higher education institutions in the United States and Canada. Member institutions are chosen on the basis of their national significance in graduate students and research.

Non-Discrimination and Affirmative Action

Every aspect of the School of Social Welfare’s organization, policies, and practices is conducted without regard to race, gender, sexual orientation, physical ability, veteran status, national origin, age, or other cultural characteristics. Diversity among the student body is highly valued.

The School of Social Welfare is committed to providing an educational and work environment that is free from harassment and discrimination. A faculty group is available as Faculty Consultants on Harassment and Discrimination to any person in the school in response to problems of unethical or inappropriate treatment of individuals in the school or its field settings. (See page 24).
BSW Curriculum

Bachelor of Social Work

The undergraduate program of the KU School of Social Welfare prepares graduates for beginning generalist social work practice. The program defines generalist practice as maintaining focus on the interface between systems (i.e., individual, families, groups, organizations, and communities), with particular emphasis on:

- The strengths inherent in these systems.
- The need to understand the role of gender, culture, sexual orientation, disability, race, and class in all phases of the social work process.
- The promotion of social and economic justice for those disenfranchised on the basis of the attributes listed above.
- The assumption of a critical perspective regarding different ways of knowing.

Beginning generalist practice uses multilevel methodology depending on the needs of the client system, and incorporates a knowledge, value, and skill base that is transferable between and among diverse contexts and locations.

Students enter the program as juniors. The first year of course work establishes a foundation of knowledge and skills in human behavior and the social environment, social work research, diversity, and an introduction to the fundamentals of social work practice.

During the senior year, students take social work practice, social policy and program analysis, a seminar in professional issues, and two practice mini-courses. Students also take field practicum – a year-long course in which students acquire competence as beginning social work practitioners.

It is possible for students to complete these courses taking a part-time schedule. If you want to pursue this option, please talk to your adviser before scheduling your courses.

It is the student’s responsibility to become thoroughly acquainted with the degree requirements. Ultimately, the student is responsible for understanding and completing requirements for the degree.
BSW Program Objectives

1. Utilize strengths-based social work practice that is consistent with the values and ethical standards of the profession and with an understanding of and respect for the positive value of diversity.

2. Apply critical thinking skills and a critical perspective in the application of appropriate theories and knowledge to practice interventions.

3. Engage in culturally competent practice with diverse populations in regard to age, class, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion and sexual orientation.

4. Understand the origins and effects of oppression and discrimination as well as multiple social work practice approaches that advance social and economic justice, with particular attention to populations-at-risk.

5. Understand the history of social welfare and the social work profession and be able to apply this understanding to the analysis of new and emerging issues.

6. Engage in generalist practice with systems of all sizes, continuously refining and advancing the quality of their practice as well as that of the larger social worker profession.

7. Critically analyze and apply knowledge of bio-psycho-social variables that affect the development and behavior of systems of all sizes, and use empirically supported theoretical frameworks to understand the interactions among individuals and between individuals and social systems, including families, groups, organizations and communities.

8. Analyze the impact of social policies on client systems, workers and agencies and particularly as they relate to inhibiting or advancing social and economic justice, and demonstrate skills for influencing policy.

9. Evaluate research and apply it to practice, and use research skills in the service of both one’s own practice and one’s agency.

10. Communicate and practice with a diversity of colleagues and community members, as well as client populations.

11. Use supervision and consultation appropriately.

12. Engage in practice within organizations and service delivery systems and participate in necessary organizational and systems change.

13. Demonstrate appropriate use of self in social work practice with systems of all sizes.
BSW Required Coursework

Professional Socialization. (SW 220, 623)
*BSW students must take SW 220 prior to enrolling in senior level coursework.
Students are prepared for the responsibilities of social work, involving professional functioning, knowledge and use of professional ethics, values, attitudes, and skills. Students analyze their values critically to develop a unified personal and professional framework. Students develop their professional commitment to the code of ethics and understanding of social work to govern their professional behavior.

Human Behavior and the Social Environment. (SW 530, 532)
Students acquire a knowledge and understanding of individual, group, community, institutional, and cultural dynamics. Students become familiar with concepts, theories, and empirical findings that enable them to practice effectively as professional social workers.

Research. (SW 540, 541)
Students achieve a command of fundamental social work research. A knowledge of the scientific method is acquired and applied to current research. Students learn to apply critical thinking to professional literature.

Students acquire knowledge and skills needed for effective social work practice with diverse populations. The accumulated knowledge and understanding of the social work curriculum come together in the practice courses.

Social Policy. (SW 620, 621)
Students develop a capacity for critical analysis of social problems, policies and programs. Students analyze social work practice to understand the effect of policy on direct service. Basic policy analysis skills acquired in the first course are applied to specified areas of practice, applying analytical skills to problems, policies, and programs.

Field Practicum. (SW 601)
Students acquire competence as beginning social work practitioners. With instructional supervision in a social work agency, students apply their knowledge and expand their practice skills from their course work to real-life situations. Practicum is a two-semester course (fall-spring) for seniors, who spend two days a week in practicum assignments.
Transfer of Credit

Transfer of credit allows specific course work from other accredited colleges or universities to count toward the BSW degree. Decisions to accept prior transcript credits are made by the university’s transcript evaluator during the admission process. Exceptions must be petitioned through the BSW director. Petitions must be accompanied by a catalog description and a syllabus of the course and submitted at the time of application to the school.

