WKU

**Masters
Of
Social Work**

**Student Handbook
2015-2016**

Revised: Summer 2015

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UNIVERSITY INFORMATION AND MISSION

Western Kentucky University's undergraduate division provides four-year programs
leading to the bachelor of arts, the bachelor of fine arts, the bachelor of general studies,
the bachelor of science, the bachelor of science in nursing, the bachelor of social work,
and the bachelor of music degrees. Eighty-eight (88) academic majors and fifty-seven
(57) academic minors are available. A number of professional and pre-professional
curricula provide additional options.

Eighteen (18) associate degree programs are offered leading to the associate of arts
degree, associate of science degree, associate of applied science and associate of
general studies degree. Three certificate programs are also offered.

In addition to the MSW Program, Graduate Studies offers the Master of Arts, Master of
Arts in education, Master of Business Administration, Master of Science, Master of
Music, Master of Public Service, and the Master of Public Administration. Western also
offers the Specialist degree and Rank I and II programs. A joint doctoral degree
program is offered with the University of Louisville and the University of Kentucky.
Consult the Graduate Studies Catalog for further information. Western Kentucky
University shall be the University of choice for students and faculty who are dedicated to
academic excellence.

True to the Western Spirit, the University offers an inviting, nurturing, and challenging
environment, which is responsive to the intellectual, social, and cultural needs of a
diverse learning community. Western's success is reflected in the success of its alumni,
who are known for their leadership, adaptability, and commitment to Western. Western
Kentucky University shall produce nationally and globally competitive graduates and
provide optimum service and life-long learning opportunities for its constituents.

Western Kentucky University is committed to equal opportunity. It is an Equal
Opportunity Affirmative Action Employer and does not discriminate on the basis of age,
race, color, religion, sex, sexual orientation, national origin, or handicap in any
employment opportunity. No person is excluded from participation in, denied the

benefits of, or otherwise subjected to unlawful discrimination, on such basis under any educational program or activity receiving federal financial assistance.

If you experience discrimination in any educational program or activity, written procedures are available for consideration of complaints that allege such discrimination. These should be directed to the Office of the President, Western Kentucky University, 1906 College Heights Blvd, Bowling Green, Kentucky 42101-3576. Inquiries about such alleged discrimination also may be made directly to the Director, Office of Civil Rights, United States Department of Human Resources, and Washington, DC 20201

CSWE PURPOSE OF SOCIAL WORK

The MSW Program functions in accordance with the Council on Social Work Education (CSWE) standards. Full details of the latest educational policy can be downloaded from www.cswe.org.

Purposes of the Social Work Profession

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context.

The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

1) To enhance human well being and alleviate poverty, oppression, and other forms of social injustice.
2) To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
3) To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
4) To pursue policies, services, and resources through advocacy and social or political actions that promotes social and economic justice.
5) To develop and use research, knowledge, and skills that advance social work practice.
6) To develop and apply practice in the context of diverse cultures.

Purposes of MSW Social Work Education

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

DEPARTMENT OF SOCIAL WORK MISSION STATEMENT

The mission of the Department of Social Work at Western Kentucky University is to provide quality BSW and MSW programs that prepare competent and responsible professionals to work successfully in a global society.

MSW PROGRAM MISSION STATEMENT

In keeping with the tenets of the program, the purposes of social work, constituent needs, and the regional characteristics of south central and western Kentucky, the mission of the MSW program at WKU is to educate and prepare students for professional social work practice to meet the needs of increasingly diverse rural populations. The program is particularly dedicated to addressing the work force needs of agencies working with Kentucky's families and communities. In addition, the program emphasizes professional and scholarly service to the community, the state, and the nation

MSW PROGRAM GOALS, OBJECTIVES AND PERFORMANCE INDICATORS

In 2008, the accrediting body of social work education, the Council on Social Work Education (CSWE) switched to a competency based system for accrediting schools of social work. This new design helps schools to examine what we truly want students to be able to "do" at the end of MSW level education. In the words of CSWE, "Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities."
(EPAS, 2008, p. 3)

According to the Curriculum Policy Statement contained within the Council on Social Work Education's Handbook of Accreditation Standards and Procedures, students completing an MSW Program curriculum should be able to the following after completing the **Foundation Year**:

Competencies	Expected Practice Behaviors
1. Identify as a professional	1. Advocate for client access to the services of social work. 2. Practice personal reflection and self-correction to assure continual

social worker and conduct oneself accordingly	professional development.
	3. Attend to professional roles and boundaries.
	4. Demonstrate professional demeanor in behavior, appearance, and communication.
	5. Engage in career-long learning.
	6. Use supervision and consultation.
2 Apply social work ethical principles to guide professional practice	7. Recognize and manage personal values in a way that allows professional values to guide practice.
	8. Make ethical decisions by applying standards of NASW Code of Ethics and, as applicable, IFSW/IASSW Ethics Principles.
	9. Tolerate ambiguity in resolving ethical conflicts.
	10. Apply strategies of ethical reasoning to arrive at principled decisions.
3 Apply critical thinking to inform and communicate professional judgments	11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
	12. Analyze models of assessment, prevention, intervention, and evaluation.
	13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
4 Engage diversity and difference in practice *INCLUDES: age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, sexual orientation*	14. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
	15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
	16. Recognize and communicate their understanding of the importance of difference in shaping life experiences
	17. View themselves as learners and engage those with whom they work as informants.
5 Advance human rights and social and economic justice	18. Understand the forms and mechanisms of oppression and discrimination.
	19. Advocate for human rights and social and economic justice.
	20. Engage in practices that advance social and economic justice.
6 Engage in research-informed practice and practice-informed research	21. Use practice experiences to inform scientific inquiry. 22. Use research evidence to inform practice.
7 Apply knowledge of human behavior and the social environment	23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.
	24. Critique and apply knowledge to understand person and

	environment.
8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services	25. Analyze, formulate, and advocate for policies that advance social well-being. 26. Collaborate with colleagues and clients for effective policy action.
9 Respond to contexts that shape practice	27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
	28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities	29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities 30. Use empathy and other interpersonal skills. 31. Develop a mutually agreed-on focus of work and desired outcomes.
	32. Collect, organize and interpret client data. 33. Assess client strengths and limitations. 34. Develop mutually agreed-on intervention goals and objectives. 35. Select appropriate intervention strategies. 36. Initiate actions to achieve organizational goals.
	37. Implement prevention interventions that enhance client capacities. 38. Help clients resolve problems. 39. Negotiate, mediate, and advocate for clients. 40. Facilitate transitions and endings. 41. Critically analyze, monitor, and evaluate interventions.

According to the Curriculum Policy Statement contained within the Council on Social Work Education's Handbook of Accreditation Standards and Procedures, students completing an MSW Program curriculum should be able to the following after completing the **Concentration Year**:

Competencies	**Expected Practice Behaviors**
1. Identify as a professional social worker and conduct oneself accordingly	1. Demonstrate an ability to advocate for clients rights in collaborative service planning
	2. Acknowledge and integrate the clinical implications of advanced generalist practice social workers' own cultural background, family structure, family functioning, and life experience
	3. Demonstrate adherence to appropriate and ethical professional roles and boundaries 4. Demonstrate professional demeanor in behavior, appearance, and communication
	5. Recognize the importance of and demonstrate an ability to engage in

	career-long learning; 6. Seek out and effectively use supervision and consultation
	7. Apply and understand the specialized nature of the professional social work role in rural settings/with rural populations 8. Create a self-care plan is continuously monitored for effectiveness.
2 Apply social work ethical principles to guide professional practice	9. Manage personal values in a way that allows professional values to guide professional practice
	10. Make ethical decisions by applying standards of the NASW code of ethics
	11. Synthesize the requirements of the NASW code of ethics, the standards of the profession, abide by relevant laws and policies, and use professional values to guide practice;
	12. Accepts the role of ambiguity in the process of resolving ethical conflicts and dilemmas, especially as it applies to rural population/setting 13. Apply strategies of ethical reasoning to arrive at principled decisions
3 Apply critical thinking to inform and communicate professional judgments	14. Evaluate multiple sources of knowledge, including research-based knowledge and practice wisdom
	15. Compare, contrast, and apply models of prevention, assessment, intervention, and evaluation
	16. Demonstrate effective oral and written communication in working with a wide range of clients and systems in advanced generalist practice
4 Engage diversity and difference in practice *INCLUDES:* *age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, sexual orientation*	17. Evaluate the extent to which a culture's structures, traditions and values may support, oppress, marginalize, or, create or enhance privilege and power for individuals, families, and groups
	18. Demonstrate the ability to identify and manage the influence of personal biases and values in working with diverse client populations
	19. Demonstrate the ability to communicate an understanding of the importance of difference in shaping the life experiences of individuals, families, and groups
	20. Demonstrate the ability to learn from and engage those with whom we work as experts on their own lives
5 Advance human rights and social and economic justice	21. Describe the forms, mechanisms, and implications of oppression and discrimination, as they relate to advanced generalist practice with individuals, families, and groups
	22. Advocate for human rights and social and economic justice for individuals, families, and groups
	23. Engage in practices that advance social and economic justice for

	individuals, families, and groups
6 Engage in research-informed practice and practice-informed research	24. Use practice experiences with individuals, families, and groups to inform scientific inquiry 25. Relate theories, models, and research for understanding client problems within contextual client systems and circumstances 26. Evaluate effective evidence-based intervention strategies with rural populations/settings 27. Collaborate with the client in selecting effective evidence-based intervention strategies 28. Apply research skills to the evaluation of interventions 29. Advocate for the dissemination and implementation of evidence-based practices for individuals, families, and groups with rural populations/ settings
7 Apply knowledge of human behavior and the social environment	30. Evaluate client situations with regard to risk and protective factors relevant to advanced generalist practice interventions with individuals, families, and groups
	31. Apply practice theories to facilitate the understanding of client situations within the context of their environment across the populations that advanced generalist practice social workers serve
8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services	32. Evaluate policies that advance the social well-being of individuals, families and groups 33. Advocate for policies that advance the social well-being of individuals, families and groups
	34. Implement effective policies in advanced generalist practice settings
9 Respond to contexts that shape practice	35. Appraise, the changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services
	36. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services commensurate with the evolving community needs
10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities	Engagement 37. Prepare for action with individuals, families, and groups 38. Use relationship building and other advanced generalist practice skills 39. Develop mutually agreed upon focus of work and desired outcomes
	Assessment 40. Perform assessment procedures to evaluate clients' needs, wants, strengths and limitations 41. Develop mutually agreed upon intervention goals and objectives 42. Select appropriate intervention strategies based on informed consent of client

	43. Utilize a bio psychosocial spiritual cultural assessment, including diagnosis, as appropriate using DSM 44. Utilize community assessment framework to inform intervention strategies
	Intervention 45. Initiate actions to achieve client goals 46. Implement prevention interventions that enhance client capacities 47. Build on client strengths to continue to solve problems 48. Empower clients in negotiating and advocating for themselves 49. Facilitate mutually agreed upon transitions and endings
	Evaluation 50. Advanced generalist practice social workers critically evaluate their own program and practice interventions

Programs of Study

The MSW Program at WKU delivers an Advanced Standing and a Traditional Program with a Part-time and a Full-time option for each. This curriculum is delivered on the main campus in Bowling Green, KY and part-time options are offered in our cohort programs in Elizabethtown, KY and Owensboro, KY. The program specifics are as follows:

MSW 2 Year Full-Time Traditional Program – 60 Credit Hours
(Bowling Green, KY Campus Only)

Year 1 Fall Semester

Course	Number	Name
SWRK	501	Cultural Competency in Social Work Practice
SWRK	510	Human Behavior in the Social Environment
SWRK	520	Generalist Social Work Practice
SWRK	540	Foundation of Social Research Methods
SWRK	560	Foundation Field Practicum I

Year 1 Spring Semester

Course	Number	Name
SWRK	522	Group Dynamics in Social Work Practice
SWRK	523	Rural community Organization and Development
SWRK	530	Foundation of Social Welfare Policy
SWRK	561	Foundation Field Practicum II
		Elective 1*
		ACAT Examination

Year 2 Fall Semester

Course	Number	Name
SWRK	610	Social Work Administration and Supervision
SWRK	620	Advanced Psycho-Social Approaches for Rural Practice
SWRK	623	Social Work Clinical Assessment and Intervention
SWRK	660	Concentration Field Practicum I
		Elective 2*

