

THE UNIVERSITY OF NEW ENGLAND

SCHOOL OF SOCIAL WORK
STUDENT HANDBOOK

On-Campus Program Option

2017–2018

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OVERVIEW

The School of Social Work at the University of New England is accredited by the Council on Social Work Education to award the Master of Social Work (M.S.W.) degree. The School prepares its students for advanced practice in Social Work. The School of Social Work (SSW) is a graduate professional school with special requirements that have resulted in policies and procedures unique to its functioning within the University of New England. This Handbook has pertinent information about resources and describes the policies and procedures particular to the On-Campus School of Social Work Program and the University of New England (UNE). The [UNE Student Handbook](#) provides additional information pertaining to the operations of the University with policies governing issues and areas not covered here. **All UNE social work students should be familiar with both handbooks.**

The UNE School of Social Work offers two program options, campus-based and online. Both MSW program options fall under one school with one Director. The campus-based option is administered within Westbrook College of Health Professions, and the online program option is managed by College of Graduate and Professional Studies. The campus and online program options deliver a curriculum with the same learning objectives and program outcomes, and work closely to ensure student learning opportunities are aligned with each other. For more information about the online program, please consult the [MSWO manual](#). **This student handbook is for students in the campus-based option.**

EQUAL OPPORTUNITY POLICY

The University of New England operates in accordance with Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, as amended, the Maine Human Rights Act, the Americans with Disabilities Act, and all other appropriate civil rights laws and regulations. The University of New England does not discriminate on the basis of race, religion, color, sex, age, marital status, ancestry, national or ethnic origin, physical or mental handicap, sexual orientation, or veteran status in the administration of its employment practices or in the educational programs or activities that it operates.

NONSEXIST LANGUAGE POLICY

The University of New England, as an equal opportunity educational institution, is committed to both academic freedom and the fair treatment of all individuals. It, therefore, discourages the use of sexist language. Language that reinforces sexism can arise from imprecise word choices that may be interpreted as biased, discriminatory, or demeaning even if they are not intended to be.

Each member of the University community is urged to be sensitive to the impact of language and to make a personal commitment to eliminate sexist language. Supervisory personnel have a particular responsibility to discuss this policy with faculty and staff and to make available to them guidelines on nonsexist language. Guidelines have been developed by a University-wide committee. Guidance is provided by the Human Resources Office. Complaints about the use of sexist language should be directed to the appropriate Dean, Senior Administrative Officer, or to the Human Resources Director.

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University of New England School of Social Work

Vision, Mission, and Values

Vision

The University of New England School of Social Work envisions a world where social workers are at the forefront of advocating with individuals and communities for human dignity and social inclusion by mobilizing efforts to end inequities, exploitation, and violence.

Mission

To provide transformative and collaborative learning that embraces the values of social inclusion and promotes enhanced quality of life for individuals and communities.

Values

Our values promote social inclusion¹ conceptualized as actions taken to improve quality of life, access to equitable resources, enhancement of human bonds within the context of cultural diversity and engagement of people, populations and communities to fully participate in society.

Towards this end:

- We promote culturally informed practice that is respectful of the complexity and diversity of people's lives and circumstances.
- We recognize that social exclusion prevents people from full and just participation in their communities as a consequence of inequities, discrimination and disadvantage arising from adversity in early life and continuing across the life course.
- We practice social responsibility by raising public awareness of social exclusion, challenging discrimination and acting with and on behalf of groups, populations and communities.
- We support person-centered collaborative practices and partnerships that bring together diverse workers and community members to meet the best interests of individuals, families and groups.

¹ World Bank (2013, p. 4) defines social inclusion as “the process of improving the ability, opportunity and dignity of people, disadvantaged on the basis of their identity, to take part in society.”

References:

1. [World Bank \(2013\). *Inclusion matters: The foundation for shared prosperity*. Washington, D.C.: World Bank.](#)
2. [Charity Commission \(2001\). *The promotion of social inclusion*. Liverpool, England: Charity Commission.](#)
3. [Westfall, R., Yukon., & Yukon. \(2011\). *Dimensions of social inclusion and exclusion in Yukon, 2010*. Whitehorse, Yukon: Dept. of Health and Social Services.](#)

Program Outcomes

Graduates of the UNE School of Social Work (SSW) will demonstrate knowledge, skills, and leadership in the following seven program outcomes. Associated with each of these outcomes are the [competencies specified by our accrediting body, the Council of Social Work Education \(CSWE\)](#).

1. Practice social inclusion to enable people, populations, and communities to fully participate in society, enhance human bonds in the context of cultural diversity and ensure improved quality of life and equitable resource distribution.
EPAS Competencies 2, 3 & 5
2. Engage in culturally-informed relationship building respectful of the complexity and diversity of contexts and circumstances. *EPAS Competency 2*
3. Utilize theories of human behavior, social systems and social inclusion when offering interventions with people and their environments.
EPAS Competencies 7, 8, & 9
4. Promote ethical reflection, critical consciousness and shared decision-making based in social work values and with consideration of the broader contexts of the world in which we live. *EPAS Competency 1*
5. Balance the roles of helpers, activists, and advocates through collaboration with communities to build healthy and sustainable resources.
EPAS Competencies 3, 5, & 6
6. Engage as critical consumers and producers of research and evaluation applied to clinical and community practices. *EPAS Competencies 4, 8 & 9*
7. Practice person-centered and collaborative community partnerships across diverse settings. *EPAS Competency 6*

Student Organization

The School of Social Work Student Organization's (SSWSO) mission is two-fold: to build and foster an inclusive community within the SSW and to ensure student voices can influence curricular and other policy development at the school. The SSWSO holds regular meetings, plans educational and social events, and functions as a resource to connect students across academic disciplines. In addition, members of SSWSO sit on the WCHP Graduate and Professional Association governing board. With the exception of the Student Development Committee and Reappointment, Promotion, and Tenure (RPT) Committee, students are invited to attend and participate in all SSW Committee meetings. SSWSO provides a space where students can voice their opinions and organize to create change within the SSW and at UNE. SSWSO also plays a role in planning the yearly commencement celebration for the graduating SSW class. Every enrolled SSW student is a member of SSWSO, and all students are welcomed and encouraged to become involved.

Course of Study and Student Status

Students may undertake their graduate education in the School of Social Work (SSW) as traditional or advanced standing students. Advanced standing students are qualified graduates of a Bachelor of Social Work program accredited by the Council on Social Work Education (CSWE). Traditional students are required to complete sixty-four (64) credit hours of graduate study. Forty-eight (48) of these credits hours come from classroom course work; the remaining sixteen (16) credit hours come from field educational courses. Field placements consist of four semesters of supervised practice in approved settings such as youth programs, hospitals, mental health clinics, or schools, to name a few. Each semester includes 280 combined hours of professionally supervised field practice experience in conjunction with a field-integrating seminar. A total of 1120 combined hours of supervised field practice and integrative seminars is required over four semesters for traditional students. For advanced standing students, 560 combined hours of professionally supervised field practice and integrative seminars are required at a minimum. If any advanced standing student is admitted with less than 560 hours of fieldwork from their BSW degree, they may be required to make up all or part of the difference in hours. The School of Social Work does not approve academic credit for prior work or life experience.

Students have the option of completing one of three concentrations: Clinical Practice, Community Practice, and Integrated Clinical/Community Practice. The Clinical Concentration prepares students with knowledge and skills for advanced practice primarily focused on individuals, families, and groups in diverse settings. The Community Concentration provides students with knowledge and skills in an array of advanced practice roles in the areas of program and policy development, administration, supervision, political advocacy, community practice, and evaluation. The Integrated Concentration combines the core curriculum of both the Clinical and Community Practice Concentrations. All concentrations prepare graduates for professional leadership positions within their communities, and all are enriched by a selection of electives.

