



School of Social Work MSW Program

MSW POLICY HANDBOOK

**Aurora Campus,
George Williams Campus,
and On-Line**

2017 - 2018

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CHAPTER 1: SCHOOL OF SOCIAL WORK

School Mission

The mission of the School of Social Work is to prepare competent and committed human service practitioners who will promote the development and enhancement of resilient communities, social groups, families, and individuals. The School seeks to improve quality of life and community well-being and to promote social justice with emphasis on oppressed and vulnerable populations through excellent teaching, scholarship and research, and community service.

The School of Social Work's mission is consistent with the profession's purpose and values and the program context. The School of Social Work seeks "to prepare competent and committed social work practitioners who will promote the development and enhancement of resilient communities, social groups, families and individuals." This is consistent with the profession's purpose and values as indicated in **Educational Policy 1.1—Values** Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice. In addition, "The School seeks to improve the quality of life and community well-being and to promote social justice with emphasis on oppressed and vulnerable populations through excellent teaching, scholarship and research, and community service." This is also consistent with in **Educational Policy 1.1—Values** Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Accreditation and Certification

The Masters of Social Work (MSW) program of Aurora University is accredited by the Council on Social Work Education (CSWE). The MSW program at both the Aurora, Illinois, campus and George Williams Campus in Williams Bay, Wisconsin, is fully accredited by CSWE. Aurora University is accredited by the North Central Association of Colleges and Schools.

Non-Discrimination and Affirmative Action

Every aspect of the program's organization and implementation is conducted without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, disability, or political or sexual orientation. The faculty assure the enrichment of the educational experience by reflecting racial, ethnic, and cultural diversity and equity throughout the curriculum in all aspects of the program.

Public Educator's License with School Social Work Endorsement

All social workers wishing to be employed in public school settings must be licensed by the Illinois State Board of Education. In order to be eligible for licensure, social workers and social work students must fulfill the requirements of Aurora University's Licensing Unit, which is authorized by the Illinois State Board of Education. Students who complete the requirements of the School Social Work curriculum are eligible to apply for an educator license with a school social work endorsement.

Illinois Certification Board (ICB)

(Formerly Alcohol and Other Drug Abuse Professional Certification Association) (IAODAPCA)

The School of Social Work is accredited by ICB (formally IAODAPCA) as an “Advanced Alcohol and Other Drug Abuse Counselor Training Program.” This accreditation assures that persons entering the field of substance abuse through an accredited program have met the minimum requirements of training. Accreditation defines the competencies to be addressed in the training program. MSW students in the School of Social Work at AU must complete the course and internship requirements of the Addictions curriculum in order to be eligible for CADC certification.

In the Spring of 2011, the School of Social Work became the first accredited school in Illinois to become approved by ICB to provide a special training course which leads to Board Certification as a Mentally Ill Substance Abuse (MISA I) treatment provider. The course work and field work certifies students to provide services for those afflicted with co-occurring disorders (addictions and psychiatric disorders). The four credit hour course covers all of the core competencies specifically outlined by ICB. Upon successful completion of this course (minimum of a B), the chair of the specialization will send a letter to the ICB office in Springfield indicating completion of the University’s requirements. There are additional requirements needed before obtaining the MISA I credential from ICB. For specific details, be sure to contact the Addictions Training Director. The elective course is also useful for those not pursuing the addiction specialization.

CHAPTER 2: MSW PROGRAM

MSW Program Goals are to:

1. Provide curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
2. Provide curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
3. Promote continual professional development of students, faculty, and practitioners.
4. Prepare social workers to engage in prevention activities that promote well-being.
5. Prepare social workers to practice with individuals, families, groups, organizations, and communities.
6. Prepare social workers to evaluate the processes and effectiveness of practice.
7. Prepare social workers to practice without discrimination, with respect, and with knowledge and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
8. Prepare social workers to alleviate poverty, oppression, and other forms of social injustice.
9. Prepare social workers to recognize the global context of social work practice.
10. Prepare social workers to formulate and influence social policies and social work services in diverse political contexts.

Program Competencies

Social work education equips graduates to perform the broad range of tasks that constitute

professional social work today. The MSW program prepares students to enter advanced social work practice. Students may earn advanced credentials in the social work fields of addictions treatment, child welfare, and school social work. Individual student and program evaluations are based on the following outcomes:

In the foundation curriculum, students will learn the following knowledge, values, and skills, which are fundamental to all social workers. Graduates demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly;
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation;
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice;
5. Understand and interpret the history of the social work profession and its contemporary structures and issues;
6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes;
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities;
8. Analyze, formulate, and influence social policies;
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions;
10. Use communication skills differentially across client populations, colleagues, and communities;
11. Use supervision and consultation appropriate to social work practice;
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

Advanced Competencies

1. Students are able to apply advanced clinical social work knowledge and skills from the clinical concentration to work with diverse populations, emphasizing their inherent strengths and coping resilience;
2. Students are able to demonstrate their ability to advance the quality of their work and their commitment to the larger social work profession;
3. Students are able to articulate the program's conception of advanced clinical practice, including theories, practice skills, policy and research principles;

4. Students are effective in providing clinical social work services to a variety of client populations;
5. Students are able to demonstrate an advanced understanding of research designs and methods through practical application.

MSW ON-LINE PROGRAM

Online Presence and Engagement

Aurora University is a student-centered university, where we strive to provide exceptional learning experiences for our students. To that end, faculty and students are strongly encouraged to be fully present and engaged in all courses by doing the following:

1. Log into courses at least four days a week
2. Submit all assignments in a timely manner to meet deadlines
3. Respond to faculty emails in a professional manner
4. Participate in online discussions as an active and professional student
5. Attend to feedback from classmates and faculty
6. Provide informative posts, messages, each week that facilitate learning and promote critical thinking and engagement
7. Attend optional synchronous events, when and where appropriate (Note: Student attendance at synchronous events is always optional)
8. Recognize that on-line learning is a demanding learning format that must be taken seriously
9. Understand that students enrolled in online courses are responsible to have consistent access to technology that ensures their completion of assignments and participation in the course.

