

School of Social Work
Leadership for a just and caring society

M.S.W. Student Handbook
2011-12



UNIVERSITY OF MINNESOTA

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Introduction and General Information

Introduction

Welcome to the School of Social Work (SSW) at the University of Minnesota!

This MSW Student Handbook provides an overview of the M.S.W. curriculum and policies that shape the M.S.W. program. It also provides a reference for other School of Social Work and University policies that influence graduate study in social work. You can use the handbook as an advising tool, referring to it when you need the “nuts and bolts” of degree requirements. The handbook can be useful when you meet with your adviser, but it is not intended to substitute for in-person meetings between advisers and students. We ask that you familiarize yourself with the contents of the handbook and that you keep it and refer to it as a quick reference guide.

The information in this handbook and other University catalogs, publications, or announcements is subject to change without notice. University offices can provide current information about possible changes, and the School of Social Work will post notices on the School’s home page as changes occur. You will find additional information about field instruction in the MSW Field Manual, which is available online through the School’s home page (<http://cehd.umn.edu/ssw/Field/>). In the course of your graduate study you may also need to consult other sources, such as the Graduate School Catalog (<http://www.catalogs.umn.edu/grad/index.html>), for Graduate School requirements and course descriptions, or the Handbook for Graduate Assistants (<http://www1.umn.edu/ohr/gae>) if you have been hired for a graduate assistantship. Class schedules are available online via the University’s Onestop Web site: <http://onestop.umn.edu/>. There are links from the One Stop site to topics ranging from bus service and parking to University-wide calendars and policies. The School also publishes a weekly online newsletter SSW Speaks, which you should read for announcements of information pertinent to your participation in the graduate social work program. Additional SSW information can be found on our homepage at <http://cehd.umn.edu/ssw>.

We hope this handbook helps you find your way through the information needed to be a graduate student in the M.S.W. program. Welcome to the M.S.W. program!

Mission and Goals of the Master of Social Work Program

Mission

The central mission of the Master of Social Work Program is the preparation of students for advanced social work practice and leadership in the areas of direct and community practice.

The Master of Social Work Program reflects the land-grant and research mission of the University of Minnesota, the educational objectives of the Council on Social Work Education (CSWE), and the professional objectives of the National Association of Social Workers (NASW). The program is grounded in the School's history of advanced scholarship and knowledge building, as well as its tradition of leadership for and commitment to working for social justice.

The curriculum is grounded in the principle that a just society is one that provides for the basic human needs of all citizens and that all persons should have equal opportunities to share in society's social, political, and economic goods. In developing the curriculum the program places particular importance on preparing social work professionals (in such roles as case managers, policy analysts, clinicians, and community organizers) to have a practical understanding of how power and privilege, and their opposites, shape the roles that all of us play in society. Also, as a reflection of this commitment, we strive to create a learning environment that is diverse in all aspects. Further we use this environment to help all students develop the sensitivity and skills necessary to work effectively in diverse communities.

Goals

The following goals for the M.S.W. program are derived from its mission:

1. The M.S.W. program, grounded in the values, ethics, research, and knowledge base of the profession, will prepare graduate students for entry into advanced social work practice and leadership for the profession.
2. The M.S.W. program will support and promote the public good by expanding access to graduate social work education throughout the state, with emphasis upon practice in the arena of public-sector social services and policy.
3. The M.S.W. program will prepare professionals who are able to evaluate social work practice and programs critically and empirically, and who are able to apply evidence-based best-practice knowledge and skills effectively with diverse populations in a range of practice settings.
4. The M.S.W. program will continue its emphasis upon the history of social welfare and the social work profession, both as a formative principle in its curriculum and as a service to the academic and professional community.
5. The M.S.W. program will increase opportunities for graduate social work education among groups underrepresented in the profession.

Administrative Offices and Contact Information

Administrative offices of the School of Social Work are located in Peters Hall on the St. Paul campus. All faculty and staff members use e-mail accounts and voicemail for communication. Addresses and phone numbers can be found in the University's *Student-Staff Directory* or by searching the online directory at <http://www.umn.edu/lookup>.

<http://cehd.umn.edu/ssw/>

105 Peters Hall
1404 Gortner Avenue
St. Paul, MN 55108
612-625-1220 or 800-779-8636
Fax: 612-624-3744

Administrators	Peters Hall Room #	Phone Number	E-mail Address
James Reinardy, M.S.W., Ph.D. <i>Director</i>	105C	612-624-3673	jreinard@umn.edu
Megan Morrissey, M.S.W., Ph.D. <i>Associate Director</i> <i>Director, M.S.W. Program</i>	105D	612-624-4210	mmorriss@umn.edu
Heidi Wagner <i>Assistant to the Director</i>	105B	612-625-6122	hwagner@umn.edu
David Hollister, Ph.D. <i>Director of Graduate Studies, Fall Semester</i>	275	612-624-3695	dhollist@umn.edu
Rosetta Cheers <i>Field Support Staff</i>	105	612-624-4241	rchears@umn.edu

Graduate Studies Office – 140 Peters Hall

612-624-4704

Contact Person	Peters Hall Room #	Phone Number	E-mail Address
Steve Maxwell, M.S.W. <i>Director of Field Instruction</i>	140D	612-624-4287	maxwe003@umn.edu
Kate Walthour, M.S.W. <i>Director of Admissions</i>	140A	612-625-8712	kwalthou@umn.edu
Jan Goodno <i>Student Personnel Worker</i>	140B	612- 624-4258	jgoodno@umn.edu
Karen Borchardt <i>Graduate Studies Office</i>	140	612- 624-4704	kborchar@umn.edu
Susan Geller <i>Special Projects Director</i>		612- 624-7581	sgeller@umn.edu

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Other helpful Twin Cities campus phone numbers

Bookstore – Minneapolis www.bookstore.umn.edu Bookstore – St. Paul	Coffman Union, 300 Washington Ave. S.E St. Paul Student Center, 2017 Buford Ave.	612-625-6000 612-624-9200
Boynton Health Service http://www.bhs.umn.edu	Minneapolis: 410 Church Street, SE St. Paul: 109 Coffey Hall, 1409 Eckles Ave.	612-625-8400 612-624-7700
U Card Office http://www.umn.edu/ucard	St. Paul Gym, 1536 N. Cleveland Ave Coffman Union, 300 Washington Ave. S.E	612-625-8283 612-626-9900
Disability Services http://ds.umn.edu/	200 Oak Street McNamara Alumni Center, Suite 180	612-626-1333 (V/TTY)
Office of the Registrar – St. Paul Office	130 Coffey Hall 1409 Eckles Ave	612-624-1111
Center for Urban and Regional Affairs (CURA) http://www.cura.umn.edu/	330 Humphrey Inst., 301 19 th Ave. S. West Bank – Minneapolis campus	612-625-1551
Scholarships & Financial Aid (U of M) http://onestop.umn.edu/onestop/financialaid.html	200 Fraser Hall, 106 Pleasant St. SE East Bank – Minneapolis campus	612-624-1111
Graduate School http://www.grad.umn.edu/	322 Johnston Hall, 101 Pleasant St. SE East Bank – Minneapolis campus	612-625-3490
Office of Information Technology http://www1.umn.edu/oit	East Bank:101 Coffman Memorial Union 300 Washington Ave. SE St. Paul: 50 Coffey Hall 1420 Eckles Ave.	612-301-HELP (4357)
St. Paul Campus Career Center http://www.stpaulcareers.umn.edu	198 McNeal Hall 1985 Buford Avenue, St. Paul	612-624-2710
Residency and Reciprocity Office http://admissions.tc.umn.edu/CostsAid/residency.html	240 Williams Hall 231 Pillsbury Drive SE, Minneapolis	612-625-2800 1-800-752-1000
Libraries http://www.lib.umn.edu/ Wilson Library Magrath Library Social Welfare History Archives	West Bank: 309 19 th Ave South St. Paul: 1984 Buford Ave West Bank: Elmer Anderson Library 320 21 st Ave South	612-624-3321 612-624-2233 612-624-6394

Useful off-campus phone numbers

Minnesota Board of Social Work www.socialwork.state.mn.us	2829 University Avenue SE, Minneapolis, MN 55414	612-617-2100
National Association of Social Workers National: www.naswdc.org Minnesota chapter: http://www.naswmn.org/	750 First Street NE, Suite 700 Washington DC, 20002-4241 1885 University Avenue West, Suite 340 St. Paul, MN 55104	202-408-8600 651-293-1935
Council on Social Work Education www.cswe.org/	1701 Duke Street, Suite # 200, Alexandria, VA 22314	703-683-8080

Centers and Institutes in the School of Social Work

Centers and Programs	Peters Hall Room #	Phone Number
Center for Advanced Studies in Child Welfare (CASCW) http://cehd.umn.edu/ssw/cascw/	205	612-624-4231
Center for Restorative Justice and Peacemaking (CRJP) http://cehd.umn.edu/ssw/rjp	289	612-624-4923
Minnesota Center Against Violence and Abuse (MNCAVA) www.mincava.umn.edu/	170	612-624-0721
National Institute on Domestic Violence in the African American Community (IDVAAC) www.dvinstitute.org/	290	612-624-5357
Youth Studies http://cehd.umn.edu/ssw/Programs/youth_studies	190	612-624-3700
Gamble-Skogmo Land Grant Chair in Child Welfare and Youth Policy http://cehd.umn.edu/ssw/g-s	233A	612-624-7242

MSW Curriculum Overview

General Program Requirements

The M.S.W. curriculum prepares professionals to enter advanced social work practice in a manner that helps individuals, families, groups, or communities enhance or restore social functioning, and to create social conditions favorable to this goal. The curriculum emphasizes social justice, the value of human diversity and empowerment of oppressed people, and focuses on clients' strengths and problem-solving capacities that foster change at multiple levels.

The curriculum is offered in two basic formats: the **full program** (50 semester credits), for individuals who do not have an undergraduate degree in social work, or the **advanced standing program** (a minimum of 34 semester credits). The advanced standing program is available to individuals who have earned an undergraduate social work degree from a Council on Social Work Education (CSWE)-accredited undergraduate program within seven years of beginning their program of graduate study.

The School of Social Work offers classes on the Twin Cities campus of the University of Minnesota and at sites outside the Twin Cities (employing distance-education technology). We deliver the curriculum through a variety of formats, including in-person instruction, interactive television, and Web-enhanced course delivery. Students can complete the M.S.W. curriculum through full- or part-time study. Although the School offers M.S.W. classes from Monday through Saturday, students can choose to complete all of their class requirements through weekend study (Friday evenings and Saturdays). The School offers only the Direct Practice concentration to students who choose weekend-exclusive classes, and the number of electives available to students who choose this option may be limited. Although students may take all of their classes on the weekends, some required program components, such as new student orientation and field internships, take place during weekday business hours.

Full Program – 50 Semester Credits

Students who do not have an undergraduate degree in social work, those who earned an undergraduate degree in social work from an undergraduate program that was not accredited by the Council on Social Work Education (CSWE), or those who earned their undergraduate social work degree more than seven years before beginning their graduate program are eligible for the full program of 50 semester credits.

The full program consists of foundation course requirements, courses in a selected concentration area (either Direct Practice or Community Practice), electives, and two field internships. Studying full-time, students can complete the program in two academic years of study. Part-time options require three to four years of study.

Classes in the Foundation Curriculum

- SW 5051 – Human Behavior and the Social Environment (2 credits)
- SW 5101 – Historical Origins and Contemporary Policies and Programs in Social Welfare (3 credits)
- SW 8201 – Social Work Methods: Practice with Individuals and Systems (3 credits)
- SW 8202 – Social Work Methods: Practice with Families and Groups (3 credits)
- SW 8211 – Social Work Methods: Macro Social Work Practice and Policy Advocacy (3 credits)
- SW 8601 – Social Work Research Methods (3 credits)
- SW 8010 – Field Practicum I (8 semester credits)

Advanced Standing – 34-credit minimum

Students who have completed an undergraduate degree in social work at a program that was accredited by CSWE at the time the degree was awarded are eligible for advanced standing. To be eligible for advanced standing a student must enroll as a graduate degree-seeking student within seven years of completing the undergraduate social work degree.

The advanced standing curriculum is a minimum of 34 semester credits. A student may be required to take courses beyond the 34-credit minimum in the following circumstances:

- If the undergraduate social work degree was earned more than seven years before beginning graduate study;
- If the student received a grade of less than B (3.0) in an undergraduate social work course that fills a foundation requirement; OR
- If the undergraduate program did not include content considered a part of the School of Social Work's foundation curriculum and essential for moving into one of the concentration areas offered by the School.

The School waives foundation curriculum requirements for most students with advanced standing (with exceptions noted above), and they move directly into an area of concentration (Direct Practice or Community Practice).

Transfer Students

A "transfer student" is a student who began her/his graduate study in social work as an admitted student at another CSWE-accredited M.S.W. program. Such students may transfer into either the full program or the advanced standing program. Students transferring into the full program generally have completed the foundation curriculum and the first field placement. Students transferring with advanced standing have generally completed approximately one-half of their degree requirements. A transfer student is limited in the number of credits that she/he may transfer into the degree program at the University of Minnesota School of Social Work. Any student receiving the M.S.W. degree from the University of Minnesota School of Social Work (Twin Cities campus) must complete more than 50 percent of his/her graduate credits in this program. This means that full program students may transfer in no more than 24 semester credits to their program; advanced standing students may transfer in no more than 16 semester credits. (Three quarter credits are equivalent to two semester credits.)

Application requirements for anyone wishing to apply as a "transfer" student are available through the admissions pages on the SSW homepage.

Options for Completing the M.S.W. Program

There are several options for completing the M.S.W. degree program in the School of Social Work. Students indicate a plan of study at the time they apply to the School and are accepted to a specific plan.

Full Program - 50 Semester Credits

Full program options are available to:

- students whose undergraduate degree was NOT in social work
- students whose undergraduate social work degree was from a program that did not have accreditation by CSWE at the time the degree was awarded, OR,
- students whose undergraduate social work degree from an accredited program was earned more than seven years before the start of their graduate program.

Full program students can choose from the following options:

Full program, full-time study

- Students take at least 3 classes each semester or at least 3 classes plus field.
- Students complete two field placements of 480 hours each.
- The first field placement can be completed over an academic year (16 hours each week from September to May) while the student is enrolled in two foundation methods courses (SW 8201 and SW 8202) or in a block placement (40 hours each week for 12 weeks) in the summer immediately following completion of the foundation methods courses (SW 8201 and SW 8202).
- The second field placement can be completed over an academic year while the student is enrolled in required concentration courses or in a 12-week summer block placement (40 hours each week) after concentration requirements have been completed.
- Studying full time, students can complete the M.S.W. program in two academic years.
- Students in this option may choose a concentration in Direct Practice or Community Practice.
- Classes for students in this option are scheduled Monday through Saturday, with most required classes scheduled on Thursdays, Fridays, and Saturdays.

Full program, part-time study

- Students take at least 2 classes each semester.
- Students complete two field placements of 480 hours each.
- The first field placement can be completed over an academic year (16 hours each week from September to May) while the student is enrolled in two foundation methods courses (SW 8201 and SW 8202) or in a block placement (40 hours each week for 12 weeks) in the summer immediately following completion of the foundation methods courses (SW 8201 and SW 8202).
- Students generally complete the first field placement in their second year of part-time study.
- The second field placement can be completed over an academic year while the student is enrolled in required concentration courses or in a 12-week summer block placement (40 hours each week) after concentration requirements have been completed.
- Studying part time, students can complete the M.S.W. program in three to four academic years.
- Students in this option may choose a concentration in Direct Practice or Community Practice.
- Classes for students in this option are scheduled Monday through Saturday, with most required classes scheduled on Thursdays, Fridays, and Saturdays.

Full program, weekend-exclusive courses only

Full program students may elect weekend-exclusive study. Students in the weekend-exclusive option follow all of the full program requirements listed above and have the following program features as well:

- Classes meet every weekend on Friday evenings (until approximately 8:00 p.m.) and all day Saturday.
- Students can choose full- or part-time study (see above for class load).
- Students complete two field placements of 480 hours each, with requirements as noted above.
- Students who choose to take all classes exclusively on weekends are limited to the Direct Practice concentration, and may have a limited number of elective options

- Weekend-exclusive classes apply only to fall and spring semesters: summer session classes do not meet on weekends.
- Although students may complete classes on the weekends, certain required program components (field hours, new student orientation, etc.) are held only during weekday business hours.

Advanced Standing

The Advanced Standing curriculum has a minimum of 34 semester credits. Advanced standing is available to students who have earned an undergraduate degree in social work from an undergraduate program that was accredited by CSWE at the time the degree was awarded. To be eligible for advanced standing, students must begin their graduate program within seven years of completing their undergraduate degree. Individuals accepted for advanced standing may be required to take credits beyond the 34-credit minimum in the following circumstances:

- the undergraduate degree in social work is more than 7 years old; OR,
- the student earned a grade of less than B (3.0) for a foundation level class taken as an undergraduate student; OR,
- the undergraduate program did not contain foundation curriculum content required in the University of Minnesota's program.

The M.S.W. program director determines additional requirements beyond the 34-credit minimum by reviewing undergraduate transcripts at the time the student is admitted to the M.S.W. Program.

Students with Advanced Standing can choose from the following options:

Advanced Standing – full-time study

- Students take at least 3 classes each semester or at least 3 classes plus field.
- Students complete one field placement of 500 hours.
- The field placement can be completed over an academic year while the student is enrolled in required concentration courses or in a 12-week summer block placement (40 hours each week) after concentration requirements have been completed.
- Studying full time, students with advanced standing can complete their degree requirements in a 12-month calendar year.
- Students in this option may choose a concentration in Direct Practice or Community Practice.
- Classes for students in this option are scheduled Monday through Saturday, with most required classes scheduled on Thursdays, Fridays, and Saturdays.

Advanced Standing – part-time study

- Students take at least two classes each semester or one class plus field.
- Students complete one field placement of 500 hours.
- The field placement can be completed over an academic year while the student is enrolled in required concentration courses or in a 12-week summer block placement (40 hours each week) after concentration requirements have been completed.
- Studying part time, students can complete the M.S.W. program in two to three years.
- Students in this option may choose a concentration in Direct Practice or Community Practice.
- Classes for students in this option are scheduled Monday through Saturday, with most required classes scheduled on Thursdays, Fridays, and Saturdays.

Advanced Standing, weekend-exclusive courses only

Students with advanced standing may elect weekend study. Students in the weekend-exclusive option follow all of the advanced standing program requirements listed above and have the following program features as well:

- Classes meet every weekend on Friday evenings (until approx. 8:00 p.m.) and all day Saturday.
- Students can choose full- or part-time study (see above for class load).
- Students complete one field placement of 500 hours, with requirements as noted above.
- Students who choose to take all classes exclusively on weekends are limited to the Direct Practice concentration and may have a limited number of elective options.
- Studying full time, students with advanced standing can complete their degree requirements in a 12-month calendar year.
- Students may choose to complete their degree requirements in a calendar year but should be aware that weekend-exclusive classes apply only to fall and spring semesters: summer session classes do not meet on weekends.
- Although students may complete classes on the weekends, certain required program components (field hours, new student orientation, etc.) are held only during weekday hours.

Transfer Students – Full Program or Advanced Standing

Transfer Students

Transfer students complete part of their M.S.W. degree requirements as an admitted, degree-seeking student at another CSWE-accredited graduate social work program, but are required to complete more than 50 percent of all credits toward their M.S.W. degrees at the University of Minnesota-Twin Cities.