Year 2 Spring Semester

Course	Number	Name
SWRK	622	Advanced Social Work Practice with Families
SWRK	630	Rural Social Work Policy
SWRK	640	Applied Social Work Research
SWRK	661	Concentration Field Practicum II
		Elective 3*
		Practice Readiness Exam (Comprehensive Exam)

Year 2 – May   **Graduation**

*Electives may be taken in Winter and Summer terms

PART-TIME TRADITIONAL (60-CREDIT) PROGRAM – 4 YEAR
(Bowling Green, KY Campus Only)

Year 1 Fall Semester

Course	Number	Name
SWRK	501	Cultural Competency in Social Work Practice
SWRK	510	Human Behavior in the Social Environment

Year 1 Spring Semester

Course	Number	Name
SWRK	530	Foundation of Social Welfare Policy
SWRK		Elective 1
		ACAT Examination

Year 2 Fall Semester

Course	Number	Name
SWRK	520	Generalist Social Work Practice
SWRK	540	Foundation of Social Work Research Methods
SWRK	560	Foundation Field Practicum I

Year 2 Spring Semester

Course	Number	Name
SWRK	522	Group Dynamics in Social Work Practice
SWRK	561	Foundation Field Practicum II
SWRK	523	Rural Community Organization and Development
		ACAT Examination

Year 3 Fall Semester

Course	Number	Name
SWRK	610	Social Work Administration and Supervision
SWRK	623	Social Work Clinical Assessment and Intervention
SWRK		Elective 2*

Year 3 Spring Semester

Course	Number	Name
SWRK	630	Rural Social Work Policy
SWRK	640	Applied Social Work Research
SWRK		Elective 3*

Year 4 Fall Semester

Course	Number	Name
SWRK	620	Advanced Psycho-Social Approaches for Rural Practice
SWRK	660	Concentration Field Practicum I

Year 4 Spring Semester

Course	Number	Name
SWRK	622	Advanced Social Work Practice with Families
SWRK	661	Concentration Field Practicum II
		Practice Readiness Exam (Comprehensive Exam)

Year 4 – May Graduation
*Electives may be taken in Winter and Summer terms

FULL TIME ADVANCED STANDING (33-CREDIT) PROGRAM
(Bowling Green, KY Campus Only)

Year 1- Fall Semester

Course	Number	Name
SWRK	610	Social Work Administration and Supervision
SWRK	612	Social Work in Diverse Rural Communities
SWRK	620	Advanced Psycho-Social Approaches for Rural Practice
SWRK	623	Social Work Clinical Assessment and Intervention
SWRK	660	Advanced Field Practicum I

Year 1- Winter Term: Elective I, and/or II

Year 1 Spring Semester

Course	Number	Name
SWRK	622	Advanced Social Work Practice with Families
SWRK	630	Rural Social Work Policy
SWRK	640	Applied Social Work Research
SWRK	661	Advanced Field Practicum II
		Practice Readiness Exam

Year I- Summer Term:

Elective II if not taken in winter term, Electives can also be taken the summer prior to the first Fall Semester if you are already admitted into the MSW program.

PART-TIME ADVANCED STANDING (33-CREDIT) PROGRAM
(Bowling Green, KY campus and Elizabethtown/Owensboro Cohort)

Year 1 – Fall Semester

Course	Number	Name
SWRK	610	Social Work Administration and Supervision
SWRK	612	Social Work in Diverse Rural Communities
SWRK	623	Social Work Clinical Assessment and Intervention

Year 1- Spring Semester

Course	Number	Name
SWRK	630	Rural Social Work Policy
SWRK	640	Applied Social Work Research

Year 1 – Summer Term

Course	Number	Name
		Elective I
		Elective II

Year 2- Fall Semester

Course	Number	Name
SWRK	620	Advanced Psycho-Social Approaches For Rural Practice
SWRK	660	Advanced Field Practicum I

Year 2- Spring Semester

Course	Number	Name
SWRK	622	Advanced Social Work Practice with Families
SWRK	661	Advanced Field Practicum II
		Practice Readiness Exam

Year – May
Graduation

Course Listings

Professional Foundation
SWRK 501 - Cultural Competency in Social Work Practice (3 hours)
> Designed to provide the student with a conceptual basis for cross cultural social work interventions.

SWRK 510 - Human Behavior in the Social Environment (3 hours)
> Examines behavior within the context of families, groups, organizations, communities, and cultures.

SWRK 520 - Generalist Social Work Practice (3 hours)
> Designed to provide the student with an introduction to the knowledge, values and skills necessary for effective social work interventions with individuals and families.

SWRK 522 - Group Dynamics in Social Work Practice (3 hours)
> Provides an introduction to social work group work practice, including dynamics of group interaction, stages of group development, and group types.

SWRK 523 - Rural Community Organization and Development (3 hours)
> Teaches the knowledge, skills and values of advanced macro level social work practice with a focus on complex skills in community development, economic development, and organizational change within the rural community.

SWRK 530 - Foundations of Social Welfare Policy (3 hours)
> Designed to provide the student with an introduction to relationships between social policy, social welfare, and the American society.

SWRK 540 - Foundations of Social Work Research Methods (3 hours)
> Provides an overview of social work research methods for graduate level practice. Topics include research paradigms and designs: qualitative and quantitative methods, and single-subject and group-comparison designs.

SWRK 560 –Foundation Field Practicum I (3 hours)
> Focuses on application of skills, knowledge, and values of the generalist social work perspective.

SWRK 561 - Foundation Field Practicum II (3 hours)
> Continues to focus on applied skills, knowledge, and values for the generalist social work perspective.

Advanced Course Work
SWRK 610 -Social Work Administration and Supervision (3 hours)
> Explores a variety of theories and models on managing human resources including non-professional and professional staff.

SWRK 612- Social Work in Diverse Rural Communities (3 hours)
> Addresses issues of diversity, including rurality, in multilevel advanced social work practice for Advanced Standing students.

SWRK 620 – Advanced Psycho-Social Approaches for Rural Practice (3 hours)
> Focuses on knowledge, skills, and values for advanced micro level social work within a rural area. Topics include clinical interventions with

individuals, **families**, and groups; empowerment and interdisciplinary approaches.

SWRK 622 - Advanced Social Work Practice with Families (3 Hours)
This course builds on the knowledge and skills gained in the generalist social work practice classes. Knowledge and skills related to social work processes for planned change using engagement, assessment, planning, implementation (with interventions), evaluation, termination, and follow-up in working with families.

SWRK 623 – Social Work Clinical Assessment and Intervention (3 Hours)
Focuses on the process of assessment and diagnosis from a direct practice perspective

SWRK 630 - Rural Social Welfare Policy (3 hours)
Teaches advanced graduate-level skills in policy analysis and evaluation with an emphasis on skills for policy practice within the rural context.

SWRK 640 - Applied Social Work Research (3 hours)
Teaches the skills for evaluation of social work practice across client system levels within the rural practice context. It provides a value context for practice evaluations.

SWRK 660 - Advanced Field Practicum I (3 hours)
Focuses on the development of advanced applied skills, knowledge, and values for direct social work practice in a rural setting.

SWRK 661 - Advanced Field Practicum II (3 hours)
Focuses on the development of advanced applied skills, knowledge, and values for advanced direct social work practice in a rural setting.

Electives

SWRK 433G- Ethical Issues and Dilemmas in Social Work (3 hours)
Prerequisite(s): permission of instructor. An examination of professional ethics and common ethical dilemmas in social work. Models of ethical decision making are applied in case vignettes.

SWRK 436G- Services to Children (3 hours)
Prerequisite(s): permission of instructor. A survey of institutional and community services with focus on principles of social services for children and their families.

SWRK 671 - Social Work and the Law (3 hours)
Prerequisite: SWRK 501 or permission of instructor.
Introduction to legal issues in social work. Identifies similarities and differences between legal and ethical obligations and dilemmas. Topics include courtroom evidence, procedure and testimony.

SWRK 672 - Child Sexual Abuse (3 hours)
Prerequisite: SWRK 510, and advanced standing or approval of instructor. Dynamics, causes, and effects of child sexual abuse across the life span. Focuses on interventions, skills, and knowledge for working with families and individuals experiencing child sexual abuse.

SWRK 673 - Grief/Loss Issues Intervention (3 hours)

Prerequisite: SWRK 520 or permission of the instructor.
Dynamics of grief and loss. Theories/models for interventions that are relevant for advanced direct social work practice in rural settings.

SWRK 675 - Expressive Therapies (3 hours)
Prerequisite: SWRK 520 or permission of the instructor.
Teaches therapy from a holistic perspective that embraces alternative practices for personal change and growth. Students will obtain knowledge from various theories and models with interventions that are relevant for social work practice.

SWRK 676 - Social Work with Migrants (3 hours)
This course is an elective course providing students with exposure to social work practice with migrants. This course will provide definitions for the various terms associated with migrants, explore the history of immigration in the United States from 1884 to present, examine cultural competency as applied to migrant populations, explore underlying theoretical underpinnings when working with migrants, examine effective interventions with migrants, explore the most vulnerable groups within migrant populations, and emphasize the role of social worker as advocate.

SWRK 678 – Environmental Justice (3 hours)
Examines the relationship between environmental practice and social inequity, with grounding in relevant theories, policies, practice and evaluation of micro, mezzo, and macro intervention.

SWRK 679 – Professional Social Work Writing Seminar (3 hours)
Common social work writing tasks include documentation of client services, psychosocial assessments including diagnostic impressions, court reports often including recommendations for removal of children or jail time, grant proposals, and additional discipline specific writing requirements. This course will help students develop advanced social work writing skills in these areas critical for successful advanced professional practice.

SWRK 695- Special Topics in Social Work (3 hours)
Prerequisite: Admission to the MSW program or permission of the instructor. An in-depth examination of a selected topic in social work. Topics will vary. May be repeated with different topics for a maximum of 6 credit hours.

SWRK 698- Selected Readings in Social Work (3 hours)
Prerequisite: Completion of the 1st year of MSW or advanced standing. An independent study with a faculty member focusing on the development of a literature review or thesis topic pertaining to an agreed upon area within rural centered social work practice.

SWRK 699- Selected Research in Social Work (3-6 hours)
Prerequisite: SWRK 698. An independent study with a faculty member focusing on the completion of the research proposal initiated in SWRK 698. This course may be taken for 3 or 6 credit hours.

SWRK Electives 571 - 578 are Credit for Learning Courses
(Special Permission Required)

SWRK 57l - Introduction to Kentucky Child Welfare Practice (3 hours)
Focuses on understanding problems and issues faced by children and families within an ecological framework. The complexities of social work practice within the Kentucky child welfare system are examined. (Open only to DCBS P and P workers.)

SWRK 572 –Family Violence: Social Work Practice (3 hours)
Provides students with the research, practice, and policy knowledge necessary for understanding, assessing, and intervening in various forms of family violence. Students examine their own values, beliefs, and biases related to working in this area of social work practice in the public child welfare system. (Open only to DCBS P and P workers.)

SWRK 573 –Assessment and Case Management of Child Sexual Abuse (3 hours)
This course prepares students to identify family dynamics associated with childhood sexual abuse, advocacy, crisis assistance and intervention. Students gain knowledge and skills required to assess and interview children, families, and offenders. Skills are gained to assess needs, make appropriate referrals, and prepare for the placement of the child, when indicated. Students will learn the social worker's role in a multidisciplinary team and increase their preparation for and participation in related judicial proceedings. (Open only to DCBS P and P workers.)

SWRK 574 –Enhancing Safety and Permanency for Children (3 hours)
Students develop professional social work practice knowledge and skills in the delivery of services to children and youth in foster care as well as families who care for them. Students are prepared to enhance the safety and permanency of children receiving services from the KCHF Services. (Open only to DCBS P and P workers.)

SWRK 576 - Advanced Case Work Practice in Child Welfare (3 hours)
Training in advanced levels of casework in a child welfare practice setting. This is one of three administration and supervision courses offered by the Credit for Learning Program. (Open only to DCBS P and P workers.)

SWRK 577 - Supervision of Advanced Casework in Child Welfare (3 hours)
Core concepts and competencies in casework supervision in child welfare. This is one of three administration and supervision courses offered by the Credit for Learning program. (Open only to DCBS P and P workers.)