MSW PROGRAM REQUIREMENTS

Prerequisites:

1. Undergraduate Degree
2. Basic social statistics course

FOUNDATION CURRICULUM – 30 Semester Hours (sh)

A. Social Welfare Policy (3.0 sh)

SWK 6140 Social Welfare Policy & Institutions

B. Human Behavior in the Social Environment (6.0 sh)

SWK 6150 HBSE I: Infancy to Adolescence

SWK 6160 HBSE II: Adult Lifespan

C. Social Work Practice Theory & Methods (12.0 sh)

SWK 6370 Social Work Practice I: Individuals & Families

SWK 6381 Social Work Practice II: Group Work

SWK 6382 Social Work Practice II: Community Practice

SWK 6390 Social Work Practice with Diverse & Vulnerable Populations

D. Research (3.0 sh)

SWK 6250 Research I: Social Work Research Methods

E. Field Instruction (6.0 sh)

SWK 6730 Field Instruction I: Beginning Internship
SWK 6740 Field Instruction II: Beginning Internship

ADVANCED CURRICULUM – 30 Semester Hours (sh)

A. Social Welfare Policy (3.0 sh)

SWK 6533 Advanced Social Policy

B. Human Behavior in the Social Environment (3.0 sh)

SWK 6500 Social Work Perspectives & Practice on Psychopathology

C. Social Work Practice Theory & Methods (6.0 sh)

SWK 6511 Practice III: Clinical Theory & Methods
SWK 6521 Practice IV: Advanced Clinical Knowledge & Application

D. Research (3.0 sh)

SWK 6283 Practice & Program Evaluation

E. Field Instruction (6.0 sh)

SWK 6750 Field Instruction III: Advanced Internship
SWK 6760 Field Instruction IV: Advanced Internship

F. Electives (9.0 sh)

Minimum of 9 semester hours; must be 5000-level or above

SEMESTER HOURS REQUIRED TO GRADUATE: 60 S.H.

OPTIONAL SPECIALIZATIONS

Specializations in the MSW program are optional. Students pursuing a specialization follow the clinical concentration. Each specialization has specific field internship requirements.

ADDICTIONS

Required Coursework (offered as electives) (12.0 sh)

SWK 6340 Survey of Substance Abuse Evaluation & Treatment (first in sequence)
SWK 5410 Psychopharmacology
SWK 5420 Addictions Counseling I
SWK 6400 Addictions Counseling II

Internship must be completed in an approved addictions setting with a minimum of 500 hours (beginning internship) or 600 hours (advanced internship).

ADVANCED CLINICAL

Required Coursework (offered as electives) (3.0 sh)

SWK 6599 Advanced Therapeutic Relationship & Integrative Psychodynamics
SWK 6590 Advanced Clinical Social Work Personality Disorder
SWK 6592 Advanced Psychodynamic Clinical Social Work

Advanced internship must be completed in an approved Advanced Clinical setting with a minimum of 600 hours.

CHILD WELFARE

Required Coursework (offered as electives) (9.0 sh)

SWK 6700	Effects of Trauma on Children
SWK 6720	Social Work with Vulnerable Children and Families
SWK 6725	Child Welfare Services

Advanced internship must be completed in an approved child welfare setting with a minimum of 600 hours.

FAITH-BASED

Required Coursework (offered as electives) (3.0 sh)

SWK 5598	Spirituality, Meaning Making, and Faith-Based Practice
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Two (2) Approved Elective Courses (6.0 sh) must be taken in one of the Faith-Based Focus Areas of the student's choice. Complete list of approved electives by Faith-Based Focus Area is available on the MSW Faith-Based Moodle Shell. The Faith-Based Focus Areas include:

- Addiction Recovery: Treatment for Clients with Addictions Focus Area
- Child Advocacy: Services for the Well-Being of Children & Adolescents Focus Area
- Individual and Family Counseling: Spiritually Grounded Clinical Practice Focus Area
- Social Group Work: Social Services with Families Focus Area

Foundational (minimum 450 hour) or Advanced (minimum 600 hour) internship must be completed in an approved Faith-Based setting and must resonate with the specific Faith-Based Focus Area of the student's choice.

FORENSIC SOCIAL WORK

Required Coursework (offered as electives) (9.0 sh)

SWK 5300	Forensic Social Work
SWK 6720	Social Work with Vulnerable Children and Families
SWK 6721	Mediation

Advanced internship must be completed in an approved site involving forensic populations with a minimum of 600 hours.

GERONTOLOGY

Required Coursework (offered as electives) (9.0 sh)

SWK 6010	Medical Social Work
SWK 5100	Social Work Gerontology: Assessment and Intervention
SWK 5110	Social Work Gerontology: Biology and Health of Aging

Advanced internship must be completed in an approved gerontology specific site with a minimum of 600 hours.

HEALTHCARE

Required Coursework (offered as electives) (3.0 sh)

SWK 6010	Medical Social Work
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Related Electives (choose two) (6.0 sh)

SWK 5100	Gerontology: Assessment and Intervention
SWK 5110	Biology & Health of Aging

SWK 5200	Suicide Prevention, Intervention, Postvention and Community Action
SWK 5250	Perspectives on Fertility and Assisted Reproduction
SWK 5410	Psychopharmacology
SWK 5610	Social Work Practice with the Exceptional Child
SWK 6030	Bereavement Counseling
SWK 6035	Hospice Social Work
SWK 6045	Psychiatric Hospital Social Work
SWK 6050	Self-Injury and Eating Disorders
SWK 6055	Oncology SWK
SWK 6581	Mindfulness in Clinical Social Work
SWK 6810	Social Work and the Military

Advanced internship must be completed in an approved healthcare setting with a minimum of 600 hours.

LEADERSHIP

Required Coursework (offered as electives) (3.0 sh)

MBA 6030	Leadership and Organizational Behavior
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Related Electives (choose two) (6.0sh)

MBA 6610	Social Work with Vulnerable Children and Families
MBA 6620	Child Welfare Services
MBA 6630	Leading Teams
MBA 6810	Servant Leadership
MBA 6560	Leadership of Not-for-Profit Organizations

ILLINOIS PUBLIC EDUCATOR'S LICENSE WITH A SCHOOL SOCIAL WORK ENDORCEMENT

Required Coursework (offered as electives) (11.0 sh)

SWK 5610	Social Work Practice: Exceptional Child
SWK 6410	School Social Work: Policy & Practice I
SWK 6420	School Social Work: Policy & Practice II
OEDO 5018	Reading Methods K-12 SSP
OEDO 5019	Reading Content Area K-12 SSP

Advanced internship must be completed in an approved public school setting with a minimum of 600 hours.

*Additional tests are required for this specialization. Refer to the Moodle Shell for details.

