



WESTERN MICHIGAN UNIVERSITY

COLLEGE OF HEALTH & HUMAN SERVICES

SCHOOL OF SOCIAL WORK

Graduate Student Handbook
2016-2017

Master of Social Work Program

September 2016

ACCREDITATION

In conformance with the requirements of the Council on Social Work Education, the School of Social Work has met the evaluative standards for accreditation of both the Bachelor of Social Work and Master of Social Work programs. The Council on Social Work Education is the authorized professional accrediting body for social work education in the United States. The Council has set forth a curriculum policy statement, which specifies certain content areas on which all social work education programs are required to build their curricula to provide social work students with a professional foundation. A copy of the Accreditation Standards and Procedures Manual is located in the office of the Director of the School of Social Work, 4434 CHHS, Western Michigan University.

In conformance with the requirements of the Council on Social Work Education, the School of Social Work does not grant social work course credit nor field hours for life experience or previous work experience.

Last revised July 2015

GRADUATE STUDENT HANDBOOK

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GRADUATE STUDENT HANDBOOK INTRODUCTION

From the Office of Admissions and Student Services

Welcome to the Western Michigan University School of Social Work (SSW). As you progress toward your graduate degree, we hope that you will make use of the Office of Admissions and Student Services, located on the fourth floor of the CHHS building. The office has the following areas of responsibility: undergraduate and graduate admissions; orientation of incoming students; assistance with registration problems; School of Social Work financial aid awards; student records; social work certifications, and coordination of academic advising.

All of you had contact with this office as you went through the admissions process. Because of the wide and varied nature of student services, we assume you will all pass through our door many times before you graduate. If your questions or concerns do not fall within the above mentioned areas, please stop by anyway. I hope that we can tell you where to start, who to see, or at least commiserate with you if we do not know.

We enjoy working with students and look forward to helping you and hope to create an environment where you can fully maximize your educational experience. This handbook was written with students in mind. It is designed to provide students with information of a procedural and general nature, supplementing faculty advising. This handbook attempts to eliminate some of the confusion that students often experience concerning the "mechanics" of the School and the University. This can allow both students and faculty advisers to spend their time on more complicated and individual questions.

A second-year graduate assistant, who has since graduated, originally wrote much of the handbook. She wrote from her student perspective and on what she felt other students wanted to know. In addition, several faculty, staff, and students contributed material. The handbook includes content on the School and the University and answers questions frequently asked by graduate students. If you think additional information would be helpful, please feel free to make suggestions.

It would be best if we could write a handbook that applies equally to all of our programs. The reality is that there will always be some variations between the Kalamazoo Campus Full-time, Advanced-standing, and Extended-study programs, the Benton Harbor Extended-study program, and the Grand Rapids Part-time Advanced-standing and Extended-study programs, which we could not possibly cover in detail here. **If there is any doubt in your mind about a particular policy or procedure in the handbook, please see your adviser, or call the Office of Admissions and Student Services.**

We hope you will keep this handbook for the duration of your participation in the program and use it as a resource to be referred to as needed.

Best wishes,

Amy Vlieg, MSW, LMSW
Director of Admissions and Student Services
amy.vlieg@wmich.edu

INFORMATION ABOUT THE SCHOOL OF SOCIAL WORK

School of Social Work Mission, Vision, and Guiding Principles

Mission

Our core purpose:

Western Michigan University School of Social Work educates social workers to advocate for social and economic justice and personal well-being for all people. The faculty provides leadership on a local, national, and international level through research, scholarship, community service and partnerships, and other creative activities relevant to the profession.

Vision

We seek to be a school that:

- strengthens students' critical thinking skills, helps them formulate a vision of a just society, and enables them to move towards the realization of their vision
- prepares ethical, competent, reflective practitioners to work with individuals, families, groups, organizations, communities, and institutions within a global and changing environment
- fosters sensitivity to diversity, cultural competence, and practice effectiveness
- is a nurturing, respectful, inclusive environment that maximizes the contributions and development of students, faculty, and staff

Guiding Principles

We believe in:

- facilitating excellence in professional education
- integrating theory and practice
- conducting research on best practices that foster solutions to community needs
- participating in and seeking out mutually collaborative relationships
- ensuring professional competence through gate-keeping and bridge-building activities
- understanding and intervening within a person-centered ecological model
- evaluating educational outcomes, skills, knowledge, and values
- creating a student-centered educational environment
- maintaining a commitment to life-long professional learning for faculty, staff, and alumni
- preparing social workers to advocate for social justice

The Journal of Sociology and Social Welfare

The Journal of Sociology & Social Welfare (JSSW) is an international publication housed in the School of Social Work at Western Michigan University. The Journal's mission is to promote the understanding of social welfare by applying social science knowledge, methodology and technology to problems of social policy, politics, the social ecology, and social services. It also features an outstanding book review section as a regular feature of each issue.

Since its first printing in 1974, JSSW has published articles on such topics as social change, gender, race, homelessness, social welfare history, cultural diversity, international social welfare, and the social dimensions of health and mental health. It is published quarterly in March, June, September, and December. At least one issue in every year is dedicated to a special theme. For example, in June 2011, JSSW published a special issue on "*Peace, Conflict, and War*" with Guest Editors Sondra J. Fogel and Daniel Liechty.

The Editorial Board includes outstanding scholars such as Mimi Abramowitz, Pallassana Balgopal, Richard M. Grinnell, Jr., Alice K. Johnson, Wilma Peebles-Wilkins, Eunice Shatz, James Midgley, and John Tropman. Robert D. Leighninger, Jr., serves as Editor and Gary Mathews as Managing Editor. The International Editor is Jason L. Powell, the Associate Editor is Robert Moroney, the Assistant Editor is Melinda McCormick, and the Book Review Editors are Marguerite Rosenthal and Jennifer Zelnick. JSSW is indexed and abstracted in the Applied Social Sciences Index and Abstracts, Elsevier Bibliographic Databases, Psychological Abstracts, Social Work Research & Abstracts, and Sociological Abstracts.
<http://www.wmich.edu/socialwork/journal>

The School of Social Work Non-Discrimination and Human Diversity Policy

1. As faculty in the School of Social Work at Western Michigan University, we declare our support for institutional equity. We subscribe to the institutional equity policies of the university and believe that they are essential in promoting equal access to education, improving the quality of education for all students, and contributing to equality of opportunity in the society at large.

2. The School of Social Work will comply with all applicable laws regarding institutional equity and equal opportunity. The school will not discriminate on the basis of race, gender, age, color, national origin, height, weight, marital status, sexual orientation, religion, handicap or Veteran's status in its educational programs, activities, admissions, or employment practices.

School of Social Work Office Directory 2016-2017

		<u>Rm#</u>	<u>Office Phone</u>
ADAMS, Mrs. Michelle	Administrative Assistant I	4435	387-3201
BROWN, Ms. Robin Beth	Administrative Assistant I	4436	387-3171
COONEY, Dr. Donald	Associate Professor	4404	387-3190
COUSINS, Dr. Linwood	Professor	4444	387-8451
CRISWELL, Mrs. Patricia	Instructor	4401	387-3174
DIACONU, Dr. Mioara	Assistant Professor	4412	387-3170
DÍAZ, Dr. Hector	Director and Professor	4434	387-7329
DUNTLEY-MATOS, Dr. Roxanna	Assistant Professor	4416	387-3191
GRINNELL, Dr. Rick	Professor and Endowed Chair for SW Research	4403	387-3189
HARRISON, Dr. Jennifer	Faculty Specialist II & Field Coordinator	4438	387-3173
HENRY, Dr. James	Professor	4402	387-3175
HOYLE-KATZ, Ms. Sarah	Administrative Assistant I, Grand Rapids	Beltline	2-5038*
MAILLOUX, Mr. Paul	Faculty Specialist I, Southwest Campus	2204	4-1517*
	Kalamazoo Office	4444	387-8451
	Grand Rapids Office	2002-H or I	1-9470*
MATHEWS, Dr. Gary	Professor	4432	387-3198
McCORMICK, Ms. Melinda	Assistant Editor JSSW	4415	387-3205
McKINNEY, Dr. Robin	Associate Professor	4422	387-3192
MONTERROSAS, Rubi	Administrative Assistant I, Southwest Campus	2202	4-1524*
ONGSTAD, Miss Erica	Administrative Assistant II	4440	387-3172
P/T INSTRUCTOR'S Office		4413	387-3176
REESER, Dr. Linda	Professor and BSW Coordinator	4406	387-3177
RENSTROM, Mr. Daniel	Instructor	4407	387-3199
SARTORIS, Ms. Mary Ellen	Faculty Specialist & GR Field Coordinator	Beltline	1-9486*
	Kalamazoo Office	4411	387-8432
SCHMIDT, Dr. Linda	Assistant Professor	4405	387-3202

SCHROCK-HERDECK, Ms. Rebecca	Continuing Education Coordinator	4415	387-3158
SHERWOOD, Dr. Dee	Program Coordinator, Grand Rapids Kalamazoo Office	Beltline 4409	1-9480* 387-3674
TRIPPLETT, Ms. Marian Kalamazoo Office	Faculty Specialist I, Southwest Campus 4409	2103 387-3674	4-1512*
UNRAU, Dr. Yvonne	Professor	4420	387-3185
VANDEUSEN, Dr. Karen	Professor Kalamazoo Office	GR Dwntrwn 4411	1-9928*
VARNEY, Mr. Mark	Faculty Specialist I	4414	387-7319
VLIEK, Ms. Amy	Director, Admissions & Student Services	4430	387-3200
WAY, Dr. Ineke	Professor	4418	387-3195
WEINGER, Dr. Susan	Professor	4408	387-3196
WEINREICH, Dr. Donna	Associate Director & Associate Professor	4424	387-3193

Social Work Primary Number.....(269) 387-3180 Benton Harbor Office (LuAnn Harden) Ph: (269) 934-1513
Social Work Fax Number (269) 387-3183 Fx: (269) 934-1505
Field Grad Assistant(269) 387-3206
Grand Rapids Fax # (Beltline): (616) 771-9483 Grand Rapids Fax # (Downtown): (616) 771-4200
Help Desk for IT requests: (269) 387-7309 LRC-Helen Beck: (269) 387-7305
Bella Vita: (269) 387-7111

***From Campus phone. Otherwise must dial (616) 771- last 4 digits for Grand Rapids and (269) 934-last for digits for Southwest Campus.**

Academic Year 2016 ~ 2017

Calendars are subject to change. Dates and events are added or changed as information becomes available.

Item	Fall - 2016	Spring - 2017	Summer - 2017	
			I	II
Course offerings open for viewing	Feb 22	Sep 25	Jan 23	Jan 23
Registration begins *	Mar 14	Oct 10	Feb 6	Feb 6
Advising Days	Sep 1-2	Jan 5-6	N/A	N/A
One – Stop Convenience Center	Aug 29 – Sep 9	Jan 9-11	N/A	N/A
Fall Welcome	TBA	N/A	N/A	N/A
Classes begin	Sep 6	Jan 9	May 8	Jun 29
Tuition and fees due	Aug 30	Jan 9	May 8	Jun 29
Last day to drop/add classes	Sep 12	Jan 13	May 12	Jul 6
Census	Sep 13	Jan 17	May 15	Jul 7
Begin recording withdraws as "W" on transcript	Sep 14	Jan 18	May 18	Jul 8
\$100 Late Add fee begins	Sep 14	Jan 18	May 16	Jul 8
Last day to withdraw from classes	Nov 7	Mar 20	Jun 5	Jul 24
Final Exam Week	Dec 12 – 16	Apr 24 – 28	N/A	N/A
Semester Ends	Dec 17	Apr 29	Jun 28	Aug 18
Refunds				
Last day to receive 100% refund	Sep 12	Jan 13	May 12	Jul 6
Last day to receive 90% refund for a complete withdrawal	Sep 15	Jan 19	N/A	N/A
Last day to receive a 50% refund for a partial withdrawal	Sep 19	Jan 23	N/A	N/A
Last day to receive a 50% refund for a complete withdrawal	Sep 30	Feb 6	May 19	Jul 11
Last day to receive a 25% refund for a complete withdrawal	Oct 26	Mar 3	Jun 2	Jul 24
Grades				
First work grades due	Sep 26	Feb 13	N/A	N/A
Midterm grades due	Oct 24	Mar 13	N/A	N/A
Final grades due **	Dec 20	May 2	Jul 5	Aug 22
Graduation				
Last day to apply for graduation	Aug 1	Dec 1	Feb 1	Feb 1
Commencement	Dec 17	Apr 29	Jun 24	N/A
Holidays and Recesses				
Labor Day	Sep 5			
Thanksgiving (begins at noon)	Nov 23			
Dr. Martin Luther King Day recess, convocation and activities		Jan 16		
Spring Break		Mar 6-10		
Memorial Day			May 29	
Independence day recess				Jul 4

PROGRAM PLANS AND GRADUATION APPLICATION DUE DATES

Program Plan Deadlines

Listed below are the deadlines for completion of Program Plan forms (with Adviser approval and signature), and submission to the Director of Admissions and Student Services (for Kalamazoo students) or the WMU regional locations' Program Coordinator.

Full-time Advanced-standingSeptember
First-year Full-timeJanuary
First-year Part-time Advanced-standingJanuary

Graduation Application Deadlines

These dates are final. Anyone applying for graduation after the dates provided below, will not graduate until the following semester.

December 1 of the previous year.....April Graduation
February 1 of the same yearJune and August Graduations
August 1 of the same yearDecember Graduation

PROGRAM PREPARATION

Minimizing Redundancy in the Programs of Study

Students who graduated from an accredited bachelor of social work program or who started a graduate social work program in another accredited MSW program are entitled to seek relief from redundancy in their program of study in the MSW curriculum. Adjustments to a program of study may be accomplished through proficiency examinations, or transfer of graduate credits. The policies and practices pertaining to these methods are presented below. Students are advised to read these materials carefully. Students who are uncertain about their qualifications for an adjustment to their programs of study are encouraged to confer with the Director of Admissions and Student Services. Students are advised to apply for transfer of credits upon being admitted. Requests for transfers of credits will not be accepted after the end of the first semester of enrollment. Proficiency examinations are offered prior to the beginning of the fall semester.

Work and Life Experience Policy

In conformance with the requirements of the Council on Social Work Education, the School of Social Work cannot grant social work course credit or field hours for life experience or previous work experience.

Transfer of Credits

Transfer of credits refers to a process in which graduate course credits earned in another department at WMU, or at another accredited institution of higher education, are transferred into a student's WMU School of Social Work academic record.

1. **Students with graduate credits from another accredited school of social work** may transfer up to 30 semester credit hours if courses were completed within six years of the student's expected graduation from WMU. Transfer of course credits may be applied to Foundation, Concentration, and elective course requirements. Students who transfer from an accredited school of social work must complete at least 30 credit hours of course requirements in the MSW Program at WMU. Transfers of credits may not exceed 30 credit hours and cannot be more than six years old by completion of the WMU program.
2. **Students with non-social work graduate course credits** from an accredited graduate program may transfer up to twelve course credits if earned within six years of the student's expected graduation from WMU. In most cases, credits are used as electives. Credits that would be more than six years old by completion of the program will not qualify.
3. Students must have achieved at least a grade of "B" (3.0 on 4.0 scale) in each transfer course in order to be considered AND the student must have earned a cumulative graduate GPA of 3.0 for the transfer to be approved.
4. Evaluation of requests for credit transfer is done only after the student is admitted to the MSW program. Students must initiate the evaluation with their assigned adviser.
5. Students seeking transfer of course credits to satisfy MSW **elective** requirements must submit a transcript to the Director of Admissions and Student Services who will evaluate and make a decision regarding the request. Before submitting the request students must meet with this adviser and discuss the possible credit transfer and the impact it will have on the student's permanent program plan.

6. Students seeking transfer of course credits to replace MSW course requirements other than electives must submit a transcript, course syllabi, or other course documentation to the Director of Admissions and Student Services. These materials will be forwarded to the Chair of the Curriculum Committee who will examine the convergence between the proposed transfer credits and WMU graduate social work courses. The Chair will decide upon courses that may be transferred and what graduate social work courses the transfer credit will replace. The Chair will consult with Concentration Coordinators regarding transfers of credit pertaining to Concentration course requirements.
7. The decisions of the Director of Admissions and Student Services, the Curriculum Committee Chair, and the Concentration Coordinators are final.
8. The Chair will submit a written record of the Chair and Coordinator's decisions to the Director of Admissions and Student Services who will inform the student of the faculty's decisions. The Director of Admissions and Student Services will record decisions regarding transfer of credits.
9. Upon being informed of the faculty's decisions, the student must confer with his or her adviser to develop a plan of study to meet the remaining requirements.
10. If a student fails (i.e. DC, D, E, X, or NC) a required MSW course, the student is required to retake that same course in the Western Michigan University School of Social Work. The student cannot use or transfer an equivalent course from another program or university.

Proficiency Exams

There are certain courses that MSW students are allowed to try to test out of prior to the beginning of their courses of study in the fall semester. These courses are:

- 6100, social welfare policy;
- 6300, social change/community analysis;
- 6310, human behavior and the social environment; and
- 6400, research methods.

Proficiency exams are optional; there is no penalty for not passing a proficiency exam. However, you must pass each exam you take with a score of 80% or better in order to receive credit. The purpose of proficiency exams is to ensure that, if you already possess core course knowledge, you would not be required to address the material again.

The school charges a \$35 fee for each exam you take. You may review the exam for 5 minutes before committing to taking it.

After passing an exam you receive full credit for the course by paying a \$50 fee which gets the grade of credit (CR) entered into your academic record.

Students with a BSW may take all four proficiency exams. Students *without* a BSW are allowed to take two of the exams, and only after providing evidence of completion of comparable course(s), and after providing the course syllabus for each exam you elect to take. The syllabi will be reviewed and a determination will be made about the course(s)' comparability. You will then be notified by the school if and when you may take the exam.

For BSW graduates interested in taking proficiency exams, time and space can be scheduled annually at the College of Health and Human Services. Sign up for the exams during orientation.

For non-BSW graduates interested in taking proficiency exams please provide proof of successful completion of the course(s) you believe to be comparable as well as a syllabus (syllabi). You will be notified of the school's determination and of the dates and times available to take the exam(s).

Registration

BroncoNet ID: you need your BroncoNet ID

1. New Students:

New students will receive a letter from the Admissions office with their BroncoNet ID, WIN (Western Identification Number), e-mail address and temporary password. Your temporary password *must* be changed before using the BroncoNet ID to access WMU services.

<http://www.wmich.edu/changepassword/>

2. Main Campus Students:

Main campus students may obtain their BroncoNet ID and a temporary password by swiping their Bronco/WMU ID card at one of the card swipe locations:

- [CAE Center](#), Parkview Campus
- On the second floor of the University Computing Center (next to Waldo Library)
- [Registrar's Office](#), Room 3210 Seibert Administration Building

3. Branch Campus or Distance Education Students

If you know you have a BroncoNet ID, but do not know what it is, or what your password is, you may obtain your BroncoNet ID or password by:

- Contacting your local [Branch Campus](#)
- Contacting the [Account Coordinator](#) — you will receive a response in one to two business days
- Swiping your [Bronco/WMU ID card](#) at one of the above Kalamazoo card swipe locations

If you DO NOT have a BroncoNet ID, you may:

- Contact your local [Branch Campus](#)
- Submit an [account application](#) - you will receive your BroncoNet ID via USPS mail
- Swipe your [Bronco/WMU ID card](#) at one of the above Kalamazoo card swipe locations

Student Photo ID (Bronco ID Card)

The Bronco ID Card is your photo identification card at WMU. Your Bronco ID Card is also your access card for library, dining areas, Student Recreation Center, computer centers and security access card for buildings on campus. Your Bronco ID Card enables you to ride Metro Bus Service on any route around Kalamazoo area.

The Bronco ID Card will be your University ID for as long as you are a student at Western Michigan University. Students attending the New Graduate Student Orientation (which is not the same as the New MSW Orientation) will receive their Bronco ID Card as part of the orientation process with a \$5 fee charged to their student account. Currently registered students can obtain a new or replacement Bronco ID Card with a \$25 fee by going to the lower level of Bernhard Center. If your Bronco ID Card is lost or stolen, call **269-38-SMART** to make a report. If your card is not reported lost or stolen you may be liable for the use of your Bronco ID Card. Bring picture ID to obtain a new Bronco ID Card. All students will be charged \$30 for a new Bronco ID Card if their old Bronco ID Card is confiscated. Bring a picture ID and a Course Registration with

you. Your Bronco ID can be printed immediately; Bronco ID Cards should be kept protected and separate from keys and other cards. The Bronco ID Card Center provides card jackets at no cost for students (supplies limited).

If students experience a break in their academic career (e.g., a term or year off), students should retain their original Bronco ID Card, as it is still an official ID card. If students complete their undergraduate degree and enter graduate studies at the University, their original Bronco ID Card is still valid.

For more information please visit: <http://www.wmich.edu/registrar/calendars/onestop/>

Registration for Newly Admitted Graduate Students

Incoming students receive a list of classes to take for the first semester of the program from one of three persons: Dee Sherwood for Grand Rapids MSW students, Amy Vlieg for main campus, and Marian Tripplett for Southwest campus students. If you did not receive this information, course offerings can be found on the Registrar's website at <http://www.wmich.edu/registrar/>.

Problem Areas in Registration

All students can access their current registration and billing in the GoWMU portal. This portal can be found on the WMU home page at <http://www.wmich.edu>. To access all student records, students need to know their BroncoNet ID and password. This information is sent to all new students with their admission confirmation from the University.

If you owe any money to the University or have any other restrictions on your registration, the Customer Account Services Office will place your course registration on "hold" status until you satisfy your obligation. Your course registration will be canceled on the payment deadline if the obligation is not cleared. Registration is withheld by the Customer Account Services Office because of outstanding debts, i.e., past due student rent, parking tickets, and tuition from previous semesters and will be allowed upon settlement of money due. **THE SCHOOL OF SOCIAL WORK CANNOT REGISTER ANY STUDENT WHO HAS A HOLD ON THEIR ACCOUNT.**

WMU Policy: Credit Hour Requirements for "Full-time" and "Part-time" Status

For all graduate students taking courses for a stated degree or certificate program, six hours constitutes full-time status, and three hours constitutes half-time status in Fall and Spring semesters. In the Summer I and Summer II sessions, three hours in either session constitutes full-time status for that session and two hours constitutes half-time status. Students must be aware that FICA regulations and some federal loan deferment regulations require at least half-time enrollment, which at WMU is now at least three hours of enrollment.

Since enrollment fees are determined by hours enrolled, and not by full- or part-time status, students (whether graduate or undergraduate) who enroll for four or fewer hours are charged a lesser enrollment fee than those who enroll for five or more hours, and consequently they will be required to pay an additional fee for unlimited use of the recreation center. Students enrolling for four or fewer hours will have access to the recreation center for 10 visits without extra fee charges.

Registering in courses which are full

The Director of the School in consultation with the course instructor may approve a temporary increase in the course capacity if such increase is warranted. Under no circumstances the capacity of the course will be increased more than 20%. Requests for registration in a course which is at capacity should be addressed to the Office Associate who serves as assistant to the School Director along with the proper justification.

Financial Aid Resources

Graduate Assistantships

The School of Social Work employs graduate assistants to facilitate the program objectives of the school and the professional or teaching objectives of faculty members. Graduate assistants are expected to enroll in a specified number of credit hours, and devote 20 hours (full-time) or 10 hours (part-time) to working in the School of Social Work. Assistantships are granted during Summer II for the following academic year.

Application for an assistantship should be made to the School of Social Work after the student has been offered admission. Students with evidence of professional academic interest and abilities for meeting specific programmatic needs receive priority consideration for appointment as graduate assistants. Scholastic merit and/or financial need will be considered, but are secondary to the stated priority. For more information please email Amy Vliet.

The Veterans Administration Traineeship

This is available to second year students only. Awards are based upon potential for professional work in a clinical setting. Priority will be given to those interested in V.A. employment following completion of training. Application should be made to the Veterans Administration Hospital after consultation with the Coordinator of Field Education in the School of Social Work. *The Veterans Administration and the School jointly select the V.A. Trainee.*

Student Loans

Forms can be secured through the Office of Student Financial Aid at (269) 387-6000 and online at <http://www.wmich.edu/finaid/loans/perkins.html>.

Federal Direct Unsubsidized Loan

If you have completed a bachelor's degree and you are admitted into a master's, specialist or doctoral graduate degree program, you are considered a graduate student for maximum federal direct loan limits and you are considered independent. You are no longer eligible for federal or state grants and scholarships.

WMU Short-term Loan Program

There are short-term loans available through the WMU Office of Student Financial Aid and Scholarships for students in time of emergency. The purposes for which the loans can be used are open-ended, but must be used for educational related expenses. When funds are available, the amount of the loan can be up to \$500 for books and emergencies. These amounts may be less depending on the availability. Loans are to be repaid within 30 days of receipt but no later than the last day of your enrollment for the academic year. If it is not paid by the due date, the borrower will incur a service charge of 1.5% a month on the unpaid balance. Delinquency in the repayment of a short-term loan will prevent future registration or release of transcripts. If the short-term loan application/promissory note is completed by 4:30 p.m., the short-term loan check will be available in Room 1080 Seibert Administration Building, after 8:00 a.m. in two business days.

School of Social Work Short-term Loan Program

In addition to the WMU Short-term Loan Program, there are short-term loan accounts through the School of Social Work which are designated for social work students only. The maximum amount of these loans is \$500.00 but may be increased to \$1,000 in emergency situations. While the Financial Aid Office administers

these accounts, the School of Social Work Director of Admissions and Student Services must authorize all requests. Eligibility requirements specify that the student is both a full-time or part-time degree student and that he or she has **no outstanding financial obligations to the University**. A promissory note must be signed for the full amount of the loan. Delinquency in the repayment will prevent a student from registering until the amount due is paid. The student applies for the loan at the School of Social Work's Office of Admissions and Student Services, room 4424 CHHS. Loans are granted on a first-come basis and once the application is approved, the loan can usually be processed within two business days.

Non-Academic Assistantships

There are a number of assistantships available through various non-academic departments of the University. There are no financial criteria for eligibility. The student must be in good standing with the University. Each non-academic service unit makes its own selection of students for these assistantships and may require that the student possess job skills related to the work of that department. All first, second and third year students are eligible to apply. Please search WMU program/department web-sites for further information.

Employment Opportunities

Students interested in on-campus employment must request information by contacting the department of interest directly. Career and Student Employment Services located in room 1401 of Ellsworth Hall maintains a list of potential university employers, which can be obtained by calling (269) 387-2725. Students can also contact Career and Student Employment Services at (269) 387-2745 to schedule an appointment with a career adviser to discuss employment options. Another source to contact is the University's Human Resource Department in 1310 Seibert Administration Building (269) 387-3669. For off-campus employment, the Career and Student Employment Services offers employment services for WMU students seeking part-time employment. Additionally, student can contact the Career Center, located at 3020 Schneider Hall inside Haworth College of Business at (269)387-2711. BroncoJOBS also retains updated job listings at <http://wmich.experience.com>.

School of Social Work Scholarships

In an attempt to assist students with some of their financial burden, the School of Social Work offers a few scholarship opportunities. The application deadline for School of Social Work scholarships are:

- **Currently enrolled MSW students:** March 15 for awards for the **next** academic year
- **Incoming MSW students:** applications due with program application

MSW scholarships recipients are notified of awards before the start of the academic year. Scholarship funds are dispersed during the semester stipulated per the endowment. Awards are determined using information from the Scholarship Application form and the requested attachments. Unless otherwise specified by the specific scholarship, economic need serves as the secondary criteria in making award decisions.

Scholarships for MSW Students Only

Rebecca Ann Binkowski Memorial Scholarship

The Binkowski Memorial Scholarship is a scholarship established to honor Rebecca Binkowski. Rebecca was a second-year full-time graduate student in the School of Social Work at Western Michigan University at the time of her death. While attending graduate school, she worked as a registered social worker and caregiver in the Kalamazoo mental health system. On February 3, 1993, a client in her care tragically murdered Rebecca. After her death, family and friends created this endowment in her memory. They all agreed that Rebecca would want social workers to continue caring for those in need.

The Rebecca Ann Binkowski Memorial Scholarship is awarded to one **second-year full-time graduate student** (this includes advanced-standing students) with a minimum cumulative grade point average of 3.75. The scholarship amount varies from \$1000.00 to \$4000.00 depending on fund availability. Scholarship funds will be credited to the recipient's student account and will be available for tuition, fees, and books.

Charlene Cove Russell Endowed Scholarship

The Charlene Cove Russell Endowed Scholarship is a scholarship established to honor Charlene Cove Russell who graduated with her MSW from WMU in April 1987.

This scholarship is awarded to graduate students majoring in Social Work who have a minimum grade point average of 3.0. Preference will be given to working parent(s) pursuing a career in school social work, applicants who have a history of working in schools, and/or applicants who are active in community service. The scholarship amount is no less than \$500.00 and varies depending on funding availability. The scholarship is awarded during the fall semester.

Stephen A. Crumm Memorial Endowed Scholarship

The Stephen A. Crumm Memorial Endowed Scholarship is a scholarship established to honor Stephen Crumm who graduated with his MSW from WMU in August 1984.

This scholarship is awarded annually to one **full-time graduate student** with a minimum undergraduate cumulative GPA of 3.0. The recipient of this award must maintain a graduate GPA of 3.0 throughout the scholarship award period. Preference will be given to students with prior experience or current involvement in community service. Preference will also be given to students who are working parents. This scholarship is awarded during the fall semester. The scholarship amount is no less than \$500.00 and varies depending on fund availability. The scholarship award period is for one academic year with one-half of the scholarship awarded during the fall semester and the remaining half awarded during the spring semester. Scholarship funds will be credited to the recipient's student account and will be available for tuition, fees, and books.

Scholarships for both MSW and B.S.W. Students

Nathaniel McCaslin Scholarship

Western Michigan University created this scholarship to honor Mr. Nathaniel McCaslin upon his retirement from the WMU School of Social Work. Mr. McCaslin made outstanding life-long contributions to improving the quality of life in the community and the quality of social work education. Commitment to providing educational opportunities for students is a large part of Mr. McCaslin's contributions.

The Nathaniel McCaslin Scholarship is awarded to **one B.S.W. student and one second-year or third-year MSW student, in good academic standing, and a member of a disenfranchised group**. Priority will be given to those who meet one or more of the following criteria:

- First generation family member pursuing a college degree;
- Commitment to working with adolescents;
- Single parent status;
- History of, or interest in, working in a community service area.

The scholarship amount is not less than \$250.00 and varies depending on fund availability. The Nathaniel McCaslin Scholarship is awarded during the spring semester.

Robert Barstow Scholarship

In 1991, the School of Social Work Alumni Association started a collection to develop this scholarship to honor Mr. Robert Barstow. Mr. Barstow was the Associate Director of the School of Social Work from 1968 – 1974, and Director in 1974. His commitment to child welfare was demonstrated by employment as a caseworker, Director of Juvenile Court, Director of the Children's Aid Society, State Director of Michigan Children's Society, and Deputy Director of the Children's Charter of Courts on Michigan.