Community college equivalents to KU courses are available from the School of Social Welfare or through community college counselors. A maximum of 64 credit hours from a community college may be transferred to count toward the BSW degree.

If you want to check on transfer credit and equivalency information yourself, go to http://www.admissions.ku.edu/credits.

BSW Schedule

The Lawrence BSW program is a day-time program, with courses scheduled from 8:10 a.m.-6:00 p.m., Monday through Thursday. Junior level classes are offered Tuesdays and Thursdays; senior level classes are offered on Mondays and Wednesdays. The KUEC 2+2 BSW program is offered from 3:00-8:50 p.m. on Tuesdays and Thursdays at KCKCC. Required BSW courses are only offered during the regular academic year.

Prior Work Experience

In accordance with national curriculum policy, prior employment and life experience may not be credited toward classroom course work or practicum requirements.
Minimum Grade Policy

No required social work course in which a student receives a grade below a C- will be counted towards the major. A student must retake the course and earn a grade of C- or better to fulfill the requirement for the major. Any student who receives a grade lower than a C- in a required social work course will be required to attend an Academic Planning Committee meeting to discuss plans for continuing in the major. Degree completion may be delayed a year due to sequential course offerings.

APA Manual

The discipline of social work uses the APA style for all written work. Students should use this manual as their guide for writing and citation.

Portfolio: BSW students must complete a portfolio in their last semester. Keep all graded assignments and syllabi for the portfolio.
Special Programs and Certificates

KU offers a wide variety of special programs and certificate learning experiences that offer fantastic opportunities for students. These programs can help build resumes and provide hands-on experience for undergraduate social work majors. For specifics and information go to http://advising.ku.edu/special-programs-certificates. Or click on the links below.

- Arts Engagement Certification
- Certificate in Entrepreneurship
- Leadership Studies Certification
- Global Awareness Program
- Certification in Service Learning
- Research Experience Program
Field Education

According to the Council on Social Work Education, field education is the signature pedagogy of the social work profession. Your practicum, also known as an internship, will help you to connect your classroom learning with a social work practice experience in the community. The Field Education Handbook contains specific information about the roles and expectations of the School, the field, and the student in the practicum experience, as well as the policies and procedures of the Field Education Office.
Advising and Enrollment

The BSW program prides itself on the thoroughness of its advising system. Early advising is recommended for students interested in social work. Pre-social work students (both KU and transfer) are encouraged to obtain advising through the School. Undergraduate academic advising is a developmental decision-making process during which students identify and realize their educational potential through communication with an academic advisor. Advising is an ongoing, multifaceted process, a responsibility shared by the student, advisor, and KU. Advising concerns students’ intellectual goals including career planning, enrollment, and course and major selection, and establishes and maintains a relationship between faculty members and students.

Advising is separated into two categories – academic and professional/career.

Academic Advisors

Academic advisors assist with enrollment and course selection. Enrollment happens twice each year – in the fall semester for spring, and in the spring for summer and fall. Students receive emails from the Office of the University Registrar announcing enrollment periods. Students are required to meet with their academic advisor to discuss academic issues, major requirements, course selection and basic policies.

Professional/Career Advisors

In the fall semester students are assigned a member of the faculty who serves as their professional/career advisor. Students are encouraged to meet with their assigned faculty member to discuss academic issues, research developments in the field of social work, choice of concentration and field of practice, as well as possible career options.

Students who develop a good relationship with their advisors, or with other faculty members, can find this to be an important part of their academic career. It is recommended that students get to know their advisors and develop a rapport early on.

Roles of Advisors

Advisors also serve in another capacity: they are responsible for communicating with the student when the student is in academic trouble. If an instructor issues an academic warning to a student, a copy of the warning is also sent to the advisor. The advisor will contact the student to discuss the basis of the academic warning and help the student formulate a plan for improving performance in class.

Students will also be notified by the BSW Program if their social work GPA or overall GPA has fallen below 2.5. They will be encouraged to meet with their advisor to make a plan for improving their academic performance.

If students are having trouble with a course or an instructor, and discussions with the instructor have not been successful in addressing the problem, students can also take the initiative and approach their advisors. Advisors can help problem-solve with students, suggest university resources that might be appropriate, and inform students of their options for further redress.
What Advisors Cannot Do

Advisors cannot do any of the following:

- change your grade in a course (this requires a grievance)
- allow you to enroll in a course that is full
- allow one of the classes you have taken to fulfill one of the general education requirements, if it is not on the list (this requires approval from the BSW Program Director)
- therapy (while faculty and staff members are certainly available to help students problem-solve and talk through a specific crisis, Counseling and Psychological Services provides longer-term counseling for students)
- tell a teacher to let you (a) take an incomplete, (b) turn an assignment in late, or (c) not penalize you for lateness or absences

Check your Degree Progress Report anytime at myKU

The faculty has determined optimal class sizes for all courses, which may vary according to the course. The faculty has also determined that when multiple sections of a course are offered, enrollment in those sections is to be distributed as evenly as possible. Students should anticipate that they might not get into their first choice of courses or sections. Students are encouraged to consider options before going through the enrollment process.