The SSW offers campus-based students courses that meet face-to-face, as well as hybrid courses. A hybrid course combines face-to-face and online learning.

Experiential Learning

Applicants may not receive academic credit for work experience in the field or for life experience.

Advanced Standing

Qualified graduates of BSW programs accredited by the Council on Social Work Education may be considered for Advanced Standing under the following conditions:

1. Graduation from a CSWE accredited BSW program within seven (7) years of enrollment in the School of Social Work is preferred; exceptions may be made on a case-by-case basis depending on work experience and the quality of the application materials.

2. It is strongly preferred that Advanced Standing applicants have received a “B” or better in all BSW courses.
3. Evidence of employment or volunteer experience working with people in a human service environment.
4. Three letters of reference are required: (1) one reference that speaks to applicant’s academic ability within the BSW program; (2) one reference letter from a supervisor/instructor from the BSW internship/field site; (3) an additional academic or professional reference from someone acting in a supervisory role.
5. Field Evaluations must be submitted, documenting the grade and hours completed in the BSW field placement. If the applicant’s BSW program is not able to supply the original Field Evaluations, a letter must be provided confirming that the student received a passing grade and the number of field hours documented.
6. Students admitted into Advanced Standing for the campus-based option must enroll in the required SSW 526 – Integrating Clinical/ Community Practice Frameworks 3-credit course to be completed during the first 2-weeks of August prior to starting the fall semester. (Advanced Standing online students will take SSW 526 during their first semester in the program.)

Transfer Credit

Petitions for transfer credits for graduate social work courses are to be submitted at the time of acceptance to the School of Social Work. Up to 9 credits may be transferred for courses deemed equivalent to UNE SSW foundation courses with a minimum grade of “B”. (Please see page 31 of this handbook for a list of required foundation courses). P/F courses will not be accepted for transfer credit. Course electives are not considered for transfer credit nor are courses from programs outside of social work. All courses must have been completed within seven years of your anticipated enrollment in the School. Academic credit is not given for life experiences and previous work experience.

Application for transfer credits must include the following requirements and standards:

1. Your professional statement should include a discussion of why you are requesting transfer to the University of New England School of Social Work.
2. A syllabus for each course being submitted for transfer credit.
3. Three letters of reference including:
 - a. Two letters from someone of your choice (preferably in a faculty or supervisory role) who speaks to your professional qualifications for an MSW program.
 - b. A third letter of good standing from the dean/director (or her/his designee) of the School of Social Work from which you are transferring.
4. Adherence to the degree requirement progression plan in effect at the time of your admission. Note: Individualized provisions may, at times, increase the total credit hours required for graduation from the School of Social Work.

5. The SSW reserves the right to require transfer students to enroll in SSW 526 Integrating Clinical/Community Frameworks as part of their progression plan.
6. Consideration of transfer credit beyond 9 credits and 7 year matriculation may be considered on a case-by-case basis at the time of admission to the School.

Curriculum

The curriculum is shaped by our School's Vision and Mission Statement, as well as our guiding values. We've articulated a set of seven program outcomes aimed at preparing students to become activist practitioners engaged in clinical, community and/or integrated practice. Our approach reflects the philosophical tenets of social inclusion that promotes social responsibility, reflexivity, and advocacy as critical skills differentiating social work practice from other professional practices. Implicit in the Mission Statement is our view of social work education as committed to viewing students as both recipients and producers of knowledge and as integrated and collaborative members of larger learning communities charged with improving the quality of life for all people, especially those perceived as vulnerable or disenfranchised.

The foundation content prepares students for generalist practice, while the advanced content offers one of three concentrations: Clinical Practice, Community Practice, and Integrated Clinical/Community Practice. The Clinical Concentration prepares students with knowledge and skills for advanced practice primarily focused on individuals, families, and groups in multiple settings. The Community Concentration provides students with knowledge and skills in an array of advanced practice roles in the areas of program and policy development, administration, supervision, political advocacy, community practice, and evaluation. The Integrated Concentration combines the core curriculum of both the Clinical and Community Practice Concentrations.

The courses that address the major curriculum content areas are organized to promote horizontal and vertical integration through a logical flow within and between the foundation and advanced content. By reviewing course learning objectives and syllabi, it is possible to see the logic of course content sequencing. In addition to readiness to engage with course material, students are expected to bring their relevant professional and life experiences into the classroom to enrich the learning environment.

Independent Study

A student may petition the faculty of the School of Social Work for the approval and oversight of an Independent Study. An independent study can be for 1-3 credits and must be approved by the sponsoring faculty member, the Director of the School of Social Work, and the Dean of WCHP. The student petition must include the essential components of a standard course outline (i.e., description of study, course objectives, program outcomes, format, assignments and texts, as appropriate). An independent study cannot replace material covered in offered courses and needs to be aligned with our Vision and Mission Statements.

Field Education

Various field personnel that students will work with during their time in UNE's School of Social Work may include:

1. Field Faculty:
 - a. Are members of the UNE SSW Field Education Faculty
 - b. Are assigned to campus based student for field planning when they begin their MSW program.
 - c. Answer field policy questions and field education scheduling questions and conflicts
 - d. Support all faculty regarding field policies and student field concerns
 - e. Teach integrating seminar courses
 - f. Act as liaisons to field practicum agencies
2. Field Planner:
 - a. Member of the UNE SSW Field Education Faculty, including adjunct faculty members
 - b. Assigned to students by the school to provide assistance and support around field planning
 - c. Assists students prior to entering field placement and works with students to solidify and ultimately approve field placements
3. MSW Field Instructor
 - a. MSW social worker identified in the community who is responsible for the student's education in the field
 - b. Meets with students for 1 hour a week for field instruction
 - c. Works with students to develop the learning contract
 - d. Evaluates the student's performance based on the successful completion of all the learning competencies and objectives in the learning contract and recommends a grade to the seminar instructor
 - e. Is the student's advocate/supporter at his/her field placement
4. Seminar Instructor
 - a. Member of the UNE SSW field education faculty including adjunct faculty members
 - b. Acts as liaison between the school and the placements
 - c. Conducts face to face or virtual (online) field visits with the placements once each semester of the field practicum
 - d. Teaches the integrating Field Seminar
 - e. Determines the student's final grade for Field Placement/Seminar
 - f. Is the student's additional advocate/supporter during the field placement

Field Placement

According to the Council on Social Work Education, Field Education is the “signature pedagogy” of social work education. The School of Social Work at the University of New England believes that the application and integration of theoretical knowledge in the field practicum experience is essential to the provision of a rich social work education. The School is committed to excellence and views field education as intrinsic to that commitment. Supervised field placements provide students with opportunities to apply the tenets of social inclusion, theoretical frameworks, and classroom knowledge in their work with individuals, families, groups and communities, which leads to an enhanced understanding of social work practice. Students are provided with the knowledge and skills to promote relationships grounded in mutuality, compassion and dignity; to support and enhance individual and collective self-determination; and to influence social, economic and political systems to develop human rights, resources and opportunities to achieve social inclusion.

To become an effective social work practitioner, graduates need experience working directly with individuals, families, groups, organizations, and communities as well as having the opportunity to work collaboratively at every client system level to define goals, assess needs, develop plans and engage in interventions addressing them. The field practicum provides opportunities for experiential learning which complement the more cognitive approaches provided in the classroom. Field practicum is supervised by field instructors who meet specific requirements established by the School of Social Work. Both coursework and field internships are guided by a strengths perspective with a view to integrating the fieldwork and classroom experience in a meaningful way that reflects the Mission Statement of the School.