SWRK 578 - Coaching and Mentoring in Child Welfare (3 hours)
Supervision, coaching and mentoring theory, research, practices, and policies in child welfare. This is one of three administration and supervision courses offered by the Credit for Learning Program. (Open only to DCBS P and P workers.)

PROGRAM ACADEMIC POLICIES

Academic Advising

The MSW Program places high value on the advising process. Advisors' office hours are posted on their office doors. Students are assigned a faculty advisor during the program orientation.

Student Responsibilities:
The specific responsibilities of students include:
1. Plan a schedule for each semester to ensure that there is reasonable progress toward the degree. The faculty advisor will guide and offer counsel in this process.
2. Complete all courses for which the student registers.
3. Know the contents of the Graduate Catalog and MSW Student Handbook. Ask clarifying questions if you do not understand.
4. Participate in advising prior to registration.
5. Notify advisor in timely way if student is experiencing a problem.
6. Complete all required forms in a timely manner. (See Appendix F)

Faculty Advisor Responsibilities:
The specific responsibilities of the advisors include:
1. Assist students in selection of courses and program planning to prepare them for professional social work practice.
2. Provide an opportunity for students to evaluate their personal commitment to social work and readiness to enter the profession.
3. Engage students in comprehensive evaluation of their performance in the educational program.
4. Refer students with personal problems to appropriate resources with the University and community, i.e., medical, psychological, financial, housing, childcare, employment, career counseling, etc.
5. Participate in committees established to evaluate academic and/or professional performance.
6. Clear students for course registration (exception: cohort students who are registered by DELO).

Academic Load

A typical academic load for graduate students ranges from 12 to 15 semester hours. No student may carry more than 15 hours per semester. Elective courses may be taken in the summer or winter to reduce the fall or spring load to no fewer than 9 semester hours. Approved electives may be taken within the Department of Social Work or in other departments. Typically, only courses numbered 500 and above are taken by graduate students. A course designated 400G may be taken with permission of the student's advisor. Undergraduate courses will not count toward MSW degree requirements.

Grades

Candidates for an MSW degree are required to maintain a combined average grade of B (3.0 grade point average) in all course work. Grades lower than a C may not be used in meeting degree requirements. Graduate students must maintain a 3.0 cumulative GPA in all courses taken as a graduate student (including all transfer courses and undergraduate level courses). Students who fail to meet the 3.0 GPA requirements for the graduate program GPA (courses on approved Form C) and overall cumulative GPA will not be awarded a degree or certificate (see graduate school policy).

Repeating a Course:

MSW Students may only repeat an individual course one time. After inability to complete the course successfully within two attempts, the student will be dismissed from the MSW Program. When a student repeats a course, both grades will show on the student's transcript. However, the newest grade will be used to calculate the GPA.

Graduate Academic Probation and Dismissal

Graduate students must maintain a 3.0 grade point average (GPA) for all courses taken at WKU and those graduate courses transferred to WKU to fulfill graduate program requirements. Students must maintain a minimum grade point average of 3.0 in both the major and the cumulative (overall) GPA to earn a degree or certificate. If a student's overall GPA falls below 3.0, the student will receive a letter of academic warning informing the student that the GPA is below 3.0. The student will have one additional full-time semester or the equivalent (9 hours) to remove the academic probation by attaining a 3.0 cumulative GPA. If the GPA remains below a 3.0 after completing the one semester of full-time course work or the equivalent (9 hours), the student may not register for any additional graduate credit at WKU and will be dismissed from the graduate program. Students placed on academic probation are not eligible for graduate assistantship appointments.

Any student failing to obtain the required 3.0 GPA after the probationary period who wishes to be readmitted to Graduate Studies must submit a written academic plan detailing how the required GPA can be obtained. The request for readmission must have the support of the graduate faculty in the academic program before being reviewed/considered in Graduate Studies. This request for readmission must be submitted with a new application following the semester of academic probation. Each case will be reviewed by the Dean of Graduate Studies and Research for a determination regarding readmission to the desired academic program. If they are accepted for readmission to the program, readmitted students will have one full-time semester or the equivalent (9 hours) to remove the academic probation by attaining a 3.0 cumulative GPA. Please note that each program reserves the right to apply more restrictive requirements to graduate students regarding probation and dismissal.

Dismissal

Students will be dismissed from the program for having failed twice the final comprehensive examination for the MSW degree. A graduate student may also be dismissed from the graduate program if the overall GPA, as a graduate student, (including graduate and undergraduate course work) falls below 3.0 as described in the academic probation section above. Students who receive two Failing grades will be terminated from the Masters Program.

Capstone Courses

All students are required to complete the capstone course **SWRK 622** in conjunction with SWRK 661 prior to graduation.

Class Attendance

Learning in a graduate professional program is based in part on the interaction that occurs between the instructor and the students in the classroom. Regular attendance at class is an expected responsibility of students. Each course syllabus may have specific requirements, including online instruction.

Credit for Learning Courses

WKU's graduate program participates in the Credit for Learning Program (CFL), which is a collaborative program between Kentucky's three public MSW programs, EKU, and the Cabinet of Health and Family Services. CFL is supported by WKU's Division of Extended Learning and Outreach (DELO). Students enrolling in these courses must complete the University's graduate application, a registration form (EKU), and have completed a baccalaureate degree from an accredited university. Credit for Learning (CFL) courses may be used as electives for the completion of WKU's graduate social work program if completed for a grade within 6 years of admissions into the graduate program. CFL courses may not be used to meet any core course requirements. It is the student's responsibility to ensure that CFL courses do not exceed the number of credit hours a student may transfer to WKU. It is also the student's responsibility to ensure that CFL courses being offered at WKU will transfer to other programs or universities prior to enrolling in the course. Typically, only students employed by the Cabinet of Health and Family Services (P and P) may enroll in a CFL (SW 57X) course as an elective for the program. Students who are not CHFS employees must obtain written approval from the CFL Director and the MSW Program Director.

Credit for Life Experience

In accordance with CSWE regulations the MSW program awards no academic credit to students for life and/or previous work experience. Credit toward all social work courses, including the field practicum must be completed within an academic environment.

Graduate credit for courses taken as undergraduate; No MSW credit will be given for any course that is taken while a student is still an undergraduate. This is also in accordance with the CSWE requirements.

Dropping and Adding Courses

After the registration period for each semester and before the beginning of the semester, students may make schedule adjustments at times indicated in the Class Schedule Bulletin. The student's advisor or the program director must approve all course additions or withdrawals. The student is responsible for all fees associated with dropping or adding a course.   Please refer to the Graduate Catalog for further information.

Electronic Policy

Technology applied to or used for a course and/or official departmental business may not be used for any other purpose. Technology includes but is not limited to electronic mail services (both e-mail and list-serves), the Internet, software, and course web site programs.

Activities specifically prohibited include, but are not limited to, the following:
1. Giving or selling of e-mail addresses or other personal information regarding students, staff, instructors, or faculty to anyone outside Western Kentucky University.
2. Using e-mail list or list serves for solicitation purposes.
3. Enabling a non-registered individual's access to a course without permission from the instructor of that course.
4. The department does not support the use of pirated software on departmental computers.

Grading Linked Classes

There are several courses which are linked in the Program's curriculum. SWRK 520 is linked to SWRK 560. SWRK 522 is linked to SWRK 561. SWRK 620 is linked to SWRK 660. SWRK 622 is linked to SWRK 661. These courses require that students be concurrently enrolled during the appropriate semester. If a student is successfully completing one course, but not doing satisfactorily in the concurrent course (for any reason), the particulars are examined on a case by case basis by the designated curriculum committee to determine appropriate academic action.

Incomplete Grades

All students requesting an incomplete must gain the instructors approval and the written approval of the MSW Program Director. Requesting an incomplete does not guarantee

that the request will be granted. A student may not enroll in subsequent coursework with a grade of "X" unless specifically approved by the MSW Program Director.

Independent Study Policy

The Office of Graduate Studies indicates that a maximum of 6 hours of workshops, independent studies, special problems, individual special topics, and research or reading in the discipline may be used in any degree program.

If you wish to pursue an independent study, you must contact the professor you wish to lead the course for you. Together you need to draw up a plan which meets graduate level expectation and includes the independent study application form available in the main departmental office or departmental website). The plan and form are then presented to your advisor for approval. If the advisor approves the plan, the plan and the form is then forwarded to the MSW Program Director for faculty assignment approval. It is always advisable to talk with your advisor prior to developing the full plan for advisor input.

It should be noted that just because one request an independent study, the program reserves the right to deny request that do not met graduate level standards or if appropriate resources (including faculty workload concerns) are not available. Given that independent studies are outside the normal workload expectation of faculty, no faculty member is obligated to provide independent study options.

Institutional Review Board

The Department of Social Work requires students who conduct research to comply with all professional and University guidelines for ethical treatment of subjects.

Human subject is defined by the Code of Federal Regulations (CFR) as "a living individual about whom an investigator obtains (1) data through intervention or interaction with the individual or (2) identifiable private information." The regulations extend to the use of human organs, tissue, and body fluids from individually identifiable human subjects as well as to graphic, written, or recorded information derived from individually identifiable human subjects. The use of autopsy materials is governed by applicable state and local law and is not directly regulated by the federal human subject regulations.

Research is defined in the Code of Federal Regulations (CFR) as "a systematic investigation designed to develop and contribute to generalizable knowledge."

Examples of activities that constitute research include:

- Any study intended to result in publication or public presentation;

- Any activity resulting in publication or public presentation, even though it involves only review of existing data that was collected with no intent to publish; or

- Any use of an investigational drug or device.

Thus, research with human subjects *includes survey and interview research*, as well as evaluation studies.

An example of an activity that is not research would be any evaluation of an employee, course, program, or service in which such evaluation is not designed to lead to generalizable knowledge. If an activity does not involve research, it does not require approval or review by the IRB. If the investigator has any doubt as to whether an activity constitutes research, he or she should contact the IRB Human Protections Administrator.

For all research activity, the investigator--whether an administrator, faculty member, staff member, or student--must file a protocol, or description of the procedure(s) to be used to gather information from subjects, with the IRB. The IRB must then approve the protocol prior to the collection of any data or research information from the research participants.

The guidelines have provisions for exemption of some studies that involve no risk to subjects and for expedited review for some types of studies involving no more than minimal risk to subjects. The determination of the type of review required must (by federal mandate) be made by the Institutional Review Board.

Those planning to conduct any type of research with humans, including survey or interview research or evaluation studies, should complete well in advance of data collection the *Application for Approval of Investigations Involving the Use of Human Subjects*, available in the Office of Sponsored Programs. An IRB Information Packet -- including a description of the review process, criteria for determining and expedited or exempt review and guidelines for writing a protocol and an informed consent document -- is also available from the Office of Sponsored Programs

For further information, you can view the online IRB Information Packet at:
https://www.wku.edu/compliance/irb_procedure.php

International Student Advisor

The MSW Program assigns international students to one advisor called the MSW International Student Advisor. The MSW International Student Advisor understands the unique strengths and barriers for students that attend WKU from other countries. As well, this advisor works closely with the International Student Office and Scholar Services to assist with issues of immigration documentation, cultural adjustment and other resources.

Legal Charges or Conviction of a Misdemeanor or Felony

Students considering a degree in social work who have been convicted of a misdemeanor or felony should be aware of the following:

1) A number of agencies/organizations that provide field practicum placements for social work students require a criminal background check, as well as a child/adult protective service check, prior to agreeing to provide field education.
2) Some state licensure laws for social workers inquire about whether the applicant has been charged with or convicted of a misdemeanor or a felony prior to allowing the applicant to sit for the licensure exam.

The Department strongly recommends that any applicants or students in this situation consult their advisor or the Program Director. Students who incur charges or convictions after admission must discuss the charges or convictions with an advisor and the MSW Program Director within two weeks of the occurrence. Failure to formally notify the advisor and the MSW Program Director within two weeks of a new charge may result in dismissal from the MSW program.