Students are ultimately responsible for their enrollment and for taking courses necessary to meet degree requirements. It is important to check your schedule for accuracy, including the practicum section. Corrections should be made as quickly as possible. Check your Degree Progress Report anytime at http://www.degreeprogress.ku.edu and compare to our published completion plans.

Grades

You can view your grades via Enroll and Pay or the myKU portal.

Schedules

You can view your current class schedule via Enroll and Pay or the myKU Portal.
Adding/Dropping/Changing Sections, Withdrawing/Fee Assessment BSW Students

Students wishing to add or drop a course must first consult with an advisor to review the impact of the action.

Before adding or dropping, students should consider that:

- Required courses are only offered once each year.
- Enrollment in practicum is concurrent with enrollment in the appropriate practice class. Dropping one requires dropping the other.
- Changes of section are only considered for scheduling reasons and only if space is available as determined by administrative staff. Students should not ask an individual instructor for permission.
- Students are expected to remain with the same instructor for both semesters of sequence courses.
- Refunds for dropped credit hours follow a set calendar. Please see the University Timetable for more information: www.registrar.ku.edu.

Withdrawal From Degree Status

Students considering withdrawing from the program are strongly advised to meet with their advisor. If the student and advisor conclude that withdrawal is the best option, students can complete forms online. Students have 5 years to complete the degree upon beginning 500 level coursework. After that time, students may be required to repeat courses. Students may apply and be readmitted to the School.

Fee Assessment Petition Process

If a student wants to request that an assessment charge be reconsidered: follow one of the steps outlined below:

- Visit www.registrar.ku.edu and print a copy of the fee appeal form.
- The student can download this form and send it to the Registrar. The form will include specific guidelines. It is very important to explain why you want an assessment reconsidered. It is your responsibility to complete this section to insure timely processing.

Tuition Information

For specific information regarding tuition and fees including a breakdown of campus fees, go to http://www.affordability.ku.edu/.
**Guidelines For Conduct**

As students, you have certain rights and responsibilities, most of which are outlined either in the University Registrar’s website, [http://www.registrar.ku.edu/](http://www.registrar.ku.edu/) or in the KU Policy Library which is available at [http://studentaffairs.ku.edu/policies](http://studentaffairs.ku.edu/policies). It is strongly recommended that students familiarize themselves with the contents of these documents.

**Ethical Standards**

The School has a professional values commitment that requires the highest standards of conduct in human interactions. Thus, the School of Social Welfare strives to maintain an atmosphere that promotes understanding, inclusiveness, and mutual respect for people with diverse backgrounds. Because of our belief in the dignity of individuals and their right to be treated with respect regardless of race, gender, ethnicity, sexual orientation, age, class, religious beliefs, gender identity, and physical ability, the School does not condone any behavior that reveals prejudice, discrimination, or bigotry.

**Nondiscrimination**

The University of Kansas supports this value commitment in its policy on nondiscrimination.

... the university is committed to providing an equal opportunity for all qualified individuals to be considered for employment, benefits and conditions of employment, educational programs and activities, regardless of race, religion, color, sex, disability, national origin, ancestry, age, veteran status, sexual orientation, marital status, parental status, gender identity, or gender expression. ([http://policy.ku.edu/IOA/nondiscrimination](http://policy.ku.edu/IOA/nondiscrimination))

This value commitment is also part of the *Code of Student Rights and Responsibilities* ([http://policy.ku.edu/code-student-rights-and-responsibilities-student-code](http://policy.ku.edu/code-student-rights-and-responsibilities-student-code)). This Code “protects the rights of every student and describes responsibilities or expectations for student conduct. As such, it forms a significant part of the rules of the campus community. Students are expected to familiarize themselves with the policies that govern student conduct. This information may be found at: [http://studentaffairs.ku.edu/policies](http://studentaffairs.ku.edu/policies).

If a student believes that his/her rights have been violated they are encouraged to seek consultation from a faculty consultant on harassment and discrimination as detailed in the following section. Or, as with any member of the University community the student has the right to contact Human Resources and Equal Opportunity (HREO) to discuss their concerns and options. ([http://policy.ku.edu/IOA/nondiscrimination](http://policy.ku.edu/IOA/nondiscrimination))

The same rights afforded to students are afforded to all members of the University Community and violation of these rights by a student may be grounds for dismissal.
**Academic Misconduct**

The University Senate Rules and Regulations defines academic misconduct in Article II, Section 6, stating:

Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another’s work; violation of regulations or ethical codes for the treatment of human and animal subjects; or otherwise acting dishonestly in research. ([http://policy.ku.edu/governance/USRR](http://policy.ku.edu/governance/USRR))

One form of academic misconduct occurs when someone takes credit for work produced by another. Academic misconduct includes, but is not limited to:

1. Representing any work of another person, including materials from the professional literature, as one’s own product and achievement. This includes but is not limited to:
   a. Quoting from another work without indicating the fact by quotation marks or indentation and acknowledging the source.
   b. Paraphrasing without proper acknowledgement of the source.
   c. Using the work of another student.
2. Giving or receiving unauthorized aid in any assignment or examination.
3. Submitting a written assignment prepared for one class as original work for any other class without prior knowledge and permission of the instructor.
4. Representing interactions of clients in written case materials that did not, in fact, happen or presenting untrue statements in such materials.
5. Fabricating data that are claimed to be real.