Traditional students are required to complete two separate 560-hour field practicum over the course of their degree program. Advanced standing students are required to complete one 560-hour field practicum. Students must spend 18-20 hours per week in their field placement. In addition to spending 560 hours working in field placements, students participate in an integrating seminar. The seminars are small and provide an opportunity for discussion of field related issues that are not discussed in-depth in other courses in the curriculum.

As part of the foundation curriculum content, students are encouraged to find placements working with a population or with a focus that is new to them. As part of the advanced curriculum content, students are expected to find placements based on concentration interests (clinical, community or integrated social work practice). Field education practicum are supported by classroom curriculum that is completed before or simultaneously with the field placements.

Each student in a field practicum has a Field Seminar Instructor who is directly involved as a liaison to the field work placement. Contact is maintained via field visits by phone, video, or in person at least once each semester, and more frequently, if necessary.

Block field placements are an option only for advanced concentration students who meet the criteria. The block placement requires that the student complete 560-hours during 1 semester. Students spend 36 - 40 hours per week. This placement is not available to all students, as each one is negotiated with the agency and Field Faculty on an individual basis. (See UNE School of Social Work Field Education Policies and Procedures Manual for additional

information.)

Campus based students will receive the UNE School of Social Work Field Education Policy Manual from their Field Faculty during the process of field planning.

Field Planning and Advising

Students are required to participate in an Integrating Seminar course for the duration of their field practicum. Seminar Instructors are the first source of support for any field-related problem. Seminar Instructors arrange in-person or virtual field visits to practicum sites with students and their field instructors at least once per semester to assess the fit of the placement, review students' progress, and to provide consultation and recommendations. Seminar Instructors also meet with students and field instructors as needed when problems arise in the field placement. Seminar instructors are responsible for assessing students' performance in field placement and submitting final grades (P/F).

Field Faculty spend a considerable amount of time with each student to ensure that the placement site offers an educationally sound Foundation or Concentration Year experience, meets the CSWE competencies, and is in alignment with the SSW vision and mission. Field placements must be approved by Field Faculty prior to the student beginning their field placements. Field Faculty guide students through the field placement selection process, answer questions regarding field policies, assist students in managing problems that arise in field placements, and serve on Educational Review Committees when issues related to field education are in question.

The student must have a placement by the time field begins. Failure to do so may result in referral to the student's Faculty Advisor, a possible Leave of Absence from the program, and the student needing to field plan a second time for a field placement to begin at a later date.

If a field placement ends prematurely, the student is expected to work closely with her/his Seminar instructor or Field Faculty to secure a new placement within 2 weeks. Failure to do so may result in an Educational Review. In some cases, the student may have to request an Incomplete, withdraw or fail the course.

Field Planning:

Students will meet with Field Faculty at the time of admission to begin the field planning process in order to secure a field placement in a timely manner. Field Faculty will explain the roles, responsibilities, and importance of Field Education. Field Faculty will assist in finding placements and Field Instructors with the best fit, as well as interviewing with said placements and Field Instructors. Field Faculty also assist in ensuring that all necessary forms are submitted prior to the start of the field placement.

Academic Policies

Academic Integrity Policy of the University of New England

The University of New England values academic integrity in all aspects of the educational experience. Academic dishonesty in any form undermines this standard and devalues the original contributions of others. It is the responsibility of all members of the university community to actively uphold the integrity of the academy; failure to act, for any reason, is not acceptable. Charges of academic dishonesty will be reviewed by the dean of the appropriate College and, if upheld, will result at minimum in a failing grade on the assignment and a maximum of dismissal from the University of New England. Academic dishonesty includes, but is not limited to the following:

1. Cheating, copying, or the offering or receiving of unauthorized assistance or information.
2. Fabrication or falsification of data, results, or sources for papers or reports.
3. Actions that destroy or alter the work of another student.
4. Multiple submissions of the same paper or report for assignments in more than one course without permission of each instructor.
5. Plagiarism: the appropriation of records, research, materials, ideas, or the language of other persons or writers and the submission of them as one's own.

Charges of academic dishonesty are handled through the School of Social Work and then through the College of Health Professions Dean's office. Charges of academic dishonesty will result in the convening of an Educational Review.

Student Advising

The University of New England School of Social Work believes that advising plays a valuable role in social work students' development as professional social workers. To support this belief, each student admitted to the School of Social Work is assigned a Faculty Advisor and a Field Faculty. All advisors are available by e-mail or by phone and consult regularly with one another to monitor and assess students' performance, motivation and aptitude for social work practice. All advisors post scheduled office hours and welcome their advisees to contact them beyond scheduled advising meetings..

Academic Advising

Faculty Advisors allocate a considerable amount of time to advise students in order to orient them to the School of Social Work and assist them as necessary with any special learning needs, issues and opportunities. Advisors advise students regarding career goals and plans, maintain contact with course instructors to monitor academic performance, work with students to help improve academic performance, provide professional development support and serve on

Educational Review committees when academic performance or ethical conduct is in question. Advisors also advise students on academic concentration choices for the advanced year. Advisors are available to consult with students to address problems affecting their academic performance and are an essential resource when there are academic problems.

At a minimum, instructors will inform Faculty Advisors when students in their class are falling below the B- grade threshold at the midpoint and end of the course. When students do not meet the grade standards set forth in this Handbook, Faculty Advisors will follow policy to schedule an educational review, if appropriate.

Students are expected to consult with their Faculty Advisors as soon as possible after the time of admission and prior to registration each semester to help select courses that meet students' individual needs and career goals.

Change of Advisors

Although students are assigned Advisors at the time of their admission to the School of Social Work, if students find that they have a stronger connection to the scholarship, teaching or professional focus of another faculty member, they may change Field and/or Faculty Advisor at any time. However, in some circumstances, a preferred change of Advisor may not be possible due to the number of advisees a faculty member currently has, other faculty workload demands or other professional or personal demands. The student is responsible for informing the Staff Assistant responsible for maintaining advising appointments of the change.

Academic Standards

Attendance and/or Participation

Graduate education is demanding and exacting. It is expected that students will embody professional behavior which includes attitude, preparedness, timely submissions of assignments, and participation in class discussions. This includes required class attendance. Students are responsible for all the assigned materials.

While we understand illnesses and emergencies occur, instructors expect students to inform them as soon as possible of their absence preferably *before or very soon after* missing deadlines for discussions, assignments, and other course expectations. In the event that an instructor identifies that a student is not attending classes, logging into a hybrid course, not participating, and/or not meeting deadlines, they will reach out via email and/or telephone. The expectation is that students will respond to this outreach. Additionally, students are expected to schedule vacations and/or other time off during the scheduled holiday or semester breaks.