Transfer students may choose from the full range of program options listed above (all definitions noted above for full- and part-time study, weekend-exclusive classes, apply equally to transfer students).

Course requirements and restrictions as noted above apply equally to transfer students;

Admitted transfer students meet with the M.S.W. program director to review syllabi from courses taken in another M.S.W. degree program to determine which classes will transfer to the University of Minnesota-Twin Cities.

The M.S.W. Foundation Curriculum

The 25-credit foundation curriculum is required for full program students.

Foundation Curriculum Objectives

The 25-credit foundation reflects a generalist approach to social work practice. It prepares students to use a problem-solving framework and to view situations from a systems or “person-in-environment” perspective. The foundation curriculum provides the basic knowledge, skills, and values that are generic to social work practice and that are transferable from one setting to another and from one problem to another. Students who successfully complete the foundation curriculum are able to:

1. Use critical thinking skills in professional social work practice in assessments, interventions, and evaluation with client systems of all sizes and diverse cultural backgrounds.
2. Practice in a manner that is congruent with the NASW Code of Ethics and the profession’s core values and that validates and enhances the assets, competencies, and problem-solving capacities of diverse clients and communities, particularly among oppressed communities and groups.
3. Practice with competence among diverse client populations and without discrimination. Practice with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, public assistance status, race, religion, sex, and sexual orientation.
4. Understand social, economic and political systems of oppression—from local to global—particularly as they relate to race, ethnicity, gender, sexual orientation, age, religion and spirituality, social class, and physical and mental abilities, and employ advocacy strategies in professional settings that will promote client empowerment and social justice.
5. Understand the historical context and evolution of America’s response to social need, including the emergence of the profession of social work and the historical roots of contemporary policies, structures, programs, practices, and ideologies of social welfare.
6. In working with client systems of various sizes, apply the knowledge and skills of a generalist social work perspective across a range of settings.
7. Critically use theoretical frameworks grounded in bio-psycho-social variables and best available evidence. This knowledge is used to understand individual growth and behavior across the lifespan as well as interactions among individuals and between individuals and social systems of all sizes and diverse cultural backgrounds. The application of these frameworks includes assessments and interventions that draw upon risk factors, strengths, and resilience of client systems, and is applied across the human life cycle.
8. Analyze social policy at multiple system levels (including clients, communities, delivery systems, and individual practitioners) in order to create and/or change policies to promote client empowerment and social justice.
9. Evaluate research in social work and related fields, apply findings in practice settings, and gain generalist skills for assessing their own professional practice.
10. Demonstrate professional use of self in practice settings, including differential use of communication skills with diverse client populations, maintaining ethical commitments to clients and colleagues, and working for the equitable provision of social services and distribution of resources.
11. Make effective use of supervision and consultation in practice settings, and read emerging literature on social work policy and practice as part of professional growth and development.
12. Understand theories of organizational structure and change in order to function within organizations and service delivery systems and to create and/or change organizational policy to promote client empowerment and social justice.

FALL SEMESTER		
SW 5051	Human Behavior and the Social Environment	2 credits
SW 5101	Historical Origins and Contemporary Policies and Programs in Social Welfare	3 credits
SW 8201	Social Work Methods: Practice with Individuals and Systems	3 credits
SW 8010	Field Practicum I <i>Take field concurrently with 8201 and 8202, or in a summer block immediately following completion of 8201 and 8202</i> (Summer block for 8 credits)	4 credits
	Total credits	12 credits

SPRING SEMESTER		
SW 8202	Social Work Methods: Practice with Families and Groups	3 credits
SW 8211	Social Work Methods: Macro Practice and Policy Advocacy	3 credits
SW 8601	Social Work Research Methods	3 credits
SW 8010	Field Practicum I <i>Take field concurrently with 8201 and 8202, or in a summer block immediately following completion of 8201 and 8202</i> (Summer block for 8 credits)	4 credits
	Total credits	13 credits

- Full-time students complete the foundation courses in one academic year if they do a concurrent field placement over two semesters, or in a calendar year if they choose a block field placement in the summer.
- Students who do a concurrent placement register for 4 credits of SW 8010 in both fall and spring semesters while also enrolled in foundation methods courses (SW 8201 and SW 8202). Students who do a block placement register for 8 credits of SW 8010 in Summer Session.
- Part-time students complete the foundation courses in two academic years, generally taking practice methods (8201 and 8202) in their second year of study while doing the first field placement (SW 8010).
- With the exception of SW 8010 – Field Practicum I, students must take courses in the foundation curriculum for a letter grade (A/F).
- ***Students who choose a summer block placement or May/Summer Session classes have an overall increase in tuition as a result of matriculating in an additional registration period.***

Direct Practice Concentration

The Direct Practice concentration prepares students for advanced professional practice with diverse populations and in varied settings. Advanced practice is designed to enhance the ability of individuals, families, and small groups to ameliorate bio-psychosocial and interpersonal problems and affect environmental conditions that contribute to problems. Our professional values guide us to educate and train advanced social workers in a context of supporting client strengths, pursuing social justice, and facilitating empowerment. These values also direct our faculty members to discover and create new practice knowledge and to seek the best available evidence to inform their practice expertise. On these bases, faculty members engage students in learning about, implementing, and evaluating practice in work with individual clients, families, and systems. Our program educates students to serve client groups across the lifespan and at all socioeconomic levels. It emphasizes collaborative work with at-risk populations in fields such as mental health and settings such as services to children, families, and elders. Our program also teaches students to seek and use supervision and consultation effectively in advanced social work practice with individuals, families, and groups.

Objectives for the Direct Practice Concentration

The Direct Practice concentration prepares social workers for advanced practice who:

1. Recognize and understand the needs, responses, and strengths of people who experience oppression due to race, ethnicity, gender, sexual identity, social class, public assistance status, national origin, physical and mental abilities, age, religion, and spirituality.
2. Understand the function and scope of one or more settings for direct practice service delivery.
3. Understand social work and other appropriate theory and implement practice methods based on theory.
4. Practice in a manner that supports client strengths, incorporates social justice, and facilitates empowerment with individuals, and/or families, and/or groups.
5. Practice ethically and promote the values of the social work profession as embodied in the NASW Code of Ethics.
6. Apply advanced skills in differential assessment, intervention, and practice evaluation with individuals, and/or families, and/or groups, based on the best available evidence.
7. Practice collaboratively with populations at risk, in settings such as child and family welfare, adult mental health, and services to children, families, and elders.
8. Seek and effectively use supervision, consultation and ongoing professional growth and development in advanced social work practice with individuals, and/or families and/or groups.
9. Demonstrate knowledge of ways in which direct service practitioners evaluate the progress, process, and outcomes of their practice.
10. Understand the influence of policies on direct practice and direct practice on policies at the organizational, local, regional, national, and international levels. Demonstrate knowledge of policy development, implementation, change, and analysis.

Curriculum Policies Related to the Direct Practice Concentration

Students can complete the concentration in one or two years. Students are subject to the following policies in choosing courses in the concentration curriculum:

1. **Foundation Requirements:** Full program students must complete the foundation curriculum (including SW 8010 – Field Practicum I) before taking required concentration courses (advanced HBSE, advanced research, advanced policy, advanced practice with diversity, advanced practice setting, field practicum).
2. **Classes outside of the School of Social Work:** Students may take up to 3 credits of concentration courses (not foundation credits) outside of the School of Social Work (i.e., graduate course work in other University departments) but are not required to do so. Students who wish to substitute concentration credits with a course from

outside of social work must obtain approval from the chair of the Direct Practice Committee and the M.S.W. program director, and complete the Course Waiver or Course Substitution Form included in this *Handbook* before taking the course.

Other considerations when selecting courses in the Direct Practice Concentration:

Adviser: Students should consult with their adviser and attend concentration-advising meetings as they select courses for the concentration.

IV-E Scholarship Recipients: Because the curriculum requirements are very specific, a student who receives Title IV-E funds for a child welfare specialization should always plan her/his courses in consultation with her/his adviser and the IV-E Handbook.

Specializations

The Direct Practice Curriculum Committee has identified clusters of courses related to specific domains of practice. Students may consult these selections as they choose classes for their concentration. The charts on the following pages identify clusters in the areas of **child welfare, family and children's services, and mental health/health**. The following information is *for advising purposes only; the courses are not requirements, except where noted, for students receiving Title IV-E funds*.

Students may take classes other than those listed in the specializations; however, they should consult with their advisers as they choose classes to be certain they are meeting the requirements of the concentration for course work in specific curriculum areas.

Direct Practice: Child Welfare Specialization

Students with IV-E scholarships should follow recommended course guidelines in the IV-E Handbook.

Requirements	Choices and (# of credits)	Term
Advanced Practice Setting 3 credits required	8301 Advanced Child Welfare Practice (3) Required for students receiving Child Welfare grants Take concurrently with or before field - SW 8020 / SW 8030	Fall
Practice with Diversity Required course	8702 Advanced Practice with Diverse Populations (2) Recommended for students receiving Child Welfare grants Take concurrently with or before field - SW 8020 / SW 8030	Summer or fall
Advanced Research (choose one) 2 credits required	8602 Direct Practice Evaluation (2) 8603 Program Evaluation (2)	Fall Fall
Advanced HBSE 3 credits required	8051 Psychopathology and Social Work Practice (3) 8052 Child Development: Risk and Resilience (3) Take concurrently with or before field - SW 8020 / SW 8030	Summer or fall Fall
Advanced Policy 3 credits required	8101 Social Policy and Delivery – Child Welfare and Families (3) Required for students receiving Child Welfare grants Take concurrently with or before field - SW 8020 / 8030	Spring
Field 6 credits for full program 8 credits for advanced standing	8020 Field Practicum II – 6 credits total 3 credits in fall and spring or 6 credits in summer 8030 Advanced Standing Practicum and Seminar – 8 credits total 4 credits in fall and spring or 8 credits in summer	Fall and spring, or summer
Electives Full Program (50 credit) students must choose 6 elective credits from the electives listed in the next column. Students with Advanced Standing must choose up to 13 credits from the electives listed in the next column. For all students, AT LEAST 3 credits of electives must be identified as “skills” elective. <i>Note: Students may take up to 3 concentration credits outside of the department, but are not required to do so.</i> Elective courses are scheduled on a rotating basis. Not every elective class is offered every academic year. The Class Schedule link on the Onestop Web site (http://onestop.umn.edu) provides a current class schedule for each semester. Course descriptions are online at http://www.catalogs.umn.edu/grad/	SKILLS ELECTIVES 5309 Case Management with Special Populations (3) 5313 Social Work with Older Adults (2) 5315 Social Work Practice in Interdisciplinary Teams(2) 5316 Brief Treatment and the Task-Centered Model (2) 5317 Social Work with Involuntary Clients (2) <i>Recommended for students receiving Child Welfare grants</i> 5519 / 8519 Mediation and Conflict Resolution (3) 5705 Violence in Families (3) 5708 Substance Abuse and Social Work (3) 5810 Special Topics Courses <i>Special topics courses vary in focus, and may be considered a “skills” elective or a general elective. Consult each Special Topics course each semester.</i> 8314 Social Work Interventions with Families (3) <i>Recommended for students receiving IV-E funds grants</i> 8315 Mood Disorders: New Directions in Clinical Care (2) 8316 Treating Trauma (2) ELECTIVES – NOT IDENTIFIED AS “SKILLS” ELECTIVES 5312 Children with Sexual Behavior Issues (1) 5811 Social Work Ethics (2) 5813 Child Welfare and the Law (2) Required for students receiving IV-E funds 8803 Social Work Supervision, Consultation and Leadership (2) All classes under Community Practice can be used as electives	Scheduling of elective classes varies; most are scheduled in the spring semester.

Direct Practice: Family and Childrens Services Specialization

Requirements	Choices and (# of credits)	Term Usually Offered
Advanced Practice Setting 3 credits required	8304 Advanced Practice with Children and Adolescents (3) <i>Take concurrently with or before field – SW 8020 / SW 8030</i>	Fall
Practice with Diversity Required course	8702 Advanced Practice with Diverse Populations (2) <i>Take concurrently with or before field - SW 8020 / SW 8030</i>	Summer or fall
Advanced Research (choose one) 2 credits required	8602 Direct Practice Evaluation (2) 8603 Program Evaluation (2)	Fall Fall
Advanced HBSE (choose one) 3 credits required	8051 Psychopathology and Social Work Practice (3) 8052 Child Development: Risk and Resilience (3) <i>Take concurrently with or before field - SW 8020 / SW 8030</i>	Summer or fall Fall
Advanced Policy 3 credits required	8101 Social Policy and Delivery – Child Welfare and Families (3) <i>Take concurrently with or before field - SW 8020 / SW 8030</i>	Spring
Field 6 credits for full program 8 credits for advanced standing	8020 Field Practicum II – 6 credits total <i>3 credits in fall and spring or 6 credits in summer</i> 8030 Advanced Standing Practicum and Seminar – 8 credits total <i>4 credits in fall and spring or 8 credits in summer</i>	Fall and spring or summer
<p>Electives</p> <p>Full Program (50 credit) students must choose 6 elective credits from the electives listed in the next column.</p> <p>Students with Advanced Standing must choose up to 13 credits from the electives listed in the next column.</p> <p>For all students, AT LEAST 3 credits of electives must be identified as “skills” elective.</p> <p>Note: Students may take up to 3 concentration credits outside of the department, but are not required to do so.</p> <p>Elective courses are scheduled on a rotating basis. Not every elective class is offered every academic year. The Class Schedule link on the Onestop Web site (http://onestop.umn.edu) provides a current class schedule for each semester. Course descriptions are online at http://www.catalogs.umn.edu/grad/</p>	<p>SKILLS ELECTIVES</p> <p>5309 Case Management with Special Populations (3) 5313 Social Work with Older Adults (2) 5315 Social Work Practice in Interdisciplinary Teams(2) 5316 Brief Treatment and the Task-Centered Model (2) 5317 Social Work with Involuntary Clients (2) <i>Recommended for students receiving Child Welfare grants</i> 5519 / 8519 Mediation and Conflict Resolution (3) 5705 Violence in Families (3) 5708 Substance Abuse and Social Work (3) 5810 Special Topics Courses <i>Special topics courses vary in focus, and may be considered a “skills” elective or a general elective. Consult each Special Topics course each semester.</i> 8314 Social Work Interventions with Families (3) <i>Recommended for students receiving IV-E funds grants</i> 8315 Mood Disorders: New Directions in Clinical Care (2) 8316 Treating Trauma (2)</p> <p>ELECTIVES – NOT IDENTIFIED AS “SKILLS” ELECTIVES</p> <p>5312 Children with Sexual Behavior Issues (1) 5811 Social Work Ethics (2) 5813 Child Welfare and the Law (2) <i>Required for students receiving IV-E funds</i></p> <p>8803 Social Work Supervision, Consultation and Leadership (2)</p> <p><i>All classes under Community Practice can be used as electives</i></p>	<p>Scheduling of elective classes varies; most are scheduled in the spring semester.</p>

Direct Practice: Mental Health / Health Specialization

Requirements	Choices and (# of credits)	Term Usually Offered
Advanced Practice Setting 3 credits required	8303 Advanced Mental Health Practice with Adults (3) [8051 - Psychopathology is required with 8303] <i>Take concurrently with or before field - SW 8020 / SW 8030</i>	Fall
Practice with Diversity Required course	8702 Advanced Practice with Diverse Populations (2) <i>Take concurrently with or before field - SW 8020 / SW 8030</i>	Summer or fall
Advanced Research (choose one) 2 credits required	8602 Direct Practice Evaluation (2) 8603 Program Evaluation (2)	Fall Fall
Advanced HBSE 3 credits required	8051 Psychopathology and Social Work Practice (3) <i>Required if student is also taking 8303- Advanced Mental Health Practice with Adults</i> <i>Take concurrently with or before field - SW 8020 / SW 8030</i>	Summer or fall
Advanced Policy 3 credits required	8103 Health and Mental Health Policy <i>Take concurrently with or before SW 8020 / SW 8030</i>	Spring
Field 6 credits for full program 8 credits for advanced standing	8020 Field Practicum II – 6 credits total <i>3 credits in fall and spring or 6 credits in summer</i> 8030 Advanced Standing Practicum and Seminar – 8 credits total <i>4 credits in fall and spring or 8 credits in summer</i>	Fall and spring, or summer
Electives Full Program (50 credit) students must choose 6 elective credits from the electives listed in the next column. Students with Advanced Standing must choose up to 13 credits from the electives listed in the next column. For all students, AT LEAST 3 credits of electives must be identified as “skills” elective. <i>Note: Students may take up to 3 concentration credits outside of the department, but are not required to do so.</i> Elective courses are scheduled on a rotating basis. Not every elective class is offered every academic year. The Class Schedule link on the Onestop Web site (http://onestop.umn.edu) provides a current class schedule for each semester. Course descriptions are online at http://www.catalogs.umn.edu/grad/	SKILLS ELECTIVES 5309 Case Management with Special Populations (3) 5313 Social Work with Older Adults (2) 5315 Social Work Practice in Interdisciplinary Teams(2) 5316 Brief Treatment and the Task-Centered Model (2) 5317 Social Work with Involuntary Clients (2) <i>Recommended for students receiving Child Welfare grants</i> 5519 / 8519 Mediation and Conflict Resolution (3) 5705 Violence in Families (3) 5708 Substance Abuse and Social Work (3) 5810 Special Topics Courses <i>Special topics courses vary in focus, and may be considered a “skills” elective or a general elective. Consult each Special Topics course each semester.</i> 8314 Social Work Interventions with Families (3) <i>Recommended for students receiving IV-E funds grants</i> 8315 Mood Disorders: new Directions in Clinical Care (2) 8316 Treating Trauma (2) ELECTIVES – NOT IDENTIFIED AS “SKILLS” ELECTIVES 5312 Children with Sexual Behavior Issues (1) 5811 Social Work Ethics (2) 5813 Child Welfare and the Law (2) <i>Required for students receiving IV-E funds</i> 8803 Social Work Supervision, Consultation and Leadership (2) All classes under Community Practice can be used as electives	Scheduling of elective classes varies; most are scheduled in the spring semester.

Direct Practice: Program Completion Plan

Full Program Students = 50 semester credits (25-credit foundation + 25-credit concentration)

Advanced Standing Students = 34 semester credits (34-credit concentration)

Foundation Curriculum (25 credits)

Note: Full Program students must complete the foundation curriculum, including SW 8010, before taking required courses in the concentration curriculum. Except for SW 8010 – Field Practicum I, full program students must take classes in the foundation curriculum for a letter grade (A/F).

Note: The foundation curriculum is waived for most students with advanced standing.

Curriculum Area and Courses	Term / Grade
<p>Human Behavior and the Social Environment</p> <p>2 credits required</p> <p>5051 Human Behavior and the Social Environment (2)</p>	
<p>Social Policy</p> <p>3 credits required</p> <p>5101 Historical Origins and Contemporary Policies (3)</p>	
<p>Social Work Methods</p> <p>9 credits required</p> <p>8201 Social Work Methods: Practice with Individuals and Systems (3) 8202 Social Work Methods: Practice with Families and Groups (3) 8211 Social Work Methods: Macro Practice and Policy Advocacy (3)</p>	
<p>Social Work Research</p> <p>3 credits required</p> <p>8601 Social Work Research Methods (3)</p>	
<p>Field Instruction</p> <p>8 credits required</p> <ul style="list-style-type: none"> • 8010 Field Practicum I (4 credits each semester or 8 credits in summer) • The first field practicum runs concurrently with Social Work Methods (SW 8201 and SW 8202) or in the summer immediately following completion of Social Work Methods • A required biweekly practice seminar runs concurrently with SW 8010 	

Direct Practice Concentration

Note: The concentration curriculum is **25 credits** for full-program students and **34 credits** for students with advanced standing.