Academic misconduct is a serious ethical violation. The student who violates these provisions may receive a failing grade for the academic activity in question, or for the course in which the behavior occurred. They may also be referred for an Academic Review Committee meeting, which could result in a recommendation to the Dean of the School of Social Welfare that the student receive a formal censure for the behavior. In severe cases of academic dishonesty, the ARC could recommend suspension or dismissal from the BSW program.

Plagiarism and the appearance of dishonesty is avoided if proper bibliographic citations are included whenever the work of another is used. Proper bibliographic citations include four elements (Rudolph & Backstone, 1990).

1. Name of author or authors, correctly spelled and in the form that appears on the work.
2. Edition number for books; volume number and issue number, if there is one, for periodicals.
3. Complete publication date: month, day (if given), and year for periodicals; year for books.
4. Inclusive page number of articles; specific page numbers for cited parts of articles.
Grounds for Dismissal

Behavior that is illegal, does not adhere to the NASW Code of Ethics, or reflects other forms of inappropriate professional behavior will be grounds for dismissal from the BSW program. This could include but is not limited to sexual or racial harassment or harassment concerning sexual orientation, threatening behavior, plagiarism, theft, and sexual misconduct with clients. This is inclusive of all behavior related to the status of students in the School of Social Welfare: interactions with clients, agency staff, faculty, and students.

Harassment and Discrimination

The University of Kansas is committed to an open, diverse and inclusive learning and working environment that nurtures growth and development of all. KU holds steadfast in the belief that an array of values, interests, experiences, and intellectual and cultural viewpoints enrich learning and our workplace. The promotion of and support for a diverse and inclusive community of mutual respect requires the engagement of the entire University. The office of Institutional Opportunity & Access (IOA) has an institutional responsibility to enhance and strengthen diversity and inclusion at the University of Kansas - [http://ioa.ku.edu/](http://ioa.ku.edu/).

Students’ Rights to Confidentiality

The curriculum prepares professional social workers to be effective in helping clients and in collaborating with others on clients’ behalf. In the context of the School’s curriculum as contrasted with personal therapy, personal growth and self-awareness are not ends in themselves; they are means toward the ends of effective practice skills. Contrary to a contract for personal therapy, the educational contract may not require students to reveal personal information either to fellow students or instructors. Therefore, any course which requires self-disclosure as a teaching/learning methodology must (a) be optional for students to elect; (b) make explicit at the outset any requirements for expectations of self-disclosure; and (c) provide a rationale acceptable to Curriculum Committee that the nature of self-disclosure required can reasonably be expected to improve practice and that application of such experiences to practice will be made explicit for students. Self-disclosure, for the purpose of this document, is defined as disclosure of personal or family relationships or history.

The following specific guidelines must be followed with respect to students’ rights to confidentiality.

1. A student’s reactions to or feelings about clients and fellow workers are a legitimate concern of social work education. Students may be asked to examine these matters either in written assignments, practicum supervision, advisement, or liaison conferences.
2. Students may not be required involuntarily as a part of class or practicum to reveal information about their personal or family relationships or histories with the exception indicated in item 3 below. An assignment asking for personal or family information may, however, be utilized if an alternative assignment is available and given equal credit. For example, describe family relationships in literature instead of one’s own family or describe a person’s problem rather than one’s own problem.
3. A practice course may be offered which requires students to describe personal or family matters either in class or other assignments. Such a course may be offered under the following conditions:
a. Methodology and content of the kind described in (3) must be approved by Curriculum Committee as necessary for achieving course objectives.

b. Written course materials defining expectations of students regarding sharing of personal information must be made available at the outset of the course. The nature of the self-disclosure to be required and the context in which the self-disclosure will occur (e.g., assertiveness training, sharing of sexual experiences) must be made explicit in the course materials. The course materials must also contain a rationale for the types of self-disclosure expected indicating the specific ways in which such disclosure is expected to enhance practice skills.

4. Any information about him/herself which the student does choose to divulge must be treated by faculty and by fellow students with the same respect for confidentiality as that accorded to clients. That is, no mention of such confidences may be made unless directly connected with the education or practice of that student.

5. A breach of policy regarding student’s rights to confidentiality by either faculty or students shall be considered a violation of professional ethics and academic misconduct.

Confidentiality of Clients’ Information

1. In any instance in which a client is mentioned in a classroom or class assignment, whether in a brief vignette, oral or written case presentation, or any other manner, the following assurances of confidentiality must be observed:
   a. The names of persons who are clients, clients’ family members, agency personnel, and any other persons in their environments must be disguised so that they will not be recognizable.
   b. If the configuration of personal or family characteristics is such that it could render person(s) identifiable (age, family size or composition, race, occupation, handicap, etc.), some aspects of the configuration must be altered. Aspects least detrimental to understanding of the situation should be altered, but when there is doubt, the principle of confidentiality must take precedence over completeness in every detail.
   c. The specific place of work or schooling of clients should not be mentioned unless it is essential to the case and the entity is so large and the person’s other characteristics are sufficiently nonspecific that he/she cannot be identified.

2. Any discussion about clients in the classroom takes place in the context of professional learning and teaching. As such, it is protected by the social work profession’s ethics regarding confidentiality. Such content should never be discussed outside the classroom except with professional colleagues and then only for learning purposes.