Grading

All programs in the Westbrook College of Health Professions use the following scale to determine grades:

A+	N/A	B+	87-89	C+	77-79	D	64-69
A	94-100	B	84-86	C	74-76	F	<64
A-	90-93	B-	80-83	C-	70-73		

Grade Point Average (GPA)

Equivalent quality points assigned to grades are as follows:

A+	N/A	B+	3.5	C+	2.5	D	1.00
A	4.0	B	3.0	C	2.0	F	0.00
A-	3.75	B-	2.75	C-	1.75		

Grade Standards

1. A minimum GPA of 3.0 (both cumulative and per term/semester), or “Pass” in each Pass/Fail course, is required for good standing in any graduate program in WCHP. Falling below that standard at any time commonly will result in the student being placed on academic probation and a referral to the student’s Faculty Advisor. It *may* also result in referral to the Student Development Committee for an educational review. Students will remain on probation until they return to good standing with both a cumulative and term/semester GPA of 3.0.
2. Students on probation who fail to return to good standing will be dismissed from the program when it is determined that they will not be able to complete the program with the required cumulative GPA of 3.0.
3. A ‘B-’ or better or Pass in a Pass/Fail course is required for **all required** (non-elective) courses. If a student falls below this standard they will be referred to their Faculty Advisor. A student who receives a grade of ‘C+’ or below or Fail in a required course must retake the course and receive a ‘B-’ or higher grade in a graded course or Pass in a Pass/Fail course. If the student does not receive a ‘B-’ or higher or Pass in the second attempt of the required course, they will be dismissed from the program as the student will not be able to meet the curricula requirements. Students will have one chance to retake a required course.
4. Earning below a grade of ‘B-’ in an elective course will result in referral to the student’s Faculty Advisor. A grade below a ‘B-’ will not postpone the student’s progression in the program, but will affect the cumulative and term/semester GPA requirement of 3.0.
5. Students who get an ‘F’ or ‘WF’ in an elective course are required to retake an elective in its place. It can be the same elective OR they can choose to take another elective. If the student decides to retake the same elective for a second time, they must receive a ‘B’ or better in that course. Any course can only be taken twice. If the student does not

receive a 'B' or better the second time taking the same elective, the course will not count towards their elective requirements. The student will need to take a different elective and receive a passing grade in order to meet the requirement.

6. Students who receive an 'F' or 'WF' in any course will be referred to their Faculty Advisor who will determine if an educational review with the Student Development Committee (SDC) is necessary. A 'WF' is given when a student withdraws from a course after the deadline to avoid academic penalty and is failing the course at that time.
7. Students who receive more than one 'WF' or 'F' will be automatically dismissed from the program. No educational review will be held for the second 'WF' or 'F'. A 'WF' will be treated the same as an 'F'.
8. Students who receive a 'WF' or 'F' in the first part of a sequenced course (i.e., HBSE I and II) will not be able to progress to the second part of the sequenced course until the first one is repeated and a grade of 'B' or better is achieved.

Expectations for Professional Behavior

All UNE students are expected to conduct themselves according to the following policies, procedures, guidelines, and expectations. Students are responsible for seeking clarification of any aspect of the conduct code about which they have questions, especially in the event of receiving written notice of conduct concerns and/or violations.

It is expected that students will:

1. Read and agree to comply with the policies and procedures outlined in the [UNE Student Handbook](#):
 - a. Content: Policies and procedures, including the University Conduct Code, which governs the conduct of all UNE students.
 - b. Context: Applies to all on-campus and UNE-sponsored off-campus activities, including clinical observations, clinical practica, and community service.
2. Become familiar with our profession's Code of Ethics (including, but not limited to, [NASW](#) and [IFSW](#)), and to uphold these standards as well as standards for professional behavior in all relevant settings.
3. Embody the UNE SSW vision, mission, and values. (Please refer to page 4 of this Handbook for more details of the UNE SSW vision, mission, and values).
4. Adopt the following standards of professional behavior applicable to students across all health professions. Students are expected to progressively develop these skills and abilities during their course of study and to endeavor to maintain these standards in all online, on-campus and UNE-sponsored off-campus activities, including clinical and fieldwork experiences and relevant community service. These specific professional behaviors include the demonstration of:
 - a. Communication Skills – communicate effectively and respectfully (i.e., verbal,

- non-verbal, electronically, reading, writing, and listening) for varied audiences and purposes. Communication should be timely, responsive to the requests of faculty, field instructors, peers, and to the School, College, and University as a whole. Students are expected to read all communications posted by the School of Social Work and are responsible for staying abreast of current and ongoing information pertinent to their roles as graduate and professional students.
- b. Interpersonal Skills – interact effectively and respectfully with patients and clients, families, colleagues, other healthcare professionals, and community members.
 - c. Cultural Sensitivity – show interest in different cultural perspectives/circumstances, practice respect, and acknowledge diversity.
 - d. Problem Solving – recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
 - e. Use of Time and Resources – manage time and resources effectively to obtain the maximum possible benefit.
 - f. Responsibility – be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.
 - g. Critical Thinking – question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences and assumptions; and distinguish relevant from irrelevant information. Utilize, analyze, and critically interpret scientific evidence to develop a logical argument, and to understand how bias affects the decision making process.
 - h. Use of Constructive Feedback – solicit and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.
 - i. Commitment to Learning – self-directed learning and continually seek and apply new knowledge, behaviors, and skills.
 - j. Health and Wellness – identify sources of stress and implement effective coping behaviors in relation to self, patient/clients and their families, members of the health care team and in life balance.
4. Students are expected to familiarize themselves with the policies and procedures of host institutions for their clinical or field work placements and to act in accordance with those guidelines. Students should refer to the relevant policies of the specific institution and/or consult with clinical preceptors or supervisors.
 5. Dress appropriately for the professional context and institutional setting, whether in a campus, community, or clinical setting. Usually this means “business casual” attire unless the clinical facility or fieldwork setting, or a specific event requires alternate attire. Nametags may be required or recommended in many settings. When in doubt, students should consult with their clinical instructor, site supervisor, or faculty member about specific dress code expectations or requirements at a particular facility or for a specific event.
 6. Delivery of safe, competent care and related services, all of which underscore all aspects of professional practice. Specific standards of physical, social, and emotional

safety are often defined within courses and clinical teaching sites. Accordingly, students are expected to demonstrate behaviors that uphold those standards. Failure to do may result in a referral for academic advising and/or a referral to the Student Development Committee.

Violations of Professional Behavior Standards

Improper, unethical, or unprofessional conduct will result in a referral to the Student Development Committee for review and recommendations. (This policy does not supplant the University Judicial Process, including the determination of other conduct issues, as described in the [UNE Student Handbook](#).) Depending on circumstances, a confirmed violation of professional behavior standards may result in:

- a) Remediation prior to progressing further in the program,
- b) Receiving a failing grade in a course, or
- c) Dismissal from the program.

In all cases, students will receive written notice regarding the nature of the professional behavior violation, its consequences, and any stipulated conditions for continuation in the program. All documentation related to professional behavior and/or conduct violations will become part of the student's permanent record.

Student Progression

In addition to course grades and clinical or field evaluations, student progression is monitored through three processes:

- 1. Regular instructor evaluation of assignments and performance;
- 2. Program-level review through regularly scheduled Comprehensive and/or other Student Reviews; and
- 3. Student Development Committee (SDC) reviews as needed.

Comprehensive reviews are the responsibility of the full-time faculty of the SSW. The SDC is comprised of a minimum of two faculty members. The Program Director does not serve on the SDC. The primary function of the SDC is to conduct reviews of student performance in order to assess whether a student can progress in a program, make a determination of student status, and make recommendations for action when a student has failed to maintain academic and professional behavior standards, whether in class, clinical setting, or community.

Evaluation of Assignments and Performance

The most sensitive and detailed assessment of student progress is that which is conducted on an everyday basis through the evaluation of assignments in the classroom and clinical performance. To enhance success, performance concerns should be addressed with the student by the instructor as soon as they arise and not held for mid-term reviews, or end-of term grades.

This may also lead to involvement of the student's Faculty Advisor and/or the SDC as determined by the faculty member.

Comprehensive Student Review

At a predetermined time or times in each semester and/or term (but no later than mid-semester or mid-term), the faculty of the SSW will conduct a comprehensive review of student performance. Students' standing will be noted as follows:

1. Good Academic Standing: Students who meet the minimum standards and requirements set by the SSW and UNE. Students in good standing may continue to progress without restriction toward graduation.
2. Marginal Standing (mid-term or mid-semester): Students who are not performing to the academic requirement of earning a 'B-' or better in all courses they are enrolled in. Progress or concerns should be noted and discussed as needed at this time and the Faculty Advisor and/or Field Faculty, as appropriate, should be notified.
3. Probationary Standing (end of term and/or semester): Students who do not meet the required GPA or grade standards at the end of a term or semester, will be placed on academic probation, as noted in the "Grade Standards" section on pages 14 and 15.