MBA LEADERSHIP DUAL DEGREE

Required Coursework (offered as electives) (9.0 sh)

Students must complete the course: MBA 6030: Leadership and Organizational Behavior. This course is required for the MBA Leadership Certificate with two of the following courses:

MBA 6610	Leading Organizational Development
MBA 6620	Leading Strategically
MBA 6630	Leading Teams
MBA 6810	Leading Nonprofit Organizations

There are no special field instruction requirements to complete the MBA Leadership.

COUNCIL ON SOCIAL WORK EDUCATION

“The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit master’s-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate” (CSWE, Inc. Updated June, 2015). CSWE competencies conceptually linked to foundation and advanced coursework.

The current EPAS can be found at <https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS>

The Graduate Studies in the School of Social Work curriculum prepares graduates for advanced social work practice using a conceptual framework to identify advanced knowledge and skills. The courses build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas are addressed in greater depth, breadth, and specificity and support the program’s conception of advanced practice. The following table delineates courses taught at the foundation level, the semester hours per course, content area, and competency.

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MSW Program of Study FOUNDATION CURRICULUM 30 semester hours

Course	Semester Hours		2008 CSWE Competency
SWK 6140 Social Welfare Policy & Institutions	3	Social Welfare Policy	2.1.5 2.1.8
SWK 6150 HBSE I: Infancy to Adolescence	3	Human Behavior in the Social Environment	2.1.7
SWK 6160 HBSE II: Adult Lifespan	3	Human Behavior in the Social Environment	
SWK 6370 Social Work Practice I: Individuals & Families	3	Social Work Practice Theory & Methods	2.1.1 2.1.2 2.1.10
SWK 6381 Social Work Practice II: Group Work	3	Social Work Practice Theory & Methods	
SWK 6382 Social Work Practice II: Community Practice	3	Social Work Practice Theory & Methods	2.1.3 2.1.9
SWK 6390 Social Work Practice with Diverse & Vulnerable Populations	3	Social Work Practice Theory & Methods	2.1.4
SWK 6250 Research I: Social Work Research Methods	3	Research	2.1.6
SWK 6730 Field Instruction I: Beginning Internship	3	Field	
SWK 6740 Field Instruction II: Beginning Internship	3	Field	

The following table delineates courses taught at the advanced level, the semester hours per course, content area, and competency.

MSW Program of Study **ADVANCED CURRICULUM** 30 semester hours

Course	Semester Hours		2008 CSWE Competency
SWK 6533 Advanced Social Policy	3	Social Welfare Policy	2.1.5 2.1.8 2.1.9
SWK 6500 Social Work Perspectives & Practice on Psychopathology	3	Human Behavior in the Social Environment	2.1.7
SWK 6511 Social Work Practice III: Clinical Theory & Methods	3	Social Work Practice Theory & Methods	2.1.1 2.1.10
SWK 6521 Social Work Practice IV: Advanced Clinical Knowledge & Application	3	Social Work Practice Theory & Methods	2.1.2 2.1.4
SWK 6283 Practice & Program Evaluation	3	Research	2.1.3 2.1.6
SWK 6750 Field Instruction I: Beginning Internship	3	Field	
SWK 6760 Field Instruction II: Beginning Internship	3	Field	

CHAPTER 3: CURRICULUM POLICIES

A. Prerequisites

Undergraduate degree

All graduate students will be required to have received an undergraduate degree from an accredited university or college.

Basic social statistics course

All graduate students are required to complete a statistics course prior to beginning the MSW program. Students who meet the following criteria may apply for a course waiver: 1) Completion of statistics course within 5 years of date of application to the MSW program; and, 2) Received a grade of “C” or better.

MSW Program Orientation

All graduate students starting the MSW program are required to attend an orientation before the semester begins. Orientations are held on the respective campuses at Aurora and GWC.

B. Sequencing

On the Aurora campus, the School of Social Work offers three structured plans for completing the MSW degree: a two year, full-time option; a three year, part-time option; and, a four-year, part-time option. For students who are awarded advanced standing (hold a BSW degree from a CSWE accredited School of Social Work, within the past 5 years), both full-time and part-time degree completion plans are offered.

All official BSW transcripts from CSWE accredited programs are reviewed to ensure a BSW degree was conferred. CSWE accredited BSW classes are linked to corresponding AU MSW foundation classes.

NOTE: Foundation and advanced courses are typically offered fall, spring, and summer terms. Many electives are offered during one designated semester. **For this reason, please be aware that divergence from the structured degree completion plan may result in scheduling complications that could delay timely graduation.**

C. Advanced Standing

Students who have earned a BSW degree from a CSWE accredited institution and who have demonstrated outstanding scholarship in course work, and excellence in the field may apply for advanced standing for up to 30 semester hours of the semester hours required for the MSW program at Aurora University. The maximum transferable credit from any CSWE accredited School of Social Work is 30 semester hours and may include both required course work and electives. All official BSW transcripts from CSWE accredited programs are reviewed by the MSW Director.

D. Credit, Waiver, or Substitution of Course Work as Applied to Meeting MSW Degree Requirements

The purpose of the process of granting transfer credits, waiver, or substitutions of course requirements is to ensure the integrity of the MSW student's academic and field preparation for graduate practice as well as ensure that students do not repeat foundation-level curriculum. In all cases, the student must convincingly demonstrate mastery of knowledge of content and those competencies required for the course or courses under consideration. Requests for credit, waiver, or substitution must be made to the MSW Program Director of the School of Social Work for consideration.

Definitions:

Credit: The granting of course semester credit hours for academic credits completed elsewhere. Credit for social work courses can only be granted if taken in a program that is accredited by the Council on Social Work Education.

Waiver: Granting completion of a requirement, to avoid duplication of content in which the student has demonstrated proficiency in previous course work. The student does not take the waived course, but is not granted academic credit.

Substitution: Permission to use one course to fulfill another course requirement.

Questions Related to Credit, Waiver, & Substitutions

Q: Is it possible to use previous course work as credit towards degree requirements?

A. MSW requirements may be met only by course work:

- 1) Taken at a CSWE accredited school of social work;
- 2) In which the grade received was "B" or better;
- 3) Completed within the last five years;
- 4) If the catalog description or syllabus substantially resembles the course offered at Aurora University.

Q: What course work may be applied toward fulfilling MSW requirements at Aurora University through waiver or substitution?

A. Courses which were taken:

- 1) At an accredited university or college;

- 2) For credit;
- 3) With a grade of “B” or better;
- 4) Within the last five years;
- 5) And which were not used to fulfill requirements for another completed degree.

Q. What documentation is needed to apply for such a waiver?

A. The following:

- 1) A course transcript must be on file with the Registrar;
- 2) One copy of “Request of Waiver or Substitution Form” must be completed;
- 3) Catalog description or syllabus for the course must be provided.