Mentoring Program

The MSW Program wants all students to have the ability to be successful. However, some students struggle more with the rigors of Master's level education. In an effort to support students, the MSW Program provides a voluntary mentoring program. Graduates of the program act as mentors to current student mentees. Both the mentor and mentee fill out a personality inventory and questionnaire to assist the MSW Program with making a match between mentor and mentee. Once a pair is matched, the two meet (virtually or in person) to form a contract that looks at times available, best mode of discussion and expectations of the relationship. The contract can be terminated by either party. If the mentee requests another mentor, the MSW Program will attend to accommodate this request.

MSW Calendar

Due to the nature of the program meeting one day per week, the MSW Program does not strictly follow the WKU academic calendar. Typically, spring and fall break are not recognized in the MSW Program. It is best for students to check Topnet and class Syllabi to insure that he/she understands the dates and times for class meetings.

Professional Performance

The NASW Code of Ethics (http://www.socialworkers.org/pubs/code/code.asp) is a guiding framework and source for identifying professional performance. Students are expected to practice in an ethical manner while in the classroom or completing assignments pertaining to courses in accordance with the MSW Student Handbook, WKU Student Code of Conduct and the NASW Code of Ethics. Behaviors especially under consideration are those related to professional practice, mental illness and/or substance use, illegal activity and classroom behavior. Concerns in any of these four circumstances will be documented in a Professional Concerns Form and referred for a

Student Professional Concerns Review. Students are expected to understand the policy, in its entirety, found in the MSW Student Handbook.

The program has the following termination for professional reason protocol in place (as per the University guidelines found in the *Procedure for Termination for Professional Reasons, Undergraduate and Graduate Students):*
:

> Faculty may initiate a mandatory advising meeting with a student and their advisor by completing the Professional Concerns Form (Appendix G).

> The Professional Concerns Form will be submitted to the MSW Program Director and the student's Academic Advisor. A copy will be placed in the student record.

> The Advisor will meet with the identified Student within 10 days to review the stated concerns and respond in writing within 10 days after reviewing the stated concerns. The student receives a copy of the Professional Concerns From at the meeting with the Advisor.

> After meeting with the Student, the Advisor submits a written recommendation to the MSW Program Director and a copy to the student. The recommendation may have the following outcomes: (1) a plan of action in the form of a Student Success Plan, (2) a referral to MSW Program Committee for further review or (3) a referral to initiate the termination process. If decided to move to a student success plan, this is written jointly by the Advisor and the student. The advisor may consult with the MSW Program Director and/or the MSW Program Committee for assistance. For a Professional Concerns termination, see the appropriate steps in the next section entitled Professional Concerns Termination.

> If the student is not in agreement with the actions of the MSW Program Director, the advisor, or the MSW Program Committee, the student may elect to inform the Department Head in writing of their concern and request the Department Head oversee the process. The student will have the opportunity to appeal at any stage of the process by writing to the party and sending a copy to the MSW Program Director.

Professional Concerns Termination

Four categories of behaviors warrant consideration of dismissal from the program:

1. **Professional Practice:** Any violation of the NASW code of ethics may be grounds for dismissal. Determining whether the violations of an ethical standard is sufficiently serious to warrant dismissal from the program should be based on the nature of the violation, the circumstances surrounding the violation, and the degree to which the violation is part of a pattern of behavior.

2. **Mental illness/substance abuse:** This category considers impairment as a result of mental illness and substance abuse. While mental illness itself does not constitute a basis for dismissal, of concern is the effect of the symptoms on the students' ability to perform in class and field. Consideration will be given to the students' involvement in remedial intervention. Rarely, there are also some physical illnesses and other conditions that may warrant probation or termination from the program if the student cannot perform competently and in a professional manner.

3. **Illegal activity**: Violation of the law, outside a professional social work role, is considered to be serious behavior that may tarnish students' professional image and impair their effectiveness. A felony conviction may also prevent students from acquiring a license to practice social work. The nature of the criminal activity may also violate the values of the profession. The circumstances surrounding students' convictions of crimes will be reviewed on an individual basis with consideration given to an evaluation of whether the criminal activity transgresses the professional values of social work and compromises the students' ability for future professional conduct.

4. **Classroom behavior:** This category covers behavior by students that undermines the work of faculty, students and staff employed by or in any other way connected with the University and/or the fieldwork agency. Of concern is the nature of the disruptive behavior and the degree to which the behavior is an impediment to learning or assisting client systems. The severity and history of the behavior will be major factors considered in students' dismissal.

In the event that Professional Concerns Termination is being considered, the following steps will occur:

1. Formal allegations will be presented to the MSW Program Director in writing. This documentation must include the Professional Concerns Form (See Appendix G) along with additional copies of all pertinent documentation concerning the issue(s) of focus (i.e. emails, notes, etc.).

2. The MSW Program Director, in consultation with the student's advisor, will re-examine the situation and determine if termination is the appropriate course of action. If they determine that the situation can be handled informally, the advisor will meet individually with the student to develop a Student Success Plan. If, however, they decide that grounds for termination exist, the procedure continues as described below.

3. The MSW Program Director will meet with the student to discuss the Professional concerns noted in the Professional Concerns Form. As well, the policy and procedure of termination will be reviewed with the student to insure the student understands both the process and his/her right to appeal.

4. The student will meet with an ad hoc committee comprised of the MSW Program Director, and five social work faculty to include if appropriate, field agency personnel. The student may also invite a (willing) faculty member to serve as her or his advocate. This will usually be the advisor, but the

student may decide. This must be a WKU faculty member. No outside personnel may attend the ad hoc committee meeting.
5. After the meeting, the faculty majority will determine the outcome, which the MSW Program Director will communicate in writing to the student. (The MSW Program Director will break a tie vote).   A copy will be placed in the student's permanent file.
6. The student has two weeks following the meeting in which to appeal to the Department Head. (See Grievance Policy in this manual under University Policies).
7. The MSW Program Director will notify Graduate Studies of the dismissal.

Non-Classified Student Status

Non-classified students may enroll in social work courses with the exception of practice and field courses. The primary purpose of this status is for continuing education or for students who are interested in obtaining a clearer understanding of the major. Up to 9 hours may be accepted toward the degree if a student is later accepted in the graduate program. Students must obtain written permission from the professor of the course to enroll in courses. Non-classified status does not constitute acceptance into the graduate program, even if the student excels in the course work. Students must still apply for the graduate program and complete admissions process. Successful completion of these courses may be considered in the evaluation of applicants for the graduate program.

Pass/Fail Grading

In the MSW degree program, a grade of Pass/Fail is authorized for SWRK 560, SWRK 561, SWRK 660, and SWRK 661 (field courses). A passing grade is not computed in determining grade point averages. However, a grade of Fail is considered for purposes of academic or non-academic probation and dismissal from the MSW Program. (See policies on academic and non-academic probation and dismissal.

Practice Readiness Examination Policy

Students are required to pass (70%) or better a practice readiness (comprehensive) exam during the final semester in order to complete all requirements for the MSW degree. The following comments provide an overview for students, as well as an outline of expectations for the practice readiness exam and the process through which these expectations may be fulfilled. **Graduate School policy states that a student has only two attempts to pass the comprehensive examination**. A student who fails the comprehensive exam two times will be dismissed from the MSW Program.

The PRE Exam
This objective exam will provide an opportunity for the student to demonstrate competency in essential content areas of social work practice with an emphasis in rural settings. The objective exam is a comparable measure of social work competencies as licensing exams and should adequately prepare the student for the Intermediate

licensure exam. The objective exam contains approximately 100 multiple-choice questions. The content of the exam will include questions in the following areas: human development and behavior in the social environment; cultural competencies; assessment, diagnosis, and treatment planning; direct practice; communication; social worker/client relationship; social work values and ethics; supervision and administration; practice evaluation and research; social work policy, and rural social work practice.

There will be one administration of the objective exam for the graduating cohort approximately one month prior to graduation. If there are extenuating circumstances that prevent a student from taking the exam on the scheduled date, it is possible but not guaranteed an alternative date can be arranged. Students should be prepared to provide appropriate documentation for any exceptions and gain approval from the PRE Chair in conjunction with the MSW Program Director.   If a student has a disability, appropriate accommodations will be made in accordance with university policy. The student must provide documentation from Disability Services to the PRE Chair. The PRE Chair and the student will make a plan for appropriate accommodations. The PRE Chair will notify the MSW Program Director.

To receive a passing grade on the objective exam students will need to correctly answer 70 or more questions. Students who do not pass the objective exam will be provided written information regarding their performance and allowed to retake the exam one time. Students will need to make arrangements with the PRE Chair to schedule another administration of the objective exam.

The PRE will be given three times each academic year: two Mondays in April and the Second Tuesday in September. Students are expected to take the exam on the first April date (unless other arrangements are made with the chair of the PRE Committee for serious reasons). Students that must retake the exam may choose whether to schedule for the second April date or the Second Tuesday in September. Remember that you only have two chances to pass the exam. Retaking the exam in September allows for a longer study period. Students that choose to take the test in September will have a delayed graduation date.

Research Sequence and Thesis Option

Students may elect to conduct research and write a thesis. See Appendix C for information.

Returning Student Policy

Students in good standing who leave WKU's MSW program before completing the requirements may reapply. Readmission can only be considered if the student will complete all requirements for the MSW degree within six years from the initial enrollment date. Candidates for readmission should contact the social work office for advising.

Transferring Credits

The transfer of credits from an accredited institution of higher learning toward the MSW requirements will be examined on a case-by-case basis. If transfer is granted by the program, all University requirements for transferring credits must be met. Only 9 hours of electives may be transferred. Students transferring from CSWE Accredited MSW Programs must complete the entire application process, including all application materials. Students transferring from a CSWE accredited MSW program must have a 3.0 GPA and be in good standing with the originating school. Transfer students are highly encouraged to meet with program personnel. All transfer credits must be earned within six years of graduation.

Social Media

Privacy, confidentially and professional boundaries must be examined as professional social workers especially in the age of technology. Professional standards found in the NASW Code of Ethics must be strictly followed concerning social media. Students using social media sites are expected to use the highest privacy settings on their social media profiles, so field agency personnel and/or clients cannot access photographs and private information. Students are not permitted to link to or view the social media profiles of clients or employees of the field placement agency. In the event that a student's social media profile or linkage is considered a poor professional practice or an ethical violation, the student issue will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review.

Waiving Courses

Students who have completed accredited social work courses can apply to have a MSW course waived if they believe it is material that has been covered in the BSW course. Only SWRK 510, SWRK 530, and SWRK 540 are eligible to be waived from the foundation year.

The waiver process consists of the following steps: a) the student submits in writing a request to waive a specific foundation course and attaches the course syllabus and proof of grade to the MSW Program Director; b) the Director reviews the materials for comparability of content with the specific MSW foundation course; c) If the MSW Program Director determines that the course material is equivalent, the student is exempted from the class in the foundation curriculum and replaces those credits with social work elective credits; d) this determination is communicated to the student and a copy of the Director's determination filed in the student's MSW file. The Graduate Studies Program of Study Form is modified to show the change of this course substitution.

Potential students are asked to submit all materials for waiver requests by April 1.

If a waiver is granted the student must select an elective course for each waiver approved. A waiver does not change the total number of hours needed to graduate. In order for a waiver to be considered, the student must have completed the course within the past 6 years and earned a grade of B.

Withdrawal from the University/Readmission

It is occasionally necessary for a student to withdraw from the University. In such a case the student should report to the Office of the Registrar to initiate withdrawal procedures. Students leaving the institution without an official withdrawal will receive failing grades in all courses in which enrolled and endanger their future status in the institution. Students withdrawing after the eighth week of the semester (or the fourth week of a bi-term or comparable period during the summer session) must consult with their instructors as to withdrawal grades. The official date of withdrawal is the date written notification provided by the Office of the Registrar. Students wishing to return to Western at a later date must submit another application. Students seeking readmission should contact the MSW Program Director as well as the Department of Graduate Studies. Student who withdrawal in good standing must submit written notification to the Advisor and the MSW Program Director. The MSW Program Director will notify graduate studies of the request for withdrawal.

FIELD EDUCATION PROCEDURES

Students are required to complete 250 hours per semester for their Field Practicum. (During the first semester, traditional students complete 200 practicum hours.) Field education provides students with the practical, "hands-on" application of theories and procedures learned through other courses. The field placement process not only follows an orderly progression, it also attempts to seek an appropriate "fit" between students and their field environments. Students will work with Field Supervisors and Liaisons to maximize their individual learning experiences. The main goal is to provide students with a broad range of experiences to improve their knowledge and skills within an agency setting. Students are encouraged to suggest agencies and areas of interest for their field placement (keeping in mind the time required for agency approval and that final responsibility for such approval lies with the MSW Field Director).