The Robert Barstow Scholarship is awarded each year to **one B.S.W. student and one first-year graduate student** (full-time or extended-study). Priority is given to those who meet one or more of the following criteria:

- Current or past TANF/AFDC recipient;
- Current or past employee of Department of Human Services/Family Independence Agency;
- Interest in a child welfare career.

The scholarship amount is not less than \$500.00 and varies depending on fund availability. The scholarship is awarded during the spring semester.

Deloris Jordan Phillips Scholarship

Deloris Jordon Phillips retired from the faculty of the School of Social Work in December 1996, after 22 years of service. Dr. Phillips taught courses in both the graduate and undergraduate programs. She had been an active participant, community member, and board member to numerous community organizations, including the Boy Scouts, NAACP, Kalamazoo Council of the Arts, YWCA, and Kalamazoo Civic Players. Upon her retirement, President Diether Haenicke allocated funds for the establishment of the Deloris J. Phillips Scholarship to honor her years of service to the University and the community.

This scholarship is a two-year award, which contributes half the awarded funds to the recipient during the Fall semester of the two years. It alternates every two years between an undergraduate social work major and a graduate student. If funds are available the scholarship will be awarded every year. The scholarship amount is no less than \$1000.00 and varies depending on fund availability.

The Elena Thomas Honorary Endowed Scholarship

The Elena Thomas honorary endowed scholarship was started by a B.S.W. graduate in honor of his mother, Elena Thomas, who passed away unexpectedly from cancer. Her son stated “My mom was a Social Worker in her heart and mind” and he felt that his mom would be thrilled with the idea of helping future social work students. Recipients of the award must be B.S.W. or M.S.W. student, must be a non-traditional aged student, and must provide evidence of financial need.

Award amount: no less than \$500 depending on availability.

The scholarship application is used to make decisions for all scholarships and is completed by students as part of the application process or by March 15 (during the spring semester of the academic year).

THE ADVISING SYSTEM

The purpose of advising is to provide information on program requirements, curricular matters, professional development, and resource location and referral. School of Social Work faculty and staff are committed to assisting each student to achieve their educational goals. Advising is one important element in the educational enterprise.

School of Social Work Advising Policy

At the beginning of each year, the Director of the School assigns student advisees to members of the faculty. According to the current Agreement between Western and the WMU-AAUP, "The academic advising of students is a regular part of the responsibilities of a full-time faculty member. Advising is defined as giving advice on program requirements and curricular matters." Maintenance of regularly scheduled office hours provides convenient, predictable access for advisees. Another key is communication, by means of meetings, e-mails, telephone contacts, or letters.

Graduate Program Advising

The School of Social work strives for consistency with advising assignments. The first advising meeting is crucial as it explains program requirements and curricular matters such as transfer of course credit, field instruction, and professional issues. Kalamazoo Campus students are assigned advisers by the MSW Program Coordinator. For the sake of continuity, main campus students have the same academic adviser for the entirety of his/her program. WMU regional location students are assigned advisers by their Program Coordinator. For all social work graduate students, the Registrar's Office performs the final graduation audit.

Advising Practice

Advisers guide the student's matriculation through the program. They follow current policy according to official program documents such as the *Undergraduate and Graduate Handbooks* and *University Catalog*. Advisers are available during office hours and by appointment. During those times of the year when faculty members are not contracted to work, the Director of the School, the Director of Admissions and Student Services, and the WMU regional locations' Program Coordinators will be responsible.

Advisers familiarize themselves with the special circumstances and individual concerns of each student to whom they are assigned. Advisers know where the program plans are kept in hard copy and on-line. All MSW program plans go to the Director of Admissions and Student Services after being reviewed, approved, and signed by the adviser. The adviser knows how to direct students to the website of the Office of Field Education.

Advisees are strongly encouraged to inform their adviser whenever they are experiencing difficulties either academically or with the internship placement. The adviser may learn of difficulties from the advisee, involved faculty, and/or the School administration. It is the responsibility of the adviser to talk with the advisee whenever the advisee is experiencing difficulty. The adviser's first step is to talk with the advisee directly. If necessary, the adviser will participate in the professional review committee (PRC) process with the advisee. Other staff or faculty involved in the PRC process are the Director of Admissions and Student Services, the Coordinator of Field Education (when appropriate), and members of the professional review committee (PRC). Please see **The Professional Review Committee (PRC)** section for further information.

Advising is an important aspect of the educational experience. The goal of advising is to facilitate matriculation, adhere to University policy, and eventually graduate every social work student, undergraduate and graduate, on-campus and off. Advising is a collective enterprise which requires active participation and frequent communication on the part of every member of the School of Social Work community of scholars.

Advising: Student Responsibilities

The student is responsible for:

1. Being knowledgeable about all degree requirements as specified in the School of Social Work Graduate Catalog. (Students must use the Graduate Catalog that is in effect at the time of their initial enrollment.),
2. Completion of all evaluative instruments associated with the advisement process,
3. Managing his or her academic program as designed with the assistance of the adviser. This includes enrolling in courses in the sequences specified through the University registration process each semester, preferably during advance registration,
4. Notifying the adviser of any changes that affect the outcome of the student's planned academic program,
5. Making appointments for advising,
6. Participating in the development of the "Program Plan of Study,"
7. Requesting a "Transfer of Credit,"
8. Obtaining transcripts that are to be used for transfer of credit (other than WMU),
9. Requesting a "Change of Program" when changes are made,
10. Requesting any exceptions to degree requirements,
11. Applying for graduation before the given deadline,
12. Keeping the Social Work Admissions Office informed of changes of residence and/or employment after graduation.

Adviser Responsibilities

The adviser is responsible for:

1. Being knowledgeable of all degree requirements,
2. Participating with the student in the development of the student's official program of study,
3. Submitting the "Transfer of Credit" form to the Social Work Admissions Office,
4. Submitting any exceptions to degree requirements to the Curriculum Committee and/or the Graduate College,
5. Approving a student's official program of study,
6. Submitting the "Program Plan of Study" to the Social Work Admissions Office;
7. Submitting the "Change of Program" forms to the Social Work Admissions Office,

8. Counseling a student who wishes to withdraw from the School and recording this information in the student's file.

Students may request a change in adviser by contacting the appropriate program coordinator (Donna Weinreich for main campus, Dee Sherwood for Grand Rapids campuses, and Marian Triplett for Southwest Campus). Program coordinators will attempt to honor student's requests for a new adviser. However, the School does not guarantee a new adviser.

Choosing a Concentration

Students are encouraged to meet with their adviser during the fall semester of their first year and discuss the differences between Interpersonal Practice Concentration and Policy, Planning and Administration Concentration. In addition, talking with other faculty members and practicing social workers may help you make a decision. Students must choose a concentration by the end of their first semester in the program. Once you decide upon a concentration you must fill out the Concentration Declaration Form, have it signed by your adviser, and turn it into the Office of Admissions and Student Services. You can find the form at the following link: <http://www.wmich.edu/socialwork/forms>.

Permanent Program Plan of Study

All MSW students must complete a "Permanent Program Plan of Study" form. Examples of the form can be found in the Appendix II, at the end of this handbook. They can also be found on-line at <http://www.wmich.edu/socialwork/forms>. The Full-time and Extended-study programs require student to complete 60 credit hours of approved course work. The Advanced-standing program requires students to complete 39 credit hours of approved course work. As stated previously, the scheduling of course-work follows a rigid sequence of prerequisites and required courses. These program schedules can be found in Appendix I and at <http://www.wmich.edu/socialwork/forms>. Students do however; need to plan for courses taken as electives.

Before filling out a program plan, students schedule an appointment with their adviser to review the student's interests and career goals. The adviser serves to assist the student in deciding upon courses that will further their career goals. Once the student has decided upon electives, he/she must complete the "Permanent Program Plan of Study" and have it signed by their adviser.

Draft plans should be completed during the first semester. All exceptions to the program and transfer credits must be approved by your adviser. Once the draft plan has been completed and signed by the adviser, it is turned in to the Director of Admissions and Student Services (DASS), who reviews the plan for accuracy. If there are inaccuracies in the program plan the DASS will notify you and your adviser within one week of receipt. If there are no inaccuracies you will not receive any notification from the DASS.

Final program plans must be completed, signed by your adviser, and turn in with the application for graduation. It is the student's responsibility to turn in the "Permanent Program Plan of Study" to the graduation auditor along with the application for graduation. The auditors will use this program plan upon your application for graduation to determine if you have met the degree requirements. It is imperative that you turn in the "Permanent Program Plan of Study" and your graduation application by the due date for semester you are graduating. Please visit <http://wmich.edu/registrar/graduation/graduate/> for complete information.

Calendar for Submitting a "Permanent Program Plan of Study" Form

Summer II Session:

All **full-time Advanced-standing students** meet with the interim adviser to discuss options for program electives and to complete their draft Permanent Program Plan of Study. By the end of the session, these

students submit their completed and signed Program Plan of Study to the Director of Admissions and Student Services. The final deadline for submitting a program plan is the end of November.

Fall Semester:

All **first-year full-time and extended-study students** meet with their assigned adviser to discuss options for program electives and to complete their draft Permanent Program Plan of Study. By the end of the semester, these students submit their completed and signed Program Plan of Study to the Director of Admissions and Student Services.

Changes in the Permanent Program Plan of Study

After submitting the approved "Permanent Program Plan of Study" to the graduation auditor (this only happens when you apply for graduation), students must not make changes in their schedule of courses. If changes are necessary, the student must meet with their adviser to review these changes. The adviser then completes a "Change of Program" form to send to the auditor. If this form is not completed, the graduation auditor will inform the student that they cannot graduate without taking the courses documented in the "Permanent Plan of Study" form. Any changes to the program plan should be sent to the auditor at least one semester prior to submitting a graduation application.

THE SCHOOL OF SOCIAL WORK GRADUATE PROGRAM

Program Options

Kalamazoo Full-time and WMU regional locations (Grand Rapids) Part-time Advanced-standing Program

Students who have earned a bachelor of social work degree from a CSWE accredited program within six years of application may apply to the 39-credit hour, 9-month Full-time or 24-month Part-time Advanced-standing Program. Applicants must meet the following criteria:

- B.S.W. degree from a CSWE accredited program that is not more than six years old
- Overall GPA of 3.0
- No more than one BSW course below a B. Any BSW course below a B will require retaking an equivalent course in the MSW curriculum
- One year of full-time post BSW human service work experience is *recommended*
- One of the three letters must address the applicant's BSW field or work experience and potential for success in an advanced standing program.

Students will be admitted each spring into the Interpersonal Practice Concentration and the Policy, Planning and Administration Concentration. Applicants may seek admission to either the main campus program or the Grand Rapids Regional Center program. The application deadline for the Kalamazoo full-time Advanced-standing program and the part-time Grand Rapids program is January 15. Full-time Kalamazoo students begin their program in the summer I session and proceed for one calendar year. Part-time Grand Rapids student begin their program in the summer II session and proceed for two calendar years. All classes at the Grand Rapids Campus convene during evening hours. Due to the rigorous demands of the full-time Advanced-standing program, those who plan to be employed full time should apply to the Grand Rapids part-time Advanced-standing program.

Kalamazoo Full-time Program

The 60-credit-hour graduate program requires 20 months of study over two years. Depending on the concentration chosen, students take 12 - 15 credit hours during each semester and 6 credit hours in the summer I session. Due to the rigorous demands of this program, those who plan to be employed full time should apply to the Extended-study program.

Sequentially ordered, the courses are scheduled to complement and build upon field education experiences. Students must follow the program schedule as written by the School of Social Work. Variations are possible only with adviser approval.

Kalamazoo Extended-study Program

Financial and other considerations may make full-time study difficult for some students. To meet this need, the School offers an Extended-study program whereby students may complete the MSW degree with course work in 30 - 32 months. Students attend evening classes and are expected to meet the same course and degree requirements as full-time students. Applicants may seek admission to either the Kalamazoo campus or the WMU regional locations.

Field education takes place fall and spring semesters in the second and third years of the program. For those employed in a human service agency, it may be possible to arrange for a work-study field practicum in the location that would satisfy one of the two required placements.

Grand Rapids Extended-study Program

The Extended-study program in Grand Rapids is identical to the Extended-study program in Kalamazoo. Classes at this location however, are primarily Foundation and Interpersonal Practice courses. Grand Rapids students who wish to pursue a Policy, Planning and Administration Concentration must travel to the Kalamazoo campus for the five Concentration classes. Field placements are available in the Grand Rapids area.

Southwest (Benton Harbor) Extended-study Program

The Extended-study program in Benton Harbor is identical to the Extended-study program in Kalamazoo. The Benton Harbor program admits students every other year, with classes starting in the fall semester of even numbered years. Classes at this location are primarily Foundation and Interpersonal Practice courses. Benton Harbor students who wish to pursue a Policy, Planning and Administration Concentration must travel to the Kalamazoo campus for the five Concentration classes.

Foundation Curriculum

The Foundation curriculum consists of ten required courses (30 credit hours) that individually and collectively serve two major purposes. First, they provide students with a wide range of knowledge and skills necessary for MSW level professional practice. Second, the curriculum prepares students for course work in the program's two advanced concentrations: (a) Interpersonal Practice, and (b) Policy, Planning and Administration. In order to provide a firm base for the concentrations, ten Foundation courses are completed in the first year of Full-time program, or the first two years of the Extended-study Program.

Courses in the Foundation impart knowledge and skills that are relevant to students regardless of the advanced concentration they choose. Thus, courses are carefully crafted to ensure that students obtain a level of generic knowledge and skill necessary for (a) practice in a variety of social work agencies; (b) intervention at the micro, mezzo, and macro practice levels; (c) social work with individuals, families, groups, organizations, and communities; (d) problem solving with clients experiencing social problems including poverty, family violence, and mental illness; and (e) practice with special populations (e.g., racial/ethnic minorities, children, women, and the physically challenged).

All objectives are included in the Foundation but not necessarily in each of the ten Foundation courses. The common thread in these courses is the belief that social problems exist within complex ecological systems and that social workers must know how to assess these systems and develop strategies to assist clients in ways to successfully negotiate system barriers. The emphasis is on client strengths and assets rather than deficits and psychopathology. The Foundation framework embraces the value of self-determination and the Judeo-Christian humanitarian ideal that living in a civilized society entails social responsibility, especially for the vulnerable and oppressed. Finally, the Foundation conceptual framework emphasizes the concept of "culture" and how the elements of culture (e.g., values, symbols, customs, norms, and history) provide social workers with a context for understanding social problems and planning intervention strategies.

Concentration Curriculum

Interpersonal Practice (IP) Concentration

The IP Concentration prepares students for advanced interpersonal practice with individuals, families, and groups within diverse community contexts. Interpersonal Practice entails an emphasis on transactions between people and environments but also includes the broader spectrum of advanced, direct social work practice activities that extend beyond the traditional parameters of a strictly clinical focus.

The IP Concentration is maintained and developed by the Practice Committee, a subcommittee of the Curriculum Committee. The Practice Committee is composed of full-time faculty members with teaching assignments in the IP curriculum. Students and part-time faculty members serve on the Practice Committee on an ad hoc basis. The Practice Committee Chair administers the IP program and chairs Practice Committee meetings.

The IP Concentration's framework is further shaped by specific educational objectives that guide students to develop practice knowledge and skill in the following areas: (a) the promotion and enhancement of psychological, social, and biological well-being; (b) the amelioration of psychological, social, and biological dysfunction; and (c) the integration of theory, practice, and research knowledge.

The IP Concentration organizes and implements this broad framework through several curricula components: conceptual premises; organizing concepts; complementary classroom and field education; and a methods-based approach for practice with individuals, families, and/or small groups. These components are encoded in a set of educational objectives and an evaluation structure that measures and monitors the targeted outcomes of the IP Concentration.

Other components of the IP Concentration are crucial to the implementation and operationalization of the above conceptual framework. First, methods such as individual therapy and casework, family-centered practice, and group work, as well as advocacy, networking, and brokering are used in advanced IP practice. Second, the concentration systematically employs a range of evaluative activities to maintain compliance with CSWE standards, the mission of the School, and the standards of quality and educational competencies espoused by the concentration's philosophy and objectives. Third, the knowledge and skills related to such approaches are enriched by the IP Concentration's integration of a professional and social science knowledge base comprising theories, methods, and processes of human development, problems, and change processes. The IP Concentration's content is designed to accommodate students who participate in the School's Full-time, Extended study (on and off campus), or Advanced-standing programs.

A variety of certificate programs, including Holistic Health, Alcohol and Substance Abuse, and School Social Work, augment the above framework and its implementation. Students can develop a learning focus in other tailor-made specializations through the creative use of internships and electives, as well as the knowledge, skills, and experience of faculty and community-based professionals. Emphasis is also placed on developing skills and knowledge in the area of practitioner safety.

To support the development of advanced and integrated skills and knowledge, all practice courses include one or more of the following: role playing, audio and video recordings, training films, communication exercises, small group learning, in-class demonstrations, outside lecturers, community-based activities and field trips.

Policy, Planning and Administration (PP&A) Concentration

The PP&A Concentration is a program of study that builds on the Foundation curriculum and prepares students for leadership in human service organizations. The PP&A Concentration is methods-based and focuses on knowledge and skills required of PP&A practitioners to carry out a variety of roles in government, nonprofit, and community organizations. Students adapt course assignments and use their field placement experiences to pursue their interests in a particular field of practice, population group, or social problem. In addition, students may use their electives to enroll in an interdisciplinary specialization within the University, e.g., Non-profit Leadership, or Healthcare Administration.

The PP&A Concentration is maintained and developed by the Policy Committee, a subcommittee of the Curriculum Committee. The Policy Committee is composed of full-time faculty members with teaching assignments in the PP&A curriculum. Students and part-time faculty members serve on the Policy Committee on an ad hoc basis. The Policy Chair administers the PP&A program and chairs Policy Committee meetings.

The primary desired outcome of the PP&A Concentration is empowerment---the empowerment of practitioners to facilitate changes in the structures and processes of organizations, communities, and society. These changes are intended to contribute to (a) a just distribution of resources and opportunities, (b) the ability of officials and the citizenry to understand and respond appropriately to the human condition, and (c) the provision of opportunities and resources to troubled or disadvantaged people to help them cope with personal and social barriers to the betterment of their condition.

Such empowerment requires that practitioners in leadership roles have the ability to carry out several *major tasks*:

1. Analyze groups, communities, organizations, and social problems, programs, and policies,
2. Plan, develop, implement, evaluate, change, and administer human service programs, organizations, and policies,
3. Facilitate, manage, and influence interpersonal, intergroup, and inter-organizational relations.

These tasks are carried out by practitioners who serve a *variety of roles*:

1. Managers, supervisors, team leaders, and coordinators of service programs,
2. Program planners and evaluators,
3. Organizational specialists, including staff developers and trainers, equal employment opportunity officers, information systems managers, and budget and policy analysts,
4. Chief executive officers, executive directors, or administrators within human service organizations,
5. Community developers and organizers, and client advocates.

In the PP&A Concentration, *five principles* guide the mastery and performance of these tasks and roles:

1. Responsiveness to service beneficiaries,
2. The obligation to promote change in organizations, communities, and society that contributes to the development of a just society,
3. Effective delivery of services,
4. The facilitation of the work of direct service practitioners,
5. The necessity to consider diversity in PP&A practice decisions.

MSW Program Goals

1. To provide a professional education that prepares advanced practitioners to enhance, advocate, and support social and economic justice and personal well-being for all people.
2. To prepare advanced practitioners who demonstrate the knowledge and skills necessary to work effectively with diverse, vulnerable, and underserved populations.
3. To prepare advanced practitioners who possess critical thinking skills, embrace social work values, and have the requisite skills needed to formulate and realize a vision of a just society.

4. To prepare ethical, reflective, and competent advanced practitioners in Interpersonal Practice to work with individuals, families, and groups; and in Policy, Planning, and Administration to work with organizations, communities, and institutions within a global and changing environment.
5. To prepare advanced practitioners who effectively intervene with individuals, families, groups, organizations, communities, and institutions by utilizing evidence-based knowledge and theories and guided by person-centered ecological models.
6. To prepare advanced practitioners who possess the knowledge and skills necessary to consume and produce social work knowledge and the ability to actively participate in the evaluation of professional practice.
7. To prepare advanced practitioners who are grounded in a bio-psycho-social-spiritual framework, understand the historical roots of the social work profession, and can analyze, develop, and utilize social policy.

The Master of Social Work Program Objectives

MSW Foundation (and BSW Program) Objectives

1. Conduct reflective practice, develop and articulate reasons for practice decisions, and generate alternative intervention strategies as needed.
2. Practice within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity.
3. Demonstrate an awareness of how personal feelings, thoughts, attitudes, values, and experiences influence your practice.
4. Maintain the mutuality of worker-client system and demonstrate a willingness to explore, learn, and grow through interactions with client systems.
5. Assess the psychosocial impact of oppression and discrimination, and empower clients by mobilizing and enhancing their strengths and resources to resolve problems and reduce oppression.
6. Understand the histories of social welfare and the profession of social work, and appreciate the profession's unique commitment to social justice.
7. Apply the principles and techniques of generalist social work practice in intervening with individuals, families, groups, organizations, and communities.
8. Use a theoretical framework to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities).
9. Apply knowledge of bio-psycho-social variables to interpret human growth, development, and behavior relative to the broader environmental context. The broader environmental context is understood to encompass social, cultural, historical, political, and economic forces.
10. Analyze the impact of social policies on client systems, workers, and agencies, and engage in intervention strategies that facilitate socially just policies and practices within human service systems and the larger community.

11. Seek out, critically consider, integrate, and apply relevant professional literature to practice.
12. Evaluate the effectiveness of your own professional practice through reflection, consultation, supervision, and application of formal models of practice evaluation.
13. Recognize and appropriately respond to the unique characteristics, strengths, and dynamics of diverse populations and client systems.
14. Communicate effectively with colleagues and members of the community to build networks and engage in collaborative processes for decision making.
15. Demonstrate a commitment to professional development by seeking out and using consultation and supervision, through participating in professional associations, and by keeping abreast of the professional literature.
16. Assess organizational structure (formal and informal) and function effectively within the parameters, strengths, and constraints of the agency.
17. Evaluate organizational and/or program effectiveness and advocate for improvements in order to enhance service delivery and client functioning.

IP Concentration Objectives

1 – 17 Foundation Objectives, and

18. Demonstrate advanced knowledge and skill in assessments, evaluations, and interventions with individuals, families, and small groups.
19. Demonstrate knowledge and skill of the impact of coping and adaptive capacities on the psycho-social-biological functioning of clients.
20. Demonstrate advanced social work practice knowledge and skill in the application of social work values and ethics with individuals, families, and small groups.
21. Demonstrate knowledge and skill in applying a bio-psycho-social-cultural perspective, in a life-span context, in social work practice with individuals, families, and small groups.
22. Demonstrate the ability to apply individual, family, and small group practice skills within a variety of organizational settings and under a variety of auspices.
23. Demonstrate knowledge and skill in conducting social work with special populations such as the developmentally disabled, frail elderly, incest survivors, abused/ neglected children, and persons with AIDS or other chronic illness.
24. Demonstrate knowledge of human diversity; including variations in culture, ethnicity, mores, values, religion, sexual orientation, social/ economic status, and lifestyle; in IP practice skills.
25. Demonstrate the ability to apply research- and empirically-grounded processes to assess and evaluate practice frameworks, strategies, and outcomes in social work practice with individuals, families, and small groups.
26. Assess and evaluate the impact of social, agency, and family policy on social work practice with individuals, families, and small groups.

27. Demonstrate a commitment to and an integration of the principles of empowerment, a strengths perspective, and advocacy, with an emphasis on social work with clients of every ethnicity, gender, sexual orientation, religion, and class, and especially those in the grips of poverty and various forms of racial, economic, and social oppression and inequality.
28. Demonstrate a critical understanding of supervisory functions and roles in social work.

PPA Concentration Objectives

1 – 17 Foundation Objectives, and

18. Demonstrate effective leadership skills in human service organizations, including application of leadership theories, interpersonal skills, problem-solving skills, and decision-making techniques.
19. Facilitate effective group processes and critically think about how to best work with project teams, committees, boards, volunteers, professional interdisciplinary teams, and funding entities.
20. Demonstrate the ability to conduct multidimensional assessments of policies, organizations, and communities.
21. Demonstrate the ability to analyze, formulate and design policies impacting organizations and communities.
22. Demonstrate effective assessment, advocacy and political skills in legislative, judicial, and administrative policy processes.
23. Demonstrate the ability to understand global issues influencing social and economic processes and to advocate effectively and promote social and economic justice in local communities and organizations.
24. Engage in organizational change, manage conflict and demonstrate critical thinking and creativity in problem solving related to organizations, special interest groups and funding entities.
25. Demonstrate the ability to apply social work values and ethics in PP&A practice and demonstrate attitudes and behaviors that are consistent with the NASW Code of Ethics.
26. Demonstrate understanding of personnel, supervision, and program staffing issues and human resources management.
27. Demonstrate the ability to conduct public testimony and presentations related to policy, planning and administrative processes as it impacts consumers, agencies and communities.
28. Demonstrate ability to develop and manage budgets as well as understand financial reports and audits in human service organizations.
29. Demonstrate program planning processes that includes an assessment of problem and needs, formulation of goals and objectives, design of service programs and integration/coordination with other community efforts resulting in a fully-developed and detailed funding proposal.
30. Develop an understanding of organizational collaborations, joint ventures, mergers and affiliations and the resulting impact on communities.

31. Develop an understanding of strategic planning, including: mission, values, organizational goals and their interrelationship with other community-based programs.
32. Demonstrate an understanding of fund development techniques such as; annual campaigns, capital campaigns, endowments, grants and special events.
33. Develop an understanding of major governmental and private funding and regulatory systems; including federal, state, local, foundations and third-party reimbursement (including contracts).
34. Demonstrate an understanding of different organizational structures, rules, regulations and governance for non-profit organizations, for-profit organizations, public agencies and faith-based organizations.
35. Demonstrate the ability to assess and critically think about outcomes and evaluate programs.
36. Demonstrate understanding and sensitivity with diverse populations, including women, minorities, consumers of service and other groups in PP&A practice.
37. Demonstrate understanding, sensitivity, and cultural awareness to the social and economic impact of poverty and other social injustices.
38. Demonstrate an understanding and sensitivity to how organizational change should embrace staff and consumers of all cultures.
39. Demonstrate understanding and skill in use of print and electronic media to influence or persuade public attitudes, policy and programs.

Electives

Full-time and Extended-study MSW students must complete nine credit hours and Advanced-standing MSW students must complete six credit hours of electives to support individual learning needs and specialized areas of interest. Electives must be 5000-level or above and can be chosen from any department within WMU or from other institutions. Courses chosen must be relevant to the student's professional goals and interests. Students may want to consider the course offerings of the WMU Extended University Programs, which offers courses at the following Regional Centers: Battle Creek, Grand Rapids, Lansing, Muskegon, and St. Joseph. There are also graduate weekend college offerings that may meet your needs. Students can review a schedule of classes offered by going to <http://www.wmich.edu/online/>.

Those students pursuing certificates may use the requirements of the certificate programs to satisfy the elective requirement of the School of Social Work. You may want to explore options to specialize your program before you sign up for electives. Information on the certificate programs is available from the Social Work Admissions Office. Your adviser would also be happy to talk to you regarding areas of specialization in social work practice.

Students wanting to take a 3000-4000 level course to meet elective requirements must seek an "Exception to Policy." To petition for an "Exception to Policy," students must meet with their academic adviser to discuss the nature of their request. If the academic adviser agrees with the student's elective choice(s), the adviser will make a request to the Curriculum Committee for an "Exception to Policy" on behalf of the student.

See Appendix IX: Options for Course Electives

Independent Study

Individual study in social welfare or other social work related topics of interest may be taken for one to four hours of credit. You must contact a professor, agree upon a project, and develop a contract with that professor. Next, secure the SWRK 5980 form from http://www.wmich.edu/sites/default/files/attachments/u168/2014/independent_study%205980%20Word%20FINAL.pdf, complete the form with and have it signed by the professor who has agreed to sponsor the project, the Chair of the Curriculum Committee, and the School Director and return to The Office of Admissions & Student Services. This must take place before registration. The Office of Admissions & Student Services will then register you for the independent study. Please note that the Graduate College will approve a maximum total of four credit hours for any reading course(s). For further information on SWRK 5980, contact the graduate assistant in the Office of Admissions & Student Services at (269) 387-8482.

University Certificate Programs

Specialty Program in Alcohol and Drug Abuse (SPADA)

The program is a 21 credit hour specialization for working professionals and graduate students in counselor education and counseling psychology, occupational therapy, psychology, public administration, biological sciences, social work, sociology, and other related disciplines. The curriculum consists of 18 credit hours of required coursework and 3 credit hours of field practicum. The course credit hours may be applied to the educational requirements for the Certified Alcohol and Drug Counselor (CADC) and the Certified Advanced Alcohol and Drug Counselor (CAADC).

The benefits of completing the SPADA certificate while in the SWRK program are many. For example, students pursuing completion of a Social Work graduate degree at the same time as the SPADA certificate can complete the SWRK and SPADA practicum requirement at the same intern site if approved by both programs. In addition, SWRK students only pay for 1 credit of SPADA Field Practicum (ADA 5700) instead of 3 credits of ADA 6700 which is required for SPADA only students.

For more information go to <http://www.wmich.edu/addictionstudies/academics/grad>

Integrative Holistic Health and Wellness

This certification program is one of only a few university-based programs in the country that foster “holism” within health care and across other disciplines. The mission of the Integrative Holistic Health and Wellness Program is to cultivate the inter-connective relationships of individuals' body, mind, and spirit to positively enhance personal, professional, community and global health.

The Graduate Certificate in Integrative Holistic Health and Wellness program introduces students to integrative and complementary modalities that promote optimal health and healing at both academic and experiential levels. Students are exposed to a variety of topics and encouraged to carefully evaluate the research on evidence-based holistic practices.

Combining the certificate program with your Social Work degree will add value to your employability. Holistic perspectives and competencies enhance graduates' professional effectiveness and equip students for career advancement in health and human service fields. A focus on self-care and stress reduction provides students with skills that help them and help reduce burnout.

Goals for the program

- To increase students' knowledge regarding holistic health practices and theory.
- To develop skills that will positively enhance personal, community, and global health and wellness.
- To cultivate awareness of the interconnection between body, mind, spirit, and community in order to affect attitudinal change regarding health and wellness.
- To insure that students have the ability to apply the knowledge, skills, and awareness of holistic health and wellness in their personal and professional lives.
- To promote sensitivity to the issues of diversity and multiculturalism within the context of the continuum of individual and global health and wellness.