3. Any written materials or tapes regarding clients must be prepared, used, and stored so as to ensure clients’ privacy. For tapes to be used in the classroom, clients’ permission must be gained in writing before taping may take place. Procedures used must be in conformity with University rules and regulations as well as with those of the student’s practicum agency. Responsibility to see to it that no one has access to such materials, except for legitimate professional purposes, rests with each student and faculty member.

4. A breach of the policy regarding confidentiality shall be considered a violation of professional ethics and academic misconduct.
Student Advancement Policy

The goal of the School is to prepare BSW students for beginning generalist practice. The School is responsible for creating a learning environment that enables students to become effective social work practitioners. The School is also responsible for determining whether students have demonstrated the required level of achievement--classroom performance, professional behavior, and ethical behavior--sufficient to interact positively with client systems. Advancement is a means by which faculty ensure that each person graduated with a degree from The University of Kansas School of Social Welfare has adequate skills, knowledge, and judgment to assume the responsibilities of a professional social worker.

Advancement Requirements

Advancement of students from one semester to the next is contingent upon satisfactory progress each semester.

Students must maintain satisfactory progress towards meeting the following expectations:

1. **Academic Performance**
   BSW students must maintain a minimum 2.50 cumulative and 2.50 in required SW courses and satisfactory performance in field practicum.

2. **Professional Behavior**
   - Students are expected to obtain and analyze data, synthesize information, and reach sound assessment judgments.
   - Students are expected to plan and implement effective interventions.
   - Students are expected to relate well with clients and client systems, colleagues, agency supervisors, and community systems.
   - Students are expected to demonstrate a commitment to and skill in self-evaluation of practice.
   - Students are expected to respond to evaluation, testing, and criticism with appropriate modification of behavior.

3. **Ethical Conduct**
   - Students are expected to demonstrate honesty and integrity in all areas of the academic program.
   - Students are expected to adhere to ethical professional standards in all interactions with clients, peers, staff, regular and contract faculty, practicum instructors, and all other members of the University community.
   - Students are expected to abide by the standards as stated in the [NASW Code of Ethics](http://www.nasw.org) and the KU Student Conduct and Community Standards - [http://studentaffairs.ku.edu/conduct](http://studentaffairs.ku.edu/conduct).
Advancement Procedures

Advancement is a process intended to assure that each student maintains adequate progress in gaining knowledge, skills, competencies, and behaviors required for graduation and professional practice. Students are automatically advanced and should consider themselves advanced unless they are otherwise informed.

The following steps will be taken when students do not meet the academic performance standards described above.

Academic Probation

- **BSW students: GPA below 2.50 cumulative and/or in required social work courses.**
  
  Student shall be notified in writing of academic probation status. Student is required to meet with academic advisor to develop plan to meet academic standard by the end of the next sequential semester (summer is not considered sequential). If by the end of the next sequential semester the GPA has not been raised to meet academic standard the student will be dismissed from the program.

Unsatisfactory Progress in Practicum

- **Grade of U assigned in field practicum, indicating unsatisfactory progress.**
  Practicum instructor shall immediately notify the student and the practicum liaison. The liaison will notify the Director of Field Education, who will send written notice to student that an Academic Review Committee meeting will be held to review the student’s status.

Professional Standards & Ethical Violations

- **Serious Ethical Violation.**
  
  Any violation of the ethical conduct standards listed in this handbook (see page 22), or of the NASW Code of Ethics (the professional standards) or the University Code of Conduct shall require a meeting of the Academic Review Committee.

Academic Review Committee

When students are having difficulties in either the classroom or in practicum settings, they are generally able to resolve the situation directly with their instructor or through seeking the advice of their faculty advisor or field liaison. In some cases, however, these situations cannot be successfully resolved through interaction with faculty or staff members. When this occurs, an ARC meeting can be requested by a classroom instructor, faculty advisor, or a field liaison. Appropriate situations for such a request could include: (1) student academic problems, (2) student classroom behavior issues, (3) student practicum performance problems, (4) student practicum behavior issues, (5) being on academic probation, or (6) engaging in ethical violations. The Academic Program Director then determines whether an ARC is indicated.

The ARC is convened by the Academic Program Director. When an ARC meeting is convened by the Academic Program Director due to classroom issues, an invitation to participate is issued to the student, the Director of Field Education, and the student’s faculty advisor. Classroom instructors may be invited in some cases, although generally their written report regarding the classroom concerns is used as their
input for the meeting. When the issues are related to Field Education performance or behavior, the Academic Program Director issues an invitation to participate in the meeting to the student, the Director of Field Education, and in some cases, the Field Liaison. Students may not invite additional participants to an ARC Meeting. If a student does not attend a scheduled ARC meeting, the ARC meeting will proceed in the student’s absence and the student will be provided with a written report of the meeting and its outcome. At a minimum, the Academic Review Committee requires the attendance of the Academic Program Director, and the Director of Field Education or their designated proxy representatives.

During this meeting, relevant information provided by all participants will be reviewed. In most cases, a corrective action plan will be developed to help the student address the performance or behavior issues. In a case where resolution of the problem performance or behavior does not seem to be possible, the ARC may recommend to the Dean of the School of Social Welfare that the student be discharged from the MSW program.