All students are limited to a total of 3 credits outside of the School of Social Work.

Curriculum Area and Courses	Term/Grade
<p>Advanced Practice Setting - 3 credits required – choose one</p> <p>8301 Advanced Child Welfare Practice (3) [Required if receiving IV-E funds] 8303 Mental Health Practice with Adults (3) [8051 required with this course] 8304 Advanced Practice with Children and Adolescents (3) <i>Must be concurrent with or prior to SW 8020 or SW 8030 – Field Practicum</i></p>	
<p>Advanced Practice with Diversity - 2 credits required</p> <p>8702 Advanced Practice with Diverse Populations (2) <i>Must be concurrent with or prior to SW 8020 or SW 8030 – Field Practicum</i></p>	
<p>Advanced HBSE - 3 credits required – choose one</p> <p>8051 Psychopathology and Social Work Practice (3) [required if taking 8303] 8052 Child Development: Resilience and Risk <i>Must be concurrent with or prior to SW 8020 or SW 8030 – Field Practicum</i></p>	
<p>Advanced Social Policy – 3 credits required – choose one</p> <p>8101 Child Welfare and Family Services (3) [required if receiving IV-E funds] 8103 Health and Mental Health Policy (3) <i>Must be concurrent with or prior to SW 8020 or SW 8030 – Field Practicum</i></p>	
<p>Advanced Research – 2 credits required (choose one)</p> <p>8602 Direct Practice Evaluation (2) 8603 Program Evaluation (2) <i>Can be concurrent with, before, or after SW 8020 or SW 8030 – Field Practicum</i></p>	
<p>Electives – all students: at least 3 credits of electives must be designated as “skills” electives</p> <p>Full Program students take up to 6 credits of electives.</p> <p>Students with Advanced Standing take up to 13 credits of electives.</p> <p><i>Students can take up to a total of 3 credits outside of the School of Social Work.</i></p>	
<p>Field Instruction – 6 credits for full program/8 credits for advanced standing</p> <ul style="list-style-type: none"> • 8020 Field Practicum II (3 credits each semester, or 6 credits in summer) • 8030 Advanced Standing Field Practicum (4 credits each semester or 8 credits in summer) with a required biweekly practice seminar concurrent with the placement • Can be taken concurrently with concentration requirements listed above or in summer block following completion of concentration requirements listed above. 	

Community Practice Concentration

The Community Practice (CP) Concentration prepares students to improve the effectiveness and responsiveness of human service systems, to mobilize groups and communities for social change, and to serve as catalysts for sustainable development and social justice. The CP curriculum emphasizes multiple method empowerment-based interventions that strengthen citizen participation in democratic processes, make social planning more inclusive and accessible, and connect social and economic investments to grassroots community groups. Concentration courses prepare students for advanced professional practice as managers, planners, policy advocates and analysts, community organizers, mediators, educators, evaluators, and other community practice roles.

The CP Concentration offers two advanced specializations: Human Services Management (HSM) and Community Organization and Advocacy (COA), both of which build upon the basic knowledge, skills and values that are generic to social work practice and that are taught in the foundation curriculum.

Objectives of the Community Practice Concentration

The Community Practice concentration prepares professional social workers in the following identified areas who will:

Community knowledge

1. Critically analyze the historical, political, social, and economic forces that shape macro practice in social work, with special attention to the roles of community organization, nonprofit management, policy analysis, and program evaluation.
2. Identify the critical structures in communities that can be mobilized for engaging in practice.
3. Understand the roles and tasks of leaders and social work professionals in human service organizations and/or community organizations.
4. Be knowledgeable about and apply conceptual frameworks, theories, and tested models of community practice.

Diversity

5. Recognize and analyze sources of oppression and the needs, responses and strengths of people who experience oppression due to many factors, including race/ethnicity, culture, gender, public assistance status, class, national origin, sexual identity, ability, age, family structure, and religion.

Ethics

6. Identify and analyze value and ethical dilemmas that arise in community practice.
7. Practice ethically and promote the values of the social work profession as embodied in the NASW code of ethics.

Social justice

8. Demonstrate a commitment to client, neighborhood, and community empowerment and work to promote social and economic justice.

Technical skills

9. Apply effective community practice skills that build on the strengths and needs of organizations and communities (e.g., asset mapping, construction of clear mission and goal statements, facilitated decision making, strategic human resources management, developing interagency/intergroup collaborations, budgeting, conflict mediation, resource development, planning and conducting campaigns, and participatory evaluation techniques).

10. Write and implement technically competent proposals for policy, program, or community interventions, from needs through evaluation.

Evaluation

Design and implement evaluations of social programs and/or community interventions appropriate to the context.

Curriculum Policies Related to the Community Practice Concentration

Students can complete the concentration in one or two years. Students are subject to the following policies in choosing courses in the concentration curriculum:

1. **Foundation Requirements:** Full program students must complete the foundation curriculum (including SW 8010–Field Practicum I) before taking required concentration courses (HSM or COA anchor course, advanced research, advanced policy, advanced practice with diversity, field practicum).
2. **Outside Electives:** Students may take up to a total of 3 credits outside of the School of Social Work (i.e., graduate course work in other University departments) but are not required to do so. Students who wish to substitute a concentration requirement with a course from outside of social work must obtain approval from the chair of the Community Practice Committee and the M.S.W. program director and complete the Course Waiver or Course Substitution Form included in online version of this *Handbook* before taking the course.

Other considerations when selecting courses in the Community Practice Concentration

Adviser: Students should consult with their adviser and attend concentration advising meetings as they select courses for the concentration.

IV-E Scholars: Because the curriculum requirements are very specific, a student who receives Title IV-E funds for a child welfare specialization should always plan her/his courses in consultation with her/his adviser and the *IV-E Handbook*

Specializations

The Community Practice Committee has identified two specializations within the concentration: human services management and community organization and advocacy. These areas are outlined in charts on the following pages. Please note where courses are required for students receiving Title IV-E funds.

Students may take classes other than those listed in the concentration specializations; however, they must also meet the requirements of the concentration for course work in specific curriculum areas.

Community Practice: Human Services Management (HSM)

Requirements	Choices and (# of credits)	Term Usually Offered
Concentration Anchor 3 credits required	8501 Planning, Marketing and Program Development (3) <i>Take concurrently with or before field - SW 8020 / SW 8030</i>	Fall
Practice with Diversity 2 credits required	8702 Advanced Practice with Diverse Populations (2) <i>Take concurrently with or before field - SW 8020 / SW 8030</i>	Summer or fall
Advanced Research 2 credits required	8603 Program Evaluation (2) <i>Take concurrently with or before field - SW 8020 / SW 8030</i>	Fall
Advanced Policy 3 credits required	8101 Social Policy – Child Welfare and Family Services (3) Required for students receiving IV-E grants 8103 Health and Mental Health Policy (3) 8525 Global Perspectives on Social Welfare, Peace and Justice (3) <i>Take concurrently with or before field - SW 8020 / SW 8030</i>	Spring Spring Varies Spring
Pool Courses Required: 2 courses required OR 1 class and at least 2 of the one-credit classes	5512 Developing & Managing Agency Budget (1) 5513 Grant Writing and Fund Raising (1) 5514 Strategic Risk Management in Agencies (1) 8503 Personnel Leadership and Management (3) 8505 Advanced Community Organizing and Advocacy (3) 8803 Social Work Supervision, Consultation and Leadership (2)	The scheduling of elective pool courses varies, however, most pool elective classes are scheduled in the spring semester.
Field 6 credits for full program 8 credits for advanced standing	8020 Field Practicum II – 6 credits total <i>3 credits in fall and spring or 6 credits in summer</i> 8030 Advanced Standing Practicum and Seminar – 8 credits total <i>4 credits in fall and spring or 8 credits in summer</i>	Fall and spring or summer
Electives (these free electives are suggestions only) Up to 3 credits for full program Up to 10 credits for advanced standing	5811 Social Work Ethics 5813 Child Welfare and the Law (2) <i>Required for students receiving IV-E grants</i> 8301 Advanced Child Welfare Practice (3) <i>Required for students receiving IV-E grants</i> 5519/8519 Mediation and Conflict Resolution (3) 8803 Social Work Supervision, Consultation, and Leadership (2) <i>Courses in the Community Organizing Track can be taken as electives</i> <i>Pool courses listed above can be used as electives</i> <i>All classes listed under Direct Practice can be used as electives</i>	The scheduling of elective courses varies, however, most elective credits are scheduled in the spring semester.

- Note: Students may take up to 3 credits outside of the department but are not required to do so.**
- Some class choices in required areas as well as pool electives are scheduled on a rotating basis. Not every class is offered every academic year. The Class Schedule link on the Onestop Web site <http://onestop.umn.edu/> provides a current class schedule each semester.
- Course descriptions are available online at <http://www.catalogs.umn.edu/grad/index.html>
- Note:** Students receiving IV-E child welfare grants must also meet curriculum requirements specified by the grant and outlined in the *IV-E Handbook*. For students in the full program this may mean taking more than 50 credits.

Community Practice: Community Organization and Advocacy (COA)

Requirements	Choices and (# of credits)	Term Usually Offered
Concentration Anchor 3 credits required	8505 Advanced Community Organizing and Advocacy (3) <i>Take concurrently with or before field - SW 8020 / SW 8030</i>	Fall
Practice with Diversity 2 credits required	8702 Advanced Practice with Diverse Populations (2) <i>Take concurrently with or before field - SW 8020 / SW 8030</i>	Summer or Fall
Advanced Research 2 credits required	8603 Program Evaluation (2) <i>Take concurrently with or before field - SW 8020 / SW 8030</i>	Fall
Advanced Policy 3 credits required	8101 Social Policy – Child Welfare and Family Services (3) <i>Required for students receiving IV-E grants</i> 8103 Health and Mental Health Policy 8525 Global Perspectives on Social Welfare, Peace and Justice (3) <i>Take concurrently with or before field - SW 8020 / SW 8030</i>	Spring Spring Varies Spring
Pool Courses Required: 2 courses required OR 1 class and at least 2 of the one-credit classes	5512 Developing and Managing an Agency Budget (1) 5513 Grant Writing and Fund Raising (1) 5514 Strategic Risk Management in Agencies (1) 8501 Planning, Marketing and Program Development (3) 5519/8519 Mediation and Conflict Resolution (3) Public Affairs 8203 Strategies of Neighborhood Revitalization (4)	The scheduling of elective pool courses varies, however, most pool elective classes are scheduled in the spring semester.
Field 6 credits for full program 8 credits for advanced standing	8020 Field Practicum II – 6 credits total <i>3 credits in fall and spring or 6 credits in summer</i> 8030 Advanced Standing Practicum and Seminar – 8 credits total <i>4 credits in fall and spring or 8 credits in summer</i>	Fall and spring or summer
Electives (these free electives are suggestions only) Up to 3 credits for full program Up to 10 credits for advanced standing	5811 Social Work Ethics 8525 Global Perspectives on Social Welfare, Peace and Justice (3) 5813 Child Welfare and the Law (2) <i>required for students receiving IV-E grants</i> 8301 Advanced Child Welfare Practice (3) <i>required for students receiving IV-E grants</i> 8803 Social Work Supervision, Consultation and Leadership (2) Sociology 5301 Social Movements (3) Public Affairs 5034 Community Analysis & Planning Techniques (1.5) Public Affairs 5511 Community Economic Development (3) <i>Courses in the Human Services Management track can be taken as electives</i> <i>Pool courses listed above can be used as electives.</i> <i>All classes listed under Direct Practice can be used as electives</i>	

- **Note: Students may take up to 3 credits outside of the department, but are not required to do so.**
- Some class choices in required areas as well as pool electives are scheduled on a rotating basis. Not every class is offered every academic year. The *Class Schedule* link on the Onestop Web site (<http://onestop.umn.edu>) provides a current class schedule each semester.
- Course descriptions are available on line at <http://www.catalogs.umn.edu/grad/>.
- Note: Students receiving IV-E child welfare grants must also meet curriculum requirements specified by the grant and outlined in the *IV-E Handbook*. For students in the full program this may mean taking more than 50 credits.

Community Practice: Program Completion Plan

Full Program Students = 50 semester credits (25-credit foundation + 25-credit concentration)

Advanced Standing Students = 34 semester credits (34-credit concentration)

Foundation Curriculum (25 credits)

Note: Full Program students must complete the foundation curriculum, including SW 8010, before taking required courses in the concentration curriculum. Except for SW 8010 – Field Practicum I, full program students must take classes in the foundation curriculum for a letter grade (A/F).

Note: The foundation curriculum is waived for most students with advanced standing.

Curriculum Area and Courses	Term / Grade
Human Behavior and the Social Environment 2 credits required 5051 Human Behavior and the Social Environment (2)	
Social Policy 3 credits required 5101 Historical Origins and Contemporary Policies (3)	
Social Work Methods 9 credits required 8201 Social Work Methods: Practice with Individuals and Systems (3) 8202 Social Work Methods: Practice with Families and Groups (3) 8211 Social Work Methods: Macro Practice and Policy Advocacy (3)	
Social Work Research 3 credits required 8601 Social Work Research Methods (3)	
Field Instruction 8 credits required <ul style="list-style-type: none"> • 8010 Field Practicum I (4 credits each semester or 8 credits in summer) • The first field practicum runs concurrently with Social Work Methods (SW 8201 and SW 8202) or in the summer immediately following completion of Social Work Methods • A required biweekly practice seminar runs concurrently with SW 8010 	

Community Practice Concentration:

Note: The concentration curriculum is **25 credits** for full program students and **34 credits** for students with advanced standing.

- Human Services Management Specialization – **HSM**
- Community Organization and Advocacy Specialization – **COA**
- All students are limited to a total of 3 credits outside of the School of Social Work
- PA 8203 Neighborhood Revitalization does not count toward a student's credits outside of SW

Curriculum Area and Courses	Term / Grade
<p>Concentration Anchor – 3 credits required 8501 Planning, Marketing and Program Development – HSM (3) 8505 Advanced Community Organizing and Advocacy – COA (3) <i>Must be concurrent with or prior to SW 8020 or SW 8030 – Field Practicum</i></p>	
<p>Advanced Practice with Diversity – 2 credits required 8702 Advanced Practice with Diverse Populations (2) <i>Must be concurrent with or prior to SW 8020 or SW 8030 – Field Practicum</i></p>	
<p>Pool Courses – 2 classes required <u>OR</u> 1 class plus 2 of the 1-credit classes Refer to Human Services Management and Community Organizing specializations for choices</p>	
<p>Advanced Social Policy – 3 credits required (choose one) 8101 Child Welfare and Family Services (3) 8103 Health and Mental Health Policy (3) 8525 Global Perspectives on Social Welfare, Peace and Justice (3)</p>	
<p>Advanced Research – 2 credits required 8603 Program Evaluation (2) <i>Must be concurrent with or prior to SW 8020 or SW 8030 – Field Practicum</i></p>	
<p>Electives Up to 3 credits for full program Up to 10 credits for students with advanced standing See listings under each specialization Specific prerequisites may apply to electives Students can take elective credits outside of the School of Social Work but are limited to a total of 3 credits from outside of the department</p>	
<p>Field Instruction 8020 Field Practicum II (3 credits each semester, or 6 credits in summer) 8030 Advanced Standing Field Practicum and Seminar (4 credits each semester, or 8 credits in summer) with a biweekly seminar that runs concurrent with the placement Can be taken concurrently with concentration requirements listed above or in summer block following completion of concentration requirements listed above</p>	

Field Instruction

General Policies Related to Field:

- Field policies are outlined in the *M.S.W. Field Manual* (<http://cehd.umn.edu/ssw/Field/>) which is available online through the School's Web site.
- Students must be registered for field credits in the academic session during which they are actually completing most field hours.
- Students receive a grade of satisfactory/not satisfactory (S/N) for field, and the final grade is not given until the placement is completed.
- In accordance with accreditation guidelines from the Council on Social Work Education, the School of Social Work does not give academic credit for life experiences, including field. (Standard 5.2 – Student Professional Development in the Educational Policy and Accreditation Standards.)

Full Program Students – 50 credits

Full program (50 credit) students take two field placements of 480 hours each. The field placement also carries academic credit. Full program students complete the field requirements through the following two classes:

SW 8010 Field Practicum I (total of 8 credits)

SW 8020 Field Practicum II (total of 6 credits)

Student can complete the field placements over the course of the academic year, concurrent with courses, or in a summer block placement. A concurrent placement requires 16 hours each week in the field agency. A block placement requires 40 hours each week over 12 weeks.

- The first field placement (SW 8010) must be taken concurrent with foundation practice methods classes (SW 8201 and SW 8202) or in the summer immediately following completion of the practice methods classes.
- A required practice seminar that meets every other week accompanies SW 8010.
- Students who take SW 8010 as a concurrent placement register for 4 credits of SW 8010 each semester. Students who take SW 8010 as a summer block placement register for 8 credits in the May/Summer session.
- Students who take SW 8020 as a concurrent placement register for 3 credits of SW 8020 each semester. Students who take SW 8020 as a summer block placement register for 6 credits in the May/Summer session.
- Students take the following concentration classes concurrent with or before SW 8020:

Direct Practice Students

Advanced Practice with Diversity (8702)

Advanced Practice (8301, 8303, or 8304)

Advanced Policy (8101 or 8103)

Advanced HBSE (8051 or 8052)

Community Practice Students

Advanced Practice with Diversity (8702)

Anchor course (8501 or 8505)

Advanced Policy (8101, 8103, or 8525)

Advanced Research (8603)

Students who choose a summer block placement will have added tuition costs for their overall program as a result of matriculating in an additional registration period.

Advanced Standing Students

Students with Advanced Standing take one field placement of 500 hours, with the value of 8 academic credits. Students with advanced standing complete the field requirements through the following class:

SW 8030 Advanced Standing Field Practicum and Seminar (total of 8 credits).

Students can complete the field placement over the course of the academic year while taking required concentration courses, or in a summer block placement following completion of concentration requirements. A concurrent placement requires 16 hours each week in the field agency. A block placement requires 40 hours each week over 12 weeks.

- A required practice seminar that meets every other week accompanies SW 8030.
- Students who take SW 8030 as a concurrent placement register for 4 credits of SW 8030 each semester. Students who take SW 8030 as a summer block placement register for 8 credits in the May/Summer session.
- Students take the following concentration classes concurrent with or before SW 8030:

Direct Practice Students

Advanced Practice with Diversity (8702)

Advanced Practice (8301, 8303, or 8304)

Advanced Policy (8101 or 8103)

Advanced HBSE (8051 or 8052)

Community Practice Students

Advanced Practice with Diversity (8702)

Anchor course (8501 or 8505)

Advanced Policy (8101, 8103, or 8525)

Advanced Research (8603)

Students who choose a summer block placement will have added tuition costs for their overall program as a result of matriculating in an additional registration period.

Dual Degrees

The School of Social Work offers three dual master's degrees: **the Master of Social Work/Master of Public Policy (MSW/MPP)** and **the Master of Social Work/Master of Urban and Regional Planning (MSW/MURP)**, both offered with the Humphrey Institute of Public Affairs, and the **Master of Social Work /Master of Public Health (MSW/MPH)** offered with the School of Public Health.