Any concerns newly identified by the Comprehensive Student Review may be referred to the Faculty Advisor and/or Field Faculty, as appropriate, and/or to the SDC:

1. Referral for advising: When initial or minor concerns are first noted by a faculty member at or prior to the Comprehensive Student Review, the respective faculty member will notify the student and the student's Faculty Advisor and/or Field Faculty, as appropriate, to review the circumstances with the student either in person or via conference call. The content and action steps determined at any such meeting will be documented and shared with the student in writing.
2. Referral to Student Development Committee: If a resolution cannot be reached at the level of the Faculty Advisor and/or Field Faculty, or the concerns are substantial in nature, then the matter is commonly referred to the SDC for a formal review.

Student Development Committee Review

Student Development Committee (SDC) reviews are intended to support students' academic progression, and are required in cases where a student is failing to maintain academic standards, may be engaging in professionally inappropriate behavior, or is suspected of violating academic integrity. An SDC review can be recommended by any faculty member, including the student's Faculty Advisor, Field Faculty, Program Director (PD), or by the faculty as a whole as an outcome of the Comprehensive Student Review. Through the review process, the SDC is responsible for examining the concerns cited, evaluating their merits, determining student status, and recommending a course of action.

1. **Responsibilities of the Committee Chair:**

- a. The SDC Chair (or co-chairs) oversees the educational review process, ensuring sufficient SDC members are available to convene and facilitate educational reviews. As part of overseeing the review process, the SDC chair (or co-chairs) will ensure that the educational review procedures are updated as needed and properly adhered to.

2. Responsibilities of the Committee:

- a. The SDC is responsible for supporting Faculty Advisors in the scheduling and notification of all involved parties including the student when a formal SDC Review is required. When the rationale includes clinical or fieldwork concerns, every effort will be made to include the relevant parties from the clinical or fieldwork site in the meeting either in person, conference call or videoconference.
- b. The SDC will develop and recommend a plan of action to be taken to achieve stated outcomes, including the identification of responsible parties and expected dates of actions. This may include helping a student achieve educational objectives (e.g., remediation, use of the learning assistance center), employing alternate pathways to achieve educational objectives (e.g., extending field work hours beyond normal expectations, retaking a course) or specifying other terms for a student to remain in the program. The plan of action also describes the consequences for success (e.g., removal of probationary status) or failure to comply with or achieve the stated goals (e.g., probation, dismissal or other.) The SDC will also consider approval of an action plan generated by the student's Advisor.
- c. The SDC develops recommended action steps within two (2) business days following the meeting(s) and communicates this to the PD in writing. The PD reviews the report and seeks clarification, if needed. The PD then communicates the action steps to the student in writing within five (5) business days.

3. Responsibilities of the Faculty Advisor:

- a. The Faculty Advisor is responsible for notifying all involved parties including the student when a formal SDC Review is required and the rationale for it. When the rationale includes clinical or fieldwork concerns, every effort will be made to include the relevant parties from the clinical or fieldwork site in the meeting either in person, conference call or videoconference.
- b. Gathering all pertinent information relevant to the stated concerns from all relevant parties, including the identified student, faculty, advisors, preceptors or field instructors.

4. Responsibilities of the Student:

- a. The student must participate in the SDC Review process. This includes providing information as requested and playing an active role in the development of the action steps. If the student does not respond to notification of an educational review or fails to participate without sufficient explanation, these factors will be taken into

consideration by the SDC and reflected in its recommendations.

- b. A student has the right to appeal to the Dean decisions affecting progression following the process outlined in the [UNE Student Handbook](#).

5. Responsibilities of Program Director:

- a. The PD has a unique role as a member of the faculty while also providing administrative oversight for all program functions. The PD will review the determination of status to ensure that policies have been followed and procedures implemented, and will seek clarification if needed. In the case that the PD believes that there are any potential concerns about the process, such as procedural irregularities or additional information that should be considered, the PD will communicate these concerns to the SDC for reconsideration.
- b. The SDC's recommended action steps will be reviewed by the PD for logistical viability (faculty workload, support services, etc.). The PD will then either approve the plan as is or recommend modifications to the SDC. Following this step, the SDC's recommendation of status and recommended action steps will again be forwarded to the PD and Faculty Advisor.
- c. The PD then communicates in writing the outcome to the student. To ensure the greatest chance for a successful outcome, educational and professional behavior concerns should be identified as early as possible and the SDC Review process initiated promptly.

6. Responsibilities of the Associate Dean(s):

- a. The Associate Dean(s) serves as a consultant to the SDC and PD regarding policies and procedures on an as-needed basis.

Expedited Education Review

In addition to the educational review process outlined above, the school also employs an *Expedited Educational Review* in cases when the student: a) fails to participate in a course, or b) fails to participate in the planning process with their Field Faculty. In either case, three attempts to communicate with the student without a response will result in the following:

- a) In the case of coursework, the instructor contacts the Faculty Advisor. The Faculty Advisor will then contact the SDC requesting an expedited Educational Review.
- b) In the case of field planning, the Field Faculty contacts the student's Faculty Advisor. The Faculty Advisor will then contact the SDC requesting an expedited Educational Review.
- c) A member of the SDC mails the student a registered letter requiring that the student contact them within five days after the letter has been postmarked. This letter will also be forwarded to the student by email. The letter will specify that if the student does not respond by telephone and/or email within the specified time, the SDC will recommend to the PD that the student be dismissed from the program.

- d) In the case of coursework and field planning concerns, if the student responds to the letter, an Educational Review will be scheduled in consultation with the student, ideally within one week. The plan of action for field concerns in part will specify if a student can continue in the field planning process, or if a delay will be necessary.

Additional Procedures

Change of Enrollment Status

1. **Leave of Absence (LOA)**: An LOA can be requested by a student, or recommended by the advisor, PD or SDC. Students requesting a leave of absence are encouraged to begin the process with a discussion with their Faculty Advisor. If a decision is made to proceed, the appropriate LOA form is formally completed by the student and Faculty Advisor and submitted to the Program Director (PD), who has final approval. Leaves of absence can be requested for academic, medical, or other personal reasons, and are ordinarily granted for a period not to exceed two semesters. Students wishing to take an LOA for any circumstance must complete the required [Graduate Withdrawal/Leave of Absence form](#). Forms need to be typed. Handwritten forms may be returned.
2. **University Withdrawal**: Students wishing to withdraw from the University for any circumstance must complete the required [Graduate Withdrawal/Leave of Absence form](#). Official withdrawal also requires approval by the PD. Forms need to be typed. Handwritten forms may be returned.
3. **Course Withdrawal**: Students wishing to withdraw from a course after the “drop” deadline has passed must submit a [Course Withdrawal form](#) to their instructor for signature. The Instructor will give a grade of “W” if the request to withdraw is done before the deadline to avoid academic penalty. If the withdrawal is requested after the deadline to avoid academic penalty, the instructor will give a grade of “WP” or “WF” to denote whether the student was passing or failing the course at the time of withdrawal. Withdrawal from a course may have financial consequences and students are encouraged to contact the [Financial Aid Office](#) for more information. Forms need to be typed. Handwritten forms may be returned.

Appeals, Grievances, and Complaints (Other than academic progression)

Appeals, grievances, or complaints about aspects of the program, not including academic progression, may be brought to a faculty member or the PD by an individual student or through student class representatives. If this does not successfully resolve the concern, a single student or a group of students may bring their appeal, complaint, or grievance to the College Dean or other relevant administrative unit as per the guidelines in the [UNE Student Handbook](#).