The program consists of nine credit hours of required courses and nine credit hours of electives. If students use the nine hours of electives required for the MSW program for Integrative Holistic

Health and Wellness courses, only one additional course beyond the 60-credit hour MSW program is required. The three required courses are Introduction to Holistic Health Care (HOL 5310), Seminar in Holistic Methods (HOL 6500) and Professional Field Experience (HOL 6700). Students may choose from a variety of electives.

The program offers a broad variety of classes emphasizing wellness, stress-reduction, self-care and topics such as holistic modalities, mindfulness, relationships, expressive arts, illness and end of life, aging, spirituality, holistic coaching, biofeedback and nutrition. One-credit practice courses are designed to reduce stress and include meditation, tai chi, yoga, and chi gong. All core courses and a variety of electives are available on-line.

The benefits of completing the Integrative Holistic Health and Wellness graduate certificate while in the SWRK program are many. For example, students pursuing completion of a Social Work graduate degree at the same time as the Integrative Holistic Health and Wellness graduate certificate can complete the SWRK and Integrative Holistic Health and Wellness practicum requirement at the same intern site if approved by both programs. In addition, SWRK students only pay for 1 credit of Holistic Health Field Practicum (HOL 7120) instead of 3 credits of HOL 6700 which is required for Integrative Holistic Health and Wellness graduate certificate only students.

For more information, go to <http://www.wmich.edu/holistic/academics/grad>

Nonprofit Leadership and Administration

The nonprofit leadership and administration graduate certificate offered by the School of Public Affairs and Administration at Western Michigan University is intended for employees of nonprofit organizations who desire to enhance their managerial skills, but do not want to complete a 39-credit-hour master's degree. The certificate can be completed at the WMU main campus, or at one of the university's regional locations. Applications and information can be obtained by contacting Dr. Barbara Liggett at barbara/liggett@wmich.edu, by calling (269) 387-8944 or by visiting: <http://www.wmich.edu/spaa/nonprofit-leadership-certificate-apply>.

Health Care Administration

The health care administration graduate certificate offered by the School of Public Affairs and Administration at Western Michigan University is intended for health care workers who desire to enhance their managerial skills, but do not want to complete a 39 credit hour master's degree. The certificate can be completed at Western Michigan University's main campus, or at one of the Extended University Program regional locations.

Students interested in the HCA certificate must meet **one** of the following criteria:

- A bachelor's degree and substantial work experience in the management or delivery of health care services
- Admission to a participating Master's degree program (including the MSW program)
- A completed Masters or other graduate degree

Prospective applicants to the HCA certificate program can obtain application materials from the School of Public Affairs and Administration by e-mail to cpa_spaa@wmich.edu, by calling (269) 387-8930 or by visiting: <http://www.wmich.edu/spaa/grad-certs/healthcare/index.html>.

Social Work Specialization

School Social Work Eligibility

In order to ensure that WMU students, graduates, and area school systems are informed about the process of School Social Work Eligibility the Director of Admissions and Student Services, Ms. Amy Vliek (269) 387-3200, serves as the School Social Work Coordinator. **If you are interested in pursuing School Social Work please schedule an appointment with Amy Vliek during the fall semester.**

The school social work eligibility program assists WMU students and graduates to meet the Michigan Department of Education criteria for certification as Michigan School Social Workers. The criteria for eligibility are:

1. A completed M.S.W. degree.
2. Successful completion (grade of "B" or better) of at least one direct interpersonal practice course (SWRK 6360, 6660, or 6680).
3. Successful completion (grade of "B" or better) of additional courses in:
 - a. Policies and Standards in School Social Work (SWRK 6200),
 - b. Assessment for School Social Workers (SWRK 6210 or 6640) and;
 - c. Interventions for School Social Workers (SWRK 6220 or 6640).
4. Written proof from the appropriate WMU Field Coordinator stating you have completed 500 hours of field education working primarily with children and families. The 500 hours can be completed in one internship site or at multiple sites, as long as the primary duties of working with children and families is consistent.

At WMU, course-work is considered applicable for a period of six years from the date the degree was conferred (or the class completed). Thus, if the period since graduation or course completion is more than six years, the course-work above must be re-taken, or evidence provided to show that work experience or other educational work has kept the knowledge and skills involved current.

In some instances, courses specified in #4 can be met through other academic work if the applicant can show that the course content is equivalent. In addition, applicants may take equivalent courses through other universities if approved by the Coordinator of School Social Work Training (Amy Vliek). Work experience **cannot** be used to replace this course-work.

Upon completion of the requirements mentioned above, the Coordinator of School Social Work Training must be notified through a completed formal application (see Appendix VIII, page 137), and must be provided with verification of the completed requirements. After the application is received, applicants will be issued a letter (REC: SSW-310) certifying that she/he is eligible for "Temporary Approval as a School Social Worker." Eligibility is good for five years. Applicants bring this eligibility certification to prospective employers when applying for school social work positions.

Once employed in a school system, the employing school district, signs the certification form (REC: SSW-310) that is then registered with the State Department of Education. Temporary approvals are not granted until employment as a School Social Worker has been secured in a Michigan public school. Final school social work approval is granted after the completion of one school year of full-time employment as a School Social Worker. Employment must be supervised by an Approved School Social Worker. Ongoing approvals are arranged by the employing school system with the Michigan State Board of Education.

In order to ensure that WMU students, graduates, and area school systems are informed about the process of certification the Director of Admissions and Student Services, Ms. Amy Vliek (269) 387-3200, serves as school social work coordinator. In addition to certifications, she provides a wide range of informational and consultation services, including educating students about the process through organized informational sessions, speaking to graduate classes, and consulting and advising individuals. Consultation is also available to area professionals and WMU graduates who wish to pursue certification.

GRADUATE SOCIAL WORK COURSES: COURSE DESCRIPTIONS

FOUNDATION COURSES

SWRK 6100: Foundations of Social Welfare Policy

This is the first course in the graduate social welfare policy sequence. Its purpose is to introduce the subject area of social welfare policy as a central concern of social work. The goals of the course are to help the student identify evolving socio-cultural and economic bases of social welfare in America, to gain understanding of the substance of particular social policy areas, and to learn to approach the study of social welfare policy within the context of analytic frameworks. While SWRK 6100 places primary focus on the content of social welfare policy, other policy courses focus on specific subject areas or on the development of policy practice skills. Prerequisites: Social Work Masters or Consent

SWRK 6300: Social Change and Community Analysis

Social workers have a responsibility to promote social justice and to strive to abolish injustice. The course identifies and explores historical, theoretical, and ideological perspectives on social change issues. Social change is studied by analyzing the community at the local, national, and international levels and by exploring strategies for change at each level. Emphasis is placed on racism, sexism, and classism and the social movements to alleviate these problems. Prerequisites: Social Work Masters or Consent.

SWRK 6310: Human Behavior and the Social Environment

This course provides students with a conceptual and theoretical framework for understanding human development and behavior as they are influenced by the social environment across the life spans. Human development and behavior are approached as part of historical and contemporary sociocultural processes acting interdependently with psychology, biology, economics, geography, and politics. Diversity issues such as race/ethnicity, gender sexual orientation, and social class are taken into consideration as critical elements in these processes and their relationships. The role of social welfare policy in the context of issues relevant to this course is also explored. Prerequisites: Social Work Masters or Consent.

SWRK 6330: Advanced Seminar in Culture, Ethnicity and Institutionalized Inequity in Social Work Practice

This course will explore the social, psychological, and structural implications of race and culture for social work practice. In order to relate more effectively to individuals and groups of different ethnic, cultural, and philosophical backgrounds, it is essential to: (1) gain knowledge about those differences, (2) understand our individual and collective reactions to those differences, and (3) discover ways in which those differences can be bridged within the context of social work practice. Prerequisites: Social Work Masters or Consent.

SWRK 6400: Social Work Research Methods

This is a research methods course that emphasizes the generation and appraisal of knowledge used in social work. The aim is for students to obtain knowledge and skills in research methods and data analysis approaches that are essential to effective and accountable social work practice. This course provides students with a working understanding of theoretical and practical issues inherent in the research process, particularly as it relates to professional practice. The course focuses on giving students a strong foundation of research knowledge and skill necessary for knowledge building in the social sciences arena. This course presents students with ideas, techniques, and procedures basic to evidence-based decision making. It provides students with a balance of lecture material and interactive learning activities, which include discussion, homework assignments, experiential exercises, and computer assignments. Prerequisites: Social Work Masters or

Consent.

SWRK 6610: Social Work Practice: Individuals and Families

This course focuses on foundation level knowledge and skills necessary to help individuals and families. These include engagement, assessment, contracting, problem-solving, and evaluation with attention to social work values, theoretical knowledge, and practice conditions. Problem solving in a bio-psycho-social framework and facilitation of client coping, competency, and empowerment under-gird this course. Prerequisite: Social Work Master's program.

SWRK 6620: Social Work Practice: Groups and Organizations

This course focuses on knowledge and skills related to social work practice with groups and organizations. Attention is paid to interpersonal, intrapersonal, and organizational levels of intervention. Practice skills in working with groups and organizations are developed. Prerequisite: SWRK 6610.

SWRK 6710: Field Education and Social Work Practice I

This is the first of two field education courses which encompass practicing in a human service agency under the guidance of an agency social worker and a faculty member. Eight two-hour field communication labs are conducted the first eight weeks of the semester. One field seminar is held later in the semester. Field placement forms an integral part of the preparation of students for professional responsibilities in social work and serves as the integration of coursework into actual practice. All placements begin with an in-depth orientation to the specific agency setting. Students develop a working knowledge of the agency's functions, structure, processes, and its service provider role within the community. Students apply knowledge and develop skills in conducting interviews, problem identification, data collection, problem assessment, and goal formulation with the client systems in the context of social work values and ethics. Students integrate self-awareness and appreciation of diversity into professional practice. The foundation MSW field experience emphasizes generalist social work practice at the micro, mezzo, and macro levels. This course is graded. Pre or Co requisite: SWRK 6610

SWRK 6720: Field Education and Social Work Practice II

This course is designed to integrate classroom learning into the application of foundational social work practice in field placements or internships. The MSW Foundation field experience emphasizes generalist social work practice at the micro, mezzo, and macro levels. Placements are in organizations offering direct social work practice experiences with some combination of individuals, families, groups, organizations, and communities. Learning experiences are consistent with the foundation curriculum objectives, and learning contract. Field education is the signature pedagogy of social work education, and demonstrates the integration of social work knowledge, values, and skills into social work practice. SWRK 6720 course is the second in a two-course sequence taken as part of foundation field coursework. Prerequisite: SWRK 6610 or SWRK 6710

ADVANCED STANDING PROGRAM COURSES

SWRK 6320: Organizations, Communities, and Societies: A Change Perspective

The course reviews frameworks for analyzing organizations, communities, and societies as a means of preparing students to engage in planned change. Students learn strategies and tactics to influence change in organizational, community, and societal structures and processes. The course explores historical, theoretical, and ideological perspectives on change. Prerequisite: Social Work Advanced Standing

SWRK 6600: Seminar on Social Work Practice with Individuals, Families and Groups

This course provides a conceptual framework for understanding, analyzing, and implementing social work practice with individuals, families, and groups from various theoretical perspectives within a “systems” frame of reference. The ultimate goal is for students to initiate the development of a practice model that is logically sound, consistent with their convictions and style, and congruent with professional social work values. This course also focuses on the concrete relationship building and maintenance skills knowledge necessary for working with diverse human systems. Such diversity should include gender, race, religion, sexual orientations, age, physical capabilities, socio-economic status, and political orientations. Prerequisite: Social Work Advanced Standing

ADVANCED RESEARCH COURSE

SWRK 6420: Evaluation of Social Work Practice

The course focuses on the knowledge and skill to understand and carry out research on social work practice. The components of the course consist of program evaluation, designs appropriate for the evaluation of clinical practice, and studies of empirical research that address the features and effectiveness of interventions in relation to the conditions that are targeted for amelioration. The course is designed to help practitioners make informed judgments about the utility of different treatment modalities and their import for service delivery design. Prerequisites: SWRK 6400 or SWRK 6750 or Consent.

REQUIRED INTERPERSONAL PRACTICE CONCENTRATION COURSES

SWRK 6360: Theory and Practice of Group Treatment

This course will increase students’ skills in providing social work practice with treatment groups. Students will engage in experiential learning about group dynamics, therapeutic factors, leadership and co-leadership roles and dynamics, group member composition and diversity, assessment and intervention planning. Particular attention will be paid to clients’ strengths. Prerequisites: SWRK 6620 or SWRK 6600.

SWRK 6380: Psychopathology for Social Work Practice

This course provides students with knowledge of psychopathology as an aspect of human functioning and cultural labeling. Primary focus is on the interaction between physiological, developmental, emotional, and social aspects of adult and child psychopathology from both descriptive and psychodynamic points of view. General implications for social work intervention, ethical and value issues, and relevant research will receive some consideration. Emphasis of course sections may be adults, children, or adolescents. Prerequisites: SWRK6310 or SWRK6320 with Concurrency or Consent.

SWRK 6660: Social Work Practice with Individuals

This course will increase the students’ practice skills with individuals. Social, psychological, economic, political, cultural, and biological factors are considered as they impact on the individual’s efforts to grow and thrive. Theoretical frameworks and related intervention models will be presented such as Humanistic, Existential, Solution-Focused, Crisis-Intervention, Psychodynamic, and/or Cognitive Behavioral. Particular attention will be paid to clients’ strengths. Prerequisites: SWRK 6610 or SWRK 6600

SWRK 6680: Social Work Practice with Families

This course focuses on practice skills with families. Within a person-in-environment perspective, social, psychological, economic, political, cultural and biological factors are considered as they impact families.

Theoretical frameworks (e.g., structural, strategic, and Bowenian) will be explored. Particular attention will be paid to families strengths. Prerequisites: SWRK6610 or SWRK 6600.

SWRK 6760: Field Education in Interpersonal Practice

This course is designed to integrate classroom learning into the application of advanced interpersonal social work practice in field placements or internships. Placements are in organizations offering advanced direct social work practice experiences with some combination of individuals, families, and groups. Students will practice skills related to assessment, intervention, termination, and evaluation of practice with client systems. Learning experiences are consistent with the interpersonal practice concentration objectives, and learning contract. Field education is the signature pedagogy of social work education, and demonstrates the integration of social work knowledge, values, and skills into social work practice. SWRK 6760 course is the first in a two-course sequence; the second course is SWRK 6780. Prerequisites: SWRK 6720 or SWRK 6750. Co-requisite: SWRK 6660

SWRK 6780: Advanced Field Education in Interpersonal Practice

This course is designed to integrate classroom learning into the application of advanced interpersonal social work practice in field placements or internships. Placements are in organizations offering advanced direct social work practice experiences with some combination of individuals, families, and groups. Students will practice skills related to assessment, intervention, termination, and evaluation of practice with client systems. Learning experiences are consistent with the interpersonal practice concentration objectives, and learning contract. Field education is the signature pedagogy of social work education, and demonstrates the integration of social work knowledge, values, and skills into social work practice. SWRK 6780 course is the second in a two-course sequence. Prerequisite: SWRK 6760

IP STUDENTS MUST COMPLETE ONE OF THE FOLLOWING SEMINAR COURSES:

SWRK 6910: Advanced Social Work Practice with Individuals

This course focuses on advanced individual practice skills with populations at-risk. Social, psychological, economic, political, cultural, and biological factors are considered as they impact on the individual's efforts to grow and thrive. Theoretical frameworks and related evidence-based treatment models will be examined. Particular attention will be paid to clients' strengths, collaborative approaches, and empowerment practices. Prerequisites: SWRK 6380 and SWRK 6660 and SWRK 6680.

SWRK 6920: Advanced Social Work Practice with Children

This course focuses on advanced individual practice skills with child populations at-risk. Social, psychological, economic, political, cultural, and biological factors are considered as they impact on the child's efforts to grow and thrive. Theoretical frameworks and related evidence-based treatment models will be examined. Particular attention will be paid to children's strengths, collaborative approaches, and empowerment practices. Prerequisites: SWRK 6380 and SWRK 6660 and SWRK 6680

SWRK 6960: Advanced Social Work Practice with Families

This course focuses on advanced practice skills with families at-risk. Social, psychological, economic, political, cultural, and biological factors are considered as they impact on the families' efforts to grow and thrive. Theoretical frameworks (e.g., structural, strategic, multi systemic, functional family therapy, and family preservation models) and related evidence-based treatment models will be examined. Particular attention will be paid to families' strengths, collaborative approaches, and empowerment practices. Prerequisites: SWRK 6380 and SWRK 6680 and SWRK 6660.

SWRK 6970: Advanced Social Work Practice in Selected Areas

This course provides students an in-depth study of advanced interpersonal practice methods, models, and skills outside the scope of present course offerings. Topics vary from year-to-year, dependent upon student interest and timeliness of topics. Prerequisites: SWRK6360 with concurrency and Prerequisites SWRK6660 and SWRK6680

REQUIRED PP&A CONCENTRATION COURSES

SWRK 6430: Leadership and Management in Human Services

This course addresses knowledge, skills, and attitudes essential in building leadership for developing, supporting, and maintaining effective service delivery in human service agencies. The course focuses on such topics as leadership styles, power, motivation and conflict, task-group skills, supervision, women and other minorities in management, and ethics and values in leading human service organizations. Prerequisites: Social Work Masters or Social Work Advanced Standing or Consent

SWRK 6450: Administration in Human Service Organizations

This course introduces students to elements of administration in human service organizations. It focuses on project management, budgeting, fund development and marketing, and the role of governing boards in nonprofit organizations. The course is required for social work students concentrating in Policy, Planning, and Administration. It is also intended to serve human service practitioners who are engaged in policy, planning, and administration. Prerequisites: SWRK 6100 or SWRK 6320 or Consent

SWRK 6670: Program Planning

The course addresses the models, stages, and tasks of program planning in the human services. Students will learn how to work with a team in planning a service program. The course focuses on the tasks that are essential in carrying out a problem analysis and needs assessment, formulating program goals and objectives, designing service programs, and writing program proposals. Co-requisite: SWRK 6770.

SWRK 6690: Advanced Seminar in Planning and Administration

The course addresses the recruitment, selection, development, supervision, and evaluation of program staff. Selected aspects of personnel law, affirmative action, and sexual harassment are examined. Students have opportunities to develop skill in the analysis and management of critical incidents in staff relationships. SWRK 6690 is also used as the structure for assisting students in writing a program proposal that builds on content learned in Policy, Planning, and Administration concentration courses and the practicum. Prerequisite: SWRK 6670

SWRK 6700: Seminar in Social Policy Practice

This course is an integrative seminar in the Policy, Planning, and Administration Concentration that focuses on the skills needed for participation in the development and implementation of social policy in program planning and executive positions in the human services environment. The course focuses on technical and interactive aspects of practice, theoretical and ethical frameworks, and skills in the application of selected techniques of social policy practice. Prerequisites: SWRK 6100 or SWRK 6320 or Consent.

SWRK 6770: Field Education in Social Policy, Planning, and Administration

Field education in the social policy, planning, and administration concentration (PP&A) is intended to provide students with opportunities to develop and exercise practice skills for designing, maintaining, and changing social systems. Field placements in social welfare organizations and special programs are arranged in accordance with student interests and abilities. Two field seminars are also required during the course. Students are introduced to the theory and technique of planning and design in the planning seminar and in other courses. The student integrates and applies the knowledge given in the classroom to his or her field placement setting with the guidance of the field instructor and faculty liaison. This course is graded credit/no credit. Prerequisites: SWRK 6720 or SWRK 6750

SWRK 6790: Advanced Field Education in Social Policy, Planning, and Administration

This course is designed to integrate classroom learning into the application of advanced macro social work practice in field placements or internships. Placements are in organizations offering advanced direct social work practice experiences with some combination of groups, organizations, and communities. Students will practice skills related to assessment, intervention, termination, and evaluation of practice with macro systems. Learning experiences are consistent with the policy, planning, and administration practice concentration objectives, and learning contract. Field education is the signature pedagogy of social work education, and demonstrates the integration of social work knowledge, values, and skills into social work practice. SWRK 6790 course is the second in a two-course sequence. Prerequisite: SWRK 6770

SOCIAL WORK ELECTIVE COURSES

SWRK 5970: Teaching Apprenticeship in Selected Social Work Curriculum Areas

The course focuses on the development of educational skills for social workers through faculty-directed participation in teaching activities in a selected social work course. Specific learning objectives and expectations for apprentices are arranged with participating faculty. This course may be taken a second time (1-4 hrs., or a maximum of 8 total toward degree) by a student who wishes to increase teaching skills through applied practice in another social work area. **Credits 1-4 hrs.** Prerequisite: Consent of instructor. **Notes:** Open to Upper class and Graduate Students.

SWRK 5980: Readings in Social Work

Offers advanced students with good scholastic records an independent program of study, arranged in consultation with the instructor. One to four hours credit per semester. **Credits 1-4 hrs.** Prerequisite: Consent of instructor. **Notes:** Open to Upper class and Graduate Students.

SWRK 6200: Social Services in Schools

This course examines the role of the social worker in elementary and secondary schools and the necessary adaptations in the changes taking place in the educational scene are examined and evaluated. Problem-solving approaches are given special attention within the structure and organization of the schools and their relationships with the surrounding community. The specific contributions of a school social worker as a helping person to the pupils, the school staff, and the homes by various interventive means are explored. 3 credit hours. Prerequisite: Open to graduate students only.

SWRK 6230: Leadership in Nonprofit Organizations

This course addresses knowledge, skills, and attitudes in building leadership for developing, supporting, and maintaining effective service delivery in nonprofit organizations. The course focuses on such topics as leadership styles, power, motivation and conflict, task-group skills, supervision, women and other minorities in management, and ethics and values in leading nonprofit organizations. 2 credit hours. Prerequisite: Open to graduate students only.

SWRK 6270: Planning in Nonprofit Organizations

This course focuses on planning program changes and new programs in nonprofit organizations. Program planning is viewed as a creative, dynamic process carried out by a team. The stages and tasks of program planning are studied from analytical, technical, and interactional perspectives. 2 credit hours. Prerequisite: Open to graduate students only.

SWRK 6350: Special Topics in Social Work

This is a variable topics, variable credit graduate level course for consideration of current and special interests in Social Work. Specific topics and number of credit hours will be announced each time the course is scheduled. **Credits 1-4 hours.** **Notes:** Open to Graduate Students only. May be repeated for credit.

SWRK 6630: Seminar in Substance Abuse I

An interdisciplinary seminar designed to reflect broadly conceived intervention strategies ranging from primary prevention to rehabilitation of the addict. Basic training in principles of intervention and clinical practice will be taught within the student's basic professional discipline. The seminar will elaborate upon

application of these principles to problems of substance abuse. Course is cross-listed ADA 6310 and CECP 6310. 3 credit hours. Prerequisite: Open to graduate students only.

SWRK 6640: Social Work Practice in Special Areas

Studies problem solving in specialized areas of social work practice. Focus is on the role of the social work practitioner in assessment, goal establishment, and intervention in use of various social work methods in different areas of practice. Specific topics will be announced. May be repeated for credit up to a maximum of six hours. 3 credit hours. Prerequisite: Open to graduate students only.

SWRK 6650: Seminar in Substance Abuse II

This course is a continuation of SWRK 6630, and is cross-listed with ADA 6320 and CECP 6320. 3 credit hours. Prerequisite: SWRK 6630.

SWRK 6800: Community Social Work

The aim of this course is to introduce students to the field of community social work, to present a range of community organizing philosophies and strategies and to assist students in developing the skills necessary for effective community organizing. Social workers have a rich history of involvement in community social work, organizing and advocacy. This course will be taught in social work's long tradition of healing for the suffering and oppressed and to challenge unjust structures which cause oppression. Students will learn how to empower people to have control over the forces that affect their lives and to advocate for just social policies. **Credits 3 hrs.** Prerequisite: Consent of instructor. **Notes:** Open to Graduate Students only.

FIELD EDUCATION

WMU is proud to offer quality field education opportunities to BSW and MSW students for students to develop professional-level competencies in social work practice at micro, mezzo, and macro levels, and to serve as the signature pedagogy, or the most fundamental way that social work practice is taught, in social work education. The Field Office at the School of Social Work at Western Michigan University is committed to making sure your field education is one of the highlights of your social work educational experience. Field education involves coordination among four key groups of people to help you have a high-quality learning experience in your field placement.

1. The student is the central focus of the learning experience.
2. The Field Education Coordinator is the person in charge of the field education office at your campus site. Depending upon your campus site, the Field Education Coordinator may have graduate assistants or staff.
3. The Field Instructor is the social worker at your field placement who will oversee your learning at the agency, and provide you with professional supervision.
4. The Faculty Liaison is the university instructor of record for your field education course.

Field Office Staff Qualifications and Role Responsibilities:

- Staff or graduate assistants with experience in social work education broadly, and field education specifically, who are responsible for organizing and facilitating field education for students, Field Instructors, field organizations, and faculty in the School of Social Work
- Erica Ongstad at erica.e.ongstad@wmich.edu or (269) 387-3201
- Field Graduate Assistant at swrk-field@wmich.edu or (269) 387-3206

Field Coordinator Qualifications and Role Responsibilities:

- Field Coordinators are social work faculty with extensive experience in social work practice and field who manage the field education components of the School of Social Work curriculum at the various campuses
- Jennifer Harrison at jennifer.harrison@wmich.edu or (269) 387-3173, Kalamazoo
- Mary Ellen Sartoris at mary.sartoris@wmich.edu or (616) 771-9486, Grand Rapids
- Marian Tripplett at marian.l.triplett@wmich.edu (269) 934-1512, Benton Harbor

MSW Field Instructor Qualifications and Role Responsibilities

- **MSW** with 2 years post-degree experience
- Provide field instruction supervision at least 1 hour/week
- Works with you to develop, and then evaluate your Learning Contract
- If primary Field Instructor has a different educational background, then the secondary FI with their MSW must provide an hour of social work specific supervision at least every 2 weeks

Faculty Liaison Qualifications and Role Responsibilities

- Faculty Liaisons are part-time or full-time faculty in the School of Social Work who have experience and expertise in practice at a foundational, advanced micro, and/or advanced macro level
- Teach field education courses and provide summative evaluations, or grades, to students in those courses
- Liaison between the student, Field Instructor, and School of Social Work while in field, including providing at least 3 field visits during the placement, and engaging in “trouble-shooting” as needed to facilitate student success in field

Field Placements and Courses

All field education courses take place over two (2) consecutive semesters at one (1) single field placement or

Organization. Every field education course includes both classroom instruction and time in the field placement. The semester schedule and number of required hours for each field education course is listed below:

Student Cohort	Hours/Weekly Hours	Courses and Semesters
MSW Foundation	428 hours/16	SWRK 6710 Fall SWRK 6720 Spring
MSW Interpersonal Practice Concentration	472 hours- Extended Study and Full-Time and 500 hours - Advanced Standing/16-20	SWRK 6760 Fall SWRK 6780 Spring
MSW Program, Planning, and Administration Concentration	472 hours – Extended Study and Full-Time and 500 hours Advanced Standing/16-20	SWRK 6770 Fall SWRK 6790 Spring

All Field Placements

All field placements provide students with:

- The opportunity to practice either foundational or advanced social work in all ten areas of competency development
- Supervision by a primary or secondary social work Field Instructor for at least one hour/week
- The development, implementation, and evaluation of activities within the Learning Contract

WMU offers several types of unique or specialty field placements to meet the needs of individual students, and maintain the criteria for all field placements. Some of these specialty placements are associated with curriculum certificates, and others are field only.

Employment-Based Placements

Employment-Based Placements are field placements that are created in the student’s Organization of employment. Students interested in this option must proceed through the following steps:

- Complete the ([link to Employment-Based Placement Proposal](#)) and secure approval by current employment supervisor, proposed Field Instructor, student, and Field Coordinator
- Field placement responsibilities *must be a new learning experience* (i.e. substantially different from employment responsibilities, tasks and functions).
- The assigned Field Instructor cannot be the same person as the current employment supervisor, and the Field Instructor must meet all the Field Instructor qualifications set by the School of Social Work.
- The focus of the field education experience must be on meeting the student’s learning and educational objectives as set by the School of Social Work through the Learning Contract.
- Waivers for previous work experience *cannot* be granted for the field education experience.

Continuation Placements

Continuation Placements are two field placements completed at the same field organization. Students interested in this option must proceed through the following steps:

- Complete the ([link to Continuation Placement Proposal](#)) and secure approval by current Field Instructor, proposed Field Instructor, student, and Field Coordinator
- Field placement responsibilities *must be a new learning experience* (i.e. substantially different from current field responsibilities, tasks and functions).
- The assigned Field Instructor cannot be the same person as the current Field Instructor, and the Field Instructor must meet all the Field Instructor qualifications set by the School of Social Work.

- The focus of the field education experience must be on meeting the student's learning and educational objectives as set by the School of Social Work through the Learning Contract.

Local/National/International Block Placements

Block Placements are field placements completed locally, nationally, or internationally over a shorter period of time than a traditional field placement. Students interested in this option must proceed through the following steps:

- Complete the ([link to Block Placement Proposal](#)) and secure approval by Academic Advisor, proposed Field Instructor, student, and Field Coordinator
- The Field Instructor must meet all the Field Instructor qualifications set by the School of Social Work.
- The focus of the field education experience must be on meeting the student's learning and educational objectives as set by the School of Social Work through the Learning Contract.
- The student must coordinate with the Field Coordinator and Faculty Liaison to arrange for all expected communication and appropriate field contact during placement, which may involve in person field visits, Skype or teleconference visits and/or participation in e-learning platforms. Irrespective, regularly scheduled communication between the student and the Faculty Liaison is expected during the Block Placement as occurs with all field placements.
- The student will coordinate with Academic Advisor and Field Coordinator to make any needed changes in the program Plan of Study while engaged in a non-local block placement.
- The student will coordinate with the Field office to assure WMU liability insurance is extended to students while in block placement.
- Students and the Field Coordinator will need to consult with Haenicke Institute for Global Learning at <http://www.wmich.edu/international> in collaboration with the Field Coordinator to assist with processes to facilitate international block field placements. The School of Social Work is not responsible for additional travel, lodging or other costs associated with block placements, such as:
 - Affiliation Agreements with international agencies
 - Student visas
 - travel advisories
 - international travel health needs
 - scholarships and other resources for study abroad

School Social Work Certificate Placements – MSW only

Students in the MSW Foundation, IP, or PPA Concentration year can request to complete one field placement in a school or child and family practice setting to meet some of the requirements of the School Social Work certificate

- A School Social Work field placement is 500 hours total and focused on child and family practice, typically in a school setting.
- To qualify for the School of Social Work Certificate, students must also complete 9 elective credits specified by the School Social Work Certificate requirements in Michigan in order to apply for the licensure endorsement

Trauma-Focused Cognitive Behavioral Therapy Placements – MSW IP Concentration Only

Students in the MSW IP Concentration year can apply for a Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) placement to work with children ages 4-18 exposed to trauma using a specific evidence-based practice

- A TF-CBT field placement is either 472 (MSW full time and extended study) or 500 (MSW advanced standing) hours long
- To qualify for the TF-CBT program, students must also take SWRK 6500: Core Concepts of Child Trauma, and complete a 2 day TF-CBT training
- Students must also participate in a screening interview with the TF-CBT Coordinator

Trauma Specialization Placements – MSW IP Concentration Only

Students in the MSW program who are also pursuing a Trauma Specialization can apply to complete their MSW Interpersonal Practice placement focused on trauma interventions

- A Trauma Specialization field placement is either 472 (MSW full time and extended study) or 500 (MSW advanced standing) hours long
- To qualify for the Trauma Specialization Certificate students must also take all 9 elective credits in trauma, including SWRK 6500, and at least 3 more credits in the School of Social Work

Holistic Health Placements – MSW Foundation or IP/PPA Concentration Only

Students in the MSW program who are also pursuing a Holistic Health Certificate can apply to complete their MSW foundation, IP, or PPA Concentration placement focused on holistic health

- To qualify for the Holistic Health certificate, students must also take a 1 credit Holistic Health field course, and coordinate their field placement with their Holistic Health advisor as well as the Social Work Field Office
- Visit the Holistic Health Department for further information regarding the program requirements ([link to Holistic Health Website](#))

Specialty Program for Alcohol and Drug Abuse Placements – MSW Foundation or IP/PPA Concentration only

Students in the MSW program who are also pursuing a SPADA graduate certificate can complete their MSW Foundation, IP, or PPA Concentration placement in an area that also provides substance use disorder services

- To qualify for the SPADA certificate, students must also take a 1 credit SPADA field course in one semester, and coordinate their field placement with their SPADA advisor, as well as the Field Office
- Visit the SPADA Department for further information regarding the program requirements ([link to SPADA Website](#))

For more information please visit the field web-page: [Field Web-site](#).