Students are required to submit an application for field placement during their new student orientation for the first field placement and by the 3rd week of January for subsequent field placements. Students should also complete the appropriate form for requesting worksite or other agency. The application is available from the Social Work Department Office or the Field Office.

Students are expected to adhere to all policies and procedures described in the WKU MSW Field Manual.

UNIVERSITY FACILITIES

Computing Facilities

There are seven computer labs available to students. They are at the following locations: Academic Complex, Mass Media and Technology, Downing University Center, Grise Hall, Student Technology Center of the Helm Library, Environmental Science and Technology building, Cherry Hall, and one in Thompson Complex Central Wing. The ResNet Office is located in Tate Page Hall.

Libraries

The University Libraries consist of the main library and three branch libraries to serve the academic community of Western Kentucky University. The Libraries' collections include more than one half million volumes, over 100,000 volumes of journals, more than one half million government documents, more than 2,000,000 microforms, over 1200 CD-ROMs, and the largest law collection of non-law school academic libraries in the state, a collection nearing 20,000 volumes. The library currently subscribes to over 4600 serials and each year nearly 10,000 books are added to the library's circulating collection.

Helm-Cravens Library constitutes the main library complex. Located near the center of campus, it houses the major potion of the University Libraries' circulating book collection as well as the Libraries' Circulation Services, Reference Center, Interlibrary Loan, Extended Campus Library Services, and Technical Services. Also housed in the main library are the reserve, periodical, government documents, law, leisure reading, and video collections.

The educational Resources Center (ERC) is located on the third floor of Tate C. Page Hall. The ERC is a library which supports the faculty and students of the School of Teacher Education. The collection contains educational methodology books, K-12th grade textbooks, curriculum guides, audio-visual curriculum materials, and children's and young adult books.

The Kentucky Building houses the Kentucky Museum and the special collections of the Kentucky Library and Manuscripts & Folklife Archives. These are non-circulating collections of materials relating primarily, but not exclusively, to all phases of Kentucky life.

The present site of the Glasgow Campus Library on Liberty Street in Glasgow opened in 1990. The Glasgow Campus Library Coordinator works closely with the Extended Campus Serviced Librarian to provide reference assistance and services to students enrolled at the WKU Glasgow Campus and other extended campus sites. Glasgow is the county seat of Barren County and is located 45 minutes northeast of Bowling Green.

The University Libraries are involved year-round in events such as exhibits, workshops, and lectures designed for the University community and the general public. For more information about the libraries and the services offered, visit its Web site at: **http://wkuweb1.wku.edu/Library**.

UNIVERSITY POLICIES

FERPA

The Family Educational Rights and Privacy Act (FERPA) of 1974 afford certain rights to students concerning their education records. FERPA provides the right to inspect and review education records, the right to seek to amend those records, and he right to limit disclosure of information from the records (Office of the Registrar, http://www.wku.edu/registrar/ferpa.php). Furthermore, per FERPA, students have the right to a copy of their record "when failure to provide a copy of the record would effectively prevent the student from inspecting and reviewing the record, such as when the student no longer lives within commuting distance. A copy may be refused, but only if, in doing so, the institution does not limit the student's right to inspect and review that record." (AACRAO 2012 FERPA Guide). The MSW Program as a rule has the following guidelines for review the academic record: 1) the student requests access to record via written documentation, 2) the MSW Program Director arranges for a day/time with the student to review the academic record, 3) the student can inspect his/her record face to face. If the student is unable to view the record face to face due to extenuating circumstances, the MSW Program Director will work with the student to provide access to the record.

Students Retaking Comprehensive Exam

Students who retake the PRE in May: Student would have the degree conferred in May and could participate in the May Commencement Ceremony (provided that the Program of Study Form, Form D and application for graduation are on file).

Students who retake the PRE in September: Student would have the degree conferred in December and could participate in either the May or December Commencement Ceremony.

Student Complaint Procedure

Students who have a complaint must follow the university procedure for grievances. Students should note that the MSW program has a Director and that consultation with the Director should occur after consultation with the faculty member and before consultation with the Department Head. All other guidelines should be adhered to as prescribed.

University-Wide Academic Grievance Procedures

The Department of Social Work at Western Kentucky University is committed to the principles of non-discrimination and the practices of Affirmative Action. In the admission, recruitment and retention practices of this department, all efforts will be made to insure a diverse faculty and student body that reflect the value and importance of differences in but not limited to age, gender, culture, religion, ethnicity, physical abilities, and sexual orientation. The Department aims to create a culture of acceptance and inclusion. It is expected that students, faculty and staff will at all times conduct themselves in a manner consistent with these principles and work toward the creation of a learning environment that is pluralistic.

Students having concerns about issues of diversity, discrimination or unfair practices should consult the policies and procedures found in the University's *Hilltopics: A Handbook for University Life*; the *Western Kentucky University Personnel Policies and Procedures Manual*; and the *Catalog*. These publications, including information about University procedures, are available in the following locations:

> Equal Opportunity/ADA Compliance Office
> Room 445, Potter Hall
> Western Kentucky University
> (270) 745-5121
>
> Office of Human Resources
> Room 42, Wetherby Administration Bldg.
> Western Kentucky University
> (270) 745-5360
>
> Office of the President
> 1 College Heights Blvd.
> Western Kentucky University
> (270) 745-4346

Inquiries about alleged discrimination may also be made directly to the Office for Civil Rights, 10220 North Executive Hills Blvd., Kansas City, Missouri 64153, (816) 891-8183; the Kentucky Commission on Human Rights, 832 Capital Plaza, 500 Metro Street, Frankfort, Kentucky 40601, (502) 564-5530; or the Equal Employment Opportunity Commission, 600 Martin Luther King, Jr. Place, Suite 268, Louisville, Kentucky 40402, (502) 582-5851.

The student complaint procedure for resolving a complaint concerning a faculty member is outlined below in four steps.

Step 1 (Faculty Member)

The first step is for the student to discuss the complaint with the faculty member involved. If the University no longer employs the faculty member, the student should go directly to the department head that will contact and represent the former faculty

member. If the complaint involves a grade, the student must take the complaint to the faculty member within the first two weeks of the first regular semester (fall, spring) following the assignment of the grade. It is hoped that the complaint may be satisfactorily dealt with at this level.

**** MSW PROGRAM DIRECTOR****

Step 2 (Department Level)

If the student and the faculty member are unable to resolve the complaint, the student may take the complaint to the faculty member's department head. Written notification of the complaint must be given to the department head within two weeks after the meeting with the faculty member. It is the responsibility of the department head to arrange for a conference where the student, faculty member and the department head will be present for discussion. Neither the faculty member nor the student will be allowed representation at the conference. The department head shall hear both sides of the complaint and shall attempt to mediate a settlement. The department head shall keep a written record of the proceedings, including the recommended solution. The department head's recommended solution is to be considered by both the faculty member and the student as a recommendation and not as a decision that is binding.

Step 3 (College Level)

Should the student be unable to receive the satisfaction desired at the departmental level, the complaint may be taken to the college level. Written notification of the complaint must be submitted to the college dean or his/her designated representative within two weeks after the conference with the department head (Step 2). Upon receipt of the notification, the college dean or his representative shall provide the student a copy of the procedural guidelines to be followed by the College Complaint Committee. The procedural guidelines shall provide for a conference with both the student and the faculty member present for joint discussion of the complaint with the committee.

The College Complaint Committee will be responsible for scheduling the conference within two weeks following the submission of a written complaint to the chairman of the College Complaint Committee including as much detail as the student cares to include. The written complaint should clearly state what is considered to be unreasonable and/or unfair practices or procedures. Neither the faculty member nor the student will be allowed representation at the conference. The College Complaint Committee shall hear both sides of the complaint and render a decision. The copy being sent as a matter of record to the student, faculty member, faculty member's department head and the faculty member's college dean. The Office of the Vice-President for Academic Affairs shall be responsible for enforcing the decision of the college committee. The Office of the Vice-President for Academic Affairs shall not enforce the decision until two weeks after the college committee makes the decision. The purpose of the two-week delay is to provide either the student or the faculty member an opportunity to submit a formal written notice of appeal to the University Complaint Committee.

Step 4 (University Level)

Should the student or the faculty member desire to appeal the decision of the College Complaint Committee, a formal written notice of appeal may be submitted to the University Complaint Committee chair, with a copy to the Vice-President for Academic Affairs, within two weeks of the decision of the College Complaint Committee. The chair of the University Complaint Committee will provide the student and the faculty member involved with a copy of the University Complaint Committee's Procedural Guidelines. The University Complaint Committee will secure copies of the written proceedings from the department head and the College Complaint Committee. The University Complaint Committee will schedule a conference where the faculty member and the student jointly discuss the issue. Neither the faculty member nor the student will be allowed representation at the conference. The committee's decision will be sent to the Vice-President for Academic Affairs, with a copy being sent as a matter of record to the student, faculty member, faculty member's department head and the faculty member's college dean. The Office of the Vice-President for Academic Affairs will see that decisions of the University Complaint Committee are carried out. The University Complaint Committee's decision is final.

WKU Academic Misconduct Disciplinary Policy

Disciplinary Actions

The following sanctions comprise the range of official University actions, which may be taken as the result of any disciplinary problem. Sanctions may be imposed only after a conference or hearing at which the student has had the opportunity to be heard. Disciplinary actions are listed below which may be taken against students whose behavior or acts violate University regulations. Sanctions may be used independently or in combination depending on the particular circumstance of the violation. Chronic and/or multiple violations during the course of an individual student's college career may increase the severity of sanctions applied.

 1. **Warning and/or Reprimand** - Official notice to a student that conduct or actions are in violation. The continuation of such conduct or actions may result in further disciplinary action.

 2. **Creative Discipline** - A sanction, which may be used in lieu of, or in combination with, sanctions numbered three through six below. Creative discipline will be consistent with the offense committed. In some cases, at the discretion of the hearing officer, a student found in violation may attend special educational seminars, classes, or workshops offered in the subject area of the violation or be sanctioned in another way which is directly related to the violation. In these cases, the student must always submit written proof of completion of the sanction to the hearing officer. The University may also contact parents or legal guardians of students found in violation of policy

concerning the possession of alcohol or controlled substances if the student is under 21.

3. **Disciplinary Agreement** - Behavior contract between the University and the student whereby the student agrees, in writing, to correct inappropriate behaviors.

4. **Restricted Use of Facilities** - Denial of on-campus use of an automobile for a specified period of time, removal from a living group, or other privilege including the use of specific University facilities, consistent with the offense committed. Restricted use of facilities may be accompanied by other sanctions.

5. **Restitution** - Reimbursement by transfer of property or service to the University or a member of the University community in an amount not in excess of the damage or loss incurred. Reimbursement may be accompanied by other sanctions.

6. **Restricted University Participation** - Exclusion for a period of time from participating in extra-curricular activities including recognized student organizations and/or representing the University in any manner. Classroom attendance will be unaffected.

7. **Disciplinary Probation** - A period of observation and review of conduct in which the student demonstrates compliance with the provisions of University regulations.

8. **Suspension** - Exclusion for a period of time, generally from one term to one year.

9. **Deferred Suspension** - Exclusion for a period of time, generally from one term to one year, but a term beyond the current term in which the incident occurs.

10. **Probated Suspension** - Exclusion for a period of time but exclusion being set aside due to mitigating circumstances.

11. **Expulsion** - Dismissal from the University for an indefinite period of time. Any student expelled may not, thereafter, be readmitted to the University except upon application to the Board of Regents through the President.