Support, Remediation, and Learning Assistance

Remediation is a process through which a student experiencing difficulty works to improve unsatisfactory performance and/or professional behavior concerns. The intent is to increase the likelihood of a student's educational and professional success. It is a formal process, developed by faculty in conjunction with the student, and formally documented with specific measurable and attainable outcomes. It may be initiated on the recommendation of a faculty member or required by the SDC, based on the judgment that the concern has the potential to be successfully addressed through reasonable strategies using available resources.

Any student who is offered the opportunity to develop a remediation plan, whether recommended or mandatory is strongly encouraged to seek input from the Faculty Advisor, the PD, and other relevant stakeholders. Mandatory remediation plans are developed and presented by a student in writing to the Student Development Committee for approval. The terms specified in an approved plan must be successfully completed within the specified time lines of the plan. Failure to successfully complete the terms of a mandatory remediation plan will result in dismissal from the program.

Students are strongly encouraged to make full use of the services of the Student Academic Success Center (SASC): <http://www.une.edu/studentlife/portland/portland-student-academic-success-center>. The staff of the SASC may be involved in remediation plans and their recommendations may be incorporated into an educational review in order to enhance achievement of the stated goals.

Student Policies

Guidelines for Information Sharing

The School of Social Work is committed to promoting mutuality and collaboration, combating oppression and respecting human dignity and human diversity. We recognize that each situation that calls for a policy on information sharing is unique, as are the needs and situations of individual students. We further recognize that professional education requires attention to the student's integration of the values of the profession and professional conduct as well as her/his cognitive learning.

Confidentiality within academic settings (i.e., classes) is subject to the following considerations:

1. Discussion of issues within the classroom relates to education and critical analysis – this may include issues in agencies, communities, within the School, and the like. There is no confidentiality in these situations.
2. Confidentiality in classroom discussions is not a condition to be imposed by an instructor, nor should it be associated with confidentiality as in a therapeutic relationship.
3. It should also be acknowledged that students with a disability have the option to record classroom sections rather than use traditional note-taking methods. Students and instructors alike need to be aware of this when revealing confidential information. It may be necessary to turn off a recording device during that session, or students may choose not to disclose confidential information during a taped class.

Social Media

Facebook and other social media sites provide a forum for students to connect, network, and support each other. It is not surprising that social workers are drawn to using this mode of communication! Here are some “ground rules” for appropriate and professional use of social media established by our school:

1. Take time to [explore this Google Doc](#), “Social Media and Professionalism”, prepared by our Reference and Instructor Librarians, Roberta (Bobby) Gray and Beth Dyer.
2. Please refer to the [NASW Code of Ethics](#) to guide your communication on Facebook or other social media with your peers and future colleagues.
3. Information posted online is part of the public domain and is a reflection of how you conduct yourself in the professional social work arena. We expect our students to conduct themselves professionally at all times.
4. Posting of other students’ work without permission may have legal implications and can be experienced by others as disrespectful and unprofessional.
5. Anything you write in an e-mail, text, tweet, or on social media sites is stored electronically, out of your control and can be copied or distributed without your prior knowledge, or subpoenaed for legal cause.
4. Discussion specifically calling out your peers, instructors, and administrators can be taken out of context, cause confusion, and provide fodder for gossip and misinformation. This, too, is a reflection of how you conduct yourself in the professional social work arena and is not consistent with our school policies or the [NASW code of ethics](#).
5. Interpretation, questions or the need for clarification of course materials and syllabi should be directed to instructors for clarification.

We know the pride students have in their choice to be part of the UNE learning environment. We call upon all of you to consider how to represent yourself and our program in all aspects of your academic and professional lives.

Student Access Center

The UNE Student Access Center (SAC) is available to students identified as having learning needs that require accommodations in the classroom. They ensure that the University and School fulfill its mission to promote respect for individual learning differences. Toward this end, and in conjunction with federal and state laws, the University both accepts and provides reasonable accommodations for qualified students.

The SAC exists to provide the qualified student with a disability equivalent access to, and equal opportunity in, the educational environment. A major goal of the SAC is to assist the student to achieve maximum independence. The University will make a good faith effort to provide an effective accommodation to the student with a disability; however, it need not provide the most comprehensive or expensive accommodation requested by the student.

The determination and provision of a reasonable accommodation generally is achieved through dialogue and planning among the SAC, the student, and individual faculty members. Students' needs will vary according to the requirements of a particular course and the nature and severity of the disability. Accommodations, therefore, can take many forms, and generally fall into three broad categories: teaching and learning; demonstrating knowledge; and meeting academic requirements. Examples of each are shown below:

TEACHING AND LEARNING

- Use of tape recorders for lectures.
- Use of taped textbooks.
- Use of peer note takers.
- Use of American Sign Language interpreters, or a transliterator.
- Use of particular types of desks or other furniture.
- Relocation of classes for accessibility.
- Use of Readers.

DEMONSTRATING KNOWLEDGE

- Exam modifications, e.g., extended time, oral exams, readers, use of a computer for essays and short answer tests.
- Extended time for written projects.
- Nontraditional ways to demonstrate knowledge, mastery or competence.

MEETING ACADEMIC REQUIREMENTS

- Course substitution, if possible.
- Permitting extra time to complete course requirements.

INITIATING AND FACILITATING CONTACT

A student with a disability can voluntarily self-disclose his or her disability at the time of application to UNE or at any point while enrolled at the University. Upon self-disclosure, the student will be asked to register with the SAC and provide documentation of the disability. The SAC and the student then will work together to determine the necessary reasonable accommodation(s). The SAC and the student will communicate this information to the student's instructors. Questions concerning the nature or need of the accommodation should be directed to the SAC. In the event that an accommodation is denied, the request will be reviewed through the established Academic and Disciplinary Appeals Policy as outlined in the current student handbook.

A faculty member neither can suggest the presence of a disability to account for poor academic performance, nor ask a student if he or she has a disability. Should an instructor suspect that a student has a disability that negatively affects scholastic performance, the instructor can ask the student if he or she knows the cause for the academic difficulty and whether the University can do anything to help. The instructor can then refer the student to appropriate campus resources, e.g., the Student Academic Success Center or the Counseling Center. Both UNE and the student have responsibilities to ensure equal educational opportunities. While the University stands ready to provide reasonable accommodations, the student must make an effort to avail him or herself of all services and modifications.

THE STUDENT'S RESPONSIBILITIES

- If accommodation is being sought, notify the SAC of the disability.
- Provide documentation of the disability.
- Request accommodations and auxiliary aids in a timely fashion.
- Work collaboratively with the SAC to determine the reasonable accommodations.
- Meet with faculty members early in each semester to discuss his or her needs.
- Monitor his or her own academic performance.

THE UNIVERSITY'S RESPONSIBILITIES

- Respond to the student's request for services.
- Provide reasonable accommodations.
- Ensure that reasonable accommodations are available to the student at the proper time.
- Bear the cost of an accommodation if it does not result in fundamental alterations in program requirements or pose an undue administrative or financial burden on the institution (UNE Student Handbook).

UNE Judicial System and Academic & Disciplinary Appeals Policies

Please consult the UNE Student Handbook: [UNE Student Handbook](#).