SCHOOL OF SOCIAL WORK ACADEMIC REGULATIONS AND REQUIREMENTS

Criminal History Check: Policy and Procedure Statement

Policy

The school of social work closely reviews applicants' criminal history during the admissions process. The school's policy on criminal history is rooted in the strengths perspective and begins with a belief that an applicant will not commit further offenses. This is balanced by the school's recognition of the social work education role of gatekeeping, and the school seeks to protect current and future clients from possible harm.

The School of Social Work requires all applicants to report any/all criminal history on the application to the MSW or BSW programs. Criminal history is defined as a history of substantiated charges of abuse and/or neglect of a child or adult, civil adjudication, and/or criminal conviction(s).

The Criminal History Review Team (CHRT), consisting of the Admissions Director, Field Education Coordinator, and the MSW, WMU regional locations, or BSW Program Coordinator, makes recommendations for admission for all applicants with a criminal history. Applicants with a criminal history must provide a Department of Human Services Central Registry Report and/or a criminal background check report upon request of the CHRT. Applicant must provide the criminal background check from the state in which the offense occurred. For offenses that occurred in Michigan applicants are required to supply the Internet Criminal History Access Tool, Michigan State Police (ICHAT) report. Applicants who do not supply the request reports cannot move forward in the application review process. The applicant is responsible for paying any fee required for the criminal background check(s) or Department of Human Services Central Registry Report.

Applicants will be required to attend either (1) an informational meeting or (2) a complete criminal history interview. An informational interview informs the applicant of the potential impact a criminal record may have on securing a field placement, obtaining a social work license, malpractice insurance, and future employment as a social worker. A complete criminal history interview requires the applicant to answer questions relevant to the adjudication/conviction(s), such as his or her personal development since the offense(s) and her/his ability to provide social work services to vulnerable clients. An applicant who participates in a complete criminal history review and is offered admission must participate in an informational interview before accepting an offer of admission.

MSW applicants who graduated from Western Michigan University's BSW program are required to supply an updated criminal history report determined by the CHRT and/or Department of Human Services Central Registry Report. If the report shows no new offenses since admission into the BSW program applicants will be required to participate in an informational interview only. If the report shows new offenses since admission into the BSW program the applicant must participate in a complete criminal history interview.

The School of Social Work reserves the right to deny any applicant whose civil adjudication and/or criminal conviction is of a nature that is contrary to the NASW Code of Ethics. In some circumstances, the School of Social Work may request additional information from a higher level background check before an admission decision is reached. Final acceptance is dependent upon the applicant signing a waiver, holding the School and University harmless for possible problems associated with obtaining a field placement, licensing, and/or employment.

If the School of Social Work discovers that an applicant did not provide truthful information about their criminal history at the time of application, and the applicant is enrolled in the MSW or BSW program, the director of admissions and student services (DASS) will request and coordinate a professional review committee (PRC) meeting with the student. The PRC committee will determine if the student may continue in the social work program, and if so, may define potential conditions for continuance.

Procedure

All applications will be reviewed based on the admissions criteria outlined in the admissions policies. If the applicant has a criminal history and meets all admissions criteria the application will be reviewed using the following procedures:

1. “Based on the type of crime committed, the admissions committee members should carefully assess the risks associated with a “Miss”, or failing to detect and report a danger. It is important to note that this risk is not based on the applicant, but rather on the (nature of the) criminal offense which was committed. Committee members will also review how factors such as race, ethnicity, gender and socio-economic status can bias the criminal justice system. The cost of a “False Positive”, or rejecting an applicant who will not re-offend, will also be determined, within a social justice framework. Acknowledging the specific attributes of the applicant and what they can potentially contribute to the field will be taken into account” (Leedy & Smith, 2005, p. 10).
2. At the beginning of the academic year the Admissions Committee determines the threshold for making an error in an applicant’s risk of reoffending. Valid and reliable tools will be used to determine the threshold. Based on the information from step one the committee must decide how willing the school is to make each type of error. This level will be different for different offenses.
3. All applicants who meet admissions criteria and have a criminal history are required to supply the Office of Admissions with a criminal history report or Department of Human Services Central Registry Report. Without the appropriate report the application cannot continue in the review process.
4. Using the application information, including the ICHAT report, the CHRT will review the application information, including criminal history and post-conviction rehabilitation.
5. Based on the review developed in step 4 and information in steps 1 & 2, the CHRT will determine, to the best of its ability, the level of risk that [not sure if this is right?] the applicant will reoffend.
6. The committee will compare their decision in step 5 with the threshold developed at the beginning of the year and make one of three decisions:
 - a. Deny admission
 - b. Admit with an informational meeting
 - c. Conduct complete interview to determine admission
7. The committee will conduct the appropriate interview using the approved questions. In the event that an applicant participates in a complete interview the applicant may have two interviews. The first interview will review the criminal history and is intended to gather more information about the applicant’s history.
8. After the complete interview, the committee meets to discuss and determine the applicant’s suitability to the program, the profession, and his/her ability to safely work with vulnerable clients.
9. The DASS notifies the applicant in writing, the final admission decision. If the applicant is offered admission s/he will be required to attend an informational interview.
10. During the informational interview the student signs a waiver form agreeing to release, indemnify, and hold harmless Western Michigan University and their boards, officers, employees and agents, and the WMU School of Social Work from any and all claims, liabilities, losses, damages and costs arising from problems associated with securing a field placement, license, and/or future employment as a social worker.
11. If the School of Social Work discovers that an applicant did not provide truthful information about his/her criminal history at the time of application, and the applicant is enrolled in the MSW or BSW program, the DASS will request and coordinate a professional review committee (PRC) meeting with the student. The PRC committee will determine if the student may continue in the social work program, and if so, may define potential conditions for continuance.

Current MSW and BSW Students Arrested and Convicted/Adjudicated During Enrollment

Policy

The School of Social Work requires all students to report any criminal activity, defined as charges and rulings of civil adjudication and/or criminal conviction(s) while enrolled in the MSW and BSW programs. The School of Social Work reserves the right to suspend or dismiss any student whose criminal offense and conviction or civil adjudication is of a nature that is contrary to the NASW Code of Ethics, and/or when the conviction/adjudication prohibits the student from securing a field placement after three agency rejections.

Procedure

1. All students must immediately inform the Director of Admissions and Student Services (DASS) and the Field Education Coordinator if he or she is arrested or convicted of any criminal offense civil adjudication while enrolled in the social work program;
2. The student must provide the DASS with an official Michigan State Police criminal background check and/or DHS Central Registry report (or a background check from the State Police agency in another state when the offense and conviction take place outside of Michigan);
3. The DASS will then schedule a Professional Review Committee (PRC) Meeting with the student, the Field Coordinator, and relevant faculty members;
4. The committee will follow PRC policy and procedures to discuss and recommend whether the student may continue in the program, and under what particular conditions;
5. If the field placement is discontinued due to this offense, and/or the student is rejected for a field placement by up to three field agencies, the DASS will schedule a PRC meeting to discuss and recommend whether the student may continue in the program, and under what particular conditions;
6. The School of Social Work Associate Director will review the PRC recommendations and make final decisions which will be written and sent to the student;
7. If the student is dissatisfied with the committee's decision, the student may submit a written appeal to the Director of the School of Social Work and request a meeting, and if dissatisfied with the Director's recommendations, the student may proceed to the appropriate university appeal procedures (see more about this process on-line at: [Program Dismissal Appeal Process](#)).

Course Sequencing Requirements

The MSW curriculum is carefully designed to move students systematically toward higher levels of knowledge and competencies. The first 30 credit hours are considered the Foundation for the Concentration content of the final 30 credit hours. Students must be aware that prerequisites are to be completed before registering for the next level of course-work. Students must also be aware that classes are scheduled such that they are offered during specific semesters/sessions and not during other semesters/sessions. Students must consult with their adviser and seek written permission before making any changes in their program plan of study. Students who make course-scheduling changes without adviser permission, risk graduation delays and the need for a possible Professional Review Committee (PRC) meeting.

Prerequisites

Graduate social work courses are scheduled in a very particular order. This order has been provided to students in the Appendix and in School of Social Work Graduate Catalog. The schedule of classes is designed to provide students with needed foundation courses early in the program so that all prerequisites are met before taking concentration courses. If prerequisites are not met on time, students may need to delay their program until the prerequisites are met.

Course Grades and Grading Requirements

All students entering the program are evaluated using a modified letter grade system. All graduate social work courses except concentration field education courses will be graded using letter grades A, BA, B, CB, C, DC, D, E (see [Academic Regulations](#) in the Graduate Catalog for details). Students must have a cumulative grade point average of 3.0 in graded courses to achieve candidacy and graduate. Any course in which a student earns a grade less than a "C" must be repeated. No more than one course may be repeated during a student's graduate career in the MSW program at WMU.

Concentration field education courses -- SWRK 6750, 6760, 6770, 6780, 6790 --will be graded using credit/no credit. A student must perform at a 3.0 or better level to receive credit for the course. All courses taken outside the School must be taken for letter grades except in instances where the course can only be taken for credit/no credit grades.

If a student fails (i.e. DC, D, E, X, or NC) a required MSW course, the student is required to retake that same course in the Western Michigan University School of Social Work. The student cannot use or transfer an equivalent course from another program or university.

Incomplete Grades

Under extenuating circumstances, you can request an "incomplete" (I) from an instructor. The instructor may give this temporary grade to a student when illness, necessary absence, or other reasons beyond the control of the student prevent completion of course requirements by the end of the semester or session. The student must be passing the course and have completed the majority of the course work to be eligible to receive an "I". **The grade of "I" cannot be given as a substitute for a failing grade (D, E, or X).**

Once the incomplete has been granted by the instructor, the student cannot enroll in any course where the course is a prerequisite, until the incomplete is removed. Additionally, if the incomplete is not removed within one calendar year, the grade will be converted to an "X", which equates to a no-credit and is figured into your grade point average as zero honor points. Students who receive an incomplete grade in a course must not reregister for the course in order to remove the "I".

Only the instructor who teaches the course can give or remove an "I." If you request an "I," it is to your advantage to have the professor clearly write out what requirements need to be fulfilled to remove the "I." While University policy requires that an "I" grade must be removed within one year, the instructor can set any deadline within that year. Once you fulfill the requirements, it is up to the instructor to initiate the necessary paper work to remove the "I."

Repeat Course Policy

With the exception of courses that are approved by the University Curriculum Review Policy as repeatable for credit (e.g., variable topics courses), no more than two courses may be retaken and no course may be repeated more than once during the student's graduate career at WMU. This number may be further limited by individual departments. Permission to retake a course must be obtained from the program adviser and graduate dean before registration for the course to be repeated takes place. The original grade for the course will remain on the student's transcript, and both the original and repeated course grade will be computed into the degree program grade point average.

Dealing with Problems in the School of Social Work

Students are advised to deal with concerns and problems before they become overwhelming. When a student has a concern, the student is advised to follow these steps when the concern is relevant to:

Classroom Instruction

1. The student should first talk with the instructor and attempt to resolve the issue. If a satisfactory resolution is not reached, then
2. The student meets with the Director of the School, who will attempt to ascertain the basic facts of the matter, and
3. In most instances, the Director of the School will arrange for a meeting involving both the student and the instructor.

Field Education

PROBLEMS IN THE FIELD PLACEMENT

Some simple ways to avoid problems:

- Plan ahead.
- Make the learning contract reflect interests and needs.
- Review the learning contract/evaluation during weekly supervision.
- Request frequent and regular supervision from the field instructor.
- If students have special constraints, i.e. pregnancy, illness in the family, transportation problems, childcare responsibilities etc., which may create future problems, these issues should be discussed with the faculty liaison and field instructor early in the semester/session.
- Provide documentation regarding disabilities at the beginning of the semester so that appropriate accommodations can be made.
- Discuss and agree to a schedule in writing at the beginning of the semester.
- Students should prepare an agenda for each supervisory conference and seek input from the field instructor.
- Students are encouraged to read all communication from the field instructor and the faculty liaison carefully.
- Students should be sure they understand directions, instructions, and requirements clearly including agency policies, guidelines, expectations, requirements, etc., and ask for assistance.

The student must take the initiative and responsibility for their own learning and utilize the problem-solving model below to work on resolving problems in the field placement:

Procedures for Students to Follow When Problems Arise:

Step 1. The student first talks to the primary field instructor about concerns and problems concerning the placement. A student may choose to obtain advice from the faculty liaison before talking to the field instructor. Corrective Action Plans to remediate the situation should be developed, written, signed, and dated by all parties. (See Appendix D.8 for a Sample Corrective Action Plan.)

Step 2. If problems persist, the student should request a problem solving meeting with their faculty adviser, their faculty liaison, and the field instructor. (The faculty liaison can consult with the coordinator of field

education about the problem if needed). Corrective Action Plans to remediate the situation should be developed, written, signed, and dated by all parties.

Step 3. If the field placement ends prematurely due to concerns about the student's performance, the student, academic adviser, faculty adviser, faculty liaison, coordinator of field education, and field instructor/s if possible, will participate in a Professional Review Committee (PRC) meeting. Following the PRC recommendations will be made to the Associate Director or his/her designee. Recommendations may include dismissal from the BSW or MSW program.

If the concern is not directly related to Field Education or Class Instruction:

1. The student should first speak with his/her adviser. If a resolution is not reached, then
2. The student should speak with the Director of Admissions and Student Services. If the concern is not adequately addressed at this level, then
3. An appointment should be made to meet with the Associate Director of the School. If resolution is not reached during this meeting, then
4. An appointment to meet individually or collectively with the Director of the School should be made.

Course Grade Appeal Policy and Procedure

Policy

This process is used when a student wishes to appeal a final course grade that has been recorded by the Registrar on the student's academic record for reasons other than charges of violations of academic honesty and/or conduct in research policies. Therefore, the grade appeal cannot be made in response to a grade penalty assessed as a result of an official finding of responsibility for academic dishonesty. This finding will have been made through the procedures provided in the University Academic Honesty Policy.

Grade appeals or other complaints based on charges of discrimination or sexual harassment should be taken to the Office of Institutional Equity or other office(s), pursuant to other University policies and procedures.

The accepted bases of course grade appeal are:

- a) Grades were calculated in a manner inconsistent with the University policy, the syllabus, or changes to the syllabus.
- b) The grade(s) was/were erroneously calculated.
- c) Grading/performance standards were arbitrarily or unequally applied.
- d) The instructor failed to assign or remove an Incomplete or to initiate a grade change as agreed upon with the student.
- e). Late withdrawal from class(es), after grades have been assigned, due to genuine hardship. Students appealing on this basis should proceed by contacting the Registrar's Office and following the procedures for a late withdrawal appeal. A grade appeal cannot be made in response to a grade penalty assessed as a result of an official finding of responsibility for academic integrity violation(s). Such a finding will have been made through the procedures provided in the academic integrity policy.

Procedure

Step 1: Informal meeting with instructor

A student is encouraged to begin the appeal process by meeting with the instructor who assigned the grade. Such meetings often help students understand the grading practices of instructors and often lead to resolution of differences over grades.

Step 2: Written appeal and conference with the academic unit chair/director

- A grade appeal must be in writing, in hard copy, and must be submitted to the academic unit chair/director.
- This appeal must be received by the academic unit chair/director within sixty business days of the last day of the semester or session in which the grade was recorded on a student's record. (The Provost or designate may grant an extension should a genuine hardship arise [i.e., illness, death in the immediate family]).
- The letter must identify the basis of the appeal and must state in detail why the student believes the grade should be changed.
- Following a conference with the student, the chair/director must respond in writing to the student with a copy to the instructor, their dean, and the Grade and Program Dismissal Appeals Committee (GAPDAC) within twenty business days.
- In this letter, the chair/director should confirm the meeting with the student, recap their discussion, and state whether the student has an appeal which meets the established criteria (A, B, C, or D above).
- If the situation appears to meet the criteria for appeal, the chair/unit director may recommend that the instructor reevaluate the student's work. The chair/director cannot change the student's grade without the instructor's agreement.

Step 3: Appeal to committee

- After the chair has completed the response to the student's appeal, the student may appeal to GAPDAC. This appeal must be initiated within twenty business days of completion of step 2.
- If the student has requested a meeting with the academic unit chair/director and has not been granted such a meeting within forty business days of the student's request, the student may then initiate an appeal to GAPDAC. The student will initiate an appeal through the Office of the Ombudsman.
- When the appeal is received, the Provost or designate will schedule a meeting of GAPDAC using procedures determined by the Professional Concerns Committee (PCC) of the Faculty Senate. The GAPDAC will consist of three members drawn from a pool of faculty established for this purpose.
- In a grade appeal, both the student(s) and the instructor should provide a written statement describing the situation under consideration. An appearance to provide additional information at the appeal by either the instructor or student(s) may be requested by the appeals committee.
- A GAPDAC can effectuate a grade change by majority vote. The decision of the hearing panel is final and not subject to appeal.

Instructor unavailable to assign grade:

Circumstances may arise which may prevent an instructor from assigning a grade in a timely manner. In such instances, the academic unit chair/director will make reasonable efforts to contact and ask the instructor to supply a grade. If these efforts are unsuccessful, the instructor's academic chair/director will

appoint another qualified faculty member to assign the grade.

Student Academic and Professional Evaluation Policy

Introduction

The School of Social Work has a responsibility to evaluate and screen students for the social work profession.

The Student Academic and Professional Evaluation Policy (SAPEP) describe the policy and procedures to be followed when students are reported to have academic and/or professional deficiencies. The procedures that are detailed in this policy statement reflect the following principles:

1. Early consultation with students reported to have academic and/or professional deficiencies.
2. Written notification to students identifying deficiencies and performance goals.
3. Due process which allows sufficient time for students to prepare materials relevant to the questions rose, prompt consideration of the matter, student access to data, and the possibility of student initiation of a formal hearing.

Policy

Performance in the School goes beyond classroom performance and attendance, to include ethical behavior, good conduct, competence, and psychological well-being sufficient to interact positively and constructively with clients, field instructors, agency staff, faculty, and students (Cobb & Jordan, 1989). The School of Social Work considers the following breaches of performance:

1. Break in field placement due to student conduct.
2. Poor Academic Competence
 - Graduate students must have a grade point average of 3.0 in all classes
 - If a grade of CB or below is received in SWRK 6710 or 6720, or a grade of no credit is received in SWRK 6750, 6760/6780 OR 6770/6790, students must obtain approval from their adviser to repeat any of these courses.
 - All other courses in which students receive failing grades or a no credit may be repeated only once, and must be repeated in the WMU MSW program.
3. Professional Competence Problems

Professional incompetence signifies that a student is not adequately or appropriately performing at his/her program level. The following list is an example of behaviors that constitute professional incompetence which may require a meeting with the student's adviser or faculty liaison, a professional review committee (PRC) meeting, and/or may result in dismissal from the program:

- Inability to establish and maintain positive and constructive interpersonal relationships or communication patterns with clients, field instructors, faculty, and/or fellow students
- Unable to perform professional and/or academic duties due to personal problems,
- Inability to accept constructive feedback from the field instructor, faculty, and/or school administrators
- Failing to show up at the field agency in a timely manner,
- Consistent lateness in meeting deadlines to complete work in class or field.

Students applying for their field internship, who are rejected for placement by three or more agencies in one semester for reasons related to their appropriateness or readiness for internship may be dismissed from the program.

4. Ethical Conduct/Misconduct

Undergraduate and graduate students in the School of Social Work must conduct themselves according to the NASW Code of Ethics and the Western Michigan University Student Code. The Social Work Code of Ethics is the primary basis for making decisions about whether students are exhibiting unethical behavior. Ethical behaviors as designated by the Social Work Code of Ethics are part of the requirements and standards for the program. All students will be presented with an electronic copy of the NASW Code of Ethics upon entering the program. Discussion about the code will occur in social work practice classes.

Students are encouraged to become familiar with the Western Michigan University Student Code, in its' entirety. The full text can be found at http://www.wmich.edu/conduct/docs/WMU_studentcode.pdf.

The following behaviors are examples, but not a complete list of behaviors that constitute a violation of the NASW Code of Ethics, or misconduct that will result in a meeting of the Professional Review Committee (PRC) and may result in dismissal from the program:

- Engaging in sexual activities with clients,
- Participation in dishonesty, fraud, deceit, or misrepresentation,
- Exploitation of clients for personal advantage, and
- Conviction of a felony offense while enrolled as a student in the program.

The Professional Review Committee (PRC)

Graduate students who are not meeting academic and/or professional standards are informed of problems in writing by the DASS, the student's adviser, and/or the student's instructor. If concerns are not addressed by the student, and/or if the student violates the NASW Code of Ethics, the WMU student code, or the School of Social Work academic and/or professional conduct policies; the student will be referred to the School's Professional Review Committee (PRC). The Professional Review Committee reviews the individual student's academic and professional performance during a PRC hearing and develops recommendations concerning the individual's status in the School of Social Work.

The PRC Chairperson¹, the director of admissions and student services, the adviser, and one other relevant faculty member will constitute the minimum required membership of the PRC. Relevant is defined as faculty who have direct knowledge of the student and his or her competence in the areas that are the focus of the professional review. The coordinator of field education, faculty liaison, and field instructor will serve as members when the performance issue is related to the field practicum. The chairperson and the adviser will determine the other members of the committee. The director of admissions and student services will serve as the policy administrator to assure that the relevant School and PRC policies and procedures are being followed, and that the student is being informed of the options that are available to him or her. The director of admissions and student services will serve as a nonvoting member. Students will receive written notification of concerns, date, time and place of the hearing, and composition of the committee.

Students have the option of bringing an observer and relevant supporting material (e.g., signed witness statements) to the hearing. An observer shall not participate in any capacity other than of a silent, nonparticipating observer during the meeting. Students who wish to consult with their observers during the proceedings may call a recess. The consultation will occur outside the meeting room.

The meeting format will consist of the presentation of faculty and/or field instructor concerns, followed by the student's response to the concerns. After all concerns have been discussed, the meeting will conclude and the student will be excused. The meeting is expected to last approximately one hour.

The committee will then meet to discuss issues presented, and develop recommendations. These recommendations will be forwarded to the assistant/associate director, for his/her review. The assistant/associate director makes the final PRC determinations, and sends the student a letter with his/her decisions. This letter serves as a behavioral contract for the student's continuance in the program, or as a formal notice of the student's dismissal from the MSW program. Dismissal is exercised as a last resort.

The process ideally gives the student sufficient notification and opportunity to improve his or her performance. The student's faculty adviser is responsible for advising and supporting the student through the professional review process.

Student Dismissal Policies

School of Social Work Program Dismissal Policy

The Professional Review Committee reviews an individual student's academic and professional performance and recommends to the assistant/associate director decisions concerning the student's continued progression in the MSW program. The assistant/associate director makes the final PRC determinations, and sends the student a letter with his/her decisions. This letter serves as a behavioral contract for the student's continuance in the program, or as a formal notice of the student's dismissal from the MSW program. Dismissal is exercised as a last resort. The process ideally gives the student sufficient notification and opportunity to

¹The director of the School of Social Work will name the chairperson.

improve his or her performance. The student's faculty adviser is responsible for advising and supporting the student through the professional review process.

University Dismissal Policy

According to university policy, a student can be admitted unconditionally, or with conditional or provisional admission status. If given conditional or provisional admission, the student must meet the specified performance level within the time frame identified in the letter of admission or the student may not continue to enroll in university courses. When this is the case, the university then notifies the student of his/her dismissal from Western Michigan University.

Further, the university's academic standing policy inherently presumes the student will first meet satisfactorily any obligations or requirements specified in the letter of admission before the academic standing policy shall have any effect on the continuing enrollment of the student.

Graduate students may be dismissed from the University if they fail to achieve and maintain the University minimum cumulative grade point average. The Graduate College policy states that a student is in good standing whenever the student's overall grade point average is at least 3.0.

WMU defines the academic standing criteria for graduate enrollment for the following categories: good standing, warning, probation, extended probation, final probation, probation removed, and dismissal. Academic dismissal occurs when students on probation or extended probation fail to achieve at least a 3.0 grade point average for the enrollment period, or students on final probation fail to achieve a 3.0 degree program grade point average will be dismissed from the University. Dismissed students must apply for readmission through the normal admission process. The student will send a Readmission Application to the Admissions Office that, in turn, will forward the student's Readmission Application to the program or academic unit admission body for decision on readmission.

Grievance and Appeal Procedure

School of Social Work Dismissal Appeal Process

The School of Social Work student dismissal appeal process specifies that if the PRC recommends that a student leave the program, and the assistant/associate director concurs, but the student disagrees, the student may appeal to the director of the School to reconsider the program termination. If the director reverses the termination, the director will develop a behavioral contract that the student must follow to remain in the program. If the student does not follow the behavioral contract, the director may then decide to terminate the student's enrollment. If the director terminates the student's enrollment or does not reverse the previous termination decision, the student can proceed to use the appropriate university appeal procedures. Throughout this process, the Office of the Ombudsman is available to students and instructors for assistance on procedures and clarification of the rights of all parties.

University Grievance and Appeal Policy and Procedures

The student academic and professional policy for graduate students includes an appeal procedure for students who wish to grieve their termination from the program. The accepted bases of a program dismissal appeal are:

- The program dismissal decision was made in a manner inconsistent with University policy or the program policy.
- The program dismissal procedures were not followed.
- Evaluation/performance standards were arbitrarily or unequally applied.

A program dismissal appeal cannot be made in response to an academic integrity or conduct dismissal from the University. The student's status, as dismissed from the program, will remain unaltered until a successful appeal is completed.

Note: A program dismissal appeal based on charges of discrimination or sexual harassment should be taken to the Office of Institutional Equity, pursuant to University policies and procedures.

This appeal must be initiated within twenty business days of the notification of program dismissal. The student will initiate an appeal through the Provost's Office. When the appeal is received, the Provost or designate will schedule a meeting of GAPDAC using procedures determined by the Professional Concerns Committee of the Faculty Senate. The GAPDAC will consist of three members drawn from a panel of faculty established for this purpose. In a program dismissal, the student appellant should attend the meeting of the appeal panel and must provide a written statement describing the grounds for appeal. A University representative from the program must attend the meeting and must provide a written statement describing the grounds for and circumstances of dismissal.

A GAPDAC may reverse or sustain a program dismissal by majority vote. The decision of the hearing panel is final and not subject to appeal.

Student Requests for Enrollment Changes

Requesting a Change of Course Scheduling

Students must follow the course schedule for their program and make no changes without first consulting their adviser. If changes are needed:

1. The student must submit a written program change request to their adviser with rationale for the change. The student must provide the adviser with an accurate and completed Program Plan of Study that includes all changes
2. The adviser then meets with the student to review the request and ensure that the student is advised about the possible consequences of the requested changes. If the changes do not violate any pre-requisite requirements the adviser may approve the changes. If the changes require approval due to pre-requisite requirements then steps 3-7 must be followed.
3. The request and the Program Plan are then forwarded to the Curriculum Committee Chair for review and decision
4. The Curriculum Committee Chair reviews the materials and approves or denies the requested changes
5. The Curriculum Committee Chair sends the decision to the Director of Admissions and Student Services (DASS)
6. When needed, the DASS processes the change by sending the completed forms to the Graduation Auditor
7. The DASS notifies the student in writing about the decisions made.

If the student does not follow this procedure, she/he may be at risk for a delayed graduation and/or the need for a Professional Review Committee (PRC) hearing.

Taking a Leave of Absence

There are times when students are faced with catastrophic situations that necessitate a leave of absence. The School of Social Work values the students' commitment to family, medical, emotional and financial needs. Therefore, the School is flexible and willing to work with students on an individual basis to help students meet their needs.

The School of Social Work requires that when a leave is being considered, the student must:

- Meet with his/her adviser,
- Determine and put in writing a revised program plan of study,
- Document in writing the reason(s) for the leave with an estimated time of return to the program,
- Send all documentation to the Office of Admissions and Student Services.

Please be aware that prerequisites must be completed prior to continuing with the program plan (e.g., incomplete grades must be removed). Students must also be aware that graduate courses cannot be more than six years old to be used toward graduation.

Withdrawing from the School

If for any reason, after enrolling in the School, you find it necessary to leave the program (health, academic considerations, finances, etc.), it is important that you inform your adviser and the Director of Admissions and Student Services immediately. It is important that you discuss your situation with your adviser and the Director of Admissions and Student Services so that you are fully aware of the possible consequences of your withdrawal (e.g., no refund of tuition money, the need to re-apply if wanting to return, exceeding time limits if returning, or losing credit for a course). The school will make every attempt to assist you in your withdrawal.

Student Files/Records

Student files are maintained in the School of Social Work, which contain admission material and academic material (field evaluations, adviser notes, etc.). Students may request to review their academic file with the Director of Admissions and Student Services (or with the Program Coordinator in Grand Rapids) at a convenient time. The University also keeps an academic file. If you wish an official transcript, you must go to the Registrar's Office in the Administration Building and request one in person or in writing.

Students can request an unofficial, student copy of their transcript without a fee once each semester. Student files are maintained in the School of Social Work for seven years after graduation, after which they are destroyed.

Change of Address/Phone Number

In order to assure efficient communication with you, we ask that you submit any change in your address and telephone while attending school. Please provide current address, telephone number and an E-mail address to the School of Social Work, 4435 CHHS promptly after all moves. In addition, all changes must be submitted to the university through the GoWMU portal.