The Academic Review Committee acts on all unusual requests, such as retroactive withdrawal from all classes, and makes recommendation to the Associate Dean for Academic Programs.

**Dismissal**

The Academic Review Committee may determine that it is inappropriate for the student to continue in the program. These instances include, but are not limited to, serious ethical violations or continued unsatisfactory progress that prohibits the student from meeting the School’s standards for successful graduation. Under these circumstances, the program chair, in consultation with the other members of the committee, may recommend to the Dean that the student be dismissed from the School. The Dean’s office notifies the student of the decision to dismiss.

In the event that a student is dismissed, the student may appeal the decision following the Grievance procedures of the School.

“The written statement of the complaint or grievance shall set forth the facts upon which the grievance is based and shall indicate the provision or provisions of the University rules and regulations alleged to have been violated, or members alleged to have been unlawful, arbitrary or capricious.” See Grievance Procedure, page 33 (revised Oct. 14, 1999).
**Grading**

Undergraduate social work courses are graded by A, B, C, D, F grades (A=work of marked excellence indicating high honor, B=work of higher than average quality, C=work of average quality, D=work of lowest quality that would allow a student to pursue the next dependent course, F=unsatisfactory work).

Plus/minus grades may be given and calculated in the overall grade point average.

**Grade Point Average (GPA)**

The grade point average is determined by dividing the number of grade points earned by the number of credit hours.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
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<tr>
<td>B</td>
<td>3</td>
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<tr>
<td>B-</td>
<td>2.7</td>
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<td>C+</td>
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<td>D</td>
<td>1.0</td>
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<tr>
<td>D-</td>
<td>.7</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

No required social work course in which a student receives a grade below a C- will be counted towards the major. A student must retake the course and earn a grade of C- or better to fulfill the requirement for the major. Any student who receives a grade lower than a C- in a required social work course will be required to attend an Academic Review Committee meeting to discuss plans for continuing in the major. Degree completion may be delayed a year due to sequential course offerings.

**Probation**

Students are placed on probation if the grade-point average required for the degree (BSW 2.5) is not maintained, if an unsatisfactory grade is received in practicum, or if substantial work remains incomplete at the end of a semester.

Practicum is graded on an S/U (satisfactory, unsatisfactory) basis. A grade of P (for progress) is given at the end of the first semester, showing satisfactory progress. No credit is given toward the degree unless both semesters of practicum are completed at a satisfactory level. Grades for practicum are given by the faculty liaison.
Incompletes

Incompletes are given only for circumstances beyond a student’s control. If the course is part of a sequence (e.g., 540-541, 610-612, 620-621), you cannot begin the second course until the incomplete has been completed. In all other cases, incompletes must be completed within one calendar year or they will be changed to F’s.

It is the student’s responsibility to request an incomplete from the course instructor stating the date the work is to be completed. If the instructor agrees to grant the request, it is the student’s responsibility to submit a completed agreement form to the appropriate academic advisor. The form must be signed by the student and instructor. A grade of incomplete will be reported only if the agreement has been received before the end of the semester and prior to the time that course grades must be submitted. Incompletes must be completed within one calendar year or they will be changed to F’s.

Grade Reports

Grade reports will be available to students on-line via Enroll & Pay. Many faculty who use Blackboard may also post grades there.

Grade Appeal

A change of grade may be made only if:

- the original grade resulted from error, or
- (2) the original grade was “I” or “P” (Ref. University Senate Rules and Regulations 2.3.1). In certain exceptional cases (sexual harassment, misconduct, incapacitation), a faculty committee may assign the course grade (Ref. 2.3.2.).

The University Senate Rules and Regulations state: “A student may initiate a grade appeal of a final course grade if he or she believes that there has been an improper application of the grading procedure announced for the course by the instructor” and for field practicum, as stipulated in the Field Practicum Manual. An appeal should follow the grievance procedures of the School (the School’s grievance procedure is detailed on page 33). Final appeal is the University Judicial Board.
**Process for Student Complaints Regarding Instructors and Faculty**

**Step 1:**
Address the issue with your instructor, either through direct communication (in writing, email, or face-to-face discussion) or your mid-semester feedback form.

*Exception:* If you feel you are experiencing discrimination on the basis of race (including racial harassment), religion, color, sex (including pregnancy, sexual harassment, and sexual violence), disability, national origin, ancestry, age, status as a veteran, sexual orientation, marital status, parental status, gender identity and gender expression, you should contact:

Office for Institutional Opportunity & Access  
Lawrence/Edwards Campus  
Carruth-O'Leary Room 153  
1246 West Campus Road  
Lawrence, KS 66045  
785-864-6414  
785-864-8069 FAX  
711 TTY  
IOA@ku.edu  
http://ioa.ku.edu/discrimination-0

**Step 2:**
If the issue is not resolved, the next step is to contact the Academic Programs Coordinator:

Dana Shafer  
Academic Programs Coordinator  
School of Social Welfare  
University of Kansas  
1545 Lilac Lane  
Lawrence, KS 66045-2510  
(785) 864-2292  
dshafer@ku.edu

This will initiate communication with the instructor/GTA, the instructor’s faculty mentor, the student, and the student’s faculty mentor. If the instructor in question is a faculty member, the communication will include the faculty member, the Associate Dean for Academic Programs, the student, and the student’s faculty mentor. This may result in a face to face meeting.