Q. Are exceptions to these policies made?

A. Yes. During the admissions process or by review of the MSW Program Director, substitutions of required course work may be made, or waiver considered, for compelling academic reasons. If in doubt, the student should ask about courses that seem repetitive prior to registration. Students should not repeat course content.

Q. Can academic credit be given for work or life experience?

A. No. According to the Council of Social Work Accreditation, social work course credit may not be given for life or work experiences.

Q. When should requests for waiver, etc., be made?

A. Course waiver and substitution forms must be submitted to the MSW Program Director of the School of Social Work at least one month prior to the beginning of the next semester. If the issue relates to graduation, the request must be submitted by March 1st. This absolute minimum makes orderly consideration possible. Should a student submit a request after this period, he/she should anticipate that the request will be handled in a routine manner, and he/she will be responsible for all MSW program requirements until notified otherwise by the MSW Program Director.

Q. What is the process by which a student applies for credit, waiver, or substitution of MSW course work?

A. The student gathers documentation, and transcripts, and completes Part I of the copy of “Request for Waiver” form. The MSW Program Director then considers the request, often including other faculty members who could usefully consult on the request, and if indicated, with the student as well. The Director makes a decision and the student is notified by letter. A copy of the form and letter is placed in the student’s file.

Q. Where do students get a “Request for Waiver” form?

A. Copies are available at the School of Social Work from the MSW Program Director of the School of Social Work or department secretary.

E. Program Time Limits

A statute of limitations of five (5) years applies for:

- Re-application to the program
- Transfer of credit
- Program completion*

Students must complete the MSW program on or before a date of five (5) years from the date of matriculation, or petition for an extension to the MSW Program Director. The Director then considers the petition, often including other faculty members who could usefully consult on the request, and if indicated, with the student as well. The MSW Program Director makes the final decision on granting an extension.

NOTE: Students entering the program with advanced standing status must complete the program in a four (4) year time limit.

F. Leave of Absence

If a student wishes to take a leave of absence of one semester or more, excluding summer, a request for leave of absence must be made. A "Leave of Absence" form must be completed with the MSW Program Director of the School of Social Work and it is then forwarded to the Registrar's Office. Maximum terms for leave of absence are two (2) semesters or one academic (1) years.

Without fulfilling these conditions, a student who is not enrolled each semester of the academic year is considered to have terminated the program, and must re-apply for admission to continue in the program. For more specific regulations please consult with the Registrar's Office, 630-844-5462.

G. Field Instruction

Field instruction is a central part of the social work professional education and provides students with an opportunity to integrate the theoretical and conceptual contributions of the classroom with the practical world of the practice setting.

Students completing the foundation curriculum (1st year for full-time students; 2nd year for part-time students) may select a field placement from affiliated agencies in consultation with the Field Director at the Aurora campus or the Field Coordinator at the George Williams Campus. A list of affiliated agencies is available on the School of Social Work's website.

Foundation students are required to complete a minimum of 450 hours for the first-year internship. Oftentimes, agencies will require students to intern for longer hours than the minimum. Traditionally, this equates to about 16 clock hours of field instruction per week over 2 semesters. Students or agencies requesting other terms (i.e., interning over 3 semesters) must consult with the Field Director at the Aurora campus or Field Coordinator at the George Williams Campus.

Students completing the concentration curriculum (2nd year for full-time students; 3rd year for part-time students; and 1st year for students with advanced standing) select a field placement from affiliated agencies in consultation with the Field Director/Field Coordinator. Advanced students are required to complete a minimum of 600 hours for the first-year internship. Oftentimes, agencies will require students to intern for longer hours than the minimum. Traditionally, this equates to about 20-24 clock hours of field instruction per week over 2

semesters. Students or agencies requesting other terms (i.e., interning over 3 semesters) must consult with the Field Director at the Aurora campus or Field Coordinator at the George Williams Campus.

Potential field students begin the placement process by consulting with the Field Director/Field Coordinator and examining the many available resources within the School of Social Work. These resources include the student's faculty mentor; current students; the field agency files maintained by the School; field agency personnel representing their agencies at the annual Field Fair; directories of social service agencies located on the Aurora University School of Social Work webpage; and specialization Moodle pages.

Most students begin by exploring field agencies that service a particular population with which they have an interest in working. The School recommends that students explore field agencies that have already established an affiliation with the School of Social Work.

Students may use their place of employment as the base of their professional field instruction with prior approval. This arrangement must meet criteria that distinguishes the job from the learning opportunities in the field placement, and students interested in accessing this option should begin by consulting with the Director of Field Instruction. For complete information on the field site selection process and securing a field placement, please refer to the *Field Manual* (available from the AU webpage under the School of Social Work's website).

A student completing a placement in the field of addictions who wants to complete the internship at the same agency of employment must have the placement approved by the director of the addictions program and the accreditation board (ICB). The student may not receive any type payment during the internship, per the accreditation standards.

Once a student begins a field placement, they are obligated to continue field placement until completion. Changes must be discussed and approved by the Field Director/ Field Coordinator. Students who terminate their field placement without prior approval may not be eligible for another placement. A student review may be required as well.

Dress Code

Students are expected to respect and adhere to the dress code of the field placement. The appropriate dress may range from business attire to business casual. The School of Social Work expects students to wear modest and professional attire while working at the Field Agency and when representing the field of social work.

NOTE: To begin a field placement, a student MUST BE registered for the appropriate field course and have received a copy of the letter of confirmation from the Field Director/Field Coordinator. For insurance purposes, student must be registered for field courses to be in field placements.

H. Policy for School Social Work

Prior to July 1st, before the second year in the MSW program, all students interested in obtaining their Illinois Educator's License with School Social Work Endorsement should:

- Be in good standing with the School of Social Work;
- Secure a field placement in the public-school setting. Since internships in the school setting are very competitive, it is recommended that students begin to look before the end of January of the academic year preceding the second-year field placement;

- Complete and return the ISBE 73-44 by August of the academic year preceding the second-year field placement.

Students who complete these procedures will be accepted into the School Social Work sequence and will follow the MSW Clinical Concentration curriculum. Students must enroll in the “school sequence” courses, SWK 6410 and 6420, as well as OEDO 5018 Reading Methods K-12 SSP and OEDO 5019 Reading Content Area K-12 SSP.

Students pursuing the school social work specialization are recommended but not required to complete SWK 5610 prior to the start of their Advanced MSW field placement in a school.