GRADUATION PROCEDURES AND AUDITING

When a student satisfactorily completes all academic requirements for a degree, fulfills all financial and legal obligations to the University, and meets all relevant processing deadlines, the student is eligible for graduation and to receive the appropriate degree. Eligible students may graduate at the end of any semester or session; however, a Commencement Ceremony is held only in December, April, and June.

Applying for Graduation

Students must apply for graduation by the following deadlines:

April Graduation:	Apply by December 1, \$45 fee Recommended date is one year from graduation – April, (Alternatively, June for Advanced-standing students)
June Graduation:	Apply by February 1, \$45 fee Recommended date is one year from graduation – June
August (graduates walk in June):	Apply by February 1, \$45 fee Recommended date is one year from graduation – August
December Graduation:	Apply by August 1, \$45 fee Recommended date is one year from graduation – December

The application form may be obtained from the Registrar's Office on the third floor of the Seibert Administration Building or online at: <http://wmich.edu/registrar/-/file/wmu-grad-degree-application.pdf> .

Late applications will not be accepted. Please see your academic adviser if problems occur. Students may apply any time prior to the above deadlines but should understand that they will need to report any changes they have made to their program after submission of their completed "Permanent Program Plan of Study." We advise students to complete their Graduation Audit one year prior to graduation.

The Graduation Audit (Same as Application for Graduation)

The graduation audit initiated by the submission of the Application for Graduation Audit, is a process by which a student's academic record is examined to make sure all the requirements for the degree have been met. A graduation auditor in the Registrar's Office conducts the audit and its outcome depends greatly on the completeness and appropriateness of the materials contained in the student's academic record. Students should ensure that the following requirements are met and the following documents are contained in their academic record before applying for graduation.

1. A graduate student "Permanent Program Plan of Study" (see Appendix II) is completed, approved by the adviser and filed in the Registrar's Office with the appropriate graduation auditor. The "Permanent Program Plan of Study" form should be filed along with the application form.
2. All transfer credit, if applicable, is approved and the adviser and the graduation auditor appropriately sign the Graduate TransferCredit form.
3. The completion of all required course work (and other program requirements, where applicable).

4. Where applicable, all relevant documents are filed attesting to the approval of the passing of proficiency examinations, transfer of credit, and the Graduate College approval to extend coursework beyond the six year limit.

Students who do not meet all degree and University requirements will be removed from the graduation class automatically. Such students must change their graduation date. No fee is charged for submitting a change of graduation date form. Under no circumstances will any student graduate if the student's academic record does not show complete fulfillment of all requirements within thirty days after the established commencement date.

Students who wish to change from one graduation class to another are required to complete a change of graduation date form. The graduation auditor will not automatically move the student to another graduation class. No fee is charged for submitting a change of graduation date form.

The School of Social Work Graduation, Hooding, and Pinning Ceremony

The School of Social Work Graduation, Hooding, and Pinning Ceremony should not be confused with the WMU Commencement. This ceremony is organized and funded by the WMU Master of Social Work Student Organization and the undergraduate student organization, Eta Eta, at the Kalamazoo campus, and the Extended University Program and student fund raising at the Grand Rapids campus. It involves only social work faculty, social work graduates, and their families and friends. This is a time to celebrate the social work profession and the accomplishments of our students. This ceremony is typically held the Friday evening before the April graduation commencement for Kalamazoo campus students, and the Friday evening before the June graduation commencement for Grand Rapids students.

This is an event that is fun for all and should not be missed. It serves as a great way for the School to honor you and your families in all that they have done to help you survive your busy life as a graduate or undergraduate student. It also gives family the opportunity to meet with your instructors and cohorts, to put a face to all the stories they may have heard. While this event cannot be described as “formal,” students and faculty are asked to wear their graduation regalia (cap, gown, hood, and tassel) for the ceremony. Graduation regalia will be on sale at the WMU Bookstore in the Bernhard Center. All students will be presented individually, and all honors and awards will be announced. Undergraduate students will be “pinned” by faculty as an honor for graduating with a Bachelor of Social Work degree and graduate students will be “hooded” by faculty as an honor for graduating with a Master of Social Work degree.

Students are asked to help in the fundraising and the planning for this ceremony throughout the year. The student organizations always need help, so please help when you can.

General Commencement Information WMU Commencement - Official Graduation

Information about WMU Official Graduation can be found at the following website:
<http://www.wmich.edu/registrar/graduation>

SCHOOL OF SOCIAL WORK FACILITY AND ORGANIZATION

Student Organizations

Master of Social Work Student Organization (MSWSO)

The Western Michigan University Master of Social Work Student Organization was established in 1969. Since that time, the organization has dealt with the problems and issues that have confronted and affected

social work students at Western Michigan University. The organization also acts as a liaison between the faculty and student populations by keeping the lines of communication open between faculty and students.

Officers are elected once per year. The officers' conduct the meetings, record the minutes, and represent student concerns. The meetings of MSWSO are open to all MSW students and membership has no requirement other than being a student in the MSW curriculum. The MSWSO is responsible for the organization of the annual School of Social Work Hooding Ceremony. For more information about the activities of this organization, and times and locations for meetings, contact Ms. Amy Vliek, at amy.vliek@wmich.edu or by calling (269) 387-3200.

Phi Alpha Social Work Honor Society: WMU Theta Phi Chapter

In 1999, the School of Social Work chartered a local chapter, Theta Phi, of Phi Alpha, the National Social Work Honor Society. Criteria for membership includes a minimum 3.0 GPA overall, a minimum of nine social work credit hours, and a 3.25 in social work courses.

This chapter is open to both undergraduate and graduate social work students and graduates who meet eligibility requirements. The mission of this organization is to promote high standards of education for social work and to invite into membership those who have attained excellence of scholarship and distinction of achievement as students of social work. Information on Phi Alpha is provided during the spring semester by the School of Social Work. Graduating members are honored during the School of Social Work Graduation, Hooding, and Pinning Celebration.

Membership in this honor's society is life-long. Students do not need to apply and be admitted more than once. For more information about this organization, contact Erica Ongstad at erica.e.ongstad@wmich.edu or (269) 387-3201.

Student Mailboxes

All students in the undergraduate and graduate social work programs have student mailboxes. Student mailboxes are located in front of the entrance to the School of Social Work on the fourth floor of the CHHS building for Kalamazoo students and in the Administration Office lobby at the Southwest Campus for Benton Harbor students. They no longer exist in the lobby at the Beltline Campus for Grand Rapids students. Important information, messages, assignments, events, etc., are communicated through the students' mailboxes. It is important to check the contents frequently. Faculty mailboxes are located at each campus in case you need to leave messages or assignments.

Student E-mail

All students are assigned an e-mail address when enrolled at Western Michigan University. Students access their e-mail in the GoWMU portal by typing in their Bronco NetID and password and clicking on the e-mail icon. Students must review their e-mail on a regular basis as **important information from the School of Social Work, the MSWSO, and the University will be sent to their WMU e-mail address throughout the course of enrollment. The School of Social Work will only communicate through student WMU email, not personal email accounts.**

Emergency Messages

The School will make every effort to deliver your emergency messages, e.g., calls from babysitter or school concerning an ill child, etc. The phone number to use is (269) 387-3180. If there is no response, call (269) 387-3201, (269) 387-3171 or (269) 387-3172. Non-emergency messages will be left in your mailbox or e-mail address. If you are expecting an important message, please assist the office assistant in room 4045 by providing information on your location throughout the day.

COLLEGE OF HEALTH AND HUMAN SERVICES BUILDING POLICIES

Building Hours (Fall & Spring)

Monday through Thursday

	Unlock	Lock
North and South Entrances	7:30	5:00
West Entrance	7:30	9:00
Arc (Departmental/School Offices)	7:30	5:00
Learning Resource Center	8:00	8:30
Student Computing Lab	8:30	8:30

Friday

	Unlock	Lock
North and South Entrances	7:30	5:00
West Entrance	7:30	5:00
Arc (Departmental/School Offices)	7:30	5:00
Learning Resource Center	8:00	5:00
Student Computing Lab	8:30	5:00

Saturday and Sunday

Building closed. Faculty and staff may access with WMU I.D.

Smoking Areas

This is a smoke free campus. No smoking is permitted on campus.

Food and Beverage Guidelines

There will be no food or beverages other than capped bottled drinks in the classrooms. Faculty, staff, students, and administrative personnel should eat in the common area of the first floor or the college break/workroom areas. If eating in other areas of the building, faculty, staff, students, and administrative personnel are responsible for cleaning up after themselves.

Cleanliness Guidelines

It is the responsibility of all occupants of the College of Health and Human Services (CHHS) building to:

- Deposit trash in the appropriate receptacles
- Notify the Building Manager of spills
- Replace chairs and tables which they have moved from their proper locations
- It is everyone's responsibility to maintain generally the physical environment of the building.

Animals

In keeping with University policy, except for service animals such as guide dogs and trained companion dogs, animals are not permitted in the College of Health and Human Services building.

Posters, Fliers, and Information Boards

Signs/fliers may be posted in designated areas only. Tape and other methods of attaching fliers to the walls and glass damage wall surfaces and other areas. The CHHS advising office will assist in locating the numerous options that are available for posting and some activities can be included on the college website and information boards. Contact Kurt Haenicke about website and information board postings.

The School of Social Work has a bulletin board outside the office that will be updated frequently to include information regarding current events, job postings, student services, and other relevant information.

Open Flames

No open flames are allowed in the College of Health and Human Services building. This includes candles, incense, potpourri, or any other device that uses an open flame. Exceptions may be lab areas. See the department member in charge of the lab for permission.

UNIVERSITY AND GRADUATE COLLEGE POLICIES

In order to assure that all students have the most up to date information the School of Social Work has included links to many important University sites. Students are encouraged to contact departments directly when they have questions about any of the following links:

Time Limit for Degree Completion:

According to University policy, all work on graduate degrees must be completed within six years of admission to the graduate program. Those who are unable to complete their degree within this time limit can appeal this policy by completing a Request to Extend Time to Complete Graduate Degree Program form that can be found at http://www.wmich.edu/grad/forms/extension_form.pdf.

Academic Standards

Course Grades and Grading System

<http://wmich.edu/registrar/policies/grades>

Official/unofficial withdraw, Grade point average, repeat course, and grade change policies

<http://catalog.wmich.edu/content.php?catoid=19&navoid=645>

University Academic Performance Policy

<http://catalog.wmich.edu/index.php>.

Academic Standards policy

<http://wmich.edu/registrar/policies/standards>

Academic Dishonesty

<http://catalog.wmich.edu/content.php?navoid=451&catoid=13>

Western Michigan University Student Code

<http://wmich.edu/conduct/code/>

Smoking Policy

Smoking is prohibited throughout the entire campus.

UNIVERSITY POLICIES: STUDENT RIGHTS

Policy on Sexual Harassment and Sexism

<http://wmich.edu/oie/policies.html>

President's Statement on Racial and Ethnic Harmony

<https://www.wmich.edu/equity/policies/policiesracial-ethnic-harmony>

Discrimination: Complaints and Grievance Policy and Procedure

<http://www.wmich.edu/hr/manual-grievances>

The Family Educational Rights and Privacy Act

<http://wmich.edu/registrar/policies/ferpa>

UNIVERSITY SERVICES & ACADEMIC SUPPORT PROGRAMS

Academic Skills Center

<http://www.wmich.edu/tutoring>

The Writing Center

<http://wmich.edu/writingcenter>

Disabled Student Resources and Services

<http://www.dsrs.wmich.edu/>.

Learning Disabled Students

<http://www.wmich.edu/casp/index.htm>.

Sindecuse Health Center

<http://www.wmich.edu/healthcenter/>.

University Counseling at Sindecuse Health Center

<http://wmich.edu/healthcenter/counseling>

Waldo Library

<http://wmich.edu/library>

Learning Resource Center

<http://wmich.edu/hhs/learning-resource-center> for more information.

Book Store

<http://www.wmubookstore.com/>.

Housing

<http://wmich.edu/housing>

Vacation Breaks

<http://www.wmich.edu/registrar/calendar.html> \

Entertainment

<http://www.pp.wmich.edu/buildings/053.html>

<http://www.wmich.edu/rec/>

<http://www.millerauditorium.com/>

Eating Places on Campus

<http://wmich.edu/dining/locations/cafes>

APPENDICES

Appendix I

MSW Course Scheduling

FULL-TIME ADVANCED-STANDING PROGRAM

Interpersonal Practice Concentration		Policy, Planning and Administration Concentration	
Summer II Session		Summer II Session	
6600 Seminar in Social Work Practice with Individuals, Families and Groups (3)		6600 Seminar in Social Work Practice with Individuals, Families and Groups (3)	
6320 Organizations, Communities, and Societies: A Change Perspective (3)		6320 Organizations, Communities, and Societies: A Change Perspective (3)	
Elective (3)		Elective (3)	
Total credit hours (9)		Total credit hours (9)	
Fall Semester		Fall Semester	
6380 Psychopathology for Social Work Practice (3)		6430 Leadership and Management in Human Services (3)	
6660 Social Work Practice with Individuals (3)		6450 Administration in Human Services Organizations (3)	
6680 Social Work Practice with Families (3)		6670 Program Planning (3)	
6760 Field Education in Interpersonal Practice (3)		6770 Field Education in Social Policy, Planning, and Administration (3)	
Elective (3)		Elective (3)	
Total credit hours (15)		Total credit hours (15)	
Spring Semester		Spring Semester	
6360 Theory and Practice of Group Treatment (3)		6420 Evaluation of Social Work Practice (3)	
6420 Evaluation of Social Work Practice (3)		6690 Advanced Seminar in Planning and Administration (3)	
6780 Advanced Field Education in Interpersonal Practice (3)		6700 Seminar in Social Policy Practice (3)	
6900s Advanced Social Work Practice Seminars		6790 Advanced Field Education in PP&A (3)	
6910 Individuals		Elective (3)	
6920 Children		Total credit hours (15)	
6960 Families			
6970 Variable Topic (3)			
Elective (3)			
Total credit hours (15)			
Total credit hours for the degree (39)		Total credit hours for the degree (39)	

MSW Course Scheduling

Grand Rapids Part-time ADVANCED STANDING PROGRAM

Interpersonal Practice Concentration

Summer II Session - Year One	Summer II Session – Year Two
6320 Organizations, Communities, and Societies: A Change Perspective (3)	6750 Field Education in the Advanced Standing Social Work Practice (3)
Total credit hours (3)	6680 Social Work Practice with Families (3)
	Total credit hours (6)
Fall Semester - Year One	
6600 Seminar in Social Work Practice with Individuals, Families and Groups (3)	Fall Semester – Year Two
Elective (3)	6660 Social Work Practice with Individuals (3)
Total credit hours (6)	6760 Field Education in Interpersonal Practice (3)
	Total credit hours (6)
Spring Semester - Year One	Spring Semester – Year Two
6380 Psychopathology for Social Work Practice (3)	6420 Evaluation of Social Work Practice (3)
6360 Theory and Practice of Group Treatment (3)	6780 Advanced Field Education in Interpersonal Practice (3)
Total credit hours (6)	Total credit hours (6)
Summer I Session - Year One	
Elective (3)	Summer I Session – Year Two
	6900s Advanced Social Work Practice Seminars
	6910 Individuals
	6920 Children
	6960 Families
	6970 Variable Topic (3)
	Total credit hours (3)
	Total credit hours for the degree (39)

MSW Course Scheduling

FULL-TIME PROGRAM

Interpersonal Practice Concentration	Policy, Planning and Administration Concentration
Fall Semester – First Year	Fall Semester – First Year
6100 Foundations of Social Welfare Policy (3)	6100 Foundations of Social Welfare Policy (3)
6310 Human Behavior and Social Environment (3)	6310 Human Behavior and Social Environment (3)
6400 Social Work Research Methods (3)	6400 Social Work Research Methods (3)
6610 Social Work Practice: Individuals and Families (3)	6610 Social Work Practice: Individuals and Families (3)
6710 Field Education and S W Practice I (3)	6710 Field Education and SW Practice I (3)
Total credit hours (15)	Total credit hours (15)
Spring Semester – First Year	Spring Semester – First Year
6330 Advanced Seminar in Culture, Ethnicity, and Institutionalized Inequality in Social Work Practice (3)	6330 Advanced Seminar in Culture, Ethnicity, and Institutionalized Inequality in Social Work Practice (3)
6420 Evaluation of Social Work Practice (3)	6420 Evaluation of Social Work Practice (3)
6620 Social Work Practice: Groups and Organizations (3)	6620 Social Work Practice: Groups and Organizations (3)
6720 Field Education and Social Work Practice II (3)	6720 Field Education and Social Work Practice II (3)
Total credit hours (12)	Total credit hours (12)
Summer I Session—First Year	Summer I Session – First Year
6300 Social Change and Community Analysis (3)	6300 Social Change and Community Analysis (3)
6380 Psychopathology for Social Work Practice (3)	6430 Leadership and Management in Human Services (3)
Total credit hours (6)	Total credit hours (6)
Fall Semester – Second Year	Fall Semester – Second Year
6660 Social Work Practice with Individuals (3)	6450 Administration in Human Service Organizations (3)
6680 Social Work Practice with Families (3)	6670 Program Planning (3)
6760 Field Education in Interpersonal Practice Elective (3)	6770 Field Education in Social Policy, Planning, & Administration (3)
Total credit hours (12)	Elective (3)
Spring Semester – Second Year	Elective (3)
6360 Theory and Practice of Group Treatment (3)	Total credit hours (15)
6780 Advanced Field Education in Personal Practice (3)	Spring Semester – Second Year
6900 Advanced Social Work Practice Seminars	6690 Advanced Seminar in Planning and Administration (3)
6910 Individuals	6700 Seminar in Social Policy Practice (3)
6920 Children	6790 Advanced Field Education in Policy, Planning, & Administration (3)
6960 Families	Elective (3)
6970 Variable Topic (3)	Total credit hours (12)
Elective (3)	Total credit hours for the degree (60)
Elective (3)	Total credit hours for the degree (60)
Total credit hours (15)	
Total credit hours for the degree (60)	

MSW Course Scheduling

EXTENDED-STUDY PROGRAM

Interpersonal Practice Concentration

Fall Semester – First Year	Summer I Session – Second Year
6100 Foundations of Social Welfare Policy (3)	6620 Social Work Practice: Groups and Organizations (3)
6310 Human Behavior and the Social Environment (3)	Elective (3)
Total credit hours (6)	Total credit hours (6)
Spring Semester – First Year	Summer II Session – Second Year
6330 Advanced Seminar in Culture, Ethnicity, and Institutional Inequality in Social Work Practice (3)	6680 Social Work Practice with Families (3)
6380 Psychopathology for Social Work Practice (3)	Total credit hours (3)
Total credit hours (6)	Fall Semester – Third Year
Summer I Session – First Year	6660 Social Work Practice with Individuals (3)
6300 Social Change and Community Analysis (3)	6760 Field Education in Interpersonal Practice (3)
Elective (3)	Total credit hours (6)
Total credit hours (6)	Spring Semester – Third Year
Summer II Session – First Year	6360 Theory and Practice of Group Treatment (3)
6610 Social Work Practice: Individuals and Families (3)	6780 Advanced Field Education in Interpersonal Practice (3)
Total credit hours (3)	Total credit hours (6)
Fall Semester – Second Year	Summer I Session – Third Year
6400 Social Work Research Methods (3)	6900s Advanced Social Work Practice Seminars
6710 Field Education and Social Work Practice I (3)	6910 Individuals
Total credit hours (6)	6920 Children
Spring Semester – Second Year	6960 Families
6420 Evaluation of Social Work Practice (3)	6970 Variable Topic (3)
6720 Field Education and Social Work Practice II (3)	Elective (3)
Total credit hours (6)	Total credit hours (6)
	Total credit hours for the degree (60)

EXTENDED-STUDY PROGRAM

Policy, Planning and Administration Concentration

Fall Semester – First Year	Spring Semester – Second Year r
6100 Foundations of Social Welfare Policy (3)	6420 Evaluation of Social Work Practice (3)
6310 Human Behavior and the Social Environment (3)	6720 Field Education and Social Work Practice II (3)
Total credit hours (6)	Total credit hours (6)
Spring Semester – First Year	Summer I Session – Second Year
6330 Advanced Seminar in Culture, Ethnicity, and Institutional Inequality in Social Work Practice (3)	6620 Social Work Practice: Groups and Organizations (3)
6430 Leadership and Management in Human Services (3)	Elective (3)
Total credit hours (6)	Total credit hours (6)
Summer I Session – First Year	Summer II Session – Second Year
6300 Social Change and Community Analysis (3)	Elective (3)
Elective (3)	Total credit hours (3)
Total credit hours (6)	Fall Semester – Third Year
Summer II Session – First Year	6450 Administration in Human Service Organizations (3)
6610 Social Work Practice: Individuals and Families (3)	6670 Program Planning (3)
Total credit hours (3)	6770 Field Education in Social Policy, Planning, & Administration (3)
Fall Semester – Second Year	Total credit hours (9)
6400 Social Work Research Methods (3)	Spring Semester – Third Year
6710 Field Education and Social Work Practice I (3)	6690 Advanced Seminar in Program Administration (3)
Total credit hours (6)	6700 Seminar in Social Policy Practice (3)
	6790 Advanced Field Education in Policy, Planning & Administration (3)
	Total credit (9)
	Total credit hours for the degree (60)

Appendix II

Permanent Program Plan of Study Forms

Appendix III

DEPARTMENTAL POLICY STATEMENTS

SCHOOL OF SOCIAL WORK

Submitted to Western Michigan University

By

The Faculty of the School of Social Work

Approved by the faculty, April 3, 2007

Approved with changes, interim Director, April 5, 2007

Submitted for review to AAUP and
WMU Director of Academic Collective Bargaining, April 11, 2007

Article I

It is the right, the responsibility, and the privilege of University faculty to participate in the governance of their departments. Fundamentally, what is desirable and intended by the Department Policy Statement is to ensure meaningful participation by department faculties and procedural regularity within the departments. It is understood that the ultimate power of decision making resides with the administration. This Policy Statement is one means by which the faculty of this department make recommendations to Western.

PREAMBLE

The general purpose of the articles in the School Policy Statement is to set forth the policies, the structure, and the operating procedures of the Western Michigan University School of Social Work.

MEMBERSHIP

The members of the faculty shall be traditional tenured and tenure-track faculty, faculty specialists and term faculty employed at the Western Michigan University School of Social Work. The organization's goal is that the membership of the organization shall reflect the diversity of the clients served by social workers (e.g., race, gender, age, sexual orientation, physical challenges (when possible)).

GENERAL PRINCIPLES

1. The articles set forth in the Policy Statement shall be implemented in accordance with the current WMU-AAUP contract.

2. The School of Social Work follows all WMU policies and procedures related to Institutional Equity. These policies are available on the WMU website and are included as an attachment to these Policy Statements.
3. Joint faculty, faculty specialist, student, and administrative participation in decision-making shall be maximized. **Student involvement on appropriate standing committees, sub-committees, and ad hoc committees will be actively sought.**
4. The law of parsimony shall be followed in relation to structure and operating procedures.
5. Committee meetings shall be conducted, in general, in accordance with Robert's Rules of Order.

Article II

Amending the School Policy Statement

The School Policy Statement, in whole or in part, may be amended by a majority vote of the faculty at a scheduled meeting. The amendment must also be approved by the Director and appropriate University bodies.

Recommended amendments in the School Policy Statement shall be submitted to the faculty for consideration according to the following procedures:

- A. A written request may be submitted by any standing committee of the organization to the School's bargaining unit representative, or,

A written request may be submitted by any faculty member to the School's bargaining unit representative.
- B. Such written request should state:
 1. The current policy
 2. The proposed amendments in policy
 3. The rationale and need(s) for such an amendment(s).
- C. Requests for amendment(s) shall be circulated to faculty by the School's bargaining unit representative a minimum of five working days prior to the meeting at which the proposed amendment(s) shall be discussed. **Amendments that have a direct effect on students will be circulated to BSW and MSW student organizations for feedback at least 5 working days prior to meeting for discussing the amendment.**
- D. A copy of the proposed amendments shall be provided to the Director by the bargaining unit representative at the same time it is circulated to the faculty.
- E. Recommended amendments that have been ratified by the faculty shall be submitted to the Director by the School's bargaining unit representative.
- F. Procedures for submitting the recommended amendments to the Chapter, the Dean, and the Provost shall conform to the procedures specified in the current WMU-AAUP contract.

Article III

Standing Committees

- A. The faculty of the School of Social Work shall establish a structure of standing committees to be utilized in formulating recommendations to Western concerning School policies and procedures. The policies and procedures of the School and its standing committees shall be in conformance with the WMU-AAUP contract.
- B. The standing committees shall be the (a) Personnel and Sabbatical Committee, (b) Curriculum Committee, (c) Admissions and Student Services Committee, (d) Tenure and Promotion Committee, and (d) Curriculum Sequence Committees. The functions and procedures of each committee, explanations of student participation in the Curriculum and Admissions and Student Services Committees, and procedures for the selection of committee members for the PPSC, the Personnel and Sabbatical Committee, and the Tenure and Promotion Committee are provided elsewhere in the School Policy Statement.
- C. The standing committees have the authority to make recommendations to the faculty and to the Director on policy within the province of their committees. Objections to the recommendations may be cause to bring them to the faculty. (See Article V for procedures concerning objections.)

Article IV

Establishing Standing Committees

- A. After consultation with individual faculty members, the Director shall appoint faculty members to all standing committees, the Curriculum Committee and the Admissions & Student Services Committee, except the Personnel and Sabbatical Committee, and the Tenure and Promotion Committee. The Director shall also designate one faculty member as Chairperson of each committee, except the Personnel and Sabbatical Committee, and the Tenure and Promotion Committee.

The faculty members of the Personnel and Sabbatical Committee shall be elected by vote of the faculty at a duly announced faculty meeting. Procedures for electing members and a Chairperson are outlined elsewhere in the School Policy Statement.

The Tenure and Promotion Committee consists of all tenured faculty. It elects its own Chairperson.

- B. Committee Chairpersonships shall be held no longer than two years.
- C. Committees shall reflect the diversity of the faculty (e.g., race, gender, age, sexual orientation, physical challenges) when possible.

Article V

Committee Operations and Decision-Making

Standing committees shall be guided by the following procedures in their deliberations and decision-making.

Standing committee decisions are recommendations to the administration. The following are recommended procedures for decision-making and committee operations:

- A. In order for a committee to take action, a quorum must be present. A quorum consists of 51% of members

of the committee.

- B. **When any policy items are to be considered, the committee Chairperson shall disseminate to all faculty members and to the officers of the graduate and undergraduate student organizations a notice that policy or procedural changes will be presented for a vote. This notice, including a brief statement describing proposed changes, shall be disseminated at least 5 working days prior to the meeting at which a vote is to be taken.**
- C. With approval of the Committee, any policy item can be designated an emergency item, and as such can be exempted from the foregoing requirements of prior notification. However, all other requirements relating to post-decision notification will remain in effect.
- D. **Publication of all policy and procedural changes passed by committees shall be in writing, including the article number and title, and made available to all faculty members, the Director, and to the officers of the graduate and undergraduate student organizations through normal communication channels within five (5) working days after a decision is made.** This may be accomplished by dissemination of committee minutes, or by a special notice. The minutes or memo should include a prominent notice of a "Policy Change." The policy statements are located in the offices of the School's representative to the Association Council and Director. Curriculum Policy Statements are located in the office of the Director. Admission Policy Statements are located in the office of the Director of Admissions and Student Services and the Director.
- E. Policy shall become effective within 5 working days after notice has been given. However, if a faculty member wishes to register an objection to a policy, it shall be done by first requesting a committee, in accordance with the following procedures:
1. The objection must be filed in writing with the committee Chairperson prior to the date the policy becomes effective.
 2. The objector shall be specific about the reasons for the objection, and may offer alternatives for discussion.
 3. Faculty members, officers of the graduate and undergraduate student organizations, and the Director must be notified by the objector that the objection has been filed.
 4. The committee is obliged to place this item on the agenda at its next regularly scheduled meeting, providing that the item is received by the Chairperson prior to publication of the agenda.
 5. The individual or group registering the objection has the option of appearing at the committee meeting to support the case for the objection.
 6. After reconsideration, the committee takes a final vote.
 7. If after reconsideration the policy is defeated, no further action is necessary. If the policy is passed without change, it becomes effective after five (5) working days; unless a faculty review is requested within the five (5) working day period. If the policy is passed incorporating changes, the policy does not become effective until 5 working days after the changes have been published.
- F. Faculty Review
1. After a committee review, objections to policy can be raised through the use of the following review procedures.
 2. The objection shall be filed in writing with the Director of the School and the Chairperson of the

appropriate committee prior to the date the policy becomes effective.

3. The written objection shall be signed by a minimum of three full-time faculty members.
 4. The objectors shall be specific about the reasons for the objection, and may offer alternatives for discussion and consideration.
 5. The faculty as a whole shall be informed of the written objection by the Director, no later than the next regularly scheduled faculty meeting, at which time the faculty may take action, or defer the matter for consideration to another specific, scheduled faculty meeting.
 6. By a majority vote, the faculty shall: (1) ratify the committee's decision, or (2) modify or reject the committee's decision.
 7. If the faculty ratifies the committee's original policy decision, modifies the committee's decision or authorizes a different policy decision, the action becomes effective immediately.
 8. If the faculty refers the matter back to the committee, or to a new committee, any previous committee timetables for implementation are nullified.
- G. **As soon as a policy becomes effective, it is the responsibility of the committee Chairperson to disseminate to all faculty and to officers of the graduate and undergraduate student organizations a "Policy Change Memo".** (In cases where a faculty review alters a policy decision, the faculty shall designate the appropriate committee Chairperson to prepare the memo.) The memo shall contain:
1. Exact wording of new or amended policy or procedures.
 2. The page and section numbers which indicate where in the appropriate Policy and Procedures Manual the new or amended policy should be included.
- H. If consensus on a decision cannot be reached in a standing committee, the committee Chairperson shall ask that a decision be made by a majority vote of those faculty members present at a duly announced faculty meeting.
- I. Faculty members who are not present during a vote at a faculty meeting at which there is a quorum must be polled if their vote may affect the final decision on the condition that they have read the reports, documents, and materials, and have been actively involved in the discussions.
- J. Proxy votes may be submitted by absent faculty members who have read the reports, documents, and materials, and have been actively involved in the discussions.

Article VI

Annual Reporting

At the end of each committee's work year, the Chairperson of each standing committee shall provide a written report to the faculty, with a copy to the Director. This report will summarize its activities for the year.