Contact Information

Faculty / Staff Listing

- Director: Shelley Cohen Konrad
- Associate Director of BSW Program: Cyndi Amato
- Director of Field Education: Kelli Fox
- Faculty & Student Support Specialist: Bob Chance
- Student & Faculty Support Specialist: Meg Webster
- Staff Assistant: Tiarra LaPierre

Last name	First name	Phone	E-mail address
Amato	Cyndi	4510	camato@une.edu
Anderson	Wanda	207-468-8979	wanderson4@une.edu
Boudman	Judy	207-762-0687	jboudman@une.edu
Brooks	Frank	4597	fbrooks@une.edu
Chance	Bob	4513	rchance@une.edu
Coha	Amy	4504	acoha@une.edu
Cohen Konrad	Shelley	4514	scohenkonrad@une.edu
Fox	Kelli	4223	kfox2@une.edu
Gifford	Katharina	4542	kgifford@une.edu
Graybeal	Clay	4509	cgraybeal@une.edu
Jones	Valerie	4505	vjones@une.edu
McLaughlin	Tom	4511	tmclaughlin@une.edu
Owens	Craig	5045	cowens@une.edu
Pérez	Arabella	4238	aperez3@une.edu
Power	Lori	4493	lpower@une.edu
Prichard	David	4512	dprichard@une.edu
Rogerson	Christine	207-310-7876	cizzi@une.edu croger
Shore	Nancy	4507	nshore@une.edu
Storch	Amy	4396	astorch@une.edu
White	Mary	207-540-3228	mwhite5@une.edu
Yaffa	Leslie	4486	lyaffa@une.edu
<i>For all of the</i>			
Fax line: 207-221-4719			
Mailing Address:		University of New England	
Main Switchboard		207-797-7261	
		Automated Line	207-797-7688

Other Helpful Numbers

Admissions	4225
Bookstore	4255
Counseling	4233
Dean of Students	602-2372
Dean (CHP)	4265
Financial Aid	602-2342
Health Center	4242
Health Center (After Hours)	602-2516 or 282-1516
Learning Assistant Center (LAC)	4247
Library (Front Desk)	4330
(Interlibrary Loans)	602-2386
(Journals)	602-2318
(Reference)	602-2363
Media	4322
SAC (Disabilities)	4418
Registrar	4200
Security (Emergency)	366
(Non-Emergency)	602-2298
Student Accounts	4200
Student Activities	4269
Student Affairs	4212
<i>The area code 207 and the exchange prefix 221 (except for those numbers having a 602 prefix) must be added to the above numbers when calling from an outside line.</i>	

Traditional Campus Program Requirements
(64 Credits)

FOUNDATION COURSES		
Concentration	Course	Credits
Clinical, Integrated, and Community Practice	SSW 501: HBSE I	3
	SSW 502: HBSE II	3
	SSW 503: Social Work Research I	3
	SSW 504: Social Work Research II	3
	SSW 510: Social Work Practice I	3
	SSW 511: Social Work Practice II	3
	SSW 505: Social Welfare Policy I	3
	SSW 506: Social Welfare Policy II	3
	SSW 520: Field Practicum I /Seminar	4
	SSW 522: Field Practicum II /Seminar	4
TOTAL		32

CONCENTRATION COURSES		
Concentration	Courses	Credits
Clinical Practice:	SSW 552: Contemp. Theories	3
	SSW 553: Adv. SW Practice with Families	3
	SSW 565: Administration and Supervision	3
	SSW 597: Advanced Psychosocial Assessment	3
	SSW Elective	3
	SSW Elective	3
	SSW Elective*	3
	SSW Elective*	3
	SSW 580: Field Practicum III/ Seminar	4
	SSW 582: Field Practicum IV/ Seminar	4
Integrated Clinical/Community Practice:	SSW 552: Contemp. Theories	3
	SSW 553: Adv. SW Practice with Families	3
	SSW 564: Program Development	3
	SSW 565: Administration and Supervision	3
	SSW 597: Advanced Psychosocial Assessment	3
	SSW 685: Community Organizing & Social Inclusion	3
	SSW Elective*	3
	SSW Elective*	3
	SSW 580: Field Practicum III/ Seminar	4
	SSW 582: Field Practicum IV/ Seminar	4
Community Practice:	SSW 564: Program Development and Community	3
	SSW 565: Administration and Supervision	3
	SSW 608: Grant Research & Proposal Writing	3
	SSW 685: Comm. Organizing & Social Inclusion	3
	SSW Elective	3
	SSW Elective	3
	SSW Elective	3
	SSW Elective	3
	SSW 580: Field Practicum III/ Seminar	4
	SSW 582: Field Practicum IV/ Seminar	4
TOTAL		32
<i>*For licensure, these two electives would need to be advanced clinical practice electives.</i>		

Traditional Campus Program Progressions

Traditional Track -- Accelerated

Fall 1 – 16 credits	Spring 1 – 16 credits
All Concentrations SSW 501: HBSE I SSW 503: Research I SSW 505: Policy I SSW 510: Practice I SSW 520: Field I	All Concentrations SSW 502: HBSE II SSW 504: Research II SSW 506: Policy II SSW 511: Practice II SSW 522: Field II
Summer 2 – 16 credits	Fall 2 – 16 credits
Clinical Concentration SSW Elective SSW Elective SSW 597: APA SSW 552: Contemp. Theories SSW 580: Field III Community Concentration SSW Elective SSW Elective SSW 608: Grant Writing SSW 564: Program Dev. SSW 580: Field III Integrated Concentration SSW Elective SSW 552: Contemp. Theories SSW 564: Program Dev. SSW 597: APA SSW 580: Field III	Clinical Concentration SSW Elective SSW Elective SSW 553: Adv. SW Prac. SSW 565: Admin. & Sup. SSW 582: Field IV Community Concentration SSW Elective SSW Elective SSW 565: Admin. & Sup. SSW 685: Comm. Org. SSW 582: Field IV Integrated Concentration SSW Elective SSW 553: Adv. SW Prac. SSW 565: Admin. & Sup. SSW 685: Comm. Org. SSW 582: Field IV

Traditional Track (Full-time)

Fall 1 – 16 credits	Spring 1 – 16 credits	Summer
All Concentrations SSW 501: HBSE I SSW 503: Research I SSW 505: Policy I SSW 510: Practice I SSW 520: Field I	All Concentrations SSW 502: HBSE II SSW 504: Research II SSW 506: Policy II SSW 511: Practice II SSW 522: Field II	<i>If a non-accelerated student wishes to take classes in the summer (to lessen their course load for another semester or any other reason), they must work with their Faculty Advisor to create that individualized degree plan.</i>
Fall 2 – 16 credits	Spring 2 – 16 credits	
Clinical Concentration SSW Elective SSW Elective SSW 552: Contemp. Theories SSW 597: APA SSW 580: Field III Community Concentration SSW Elective SSW Elective SSW 564: Program Dev. SSW 608: Grant Writing SSW 580: Field III Integrated Concentration SSW Elective SSW 552: Contemp. Theories SSW 564: Program Dev. SSW 597: APA SSW 580: Field III	Clinical Concentration SSW Elective SSW Elective SSW 553: Adv. SW Prac. SSW 565: Admin. & Sup. SSW 582: Field IV Community Concentration SSW Elective SSW Elective SSW 565: Admin. & Sup. SSW 685: Comm. Org. SSW 582: Field IV Integrated Concentration SSW Elective SSW 553: Adv. SW Prac. SSW 565: Admin. & Sup. SSW 685: Comm. Org. SSW 582: Field IV	

Traditional Track (3-year Part-time)