**Step 3:**
If the issue is not resolved, please contact the University Ombudsman at:

34 Carruth O'Leary  
(785) 864-7261  
ombuds@ku.edu
The mission of The University of Kansas Ombuds Office is to ensure that all members of the university community receive fair and equitable treatment. The Ombuds Office carries out its mission via two complementary approaches: (1) receiving and attempting to resolve individual grievances on a confidential, informal basis; and 2) supporting systems change that advance the goal of a fair conflict management system. The purpose of the Ombuds Office is to act as “an ear to the people” so every voice at The University of Kansas can be heard and receive impartial attention without fear of retaliation and loss of privacy. In doing so, the Ombuds Office serves as an independent, confidential, neutral and informal resource to the entire university community. For more information about this office, please visit: http://www2.ku.edu/~ombuds/

Step 4:
If the issue is not resolved, a grievance can be filed in accordance with the School of Social Welfare grievance procedure that follows.
Grievance Procedures

Grievance Procedures:
Approved by School of Social Welfare Faculty: October 14, 1999

Pursuant to Article XIV of the University Senate Code (Code) and Articles V and VI of the University Senate Rules and (USRR) of the University of Kansas, Lawrence, the School of Social Welfare establishes the following procedure for the hearing of grievances within the School. In all instances where questions arise relative to the application of these procedures, the matter(s) will be resolved by conformance with the Code and the USRR. This procedure shall not be used to hear disputes assigned to other hearing bodies under USRR Article VI, Section 4.

For disputes involving alleged academic misconduct or alleged violations of student rights, the initial hearing normally will be at the School level. The option to hold an initial hearing at the Judicial Board level exists if both parties agree, or either party petitions the Judicial Board chair to have the hearing at the Judicial Board level and the petition is granted. The petition must state why a fair hearing cannot be obtained at the unit level; the opposing party has an opportunity to respond to the petition (USRR 6.4.3.1).

General Provisions

Purpose. The purpose of these procedures is to resolve conflict situations within the University community. The governance system does not command sanctions and has no enforcement powers. Its aim, therefore, is to find the facts of a contested situation and to make reasonable and appropriate recommendations to those having the legal power and the responsibility to act. Recommended action should be in the University community’s best interest and protective of the rights of the individuals involved (see Article VI, § 1).

This procedure shall be the sole procedure available to faculty, staff and students at the School level. Complaints in which the dean is named as a respondent shall be processed under the Provost’s grievance procedures. Except as provided in USRR 6.5.4, no person shall be disciplined for using the grievance procedure or assisting another in using the grievance procedure.

The collegial atmosphere of the University community and of the School of Social Welfare is best served through informal resolution of disputes. Prior to pursuing formal grievance procedures, the grievant should attempt to resolve the matter informally through direct or indirect consultation with the other party or through discussions with one’s advisor or other supervisory personnel. If resolution of the disagreement is not achieved at this informal level, participants shall be referred to mediation, where, in an atmosphere of respect and fair dealing and with the assistance of a neutral third party, they will have the opportunity to resolve the grievance in a nonadversarial process.

The School of Social Welfare shall provide a copy of this procedure to anyone who requests it.

1. To start the grievance process, the complainant must submit a written complaint to the dean or chair of the Faculty Executive Committee. If submitted to the dean, the dean shall refer the complaint to the chair of the Faculty Executive Committee. The complaint shall
contain a statement of the facts underlying the complaint and shall specify the provision(s)
of the Faculty Code of Conduct, University Senate Code, The University Senate Rules and
Regulations, the Code of Student Rights and Responsibilities, or other applicable rule,
regulation, or law allegedly violated. The complainant shall indicate the injury suffered as a
result of the challenged conduct. The complaint shall also indicate the witnesses or other
evidence relied on by the complaining party, and copies of any documents relevant to the
complaint shall be attached to the complaint.

2. At the time the complaint is submitted to the chair of the Faculty Executive Committee, the
complaining party shall provide a copy of the complaint, with accompanying documents, to
the dean and to the party/parties (respondent(s)) charged in the complaint.

3. Upon receipt of the complaint, the chair of the Faculty Executive Committee shall contact
the respondent to verify a copy of the complaint has been received and to provide the
respondent with a copy of these procedures.

4. Pursuant to University Senate Code 14.2c, a respondent has the privilege of remaining
silent and refusing to give evidence in response to a complaint. The respondent also has the
right to respond and give evidence in response to the complaint.

5. The respondent shall submit a written response to the chair of the Faculty Executive
Committee within 14 calendar days of receiving the complaint. The response shall contain
the respondent’s statement of the facts underlying the dispute and any defenses to the
allegations made in the complaint. The response shall indicate the witnesses or other
evidence relied on by the respondent and copies of any documents relevant to the
response shall be attached. The respondent shall provide a complete copy of the response
to the complaining party.

6. Upon receipt of the response, the chair of the Faculty Executive Committee shall contact
the complaining party to verify a copy of the response has been provided.