Students are strongly recommended to complete ISBE’s academic testing standards prior to their Advanced MSW field placement. Students must complete these requirements by December 1st of their Advanced MSW field placement, and failure to do so will result in removal from their school social work field placement at the end of the fall term.

Students are recommended to complete the school social work content exam (184 test) by the spring semester of their Advanced MSW field placement in a school, and they are required to have this requirement completed prior to ISBE licensure.

I. Petitioning for Program Policy Changes

Students can request modifications related to academic policies and/or student affairs in writing to the MSW Program Director. Once a policy change is requested, the faculty of the School considers the request. A recommendation regarding the proposed policy change or institution is made by the full faculty to the Director of the School of Social Work. The Director makes the final decision on proposed policy changes.

CHAPTER 4: ACADEMIC STANDARDS

A. Academic Performance

The MSW program maintains high academic standards as do all professional programs where the well-being of future clients is of concern. In accordance with Aurora University regulations, the School of Social Work reserves the right to maintain academic standards for admission and retention in the social work program at both the BSW and MSW levels, above and beyond compliance with the general academic standards of the University.

Criteria for Academic Performance

In the graduate program, the MSW student must maintain a 3.00 cumulative grade point average. A student whose cumulative grade point average (CGPA) falls below 3.0 is placed on academic probation. Students must raise the CGPA by the end of the following semester. If the CGPA is not raised to 3.0 at the end of the following semester, the CGPA is grounds for suspension or dismissal from the School of Social Work. Students with a CGPA below 3.00 at the end of their final semester will not be allowed to graduate.

Two consecutive semesters of below standard work resulting in a “no credit” grade in Field Instruction is cause for suspension or dismissal from the MSW program. A student dismissed from the MSW program may not apply for readmission for one calendar year. If subsequently readmitted, the student must meet all degree requirements in effect at the time of readmission. Any other academic standards required of all graduate students in the University are binding on MSW students in the School of Social Work. Students may refer to the University catalog.

Some specializations may require specific academic and field performance expectations. For example, in the addictions specialization, students are expected to maintain a “B” average in the four courses specific to the specialization. If a “B” average is not maintained, the student must meet with the appropriate administrators to establish a resolution plan. This plan may require repeating course work or field hours. It should be noted that a meeting with the coordinator from the specialization will allow the student to examine potential outcomes for decisions pertaining to the specialization.

B. Course Grades and Academic Progress

Students must receive a passing grade of a “C” or better in all required MSW coursework. If a failing grade is received in a course, the course/s must be repeated. Students who receive more than one failing grade in required coursework may be suspended or dismissed from the MSW program.

C. Independent Study or Courses by Special Arrangement

Students may request to complete an independent study course on a selected topic not addressed in a regularly offered elective course. Requests must be made to the MSW Program Director. In unique circumstances, students may request to complete a “Course By Special Arrangement” (CBSA). This is typically done if a student needs to complete a course during a semester in which the course is not offered. There must be extenuating circumstances for why the CBSA is requested. Requests must be made to the MSW Program Director. Approval for Independent Study courses or CBSA courses is made by the Director. Students may take no more than one Independent Study course and no more than one CBSA.

D. Academic Advising/Course Registration

After a student is accepted into the MSW program, the Graduate Registration Coordinator functions as a first line advisor to the student, monitors the student’s progress in their respective course of study, and works with the MSW Director and Director of Field Work to guarantee that the student is successful in the MSW program. The Graduate Registration Coordinator, the MSW Program Director, and faculty also provide students with academic information, and information specific to the University procedures.

Students should consult the program structure charts/grids for guidance when scheduling courses. Students are reminded that deviating from the structured program plan may result in a delay in completing the program since courses are usually offered only in the academic terms outlined on the program structure charts. The charts are available at the School of Social Work as well as at the website.

Checking the MSW program of study on WebAdvisor will promote student planning and success.

E. Writing Standard

Professional social workers are often judged by others based upon the quality of their written work. A poorly written professional report may suggest mistakes in other areas of work performance. When the work product of a social worker is devalued, the result may be detrimental. Therefore, all written assignments are expected to meet professional standards. Work must be typed and edited. Each assignment must follow the guidelines stipulated by the instructor. The most current edition of APA guidelines will serve as a quality resource for writing and proper formatting.

F. Class Attendance Policy

Students are expected to attend all classes. Those students unable to attend a scheduled class session are responsible for notifying the instructor in advance by phone or by e-mail explaining the need for absence. Twenty percent (20%) or more of the scheduled class session is considered excessive absence. Excessive absences may result in a reduction of grade for the course.

The final exam day at the end of the term is a required attendance day.

G. Personal/Professional Performance Standards Behavior in Classroom

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. Students are assessed not only for meeting basic performance criteria on assignments described in course syllabi, but also on their ability to relate to others and their personal and professional behavior.

Professional Conduct

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. It is not acceptable to be late for classes except in unusual circumstances. Respect for the opinions of others is expected. Opinions expressed should be supported by data or carefully reasoned argument. Asking questions per se, or offering opinions that do not reflect the readings assigned for the class do not constitute "prepared participation." Any use of consciousness altering substances before, during, or between class sessions obviously impairs learning, and is unacceptable. Frequent lateness or professional unbecoming class conduct are likely to result in a lowered grade.

Dress Code

Students are expected to respect and adhere to the dress code of the classroom, University and field placement. The appropriate dress may range from casual, business attire to business casual. The School of Social Work expects students to wear modest and professional attire while working at the Field Agency and when representing the field of social work.

H. Procedures for Use in Appealing Allegedly Capricious Term Grades for Students

1. Introduction

- a. The following procedures are available only for review of alleged capricious grading, and not for review of the judgment of an instructor in assessing the quality of a student's work. **Capricious grading, as that term is used herein, is limited to one or more of the following:**
 - 1) The assignment of a grade to a particular student on some basis other than performance in the course;
 - 2) The assignment of a grade to a particular student by more exacting or demanding standards than were applied to other students in that course;
 - 3) The assignment of a grade by a substantial departure from the instructor's standards announced during the first fourth of the term.
- b. The assessment of the quality of a student's academic performance is one of the major professional responsibilities of University faculty members and is solely and properly their responsibility. It is essential for the standards of the academic programs at Aurora University and the integrity of the degrees conferred by this University that the professional judgments of faculty members not be subject to pressures or other interference from any source.

- c. It is necessary, however, that any term grade be based on evidence of the student's performance in a course, that the student have access to the evidence, that the instructor be willing to explain and interpret the evidence to the student, and that a grade be determined in accordance with announced guidelines. These guidelines should be announced in and put in writing for each class at the beginning of each term.