Fall 1 – 9 credits	Spring 1 – 9 credits	Summer
All Concentrations SSW 501: HBSE I SSW 503: Research I SSW 505: Policy I	All Concentrations SSW 502: HBSE II SSW 504: Research II SSW 506: Policy II	<i>If a non-accelerated student wishes to take classes in the summer (to lessen their course load for another semester or any other reason), they must work with their Faculty Advisor to create that individualized degree plan.</i>
Fall 2 – 10 credits	Spring 2 – 10 credits	Summer
All Concentrations SSW 510: Practice I SSW 520: Field I SSW Elective	All Concentrations SSW 511: Practice II SSW 522: Field II SSW Elective	<i>If a non-accelerated student wishes to take classes in the summer (to lessen their course load for another semester or any other reason), they must work with their Faculty Advisor to create that individualized degree plan.</i>
Fall 3 – 13 credits	Spring 3 – 13 credits	
Clinical Concentration SSW Elective SSW 552: Contemp. Theories SSW 597: APA SSW 580: Field III Community Concentration SSW Elective SSW 564: Program Dev. SSW 608: Grant Writing SSW 580: Field III Integrated Concentration SSW 552: Contemp. Theories SSW 564: Program Dev. SSW 597: APA SSW 580: Field III	Clinical Concentration SSW Elective SSW 553: Adv. SW Prac. SSW 565: Admin. & Sup. SSW 582: Field IV Community Concentration SSW Elective SSW 565: Admin. & Sup. SSW 685: Comm. Org. SSW 582: Field IV Integrated Concentration SSW 553: Adv. SW Prac. SSW 565: Admin. & Sup. SSW 685: Comm. Org. SSW 582: Field IV	

Traditional Track (4-year Part-time)

Fall 1 – 9 credits	Spring 1 – 9 credits	Summer
All Concentrations SSW 501: HBSE I SSW 503: Research I SSW 505: Policy I	All Concentrations SSW 502: HBSE II SSW 504: Research II SSW 506: Policy II	<i>If a non-accelerated student wishes to take classes in the summer (to lessen their course load for another semester or any other reason), they must work with their Faculty Advisor to create that individualized degree plan.</i>
Fall 2 – 10 credits	Spring 2 – 10 credits	Summer
All Concentrations SSW 510: Practice I SSW 520: Field I SSW Elective	All Concentrations SSW 511: Practice II SSW 522: Field II SSW Elective	<i>If a non-accelerated student wishes to take classes in the summer (to lessen their course load for another semester or any other reason), they must work with their Faculty Advisor to create that individualized degree plan.</i>
Fall 3 – 6 credits	Spring 3 – 6 credits	Summer
Clinical Concentration SSW Elective SSW 597: APA Community Concentration SSW Elective SSW 608: Grant Writing Integrated Concentration SSW 564: Program Dev. SSW 597: APA	Clinical Concentration SSW Elective SSW 565: Admin. & Sup. Community Concentration SSW Elective SSW 685: Comm. Org. Integrated Concentration SSW 565: Admin. & Sup. SSW 685: Comm. Org.	<i>If a non-accelerated student wishes to take classes in the summer (to lessen their course load for another semester or any other reason), they must work with their Faculty Advisor to create that individualized degree plan.</i>
Fall 4 – 7 credits	Spring 4 – 7 credits	
Clinical Concentration SSW 552: Contemp. Theories SSW 580: Field III Community Concentration SSW 564: Program Dev. SSW 580: Field III Integrated Concentration SSW 552: Contemp. Theories SSW 580: Field III	Clinical Concentration SSW 553: Adv. SW Prac. SSW 582: Field IV Community Concentration SSW 565: Admin. & Sup. SSW 582: Field IV Integrated Concentration SSW 553: Adv. SW Prac. SSW 582: Field IV	

Advanced Standing Campus Program Requirements

(35 Credits)

CONCENTRATION COURSES		
Concentration	Courses	Credits
Clinical Practice:	SSW 526: Integrated Clinical & Community Practice SSW 552: Contemp. Theories SSW 553: Adv. SW Practice with Families SSW 565: Administration and Supervision SSW 597: Advanced Psychosocial Assessment SSW Elective SSW Elective SSW Elective* SSW Elective* SSW 580: Field Practicum III/ Seminar SSW 582: Field Practicum IV/ Seminar	3 3 3 3 3 3 3 3 4 4
Integrated Clinical/Community Practice:	SSW 526: Integrated Clinical & Community Practice SSW 552: Contemp. Theories SSW 553: Adv. SW Practice with Families SSW 564: Program Development SSW 565: Administration and Supervision SSW 597: Advanced Psychosocial Assessment SSW 685: Community Organizing & Social Inclusion SSW Elective* SSW Elective* SSW 580: Field Practicum III/ Seminar SSW 582: Field Practicum IV/ Seminar	3 3 3 3 3 3 3 3 3 4 4
Community Practice:	SSW 526: Integrated Clinical & Community Practice SSW 564: Program Development and Community SSW 565: Administration and Supervision SSW 608: Grant Research & Proposal Writing SSW 685: Comm. Organizing & Social Inclusion SSW Elective SSW Elective SSW Elective SSW Elective SSW 580: Field Practicum III/ Seminar SSW 582: Field Practicum IV/ Seminar	3 3 3 3 3 3 3 3 3 4 4
TOTAL		35
<i>*For licensure, these two electives would need to be advanced clinical practice electives.</i>		

Advanced Standing Campus Program Progression

Advanced Standing (Full-time):

Summer 1 – 3 credits	Fall 1 – 16 credits	Spring 1 – 16 credits
Clinical Concentration SSW 526: Integrated Practice	Clinical Concentration SSW Elective SSW Elective SSW 552: Contemp. Theories SSW 597: APA SSW 580: Field III	Clinical Concentration SSW Elective SSW Elective SSW 553: Adv. SW Prac. SSW 565: Admin. & Sup. SSW 582: Field IV
Community Concentration SSW 526: Integrated Practice	Community Concentration SSW Elective SSW Elective SSW 564: Program Dev. SSW 608: Grant Writing SSW 580: Field III	Community Concentration SSW Elective SSW Elective SSW 565: Admin. & Sup. SSW 685: Comm. Org. SSW 582: Field IV
Integrated Concentration SSW 526: Integrated Practice	Integrated Concentration SSW Elective SSW 552: Contemp. Theories SSW 564: Program Dev. SSW 597: APA SSW 580: Field III	Integrated Concentration SSW Elective SSW 553: Adv. SW Prac. SSW 565: Admin. & Sup. SSW 685: Comm. Org. SSW 582: Field IV

Advanced Standing (Part-time):

Summer 1 – 3 credits	Fall 1 – 9 credits	Spring 1 – 9 credits
Clinical Concentration SSW 526: Integrated Practice	Clinical Concentration SSW 597: APA SSW Elective SSW Elective	Clinical Concentration SSW 565: Admin. & Sup. SSW Elective SSW Elective
Community Concentration SSW 526: Integrated Practice	Community Concentration SSW 608: Grant Writing SSW Elective SSW Elective	Community Concentration SSW 685: Comm. Org. SSW Elective SSW Elective
Integrated Concentration SSW 526: Integrated Practice	Integrated Concentration SSW 564: Program Dev. SSW 597: APA SSW Elective	Integrated Concentration SSW 565: Admin. & Sup. SSW 685: Comm. Org. SSW Elective
Summer	Fall 2 – 7 credits	Spring 2 – 7 credits
<i>If a non-accelerated student wishes to take classes in the summer (to lessen their course load for another semester or any other reason), they must work with their Faculty Advisor to create that individualized degree plan.</i>	Clinical Concentration SSW 552: Contemp. Theories SSW 580: Field III	Clinical Concentration SSW 553: Adv. SW Prac. SSW 582: Field IV
	Community Concentration SSW 564: Program Dev. SSW 580: Field III	Community Concentration SSW 565: Admin. & Sup. SSW 582: Field IV
	Integrated Concentration SSW 552: Contemp. Theories SSW 580: Field III	Integrated Concentration SSW 553: Adv. SW Prac. SSW 582: Field IV