Completing the M.S.W. degree requires 50 semester credits for full program students and 34 semester credits for students with advanced standing. Students may apply some credits taken in the dual degree programs toward requirements in both departments. Degree requirements vary for students choosing the different M.S.W. concentrations:

M.S.W. Community Practice Concentration: Each dual degree option is a minimum sequence of three academic years of full-time study. These students generally take course work in each department for the first two years and in the third year take courses concurrently in two departments, facilitating the integration of content from both fields. The course requirements for both Community Practice specializations are outlined earlier in this MSW Student Handbook. No substitution for the required anchor course is permitted: HSM students must complete SW 8501 and COA students must complete SW 8505. See the following pages for public affairs, urban and regional planning, and public health courses that can be approved for substitution.

M.S.W. Direct Practice Concentration: Students who choose an M.S.W. concentration in Direct Practice may need longer than six semesters to complete both programs and should consult with their faculty adviser to maximize efficiency in completing both degrees.

Each department in the dual degree programs uses its own admissions standards. Applicants apply separately to the School of Social Work and to the other graduate program in the dual degree, fulfilling application requirements for each department. The School of Social Work encourages students to apply to both programs before beginning their studies, although it is possible for a student to apply after being accepted and matriculated in one program.

Students may begin their studies in either program. The School recommends that a dual degree student complete a full year in one program followed by a full year in the other program. A dual degree student must be officially enrolled in each program for at least three semesters (or two semesters in social work in the case of social work students with advanced standing). Dual degree students should consult with their advisers and with dual degree advising materials as they progress through their dual degree program.

Pursuing the M.S.W. concurrently with another graduate program (not a formal dual degree program) is possible if applicants meet the admission requirements and program requirements of both the School of Social Work and the other graduate program. In the past, students have combined graduate degrees in social work with degrees in psychology, law, and education.

Master of Social Work/Master of Public Policy (MSW/MPP)

This dual degree, offered through the School of Social Work and the Hubert H. Humphrey Institute of Public Affairs, gives students a basic education in social work joined by the core disciplines in public policy. The program allows a student to focus on the development of leadership and professional competence in policy analysis, economic and community development, foreign policy and international affairs, management, or social policy.

Overview

Each program in this dual degree, if taken alone, would be a two-year, full-time program. The dual degree requires that students fulfill all the requirements for both degrees but allows some overlap in course work. Full program Community Practice students can take up to 21 semester credits in common that apply to requirements in both departments. Community Practice students with advanced standing can usually use up to 15 credits in common toward both programs. Most M.S.W. students who pursue the dual degree in public affairs select one of the two specializations in the Community Practice concentration for their M.S.W. degree, and a concentration in social policy or in leadership and management as part of the MPP degree. Students should register through the college in which they have the most credits in a given semester, making sure that they register in the Humphrey Institute for three semesters and in the School of Social Work for three semesters.

Degree Requirements: MPP

Forty-five semester credits are required to complete the MPP degree. Students must take 21 credits of core courses, nine credits in a concentration (such as social policy or leadership and management), a capstone workshop or seminar, nine credits of electives, and an internship of at least 400 hours.

Students may apply social work courses (approximately 12 semester credits) toward the MPP concentration with the consent of the concentration head, or as electives. Note that these courses do not substitute for required PA courses.

Social work courses of particular relevance to MPP students include:

- SW 5512 Developing and Managing an Agency Budget (1 credit)
- SW 5513 Grant Writing and Fund Raising (1 credit)
- SW 5514 Strategic Risk Management in Agencies (1 credit)
- SW 8101 Social Policy and Delivery Systems for Child Welfare and Family Services (3 credits)
- SW 8103 Health and Mental Health Policy (3 credits)
- SW 8211 Macro Social Work Practice and Policy Advocacy (3 credits)
- SW 8501 Planning, Marketing and Program Development (3 credits)
- SW 8502 Resource Development and Management (3 credits)
- SW 8503 Personnel Leadership and Management (3 credits)
- SW 8505 Advanced Community Organization and Advocacy (3 credits)
- SW 8519 Mediation and Conflict Resolution (3 credits)
- SW 8525 Global Perspectives on Social Welfare, Peace and Justice (3 credits)
- SW 8601 Social Work Research Methods (3 credits)
- SW 8603 Program Evaluation (2 credits)

Public Affairs (PA) courses that could be approved for cross-counting

Social Work Requirement	Public Affairs Substitution
<p>Foundation research course</p> <p>SW 8601 Social Work Research Methods (applies to full program students only)</p>	<p>PA 5035 Survey Research and Data Collection AND PA 5032 Intermediate Regression Analysis OR PA 5036 Regional Economic Analysis OR PA 5037 Regional Demographic Analysis</p>
<p>HSM or CO pool courses – two are required (2 one-credit classes count as a pool course)</p> <p>SW5512 Developing and Managing an Agency Budget SW 5513 Grant Writing and Fund Raising SW 5514 Strategic Risk Management in Agencies SW 5519/8519 Mediation and Conflict Resolution SW 8501 Plan, Market & Prog Development <i>When taken as pool course by CO students</i> SW 8503 Personnel Leadership and Management SW 8505 Advanced Com Organizing and Advocacy <i>When taken as pool course by HS students</i> SW 8313 Social Work Practice Interdisc.Teams SW 8803 Supervision, Consultation Leadership</p>	<p>One concentration pool course in Community Practice can be substituted with a Public Affairs course listed below or another course by approval of School of Social Work Director of Graduate Studies:</p> <p>PA 5011 Management of Organizations PA 5101 Management Governance of Nonprofit Organizations PA 5123 Financial and Development Strategies for Nonprofit and Public Organizations PA 5131 Conflict Management: Readings in Theory and Practice PA 5251 Strategic Planning and Management PA 8105 Human Resources and Org. Performance Additional Public Affairs courses may be proposed to the School of Social Work Director of Graduate Studies.</p>
<p>Advanced Policy Requirement</p> <p>Social work students choose from:</p> <p>SW 8101 Child Welfare Policy SW 8103 Health/Mental Health Policy SW 8525 Global Perspectives on Social Welfare</p> <p>The dual degrees allow substitution of the policy requirement with one of the listed PA policy courses.</p>	<p>The advanced policy requirement can be substituted with a course listed below, except for students receiving Title IV-E funding:</p> <p>PA 5261 Housing Policy PA 5401 Poverty, Inequality, and Public Policy PA 5405 Public Policy Implementation PA 5411 Child Development and Social Policy PA 5412 Aging and Disability Policy PA 5421 Racial Inequality and Public Policy PA 5431 Labor Policy PA 5441 Education Policy and the State Legislature PA 5451 Immigrant Health Issues. PA 5452 Immigration and Public Policy Additional Public Affairs courses may be proposed to the School of Social Work Director of Graduate Studies.</p>
<p>Advanced Research Requirement</p> <p>SW 8603 Program Evaluation</p>	<p>The following PA course can substitute for the advanced research requirement:</p> <p>PA 5311 Program Evaluation</p>
<p>Elective Substitutions</p> <p>SW 5519/8519 Mediation and Conflict Resolution SW 8505 Advanced Comm. Org and Advocacy <i>When taken as a pool course</i></p>	<p>PA 5131 Conflict Management: Theory and Practice PA 5253 Participatory Management & Involvement</p>

Field Internship

The Humphrey M.P.P. degree requires completion of an internship equaling 400 hours of work. Two field placements are required for full program M.S.W. students and one internship for students with advanced standing. A student may use one of the field placements to fulfill the M.P.P. internship requirement with the consent of the M.P.P. adviser, the SSW director of field instruction, and the M.S.W. program director.

For full program students in the M.S.W. program, the first social work field placement must be a direct service placement. The second field placement supports the student's area of specialization in the Community Practice concentration – either human services management or community organizing and advocacy. Given pertinent content and responsibilities, the second placement (SW 8020 for full program students and SW 8030 for advanced standing students) can also count as the internship required by Public Affairs.

For further information about School of Social Work requirements, contact the M.S.W. program director at SSW (612-624-4210 or 1-800-779-8636). For information about the MPP/M.S.W. dual degree at the Humphrey Institute, contact Associate Dean Greg Lindsey, Director of Graduate Studies (612- 625-3375). Professors Katherine Fennelly (HHH) and David Hollister (SSW) are faculty advisers for the MSW/MPP dual degree in 2010-2011.

Master of Social Work/Master of Urban and Regional Planning (MSW/MURP)

Overview

This dual degree program allows students to gain in-depth training in both urban and regional planning, and in social work. The specific MURP specialization for which this will be most appropriate is Housing and Community Development planning. Other MURP specializations (environmental planning, land use and urban design; transportation planning; and regional, economic workforce development) can be proposed, although these may take somewhat longer to complete under the dual degree plan. Likewise, the most "efficient" concentration in social work for the dual MSW/MURP plan is the Community Practice concentration, choosing either the Human Services Management or the Community Organizing and Advocacy specialization. Students who select Community Practice in the M.S.W. and housing and community development in MURP can achieve both degrees in three academic years rather than four years if pursued separately. A student in one program who wishes to pursue both degrees may do so, if admitted to the second program, at any point up to the time that the first degree is granted, but must meet each program's application deadlines.

Degree Requirements

Each program maintains its prerequisites and has established its own conditions for admission. Faculty and staff from both programs will advise students on an individual basis regarding course selection so that dual-degree students can graduate within 3 academic years.

Students must fulfill all requirements for each degree. However, agreements between the School of Social Work, the Humphrey Institute, and the Graduate School allow students to apply up to 22 credits to both degrees, thereby reducing the total number of credits each degree would require if it were completed separately. Students will spend three semesters enrolled as a social work student (2 semesters if advanced standing).

The advanced-standing M.S.W. program requires 34 semester credits, including up to 8 MURP credits. The total number of credits that can be double-counted for the dual degree student who is in the advanced-standing option of the M.S.W. program is 15 rather than 22. Advanced-standing students will register for 3 semesters in the Humphrey Institute and 2 semesters in the School of Social Work. The MURP courses shown below may be counted toward the advanced-standing M.S.W. degree.

Final Exam/Paper and Additional Requirements

The MURP degree program requires writing a professional paper and the completion of an internship of at least 400 hours. No course credit is given for these activities.

Students choosing the Plan A option for the MURP must complete 10 thesis credits and thus commit to a longer degree program.

The M.S.W. degree does not include a professional paper but does require two field internships (a single internship for students with advanced standing). The concentration field placement (internship) for the M.S.W. program can also fulfill the (non-credit) requirement of the MURP program for a planning internship, provided that it meets the criteria for both programs.

Student Procedures

Application Process

The student must be accepted by both the Humphrey Institute and the School of Social Work in separate admissions processes. Students may apply to both programs at the same time or delay one application for a year. A student who is admitted to both institutions for the same academic year must select the program in which to enroll first and inform each school in a timely manner. Both the Humphrey Institute and the School of Social Work will defer admission for dual degree students for one year.

Registration

Students enrolled in dual degree programs may begin their studies in either program. It is best to complete a full year in one program before beginning the second program. The following plan works well: The dual degree student enrolls the first year as a Humphrey Institute student, completing most of the core requirements in the MURP program. The next three semesters the student enrolls in the School of Social Work, completing virtually all of the M.S.W. requirements. The final semester the student enrolls in the Humphrey Institute and finishes the MURP requirements and any remaining M.S.W. requirements. Students should register through the college in which they have the most credits in a given semester, making sure that they register in the Humphrey Institute for three semesters and in the School of Social Work for three semesters.

Filing the Humphrey Degree Program

Students should pay careful attention to coordinating the terms and process of the dual degree. Because of the complexity of dual degree completion, it is especially important that the degree programs are approved and filed early so any potential problems can be addressed.

For further information regarding the SSW requirements, contact Professor David Hollister (612-624-3695 or 800-779-8636). At the Humphrey Institute, contact the director of the MURP program or Associate Dean Greg Lindsey, Director of Graduate Studies (612- 625-3375). Further information is available at

<http://www.hhh.umn.edu/degrees/murp/>.

M.S.W. credits that fulfill MURP requirements	MURP credits that fulfill M.S.W. requirements
<p>The MURP degree requires 48 semester credits. A student must take all required core courses (26 credits), a 3-credit capstone workshop and select 9 credits of electives in a planning specialization. The remaining 10 credits may be taken anywhere in the University curriculum. A MURP student can count the following courses in Social Work towards his/her degree up to an approximate total of 11 credits:</p>	<p>The MSW degree requires 50 semester credits for students in the Full Program, including up to 11 MURP credits. Students in this program must take all of the required Foundation courses, two internships (field placements), and fulfill the requirements for a concentration. The MSW student electing either the Human Services Management specialization or the Community Organizing and Advocacy specialization within the Community Practice concentration could count the MURP courses shown below toward the MSW degree:</p>
<p>SW 5101 Hist. Origins & Cont. Policies of Social Welfare (3 cr.) SW 5512 Developing and Managing an Agency Budget (1 cr.) SW 5513 Grant Writing and Fund Raising (1 cr.) SW 5514 Strategic Risk Management in Agencies (1 cr.) SW 5813 Child Welfare and the Law (2 cr.) SW 8101 Child Welfare and Family Services (3 cr.) SW 8103 Health and Mental Health Law (3 cr.) SW 8211 Methods: Macro-Practice & Pol Advocacy (3 cr.) SW 8501 Plan, Market and Prog Devel (3 cr.) SW 8503 Personnel Leadership and Management (3 cr.) SW 5519/8519 Med and Conflict Resolution (3 cr.) SW 8525 Global Persp on Soc Welfare, Peace & Justice (3 cr.)</p>	<p>PA 5311 Program Eval (3 cr.) may substitute for the Social Work Advanced Research requirement (2 cr.)</p>
<p>Advanced Policy Requirement</p> <p>SW 8505 Advanced Community Organization and Advocacy (3 cr.), substituting for PA 5253 Participatory Management and Public Involvement Strategies (3 cr.)</p> <p>SW 8601 Social Work Research Methods (3 cr.) and SW 8603 Program Evaluation (2 cr.), substituting for PA 5034 Community Analysis and Planning Techniques (2 cr.) and PA 5035 Survey Research and Data Collection (1.5 cr.)</p>	<p>One of the following may substitute for the Social Work Advanced Policy requirement (3 cr.):</p> <p>PA 5212 Managing Urban Growth & Change (3 cr.) PA 5261 Housing Policy (3 cr.) PA 5521 Devel Planning & Policy Analysis (3 cr.) PA 5412 Aging and Disability Policy PA 8202 Network & Places: (4 cr.) PA 8204 Regional Econ & Workforce Devel (4 cr.)</p>
	<p>One of the following may substitute for the pool course requirement (5 to 7 cr.):</p> <p>PA 5253 Participatory Management and Public Inv. Strat (3 cr.) PA 5511 Community Economic Development (3 cr.) PA 8201 Environment and Infrastructure Plan (4 cr.) PA 8203 Neighborhood Revital Theo. and Strat. (4 cr.)</p>
	<p>One of the following may substitute for the elective requirement (2 cr.):</p> <p>PA 5401 Poverty, Inequality and Public Policy (3 cr.) PA 5421 Racial Inequality and Public Policy (3 cr.) PA 5451 Immigrant Health Issues (3 cr.) PA 8312 Analysis of Discrimination (3 cr.) Additional Public Affairs courses may be proposed to the School of Social Work Director of Graduate Studies.</p>

Master of Social Work/Master of Public Health (MSW/MPH)

This dual degree, offered through the School of Social Work and the School of Public Health, provides exposure to a unique blend of course offerings in biometry, community health education, environmental health, epidemiology, health services administration, maternal and child health and public health nutrition.

The purpose of the M.S.W./MPH dual degree is to educate and prepare professional public health social workers who are competent in the practice of professional social work with the additional outlook, skills, and expertise of public health.

Overview

Students are able to complete the requirements for both degrees in approximately six semesters or less, depending upon the number of credits carried each semester. Full program students can take up to 18 semester credits in common that apply to requirements in both departments. Students with advanced standing can usually use up to 12 credits in common toward both programs. The total number of graduate credits for the two degrees varies, depending upon the public health major chosen. Students in the MSW/MPH degree program also must complete an approved common field requirement to satisfy both degrees, complete a master's project, and pass a joint final oral examination based on the integration of both professions.

For more information contact the School of Public Health, Rm D305, Mayo, 420 Delaware St. SE, Minneapolis, MN 55455; 612- 626-3500 or 1-800-774-8636 (1-800-SPH-UofM); <http://www.sph.umn.edu/>.

Minors

M.S.W. students may complete a designated minor that further develops their area of concentration within the M.S.W. program, or another area of practice interest. Students who wish to declare a minor should work with their academic advisers and should complete the Minor Declaration Form in Appendix C. When a student completes a designated minor, that minor appears on her/his graduate transcript.

Completing a designated minor generally requires additional credits in the area of study and may require an oral examination that focuses on all course work taken in the major and minor areas of study. Credits toward the minor may only come from the social work curriculum area designated as elective credits. Therefore, a student would take more than 50 credits (or 34 credits for students with advanced standing) to complete the M.S.W. and minor requirements. Students who are completing a dual degree would also face a higher credit load than would be required for the dual degree without a declared minor.

For more information, contact the department that offers the minor field of study. (See the Graduate School Catalog for course offerings and departmental requirements. The Catalog is available online at <http://www.catalogs.umn.edu/grad/index.html>. When taking courses outside of social work, students should check with the M.S.W. program director to determine if the courses are offered for graduate credit.

Policies and Procedures Related to the M.S.W. Program

Standards of Performance in the M.S.W. Program

1. Introduction to Standards

The following standards apply to all M.S.W. students enrolled in the School of Social Work at the University of Minnesota–Twin Cities. The standards describe scholastic and professional behaviors necessary for effective and ethical social work learning and practice.

Professional social work performance develops throughout the course of a student’s M.S.W. education. Acknowledging this, the Standards for Performance in the M.S.W. Program provide guidelines for students in order to support them in achieving success in their professional education. These guidelines also support classroom teaching and field faculty in providing clear and relevant feedback to students who are not performing adequately in course assignments, classroom activities, and fieldwork. Finally, these standards outline procedures for addressing serious professional and academic concerns that may, if not corrected or if egregious in nature, lead to disciplinary action, including dismissal from the School of Social Work.

All M.S.W. students are required to view and adhere to the Standards for Performance in the M.S.W. Program. Students are also required to review and adhere to the following:

- National Association of Social Workers (NASW) Code of Ethics (<http://www.socialworkers.org/pubs/code/code.asp>)
- Standards of Practice and Ethical Conduct, as defined by the Minnesota Board of Social Work (<http://www.socialwork.state.mn.us/Portals/0/Standards%20of%20Practice%20%20Compliance%20Laws.pdf>), and,
- University of Minnesota Board of Regent’s Student Conduct Code (http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html)

Failure to meet required standards may be cause for disciplinary action and could lead to dismissal from the M.S.W. program.

2. Program Performance Standards

Basic Abilities Necessary for Academic Success and to Acquire Professional Skills

1. Communication Skills – Written and Oral

Demonstrates necessary written and oral communication skills to comprehend thoroughly and communicate clearly information, ideas, and feelings.