Policy on Plagiarism and Falsification of Data

Plagiarism and cheating are prohibited.   To represent ideas or interpretations taken from another source as one's own is plagiarism. The academic work of students must be their own. Students must give the author(s) credit for any source material used. Taking content directly from a source without giving credit or using a passage after having changed a few words, even if the source is cited, is plagiarism (WKU Faculty Handbook, 16th ed., p. 59). Such a breach of policy will result in automatic failure of the class *and* possible expulsion from the program. Academic dishonesty is prohibited by the MSW Handbook, the University Code of Student Conduct and is also counter to social work values and ethics included in the NASW Code of Ethics. Students are

expected to be familiar with these policies and ethical guidelines and to follow them at all times. Any instances of academic dishonesty will mean a grade of "zero" for the assignment and/or course failure. Student should review the the "Ethical Principles" and "Acknowledging Credit" sections of the 1999 Code of Ethics, National Association of Social Workers found at: http://www.socialworkers.org/pubs/code/code.asp

STUDENT ORGANIZATIONS, DEPARTMENTAL AWARDS, AND FINANCIAL AID

National Association of Social Workers

The National Association of Social Workers (NASW) is the largest organization of professional social workers in the world. NASW serves over 155,000 social workers in 55 chapters throughout the United States, Puerto Rico, the Virgin Islands, and abroad. Founded in 1955, the NASW is the most recognized membership organization of professional social workers in the world. The Association promotes, develops and protects the practice of social work and social workers. NASW also seeks to enhance the well being of individuals, families and communities through its work and advocacy.

MSW students are expected to join NASW and participate in their local branch meetings and programs. Membership will serve to enhance understanding of the profession as well as strengthen socialization into the profession. NASW is a rich resource for students, making available to them web site information on scholarships, news, student liability insurance, and policies of the profession. The numerous books and journals available through the association can serve as invaluable reference material for student projects and papers.

Phi Alpha

Phi Alpha is a national honor society for social work students. The purposes of Phi Alpha Honor Society are to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. The Delta Mu Chapter of Phi Alpha Honor Society was established at Western Kentucky University in 1994.

A graduate student is eligible for membership after achieving the following national and local chapter requirements:

    a. Completed 9 semester hours of graduate social work courses
    b. Achieved a minimum grade point average of 3.7
    c. Character consistent with the NASW Code of Ethics.

There is an initiation fee of $40, which covers the lifetime membership dues. Application forms are available at the Student Social Work bulletin board located on the second floor of Academic Complex, or the Social Work office in Room 211 of the Academic Complex or from one of the Phi Alpha officers or a faculty sponsor.

Graduate Student Social Work Organization

The Department of Social Work actively encourages students in the MSW program to organize, including the creation of its own constitution and governing body. The MSW student organization should serve for the betterment, education, and representation of themselves while gaining practical experience and providing service to the community. Membership in the MSW student organization offers the opportunity to enhance student careers through peer recognition, networking, and service. The MSW student organization is committed to conducting itself in accordance with the National Association of Social Workers' Code of Ethics. The inaugural student organization for the graduate program was formed during the academic year 2003-2004. Any student enrolled in a graduate level social work course may join the organization. There are annual dues for membership. The student organization has a virtual meeting space. Please contact the MSW office for more information.

Departmental Awards

The Department has several awards for outstanding graduate students.

The Legacy Award
Nominated by: Students
Selected by: Faculty
The legacy award honors a social work student for the outstanding achievement in all areas of the profession. Nominees of this award are individuals who represent the essence of the profession and posses values and ethics that personify the vision that social work represents… The legacy award is for an individual who displays dedication trust drive and determination within the program as well as their professional careers. They go beyond the basic education criteria as outlined by CSWE and validating themselves as a role model for all social workers, this individual inspires and represents the essence of the profession…. That reflects the very heritage we hold so dear.

Spirit Award
Nominated by: Faculty
Selected by: Students and Faculty
This award is awarded to a graduating Graduate Student who best embraces the "spirit of WKU" in the MSW program. The student represents the "intangible and unquantifiable yet very real and very deep spirit" which Dr. Ransdell discusses. She/he has found ways to put more hours in the day. She has achieved a balance between academics, work, and family, which has been a positive influence on faculty, students, and the community. She/he possesses a passion for education and the community that is an essential part of the Western Spirit. She/he truly exemplified the "spirit is the master" in her/his MSW studies at WKU.

The student who receives this award must meet the following criteria:

- Be graduating from the MSW program in the year it is awarded
- Be a positive influence on the WKU community
- Be in good standing with the Program and University
- Demonstrate a passion for WKU's MSW Program and communities
- Demonstrate professional and personal growth during their tenure at WKU
- Demonstrate a willingness to fight for anything which strengthens the University's Program and communities
- Demonstrate a commitment to social work values and ethics
- Demonstrate a commitment to the profession of social work

Outstanding Graduate Student
Nominated by: Faculty
Selected by: Faculty
Each year this award is given to the student who demonstrates strong academic and professional skills. This award is forwarded to the College and University for consideration for additional awards. Students who typically receive this award have been active in the student organization(s), their community, and the program. They may have conducted professional development or published articles.

The Outstanding Field Student Award
Nominated By: Field Liaisons
Selected By: Faculty
This award is presented to a graduating MSW student who demonstrates exemplary service during the field placement. This individual demonstrates outstanding service by focusing on client needs, fostering diversity, promoting individual and team contributions, providing innovative leadership, and responding to challenges with innovative solutions that result in greater performance or opportunity.

Program Scholarships

Each year the MSW program has scholarship opportunities. Applications are available in the MSW office. The following scholarships maybe available:

Kentucky Social Welfare Foundation Scholarships

The Kentucky Social Welfare Foundation was established by the late Martha Davis to augment social services, especially to Kentucky's rural poor. The Foundation's grant is designated exclusively to support scholarships for social work graduate students. Scholarship amounts are variable and are allocated each semester.

Criteria:
• Student must have financial need
• Student must be working and/or doing field placement in rural area

Graduate Assistantships

The Masters of Social Work Program has three graduate assistantships for the 2014-2015 academic year. Graduate assistantships require 20 hours of work per week. The award is typically involves a stipend, partial tuition remission, and health insurance. The amount varies from year to year. A Graduate Studies' Assistantship Application must be completed with the Office of Graduate Studies and Research. Students wishing to be considered for a Graduate Assistantship in the Department of Social Work, please fill out MSW Scholarship Application.

Students applying for Graduate Assistantships should expect to complete a group interview process. It should be noted that an interview does not guarantee a graduate assistantship.

Loans

     Federal Perkins Loan. This long-term loan is designed to assist the student whose family income and total assets place limitations upon other sources (bank loan, family savings, etc.) of educational funds. The loan is interest free while the student is in school and charges only five percent interest during the repayment period. In addition to the interest-rate advantage, the Perkins Loan can qualify for cancellation under certain conditions.

     Federal Stafford Loan. The long-term loan may be secured through the United States Department of Education. Student applicants who qualify for interest subsidy begin repayment after expiration of a six-month grace period after student status ceases.

Minority Assistance Program

Minority Assistantships are available to eligible Kentucky residents. Students are encouraged to research and apply for these, along with pursuing all other financial aid available to them through other sources. More information is available on the WKU website.

Research Grants

Graduate students are invited to submit proposals for University research grants. Information as to application deadline and required proposal form may be obtained from the Office of Graduate Studies or at
https://www.wku.edu/graduate/aid/research_grant.php

Alumni Grants

An alumni grant is available to qualified non-resident students whose parent, stepparent, legal guardian or grandparent completed a degree or a certificate program at WKU. Grant applications are available through the Office of Graduate Studies.

Veterans Administration Benefits

Western Kentucky University has been approved by the Kentucky State Approving Agency and the U.S. Department Veteran's Affairs (VA) for veteran's educational training. There are several categories of educational benefits for eligible students including Montgomery GI Bill, both Chapter 30 (active duty) and Chapter 1606 (reserve/national guard); Chapter 35 (Dependents Educational Assistance Program); Chapter 32 (Veteran's Educational Assistance Program) and Chapter 31 (Vocational Rehabilitation). Questions regarding eligibility for Chapters 30, 32, 35, and 1606 educational benefits should be directed in writing to the VA Regional Office, PO Box 66830, St. Louis, MO 63166-6830 or you may telephone toll free (888) 442-4551. Chapter 31 questions should be directed to VA Regional Office, 545 South Third Street, Louisville, KY 40202-1838, or you may telephone (270) 582-5836. Contact the Veteran's Coordinator at (270) 745-5482, for assistance in using/applying for these benefits at Western Kentucky University.

Senior Citizen's Scholarship

Kentucky residents who are 65 years of age and older on or before the day the semester begins are granted tuition scholarships for any college class for which they enroll, whether for credit or audit.

APPENDIX A

NASW CODE OF ETHICS

Students admitted into the social work program are required to sign the Western Kentucky University Department of Social Work Code of Ethics Agreement Statement indicating their agreement to practice by these standards. Any violation of the principles contained with the NASW Code of Ethics can result in dismissal from the program. The WKU program places special emphasis on social work values and ethics. The code of ethics can be downloaded from www.naswdc.com.

The Code of Ethics standards indicate that six areas of ethical obligation for social workers: (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

These ethical obligations are based on the values and principles discussed below (NASW, 1999). These principles set forth ideals to which all social workers should aspire.

Value: *Service*
Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*
Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: *Social Justice*
Ethical Principle: *Social workers challenge social injustice.*
Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: *Dignity and Worth of the Person*
Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*
Ethical Principle: *Social workers recognize the central importance of human relationships.*
Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*
Ethical Principle: *Social workers behave in a trustworthy manner.*
Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*
Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*
Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledgebase of the profession.

Appendix B
Western Kentucky University
Department of Social Work
Code of Ethics Agreement Statement

The NASW Code of Ethics will be the guiding framework and source for identifying professional performance. The program requires that all students sign a statement of adherence to the Code of Ethics. You may also review the Code of Ethics anytime on-line at www.naswdc.org. Once you have accessed the NASW homepage, click on the Code of Ethics link and read the complete document.

Please initial and date the following statements:

_____ I understand it is my responsibility to read the NASW Code of Ethics.

_____ I agree with, support, and commit myself to uphold the principles contained within the NASW Code of Ethics.

_____ I understand that any violation of the principles contained with the NASW Code of Ethics can result in my dismissal from the program.

_____
Print Full Name (Printed)

_____
Signature   Date

****
MSW STUDENT HANDBOOK POLICY STATEMENT

The following policy statement is to be signed and returned at the conclusion of MSW Orientation.

1. I agree to read the MSW Handbook located on the Department of Social Work website.
   http://www.wku.edu/socialwork/msw/handbooks.php

2. I agree to abide by all policies and regulations stipulated in the MSW Handbook.

_____
Student Name (Printed)

_____
Student Signature   Date

Professionalism:

The NASW Code of Ethics (http://www.socialworkers.org/pubs/code/code.asp) is a guiding framework and source for identifying professional performance. Students are expected to practice in an ethical manner while in the classroom or completing assignments pertaining to this course in accordance with the MSW Student Handbook, WKU Student Code of Conduct and the NASW Code of Ethics Behaviors especially under consideration are those related to professional practice, mental illness and/or substance use, illegal activity and classroom behavior. Concerns in any of these four circumstances will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review. Students are expected to understand the policy, in its entirety, found in the MSW Student Handbook.

_____   I understand that I must abide by the professional performance guidelines as stipulated in the MSW Student Handbook and WKU Student Code of Conduct.

Print Full Name: _____

Signature: _____ Date:_____

APPENDIX C

MSW CURRICULUM PHILOSOPHY

The faculty at Western Kentucky University perceives the foundation of advanced direct practice in rural settings as generalist practice that includes an integration of skills, knowledge, and values across multiple systems levels. Foundation practice integrates a cultural competency perspective including a basic understanding of "rurality" (rurality is defined as the common thread that links rural areas, producing a unique culture). The profession's values, principles, practice methods, and interventions are applied across systems levels. The MSW program is particularly dedicated to promoting knowledge and skills in cultural competence, clinical intervention and assessment, rural communities, macro theory, and service delivery within the rural environment that is responsive to the cultural context.

The Generalist Foundation

The faculty identified the generalist perspective as the framework for the foundation year of the MSW program. Social workers in rural areas need to have a broad foundation of knowledge and skills in order to function as competent direct practitioners in rural areas. The generalist perspective is grounded in social work values and principles with an eclectic knowledge base and skills set that allow practitioners to function effectively at the beginning level of social work practice. Generalist practitioners provide services at multiple levels with multiple systems at the same time. Multi-tasking is an essential component of social work practice. A generalist social worker practices with individuals, families, groups, organizations, and communities connecting them with specific tangible services.