2. Appeal Procedures

- a. A student who believes his/her term grade is capricious may seek clarification and, where appropriate, redress, as follows:
 - 1) The student shall confer with the instructor, informing the instructor of questions concerning the grade, and seeking to understand fully the grounds and procedures the instructor has used in determining the grade. The aim of such a conference is to reach mutual understanding about the grade, the process by which it was assigned, and to correct errors, if any, in the grade. The student should do this within two weeks of receiving his/her final grade.
 - 2) If, after consultation with the instructor, the student believes that a grade is capricious, the student shall submit a petition in writing (via e-mail or hard copy) to the MSW Program Director, who shall consult and advise with both the instructor and student separately or together, in an effort to reach an understanding and resolution of the matter.
 - 3) If Steps One or Two do not resolve the problem, the student may submit a petition in writing to the Dean of the College of Professional Studies. This petition must be submitted to the Dean not later than the end of the fourth week of the term following that for which the grade is being appealed, excluding the summer term.
- b. The student shall request a meeting with the Dean and shall present evidence that the grade is capricious as defined above, and shall present the student's arguments which substantiate his/her conclusions. The Dean shall refer the petition to the instructor and secure from the instructor a response in writing, setting forth the instructor's position on the matter.
- c. On the basis of a consideration of the student's petition and the instructor's response, the Dean shall conduct an inquiry which shall include a meeting with the student and the instructor separately or together and ascertain and consider relevant facts. (The instructor and/or student may bring an advocate if he/she so chooses. If an advocate is to be present at a meeting, the Dean must be informed prior to the meeting.)

3. Decision. The Dean shall make one of these decisions:

- a. That the grade was not assigned capriciously and shall stand as assigned.
- b. That the grade was assigned capriciously and should be changed. The Dean shall then, as a result of his/her consideration, assign a grade different from the grade decided to be capricious. The Dean shall authorize the Registrar to make the grade change and such a decision shall be final.

CHAPTER 5: PROFESSIONAL STANDARDS

Professional/Ethical Behavior

Professional social work education requires high standards of academic, personal, and professional conduct. The educational program at both the undergraduate (BSW) and graduate levels (MSW) requires the development of ethics and values as well as knowledge and skills. Students are expected to exhibit values and behaviors that are compatible with the NASW Code of Ethics which regulates not only professional conduct in relation to clients, but also in relation to colleagues.

The School of Social Work recognizes that professional competencies and conduct are not always measurable by academic achievement. The SSW reserves the right to make decisions regarding admission and retention of student status based on high standards of personal and professional conduct demonstrated both in and out of the classroom. Students are evaluated on standards of personal and professional behavior, adherence to ethical standards, and on the basis of civil and criminal records. Students may be suspended or dismissed from the program if an evaluation outcome does not meet professional standards.

Because social work education involves a significant internship experience, and preparation for helping vulnerable populations, student evaluations will honor the rights of students, as well as the rights of clients, and others to whom students relate in a professional role.

A. Criteria for Professional/Ethical Behavior

Ethical Behavior

The student is required to know the contents of, and is bound by, the University policies and regulations dealing with conduct presented in the Student Handbook.

Students are required to know the contents of, and are bound by, The Code of Ethics of the National Association of Social Workers (NASW). Social work students are also bound by the School of Social Work's specific provisions below:

Misrepresentation of Self

Fraud or misrepresentation includes, but is not limited to, false or misleading statements on the application, during the admissions interview, and/or on the financial aid application. Falsifying degrees or professional credentials is also considered fraud or misrepresentation of self. Such behavior shall constitute grounds for dismissal.

Alleged Law Violations

Any student charged with fraud, malpractice, a felony, or misdemeanor, may be refused or revoked registration in field instruction activities and classes without prejudice until an official determination has been made by the University.

Conviction for a Felony or Misdemeanor

Any student who has been convicted of a felony or misdemeanor for conduct that may be a threat to the well-being of others shall not be admitted to field instruction, classes or activities until there is clear evidence of rehabilitation. Serving a sentence alone does not necessarily constitute evidence of rehabilitation. The faculty of the School of Social Work will be the sole judge of rehabilitation. Following a conviction, the student shall be informed in writing of the

criteria that the University will use in determining evidence of rehabilitation.

Some states prohibit licensure in the field of social work if a felony conviction is on record. It remains the student's responsibility to obtain information regarding the information specific to licensure through the appropriate governing body.

Inappropriate Behavior that Would Interfere with Performing Professional Duties

Any student who engages in inappropriate behavior that would interfere with performing professional duties and could potentially threaten the well-being of clients, including violent behavior, behavioral indications of substance abuse, or having indicators of physical or psychiatric disorders shall not be admitted to field instruction. Any behavior which may have been influenced by a student's mental state (regardless of the ultimate evaluation) or use of drugs or alcoholic beverages will not in any way limit the responsibility of the student for the consequences of his/her actions.

B. Statement of Criminal Background Notification

Aurora University reserves the right to deny admission to its undergraduate, graduate and non-degree programs based on application materials, previous academic record and records of past conduct, including but not limited to the results of a criminal background check or registration of a sex offense.

MSW applicants are required to complete a national background check before beginning the program. The MSW program may deny admission based on the results of a criminal background check. The school may refuse or revoke admission for the following: misrepresentation of self, criminal behavior, results of the national background check, and/or behavior that interferes with performing professional duties.

If admitted to the MSW program, any applicant or student with a criminal background may not be eligible for some field instruction placements. In addition, the applicant or student may not be eligible for licensure after completing the requirements for the MSW degree. Many agencies require criminal background checks as a condition for accepting a placement in their program. It is the student's responsibility to inquire with the Department of Professional Regulation to determine their licensure eligibility.

Once admitted to the MSW program, students must adhere to the Professional Standards of the University and the School of Social Work. Students must meet the criteria for professional and ethical behavior as set forth by the School of Social Work.

C. Student Confidentiality

The School of Social Work maintains an academic file on each MSW student. This file contains admissions materials; academic records (transcripts, grades); formal communication between the Director, MSW Program Director, faculty mentor, and the student; as well as field evaluations.

The program honors and complies with the Family Educational Rights and Privacy Act 20 USC Sec. 1232g which requires academic institutions to provide access to academic records to the student, and prohibits the release of any information to another party unless a signed authorization has been obtained.