Written: In writing for academic and professional purposes students demonstrate an understanding of the complex nature of the writing process by generating ideas, writing rough drafts, editing all drafts for surface-level errors, and using the preceding processes to produce final drafts. Final drafts reflect clarity and the use of correct grammar and spelling. In formal academic writing students are able to research, analyze, and interpret academic sources, and apply American Psychological Association (APA) writing and referencing style. Students demonstrate sufficient skills in written English to understand content

presented in the curriculum and to complete adequately all written assignments, as specified by classroom and field faculty.

Oral: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills to understand content presented in the program, to complete all assignments adequately, and to meet the objectives of field placement experiences, as specified by faculty.

2. Interpersonal Skills

Establishes and maintains respectful, collaborative working relationships with peers, colleagues, faculty and other professionals. Establishes rapport and maintains effective helping relationships with clients. Demonstrates the ability to engage in productive conflict resolution.

3. Knowledge and Critical Thinking Skills

Exhibits sufficient clarity of thinking and knowledge of social work as a profession to process information and apply it to appropriate situations in classroom and field. Demonstrates grounding in a liberal arts perspective that includes relevant social, behavioral, and biological science knowledge and research.

Demonstrates the ability to assess differentially. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice. Can articulate and use the problem-solving process: plan, monitor, and evaluate practice interventions and social policies.

4. Use of Technology

Exhibits sufficient skill in the use of various technologies, including familiarity with computers, electronic database searches, and the Internet, to engage in scholarship and effective practice.

Emotional Management Capabilities Necessary for Performance in Program and Professional Practice

1. Stress Management

Recognizes personal needs and acts to meet needs appropriately and in ways that do not have a negative impact on professional practice. Handles stress effectively by using appropriate self-care strategies and developing supportive relationships with colleagues, peers, and others.

2. Emotional Management

Demonstrates understanding of appropriate self-disclosure; identifies and acknowledges one's own limitations; maintains respectful relationships with peers, colleagues, faculty, and others; demonstrates empathic support to peers; and uses assertive problem-solving strategies rather than aggressive or passive actions. Seeks appropriate help when personal issues interfere with professional and scholastic performance.

3. Professional Performance Skills Necessary to Work with Clients and for Overall Professional Practice

1. Professional Commitment

Exhibits a commitment to the core values and mission of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics.

2. Ethical Behavior

Behavior in field internships and the classroom demonstrates adherence to ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics, Standards of Practice and Ethical Conduct as defined by the Minnesota Board of Social Work, and the University of Minnesota Student Conduct Code.

See NASW Code of Ethics, Standards of Practice and Ethical Conduct as defined by the Minnesota Board of Social Work, and the University of Minnesota Student Conduct Code for a complete description of expected—and prohibited—behaviors.

3. Professional Behavior

Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in classroom, field, and community. Appearance, dress, and general demeanor are appropriate to the context and reflect a professional manner when required. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class and field regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and constructive feedback in a positive manner.

Works effectively with others, regardless of level of authority. Advocates for him/herself in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to receive and accept feedback and supervision in a positive manner as well as use such feedback to enhance professional development.

4. Self Awareness

Shows awareness of self and how others perceive them. Is willing to examine and change behavior if appropriate when it interferes in working with fellow students, faculty, clients and other professionals. Exhibits knowledge of how one's values, attitudes, beliefs, emotions, and past experiences affect thinking, behavior and relationships. Uses this knowledge to manage differences respectfully and effectively. Is aware of how personal values influence professional practice and relationships and makes referrals to others when appropriate. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Reflects on one's own limitations as they relate to professional capacities.

5. Commitment to Professional Learning

Takes responsibility for self-evaluation, setting goals, and actively implementing a plan for acquiring needed knowledge and skills. Seeks feedback and/or supervision from field instructors, faculty, peers and colleagues. Participates in classroom learning activities and stays engaged in learning. Holds self accountable for work assigned.

4. Scholastic Performance

1. To be an active student in good standing in the School of Social Work, an M.S.W. student must:
 - a. Maintain a minimum grade point average of 3.0 (on a 4.0 scale) in all graduate course work taken as an M.S.W. student (grades),
 - b. Have no more than 6 semester credits (or their quarter equivalent) of incompletes (grade "I") in all graduate course work taken as an M.S.W. student, and
 - c. Maintain active student status by enrolling in classes each fall and spring semester or registering for non-credit/non-tuition using Grad 999 status (maintain active student status).

2. Grades

- a. Instructors in social work classes use the University of Minnesota Grading Policy from the University Faculty Senate policy (amended November 5, 1998 - <http://www.csom.umn.edu/Page2751.aspx>).
- b. The Graduate School grade point average standard for good standing is 2.80, but the standard for the School of Social Work is a 3.0 minimum overall grade point average (A = 4.0).
- c. Students may not use any course, including field courses (SW 8010, 8020, or 8030) in which they receive a grade of D, F, or N (no credit) to meet requirements for the M.S.W. degree.
- d. Students with less than a 3.0 grade point average or incompletes in SW 8201, 8202, or 8211 must have the permission of the director of field instruction in order to register for SW 8020.
- e. Full program students must take all foundation course work (except for SW 8010 – Field Practicum I) for a letter grade (A-F) and must earn a cumulative GPA of 3.0 in foundation level course work in order to take required courses in their area of concentration.

3. “I” (incomplete) grades

- a. Incompletes (“I” grades) are discouraged when circumstances prevent a student from participating in a majority of the instructional and learning activities in an M.S.W. course. In those instances students are encouraged to withdraw from the course and re-enroll at a time when circumstances allow for their participation. The School of Social Work may support a student’s request to the Graduate School for a registration exception in certain circumstances (e.g., medical reasons) but cannot guarantee that the request will be accepted and does not have control over decisions related to tuition reimbursement.
- b. Instructors have responsibility for noting in the course syllabus if they permit incomplete (or “I”) grades.
- c. If an instructor allows a grade of incomplete, the syllabus should note the following:
Circumstances under which a grade of incomplete may be given, including the amount of work and attendance required before a student may be considered for a grade of incomplete; and
The deadline by which a student must request and negotiate any agreement for an incomplete.
- d. All instructors have the right to refuse to give a grade of “I” (incomplete).
- e. If an instructor allows a grade of INCOMPLETE, a student may receive a grade of “I” only if she/he has negotiated a Contract for Completion of Incomplete Grades with the instructor before the end of the semester.
- f. The student has responsibility for requesting the incomplete from the instructor and initiating the process of negotiating terms for completion of work.
- g. The instructor has responsibility for submitting a signed contract for all incompletes at the time the instructor submits grades for the course. The Student Services Office (140 Peters Hall) maintains copies of incomplete contracts.
- h. If the student completes the course work during the time specified in the contract with the instructor, the student should notify the director of graduate studies (DGS) that the work for the incomplete is no longer outstanding. The student should inform the DGS that outstanding work has been submitted, even though the instructor may not yet have graded the work and submitted a grade change request.
- i. When a student does not complete the work in the specified time period and fails to negotiate a new contract with the instructor, the director of graduate studies, after consultation with the instructor, will change the “I” to a grade of “F” (failure) or “N” (not satisfactory) after a period of 2 academic terms, with May and summer sessions counting for a single term.

- j. Students should be aware that assignments submitted after a semester has ended may not be graded immediately. Instructors may not be able to grade assignments and submit final grades for long periods, especially during the May and summer sessions.
- k. Students should be aware that no instructor is required to grade assignments for incompletes while that instructor is away from University responsibilities due to sabbatical or leave.
- l. Only the instructor of record for the course in question can grant exceptions to the terms of this policy.
- m. When a student accumulates more than 6 semester credits (or their equivalent) of incompletes the DGS will have a hold placed on the student's records. The student will be unable to register for any more courses until the director of graduate studies (DGS) receives a copy of a plan worked out by the student and the instructor(s) as to how the incompletes will be eliminated.
- n. The above policy applies to M.S.W. students taking social work courses. A student who receives a grade of "I" in a course that is a part of her/his degree program but that is taken outside of the School of Social Work is required to follow that department's policy on negotiating a grade of "I." Although another department may not require a contract in order to receive a grade of I, students are encouraged to negotiate a contract that describes plans for completing outstanding work in a course outside of social work. Credits taken outside of the School of Social Work for which a student receives a grade of "I" are included in the total number of credits of "I" allowable in order for the student to be in good standing.

4. Enrollment and Maintaining Active Student Status

- a. Following University of Minnesota policy, a student attending an M.S.W. class must be officially enrolled in the class, whether for grade basis or through audit.
- b. Maintaining active status is critical and is required in order to participate in the University community as a Graduate School student. This includes registering for course work, taking examinations, submitting milestone forms, or filing for graduation.
- c. According to Graduate School policy passed in 2002, students must maintain active student status by registering in every fall and spring term (summer session registration is not required for active status).
- d. Students who are not taking classes can maintain active graduate student status by registering for Grad999 (a non-credit/non-tuition status). Students are limited to two consecutive semester terms registering for Grad 999. After two consecutive terms they must petition the MSW Program Director for an extension of the Grad 999 status, providing an explanation of how Grad 999 status will move them to making timely progress on their MSW degree program requirements. The School of Social Work has the right to deny an extension of Grad 999 status for a student who does demonstrate that such a status will promote progress toward their degree requirements.
- e. Students not registered every fall and spring term as described above are considered to have withdrawn; their Graduate School records are deactivated.
- f. Those who wish to resume graduate work must request readmission to the Graduate School (and if readmitted, must register) to reactivate their status.
- g. Students must complete all degree requirements for the M.S.W. within seven years. The seven-year period begins with the earliest work on the official degree program, including any transfer work.

5. Accommodations for Disabilities

The School of Social Work will provide reasonable accommodations to persons with documented disabilities to give them an equal opportunity to achieve success in their graduate education. Students seeking accommodations

must work with the University of Minnesota's Office of Disability Services. This office determines eligibility and makes recommendations for reasonable accommodations.

6. Distribution of Standards

A. Distribution

The Standards of Performance are included in the M.S.W. Student Handbook, which available online through the School's webpage. The Standards are also included in the M.S.W. Field Handbook, which is required for all field students and distributed to all field instructors. Both handbooks are available online at (<http://cehd.umn.edu/ssw>).

B. Student Familiarity with the Standards of Performance

The School requires that all new M.S.W. students sign a statement indicating that:

- they have reviewed the Standards of Performance, the NASW Code of Ethics, the Standards of Practice and Ethical Conduct as defined by the Minnesota Board of Social Work, and the University of Minnesota Board of Regent's Student Conduct Code, and
- they agree to adhere to the behavioral expectations set forth in these documents, and
- they understand that failure to meet the standards could lead to disciplinary action, including dismissal from the M.S.W. program and the School of Social Work.

7. Procedures for a Review of Performance

A. Scholastic Performance – Classroom

Annually, each M.S.W. student will receive a letter from the director of graduate studies indicating the student's standing in the M.S.W. program (e.g., whether the student is or is not in good standing).

When a student fails to maintain the required grade point average of 3.0 or higher, the DGS will place a hold on the student's registration and instruct the student to meet with her/his academic adviser to develop a plan to improve academic performance within a specified time period – generally one semester.

From that point on, the DGS will monitor the student's academic record. If the student achieves the required grade point average in the specified time period, no further action is required.

If the student fails to achieve the required grade point average in the specified time period the DGS, in consultation with the M.S.W. program director and the student's academic adviser, will meet with the student to discuss:

- the School's concern about the student's academic performance,
- programmatic adjustments (i.e., a reduced course load) that the School may recommend or require if the student is to continue in the program,
- academic progress the student must demonstrate in order to remain in the M.S.W. program,
- a reasonable timetable to achieve that progress, and
- consequences if the student fails to demonstrate sufficient academic performance in the specified period.

The DGS will provide the student with a written summary of this meeting.

A student whose grade point average falls below a 2.5 may not continue course work in the M.S.W. program. The director of graduate studies will advise a student to withdraw from the M.S.W. program if the student's grade point average falls below 2.50. Should the student choose not to withdraw the DGS will advise the director of the School to dismiss the student from the M.S.W. program.

Students have the opportunity to file a grievance under the Student Academic Grievance Policy of the Board of Regents if they believe the School has violated a policy, rule or established practice in taking adverse action against the student based on academic reasons.

B. Scholastic Performance – Field

Field placements are a significant part of student learning in the M.S.W. program, providing students the opportunity to apply classroom learning with social work clients in agency settings under the supervision of an experienced professional who serves in the role of the field instructor. Students who are unable to achieve a satisfactory grade in a field setting are unable to complete the requirements for the M.S.W. degree.

All students in a field placement (SW 8010, SW 8020, and SW 8030) are expected to demonstrate growth in knowledge, skills and implementation of social work values, and are also expected to reach appropriate levels of achievement in key competencies. "Appropriate level of achievement" varies according to the field placement. For example, students in their foundation placement (SW 8010) are not expected to reach the "application" level of competency for all areas, while students in their concentration placement (SW 8020 or SW 8030) are expected to reach "application" or "advanced practice" levels for key areas.

Student progress is evaluated along two axes:

- Positive movement in identified social work competency areas, and
- Final achievement level in these competency areas by the end of the field placement.

Assessment of student performance in field occurs continually throughout the field placement by monitoring actual student performance and regularly scheduled supervision of the student by the field instructor. In supervision, the instructor is responsible for:

- Maintaining clear, accurate, and concise documentation of relevant student performance data and formal supervisory conference proceedings
- Providing regular feedback
- Articulating clear performance expectations; and
- Addressing any concerns about the student's field performance in a straightforward manner.

Every student is evaluated formally at least two times during the course of the field internship: at the midpoint and at the end of the placement. Formal evaluation focuses primarily on the student's progress in meeting learning goals established at the beginning of the internship by the student and the field instructor, although a field instructor may include in the formal evaluation recommendations on new or revised learning goals, based on assessment of the student's field performance.

When a field instructor has concerns that a student is not making adequate progress in their field learning, the field instructor will communicate these concerns to the student. The field instructor will:

- Clarify expected levels of performance/behavior
- Outline improvement benchmarks
- Work with the student to develop a specific plan for improvement and

- Discuss concerns with the student's field liaison if appropriate.

When a student's performance in field is at a level that threatens her/his achievement of a satisfactory grade in the field setting, the field instructor will do all of the above and will also:

- Inform and discuss concerns with the student's field liaison, and
- With the field liaison, outline for the student the consequences for the student's participation in field and the M.S.W. program if performance does not improve.

The student's field liaison can be a resource in developing a formal plan for performance improvement and may participate in follow-up meetings during the field term as needed.

A grade of "N" (no credit) may be given at the end of any grading period in which a student's field performance has not met minimum expectations (see above). A grade of "N" in a field setting prevents the student from using the credits earned at that placement toward meeting M.S.W. degree requirements, but does not necessarily disqualify a student from seeking another field placement and successfully completing the M.S.W. program.

A student who receives a grade of "N" in a field setting (SW 8010, SW 8020, and SW 8030) may seek a new field placement only with approval from the director of field instruction. If the student receives a grade of "S" for the repeated course, she/he will have satisfied the field course requirements.

In cases where the director of field instruction has concerns about allowing the student to be placed in another field setting, the director of field instruction will:

- Inform appropriate School administrators (M.S.W. program director, director of graduate studies) and
- Meet with the student and appropriate faculty members and administrators to communicate the School's concerns with the student's field performance, and
- Provide an opportunity for the student to respond to concerns.

Following this process, if the director of field instruction determines the student should not be placed in another field setting, the director of field instruction will recommend to the director of the School of Social Work that the student be dismissed from the M.S.W. program.

The director of field instruction will give the student information about how to appeal the dismissal. The student may, on her/his initiative, withdraw from the M.S.W. program

C. Professional Performance—Non-Academic Behavioral Violations

Students who violate the NASW Code of Ethics, the Standards of Practice and Ethical Conduct as defined by the Minnesota Board of Social Work, or the University of Minnesota Student Conduct Code may be subject to disciplinary action, including dismissal from the M.S.W. program. Dismissal can occur during any term of registration in the program, including the last one.

Before a student is disciplined for behavioral violations, the student will be given an opportunity to respond to the allegations. Most behavioral concerns can be resolved through the informal processes outlined in steps 1 and 2 below. However, step 3 may be invoked immediately for serious or repeat behavioral violations.

1. When a faculty member (including an agency-based field instructor) or administrator has concerns about an enrolled student meeting any of the standards of performance outlined above, the faculty member should:
 - discuss her/his concerns directly with the student and seek to work with the student to resolve the difficulties; and
 - document dates and content of any meeting(s) with the student; and
 - inform program administrators of concerns and plans for resolving concerns, when appropriate.

In most instances meetings between faculty/administrators and students resolve the concern and do not lead to further action.
2. When informal consultation and planning are not successful in resolving concerns related to a student's performance, a faculty member should bring the concern to the attention of the relevant program administrator(s) (M.S.W. program director, director of field instruction, director of graduate studies or Director of the School of Social Work) if this has not already occurred. The program administrator will develop a plan to address the concern through meetings with the student, faculty members who are directly involved in the student's instruction, and one additional faculty member who does not have a personal connection with the student and who is not directly involved in the student's instruction.
3. The program administrator or other appropriate faculty member (e.g., director of field instruction) will provide the student with a written summary of any meetings and agreements made with the student to modify her/his behavior to conform to the Standards of Performance.
4. If the behaviors are of a serious nature that raise concerns about the student's preparedness/ability to engage in their graduate program or in a practice setting, and/or if prior meetings with the student have been unsuccessful in resolving concerns, the program director will ask the DGS to convene a committee of appropriate faculty members (including at least one faculty member who does not have a personal connection with the student and who is not directly involved with the student's instruction) who will:
 - hold a hearing to consider the behavioral allegations against the student;
 - allow the student and an advocate/adviser to participate in the hearing, question the evidence presented, and offer the student's own evidence in response to the allegations;
 - tape record the hearing;
 - determine if the student is guilty of the behavioral violation(s) and if so, decide the appropriate sanction(s); and
 - communicate its decision to the student in writing.

In cases where the committee finds that the student's conduct warrants dismissal from the M.S.W. program, the committee will make a formal recommendation to the director of the School of Social Work.

The student will be given the opportunity to respond to the committee's findings, including information on how to file a formal appeal. See Section 8 below.

5. All students in the MSW Program are expected to demonstrate academic integrity, which is a component of creating a positive learning environment. The Office for Student Academic Integrity acknowledges that although there are many definitions of plagiarism, basically, it is “generally agreed that when you present the ideas, words and work of someone else as your own, you have plagiarized.” (see the Office for Student Academic Integrity website: <http://www1.umn.edu/oscai/>). Plagiarism is a violation of academic integrity and when a faculty member encounters an act of plagiarism the following actions will occur:

A faculty member who discovers a student has committed plagiarism will make a written report to the Director of Graduate Studies. All reports will include the following:

- Documentation that an act of plagiarism has occurred, including physical copies of the student’s work and the original source if available; and
- Copies of any written communication between the instructor and the student about the act of plagiarism and any academic consequences (for example, lowered grade or a grade of 0 on an assignment) for committing an act of plagiarism, or notes taken after a verbal communication with the student about the same; and
- Documentation of efforts taken by the faculty member to instruct the student about how the student can learn more about plagiarism in order to avoid plagiarism in the future.
- The student will be invited to add comments to the report as representative of her/his perspective on the incident.
- The DGS will share the information with the MSW Program Director, and will provide a copy of the report to the Office for Student Academic Integrity. A single copy of the report will remain within the School of Social Work.
- The report will remain on file with the DGS until the student leaves the program. At that point the written record will be destroyed.
- The report will not be shared with other faculty members unless there are multiple reports (2 or more) on the same student and the DGS determines that other faculty members and/or the academic advisor have a need to know in order to follow other appropriate disciplinary actions as outlined in steps 1-3 above.