There are multiple values that are essential in defining social work practice. Every individual has inherent value, integrity, and worth. The importance of human relationships is central to direct practice. Social work practitioners focus on competent service and practice. Their practice is guided by a desire to provide services and pursue economic and social justice. Mutual responsibility is also a central value of the social work profession. Each member of a system is interlinked.

Foundation level social workers are competent to identify and assess situations between individuals and social institutions. They review agency policies and procedures as well as assessing client systems. They work collaboratively with other social workers and agencies. Generalist social workers enhance the problem solving and coping skills of clients. The problem-solving skills are essential to the foundation level practitioner. The ability to identify, assess, plan, intervene, evaluate and terminate social services across levels is critical for effective practice. Foundation level social workers develop and implement a plan for improving the well being of client systems based on problem and strength assessment as well as the exploration of obtainable goals and available options. They intervene on behalf of vulnerable and discriminated populations. Generalist level practitioners are lifelong learners. They continually seek opportunities to

evaluate and develop their practice.

Generalist level social workers possess a variety of skills. Case management is a core skill that is performed at the foundation level of practice. Social workers must be able to complete both a psychosocial history and assessment. They demonstrate basic advocacy and problem solving skills. Basic group facilitation skills are central. These skills include the ability to facilitate psycho-educational groups, social skills groups, and task groups. They demonstrate effective communication skills, including active listening skills. Verbal communication is clear and concise. Social workers understand the nature of nonverbal behaviors. They listen to both the manifest and latent content of what others are saying. Social workers express ideas clearly using the written word. Competent foundation practice includes the ability to respond to systems in a manner that is helpful and appropriate. They manage the use of technology such as computers, interactive television, and web-based opportunities, which can be helpful at multiple levels of social service intervention.

Generalist social workers are able to think critically. They assist clients to make sense of conflicting and confusing situations. They are able to sort relevant information in a clear way in order to assist individuals in solving problems or dealing with crises and losses in their lives. They understand how social institutions affect the person and how the individual affects the social institution. Their assessment is based upon sound analytic skills.

The social work practitioner performs a variety of social work roles, including but not limited to the following:
- The enabler facilitates the client's accomplishment of a defined change, including altering the environment.
- The consultant role is based on a planned interaction to reconcile problems.
- The collaborator exchanges information, which results in a joint problem solving activity.
- The teacher provides new information necessary for managing and coping with the current situation.
- The mediator acts as a go between for two systems.
- The advocate speaks for the client.
- The broker links clients to existing resources.

Foundational social work practice utilizes a wide range of knowledge. Social workers have a basic understanding of the person in environment perspective. The environment is a complex whole consisting of a continuous, interlocking context. There is a mutual interdependence between person, behavior, and environment. Foundation practice recognizes the individual as a complex social, biological, spiritual, and psychological being. General systems theory drives the social work practice knowledge base. Generalist social work practitioners understand the policies, which influence social work practice as well as the historical context of practice, policy, oppression, social services, and poverty. They possess knowledge of human development and behavior as it

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interacts with social, political, economic, and cultural institutions. They identify and define basic ethical conflicts and dilemmas.

Generalist practitioners possess a multitude of traits, including but not limited to the following:

- Flexibility
- Critical thinking
- Reliability
- Ability to start where the client is
- Ethical thinking and behavior
- Passion for justice
- Assertiveness
- Warmth and genuineness
- Respect
- Caring
- Self-awareness
- Integrity
- Open-mindedness
- Nonjudgmental

The faculty determined that an understanding of rurality was also important for generalist level social work practice. Rural areas are unique and similar. While this may seem a contradiction, the common thread of rural areas produces a unique culture. The faculty recognizes that all rural areas are the same. It is understood that individual rural areas have diverse populations given their location. Issues of ethnicity, religion, gender, age and socio-economic variables influence the manifestation of rurality in each of these locations. Rural areas are experiencing transitional change regardless of their physical location. The program will explore both the uniqueness and the commonalities of rural areas in the curriculum.

In rural areas, social problems, which may seem common across geography, take on special parameters. Geography creates social and economic problems due to physical and social isolation. Transportation in rural areas tends to be privately owned vehicles, which is by far the most expensive form of transportation considering the cost of maintenance and insurance. Rural areas tend to have persistent intergenerational poverty. Rural areas tend to be "close knit." Individuals in rural communities often resent outside experts advising them on how to address problems. Rural communities have a strong sense of "family" including extended family. Who one is related to often determines one's ability to function within the community. Thus, social systems tend to be more informal than formal. They are more personalized. They tend to be characterized by personal caring and mutuality. Social closeness and reduced power differentials between helper and recipient are intrinsic to the social systems in rural areas. Rural areas are traditionally limited economically and are linked to the land. Agriculture and textile industries have provided the economic base in rural communities. This economic base has led to a strong sense of fatalism, "what will be, will be." Rural areas tend to lean toward greater conformity with conventional norms, virtues, and

prejudices.

Building upon the generalist foundation, the advanced direct practice in rural settings concentration, WKU utilize a variety of theories, skills, and knowledge. This practice is a multi-method practice across systems levels that allows for transdiscplinary practice. The theoretical underpinning rests on three components: systems theory, strengths perspective, and empowerment.

The social work faculty envisions rural practice as social work practice that allows the practitioner to function at multiple system levels with advanced knowledge about the rural culture and its dynamics. Advanced direct practice within in rural areas assumes that rural areas are markedly different from urban settings in a variety of ways. While the skills needed for advanced direct practice may be common across geographical location, it is the way that social workers practice that is different. Direct practitioners in rural environments face different tasks, client characteristics, and social issues compared to practitioners in urban environments. Rural practitioners enact social work roles in ways that are more diverse than urban social workers. For example, while social problems are common to all geographic regions, rural localities have special concerns in the areas of legislation and regulation regarding economic development, employment, health care, housing, landownership, transportation, and the diverse needs of families and children. Welfare recipients who are required to work may find employment in rural areas non-existent due to the limited economic opportunities in rural areas.

Advanced Practice/Concentration

Advanced practice in a rural setting requires the professional use of self in an expanded variety of roles and responsibilities. The worker must possess a more developed professional self. They must possess a more robust toolbox of skills than the foundation provides. A deeper understanding of process across and within systems (individuals, family, group, agency, institution, communities, and societies) leads to an increased ability to influence these systems by the practitioner. They have a more developed sense of self in relationships, which is important due to the fluid boundaries often found in professional and personal relationships in rural areas.

Practitioners must have integrated knowledge and skills for social work in rural communities, which includes the ability to engage in transdisciplinary collaborations. They are skillful in working with a variety of helping agents (formal and informal), including and beyond professional social workers. They must be able to communicate and interact appropriately with people in the rural community to solve a wider range of problems. This requires an intrinsic knowledge of the culture and nature of rural communities.

Advanced direct social work practice in rural settings requires an eclectic knowledge base with a multi-dimensional framework of practice that is informed by historical, cultural, and social contexts. Practitioners must use a variety of theories and

perspectives in order to determine the best strategy and intervention for the client system. Direct practice in rural areas requires an extensive knowledge of practice theories and wisdom. Rural social workers must be able to provide direct counseling and casework services. Their ability to work with families as partners in the change process is essential as well as their ability to utilize knowledge of rurality, including the customs, traditions, heritage, and culture of rural people with whom they are working to provide culturally competent direct practice. Social workers employ a fully developed understanding of the interplay of diversity across systems.

They also need to have community development skills, including expertise in economic development and administrative ability. They must perform careful study and analysis in order to understand the community in which they practice. This requires an in-depth knowledge of community theories and intervention strategies. Critical thinking and analysis of these theories and strategies are also required in order to determine the appropriateness of generalist methods for the rural area. Specific community development strategies should be a part of the practitioner's toolbox. Rural communities have historically survived by forming collaborations with neighbors, relatives, and friends to help with farming chores, building, and childcare. Collaborating, networking, and partnering are key skills in advanced direct practice in rural settings.

Direct practice in the rural setting is based on an analytical and empirical understanding of competent practice that intervenes across multiple systems simultaneously. A thorough knowledge of practice evaluation, including single subject design and program evaluation is required. Practitioners have to be able to evaluate practice at multiple levels across multiple systems. They must also be critical consumers of the practice and research literature. Critical analysis of current practice and its effectiveness in rural areas is vital. Rural social work practitioners must demonstrate research competence, as well as skills as policy practitioners.

The practitioner must expand their understanding of social welfare policy beyond the "traditional" policies learned at the generalist level. Farm price support policies and agricultural extension programs are social welfare policies, which impact rural communities. Policies of deregulation of the transportation industry directly impact rural communities. Advanced direct practice in rural areas requires that the practitioner be able to identify, analyze, and impact gaps and strengths in government and non-government policies. Practice in rural areas involves being an active change agent. They develop and implement appropriate measures to enhance governmental representatives, policies, and procedures to be more responsive to rural communities. Legislative accountability is central to advanced social work practice in rural areas. Practitioners must influence the process of policy analysis and implement planned change within the political system at multiple levels of policymaking, including local (city or county), state, and federal levels.

Beyond carrying out a wider range of roles than beginning level social workers, direct practice social workers in rural areas have to identify and create new and different helping roles as they practice. The role of broker now goes beyond linking clients to

resources that exist; it focuses on innovatively identifying resources that are not readily available or beyond the "traditional" solution base. Transportation in rural areas will have to take into consideration the geographic challenges of dirt roads and distance from the small city. With the manager role, the advanced practitioner must design and deliver social work services, including planning, negotiation, implementing, and evaluating services with innovative thinking. Meeting the client where he or she is takes on a new meaning. Practitioners must be comfortable with a loss of anonymity (constant public persona) and be able to practice in non-traditional and informal ways. Practitioners must go beyond the identification and understanding of ethical conflicts and dilemmas; they must manage these conflicts. For example, confidentially in rural areas is almost non-existent with the rural culture. Everyone knows everyone. Thus, the practitioner must manage the dilemma of protecting client's identity when every one knows that they are working with the family. It is almost impossible to avoid dual relationships. A practitioner attends social functions, school activities, and other expected social interactions with family members of clients. Practitioners must manage these dual relationships in such a way that it provides maximum protection for one's clients. Social workers in rural areas must be able to perform the administrator role. Administration was identified by the faculty and Program Advisory Committee as an important aspect of direct practice in rural areas.

Practitioners should have a broad understanding of factors affecting rural communities, including environmental and socioeconomic conditions, behavior, health care, and mental health care. Advanced direct practitioners in rural settings must work from a strengths perspective to manage multi-system level challenges. This goal focused model centers on a client's perception of where to go with her or his life and empowerment. Advanced direct practice in rural areas includes the ability to provide clinical care as well as case management. This practice includes understanding clinical assessment, diagnosis, and intervention. Direct practice includes working effectively as team members and leaders in organized settings that emphasize high-quality, cost-effective, and integrated services. Leadership and management are key components of rural practice. Practitioners need to be able to transcend front line practice and administrative practice. Direct practice involves multiple systems in practice rather than myopically focusing on one level. Practitioners integrate knowledge, history, policy, and theory to develop competent independent practice interventions.

Competent practice includes information and resource management. Integration of skills and clinical judgment for independent practice becomes an essential component of advanced direct rural practice. Independent practice is necessary in rural areas where social service agencies and professionals have limited access to resources and other professionals. Competent practice means developing and maintaining informal relationships. Competent direct practice is intrinsically linked to competent cultural practice.

APPENDIX D

Thesis Option

A faculty member within the MSW program will be assigned as the Chair for the Research Sequence and Thesis Option. The Chair is responsible for the administration of the MSW Thesis Option. Duties of the sequence Chair in relation to the MSW thesis option include:

1. Administrating all aspects of the thesis option.
2. Further enhancement of the thesis option policies and procedures.
3. Ensuring compliance of University and Graduate School policies and requirements in relation to thesis option.

Thesis
The thesis is offered as an option to graduate students **in addition to** the required practice readiness examination. Each year, a limited number of students may be approved for pursuing this option. This option is suggested for students committed to developing a particular area of research interest and working independently under the guidance of a thesis committee. It builds on foundation level research skills.