D. Confidentiality of Admissions Materials

Once the School of Social Work has the completed admissions file for a student, no materials within the file will be provided to the student or other parties. Included with this material is the student's Statement of Purpose, official transcripts, and letters of recommendation. Letters of recommendation will not be released to students even with a signed permission from the person who completed the recommendation.

E. Non-Discrimination and Affirmative Action

A complaint of program non-compliance with the Non-Discrimination and/or Affirmative Action policy should be directed to the Director of the School of Social Work. See Chapter 1 of this handbook for the Non-Discrimination and Affirmative Action policy.

F. Disposition Policy

The faculty of the School of Social Work have determined that additional feedback and data on student dispositions is needed in both the BSW and MSW programs. Student dispositions will be rated by instructors in select (required) courses. The dimension areas of disposition will be in collaboration, curriculum, community, diversity, and ethics.

Please see the attached disposition rating form, and the disposition rating policy. Faculty and adjuncts will be reporting on students in these classes at mid-term of this semester.

The rating form is for use in the School of Social Work only. Feedback given to students, the faculty, and the administration in the School of Social Work pertaining to the disposition will remain confidential. Data from the disposition forms will be gathered for assessment of the program, and for individual student files. No individual student identification will be published in any program materials or reports.

Aurora University
School of Social Work Disposition Policy

Disposition Information

The ultimate goal of the disposition process is awareness surrounding the progress toward becoming an exemplary social worker. The disposition framework is aligned to the CSWE and NASW standards, as well as Aurora University's Core Values. In order to support the development of dispositions, faculty and staff members will evaluate their students using this universal assessment. If a faculty/staff member issues a disposition form of "alert", the student will be notified and required to attend a disposition conference with the referring faculty/staff member. A student who receives a disposition of "concern" may be required to attend a disposition conference.

The School of Social Work faculty and staff will utilize the disposition form when **concerns pertaining to behaviors** arise. **The instructor or staff member of record will submit the disposition forms to the administrative assistant in the School of Social Work to be saved electronically.**

Dispositions Criteria

Acceptable Dispositions:

Form indicates acceptable dispositions on all indicators on the disposition form.

Disposition Concern:

Form indicates a rating of "concern" for one or more indicators on the disposition form.

Disposition Alert:

Form(s) indicate a rating of "alert" for one or more indicators on the disposition form. A disposition conference will be conducted.

Disposition Conference

The purpose of the conference will be to review the disposition report issued by the reporting faculty/staff member. The conference will be attended by both the student and the reporting faculty/staff member. The reporting faculty person will arrange the conference with the student and document the outcomes of the conference.

The remediation plan will outline the expected behaviors in all settings, including, but not limited to AU classrooms, field experience settings, email/phone/face-to-face communication with faculty/staff, administration and other students. A timeline will be established to check the progress of the candidate toward the achievement of the goals. The remediation plan will be monitored by the reporting faculty person.

Student Appeal Process

Students have the opportunity to appeal the disposition form within fourteen days by contacting the following university personnel in the listed order:

1. Reporting Faculty/Staff
2. Department Chairperson
3. Dean of the School of Social Work

Student Performance Review Committee

When a student has attended 2 disposition conferences in the course of their program of study, and/or is not successful in the achievement of adequate progress, a Student Review (SR) will be scheduled. Any outcomes from this review will become a part of the candidate's permanent record in the School of Social Work.

G. Disposition Form

Aurora University
School of Social Work
Disposition Form

Name:		Professor:			
Date:		Course:			
Choose Acceptable, Concern, or Alert for each of the 13 Areas					
	DESCRIPTOR	NO CONCERN	CONCERN	ALERT	COMMENTS
COLLABORATION					
Respect AU CSWE NASW	Consistently demonstrates respect and professionalism in relationships with faculty, administration, staff and peers. Responds in a respectful manner when under stress. Communicates respect for others face-to-face, electronically, and in all forms of writing.				
Compassion & Understanding AU CSWE NASW	Demonstrates care and understanding in all actions with others. Offers feedback in a constructive manner. Works effectively with others to complete tasks.				
Accepts Constructive Suggestions AU CSWE NASW	Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations. Consistently accepts and responds to comments by faculty, supervisors, cooperating teachers, and other professionals, as well as peers. Is receptive to new ideas. Engages in problem solving. Accepts and acts upon constructive criticism. Responds appropriately under stress. Copes well with disappointment. Accepts responsibility for own actions. Strives for personal growth.				
Collaborative Practice AU CSWE NASW	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. Works well with peers and all personnel settings. Adapts to change. Is skilled at expressing self in groups.				
CURRICULUM					
Preparedness AU CSWE NASW	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. Shows an understanding of professionalism through knowledge of content areas, preparation of materials, punctual arrival, and completion of tasks. Follows instructions.				
Communication AU CSWE NASW	Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. Demonstrates responsive listening skills. Demonstrates a willingness and commitment to continually improve communication skills. Communicates professionally in a manner that demonstrates respect for others.				

Continuing Education NASW	Demonstrates a commitment to lifelong learning beyond graduate school through professional networking activities and/or activity in professional organizations.				
COMMUNITY					
Safety AU CSWE NASW	Shows good judgment regarding safety conditions in working with various age groups.				
Integrity AU CSWE NASW	Engages oneself in honorable and ethical conduct as demonstrated through actions of accountability and integrity.				
Advocacy AU CSWE NASW	Engages in support and/or activism for micro and mezzo level needs of students and families.				
DIVERSITY					
Systems AU CSWE NASW	Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.				
Diversity AU CSWE NASW	Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. Presents self as a learner and engages clients and constituencies as experts of their own experiences. Understands the needs of all types of learners and does not exhibit stereotypical behavior toward differences (race, class, ethnic group, gender, ability, etc.). Able to communicate with a variety of audiences. Shows sensitivity to others. Respects individual differences.				
ETHICS					
Ethics AU CSWE NASW	Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics appropriate to the context. Respects the intellectual property of others by giving credit and avoiding violations of academic integrity, including but not limited to, plagiarism, fabrication, or cheating. Demonstrates truthfulness and honesty.				

Potential outcomes of disposition:

_____ may delay field placement

_____ may terminate current field placement

_____ may result in a delay in the academic program

_____ may result in termination of academic program

_____ other: _____

H. Field Review Policy

A field agency review may be held in the event of concerns regarding the experiences of students in field work. The purpose of the meeting will be exploratory and fact finding. Such a review may be requested by either the student, field instructor, field liaison, or the Director of Field Instruction.