Appendix IV

School of Social Work Scholarship Application

WESTERN MICHIGAN UNIVERSITY
School of Social Work
SCHOLARSHIP APPLICATION

Deadline: March 15

Name _____ Phone # (home) _____
Current Address: _____ (cell) _____
_____ E-Mail Address _____
Permanent Address: _____
_____ Anticipated Graduation Date: _____
_____ (Month/year)

_____ I am a Graduate Student _____ Advanced Standing
_____ 1st Year Full-time
_____ 2nd Year Full-time
_____ 1st Year Extended-study
_____ 2nd Year Extended-study
_____ 3rd Year Extended-study

_____ I am an Undergraduate Student, currently enrolled: _____ Full-time _____ Part-time

My current cumulative GPA is: _____

My undergraduate cumulative GPA (graduate students only) was _____

I am applying for the (select all that you are applying for):

- _____ Rebecca Ann Binkowski Memorial Scholarship
_____ Stephen A. Crumm Memorial Endowed Scholarship
_____ Robert Barstow Scholarship
_____ Nathaniel McCaslin Scholarship
_____ Deloris J. Phillips Scholarship (open to MSW students only in 2009)

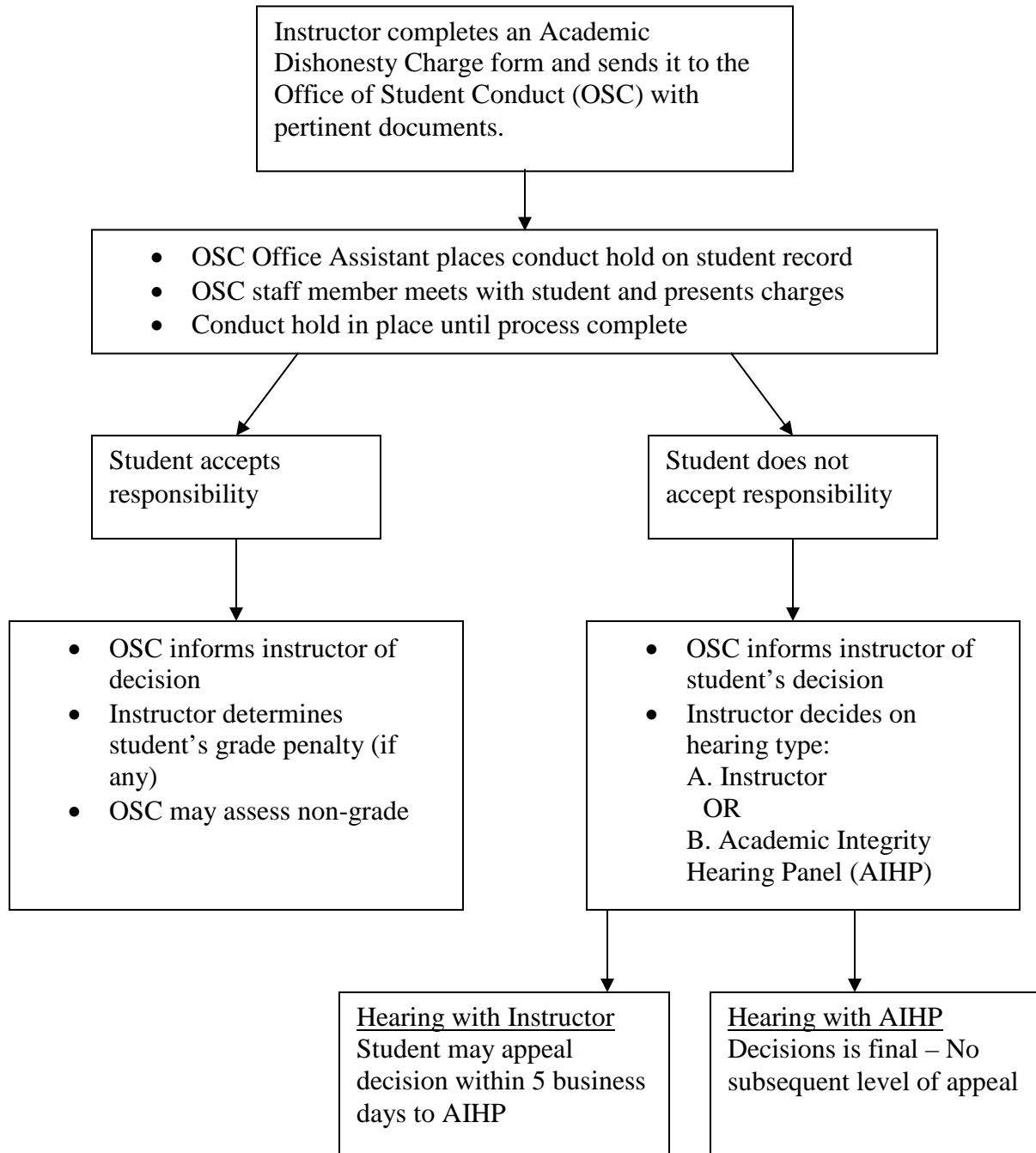
Please attach to this form:

1. Current resume
2. Two letters of reference that address your qualifications
3. A two to three page personal statement, addressing the following items:
 - a. Current areas of academic interest and specialization
 - b. Current, proposed, or desired internship
 - c. Volunteer experiences/community involvement
 - d. Previous awards, honors, and accomplishments
 - e. Future career aspirations
 - f. A statement explaining reasons you are qualified and deserving of the award(s) (you must include a specific statement for each scholarship request)

This form must be returned by March 15 with your resume, letters of reference and personal statement
to:
School of Social Work
1903 W. Michigan Ave. #5354
Kalamazoo, MI 49008-5354
Attn: Student Services

Appendix V

Academic Dishonesty Flow Chart



APPLICATION FOR GRADUATE READMISSION



WESTERN MICHIGAN UNIVERSITY

No Fee Required

To be completed by applicant. Please type or print in ink.

Complete and sign this form and return with two additional copies to:

Western Michigan University • Office of Admissions and Orientation • 1903 West Michigan Avenue • Kalamazoo MI 49008-5211

Name _____
Last First Middle Former

Permanent Address _____
Number, Street, Apartment City State Zip Code

Mailing Address _____
Number, Street, Apartment City State Zip Code

Phone(s) _____
Home Phone Work Phone

E-mail Address _____ Social Security or Identification # _____

Date of **last** enrollment at WMU: _____ Semester Year Program to which you were admitted (use code from the next page) _____

Semester/session you are applying for: Fall (Aug.) 20____ Summer I (May) 20____
 Spring (Jan.) 20____ Summer II (June) 20____

Degree Level: Master's Specialist Doctoral Certificate

In which state do you claim your legal residence? _____ How long have you lived there? _____

Country of Citizenship: _____

Non-U.S. Citizen only: Include a photocopy of your Alien Registration Card (Green Card) with this application.

I have an I-551 immigrant visa. Visa date _____

I certify that all the answers in this application are complete and accurate to the best of my knowledge. I understand that inaccurate or incomplete information on any part of this application may result in cancellation of admission and/or registration.

Signature _____ Date _____

Applicants: Your application will be forwarded to the department for a decision. You will receive written notification of the decision.

FOR DEPARTMENT USE ONLY	
DECISION: ACCEPT NOT ACCEPT	
COMMENTS:	
ADVISOR SIGNATURE	DATE

Appendix VI

Membership in NASW

Students in the School of Social Work are entitled to full rights and privileges of membership in the National Association of Social Workers (NASW). Members participate at all levels of the Association.

NASW members work with experienced professional social workers through the Michigan NASW chapter to enhance social work practice and to lobby for beneficial change in professional standards, social policy, salary levels, and other concerns. More tangible benefits include:

- A subscription to Social Work, the NASW journal,
- A subscription to NASW News/Personnel Information,
- Reduced rates Abstracts for Social Workers and other NASW publications.

Important Websites:

- The National Association of Social Workers, www.socialworkers.org
- The National Association of Social Workers – Michigan Chapter, www.nasw-michigan.org
- The National Association of Social Workers Code of Ethics, www.socialworkers.org/pubs/code/

Appendix VII

Social Work Licensure

Effective July 1, 2005, the provisions of P.A. 61 of 2004 go into effect. This causes significant changes to the regulation of the social work profession.

Title Changes

Registered Social Work Technician becomes Registered Social Service Technician

The application can be found at:

http://www.michigan.gov/documents/mdch_sw_svc_tech_app_pkt_130544_7.pdf

Registered Social Worker becomes Licensed Bachelor's Social Worker

The application can be found at:

http://www.michigan.gov/documents/mdch_sw_bachelor_app_pkt_130545_7.pdf

Certified Social Worker becomes Licensed Master's Social Worker

The application can be found at:

http://www.michigan.gov/documents/mdch_sw_master_app_pkt_130548_7.pdf

Regulatory Changes

The social service technician continues to be a registration. An individual who is not registered can do similar work but they cannot be called a social service technician.

The bachelor and master social worker changed from a registration to a license. This means that only the individuals who are licensed can call themselves social workers and that the tasks defined by the public health code as social work have to be done by licensed social workers. This transition will be difficult for many but it will cause Michigan to be in line with most other states.

New administrative rules have been developed to address the new provisions of the law. They are available at the following website:

http://www.state.mi.us/orr/emi/admincode.asp?AdminCode=Single&Admin_Num=33802901&Dpt=CH&RngHigh.

Scope of Practice Changes

To provide better distinction between the experienced practitioner and the “new” practitioner, a limited license was created at each level of practice. This limited license allows the individual licensee to practice the activities/functions of the full registrant/licensee while under the supervision of the full licensee. For example, an individual who has completed their bachelor degree in social work would like to have a chance to practice what they have learned but they need to have guidance in their early stages. The limited bachelor's license provides them with the opportunity to perform bachelor social worker tasks while under the guidance and supervision of a master's social worker. At the completion of 2 years (4,000 hours) of supervised practice, the individual is ready to be a licensed bachelor social worker.

Additionally, the legislation provides for a distinction between the master's social worker who is mainly doing private practice activities and one-on-one counseling and the master's social worker who is focusing on macro activities such as running a community agency. The master's social worker license will now be available with a designation in either clinical practice or macro practice. (People who currently hold the certified social worker registration will be issued a license as a master's social worker in both fields.) The

initial license will be issued for only one area of practice but the second area can be acquired with the completion of experience under a master's social worker in that area of practice.

The Public Health Code provides a definition of the practice for each level of regulation. These definitions were used to determine the areas in which experience would be needed for each level. To assist people in understanding the differences in the levels of regulation, a grid was created to show who would typically be responsible for various activities or functions. This is not an inclusive grid but it is intended to assist you in understanding the differences in the scope of practice for each license type.

Scope of Practice for Social Work Technician, LBSW and LMSW

Task	Tech	BSW	MSW	
			Macro	Clinical
Interviewing clients regarding client's situation	X			
Provide information about available services	X			
Provide assistance regarding community resources	X			
Provide linkages to community services	X			
Conduct case-finding activities in community	X			
Monitor client's compliance with program's expectations	X			
Provide life-skills training	X			
Case Management		X		
Case Management for high risk clients				X
Advocacy for individual		X	X	X
Advocacy for group/communities		X	X	X
Psychosocial assessment		X		
Information and referral		X	X	X
Community organization		X	X	
Identification of presenting problem		X		
Teaching/Education of client		X		X
Research		X	X	
Intervention planning and evaluation		X		
Intervention methods using specialized and formal interactions				X
Coordination/evaluation of service delivery			X	
Development of social welfare policy			X	
Provision of training regarding community needs and problems			X	
Supervision of macro social workers			X	
Consultation regarding agency practice and policy development			X	
Psychotherapy with adults				X
Psychotherapy with children				X
Psychosocial assessment				X
Diagnosis of mental, emotional and substance abuse disorders				X
Child welfare				X
Child or adult custody				X
School social work				X
Corrections social work				X
Forensics social work				X
Medical setting social work				X
Supervision (of clinical social workers)				X
Treatment planning and evaluation				X
Directing clinical programs				X
Consultation regarding clinical issues				X

Consultation regarding agency practice & policy development				X
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Information For People with Established Registrations at the Technician, Social Worker or Certified Social Worker Level

All current registrations will automatically be transferred to the equivalent classification:

Social work technician registration = **Social service technician registration**

Social worker registration = **Bachelor’s social worker license**

Certified social worker registration = **Master’s social worker license**

All currently registered Master’s social workers will be given both the macro and clinical designations on their licenses. They are expected to practice only in their area of their expertise – macro social workers should not be practicing clinical social work and clinical social workers should not be practicing macro social work. Frequently it is difficult to separate the functions so it will be possible to hold both designations.

If the currently registered individual did not have a degree in social work or complete the ASWB examination, their license will remain active. Their license status will be not changed even though the requirements for licensure have changed.

Those who have let their registrations lapse will be reviewed on a case by case basis for the next year to determine the best way to address this issue. The new administrative rules provide for the submission of 45 continuing education credits with the application for re-licensure. The types of acceptable programs are listed also in the continuing education section of the rules and more information will be made available regarding approved activities as soon as possible.

The renewal cycle in April 2006 will start the following changes:

The licenses/registrations will be valid for 3 years rather than the current 2-year cycle

BSW and MSW licensees who renew in 2006 will have to complete 45 hours of board approved continuing education activities in the 2006 – 2009 licensing cycle.

There are no continuing education requirements for the social service technician

Basic information regarding acceptable continuing education is listed in the administrative rules and more information will be posted on the website as soon as the methods for approving courses are finalized by the Board and Department

Experience to Be Earned in a Limited Registration/License Status:

The addition of a limited registration or license at each level of regulation allows qualified individuals to gain the required experience after meeting the educational requirements while in an appropriate supervisory situation. Starting September 2005, experience for the social service technician and either the bachelor or master’s social worker must be earned while in a limited status. Limited license social workers will be able to take the examination required for full licensure while they are earning their experience.

New Registration/License Documents to Be Automatically Issued to Current Registrants:

For those who did not renew in 2005 but currently hold an active registration, new registrations or licenses will automatically be sent to reflect the new levels of regulation. The new documents will be mailed in August

or September. Those who renewed in 2005 have a statement on their license that indicates effective July 1 2005, the SW and CSW registrations become BSW and MSW licenses.

NOTE: For those who have a master's degree but are only licensed at the bachelor's level and want to have a master's social worker level for macro practice, applications will be accepted until July 2006. Verification of education and experience will be required but applicants will not have to complete an examination for licensure in macro practice. Submission of the education and verification of experience in acceptable practices will also have to be submitted.

Applicants for a macro practice license will be required to complete the ASWB's Advanced Generalist examination.

Applicants for the clinical practice license will have to verify their experience, education and complete the ASWB's Clinical examination.

BSWs with clinical experience will have to complete the requirements of education, experience and pass the ASWB Bachelor's examination.

Enrollment in a master's degree social work program will no longer be an acceptable way to earn a bachelor's social worker license. Applicants will have to verify completion of a bachelor's degree in social work from a CSWE accredited program.

Starting July 1, 2005 all BSW and MSW applicants will be required to have a degree in social work. Other degrees will no longer be acceptable. (If the original registration was issued on the basis of some other degree, we will not take the license away. The degree requirement only applies to new applicants)

Supervision Requirements for Limited Registrations/Licenses:

Limited Social Service Technician registration:

- No more than 2,000 hours in 1 year
- Limited license issued for one year and can renew only once
- Supervisory review required at least 4 hours per month
- Supervision by licensed bachelor's or master's social worker

Limited Bachelor Social Worker license:

- 4,000 hours at no more than 2,000 hours per year after degree completed
- Limited license issued for 1 year and renewed for not more than 6 years
- Supervision by licensed master of social work
- Work for no more than 40 hours per week
- Supervisory review required of at least 4 hours per month in group or individual settings but at least 1 hour must be an individualized review

Limited Master's Social Worker license:

- 4,000 hours at no more than 2,000 hours per year after degree completed
- Limited license issued for 1 year and renewed for not more than 6 years
- Supervision by licensed master of social work – same designation as limited – e.g. macro supervisor for macro experience and clinical supervisor for clinical experience
- Work from no more than 40 hours per week
- Supervisory review required of at least 4 hours per month in group or individual settings but at least 1 hour must be in individualized review
- 50% of the supervision should include individual contact during which active functions and records of limited licensee are reviewed

Alternate supervision arrangement requirements for bachelor and master's level

In cases of extreme hardship where an approved supervisor is not available, supervision by a related healthcare practitioner can be requested. Before the alternate supervisor can be used, the limited licensee must submit a request with a proposed plan and documentation of the willingness of the alternate supervisor. The Board shall review the request and approve/disapprove the alternate supervisor.

Documentation of Supervised Experience

Experience for the Social Service Technician can only be verified by completion of the Michigan experience form.

Experience for the Bachelor's or Master's Social Worker can be verified in one of the following ways:

- Completion of Michigan experience form
- Licensure from other state if had 4,000 hours of similar supervised experience required
- Verified ACSW status (QCSW is not acceptable because it requires only 3,000 hours of post degree experience)
- If supervisor no longer available, verification of experience from agency director or program director who would be familiar with abilities.

WESTERN MICHIGAN UNIVERSITY
School of Social Work
Amy Vliek, Director of Admissions and Student Services
amy.vliek@wmich.edu

Social Work Licensing in Michigan

Reasons for Social Workers to Complete this Process:

It's the law: "Only a licensed bachelor's social worker shall use the title "licensed bachelor's social worker", "social worker", or "L.B.S.W.". Only a licensed master's social worker shall use the title "licensed master's social worker", "social worker", or "L.MSW"."

See **PUBLIC HEALTH CODE (EXCERPT) Act 368 of 1978, 333.18503 Representation or use of title; prohibition** found at:

[http://www.legislature.mi.gov/\(S\(vohkba551f3hqbz2v1pct4ra\)\)/mileg.aspx?page=getObject&objectName=mcl-333-18503](http://www.legislature.mi.gov/(S(vohkba551f3hqbz2v1pct4ra))/mileg.aspx?page=getObject&objectName=mcl-333-18503)

Resources:

1. **School of Social Work website:** <http://www.wmich.edu/hhs/sw/index.htm>
All useful licensing websites can be found in the link called "Licensing" in the left column.
2. **Michigan Department of Community Health, Social Work Board:** (license applications) http://www.michigan.gov/mdch/0,1607,7-132-27417_27529_27554---,00.html
3. **Association of Social Work Boards:** (exam information) <http://www.aswb.org>
4. **NASW Michigan:** (professional social work organization) <http://www.nasw-michigan.org/>
4. **Student Handbooks:**
Graduate
<http://www.wmich.edu/hhs/sw/graduate/The%20Graduate%20Student%20Handbook%202009-10.pdf>
Undergraduate
<http://www.wmich.edu/hhs/sw/undergraduate/The%20Undergraduate%20Handbook%202009-10.pdf>

Applying for and receiving your Limited License:

1. **Complete your degree** (BSW or MSW)
2. **Complete an application for limited license, and send the application with the \$40.00 fee to the State of Michigan** (the mailing address can be found on the application)
 - a. MSW graduates apply for LLMSW Clinical or Macro found at:
http://www.michigan.gov/documents/mdch_sw_master_app_pkt_130548_7.pdf
 - b. B.S.W. graduates apply for the LLBSW found at:
http://www.michigan.gov/documents/mdch_sw_bachelor_app_pkt_130545_7.pdf
3. **Complete the "Certification of Social Work Education" form** (this form is found in the application packet found in the links in 2a. and b.)
 - a. Complete first page of the form
 - b. Send both pages of the form to:
Amy Vliek
School of Social Work
1903 W. Michigan Ave, #5354
Kalamazoo, MI 49008-5354

4. **Request an official final transcript, pay the \$5.00 fee, and have your transcript sent to Amy Vliek** Director of Admissions, School of Social Work, mailstop #5354
(Find the transcript form at <http://www.wmich.edu/registrar/pdf/forms/transcript-request.pdf>)
5. **Limited license is sent to you** with explanation of exam requirement and supervision
6. **Find work** as a BSW or MSW level social worker
 - a. See scope of practice (find in MSW Handbook, Appendix VII, or in BSW Handbook, Appendix III)
 - b. Find a LMSW supervisor and start to document 4000 hours

What you must do as a Limited License (and be eligible to apply for a full license):

1. **Register for (\$175.00) and take the exam** (passing grade is 75% or more) Information is found at www.aswb.org.
 - a. **LLMSWs** take the **Clinical Exam** if applying for the clinical license **or** the **Advanced Generalist Exam** if applying for the Macro license
 - b. **LLBSWs** take the **Bachelors Exam**
 - c. It is recommended that you take the on-line practice exam for \$75.00
 - b. It is recommended that you purchase study guide for \$30.00
2. **Maintain a log for all supervision meetings**, and include topics discussed (relate to scope of practice), date of meeting, and designate if meeting is individual, group, on-line, or by phone
 - a. You must find a supervisor with a LMSW who has a license in the practice area in which you are applying:
 - LLBSWs can be supervised by either a clinical or macro LMSW, but a
 - LLMSW seeking a clinical license must be supervised by a LMSW Clinical, and a
 - LLMSW seeking a macro license must be supervised by a LMSW Macro
 - b. Four supervision sessions per month required (minimum of 1 of the 4 is a face-to-face session)
 - c. 50% of the time is spent discussing social work activities and record keeping
 - d. Work must be in an agency, health facility, or institution and must be minimum of 16 hours/week and maximum of 40 hours/week
 - e. Have supervisor sign off on every session, and list her/his credentials
 - f. The supervisor is not required to be working in the same agency in which you work
 - g. More information can be found at <http://www.nasw-michigan.org/displaycommon.cfm?an=4>
3. **Renew limited license every year** until 4000 hours are completed, do not exceed 6 years
4. **Once 4000 hours have been completed, and you pass the exam, apply for full license**

Applying for full license:

1. **Submit the application and fee** (you do not need to submit another Certification of Social Work Education form if previously sent for the LLMSW or LLBSW)

Application for LMSW:
http://www.michigan.gov/documents/mdch_sw_master_app_pkt_130548_7.pdf

Application for LBSW:
http://www.michigan.gov/documents/mdch_sw_bachelor_app_pkt_130545_7.pdf
2. **Submit the completed Supervisor's Verification Form** with the completed application to the Michigan Department of Community Health (this form is found in the application packet)
3. **Must have passed the licensing exam**

Maintaining full license:

1. Once you have a full license, you will need to **renew it every 3 years**
2. During the 3 years, you must **complete 45 hours of continuing education credits** (at least 5 hours must be in ethics and 1 hour in pain management), see:
http://www.michigan.gov/documents/mdch/mdch_fhs_bhser_socwork_cebroc_175253_7.pdf

Appendix VIII

WESTERN MICHIGAN UNIVERSITY School of Social Work School Social Work Eligibility Process

The school social work certification program assists WMU students and graduates to meet the criteria for certification as Michigan School Social Workers. The criteria for certification established by the Michigan State Board of Education are:

1. A completed MSW degree.
2. Successful completion (grade of "B" or better) of a course in child development (SWRK 631, 6310, or 6600).
3. Successful completion (grade of "B" or better) of at least one direct interpersonal practice course (SWRK 6360, 6660, or 6680).
4. Successful completion (grade of "B" or better) of additional courses in:
 - a) Social services in the schools (SWRK 566 or 6200),
 - b) Diagnostic tests and measurement (CECP 6030), and;
 - c) Education of children with special needs (SPED 5300).
5. Written proof, on agency letterhead, and signed by your Field Instructor, stating that 500 hours of field education working primarily with children and families has been completed or equivalent experience. Equivalent experience is defined in the following manner:
 - Work (paid or unpaid) in a setting serving children or adolescents and their families, with supervision by a social worker with a CSW license, for about 400 hours. The supervisor must provide a letter of recommendation attesting to the applicant's satisfactory work with this client population
 - At least two years of post-Masters work in the field, with at least 300 documented hours of supervised work experience with this client population
 - Five or more years of post-Masters Social Work experience including 150 hours of supervised experience with this client population, and 150 documented hours of work with children, regardless of setting (e.g. parent volunteer, youth group leader/volunteer, recreation work like coaching)
 - Work as a public school teacher or paraprofessional may substitute for some of the required work experience

At WMU, course-work is considered applicable for a period of six years from the date the degree was conferred (or the class completed). Thus, if the period since graduation or course completion is more than six years, the course-work above must be re-taken, or evidence provided to show that work experience or other educational work has kept the knowledge and skills involved current.

In some instances, courses specified in #4 can be met through other academic work if the applicant can show that the course content is equivalent. In addition, applicants may take equivalent courses through other universities if approved by the Coordinator of School Social Work Training (Amy Vliek in Kalamazoo and Dee Sherwood in Grand Rapids). Work experience **cannot** be used to replace this course-work.

Upon completion of the requirements mentioned above, the Coordinator of School Social Work Training must be notified through a completed formal application (attached to this document), and must be provided with verification of the completed requirements. After the application is received, applicants will be issued a school social work certification form (REC: SSW-310) certifying that she/he is eligible for "Temporary Approval as a School Social Worker." Applicants bring this eligibility certification to prospective employers when applying for school social work positions. Eligibility is good for five years. If employment as a school social worker is not secured in five years applicants must take a refresher course and re-apply for temporary

approval.

Once employed in a school system, the school district sends this school social work certification form (REC: SSW-310) to the State Department of Education. Temporary approvals are not granted until employment as a School Social Worker has been secured in a Michigan public school. Final school social work approval is granted after the completion of one school year of full-time employment as a School Social Worker. Employment must be supervised by an Approved School Social Worker. Ongoing approvals are arranged by the employing school system with the Michigan State Board of Education.

In order to ensure that WMU students, graduates, and area school systems are informed about the process of certification; two faculty members serve as school social work coordinators. The Director of Admissions and Student Services, Ms. Amy Vliek (269) 387-3200, is the coordinator for the main campus, Marian Tripplett for the Benton Harbor campus, and Dee Sherwood (616) 771-9480, coordinates for the Grand Rapids campus. In addition to certifications, they provide a wide range of informational and consultation services, including educating students about the process through organized informational sessions, speaking to graduate classes, and consulting and advising individuals. Consultation is also available to area professionals and WMU graduates who wish to pursue certification.

Required School Social Work Courses

Semesters Offered (these dates are not guaranteed, but rather have been offered during the following semesters/sessions in the past):

WMU Kalamazoo Campus

	Fall	Spring	Summer I	Summer II
CECP 6030	1 section	2 sections		1 On-line
SWRK 6200		1 section		
SPED 5300	1-2 sections	1 section	1 section	

WMU Extended University Programs

	Fall	Spring	Summer I	Summer II
CECP 6030			Grand Rapids: 1 sect Traverse City: 1 sect.	1 On-line
SWRK 6200			Grand Rapids: 1 sect.	
SPED 5300		Grand Rapids: 1 sect. Traverse City: 1 sect.	Grand Rapids: 1 sect.	

Course Alternatives for Current MSW Students and MSW Graduates

Current MSW Students and Graduates:

Michigan State University offers all required School Social Work courses within their Social Work program. These courses may be taken by WMU students for full credit; which can be transferred to WMU to meet the elective requirements in the MSW program. They can also be taken as life-long learning (continuing education) classes, which cannot be transferred and used toward the MSW degree, but can be used toward the SSW certification. All three courses are on-line courses. Students can register for these

classes as a “guest student” with the approval of the MSU School of Social Work. Information about current fees and enrollment can be found at www.vu.msu.edu. The three courses and their WMU equivalents are as follows:

Michigan State University Western Michigan University

SW 873: Social Work in Educational Settings	SWRK 6200: Social Services in Schools
SW 875: SW Interventions: Children with Special Needs	SPED 5300: Introduction to Special Education
SW 874: Assessment and Testing in School SW	CECP 6030: Tests and Measurements

MSW Graduates

The **University of Michigan** offers all School Social Work courses through their continuing education program. MSW graduates are eligible to take these courses and use them toward eligibility for SSW certification. Current MSW students are not eligible to transfer credit from these courses toward their MSW degree. All courses are continuing education courses and are offered on weekend s, either all day one Friday and Saturday, or all day for two Saturdays. Information about fees and class registration can be found at www.ssw.umich.edu/swinschools. The three courses and their WMU equivalents are as follows:

University of Michigan

Social Work in Educational Settings (CR/NC)
Mental Health and Mental Disorders (CR/NC)
 In Children and Youth
Psychological Testing (CR/NC)

Western Michigan University

SWRK 6200: Social Services in Schools
SPED 5300: Introduction to Special Education
CECP 6030: Tests and Measurements

Those Needing to Renew Certification

The University of Michigan and Michigan State University each offer a refresher course required to renew certification for those whose certification has expired. Course information for U of M can be found at <http://ssw.umich.edu/programs/ce/schools/> and information for MSU can be found at <http://vu.msu.edu/preview/sw890-dev/>.

WESTERN MICHIGAN UNIVERSITY
School of Social Work

School Social Work

**APPLICATION FOR:
RECOMMENDATION FOR TEMPORARY APPROVAL AS A SCHOOL SOCIAL WORK**

The following application applies only to Western Michigan University, MSW graduates. All others must contact their graduating university. If WMU graduates completed any of their requirements through another Michigan university, a copy of each grade report must be attached.

Applicants must complete the following application in its entirety and send it to Amy Vliek, Coordinator of School Social Work Training in Kalamazoo or Dee Sherwood, Coordinator of School Social Work Training in Grand Rapids.

Name: _____ Social Security #: _____

Current Home Address: _____

Street Address _____

City State Zip Code _____

Work Phone Home Phone E-mail Address _____

Date of Graduation from WMU Social Work Concentration _____

Social Work Practicum
(First and Second Year Placements)

If practicum did not provide 500 hours of MSW supervised, direct services to children and their families, you must include a current resume which clearly demonstrates your MSW level experience with direct services to children and their families.

Agency	School Social Work? (yes or no)	Total Hours	Date Completed

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Required Course-work

Course #	Graduate Level Course Title	Grade	University	Date Completed
	Human Behavior and the Social Environment, Individual Growth and Development, or Seminar in SW Practice with Individuals, Families, and Groups (SWRK 631, 6310, 6600, or equivalent)			
	Direct Interpersonal Practice Course (PP&A students must take a direct practice course such as: SWRK 6360, 6660, 6680, or equivalent)			
	Social Services in Schools (SWRK 566, 6200, or equivalent)			
	Psychological Testing and Measurements (CECP 603, 6030, or equivalent)			
	Education of Children with Special Needs (SPED 530, 5300, or equivalent)			

Application Check List:

1. All application information completed.
 2. Copy of grade reports for all relevant classes taken outside of WMU.
 3. Letter from a field instructor or employment supervisor, documenting a minimum of 500 hours of completed, MSW level, **direct services** (PP&A field placements cannot be applied) with children and their families (preferably in a school)
- OR**
- A copy of your current resume detailing MSW level employment which provides evidence of direct social work services for children and their families.

Applicant's Signature

Date

Appendix IX

Information on Course Electives

Options for Electives in the MSW Program

MSW students must complete nine hours of electives to support individual learning needs and specialized areas of interest. Electives must be 5000-level or above and can be chosen from any department within WMU or from other institutions. Courses chosen must be relevant to the student's professional goals and interests.