Eligibility
In order to be considered for the thesis option, a student must meet the following criteria:

1. Have a minimum of 3.5 or above GPA in foundation social work courses for traditional students, or a minimum of 3.5 GPA in undergraduate social work courses for advanced standing students.
2. Earn an "A" in SWRK 540 for traditional students or in an approved undergraduate research course for the advanced standing students.
3. Insure adherence to IRB guidelines

Requirements
The thesis option constitutes nine (9) semester credit hours toward the MSW degree, which substitutes for SWRK 640 – Applied Social Work Research (3 credit hours) and other required elective credit hours. Students approved for the thesis option need to register for nine (9) hours of (SWRK 698 – 3 hours & SWRK 699 - 6 hours) during the final (concentration) year of course work.

Thesis Advisor and Thesis Committee
Selection of thesis advisors and thesis committees must conform to University requirements. Discuss your research plans with a faculty member who can help you decide if the thesis option is a good choice for you during the spring semester of the foundation year. If you decide to pursue the thesis option, identify a faculty member who will serve as your thesis advisor/chair of your thesis committee. The thesis advisor/chair will guide you through the application, proposal development, and the

research process. The thesis committee will consist of thesis advisor/chair and two other faculty members. It is the responsibility of the student to enlist members for the thesis committee. Your thesis advisor may also be able to provide you with guidance and help in finding suitable committee members based on your research interest. Any change in the composition of the committee requires justification and must be approved by the Chair of Research Sequence and Thesis Option in the MSW program.

Thesis Advisor and Thesis Committee Responsibilities

The primary responsibility for monitoring progress in thesis project rests with the thesis advisor. However, the thesis committee will engage in regular review of work throughout the period in which the student is enrolled in thesis credit. The thesis committee is responsible for approving the student's final proposal. Approval will be indicated on a form requiring the signature of all committee members. If the thesis committee does not approve the final proposal, they will indicate the specific changes required for approval. A report of these changes will be prepared by the thesis advisor/chair for delivery to and discussion with the student with a copy retained for MSW program files. The thesis committee must also approve the final thesis. Final thesis committee approval requires that each member sign the university signature page.

Procedures

1. Thesis Option Information Session: Information on the Thesis Option and this document will be shared during the Thesis Option Information Session to be offered in **March** for the traditional students. Students will be asked to indicate their intention by using the Thesis Option Intention Form.
2. Students must identify their thesis advisor and submit the Thesis Option Application Form before **April 15** for Traditional students.
3. Approval notice by the MSW Program Research Sequence and Thesis Option Chair by **May 1**.
4. Students who are rejected for the Thesis Option may appeal in writing to the MSW Program Director for review. Such an appeal needs to be made within 7 working days after receiving the notice.
5. Registration for independent study credits according to the University calendar.
6. The thesis committee needs to be informed no later than **October 1** before the research proposal is submitted for approval.
7. Submission of research proposal: **October 1**.
8. Final date for approval of proposal: **October 15**.
9. Submission of thesis by **March 31** of the final year of course work.
10. Thesis oral defense and revision of thesis: **April 1 to April 30**. Any revision must be done on or before **April 30**. A final copy is to be submitted before **April 30**.
11. Notice of approval or rejection of final thesis: **May 10** or the final day of the spring semester.

NOTE:

1. After the Thesis Option Application Form is approved and registration to the directed study is done, a student may decide not to pursue it, with the following consequences:
   a. The student would receive a failing grade (F) in SWRK 698 if unable to withdraw from it before the university deadline.
   b. The student must take SWRK 640.
   c. The student would need to take courses to fulfill the elective requirements.
   d. This would potentially delay graduation.
2. Only a few students will be approved for thesis option each year.

All complaints and appeals for matters in relation to the thesis option must be addressed to the MSW Program Director in writing within 7 days after the disputed decision or practice occurred.

Thesis Option Application Form

All research thesis proposals **must be approved** by the MSW Program Director, as well as the Chair for the Research Sequence and Thesis Option and the student's Thesis Advisor. All approval signatures must be obtained **by April 15** in the Spring Semester prior to the Fall when the student will commence work on the thesis. Students should begin the process of developing and negotiating their proposal **well in advance** of the stated deadline.

Student _____

Thesis Advisor _____

Date _____

Instruction to student: Attach a description of your proposed thesis which includes the following:

1**. Topic:** State the proposed topic that you will explore in this thesis. It must be one that is pertinent to social work practice and research. Also, identify if a knowledge gap exists in this topical area that your research could help address.

2. **Goals and Objectives:** What are the explicit goals and objectives of the thesis?

3. **Rationale:** What knowledge and skills do you hope to acquire as a result of completing this thesis?

4. **Products:** What final products will result from this thesis project? Note: the **minimal expectation** is that you will produce a publishable manuscript that conforms to all thesis requirements of the WKU Graduate School. You will also submit a research proposal for approval before commencing the research and have a formal oral defense at the conclusion of the thesis.

You are expected to **meet regularly with your thesis advisor** to review your progress on the project.

Student Signature (and Date)

_____

Thesis Advisor Signature (and Date)

_____

MSW Program Director Signature (and Date)

_____

Chair for the Research Sequence and Thesis Option Signature (and Date)

_____

APPENDIX E

Institution's affirmative Action Plan

The Department of Social Work functions within a broader university milieu that supports a learning context that respects and embraces diversity.

The following is a link to the Western Kentucky University Equal Opportunity Office: https://www.wku.edu/eoo/

Welcome

The mission of the Western Kentucky University (WKU) Office of Equal Employment Opportunity / Affirmative Action / University ADA Services (EEO) is to promote, sustain, and advance an environment that supports principles of equity, diversity, inclusion, and community. Diversity, equity, accessibility, and tolerance encompass the core values of the EEO. We incorporate these values through a proactive stance in assisting the University with the interpretation, understanding, and application of federal and state laws and regulations that impose special obligations in the areas of equal opportunity and affirmative action. Our mission is supported by our commitment to continuously develop, implement, evaluate, and revise (as necessary) action-oriented programs aimed at promoting and valuing diversity in the University's faculty, staff, and student body.

Western Kentucky University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, disability, age, religion, veteran status, or marital status in admission to career and technical education programs and/or activities, or employment practices in accordance with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Revised 1992, and the Americans with Disabilities Act (ADA) of 1990.

Employees with disabilities, who need a reasonable workplace accommodation, should submit the request to this office using the information provided at: https://www.wku.edu/eoo/ada/uas.php

Applicants with disabilities, who need a reasonable accommodation to participate in the application process, may contact the office of Equal Employment Opportunity/Affirmative Action/University ADA Services (EEO) at (270) 745-5121 or the Department of Human Resources at (270) 745-5360 for information and assistance.

Students with disabilities, who need a reasonable accommodation to participate in and access University programs, should register with the Student Accessibility Resource Center (SARC). Student ADA registration information may be found at: http://www.wku.edu/sarc/

The following person has been designated to serve as the University's **Title IX Coordinator**:

Ms. Andrea Potter Anderson
Assistant General Counsel
Craig Administrative Center
1906 College Heights Blvd. #11001

Bowling Green, KY 42101-1001
andrea.anderson@wku.edu
270-745-5398

Information regarding WKU's Title IX compliance, policies, and procedures may be found on the following websites: https://www.wku.edu/eoo/titleix/ and https://www.wku.edu/judicialaffairs/titlenine.php.

Persons who have questions regarding any of the above may contact Mr. Joshua Hayes, Director and Title IX Deputy/Investigator, Equal Employment Opportunity/Affirmative Action/University ADA Services via email at joshua.hayes@wku.edu or by phone at (270) 745-5121.

APPENDIX F
Graduate Studies Forms

Retrieve the following electronic forms available on the Graduate School - Forms and Documents page at https://www.wku.edu/graduate/documents/index.php

WKU GRADUATE SCHOOL

Program of Study

1906 College Heights Blvd. #11010 | Bowling Green, KY 42101-1010 | Phone: 270-745-2446 | Fax: 270-745-6950 | graduate.records@wku.edu

Name _____ WKU ID # _____
       Last   First   M/M

Degree Type (e.g. MA, MS, MAE, etc): _____ Degree Major: _____

Concentration (if applicable): _____ Estimated Term of Degree Completion: _____

	Course Number	HRS	TR	Transfer Institution	GSR Use	Course Number	HRS	TR	Transfer Institution	GSR Use	
Core and Elective Courses											Core and Elective Courses
					Deficiencies					
						Course Number	HRS				

*Any courses listed as deficiencies will not be included in the degree GPA, but will be included in the overall graduate GPA.

For all education programs:
Undergraduate Degree Institution: _____ Date _____ GPA prior to admission _____
Graduate Degree Institution: _____ Date _____ Hours prior to admission _____
Certification(s) Held: _____ Certification Pursued: _____

_____ _____   _____ _____
Student Signature   Date   Certification Officer Signature (if applicable)   Date

_____ _____   _____ _____
Advisor Signature   Date   Doctoral Program Officer Signature (if applicable) Date

_____ _____
Graduate School Officer Signature   Date

*Students listing a 599, 699, or 799 course on the Program of Study must submit Committee & Topic Selection prior to enrollment in the course.

Graduate School Use Only
☐ Admitted in Good Standing   ☐ JUMP   Major Code _____   Conc. Code _____   Total Hours _____

*All graduate program requirements must be completed within 6 years of initial enrollment; doctoral degrees must be completed within ten years of initial enrollment.
**Masters degree programs may not count more than 12 hours of 400G coursework; specialist and doctoral degrees may not include any 400G coursework.

August 2014

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WKU GRADUATE SCHOOL

Program of Study Change Form

Name _____ _____ _____ WKU ID # _____
            Last   First   M/M

Degree: _____ Concentration (if applicable): _____

If you have more than four course substitutions please submit a new Program of Study.

	DEPT/COURSE NUMBER	HRS	COMPLETED	TRANSFER	TRANSFER INSTITUTION
ADD					
DELETE					
	DEPT/COURSE NUMBER	HRS	COMPLETED	TRANSFER	TRANSFER INSTITUTION
ADD					
DELETE					
	DEPT/COURSE NUMBER	HRS	COMPLETED	TRANSFER	TRANSFER INSTITUTION
ADD					
DELETE					
	DEPT/COURSE NUMBER	HRS	COMPLETED	TRANSFER	TRANSFER INSTITUTION
ADD					
DELETE					
	COMMITTEE MEMBER (Thesis/Specialist Project/Dissertation)			NEW TOPIC (Thesis/Sp. Project/Dissertation)	
ADD					
DELETE					
	COMMITTEE MEMBER (Thesis/Specialist Project/Dissertation)				
ADD					
DELETE					

_____
Student Signature

_____
Date

_____
Advisor or Committee Chair Signature

_____
Date

_____
Certification Officer Signature (if applicable)

_____
Date

_____
Doctoral Program Officer Signature (if applicable)

_____
Date

_____
Graduate School Officer Signature

_____
Date

May 2014

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WKU GRADUATE SCHOOL

Academic Plan

1906 College Heights Blvd. #11010 | Bowling Green, KY 42101-1010 | Phone: 270-745-2446 | Fax: 270-745-6950 | graduate.records@wku.edu

Name _____ _____ _____   WKU ID # _____
                    Last   First   M/M

Program: _____ Concentration: _____

CONDITIONS

I understand that I must raise my cumulative GPA to 3.0 by completing the following list of conditions by _____ :
List all courses and grades necessary by term.   (term/year)

I further understand that if these conditions are not met, then I will be dismissed from the Graduate School with no possibility of readmission until a period of three years has elapsed.

_____   _____
Student Signature   Date

_____   _____
Advisor Signature   Date

_____   _____
College Dean Signature   Date

_____   _____
Graduate School Officer Signature   Date

July 2014

APPENDIX G: Professional Concerns Form

Student Name   _____

ID Number   _____

Advisor   _____

Briefly describe Professional Concern. (Please attach documentation.)

Reporting Party Dated Signature   _____

Program Director Dated Signature   _____

Student Advisor Dated Signature   _____

Recommended Action:
_____(1) a plan of action in the form of a Student Success Plan (Please attach.)
_____(2) a referral to MSW Program Committee for further review
_____(3) a referral to initiate the termination process.

Student Signature _____ **Date**_____

Advisor Signature _____ **Date**_____

Committee Action:
_____(1) Continue in Program
_____(2) Withdrawal
_____(3) Termination
_____(4) Refer to Program Director
_____(5) No Action

_____   _____
Signature – Chair   Date   **Signature- Dept Head   Date**