Among the issues that may be considered in a review are concerns regarding supervisory problems, adequacy of the learning experience, and ethical practice. Involved students will be asked to be present at the review. The review shall be scheduled by the Field Director and attended by the MSW Program Director as well as appropriate faculty members who teach courses in BSW or MSW programs. Should it be determined that actions are indicated, a written plan will be produced and communicated to the agency within two weeks' time.

I. Student Review Policy

On occasion, when a serious concern about academic, personal, or professional performance related to any of the program's standards and/or policies has been identified by a faculty member or field supervisor, at any point in the program, and it is deemed a concern warranting immediate attention, the faculty member reports to the MSW Program Director. The MSW Program Director informs the student that a concern has been identified, seeks information from relevant parties (faculty, Field Director, Academic Support Center, etc.), thoughtfully appraises the student's situation and assesses whether the situation warrants a Student Review.

The purpose of a Student Review is to either design a helping plan for continuance in the social work program or to make a determination regarding continuance in the program, such as suspension or dismissal from the School of Social Work.

A Student Review is scheduled as needed, and is chaired by the MSW Program Director, Field Director, or a designee. A Student Review Committee is formed which consists of the faculty who are current instructors for the student, other faculty members, administrators (Field Director, Specialization Coordinator, etc.) and University personnel (e.g., Academic Support Center) deemed relevant to the Student Review process.

The student will be notified in writing of the commencement of the student review, the nature of the student review, giving the date, time, and place, the facts and occurrences that have given rise to concern, the nature of the student review, the student's right to attend (and bring an advocate or person for support), the student's right to bring to the committee's attention relevant information concerning these facts, and occurrences that the student wishes the committee to consider.

In cases where the committee deems it appropriate, the committee may request the student to have his/her physician, psychiatrist, psychologist or other provider of professional services meet with the committee to discuss the student's capabilities, and/or may request the student to permit an examination by a physician, psychiatrist, psychologist or other provider of professional services selected by the School, whose report and/or opinion concerning the student's capabilities will be shared with the student. The student may submit additional information in response. If necessary, the Committee shall continue the conference at a later date for the purpose of obtaining additional relevant information.

Once the committee has completed its review, it will notify the student in writing by certified mail of its determination along with a summary of the student review meeting. The

determination can take any of the following forms: (1) a written plan establishing the conditions and requirements that the student must meet to continue in the program; (2) a temporary suspension of the student from the program, and; (3) a determination to discontinue the student from the program.

If the student wishes to challenge the determination of the Student Review Committee, the student has a right to appeal to the Dean. A written request for the appeal must be submitted to the Executive Directive within four weeks of the student review. The written request should identify the student's grievance(s).

J. Program Termination

Students who are not permitted to continue within the MSW program are informed of such by certified mail. At the time of suspension or dismissal, the student will be administratively dropped from current and future courses in the MSW program.

K. Termination Appeals

Students who have been terminated from the MSW program can appeal such a decision only on the basis of alleged "capriciousness." The term "capricious" is limited to one or more of the following:

- Termination on the basis other than academic or professional performance;
- Termination on more exacting or demanding standards than were applied to other students in the program;
- A substantial departure from the standards and procedures contained in the MSW *Policy Handbook*.

Appeals based upon capriciousness are made to the Director. The request for appeal must be in writing, identifying the student's grievance(s). Failing a mutually satisfactory resolution at the level of the Director, the student may appeal the determination in writing to the Dean.

L. Readmission to the MSW Program

A graduate student who leaves or withdraws from the MSW program; is dropped from the program for poor scholarship or unprofessional behavior; or is terminated for lack of registration or application for a leave of absence, and later decides to complete the program, must apply for readmission to the program. Prior records will be re-evaluated and the student, if readmitted, will be held responsible for completing all current degree requirements.

M. Handbook Terms of Issue

Every attempt is made to permit students to graduate under the degree requirements in effect when they entered Aurora University and the School of Social Work provided that enrollment is continuous from time of matriculation until graduation. However, the School of Social Work reserves the right to modify academic requirements, curricula, and/or course offerings at any time without prior notice and without incurring obligation. At the same time, the program attempts to enable students to participate in formulating and modifying policies affecting academic affairs.

N. Aurora University Academic & Professional Standards

Please refer to the University Student Handbook for all University policies related to academic and professional standards, including (but not limited to):

- Academic and Social Expectations
- Statement of Academic Integrity

- Zero Tolerance Policy
- Statement of Discrimination and Sexual Harassment
- Learning Disabilities Policy
- Privacy Act of 1974 as Amended
- Policy for Grade Appeals
- Graduate Grading System

Updated 07-27-17

APPENDIX: SCHOOL OF SOCIAL WORK DIRECTORY

Administration:

Dean, School of Social Work:	Dr. Fred McKenzie (mckenzie@aurora.edu, 630-947-8930)
DSW Program Chair:	Dr. Fred McKenzie (mckenzie@aurora.edu, 630-947-8930)
MSW Program Director:	Dr. Brenda J. Barnwell (bbarnwel@aurora.edu, 630-947-8933)
BSW Program Chair:	Professor Alison Arendt (aarendt@aurora.edu, 630-844-5793)
Director of Field Instruction:	Dr. Dan Knapp (dknapp@aurora.edu, 630-947-8936)
SSW Program Chair GWC Campus:	Dr. Joan Fedota (jfedota@gwc.aurora.edu, 262-245-8621)
Field Coordinator GWC Campus:	Amy Ceshker (aceshker@gwc.aurora.edu, 262-245-8507)

Coordinators of Specializations:

Addictions:	Professor Laura Donavon (ldonavon@aurora.edu, 630-947-8943)
Advanced Clinical:	Dr. Neil Gorman (cgorman@aurora.edu, 630-947-8926)
Child Welfare:	Jeanne Flynn (jflynn@aurora.edu, 630-844-7831)
Faith Based:	Larry LeSure (llesure@aurora.edu, 630-844-7510)
Forensic Social Work:	Professor Laura Donavon (ldonavon@aurora.edu, 630-947-8943)
Gerontology:	Professor Marissa Happ (mhapp@aurora.edu, 630-947-8932)
Health Care:	Professor Marissa Happ (mhapp@aurora.edu, 630-947-8932)
Leadership:	Larry LeSure (llesure@aurora.edu, 630-844-7510)
School Social Work:	Katie Johns (kjohns@aurora.edu, 630-947-8947)

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2245 Sequoia Dr. Aurora, IL 60506

Office Hours:

Academic Year: 8:00 a.m. – 5:00 p.m.
Summer Term: 8:00 a.m. – 4:30 p.m.

Website:

<http://aurora.edu/academics/programs-majors/graduate/social-work/index.html>