Those students pursuing certificates in Holistic Health (269-387-8757), Alcohol and Drug Abuse (269-387-2656), Nonprofit Leadership (269-387-8930), or state certification as a School Social Worker (269-387-3200), may use the requirements of the certificate programs to satisfy the elective requirement of the School of Social Work. You may want to explore all certificate and specialization options before you sign up for electives. Information on the certificate programs is available on-line at <http://www.wmich.edu/hhs/sw/graduate/certificate.htm>. Your adviser would also be happy to talk to you regarding areas of specialization in social work practice.

The following is a list of departments and contact information which correspond to specific elective courses on the next page. These may be used as electives in the MSW program. It is not an all-inclusive list, as you may find other courses without my help. Use this list when you are unsure about what is an acceptable elective course. Please know that when choosing an elective, you will still need to get approval from your adviser. All adviser assignments will be given in the first week of the fall semester.

Also, please note that none of these courses are offered every semester, and some may not have been offered in quite a few years. **Please contact the department offering the course for more information about when the class will be offered next and when registration assistance is needed.** You should always look in the GoWMU course offering list to see if a course is offered in the next semester. Below is a list of departments you will need to contact for assistance with registration and information. **The School of Social Work is not able to assist students in registering for courses from other departments.**

Accountancy Department.....	(269) 387-5210
Africana Studies.....	(269) 387-2665
Alcohol and Drug Abuse Program.....	(269) 387-2656
Anthropology Department.....	(269) 387-3969
Biological Sciences Department.....	(269) 387-5600
Blindness and Low Vision Studies.....	(269) 387-3455
Counselor Education and Counseling Psychology Department.....	(269) 387-5100
Criminal Justice Department.....	(269) 387-5286
Family and Consumer Sciences Department.....	(269) 387-3704
Finance and Commercial Law Department.....	(269) 387-5720
Interdisciplinary Health Studies.....	(269) 387-8441
Holistic Health Care Program.....	(269) 387-8757
Political Science Department.....	(269) 387-5680
Psychology Department.....	(269) 387-4500
Public Affairs and Administration Department.....	(269) 387-8930
School of Social Work.....	(269) 387-3201
Sociology Department.....	(269) 387-5270
Special Education Department.....	(269) 387-5935
Speech Pathology and Audiology Department.....	(269) 387-8053
Women's Studies Department.....	(269) 387-2510

MSW Program Options for Electives

Interpersonal/Clinical Related Courses

SWRK 6200 - Social Services in Schools

The role of the social worker in elementary and secondary schools and the necessary adaptations to the changes taking place in the educational scene are examined and evaluated. Problem solving approaches are given special attention within the structure and organization of the schools and their relationships with the surrounding community. The specific contributions of a school social worker as a helping person to the pupils, the school staff, and the homes by various interventive means are explored. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: Consent of instructor.

Notes: Open to Graduate Students Only. Offered during Spring semesters

SWRK 6380 - Psychopathology for Social Work Practice

This course provides students with knowledge of psychopathology as an aspect of human functioning and cultural labeling. Primary focus is on the interaction between physiological, developmental, emotional, and social aspects of adult and child psychopathology from both descriptive and psychodynamic points of view. General implications for social work intervention, ethical and value issues, and relevant research will receive some consideration. Emphasis of course sections may be adults, children, or adolescents. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: SWRK 6310 or consent of instructor.

Notes: Open to Graduate Students Only. Offered during Summer I semesters

SWRK 6640 – Behavioral Disorders/Child & Adolescents

Study of problem-solving in specialized areas of social work practice. Focus upon the role of the social work practitioner in assessment, goal establishment, and intervention in the use of various social work methods in different arenas of practice. Specific topic will be announced each semester. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: Consent of instructor.

Notes:

Open to Graduate Students Only. May be repeated for credit up to a maximum of six hours.

SWRK 6910 - Advanced Social Work Practice with Individuals

This course provides students in interpersonal practice with an opportunity to deepen their knowledge and application of advanced clinical social work practice theory to work with at-risk individuals. Special attention is paid to interventions which promote optimal psychosocial functioning and development. This course builds on SWRK 6660 and SWRK 6380, and meets requirements for the advanced practice course in interpersonal practice. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisites: SWRK 6380 and 6660 or consent of the School of Social Work Director of Admissions.

Notes: Open to Graduate Students Only. Offered during Spring & Summer II semesters

SWRK 6920 - Advanced Social Work Practice with Children

This course provides students in interpersonal practice with an opportunity to deepen their knowledge of advanced clinical social work practice with children and their families in a variety of practice settings; e.g., child guidance, mental health, child welfare, school, corrections, and medical settings. This course builds on the content of SWRK 6660, SWRK 6680, and SWRK 6380, and meets the requirement for the advanced practice course in interpersonal practice. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisites: SWRK 6380, 6660, and 6680 or consent of the School of Social Work Director of Admissions.

Notes: Open to Graduate Students Only. Offered during Spring & Summer I semesters

SWRK 6960 - Advanced Social Work Practice with Families

This course provides students with the opportunity to broaden and deepen their knowledge of advanced clinical social work with families. Building on SWRK 6680, it provides theoretical content on structural strategic family therapy and may provide additional consideration of other perspectives such as communications and intergenerational approaches. Application of theoretical content is made to practice with families often encountered in social work practice, and seen as being at risk for problems in social and emotional functioning. The course meets the requirements for an advanced practice course in interpersonal practice. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisites: SWRK 6380, 6680, and concurrent enrollment in SWRK 6780.

Notes: Open to Graduate Students Only. Offered during Spring & Summer I semesters

ADA 5200 - Family and Addiction

This course provides students with knowledge on the effects of substance abuse on the family. Included is theory and practice regarding dysfunctional relationships, children of substance abusers, and resulting disorders. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students. Offered during Spring, Summer II & Fall semesters

ADA 5800 - Substance Abuse Prevention

This course explores the multiple theories and techniques used in the prevention of substance abuse. The history and evolution of prevention is presented, as well as cognitive, affective, and behavioral strategies. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students. Offered during Summer I semesters

ADA 6060 - Causes of Substance Abuse

A study of various social and behavioral theories regarding the causation of alcohol and drug addiction. The findings of research will be examined as they tend to support or disaffirm these social and behavioral theories. Credits 3 hrs.

Notes: Open to Graduate Students Only.

BLS 5880 - Psychosocial Aspects of Disability

This course provides an understanding of the psychosocial factors that impact upon the integration into society of individuals with disabilities. It examines the philosophy of rehabilitation, major classifications and paradigms, common stereotypes, attitudes and their measurement, psychiatric disabilities, theories of adjustment, psychosocial losses, issues relating to sexuality, personal adjustment training, the role of the family, the use of effective interaction skills, and the stages of group process. Credits 2 hrs.

Notes: Open to Upper-class and Graduate Students. Offered during Summer I & Fall semesters

BLS 5890 - Medical and Functional Aspects of Rehabilitation

This course presents an interdisciplinary approach to the study of multi-handicapping conditions in rehabilitation. It includes information on the major disabling conditions such as traumatic brain injury, orthopedic, neuromuscular, visual, learning, speech and hearing, cardiovascular, mental and emotional disabilities, and other selected disabilities. Emphasis is placed upon the cumulative effects of concomitant disabilities with additional emphasis on visual impairment. Credits 2 hrs.

Notes: Open to Upper-class and Graduate Students. Offered during Spring semesters

BLS 6940 - Principles of Orientation and Mobility

This course is concerned with the development and current status of orientation and mobility as an occupation. It emphasizes the perceptual and cognitive bases of travel with impaired vision as well as teaching methods and human interrelationships which are essential for effectively instructing visually impaired adults in skills of independent travel. Credits 3 hrs.

Notes: Open to Graduate Students Only. Offered during Fall semesters

CECP 5200 - Foundations of Rehabilitation Counseling

This course surveys the role of the rehabilitation counselor in establishing eligibility, planning services, the tracking system, counseling, case management, work evaluation, work adjustment, supported employment, transition, client assistance programs, job analysis, job development, post employment, and advocacy. Major emphasis is given to the operation of the state vocational/federal system. Credits 3 hrs.
Notes: Open to Upper-class and Graduate Students. Offered during Fall semesters

CECP 5830 - Workshops in Counselor Education and Counseling Psychology

Workshops designed to enhance skill development related to Counselor Education and Counseling Psychology practices. Open to all students, but is not intended for counseling majors. Credits 1-4 hrs.
Notes: Open to Upper-class and Graduate Students. May be repeated for credit. Offered year-round

CECP 6030 - Tests and Measurement

Designed to develop skills in analyzing, scoring, administering, and interpreting standardized tests. Students will examine selected aptitude, achievement, intelligence, personality and vocational instruments, as well as analyze their use in the student's area of specialization. Issues related to testing will be reviewed, including legal matters, ethical concerns, and use of tests with persons of varying social, economic, cultural, and ethnic backgrounds. Credits 3 hrs.

Notes: Open to Counselor Education and Counseling Psychology Graduate Students Only. Graduate students from other programs may enroll by special permission. Offered year-round

CECP 6040 - Counseling Techniques

An introductory laboratory study of the concepts and skills required in interviewing and counseling. In addition to developing basic techniques and skills, special attention will be given to the impact of interview settings, interviewer/counselor attire, sex, ages of clients, and their social, economic, cultural, and ethnic backgrounds. Credits 3 hrs.

Notes: Open to Counselor Education and Counseling Psychology Graduate Students Only. Graduate students from other programs may enroll by special permission. Graded on a Credit/No Credit basis. Offered Spring, Summer I & Fall semesters

CECP 6050 - Professional Issues and Ethics

Identification and discussion of issues in counseling, psychological services, and related programs will be the focus of this course. The study of ethical standards of relevant professional organizations. A presentation of case studies applicable to an understanding of current issues, multicultural concerns, legal decisions, and ethics in the field. Credits 3 hrs.

Notes: Open to Counselor Education and Counseling Psychology Graduate Students Only. Graduate students from other programs may enroll by special permission. Offered Spring, Summer I & Fall semesters

CECP 6110 - Theories of Counseling

The nature, rationale, development, research and use of theories in counseling are studied. Major points of view including the psychoanalytic, cognitive, behavioral, phenomenological, existential, and family systems perspectives are studied and compared. Models of counseling that are consistent with current professional research and practice in the field and application of theory and intervention strategies to case studies are included. Credits 3 hrs.

Notes: Open to Counselor Education and Counseling Psychology Graduate Students Only. Graduate students from other programs may enroll by special permission.

CECP 6270 - Community Counseling and Administration

This course addresses a broad range of policies and procedures related to counseling and the administration of counseling services in a range of community settings. Selected principles of program evaluation drawn from various organizational settings will be discussed. The history, role and function of counselors in community settings will be analyzed. Evolving directions in the field of counselor education, including biopsychosocial assessment and diagnosis, will be addressed. Specific attention will be given to the unique role that counselors play in assessment and diagnosis in community settings. Credits 3 hrs.

Notes: Open to Counselor Education and Counseling Psychology Graduate Students Only. Graduate students from other programs may enroll by special permission.

CECP 6510 - Personality Assessment

Survey of theory of personality assessment and the basic concepts of non-projective measurement, with emphasis on the administration, scoring, and interpretation of various instruments. Primary attention given to the MMPI. Additional emphasis includes study of the Millon, 16-PF, CPI, and other measures. Credits 3 hrs.

Prerequisite: CECP 6030.

Notes: Open to Counselor Education and Counseling Psychology Graduate Students Only. Graduate students from other programs may enroll by special permission.

CECP 6620 - Couple Interaction and Therapy

Application of a systemic perspective to the assessment and treatment of couples who are seeking therapy. Models of couple therapy are examined and applied to problems common to couples. Attention is given to gender, race, culture, and couple forms. Credits 3 hrs.

Prerequisite: CECP 6610.

Notes: Open to Counselor Education and Counseling Psychology Graduate Students Only. Graduate students from other programs may enroll by special permission.

CECP 6650 - Sex Therapy

The subject of human sexuality is examined from a variety of social, physiological, and cultural viewpoints. Various forms of sexual dysfunction are studied and examined for understanding of both physiological and psychological components and role of each in the dysfunction. Finally, there is in-depth study of current approaches to therapy as well as attention to other issues such as conjoint treatment of couples, resistance, sexual dysfunction in both partners, and sexual dysfunction and its relationship to marital discord. Credits 3 hrs.

Prerequisite: CECP 6620.

Notes: Open to Counselor Education and Counseling Psychology Graduate Students Only. Graduate students from other programs may enroll by special permission.

CECP 6800 - Professional Seminar in Counseling Psychology Issues and Ethics

This seminar explores current professional issues, including professional identity, professional development, the history of counseling psychology, professional organizations, the science and practice of counseling psychology, diverse populations, research and publishing, training issues, and professional ethics. The American Psychological Association's ethics code and principles of ethical reasoning and decision-making are studied and applied to professional conduct. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: Admission to the doctoral program in Counseling Psychology.

Notes: Open to Counselor Education and Counseling Psychology Graduate Students Only. Graduate students from other programs may enroll by special permission.

GRN 5210 - Women and Aging

This course offers an examination of the impact of aging on women, with special emphasis on the diverse experiences, challenges, and social and economic conditions of older women. The course will explore the status and roles of women in an aging society. Topics to be covered include the economics and politics of aging, the health status of women, women as caregivers, and retirees. The plight of minority older women will be addressed. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students. Admission to the Gerontology Certificate Program is suspended. Students currently enrolled may continue their studies until the time limit for completion expires.

GRN 5250 - Religion and Aging

A survey of the views of and attitudes toward the aging process and older people held by the world's major religions will be explored. Particular attention will be paid to the relation of religious views and social policy in the U.S. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students. Admission to the Gerontology Certificate Program is suspended. Students currently enrolled may continue their studies until the time limit for completion expires.

GRN 5300 - Special Topics in Gerontology

This is a variable topic, variable credit course for consideration of current and special interests in gerontology. Specific topics, number of credit hours and Credits 1-4 hrs.

Prerequisites/Co-requisites: Prerequisites, if any, will be announced each time the course is scheduled.

Notes: Open to Upper-class and Graduate Students. May be repeated for credit with different topics.

Admission to the Gerontology Certificate Program is suspended. Students currently enrolled may continue their studies until the time limit for completion expires.

GRN 5430 - Survey of Geriatric Medicine

This course provides an overview and survey of the care of the elderly patient from a medical perspective. The issues of medical problems, long-term care, nursing, rehabilitation, and the social considerations will be broadly discussed. In addition, the interaction of all of the issues of elderly care will be analyzed. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students. Admission to the Gerontology Certificate Program is suspended. Students currently enrolled may continue their studies until the time limit for completion expires.

GRN 5440 - Aging and Mental Health

This is a survey of mental health and mental health treatment problems of older adults. Topics include the courses of major mental illness in old age, depression, and dementias. Consideration will be given to etiologies, current therapies, and treatments, as well as barriers to treatment in this population. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students. Admission to the Gerontology Certificate Program is suspended. Students currently enrolled may continue their studies until the time limit for completion expires.

GRN 5450 - Alcohol, Drugs, and Aging

The problems of alcohol, medication, and legal and illegal drug use, misuse, and abuse among older persons will be discussed. Prevention, intervention, and treatment will be considered. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students. Admission to the Gerontology Certificate Program is suspended. Students currently enrolled may continue their studies until the time limit for completion expires.

Notes: Cross-Listed: This course is cross-listed with ADA 5450.

GRN 5470 - Alzheimer's Disease and Other Dementias

Dementia is a complex issue compounded by stereotypical views of aging and the aged. This course focuses on social, psychological, etiologic, and epidemiological issues related to dementia together with the problems of diagnosis and treatment. Alzheimer's Disease, probably the most common cause of dementia, will receive specific attention. The purpose of this course is to help students gain an understanding of dementia as both a social and medical problem. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students. Admission to the Gerontology Certificate Program is suspended. Students currently enrolled may continue their studies until the time limit for completion expires.

GRN 5810 – Leadership in the Aging Network

The course examines the development of the aging network and the influence this development has had on

what it means to be a leader in this environment and what leadership skills will be most effective. The complexities of managing service delivery in the aging network will be examined. This will include the who, what, when, where and why of different reporting requirements, for example the similarities and differences among nursing home regulations and hospice regulations; financial and funding features; and a survey of a variety of agency structures. Within this context, leadership and leadership styles will be considered. Knowledge, skills, and attitudes considered essential for successful service delivery will be studied. Motivation, conflict resolution, cultural and ethnic sensitivity and ethics will be discussed.

Credits 3 hrs.

Notes: Open to Upperclass and Graduate Students. Admission to the Gerontology Certificate Program is suspended. Students currently enrolled may continue their studies until the time limit for completion expires.

GRN 5980 – Readings in Gerontology

This course is offered as independent study and reading under the guidance of a faculty member. Initiative for planning the topic for investigation and seeking the appropriate faculty member comes from the student, with consultation from the adviser. Credits: 1-4 hrs.

Prerequisites/Co-requisites: Prerequisite: Consent of instructor and director.

Notes: Open to Upperclass and Graduate Students. May be repeated up to a maximum of 4 hours in a program of study. Admission to the Gerontology Certificate Program is suspended. Students currently enrolled may continue their studies until the time limit for completion expires.

GRN 6700 – Approaches to Aging

This course is a graduate-level introduction to the issues facing older persons, their providers and caretakers. Professional inter- and multi-disciplinary, cultural, ethnic, and non-western approaches to aging are some of the features of gerontology that will be discussed during the semester. The format of this course is a combination of traditional didactic instruction and online synchronous and asynchronous discussion.

Credits: 3 hrs.

Notes: Open to Graduate Students Only. Admission to the Gerontology Certificate Program is suspended. Students currently enrolled may continue their studies until the time limit for completion expires.

GRN 6800 - Multidisciplinary Seminar in Gerontology

This seminar introduces students from different disciplines to older persons and their concerns through publications written by older persons and surveys of current issues in health care and health care policy. Readings present the personal perspectives of older persons in a variety of situations. Students will be required to analyze these perspectives within the context of their academic discipline. Current events are surveyed through multiple media. Students will analyze the impact of medical and social breakthroughs and legislative decisions. Credits 3 hrs.

Notes: Open to Graduate Students Only. Admission to the Gerontology Certificate Program is suspended. Students currently enrolled may continue their studies until the time limit for completion expires.

HOL 5300 - Special Topics in Holistic Health

Variable topic, variable credit course for consideration of current and special interests in holistic health. Specific topics, number of credit hours and Credits 1-4 hrs.

Prerequisites/Co-requisites: Prerequisites, if any, will be announced each time the course is scheduled.

Notes: Open to Upper-class and Graduate Students. May be repeated for credit with different topics.

HOL 5310 - Introduction to Holistic Health

The primary purpose of this course is to provide an introduction to the philosophies, theories, and concepts involved in holistic health care. It is meant to serve both as a general educational experience for persons wishing to become familiar with holism and essential basic instruction for persons wishing to apply for admission to the graduate certificate program in Holistic Health Care. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students.

HOL 5320 - Holistic Approaches to Relationships

The purpose of this course is to provide an understanding of relationship development. In order to do this, students will acquire knowledge in self-concept formation, social systems theory, values development, and communication models. A major emphasis in the course will be on how to assist people in establishing and maintaining healthy relationships. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students.

HOL 5330 - Holism and Community

A course designed to help students better understand the dynamics of community and the potential for holistic growth and health through the investment of self in a common and purposeful experience with others. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students.

HOL 5340 - Holistic Health and Spirituality

This course helps students better understand the spiritual dimensions of each individual and the relationship of spirituality to the meaning of health. Various spiritual traditions, philosophies, and practices will be explored with the primary emphasis on the implications of these teachings for everyday living. The course will address the role of spirituality in the therapeutic process for health care professionals and resources available for practitioners and educators. The format for the course will include lecture, discussion, experiential activities, and audio/video presentations. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students.

HOL 5350 - Holistic Approaches to Stress

This course will focus on the nature, sources and symptoms of stress, and provide a holistic approach for the management of stress. The relationship between stress and personality, lifestyle, health and illness will be explored. In addition, the reasons for, and management of, professional and organizational `burn-out will be presented. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students.

HOL 5360 - Counseling Skills for Health Professionals

This course is designed to provide basic information on the counseling process and techniques as they apply to health care settings. This course is designed for health care professionals in allied health professions and not for majors in counselor education, counseling psychology or social work. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students.

HOL 5370 - Health and Humor

This course will focus on the physical, intellectual, emotional and spiritual dimensions of laughter, humor and play. We will explore recent discoveries and research regarding their role in human physical and mental health. Students will learn about the social significance of humor and play, what makes people laugh and why, the role of happiness, and will learn ways to increase happiness and playfulness, use laughter and humor as a stress management technique, and build a basis for appropriate use of humor in helping others. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students.

HOL 5500 - Introduction to Holism and Expressive Arts

This course is a survey of expressive arts therapies used to facilitate the healing process and will deepen the student's understanding of the role of creative expression in health and healing. The use of arts therapies to promote health, reduce stress, and complement the traditional treatment of physical and mental illness will be discussed. Topics covered will be visual arts, sound/music, movement/dance, writing/poetry, and drama/psychodrama. The format for the course will be a combination of experiential creative activities, guest lectures, and video and audio presentations. No artistic experience or background required. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students.

HOL 5510 - Holistic Approaches to Healing Through Visual Art

This course introduces a holistic approach to the use of visual art in healing; how to choose and present appropriate art experiences; spontaneous and directed theme art activities, resources, and materials; guides for interpreting art; and ethics. A variety of activities such as drawing, painting, clay, sand tray, collage, mandalas, and masks will be explored. The format for the course is a combination of experiential activities, lectures, video, and slide presentations. The course is designed to give students and professionals in the counseling, social work, psychology, health care, occupational therapy, art, and other fields some practical tools and considerations for using art for health and healing with others or for personal growth. No artistic talent is required. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students.

HOL 5520 - Healing through Movement

This course is a survey of the use of movement for health and healing. Several movement and dance specialty areas are covered in order to explore personal growth, creativity, balance, stress reduction, spirituality, and cultural perspectives on healing of self and others. Body awareness, breathing, and communication will be emphasized throughout the exploration of movement modalities, such as Authentic Movement, Contact Improvisation, Creative Movement, Feldenkrais, Interplay, Labyrinth Walking, Progoff Journal Writing, Ta'i Chi Chuan, Dances of Universal Peace, and Movement Therapy. The format for the course will be a combination of lectures, discussion, experiential activities, and audio and video presentations. Students enrolled in social work, counseling psychology, occupational therapy, nursing, physical education, and dance will especially benefit from this course. No movement or dance experience is required. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students.

HOL 5530 - Holistic Strategies to Illness and End of Life

This course will examine holistic strategies and techniques designed to help people cope with illness along the continuum from diagnosis through the end-of-life. Topics will include: complementary methods that assist with treatment, surgery, medical procedures, pain management; guided imagery; psychosocial/spiritual considerations; being/supporting the caregiver; and death and dying. Students will pursue their individual interests in a project which will include assessment, research and recommendations of holistic modalities for a person dealing with a particular illness. This course is appropriate for professionals/students in health care and related fields and for individuals who are looking for assistance with their own illness or caring for a loved one. Credits 3 hrs.

Notes: Open to Upper-class and Graduate students.

HOL 6500 - Seminar in Holistic Methods

This course serves as a follow-up to HOL 5310 and is a course for the Graduate Certificate in Holistic Health Care. It offers students an exploration of holistic approaches to wellness promotion, therapy, stress-management, and professional self-care that honor the interdependent relationship between body, mind, spirit, and community. The course also provides an overview of various paradigms of health, holistic approaches to assessment, skills in accessing and discerning relevant research, and examples of "holism in action" in the community. The format for the course will be a combination of experimental activities, lectures, discussions, personal reflections, small group activities, guest speakers, and audio/visual presentations. Through these learning experiences students will have the opportunity to develop a deeper knowledge of the relationship between body, mind, and spirit as well as how to integrate this into their personal and professional practice. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: HOL 5310 or instructor approval.

Notes: Open to Graduate students only.

HSV 6350 - Special Topics in Health and Human Services

This is a variable topics, variable credit graduate level course for consideration of current and special

interest in Health and human services. Specific topics and number of credit hours will be announced each time the course is scheduled. Credits 1-4 hrs.

Notes: Open to Graduate Students Only. May be repeated for credit.

HSV 6980 - Readings in Health and Human Services

This course is offered as independent study and reading under the guidance of a faculty member. Initiative for planning the topic for investigation and seeking the appropriate faculty member comes from the student, with consultation from the adviser. Credits 1-4 hrs.

Prerequisites/Co-requisites: Prerequisite: Consent of instructor and program adviser.

Notes: Open to Graduate Students Only.

PSY 5240 - Human Sexuality

In this course students will learn about the range of human sexual behaviors. Topics covered will include anatomical and physiological functioning as well as psychological aspects of sexual behavior. Class time will involve lectures, discussions, in-class activities, videos, and guest speakers. The course is not intended to provide therapy training. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: Psychology majors only.

Notes: Open to Upper-class and Graduate Students. May be repeated for credit, although the total number of hours in a degree program may not exceed five hours. All 5000-level courses in the Department of Psychology have a prerequisite of junior level status and of PSY 3300 and PSY 3600. Exceptions to this requirement must be approved by the course instructor.

PSY 5260 - Human Drug Use and Abuse

This course provides a general overview of basic pharmacological principles, discusses the behavioral and physiological mechanisms of action of several classes of medicinal and recreational drugs, and surveys the factors thought to contribute to responsible and irresponsible drug intake. Although human drug use and abuse are the primary focus of the course, nonhuman research findings are emphasized where appropriate. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: Psychology majors only.

Notes: Open to Upper-class and Graduate Students. May be repeated for credit, although the total number of hours in a degree program may not exceed five hours. All 5000-level courses in the Department of Psychology have a prerequisite of junior level status and of PSY 3300 and PSY 3600. Exceptions to this requirement must be approved by the course instructor.

PSY 6050 - Professional and Research Ethics

This course is designed to introduce advanced students of Psychology to many of the standards and contemporary issues affecting professional conduct. The topics to be covered revolve around ethical conduct in practice and research as well as the decision-making foundations for resolving ethical issues. Also addressed will be selected legal issues affecting professional practice. Credits 3 hours

Notes: Open to Graduate students only.

PSY 6100 - Conditioning and Learning

This course examines conditioning and learning from the perspective of the experimental analysis of behavior. Emphasis is placed on basic laboratory research procedures and findings. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PSY 6120 - Advanced Physiological Psychology

A survey of the interrelationships of physiological and behavioral processes. Lecture and laboratory. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: Permission of the instructor.

Notes: Open to Graduate Students Only.

PSY 6200 - Analysis of Abnormal Behavior

An advanced study of behavioral disorders as characterized by the standard classification systems, the DMS III-R and ICD-9-M, with respect to their etiology, prognosis and treatment. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PSY 6210 - Developmental Psychopathology

The purpose of this course is to provide students with exposure to theories and empirical findings in contemporary child psychopathology. The goals of the course are to help students (1) acquire a working knowledge of the disorders described in the current classification system (DSM-IV) as they pertain to children and adolescents; (2) gain a critical understanding of the conceptual issues surrounding classification and an appreciation for alternative perspectives; (3) understand prominent theories attempting to explain/describe the variables leading to and/or maintaining psychopathological behavior; and (4) evaluate the empirical data base that informs treatment for the various disorders. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PSY 6570 - Autism: Etiology, Assessment, and Behavioral Treatment

This is a course for psychology graduate students who intend to work with individuals with autism. The course provides a survey of etiological theories of autism, a review of best practices in diagnosis with accompanying practice ion assessment, and an overview of best practices in behavioral treatment of autism. Lectures are supplemented by course projects, invited speakers, and homework exercises that are designed to increase student proficiency in assessing and treating individuals with autism. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: Full-time graduate student status in Psychology.

Notes: Open to Graduate Students Only.

PSY 6610 - Psychotherapy: Theory and Methods

This is a treatment course which reviews several theoretical approaches to, and problem solving strategies for, a variety of client disorders. The course concentrates on the stages of treatment, the issues involved in treatment and various techniques of treatment. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: Permission of instructor.

Notes: Open to Graduate Students Only.

PSY 6640 - Behavior Therapy

This is a treatment course designed to familiarize the student with the methods, applications, theory and clinical literature of behavior therapy. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: Permission of the instructor.

Notes: Open to Graduate Students Only.

PSY 6650 - Behavioral Approaches to Treatment

This is a treatment course designed to familiarize the students with pragmatic issues in the application of behavior management and behavior analysis techniques and the underlying conceptual foundations. Among the topics to be covered are: functional analysis, token economies, behavioral contracting, response accelerating and decelerating techniques, and packaged behavior-management programs in areas such as social skills and assertiveness. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PSY 6680 - Developmental Disabilities

This is a treatment course designed to familiarize students with pragmatic issues in the application of behavior management and behavior analysis techniques to clients who are mentally retarded or traumatically brain injured. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: PSY 6080 AND PSY 6100.

Notes: Open to Graduate Students Only.

PSY 6690 - Child Behavior Therapy

An introduction to behavioral clinical approaches to emotional, social, and behavioral problems of children.

The course content emphasizes both the theoretical basis and practical implementation of a range of behavioral therapeutic techniques, including those based on classical and operant conditioning processes, social learning, and cognitive-behavioral models. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: PSY 6100.

Notes: Open to Graduate Students Only.

PSY 6810 –Assessment I

Survey of the theory of personality assessment and the basic concepts of nonprojective measurement, with emphasis on the administration, scoring and interpretation of various instruments for personality evaluation. The course includes, but is not limited to, the supervised practice in the administration of the MMPI, clinical analysis questionnaire, and observational rating scales. Credits 4 hrs.

Prerequisites/Co-requisites: Prerequisites: PSY 6010 or equivalent and graduate program status.

Notes: Open to Graduate Students Only.

PSY 6830 –Assessment II

A course in individual assessment with particular emphasis on assessing cognitive functioning. This course covers basic psychometric concepts directly related to test administration and interpretation, and examines the complexities of measuring theoretical notions like intelligence. It also covers administration, scoring, and interpretation of individual assessment techniques. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisites: Graduate program status in clinical psychology or permission of the instructor.

Notes: Open to Graduate Students Only.

SPED 5300 - Introduction to Special Education

This course introduces students to the characteristics and needs of learners with sensory, physical, mental, emotional, and learning disabilities. Students develop an understanding of the psychological, sociological, philosophical, legal, and educational aspects of each type of disability. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: Consent of department.

Notes: Open to Upper-class and Graduate Students.

SPED 5800 - Introduction to Learning Disabilities

This course provides an introduction to the field of learning disabilities. Historical perspectives, definitions, service delivery systems, evaluation procedures, and major issues are examined. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: Consent of department.

Notes: Open to Upper-class and Graduate Students.

MSW Program Options for Electives Policy/Planning/Administration Related Courses

SWRK 6230 - Leadership in Nonprofit Organizations

This course addresses knowledge, skills, and attitudes in building leadership for developing, supporting, and maintaining effective service delivery in nonprofit organizations. The course focuses on such topics as leadership styles, power, motivation and conflict, task-group skills, supervision, women and other minorities in management, and ethics and values in leading nonprofit organizations. Credits 2 hrs.