D. Standards for Documentation in Review

Throughout all levels of a review process the School of Social Work faculty members and/or administrators will provide clear, concise documentation of identified problem areas. Except for serious behavioral violations addressed under paragraph 3 above, the School will document and verify that it has discussed problem areas with the student and attempted to ameliorate them before taking adverse action.

Documentation should specify:

- dates and content of meetings with the student to notify her/him of concerns;
- specific expectations for remedy;
- consequences a student will face if concerns are not resolved;
- specific recommendations, if any, to the director of the School of Social Work; and
- University resources available to a student in the event of disciplinary action.

8. Student Right to Respond/Appeal

Students will be given opportunities to respond to verbal and/or written communication from the School concerning behaviors that are not in compliance with the Standards of Performance.

Students have the right to appeal to the President's Student Behavior Review Panel any disciplinary action based on behavioral violations. Students have the opportunity to file a grievance under the Student Academic Grievance Policy of the Board of Regents if they believe the School has violated a policy, rule, or established practice in taking adverse action against the student based on academic reasons.

9. Dismissal from the M.S.W. Program and the School of Social Work

Dismissal from the M.S.W. program can result from sustained poor academic performance in the classroom or in field, consistent failure to act within the guidelines of the Standards of Performance, or for serious violations of the NASW Code of Ethics, the Standards of Practice and Ethical Conduct as defined by the Minnesota Board of Social Work, or the University of Minnesota Student Conduct Code.

Dismissal can occur during any term of registration in the program, including the last one.

Dismissal can occur only if the student has been informed in writing and has had an opportunity for due process in challenging a decision to dismiss.

Final authority regarding student continuation in the M.S.W. program and the School of Social Work rests with the Director of the School of Social Work on recommendation from the director of graduate studies.

Discontinuance from the M.S.W. Program and University

All students in the M.S.W. program are expected to maintain the standards established by the School of Social Work and the Graduate School regarding continuation in the program. Graduate students across the University, including students in the M.S.W. program, are subject to the University of Minnesota Student Conduct Code http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html

Students in the M.S.W. program are also subject to the National Association of Social Workers' Code of Ethics and the Minnesota Board of Social Work Standards of Practice and Ethical Conduct.

Violations of any of these codes can result in disciplinary action, including dismissal from the M.S.W. program. Many aspects of a student's performance, including non academic performance problems, are reviewed when a decision is made to recommend discontinuance. Discontinuance can occur during any term of registration in the program, including the last one. Final authority regarding student continuation in the program rests with the director of the School of Social Work on recommendation from the director of graduate studies (DGS).

The Overall Standards of Performance in the M.S.W. program outline expected academic and professional behavior as well as possible reasons for discontinuance from the M.S.W. program and procedures for applying the Standards.

Academic Criteria for Discontinuance

1. A grade point average of 3.00 is required for graduation (A=4.00, B=3.00, C=2.00). The credits from field (SW 8010, SW 8020, and/or SW 8030) are excluded from this computation because all field work is graded on an S/N (satisfactory/not satisfactory) basis. No more than one third of all concentration courses (excluding field practicum) may be taken on an un-graded (S/N) basis. All foundation courses except SW 8010 – Field Practicum I must be taken for a grade, on an A-F basis.
2. A student whose grade point average falls below a 2.5 may not continue course work in the M.S.W. program. The director of graduate studies will advise a student to withdraw from the M.S.W. program if the student's grade point average falls below 2.50. Should the student choose not to withdraw the DGS will advise the director of the School to dismiss the student from the M.S.W. program.
3. Failure to maintain a passing grade in any semester of field instruction: A grade of X will be awarded until all required hours are completed. A final grade for each term will be awarded only after successful completion of all terms or credits of field practicum.
4. An 'X' grade indicates that a student may continue in a continuation course in which a grade cannot be determined until the full sequence of semesters is completed. A final grade of S is awarded upon successful completion of all field instruction requirements.

Students have the opportunity to file a grievance under the Student Academic Grievance Policy of the Board of Regents if they believe the School has violated a policy, rule or established practice in taking adverse action against the student based on academic reasons.

SSW Transfer of Credit Policy

These policies are in effect beginning May 1, 2001, and affect students matriculating for the first time after spring semester, 2001.

1. A **full program (50 credit)** student may transfer a **total of 8 semester credits** into her/his M.S.W. degree program. A student with advanced standing may transfer a **total of 6 semester credits** into her/his degree program. All transferred courses must have a grade of B (3.0) or higher.

Transferred credits may be from the following sources (all credits expressed as semester credits):

- a. Up to 6 or 8 credits (depending on status as full program or advanced standing) of social work graduate level course work from non-degree-seeking student status at the University of Minnesota or from a related graduate program to which the student was admitted at another accredited college or university. These credits are generally completed before a student enrolls in the M.S.W. program.
 - b. Up to 3 graduate credits from another college or university's graduate social work or related program, without admission to that program, with permission from the M.S.W. Program Director. Courses transferred from another school of social work must offer material in a perspective not available through the curriculum offered by the University of Minnesota's School of Social Work. These credits can be completed after a student has matriculated in the M.S.W. program.
 - c. The total of 6 or 8 semester credits can be from a single source or from different sources, as identified above, but may not exceed the limit of 6 or 8 credits, depending on the student's status.
2. **Transfer students** (a student who began her/his graduate social work program at another CSWE-accredited social work program) must complete at least 51% of her/his graduate course work at the University of Minnesota School of Social Work. Students transferring to the full program may transfer up to 24 credits; students transferring to the advanced standing program may transfer up to 16 credits. Transfer students are allowed to transfer field credits. Transfer credits must meet curriculum requirements of the School of Social Work. Transfer students should consult with the M.S.W. Program Director to discuss distribution of transfer credits.
 3. Students in approved **dual degree** programs may count some credits toward curriculum requirements in both fields. Full program students pursuing the M.S.W. / MPH dual degree can double count 12 credits; Full program students pursuing the M.S.W. / MPH or M.S.W. / MURP dual degree can double count 21 credits; students with advanced standing who are pursuing the dual degree can double count 15 credits.
 4. In accordance with accreditation guidelines from the Council on Social Work Education, the School of Social Work does not give academic credit for life experiences, including field. (Standard 5.2 – Student Professional Development in the Educational Policy and Accreditation Standards.)

The School requires approval from the adviser and the M.S.W. program director in the following instances of transferring credits:

5. The School encourages M.S.W. students to take courses in other graduate departments, but students must receive approval of such courses from their academic adviser and from the M.S.W. program director before registering for the class. Students should submit a syllabus and/or a course description in order to determine the appropriateness of the course in relation to the M.S.W. curriculum.
6. Matriculated M.S.W. students can transfer up to 3 credits taken at another CSWE-accredited social work program. In such cases, the following criteria will be applied:
 - a. The student is limited to the number of transfer credits outlined above (8 credits total for full program students and 6 credits total for students with advanced standing).
 - b. The student must have approval from her/his academic adviser and the M.S.W. Program Director prior to taking the course. To get approval, the student must provide an outline for a course taken at a graduate level for graduate credit, taught by a faculty member authorized to teach graduate courses.
 - c. Such courses can only be applied to social work electives in the curriculum.
 - d. At the time of the transfer the student must provide a transcript that shows a grade for the course.
 - e. The course must cover content not available through the curriculum of the M.S.W. program at the University of Minnesota during the student's time of enrollment.
7. **Foundation Courses / Concentration Requirements:** The School of Social Work applies the following criteria when a student requests a waiver or credit transfer for required courses:

- a. If the student takes a University of Minnesota graduate level course as a non-degree-seeking student and achieves a grade of at least B (3.0), credit can be transferred with approval of the M.S.W. Program Director.
 - b. If the student takes social work courses as an undergraduate and therefore credit is not transferable (i.e., same course taken as a part of an undergraduate degree, with grade of A or B), waiver of core course and substitution of an elective to meet the M.S.W. credit requirement may be possible after approval of and discussion with adviser and M.S.W. Program Director.
 - c. If content is similar and credit is not transferable according to the limitations above, conference between student and M.S.W. Program Director to choose one of two paths:
 1. Normal end of course exam; if passed at B (3.0) level, waiver of course and substitution of elective credit.
 2. Substitution of another, more advanced course in same content area in the School or other Department.
8. Courses from the following sources cannot be transferred to the M.S.W. program:
- a. No more than 3 credits of graduate courses from other schools or universities unless the student was admitted to a graduate program at that school or university and the course was part of that program.
 - b. Credit from undergraduate courses.
 - c. 5000-level courses that have not been approved for graduate credit.
 - d. Courses with grades below B (3.0).

Grading Options

Grading Options: (A/F) or Satisfactory/Not Satisfactory

MSW students have the option to take some of their graduate M.S.W. courses on an S/N basis. Students are allowed S/N credits as follows:

9. All field credits are completed on an S/N basis.
10. Direct Practice students can take skills electives and general electives on an S/N basis.
11. Community Practice students can take pool classes and electives on an S/N basis.

Limitations for all students on taking classes on an S/N basis are outlined below:

- Students may take no more than one class per semester, outside of field, on an S/N basis.
- Students are limited in the number of total credits, outside of field, that they can take on an S/N basis.
 - Full Program (50-credit) students are limited to 6 credits total S/N outside of field .credits.
 - Students with Advanced Standing are limited to 9 credits total S/N outside of field credits.
- Some required areas of the curriculum must be taken for a letter grade (A-F) as outlined below.
- **A student must indicate her/his grade option (A-F or S/N) at the time of registration.** If a student does not so indicate, he/she will automatically be registered on the A-F basis. If the course is offered on both the A/F and S/N grading option, a student can make a grade option change through the second week of fall or spring semester. Students should consult the Onestop Web site for the calendar for changing the grade base.
- When a student takes a class on an S/N basis, instructors monitor and submit the letter grade (A-F) for the course. The grade automatically changes to an S/N basis if the student has registered S/N.
- The credit hours for a class taken S/N do not count in the grade points average

Some curriculum areas, outlined below, must be taken for a letter (A-F) grade:

- All foundation classes, outside of field, must be taken for a letter grade (A-F).
- **Direct Practice Concentration classes:**
Classes in the following required direct practice curriculum areas must be taken for a letter grade (A-F):

Advanced Practice Setting

- SW 8301 – Advanced Child Welfare Practice
- SW 8303 – Mental Health Practice with Adults
- SW 8304 – Advanced Practice with Children and Adolescents

Advanced Research

- SW 8602 – Direct Practice Evaluation
- SW 8603 – Program Evaluation

Advanced HBSE

- SW 8051 – Psychopathology and Social Work Practice
- SW 8051– Child Development: Risk and Resilience

Advanced Policy

- SW 8101 – Social Policy and Delivery Systems for Child Welfare and Family Services
- SW 8103 – Health/Mental Health Policy

SW 8702 - Advanced Practice with Diverse Populations

- **Community Practice Concentration classes:**
Classes in the following required community practice curriculum areas must be taken for a letter grade (A-F):

Community Practice Anchor Course

- SW 8501 – Program Planning and Marketing
- SW 8505 – Advanced Community Organizing and Advocacy

Advanced Research

SW 8603 – Program Evaluation

Advanced Policy

SW 8101 – Social Policy and Delivery Systems for Child Welfare and Family Services

SW 8103 – Health/Mental Health Policy

SW 8150 – Economic Security and Disadvantaged Populations

SW 8525 – Global Perspectives on Social Welfare, Peace and Social Justice

SW 8702 - Advanced Practice with Diverse Populations

Online Registration

<http://www.onestop.umn.edu/registrar/registration/index.html>

University of Minnesota students register for courses online through the University's Web site or on campus at the Office of the Registrar (130 Coffey Hall, St. Paul campus). Information such as tuition rates, class schedules, grades, and student financial accounts (financial information) is also available through <http://www.onestop.umn.edu/>. The OneStop website is always available, except for early Sunday mornings when it shuts down for weekly maintenance. The Onestop campus office is available from 8 a.m. to 5:30 p.m. Monday through Thursday, 8 a.m. to 4 p.m. on Fridays (except on University holidays or for occasional maintenance). The OneStop campus office is closed on Saturdays and Sundays..

Preparing for Registration

1. Talk with your adviser about planning your course of study, and annually, complete the **Pre-Registration Projection Form**. This form is internal to the School of Social Work and is used to estimate enrollment. It **does not** take the place of registration.
2. Go to the OneStop Web site (<http://www.onestop.umn.edu/>) and click on Registration to determine your time and date to register, check to see if there are any holds on your record that would prohibit you from registering, and to access student accounts, the financial aid office, or information from the Office of the Registrar.
3. The School of Social Work restricts registration in required classes at the beginning of each registration period. Students with weekend exclusive status can register only for classes offered on Friday evenings and Saturdays. Students without weekend exclusive status are not allowed to register for classes on Friday evenings and Saturdays. Once the designated period has ended, remaining seats in required classes are opened to all students, and the SSW no longer guarantees a seat for a student with special status.
4. All students need permission numbers from the student personnel worker, Jan Goodno, to register for required classes. Jan can be reached at 612-624-4258 / 1-800-779-8636 or jgoodno@umn.edu.
5. The Graduate School provides you with an Internet ID ("X500 username") and password with materials they send from the Graduate School Admissions Office. You will need these in order to register on-line or to access your University of Minnesota e-mail account. Please note that your Internet ID is not the same as your student ID number. If you do not know your ID or password, call the ADCS Help Desk (612-301-4357 or <http://www.oit.umn.edu/help/>).

You will find the most up-to-date course information online at OneStop (<http://www.onestop.umn.edu/>). Print or copy class schedule information from the web prior to registering to be sure that seats are still available, time & location has not changed, etc.

1. Graduate students who register for six or more credits must demonstrate that they have health insurance, or they are billed for the University's hospitalization plan. To demonstrate that you have insurance you must provide the name of your health insurer and the policy number at the time of registration.
2. If needed, update your address and telephone information when you log in.
3. The School of Social Work maintains an internal student database. If your personal identification information changes (address, phone number, e-mail, etc.) you should inform the Student Services Office in 140 Peters Hall in addition to changing information when you log onto OneStop.

ADCS Help Desk

612-301-4357 or <http://www.oit.umn.edu/help/>

The ADCS Help Desk provides technical information on setting/resetting IDs and passwords or accessing the system. Check their web site for hours, locations, FAQs & Internet hardware & software requirements.

Using the Online Registration System

All students are encouraged to use the online registration system. To use the system, make sure your Internet browser (e.g. Internet Explorer or Netscape) is the most current version before you attempt to register. Netscape is the preferred browser for the online registration system. If the registration system does not "like" your Internet software, it will ask you to download software that is more compatible. The process of registering online averages one-hour of time.

1. Open your Internet browser software.
2. Type in the address (<http://www.onestop.umn.edu/>). You should see the OneStop home page. Click on "Registration."
3. In the center of the screen, under "Registration," you will see a link for "class schedule." Choose the term (fall, spring, May/summer), select the department name (Social Work) and click on the "view" button. If you do not already know the course information (e.g., SW 5051 – Human Behavior and the Social Environment) and the 5-digit class number (on the screen this appears immediately left of your desired course section number, and is different from the course identification number) for which you intend to register, make note of these numbers when you view the class schedule. This link also provides information on the number of open seats remaining in a class section.
4. After you have noted the necessary information (course name and 5-digit class number) and you are ready to register, return to the screen with the heading "Registration."
5. Under the "Registration" heading, choose the link for "Web Registration."
6. If you have not used the system before, you will now be asked to "initialize" your account. This is where you will type in your username and password and then select "login."
7. Go to the "update insurance information" site and type in your hospitalization information if necessary. It is important to remember that if you are registered for 6 or more credits you are automatically billed for University of Minnesota hospitalization insurance unless you provide the necessary information (medical insurance provider and policy number) at this step.
8. Go back to the enroll/register screen.
9. Type in the five-digit **class** number for the course and section in which you plan to enroll and choose "add a class." You may be asked to select if you wish to pay non-mandatory fees. Once this is entered, be sure to check that the course title, day, time and number of credits appears for the desired course. (**Field is listed as a variable credit course, with the default set at 1 credit. Use the pull-down arrow to select the appropriate number of credits before adding another class or logging out.**)
10. The default setting for the grade base is for a letter grade: A-F. If you wish to take a class on a satisfactory/not satisfactory - S/N - basis you will need to change this for each class in which you enroll. In doing this, however, please refer to policies related to the number of credits and kinds of classes that can be taken on an S/N basis. Field classes (SW 8010, SW 8020 and SW 8030) is always taken on an S/N basis and field credits do not count toward the total number of credits you are allowed on an S/N basis.
11. Repeat the process if you want to add another class.
12. When you are done registering, press "done."
13. Follow instructions for printing your enrollment summary.
14. Be sure to click on the "logout" link when you have finished registering, particularly if you are using a computer that allows for public access.

You're done! If you've had any problems with registration, please contact Jan Goodno (612-624-4258 or 1-800-779-8636 or jgoodno@umn.edu) for assistance.

Graduation Procedures

When the time arrives for you to graduate (it **will** happen), follow the steps and timetable outlined below.

Six months before the expected graduation date

- Obtain a copy of your U of MN transcript (can be unofficial) from the Office of the Registrar. For information on registrar service centers (location, hours, phone numbers, etc.) see the One Stop Web site page at http://www.onestop.umn.edu/contact_us/index.html. Students who need assistance with transcripts can contact Jan Goodno for assistance (612.624.4258 / 1.800.779.8636 / or <mailto:jgoodno@umn.edu>).
- Complete a **Degree Program** form (the cover sheet on this form says “Degree Program Transmittal”). This form is available in the stack trays in the M.S.W. Student Lounge (25 Peters Hall) or the SSW Student Services Office (170 Peters Hall). When filling in the Degree Program form, include information about all classes that you will complete for the M.S.W. degree. Instructions for completing the form are on the back of the form itself. You can see a sample of a form in Appendix C.
- Attach your transcript to the **Degree Program** form. The form will not be processed without a transcript.
- Make copies of your transcript and completed Degree Program form for your records.
- Bring your completed Degree Program form, with the attached transcript, to your academic adviser for her/his signature. Your adviser will route the Degree Program form to the student personnel worker (Jan Goodno) who will review the forms to ensure that you have completed all program requirements.
- If program requirements are missing, the student personnel worker will contact you directly, and also notify your academic adviser.
- If all program requirements are complete, the student personnel worker will route the form to the Director of Graduate Studies, who will sign the form and route it to the Graduate School for approval.

One Semester Before the Expected Graduation Date

- If all requirements of the Degree Program form are complete (courses completely filled in, required signatures affixed, transcript attached), the Graduate School will approve the degree program and return a yellow, initialed copy of the form to you by mail. Included in that mailing should be a pink Commencement Attendance Approval form and an **Application for Degree** form.
- If you intend to participate in the Graduate School’s commencement ceremony, you must complete the Commencement Attendance Approval form and return it to the Graduate School office at 316 Johnston Hall, on the East Bank of the Minneapolis campus. If you do not intend to participate in the Graduate School’s Commencement ceremony, you can ignore this form. You will find a sample of a completed form in Appendix C. The School of Social Work also holds a recognition ceremony once each year for graduate students at or near completion of their degree requirements. This Recognition Ceremony is distinct from the Graduate School’s commencement ceremony.
- Contact the Graduate School (612-625-4019) if you do not receive an approved copy of your Degree Program form along with the Commencement Attendance Approval and Application for Degree forms (which should arrive by mail with your approved Degree Program form) within two months of submitting the complete paperwork.