7. Upon receiving the complaint and response, or if the respondent fails to respond within the
14-day time period, the chair of the Faculty Executive Committee shall appoint a committee
comprised of three School of Social Welfare faculty members, to consider the complaint.
The committee members shall be disinterested parties who have not had previous
involvement in the specific situation forming the basis of the complaint.

8. Pursuant to USRR 6.8.4.2, the chair of the committee may contact other hearing bodies
within the University to determine whether a grievance or complaint involving the
underlying occurrence or events is currently pending before or has been decided by any
other hearing body.

9. Time Limits: To use this procedure, the complainant must file the written complaint with
the chair of the Faculty Executive Committee within six months from the action or event
that forms the basis of the complaint. The six-month time period shall be calculated using
calendar days (including weekends and days during which classes are not in session). The
chair of the Faculty Executive Committee shall accept complaints during the period from
May 15 to August 15, but need not take action on them during that period. Nothing in this
procedure prevents the chair from referring the parties to mediation and/or the grievance
committee from hearing or otherwise acting on the complaint during this time if none of
the participants’ rights are violated by doing so.

10. Upon receiving the complaint, if the chair of the Faculty Executive Committee determines
that any of the following grounds exist, s/he may recommend to the Dean that the
complaint be dismissed without further proceedings. The ground for such dismissal are: (a)
the grievance or another grievance involving substantially the same underlying occurrence
or events has already been, or is being, adjudicated by proper University procedures; (b)
the grievance has not been filed in a timely fashion; (c) the committee lacks jurisdiction over the subject matter or any of the parties; (d) the grievance fails to allege a violation of a School or University rule; (e) the party filing the grievance lacks standing because s/he has not suffered a distinct injury as a result of the challenged conduct and has not been empowered to bring the complaint on behalf of the University; or (f) the party filing the grievance has been denied the right to file grievances pursuant to USRR, 6.5.4.

11. If the chair of the grievance committee determines that a grievance on its face properly should be heard by another body, the chair of the grievance committee will recommend that the chair of the Faculty Executive Committee send the grievance to the appropriate hearing body without further proceedings in the School. The chair of the Faculty Executive Committee will send a copy of the referral to the complainant(s) and any responding parties.

12. Unless either party to the dispute waives mediation, mediation shall occur prior to a hearing on the dispute. Mediation shall be governed by USRR 6.2.3. A mediator shall be selected by the parties either from a list of trained and/or experienced mediators maintained by the University Ombudsman and the Judicial Board Chair, or the parties may agree on another individual to serve as a mediator. If the parties cannot agree on a mediator, they may request that the Associate Dean for Academic Programs or the Ombudsman select the mediator. The procedures to be followed in mediation shall be determined by the mediator in consultation with the parties.

13. If mediation is successful, the mediator will forward to the dean, the chair of the Faculty Executive Committee, the chair of the appointed grievance committee, and all parties a letter indicating the outcome of the mediation and the terms upon which the parties have agreed to resolve the dispute. This letter shall be a recommendation to the Chair of the Faculty Executive Committee. The Chair will notify the mediator, the grievance committee chair, and the parties that the recommendation has been accepted, modified, or rejected.

14. If mediation is not successful, the mediator will notify the dean, the chair of the Faculty Executive Committee, the grievance committee chair, and the parties that mediation has terminated. If mediation is not successful, or if it is waived by either party, the grievance committee will schedule a hearing no later than 30 calendar days from the written submission of the complaint. The 30-day period may be extended for good cause as determined by the chair of the committee. The 30-day period shall be suspended during the mediation process. The hearing will be closed unless all parties agree that it shall be public.

15. Each party may represent him or herself or be represented by an advisor or counsel of his or her choice.

16. Each party has the right to introduce all relevant testimony and documents if the documents have been provided with the complaint or response.

17. Each party shall be entitled to question the other party’s witnesses. The committee may question all witnesses.

18. Witnesses other than parties shall leave the hearing room when they are not testifying.

19. The chair of the hearing, in his/her discretion, may place reasonable time limits on each party’s presentation of evidence and arguments.

20. The chair of the grievance committee shall have the authority and responsibility to keep order, rule on questions of evidence and relevance, and shall possess other reasonable powers necessary for a fair and orderly hearing.
21. The hearing shall not be governed by the rules of evidence, but the chair of the grievance committee may exclude evidence s/he deems irrelevant, unnecessary, or duplicative. Statements or admissions made as part of the mediation process are not admissible.

22. The grievance committee will make an audiotape of the hearing but not of the deliberations of the grievance committee. The audiotape will be available to the parties, their authorized representatives, the members of the committee, the chair of the Faculty Executive Committee, and the dean. If a party desires a copy of the audiotape or a transcript of the tape, that party will pay for the cost of such copy or transcript. In the event of an appeal, the audiotape will be provided to the appellate body as part of the record of the case.

23. After presentation of evidence and arguments, the grievance committee will excuse the parties and deliberate. The grievance committee’s decision will be a written recommendation to the dean. The grievance committee shall base its recommendations solely on the information presented at the hearing.

24. The grievance committee will send its written recommendation to the dean and the parties as soon as possible and no later than 14 calendar days after the end of the hearing.

25. Each party shall receive notice of the decision of the dean to accept, modify, or reject the recommendation of the committee within 14 calendar days of receiving the committee recommendation. The dean will advise the parties of the procedure available to appeal the decision.