Notes: Open to Graduate Students Only.

SWRK 6450 - Administration in Human Service Organizations

This course addresses knowledge, skills, and attitudes essential in building leadership for developing, supporting, and maintaining effective service delivery in human service agencies. The course focuses on leadership styles; power, motivation, and conflict; task group skills; supervision; women and minorities in management; and values and ethics in leading human service organizations. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: Enrollment in School of Social Work or consent of the School of Social Work Director of Admissions.

Notes: Open to Graduate Students Only.

SWRK 6670 - Planning in Nonprofit Organizations

The course focuses on planning program changes and new programs in nonprofit organizations. Program planning is viewed as a creative, dynamic process carried out by a team. The stages and tasks of program planning are studied from analytical, technical, and interactional perspectives. Credits 2 hrs.

Notes: Open to Graduate Students Only.

FCS 6560 - Family Law, Ethics, and Professional Issues

Areas of study include the therapist's and family life educator's legal responsibilities and liabilities, fundamentals of family and consumer law across the life cycle, professional ethics for marriage and family therapists and family life educators, professional socialization, current issues in professional practice, and the role of the professional organizations, licensure and certification, legislation, independent practice, and interprofessional cooperation. Credits 3 hrs.

Notes: Open to Graduate Students Only.

FIN 6620 - Health Care Financial Management

This course deals with advanced financial management concepts affecting health care institutions. Working-capital management, capital-budgeting, and Medicare reimbursement programs are examined. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: FIN 3200 or equivalent.

Notes: Open to Graduate Students Only. Enrollment in HCOB graduate business courses requires admission to the MBA or MSA program or the consent of the Director of Graduate Business Programs.

GRN 5810 - Leadership in the Aging Network

The course examines the development of the aging network and the influence this development has had on what it means to be a leader in this environment and what leadership skills will be most effective. The complexities of managing service delivery in the aging network will be examined. This will include the who, what, when, where and why of different reporting requirements, for example the similarities and differences among nursing home regulations and hospice regulations; financial and funding features; and a survey of a variety of agency structures. Within this context, leadership and leadership styles will be considered. Knowledge, skills, and attitudes considered essential for successful service delivery will be studied. Motivation, conflict resolution, cultural and ethnic sensitivity and ethics will be discussed. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students. Admission to the Gerontology Certificate Program is suspended. Students currently enrolled may continue their studies until the time limit for completion expires.

GRN 6810 - Program Planning and Development in Gerontology

This seminar in the gerontology graduate specialty program will explore the process of program planning and development through meetings with national, state, and local funding agencies and meetings with service providers in various kinds of programs for older persons throughout the region. Credits 3 hrs.

Notes: Open to Graduate Students Only. Admission to the Gerontology Certificate Program is suspended. Students currently enrolled may continue their studies until the time limit for completion expires.

IHS 6330 - Ethics and Law in Health and Human Services Professions and Scientific Research

Applies principles of ethics to health and human service decision-making, policy formulation, and to clinical and research situations. Current issues and research in biomedical and social ethics are examined, together with the legal and ethical concerns which affect interdisciplinary collaborative practice. Laws are discussed which influence the provision and delivery of care and services at local, state, and federal levels. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: Admission to the Ph.D. in Interdisciplinary Health Studies or

permission of director.

Notes: Open to Graduate Students Only.

MGMT 6170 - Managing Human Resources and Behavior

Work is a dominant theme in the lives of most people. The way people are managed and relate to one another affects the quality of their lives and the effectiveness of their organizations. Understanding individual differences, sources of behavior, choices people make, and how issues come together in groups and organizations is imperative for today's managers. A clear understanding of how diverse managerial approaches positively impact the performance of a diverse workforce is of growing importance. The course instructional technology ranges from lecture to self-directed work. There is, however, an emphasis on participative and experiential learning. Credits 3 hrs.

Notes: Open to Graduate Students Only. Enrollment in HCOB graduate business courses requires admission to the MBA or MSA program or the consent of the Director of Graduate Business Programs. Repeatable for different topics.

PADM 5830 - Grant Writing for Nonprofit Organizations

This course takes students through a proactive grant proposal writing process. The course is conducted in a workshop format with emphasis on writing a grant proposal and on logical relationships between sections of a proposal. Credits 2 hrs.

Notes: Open to Upper-class and Graduate Students. Undergraduates with junior or senior status and 12 hours of course work in appropriate major fields may enroll in 5000-level courses with prior approval of the student's adviser or consent of the program director.

PADM 5840 - Promoting Nonprofit Organizations

A practical course in the application of marketing principles to nonprofit organizations. Emphasis will be placed on techniques for defining and identifying the organization's commitment to quality and measurement of market satisfaction will also be covered. Participants will develop marketing strategies to meet the needs of identified markets. These strategies will include the identification of market offers, communication messages and methods, location issues, and the development of market budgets. Credits 2 hrs.

Notes: Open to Upper-class and Graduate Students. Undergraduates with junior or senior status and 12 hours of course work in appropriate major fields may enroll in 5000-level courses with prior approval of the student's adviser or consent of the program director.

PADM 5860 - Budget Development for Nonprofit Organizations

This course will examine procedures for projecting revenues, the extent to which tax policies affect private contributions to nonprofits, and the process for developing budgets. Line item and alternative budget formats will also be considered. An ability to use spreadsheets (e.g., Excel or Lotus) is strongly recommended. Credits 2 hrs.

Notes: Open to Upper-class and Graduate Students. Undergraduates with junior or senior status and 12 hours of course work in appropriate major fields may enroll in 5000-level courses with prior approval of the student's adviser or consent of the program director.

PADM 5870 - Fund Raising for Nonprofit Organizations

A practical course for those who wish to develop their fund raising skills. Emphasis is on understanding the various forms of fund raising, such as the annual fund, special events, deferred giving, major gifts, special project campaigns, corporate/foundation gifts, and direct mail. Students will learn to assess their own organizations' fund raising readiness and develop fund raising plans unique to their organizations. Credits 2 hrs.

Notes: Open to Upper-class and Graduate Students. Undergraduates with junior or senior status and 12 hours of course work in appropriate major fields may enroll in 5000-level courses with prior approval of the student's adviser or consent of the program director.

PADM 6080 - Organization Theory and Behavior

This course has the following objectives: a) to familiarize participants with the basic concepts, models, and theories of organization; b) to develop a better understanding of individual, group, and organization behavior; c) to provide a conceptual foundation upon which theoretical knowledge can be applied to organizational and managerial problems. In pursuit of these objectives, the following subjects will be considered: theories of organization and management; individual behavior; group dynamics; organization change; organizational performance, efficiency, and effectiveness. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6090 - Organization Development

This course is an introduction to the theories, models, and intervention modalities of Organization Development (OD). Topics to be explored and discussed include: the underlying organizational philosophy of OD; the OD view of persons in an organizational setting; the major subdivisions or schools of thought in this field; role playing in selected OD interventions; and specific applications of OD in organizational settings. The objective of this course is to develop competence in the application of OD practices in a variety of agency settings. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6110 - Administrative Law and Governmental Regulation

This course examines how administrative laws and public regulations control and regulate the activities of local, state and federal government officials and the agencies by which they are employed. It will consider the requirements for, and limits on, the exercise of power by elected and appointed officials. Special attention is devoted to the development, adoption, and enforcement of administrative laws and government regulation. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6120 - Principles of Public Budgeting

This course utilizes a combination of “hands-on” exercises and theory to examine the preparation of government budgets. Topics to be addressed include criteria for evaluating sources of government revenue, the politics of budgeting, alternative budget formats such as line item and performance, cost center accounting, and the methodologies for developing revenue projections, capital improvement programs and operating budgets. Ability to use spreadsheets such as Excel or Lotus is required. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6130 - Local Government Administration

This course addresses the management challenges faced by local public administrators in managing American local government under conditions of substantial physical, economic, social, and political change. Students will review current societal trends affecting local communities and then examine how these trends, and the roles and relationships of major stakeholders in local government, impact local policy decision-making and governmental administration. Students will develop skills in applying public administration principles and methods to managing public organizational adaptation and change. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6140 - Managing Community Growth and Development

The course is intended for public managers involved in guiding community growth and/or managing local economic development. The course will focus on the dynamics of developing the community’s economy and managing its physical growth and expansion in ways that enhance and sustain the quality of local and regional community life. Students will examine policies, programs, and techniques in the public management of economic development, business attraction and retention, land use, growth management, housing, public facilities and infrastructure, and environmental preservation. The course will also address the economic, demographic, spatial, and political forces driving urban change and impacting community sustainability. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6150 - State and Local Government Finance

This course examines a variety of financial tools that enhance a public official's ability to cope with the crosscurrents of expanding government responsibilities and public resistance to higher taxes and fees. The tools that are addressed by this course include governmental accounting concepts and procedures; methods of financing infrastructure projects; risk management; calculating the costs of providing goods and services; and cost-benefit, cost effectiveness, and cost revenue analysis. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6170 - Intergovernmental and Interorganizational Relations

This course examines the interactions among governmental and non-governmental entities. A majority of the course examines the political, economic, constitutional, legal, and historical foundations of intergovernmental relations, the types and implications of grants-in-aid, and fluctuations in the powers and responsibilities of local, state, and national governments. The remainder of the course analyzes the relationships among public agencies, legislative bodies, the executive, and interest groups. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6180 - The Political and Economic Environment of Public Administration

This course examines the interplay of political and economic forces that impact roles and capacities of public administrators in the governmental and non-profit sectors. The course also reviews trends in the global economic system affecting the roles of public-serving organizations in the economy in regulating, stimulating, and mitigating the social and political impacts of the private economy. Covered topics may include: the administrative politics of interest group influence and agency constituency building; the politics of bureaucratic accountability; performance, and legislative control; interactions between citizens and bureaucracy; bureaucratic ethics; the economic roles of government and the non-profit sector in the global economy; and ties between the administration of public-serving organizations and economic institutions and processes. Students are encouraged to obtain a fundamental knowledge of basic economic concepts prior to taking the course. Credits 3 hours

Notes: Open to Graduate students only. This course should be taken early in the master's program.

PADM 6270 - Human Resources Administration

A survey course that examines the concepts and practices of human resource management and reviews the functions performed by human resource administrators and other agency officials. Areas of consideration may include, but are not limited to, human resources planning and recruitment, training and development, compensation, information systems, and employee relations. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6290 - Supervisory Skills for Administrators

This elective course includes a consideration of the five most important functions of middle level managers and first line supervisors: decision making, planning, organizing, leading, and controlling. In order to assist participants develop their supervisory skills, this course utilizes case studies, small group discussions, role playing, simulations, and other practical skill building exercises. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6420 - Administering Human Service Organizations

This course deals with how to administer human service organizations (HSOs) and is intended to integrate theoretical and technical skill content from other courses in the program. The course uses a seminar format, along with case studies and problem solving simulations, to focus on a wide range of issues and dilemmas in the administration of HSOs. For students seeking a concentration or certificate in the Nonprofit Leadership and Administration program, this serves as the capstone course. Credits 2 hrs.

Prerequisites/Co-requisites: Prerequisite: Completion of 12 hours of Nonprofit Leadership and Administration course work.

Notes: Open to Graduate Students Only.

PADM 6440 - Human Resources for Nonprofit Organizations

This course provides an overview of the functions of human resources activities as they relate to the broad objectives of the whole organization. Emphasis will be on fundamentals of job design, employment techniques, performance appraisals, pay practices, benefits options, employee relations, and termination practices. Credits 2 hrs.

Notes: Open to Graduate Students Only.

PADM 6510 - Health Services Delivery

This course provides a comprehensive overview of health services delivery systems in the U.S. with an emphasis on access, cost, and quality of care. This course deals with various issues, including causes and characteristics of health services utilization, cost and financing of health services, providers of health services, different dimensions of quality of care, and different delivery systems from other countries. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6520 - Financial Management of Health Care Organizations

By applying basic accounting and financial management techniques and principles from the intra-organizational perspective, this course examines the use of financial statements to assess financial viability and performance of health care organizations, different ways to allocate cost, pricing and service decision-making, and financial planning and budgeting. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6550 - The Administration of Health Services

This course addresses the managerial functions in health care organizations. The responsibilities of health care managers in leadership, planning, controlling, organizing, staffing, budgeting, and evaluating performance are considered. Underlying ethical issues confronting the administration of health services are also explored. Techniques on how to manage rapid organizational change are an integral part of the course. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6570 - Management of Managed Care Organizations

This course provides an overview of issues related to management and planning of managed care organizations. This course covers the recent evolution of health care reform, different types of managed care organizations, integrated health care delivery systems, open versus closed panel plans, negotiating with providers including physicians and hospitals, Medicaid and Medicare managed care, and legal issues in provider contracting, how to develop PMPM premium rate, revenue maximization and cost control, and quality and performance measurement. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6630 - Leading the Public Organization

This course uses a theoretical and methodological research literature, documentation in a variety of media, and practical work experiences to examine the roles of leadership, human behaviors, and human resources systems in public organizations. The course addresses leadership and human behaviors within systems and chaos models in the public arena of work. Attention is given to the management of functions of human resources as well as to the activities of the employees in an organization. External influences, competing organizational systems, and identified public outcomes are also examined to complete an understanding of leader and follower roles. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6650 - Public Policy, Theory, and Research

This course will trace the development of theory in thinking about public policy. It will explore alternative models suggesting the way that public policy is formulated and implemented. Each model reflects a different way of perceiving the relationship between government and society. The application component

will require students to apply one or more of the models to a substantive policy area. Emphasis will be placed on primary sources in preparing an analytical paper. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6660 - Contemporary Issues in Public Management

Contemporary public management faces critical challenges in its present standing and future role in American society. This seminar focuses on the future of public management in government and the not-for-profit sector by (1) examining current policy and issue trends, as well as reform movements, impacting public management today; (2) reviewing the implications of these trends and movements for the future of administering American public organizations; and (3) exploring scenarios for managing public organizations in the future in selected issue and policy areas. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6780 - Program Evaluation

Pressure to reduce the nature, size and scope of government has heightened interest in evaluating the impact of governmental activities. This course will focus on how to measure the effectiveness of agency programs. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6870 - Legislative Relations for Public Administrators

This course prepares participants to interact with policy making bodies: city councils, county commissions, or the state legislature. Participants will learn to estimate the possible impact upon their agency of legislation under consideration, to assess the probable effect of proposed legislation upon their clientele, and to project the amount of revenue to be generated by a proposed tax, fine, or fee. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PADM 6900 - Fund Accounting

This course offers an opportunity to become thoroughly familiar with many different aspects of not-for-profit accounting and financial reporting. In addition to the governmental fund accounting system, the student is also able to explore college and trust accounting systems. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PSCI 5060 - Topics in American Government

A critical examination of selected issues facing national, state, or local governments with emphasis upon contemporary theoretical and applied perspectives on the question. Credits 2-4 hrs.

Prerequisites/Co-requisites: Prerequisites: Junior status, PSCI 2000, PSCI 2400 or PSCI 2500, and two additional courses in Political Science.

Notes: Open to Upper-class and Graduate Students. May be repeated for credit when topics vary.

Undergraduates who have attained at least junior status and who have completed PSCI 2000, PSCI 2400 or 2500, and two additional courses in political science, or who have obtained prior approval of the department chair, may enroll in 5000-level courses.

PSCI 5320 - Administration in Developing Countries

This course compares public administration systems in a development context. It analyzes the role of the administrator in developing countries, notably the administrator's varied responsibilities as a career public official, and as an agent of change. The character of the development administrator as both a generalist and specialist is explored. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisites: Junior status, PSCI 2000, PSCI 2400 or PSCI 2500, and two additional courses in Political Science.

Notes: Open to Upper-class and Graduate Students. Undergraduates who have attained at least junior status and who have completed PSCI 2000, PSCI 2400 or 2500, and two additional courses in political science, or who have obtained prior approval of the department chair, may enroll in 5000-level courses.

PSCI 5530 - United Nations

A study of the United Nations in action. Attention is focused on significant political problems confronting world organization, i.e., functional and dysfunctional aspects of the UN; nationalism vs. internationalism; conflict resolution and UN peace-keeping efforts; specific UN accomplishments in maintaining a dynamic international equilibrium; UN weaknesses and the future of world organization. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisites: Junior status, PSCI 2000, PSCI 2400 or PSCI 2500, and two additional courses in Political Science.

Notes: Open to Upper-class and Graduate Students. Undergraduates who have attained at least junior status and who have completed PSCI 2000, PSCI 2400 or 2500, and two additional courses in political science, or who have obtained prior approval of the department chair, may enroll in 5000-level courses.

PSCI 6000 - Seminar in American Politics

Research and study in selected topics in American politics. Credits 3 hrs.

Notes: Open to Graduate Students Only. May be repeated for credit when topics vary.

PSCI 6010 - Foundations of American Politics

An examination of the formal institutions of government at the national level and the representation of citizen interest through political participation including elections, political parties and interest groups, and public opinion. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PSCI 6030 - Seminar in American Political Behavior

This course will review current literature in the area of political behavior and psychology. Special attention will be paid to controversies in voting behavior and the meaning and significance of vital concepts such as partisanship, ideology, issue voting, belief systems, political sophistication, affective reactions to politics, and the dynamics of citizen participation. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PSCI 6040 - American National Politics and Public Policy

This course provides a graduate-level introduction to American public policy. The focus of this course is on the stages or elements of the policy process as a means of analysis. While this approach has traditionally included policy formation, implementation and evaluation, it is expanded to include policy studies and other important theoretical aspects of public policy. Consequently, the course will attempt to provide a synthesis between classical and behavioral political science. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PSCI 6330- Comparative National Development Strategies

This course examines the interaction between the administrative agency and the social, economic, and political forces which constitute its external environment. Emphasizes the sources of bureaucratic power, the nature of administrative and political elites, and the strategies which agencies pursue in seeking to survive and expand their programs. Explores the impact of the political system on administrative decision-making and agency responsiveness. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PSCI 6490 - Rural Development

A seminar concerning changing perceptions of rural development in the academic world and in national and international development agencies. The links between rural development, agriculture, food security, health, population pressures, and resource availability are analyzed. The challenges of designing and/or reforming administrative structures to pursue effective rural development are reviewed. Credits 3 hrs.

Notes: Open to Graduate Students Only.

PSCI 6500 – Developing Countries Seminar

Variable topics examining the course of political development among the developing countries, with special

reference to the relationship between administrative needs and democratic objectives. Credits 3 hrs.
Notes: Open to Graduate Students Only. May be repeated for credit when topics vary.

SOC 6730 - Formal Organization

This course analyzes the nature of large-scale, formal organizations, concentrating on their structure, types of organizational goals, processes of control, authority and leadership, and the relationship of organizations to their social environment. Examples of organizations will be selected from different areas such as education, government, medicine, science, leisure, and industry. Credits 3 hrs.

Notes: Open to Graduate Students Only.

Liberal Arts/Sciences and Other Social Disciplines

ADA 5350 - Drug Testing

This course explores the theory and practice of drug testing and its applications in both clinical practice and employment settings. The spectrum of testing ranges from field dexterity to gas chromatography. Federal requirements are reviewed for application in both clinic and work settings. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students.

ANTH 5100 - Human Biology

An advanced course in the method and theory involved in the study of the biology of Homo sapiens. Aspects of Human Biology that will be studied from a biocultural perspective include growth and development, infectious disease, nutrition, adaptation to stressful environments, genetics, and demography. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisites: Junior/senior status and 12 hours of Anthropology, including ANTH 2500 or consent of instructor.

Notes: Open to Upper-class and Graduate Students. All 5000-level courses have the following prerequisites: Junior/senior status and at least 12 credits in anthropology, including the specific prerequisite for each course.

ANTH 5210 - Nationalism, Invented Tradition, and Self-Identity

This course introduces students to the theoretical debates concerning nationalism by evaluating the works of authors such as Anderson, Hobsbawm, and Gellner and by examining select case studies of nationalism in a number of world areas. Emphasis will be on nationalism as a cultural as well as political process so its relation to invented tradition and self-identity will be highlighted. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisites: ANTH 2400, graduate standing or consent of instructor.

Notes: Open to Upper-class and Graduate Students. All 5000-level courses have the following prerequisites: Junior/senior status and at least 12 credits in anthropology, including the specific prerequisite for each course.

ANTH 5220 - Poverty, Power, and Privilege

This course critically explores anthropological approaches to understanding poverty as well as racial, class, and sexual inequalities. The course emphasizes inequalities within the contemporary United States, but situates those dynamics within an analysis of global processes and conditions. Particular emphasis is placed on analyzing ways that every day practices, neoliberal social policies, economic restructuring, resistance efforts, and institutional practices play in producing, challenging, and maintaining structural violence. Feminist, post-structuralist, Marxist, cultural studies, and hegemony studies approaches are covered. Both ethnographic case studies and theoretical analysis are explored to inform collaborative required applied community based anthropological research on power, race, and class relations within the Kalamazoo region. Credits 3 hrs.

Notes: Open to Upper-class and Graduate Students. All 5000-level courses have the following prerequisites: Junior/senior status and at least 12 credits in anthropology, including the specific prerequisite for each

course.

ANTH 5250 - Spirits and Medicine

This course explores how healing is linked to belief and in turn how beliefs about well-being, illness, and treatment are culturally prefigured. Students will examine healing practices in the United States and cross-culturally as they relate to belief and consciousness, including western medicine and alternatives, spirit possession and trance, and methods of divination. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: ANTH 2400.

Notes: Open to Upper-class and Graduate Students. All 5000-level courses have the following prerequisites: Junior/senior status and at least 12 credits in anthropology, including the specific prerequisite for each course.

ANTH 5310 - Medical Anthropology

This course starts with the premise that illness is as much cultural as it is a biological phenomena and explores the ways in which different societies, including our own, perceive and manage illness and disease. The primary focus of the course is to understand the intersection of cultural, social, and political variables in the experience of illness and the practices associated with healing. Specific topics include ethnomedicine, spiritual healing, primary health care in the developing world, the symbolism of modern medicine, the political economy of health care and AIDS, and inequality. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisites: Junior status, 12 hours of anthropology, and ANTH 2400 or consent of instructor.

Notes: Open to Upper-class and Graduate Students. All 5000-level courses have the following prerequisites: Junior/senior status and at least 12 credits in anthropology, including the specific prerequisite for each course.

ANTH 5400 - Ethnographic Research Methods

An exploration of the complexity of ethnographic research methods through a practice oriented approach to training in ethnographic approaches. Students learn a range of qualitative research methods as well as the political, ethical, methodological, and theoretical dilemmas of anthropological fieldwork and writing through supervised fieldwork projects as well as classroom assignments. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisites: Junior/senior status, 12 hours of Anthropology, and ANTH 2400 or consent of instructor.

Notes: Open to Upper-class and Graduate Students. All 5000-level courses have the following prerequisites: Junior/senior status and at least 12 credits in anthropology, including the specific prerequisite for each course.

ANTH 5450 - Topics in Sociocultural Anthropology

An intensive study of the cultures of an area of the world or selected problems. Topic will be announced each semester. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisites: Junior/senior status, 12 hours of Anthropology, and ANTH 2400 or consent of instructor.

Notes: Open to Upper-class and Graduate Students. May be repeated for credit. All 5000-level courses have the following prerequisites: Junior/senior status and at least 12 credits in anthropology, including the specific prerequisite for each course.

ANTH 5500 - Human Evolution

This course is designed to provide students with an intensive examination of the human fossil record from the initial divergence of the hominid lineage to the origin of modern Homo sapiens. Emphasized in this course will be paleontological theory, issues relating to species definition and recognition, functional anatomical complexes, adaptive processes, and human morphological variation. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisites: Junior/senior status, 12 hours of Anthropology, and ANTH 2500.

Notes: Open to Upper-class and Graduate Students. All 5000-level courses have the following prerequisites: Junior/senior status and at least 12 credits in anthropology, including the specific prerequisite for each

course.

ANTH 6010 - Seminar in Cultural Anthropology

Intensive study of contemporary issues in sociocultural theory. May be elected as a graduate cognate course by students in other disciplines. Credits 3-4 hrs.

Prerequisites/Co-requisites: Prerequisite: Consent of instructor.

Notes: Open to Graduate Students Only. May be repeated for credit when topics vary.

ANTH 6030 - Seminar in Biological Anthropology

Advanced instruction and research in the principal problem areas in biological anthropology. May be elected as a graduate cognate course by students in other disciplines. Credits 3-4 hrs.

Prerequisites/Co-requisites: Prerequisite: Consent of instructor.

Notes: Open to Graduate Students

Only. May be repeated for credit when topics vary.

ANTH 6090 - Ethnohistory Seminar

Ethnohistory is the study of cultures combining research techniques and theoretical approaches from the fields of history and anthropology. This course will survey ethnohistorical research on a hemispheric level, including the United States, Canada, Mexico, Central and South America. We will read works in the areas of culture contact, colonialism, material analysis, historiography, oral history, gender, historical archaeology, ethnography, tribalization, globalization, and modernization. The core of ethnohistory lies in the realization shared by practitioners of the benefits obtained through the use of multiple lines of evidence to study history and culture. Ethnohistorians recognize that documents, archaeological findings, oral histories, and ethnographies can be profitably compared, contrasted, and integrated to elucidate the histories and cultural contexts of groups that have been ignored in conventional historical accounts. Thus, interdisciplinary study is incumbent in ethnohistory. By juxtaposing multiple lines of evidence, the ethnohistorian can at once examine the distant and the local, the general and the particular, bringing human experience into better focus. Credits 3 hrs.

Notes: Open to Graduate Students Only. May be repeated.

Cross-Listed: Course is cross-listed with HIST 6090.

BIOS 5120 - Environment and Health Problems

Human Activities impact the environment and environmental factors impact health. Human environment interactions are often not optimal or without cost. In this course we seek sustainable solutions to environment and health problems. Credits 3 hrs.

BIOS 5310 - Biology of Aging

This course is designed to provide students with an understanding of the aging process. The lectures will emphasize the anatomical, physiological, and molecular changes which occur in cells and organs with aging. Clinical applications are introduced where they provide additional insight into the aging process. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: BIOS 2400 or 3500.

Notes: Open to Upper-class and Graduate Students. All 5000-level courses have the following prerequisites: Junior/senior standing and at least 12 credits in biology, including the specific prerequisite for each course.

BIOS 5595 - Biology of Sensory Systems

This course provides an introduction, discussion and analysis of the anatomy, physiology, molecular biology and disease states of developed sensory systems identified in the human body and other animals. Recent sensory systems articles will be utilized to critique, strengthen students' scientific reading skills, scientific writing skills and presentation skills. This course is approved to cover the Capstone requirement for the Biology and Biomedical Sciences majors. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: BIOS 2400 or 3500 or permission of instructor.

Notes: Open to Upper-class and Graduate Students. All 5000-level courses have the following prerequisites:

Junior/senior standing and at least 12 credits in biology, including the specific prerequisite for each course. Offered during Spring semesters.

BIOS 5610 - Pharmacology

The study of the mode of action of drugs in the body. Topics may include, but are not limited to pharmacokinetics, pharmacodynamics, autonomic pharmacology, cardiovascular pharmacology, and renal pharmacology. The course will consist of approximately 50 percent lecture and 50 percent student presentations on selected topics. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisites: BIOS 350 and CHEM 3750 and 3760.

Notes: Open to Upper-class and Graduate Students. All 5000-level courses have the following prerequisites: Junior/senior standing and at least 12 credits in biology, including the specific prerequisite for each course. Offered during Winter semesters (alternate years).

GWS 5970 - Issues in Women's Studies: Variable Topics

Group study of special issues in Women's Studies. Variable topics may address theoretical, critical, or practical issues in the historical or contemporary context. The courses will be offered in response to the special needs and interests of students and may be organized around special events or available guest speakers. Credits 1-3 hrs.

Notes: Open to Upper-class and Graduate Students. May be repeated for credit when topics vary. Course open to graduate students. The prerequisites for admission of undergraduates to 5000-level Women's Studies courses are 12 hours of course work from the Women's Studies approved list, including WMS 2000, and at least junior level status, or departmental approval.

SOC 5630 – Women, Media and Crime

This course provided an overview of the relatively recent field of women, crime and justice, with particular direction guided by an issues approach. A wide variety of current research and theory in this realm are critically examined. The specific subtopics covered in this course encompass gender and discrimination in society at large, within the sociological/criminological academy, and within the criminal justice system. Broad feminist theoretical and methodological perspectives are drawn upon to contour the examination of women as criminal offenders, as victims of crimes such as rape and intimate violence, and as professional workers within the criminal justice system. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisites: Graduate standing or SOC 2000 or 2100, SOC 2600, SOC 3620, and one other 3000- or 4000-level course (SOC 3140 is encouraged).

Notes: Open to Upper-class and Graduate Students. 5000-level courses in the Department of Sociology are designed for a graduate student audience. Advanced undergraduates with at least 12 hours of Prerequisites and junior class status will be allowed to enroll. Prerequisites must include SOC 2000 or its equivalent in another related social science discipline and two 3000- or 4000-level courses (i.e. one of each; or two of one). Exemptions for these may be granted in rare cases with the written approval of the director of the Undergraduate Studies Program.

SOC 5680 - Race, Ethnicity, and Justice

This course addresses the multicultural dynamics that effect the definitions (s) and distribution of justice in the United States. The primary focus is the differential treatment of African Americans, American Indians, Latinos, and Asian Americans throughout the major institutions of society, particularly the legal institution. A critical analysis of the social, political, and economic forces that support the current social structure will direct the inquiry. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisites: Graduate standing or SOC 2000 or 2100, SOC 2600, SOC 3620, and one other 3000- or 4000-level course.

Notes: Open to Upper-class and Graduate Students. 5000-level courses in the Department of Sociology are designed for a graduate student audience. Advanced undergraduates with at least 12 hours of Prerequisites and junior class status will be allowed to enroll. Prerequisites must include SOC 2000 or its equivalent in another related social science discipline and two 3000- or 4000-level courses (i.e. one of each; or two of one). Exemptions for these may be granted in rare cases with the written approval of the director of the

Undergraduate Studies Program.

SOC 6050 - Studies in Sociological Theory: Variable Topics

A detailed study of a social problem area through student reports and seminar discussion. Instructor will select specific topic. Course is intended to provide intensive joint exploration of significant sociological issues. Credits 3 hrs.

Prerequisites/Co-requisites: Prerequisite: Consent of instructor.

Notes: Open to Graduate Students Only. May be repeated for credit with a different topic.

SOC 6560 - Seminar in Social Stratification

This seminar will deal with the sociological explanations of stratification. The functional, conflict and evolutionary paradigms will be used to analyze and explain the nature, causes and consequences of class and status within social systems. The usefulness of such concepts as power, prestige, social class and status within social systems will be stressed. Credits 3 hrs.

Notes: Open to Graduate Students Only.