One month before the submission of your final grades

The Application for Degree form that you received from the Graduate School should be filed at the Office of the Registrar. YOU MUST SEND THIS FORM TO THE MAIN OFFICE OF THE REGISTRAR (130 COFFEY HALL – ST. PAUL, OR 160 WILLIAMSON HALL - MINNEAPOLIS) IN ORDER FOR THE UNIVERSITY TO ISSUE YOU A DIPLOMA AND POST “M.S.W.” TO YOUR TRANSCRIPT. You should file this form on or before the first workday of the month in which you wish to graduate officially (that is, filed before the month in which you want to have the M.S.W. posted to your transcript). All academic requirements must be completed by the last workday of that month. This includes the recording of grades for all coursework on the degree program form. Check your degree program form against a current transcript. If final grades are missing, contact the instructor to find out when the grade will be posted.

Making changes to the Degree Transmittal/Degree Program form:

If you make changes to your Degree Program form (i.e., you drop a class and add a different one) after you have submitted your form, you need to complete a Petition form. These forms are available in the Student Services office in 140 Peters Hall. You will find a sample of the Petition form in Appendix C.

Ask your academic adviser to sign the Petition form, make a copy of the signed form, and route it to the DGS. After the DGS signs the form it will be sent to the Graduate School.

Receiving your diploma

Provided that all of your paperwork has been submitted and processed – from the Degree Program forms to the Application for Degree form – the University of Minnesota will mail your diploma to you. The University mails diplomas approximately three months after the end of the term in which the degree was conferred.

Official Transcripts

Information and forms to obtain an official copy of your transcript can be found at [the http://www.onestop.umn.edu/](http://www.onestop.umn.edu/) (from the Students panel, under “Grades and Transcripts,” select the link for “Request for an official transcript”).

Degree Time Limits for Masters Degree

(Graduate School Policy)

http://www.grad.umn.edu/Current_Students/forms/g14.pdf

The Master’s degree must be completed within seven years from the date of the oldest coursework on the degree program, including any transfer work.

It is assumed that the adviser, the Director of Graduate Studies and the student will all cooperate in a responsible manner to keep track of the student’s individual time limit and the progress required to meet that deadline.

If the student is unable to complete the degree by the deadline, he or she may petition the Graduate School for an extension of the time period. (See the *Graduate School Catalog* for details of the petition process.)

Directed Study, Independent Study, or Research Projects

This policy relates to Social Work credits taken as Directed Study, Independent Study or Research Projects.

Directed Study or Independent Study has the following role in the M.S.W. curriculum:

- Independent (outside of regularly scheduled classes) exploration of a topic of special interest to a student; and
- On a topic not available to the student through the regular M.S.W. curriculum offered in semesters, intersession and summer sessions during the period of the student's enrollment in the M.S.W. degree program; and
- Under the tutorial guidance of a faculty member(s).

Research Projects have the following role in the M.S.W. curriculum:

- Development of a methodological skill in conducting research; and/or
- Investigation of a topic of interest to the student, and
- Under the tutorial guidance of a faculty member(s).

Directed Study, Independent Study or Research Projects may be used for:

- A maximum of 4 credits of the student's degree program;
- Elective credits in the concentration curriculum; or
- Credits within an independently designed concentration.
- Specially structured learning opportunities on material not available through regularly scheduled courses in the M.S.W. curriculum, offered by a faculty member(s) to a group of students.

Directed Study, Independent Study or Research Projects may **NOT** be used for:

Courses offered in the foundation curriculum

- SW 5051 - Human Behavior and the Social Environment
- SW 5101 - Historical Origins and Contemporary Policies and Programs in Social Welfare
- SW 8201 - Social Work Practice: Practice with Individuals and Systems
- SW 8202 - Social Work Practice: Practice with Families and Groups
- SW 8211 - Social Work Methods: Macro Practice and Policy Advocacy
- SW 8601 - Social Work Research Methods
- SW 8010 - Social Work Field Practicum I

Required courses in the concentration curriculum

Advanced Practice Requirement

- SW 8301 - Advanced Child Welfare Practice
- SW 8303 - Mental Health Practice with Adults
- SW 8304 - Advanced Practice with Children and Adolescents

Community Practice Anchor Courses

- SW 8501 - Planning, Marketing and Program Development
- SW 8505 - Advanced Community Organizing and Advocacy

Advanced Policy Requirement

SW 8101 - Social Policy and Delivery Systems for Child Welfare and Family Services

SW 8103 - Health and Mental Health Policy

SW 8105 - Social Policy, Economic Security and Disadvantaged Populations

SW 8525 - Global Perspectives on Social Welfare, Peace and Justice

Advanced Research Requirement

SW 8602 - Direct Practice Evaluation

SW 8603 - Program Evaluation

Advanced HBSE Requirement

SW 8051 - Psychopathology and Social Work Practice

SW 8052 – Child Development: Risk and Resilience

Advanced Practice with Diverse Populations Requirement

SW 8702 - Advanced Practice with Diverse Populations

Directed Study, Independent Study or Research Projects MAY be used for:

Skills Electives within the Direct Practice Concentration

Pool Courses within the Community Practice Concentration: Courses not listed see– pages 30-31.

Concentration Field Requirement:

- SW 8020 - Field Practicum II
- SW 8030 - Advanced Standing Field Practicum

A proposal for an independent study must include: a statement of learning goals and expectations and the methods to be used in pursuing goals. **This statement should include the number of hours of faculty-student contact, focus of discussions, bibliographic requirements and means of accountability** (e.g., paper, annotated bibliography, etc.). The standard hours of work per credit are three (3) hours) per week per credit for the semester (e.g., 1 credit equals 45 hours of work). Students who choose an independent study should plan to meet regularly with their assigned faculty member throughout the period of the independent study, and should include meeting times with the assigned faculty member on the proposal for the independent study.

Forms for a **Directed Study, Independent Study, or Research Project** are available in Peters Hall room 140, on online in this handbook.

General Information and Policies Related to Graduate Study

Written Class Assignments

The ability to communicate effectively in writing is essential to graduate study and professional social work practice. The SSW expects and requires that term papers and other written class assignments be in good English and conform to accepted rules and conventions of good writing.

Poor writing detracts from the quality of a paper, even though a student may have mastered the subject matter. If the paper contains misspelled words, errors in grammar and improper documentation, or if the manuscript is poorly prepared, the student's performance suffers accordingly. Professional effectiveness may also be adversely affected by poor writing because professional social workers are constantly communicating in writing through case records, reports and letters to clients, supervisors, administrators and other staff, legislators and other members of the community.

Although individual instructors may establish more specific guidelines and requirements, in general, the following rules should be followed:

Format

- Term papers and written class assignments should be typed, double-spaced on one side of white, 8-1/2 x 11 paper. Leave a one-inch margin on all sides.
- Papers should be headed by a title, should be properly documented and, when appropriate, must include a bibliography.
- Papers should be carefully proofread to correct misspellings, errors in grammar and punctuation and confusing sentences. Facts of publication should be carefully checked.
- The School of Social Work has adopted the *Publication Manual of the American Psychological Association* as the style manual to be used for written assignments. Exceptions include alternate instructions from field agencies or publishers. The APA manual is the only manual that may be required by the instructor. It is available at University Bookstores.

Disposition of Student Papers

To avoid violating the privacy of students and the possibility of plagiarism, written material produced in connection with a class or field instruction must be viewed as "confidential" material. Therefore, the School requires that faculty either return papers directly to the student in person, or by means of a self-addressed, stamped envelope provided by the student. Papers may also be left by instructors in Peters Hall 140 to be picked up by students. Papers will only be kept in Peters Hall 140 for one semester before being discarded (shredded). Students may be asked to provide proper identification before a paper will be returned. Under no circumstances should the papers be left in hallways or in student mailboxes.

Faculty members may not retain copies of student papers to use as sample papers in classes, or for their own research, without the express permission of the student and without appropriate acknowledgment.

Plagiarism

Prepared by Nancy Johnston

In writing your papers in graduate classes, you will almost always need to use the thoughts, ideas and written and spoken words of others. The reader should always be clear about what are your own, original thoughts and what are words from material you are borrowing from others. Plagiarism is the use of others' words and ideas as though they were your own. Plagiarism can range from directly copying others' material without proper citation to paraphrasing another's work without proper acknowledgment and/or citations. In either case, plagiarism constitutes scholastic dishonesty and is an offense under the Student Conduct Code of the University of Minnesota. Students found to have plagiarized material in work that they submit as their own in School of Social Work classes are subject to sanctions that range from a failing grade for that assignment to a failing grade for that course or even expulsion from the School or the University.

If you have any question about when to cite the work of another or whether or not you are using the proper form of citation and reference, you should consult the Publication Manual of the American Psychological Association, available in the Bookstore, or a faculty member.

As the APA manual explains, there are a few simple rules for checking yourself on proper citation:

- When using others' material directly (a direct quote), you must enclose all quoted material in quotation marks and, using APA style, provide the citation with a page number (see below).
- When paraphrasing another's work, use your own language and style. Don't just rearrange words and sentences. You must still provide a citation for the source (see examples below).
- Provide a citation, using APA style, for each borrowed item in a reference at the end of your paper. A reference list is usually what is used in the papers you write; it provides the information that someone would need to look up the sources that you used for your paper. A reference list is different from a bibliography, which is more general to your subject, cites work for background reading or further reading and may include descriptive notes. You should check with your instructor if you are not sure whether they are talking about a reference list or a bibliography. However, your paper must document specifically the sources for your research materials.

The following examples may illustrate the problems that confront students when they write papers. Original material is given and cited (using APA style) and examples of writing using the original material are given. Two of the examples are plagiarized and two examples use acceptable documentation.

An example of original material that you might read and want to include in your paper is found in a book chapter:

Plotnick, R.D. (1992). Income support for families with children. In P.J. Pecora, J.K. Whittaker, & A.N. Maluccio (Eds.), *The child welfare challenge* (pp. 59-90). New York: Aldine De Gruyter.

“Causes of Continuing High Levels of Child Poverty. There are three main reasons why child poverty has remained high. First, because of increases in divorce and the rate of out-of-wedlock births, a larger proportion of children live in single-parent families. The parent is usually the mother. Such families are much more likely to be poor than two-parent families because a single mother's earning power tends to be low, the absent fathers often fail to contribute child support and the public assistance benefits are low. This demographic shift has helped increase poverty among children. Second, during the past 20 years, an increasing proportion of heads of families have been unable to earn enough income to keep their dependents out of poverty. This is partly because the distribution of earnings has become more unequal. Third, real government income support benefits for children declined from the early 1970s to the early 1980s (Committee on Ways and Means, 1985, p. 182) and have not recovered in recent years. We will return to income support policy issues later.”

The above example is unacceptable because the writer has just extracted from another's writing words and facts that are not his/her own. If this writer were an expert in child poverty and knew from his/her own research that the above reasons for poverty were true, this writer could probably produce such a paragraph. However, your instructor is unlikely to think that you are the original author of the above. What has been done here is paraphrasing of Plotnick's work and not acknowledging the original author.

Another **unacceptable** version:

There are several reasons for child poverty: divorce, out-of-wedlock births, low single mother's earning power, low incomes and decrease in government supports for children since the early 1980s. In addition average real income hasn't grown much in recent years and also income distribution has become less equal (Plotnick, 1992).

This example is also plagiarism. Although the writer has given a citation, it is not clear how much of the paragraph is from Plotnick, i.e., the whole paragraph or just the last sentence. The writer has also copied directly from the original material, changing a few things around, changing a few words, etc. Again, the writer would have to be an expert in child poverty to make the above statements without documentation.

Acceptable Uses of the Original Material

Researchers who study income support policies point to several reasons why child poverty in particular has remained high in recent years. Plotnick (1992) suggests three main reasons: increases in divorce rates and out-of-wedlock births which mean more single

parents (usually women) with lower earning power; lower wages; and a decrease in government support benefits for children. To emphasize the latter, Plotnick points out that "...real government income support benefits for children declined from the early 1970s to the early 1980s (Committee on Ways and Means, 1985, p. 182) and have not recovered in recent years" (p. 64).

This version acknowledges the expert source at the outset and properly cites the material so that the reader could easily find it. A citation within a quotation should never be omitted (the Committee on Ways and Means, above), but you need not include it in your reference list. In fact, it would be dishonest to include it in your reference list unless you went to the original source (as given by Plotnick) and read for yourself what the Committee testimony had to say. Then, in your paper, you could quote the Committee data directly, again using proper documentation.

Another **acceptable** use of the material would be:

The discussion about child poverty often revolves around whether policy makers believe that it is caused by governmental policies or by the parents or guardians of the children. It is difficult to separate the causes. For example, Plotnick (1992) cites reasons for high child poverty rates that could be blamed on either or both individuals or governmental policies: more divorces and out-of-wedlock births which lead to lower incomes (single parents are usually women with low incomes); a low rate of increase in average earning power; and declining governmental benefits for children. Plotnick further comments that "absent fathers often fail to contribute child support," but also that "public assistance benefits are low" (p. 64).

The writer here not only correctly cited the authority but, in the writer's own words, has begun to analyze the arguments and material being used. This writing is what we strive for, that is, an understanding of the research for your paper and an effort to compare, analyze and synthesize it in your own words.

The authors you read and other sources of information (interviews, legislative hearings, reports, videos, etc.) should be partners that support your understanding and expression of your own ideas. Just be sure always to be clear about what is yours and what is theirs!

Mutual Responsibilities in Graduate Education at the University of Minnesota

http://www.grad.umn.edu/current_students/

Approved by the Graduate School Executive Committee 5/28/97; Amended 11/28/00

Preamble

A major purpose of graduate education at the University of Minnesota is to instill in each student an understanding of and capacity for scholarship, independent judgment, academic rigor, and intellectual honesty. Graduate education is an opportunity for the student to develop into a professional scholar. Graduate research and teaching assistantships offer an “apprenticeship” experience in the academic profession as well as financial support. It is the joint responsibility of faculty and graduate students to work together to foster these ends through relationships that encourage freedom of inquiry, demonstrate personal and professional integrity, and foster mutual respect. This shared responsibility with faculty extends to all of the endeavors of graduate students, as students, employees, and members of the larger academic community.

High quality graduate education depends on the professional and ethical conduct of the participants. Faculty and graduate students have complementary responsibilities in the maintenance of academic standards and the creation of high quality graduate programs. Excellence in graduate education is achieved when both faculty and students are highly motivated, possess the academic and professional backgrounds necessary to perform at the highest level, and are sincere in their desire to see each other succeed.

The following principles illustrate what students should expect from their programs and what programs should expect from their students, to help achieve this excellence.

Principle 1: Information about Policies and Procedures

The Graduate School and graduate programs are responsible for providing students and prospective students with access to information about their graduate program, areas of specialization, degree requirements, and average time to completion of degrees. Graduate programs are responsible for providing access to information about graduate student financial support in the program, such as the prospects for fellowships, assistantships or other financial support and the proportion of students receiving financial support. In addition, graduate programs should provide students and applicants with information about career experiences of graduates of the program. All such information should be presented in a format that does not violate the privacy of individual students. Programs are encouraged to provide relevant information in their handbooks, Web sites or other readily accessible formats.

Students are responsible for keeping themselves informed about current policies of their program and the Graduate School that affect graduate students. Students and alumni also have a responsibility to respond to program inquiries about their career development.

Principle 2: Communication about Academic Status

The Graduate School and graduate programs are responsible for providing students with information about their individual academic status: who in the Graduate School and in their graduate program is responsible for communicating to them about admission issues and progress through the degree program, how the communication will take place, and the possibility for appeal to a third party for assistance in resolving disputed issues.

Students are responsible for communicating with the Graduate School and their graduate program about changes in their circumstances that affect their status and progress toward the degree.

Principle 3: Research Contributions

Individual faculty as research directors are responsible for providing students with appropriate recognition for their contributions at conferences, in professional publications, or in applications for patents. It is the faculty member’s responsibility to clarify the principles for determining authorship and recognition at the beginning of any project.

Students are responsible for discussing their expectations regarding acknowledgment of research contributions or intellectual property rights with the appropriate person(s) in the research team, preferably early in the project.

Principle 4: University Governance

Departments and graduate programs are responsible for defining specific opportunities for student participation on committees as they deem appropriate. The University recognizes that graduate students make important contributions to governance and decision making at the program, department, college, Graduate School and University level; specific roles for participation are defined at each level by the relevant governing bodies.

Students are responsible for participating in University governance and decision making that enrich the campus community.

Principle 5: Respectful Employment Conditions

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University faculty and staff are responsible for assuring that graduate students are able to conduct their work, as students or students/employees, in a manner consistent with professional conduct and integrity, free of intimidation or coercion. Students who are employees also have the protection of all University employment policies and laws. Graduate programs are responsible for providing clear communication to students about the possibility for appeal to a third party for assistance in resolving disputed issues.

Students are responsible for reporting unprofessional conduct to the appropriate body or person, as defined in the academic or employment grievance policy; they should be able to do so without fear of reprisal. Students are responsible for acting in a respectful and fair manner toward other students, faculty, or staff in the conduct of their academic work or work they may do in connection with an assistantship.

Principle 6: Conditions of Employment

The University (through its departments, research projects or other employing units) is responsible for providing to prospective graduate assistants a written offer of financial support before a response to the offer is required. Such communication must indicate their salary and the terms and conditions of their appointment, including the general nature of the work they will be performing, duration of employment, and whether and how this employment is tied to their academic progress. The details of specific teaching or research assignments may need to await later written clarification.

Students are responsible for accepting the conditions of employment only if they believe they are qualified and able to complete the tasks assigned. Students have a responsibility for communicating in writing any changes in their circumstances that affect their ability to fulfill the terms and conditions of their employment.

Principle 7: Safe Working Environment

Supervisors are responsible for providing a safe working environment for graduate students, and for developing and publicizing safety policies and training programs to achieve that goal.

Graduate students are responsible for helping to maintain a safe working environment, for adhering to safety policies, for participating in training programs and for reporting safety violations to the proper authority.

Principle 8: Responsible Conduct of Research

Students are responsible for carrying out their research in a responsible manner.

The faculty and Graduate School are responsible for ensuring that students receive training and guidance in the responsible conduct of research as appropriate for each field.

OTHER UNIVERSITY DOCUMENTS may provide information and guidance relevant to the graduate education experience.

Board of Regents, Code of Conduct, adopted 7/12/96

www1.umn.edu/regents/policies/academic/Conduct.pdf

Board of Regents, Academic Freedom and Responsibility, adopted 9/8/95

http://www1.umn.edu/regents/policies/academic/Academic_Freedom.html

Graduate Assistant Office, Handbook for Graduate Assistants

University Senate, minutes, April 19, 1990

<http://www1.umn.edu/ohr/gae/>

Student Conduct Code

http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html

Council of Graduate Students (COGS)

<http://www.cogs.umn.edu/>

Sexual Harassment Policy

<http://www1.umn.edu/regents/policies/humanresources/SexHarassment.html>

(University of Minnesota Policy)

Adopted by the Board of Regents December 11, 1998

Section I. Definition.

Subd. 1. Sexual Harassment. "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement in any University activity or program;

submission to or rejection of such conduct by an individual is used as the basis of employment or academic decisions affecting this individual in any University activity or program; or

such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program.

Subd. 2. Member of the University Community. "Member of the University community" or "University member" means any University of Minnesota faculty member, student, or staff member, or other individual engaged in any University activity or program.

Section II. Policy.

Subd. 1. Prohibition. Sexual harassment by or toward a member of the University community is prohibited.

Subd. 2. Responsibility to Report. Department heads, deans, provosts, chancellors, vice presidents, and other supervisors and managers must take timely and appropriate action when they know or should know of the existence of sexual harassment. Other persons who suspect sexual harassment should report it to an appropriate person in their unit or to the University equal opportunity officer.

Subd. 3. Administrative Responsibility. Each campus must adopt procedures for investigating and resolving complaints of sexual harassment in coordination with the director of equal opportunity and affirmative action.

Subd. 4. Disciplinary Action. A violation of this policy may lead to disciplinary action up to and including termination of employment or academic dismissal.

*See <http://www1.umn.edu/regents/policies/humanresources/SexHarassment.html>

What To Do If You Are Harassed

From *Sexual Harassment*, a booklet prepared by the Office of Equal Opportunity and Affirmative Action, 274 McNamara Alumni Center, 200 Oak Street SE, Minneapolis campus, East Bank, 612-624-9547 (TTY 612-626-8947); <http://www.eoaffact.umn.edu/>.

If you find yourself feeling uncomfortable about someone's behavior related to a sexual issue, you may be experiencing sexual harassment. Sexual harassment includes a range of behaviors, some more harmful than others, but none acceptable. If you are uncertain about whether something happening to you is sexual harassment, talk to someone you trust about the situation.

If the person harassing you has power over your education or employment, it is understandable that you might fear reprisal if you take steps to end the harassment. You have a right to pursue your education and conduct your job in an environment free of this kind of interference. The University's policies are intended to protect you against reprisals.

Informal Resolution

Early efforts to control a potentially harassing situation are very important. Sometimes you can stop sexual harassment by telling the person directly that you are uncomfortable with his or her behavior and would like it to stop. Writing a letter to the person or talking to the person's supervisor can also be effective. Go to one of the resources for sexual harassment information listed in this brochure, or discuss the matter with a friend. Talk to others who might also be victimized by the harasser, since harassment often involves more than one victim.

An advocate or the University's sexual harassment officer for sexual harassment complaints can advise you on the most appropriate course of action and can assist you with your complaint if you choose an informal approach.

Formal Complaints

If you decide to file a formal complaint, it will be resolved according to established University procedures. For the most part, the procedures depend on the status of the person against whom the complaint is being filed, not the status of the person bringing the complaint. However, civil service and represented employees have the option of using grievance procedures initiated in the usual way.

Students should contact the Office of Equal Opportunity, 274 McNamara Alumni Center, 200 Oak Street SE, Minneapolis, 612-624-9547

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(TTY 612-626-8947). Information, advocacy and counseling is also available at the Aurora Center, 612-626-2929. 24-hour crisis line: 612-626-9111.

See the School of Social Work's *Field Instruction Manual* for specific policies and procedures for sexual harassment in field placements.

Nepotism and Consensual Relationships

University of Minnesota Policy (Amended by the Board of Regents December 11, 1998)

Section I. Definitions.

Subd. 1. Member of the University Community. "Member of the University community" or "University member" shall mean any University of Minnesota faculty member, student, or staff member, or other individual engaged in any University activity or program.

Subd. 2. Personal Relationship. "Personal relationship" shall mean marital or other committed relationship, significant familial relationship, or consensual sexual or romantic relationship.

Section II. Employment And Academic Activities.

Subd. 1. Prohibited Activities. A member of the University community may not directly influence the University employment or academic progress of a University member with whom he or she has a personal relationship. Prohibited activities include, but are not limited to, hiring, promotion, supervision, evaluation, determination of salary, grading, and advising.

Subd. 2. Noncompetitive Appointments. This policy does not prohibit noncompetitive appointments of spouses and partners otherwise authorized by University policy.

Subd. 3. Relationships With Current Students. Personal relationships between faculty members or advisors and their current students are very unwise and may violate other University policies, even when prohibited activities have been avoided, because of the trust accorded to faculty members and advisors by students, the power differential inherent in academic associations, the difficulty of making alternative arrangements for grading and evaluation, and the risk of real or perceived favoritism toward the student in the personal relationship and the potential harm to this student and other students.

SECTION III. Administrative Directives.

Subd. 1. Procedures Required. The president shall adopt procedures for the implementation of this policy. The procedures must contain the provisions outlined in subdivisions 2-5.

Subd. 2. Consultation. Consultation shall be mandatory for University members who are or will be in a position to engage in an activity prohibited by section II.

A consultation process shall be designed to ensure that:

- appropriate steps are taken to avoid the prohibited activity,
- steps taken will not unreasonably disadvantage either University member,
- the consultation is with an appropriate administrator, and
- appropriate confidentiality is provided.

Subd. 3. Goal of Consultation. Compliance with this policy may be achieved either by structuring the conditions of the employment or academic association of the related parties so as to avoid or eliminate the prohibited activities or by avoiding the personal relationship that may lead to the prohibited activities. The structuring of the association must be done after appropriate consultation and must not unreasonably disadvantage either University member.

Subd. 4. Power Disparity. When a power disparity exists in the employment or academic association of the individuals in the personal relationship, the employment or academic interests of the subordinate must be protected when structuring the association to avoid the prohibited activity.

Subd. 5. Exclusions. In exceptional circumstances an exclusion from section II, subd. 1 may be granted when eliminating the prohibited activities would unreasonably disadvantage one or both of the University members involved in a personal relationship. In the event that an exclusion is granted, safeguards must be implemented to help ensure that any employment or academic decisions regarding the involved University members are made impartially.

Section IV. Disciplinary Action.

A violation of section II, subd. 1 may lead to disciplinary action up to and including termination of employment or academic dismissal. Participation in and adherence to the consultation process may mitigate disciplinary action.

Student Academic Grievance Policy

University of Minnesota Board of Regents

A. Scope and Purpose

- This policy addresses academic grievances only. Academic grievances are complaints brought by students regarding the University's provision of education and academic services affecting their role as students. Academic grievances must be based on a claimed violation of a University rule, policy or established practice. This policy does not limit the University's right to change rules, policies or practices.
- This policy does not apply to conflicts connected with student employment or actions taken under the Student Conduct Code. Also, complaints alleging violation of the University's policies of sexual harassment and academic misconduct are not grievances under this policy. Such claims shall be referred to the appropriate office for investigation and review. Any complaint alleging discrimination in the University/student relationship, other than sexual harassment, may be filed either under this policy or with the Office of Equal Opportunity and Affirmative Action, but not both.
- Students enrolled at any campus of the University of Minnesota may file academic grievances under this policy.
- It is the goal of this policy to provide a simple and expeditious process, allowing for both informal and formal resolutions of conflicts. Resolutions may include student reinstatement or other corrective action for the benefit of the student, but may not award monetary compensation or take disciplinary action against any employee of the University.

B. Informal Resolution

- The first step of any resolution should be at the lowest unit level, between the parties involved or the parties and an appropriate administrator. Students may wish to consult the Student Conflict Resolution Center (254 Appleby Hall, 128 Pleasant Street SE, Minneapolis campus, East Bank, 612-626-7272 or [email](mailto:sos@umn.edu), at sos@umn.edu, or Internet at www.sos.umn.edu) or similar support services for advice and possible mediation. If no informal resolution can be found at the lowest unit level, informal resolution may be sought at the collegiate level with the parties and higher level administrators. If the issue cannot be resolved informally, the complainant may move the case to the FORMAL level.
- Grievances involving an instructor's judgment in assigning a grade based on academic performance may be resolved only through the INFORMAL RESOLUTION procedures.

C. Formal Resolution

- Each collegiate unit and the Office of Student Affairs will have an Academic Grievance Officer and an Academic Grievance Committee. Members will be drawn from faculty, students and academic staff, as provided by the committee structure of that unit. The Academic Grievance Officer of each collegiate unit will be a faculty member who holds no other administrative appointment. In the case of Student Affairs or other involved units without an established faculty, the Grievance Officer will be a member of this staff, with academic staff members drawn from the unit's professional staff and with students and faculty drawn from throughout the University.
- There also will be a University Academic Grievance Committee and a University Academic Grievance Officer for grievances arising from the actions of College Deans or the Vice Presidents/Chancellors of Student Affairs. The University Academic Grievance Officer will serve as Grievance Officer for these matters. The University Academic Grievance officer and the University Academic Grievance Committee will be appointed by the President in consultation with the appropriate appointing agencies and will be drawn from faculty, students and academic staff.
- A complaint must be submitted in writing to the appropriate College Grievance Officer, identifying the student grievant, the respondent individual(s) involved, the incident, the rule/policy/established practice claimed to be violated, and a brief statement of the redress sought.
- The grievance should be filed in the collegiate unit in which the incident is alleged to have occurred, which may not necessarily be the student's own college. For graduate students, the appropriate unit is the Graduate School.
- The College Academic Grievance officer will meet with the student and individual(s) involved to determine whether a satisfactory resolution can be reached. If this cannot be achieved, the Grievance Officer shall obtain a written answer from the respondent(s) and refer the matter to a hearing panel of the Academic Grievance Committee.
- Hearing panels will be chaired by a faculty member and will have a minimum of three and, if determined necessary by the College Grievance Officer, a maximum of five members. On a panel of three, one will be a student. If membership exceeds three, it may include more than one student. In the case of a graduate/professional school complaint, the student member(s) will be a graduate/professional school student(s). In the case of an undergraduate complaint, the student member(s) will be an undergraduate(s).
- Hearing panels will review the evidence and hold hearings as necessary. The panel will not substitute its judgment for that of those most closely acquainted with the field, but will base its recommendations on whether a rule, policy or established practice was violated. The panel will prepare a written report recommending a resolution of the matter and will send the report to the

parties and to the Dean of the collegiate unit for review and action. If the Dean does not accept the recommendation, the dean will provide a written explanation of any non-concurrence.

- If any of the parties are not satisfied with the Dean's resolution of the grievance, they may appeal to the University Academic Grievance Committee. Based on the written appeal and response, this Committee will determine whether there are sufficient grounds to hold an appeal hearing. The University Academic Grievance Committee will not hear a case *de novo*, but rather will determine whether the parties have been afforded due process. The University Academic Grievance Committee will report its recommendation to the appropriate Vice President, Provost or Chancellor for review and action. If the recommendation is not accepted, the Vice President, Provost or Chancellor will provide a written explanation of any non-concurrence.
- The decision of the appropriate Vice President, Provost or Chancellor is final and cannot be appealed.

D. Timeliness

- All complaints must be filed within 30 calendar days after the incident being grieved occurred. A response to the complaint must be filed within 15 working days.
- Deans and Vice Presidents must act upon the recommendations of the Committees within 30 calendar days. Appeals must be filed within 15 working days.
- Timelines may be adjusted if there are compelling reasons for delay offered by any of the parties.

Adopted Jan. 13, 1995

Policy on Religious Holidays

September 29, 1997

TO: Twin Cities Campus Deans, Directors, and Department Heads
FROM: Robert Bruininks, Executive Vice President and Provost
SUBJECT: Student/Employee Absence for Religious Holidays
(Replaces policy guidelines dated 10/9/95)

To obtain a copy of a historical policy, e-mail the U Policy Librarian at process@umn.edu or call 612-624-4372.

Please review the following general policy guidelines related to excused absences for students and employees to observe religious holidays. I am asking that you inform faculty, staff and students in your units of this policy and post a copy in a conspicuous place within your department.

Students

The University of Minnesota permits absences from class for participation in religious observances. Students who plan to miss class must:

- Inform instructors of anticipated absences at the beginning of the semester;
- Meet with instructors to reschedule any missed examinations; and
- Obtain class notes from other students.

Instructors are required to assist students in obtaining course materials and assignments distributed during class sessions and to make arrangements for taking missed examinations.

Employees

This policy applies to professional and administrative employees, civil service employees and faculty who are on twelve month or A-base appointments. It does not apply to employees who are subject to a collective bargaining agreement which governs their rights and it does not apply to faculty who are on nine month appointments who may make arrangements for observance of religious holidays by arrangement with their department head.

The University of Minnesota permits absences from work for employees to participate in religious observances. These absences must be arranged with the employee's supervisor who is encouraged to accommodate the employee's request to the extent it is practicable in their unit. Employees are responsible for giving supervisors at least two week's notice of the proposed absence.

Employees may request this time as either:

- Paid vacation,
- Time off without pay; or
- The option to make up equivalent time by arrangement with the employee's supervisor.

Questions about this policy as it affects students should be directed to Robert Jones, Senior Vice-President, Office of the vice President, 612-624-3533, or at <http://www.academic.umn.edu/system>. Questions about this policy as it affects employees should be directed to your human resources contacts in your individual units.

Links to Policies and Procedures Related to the M.S.W. Program

[NASW Code of Ethics](#)

[Minnesota Board of Social Work: Standards of Practice and Ethical Behavior](#)

[University of Minnesota Grading Policy](#)

[Return to Table of Contents](#)

Forms

Student Update Form

This form should be submitted to the M.S.W. program director. Please discuss changes in your academic program with your adviser.

Name : _____ **ID#:** _____ **Date:** _____ -

Name Change to: _____ Date: _____

Address Change

Phone Number: _____

E-mail: _____

Change of Adviser

I wish to change my adviser to _____

I agree to provide advising services to this student:

(Signature of Proposed Adviser)

Dual Degree or Minor Change

I would like to complete a dual degree in:

____ Public Health ____ Public Affairs

I would like to complete a minor in:

Concentration Change

I wish to change my concentration to: _____

Financial Aid Changes

I have received the following financial aid:

Department: _____

Type: TA RA Other _____

Term: Fall Semester Spring Semester Intersession Summer Session Year: _____

% Time: _____ Dollar Amount: _____

Outside Source: _____

Minor Declaration Form

Student Name: _____

Student email address: _____

Adviser: _____ Date Entered: _____

Proposed Minor Field: _____ DGS: _____ (in Minor Field)

Requirements for Minor

(Include # of credits, title, course number and semester taken. Note: Minor credits may not be used to meet M.S.W. foundation or concentration requirements. They can be used for outside and inside electives only.)

Proposed Examining Committee

1. (SW) _____

2. (SW) _____

3. (Minor Area) _____

Expected Semester of Oral Exam: _____

Expected Semester of Graduation: _____

_____ Approved _____ Not Approved

Director of Graduate Studies

Course Waiver or Course Substitution

Instructions

This form is to be used to request either waiver of a course or substitution of another course for any program requirements. Waiver occurs when you are exempted from a course on the grounds that you have completed an equivalent content course (usually in your undergraduate program) which cannot be applied to your graduate program; waiver does not reduce the number of credits required for your graduate degree but does provide opportunity for additional electives in your program. Substitution means that you request replacing a program requirement with some other graduate course; the course being substituted will appear on your Universal Degree Form and these credits will count toward meeting degree requirements. You should initiate a request for waiver or substitution through a discussion with your adviser. If a substitution is requested for a concentration course you must also receive approval from the Chair of the Concentration Committee. Finally, the form should be submitted and signed by the M.S.W. Program Director and a copy should be placed in the students file.

Name: _____ **Request Date** _____

Student email address: _____

This is a request for: ___ course waiver ___ course substitution

Course you wish to be exempted from completing: _____

Basis for request: Attach syllabus or other documentation of course you have completed with content comparable to this course; if this is a request for course substitution, be sure to indicate the title and number of course you wish to substitute for the above course on your program.

Action

Adviser: ___ Approve ___ Disapprove _____
(Signature/Date)

Concentration Chair*: ___ Approve ___ Disapprove _____
(Signature/Date)

M.S.W. Prog. Dir: ___ Approve ___ Disapprove _____
(Signature/Date)

*Required if request is to waive or substitute a concentration requirement

Independently Designed Concentration

The School offers two concentrations (Direct Practice and Community Practice) to second year and advanced standing students. If these concentrations are not consistent with your career goals, you may design (in consultation with a faculty person) and request approval for an independently designed concentration.

Name _____ Date _____

Student email address: _____

When do you expect to complete the M.S.W. degree? _____

Title of your proposed independent concentration _____

Attached to this request a typewritten statement to respond to these questions:

- What is the purpose of your independent concentration (for what type of social work will you be preparing)?
- Identify objectives for your independent concentration. These should be stated in terms of skills. What do you expect to be able to do when you complete the concentration?
- Describe the type of field experience you would like for your second year. What do you expect to do during your field experience?

List the social work courses (both number and title) you will complete as a part of your independent concentration. (Do not include foundation courses; we assume you have completed all foundation courses before beginning your concentration work.)

List the electives (both number and title) you will take from outside social work as a part of your independent concentration.

Approved by:

Faculty adviser with whom you consulted to write the proposal

(is or will be your adviser): _____ Date _____

M.S.W. program director: _____ Date _____

Directed Study, Independent Study, and Research Projects

A student in the Master of Social Work program may complete up to four semester credits of independent study as a part of her/his degree program. M.S.W. students who choose to do a directed study, an independent study, or a research project must complete this form, providing a description of the study or project. Students complete the form with consultation from the faculty member who will oversee the study or the research project. Students must receive approval from the M.S.W. program director before beginning the study or the research project. Please refer to the outline of the purpose of directed and independent studies and research projects in the M.S.W. curriculum (page XX) to determine if your proposed project is appropriate.

Faculty members voluntarily agree to oversee a directed study, independent study, and research projects.

Please prepare this form in triplicate and give copies to instructor and the M.S.W. program director. Keep one copy for yourself.

Student's Name: _____

Student email address: _____

Instructor's Name _____

Semester of Registration: F / S / Intersession or Summer Session Year: _____

Number of Credits _____: A/N S/N (circle one)

Course Number: _____

Title of Project: _____

Statement of learning goals and expectations and methods to be used in pursuing goals. **This statement should include the number of hours of faculty-student contact, focus of discussions, bibliographic requirements and means of accountability** (e.g., paper, annotated bibliography, etc.). The standard hours of work per credit is three (3) hour(s) per week per credit for the semester (e.g., 1 credit equals 45 hours of work over the semester). Students should also meet with the instructor on a regular basis, noting meeting times in the description of the study.

Student's Signature: _____

Instructor's Signature: _____

M.S.W. Program Director Signature: _____

Give copies to: Instructor, M.S.W. program director,* student

*Note: if the M.S.W. program director does not receive a copy of this contract, a grade cannot be assigned for the semester.

Contract for Completion of Incomplete Grades

Student Name: _____

Student email: _____

Course #: _____ Sec: _____ Cr: _____

Semester/Year: _____ Student ID# _____

Instructor: _____

I, _____, have agreed to receive a grade of Incomplete in the above course, recognizing that I must complete required work and meet the following deadline(s) as negotiated between myself and the instructor.

I will complete and turn into the instructor the following assignments by the specified dates below:

_____ by date: _____

_____ by date: _____

_____ by date: _____

In making this contract I understand the following:

- I have a time limit of two semesters to complete all work for a class in which a grade of Incomplete ("I") was given;
- When the work is completed I will notify the director of graduate studies;
- If I am unable to complete the work in the required two semesters, and I have not negotiated a new contract with the instructor, the "I" grade will be changed to a grade of "F" or "N" by the director of graduate studies.

The instructor has the right to refuse to negotiate a new contract.

_____ Date: _____

(Signature of student)

_____ Date: _____

(Signature of instructor)

The student is responsible for making and distributing copies of the signed agreement to the course instructor and the director of graduate studies.