

**Ball State University
Department of Social Work**

**BSW Student Handbook
2021-2022**



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TABLE OF CONTENTS

Department of Social Work	Page Number
Welcome	5
History of the Department of Social Work	6
Faculty and Staff	8
Student Social Work Association and Black Student Social Work Association	9
The Social Work Profession	10
The Department of Social Work	12
Mission of the Department of Social Work	12
Goals of the Department of Social Work	12
Joint Program Goals	12
Additional MSW Program Goals	12
Generalist Social Work Practice	12
The Department of Social Work Competencies and Practice Behaviors	18
Social Work Curriculum	20
Required Courses Outside Social Work	20
Social Work Required Courses	21
Scheduling Social Work Courses	29
Social Work Minor	29
Admission to the Major	30
Social Work Major	30
Criteria for Formal Admission to the Major	30
Application Materials	31
Admission Decisions	31
Appeals Regarding Denied Admission	32
Conditional Acceptance to the BSW Major	32
Maintaining Accepted Status in the BSW Major	32
Transfer Students	33
General Information	33

Transfer Coursework	33
Transfer Single Articulation Plan	33
Program Policies	34
Work of Life Experience Credit	34
Felony Convictions	34
Affirmative Action Policy	36
Diversity and Inclusion Statement	36
Sexual Harassment Policy	37
Americans with Disabilities	37
Release of Information Policy and Procedures	37
Classroom Confidentiality Standards	38
Social Work Academic Standards	38
Field Practicum	45
Field Practicum (Internship)	45
Field Practicum Placement Process	45
Student Rights and Responsibilities	46
Introduction	46
Department of Social Work Rights and Responsibilities	46
Advising	50
Introduction	50
First Year Advising	50
Social Work Academic Advisor Responsibilities	51
Social Work Faculty Advisor Responsibilities	51
Student Responsibilities Regarding Advising	51
Developing a Good Advisor / Advisee Relationship	52
Scheduling Appointments with Advisors	52
DegreeWorks	52
Social Work Academic Plans	53
Adding and Dropping Courses	53
Course Loads	53
Registering for Classes	53

BSW Degree Requirements	54
University Core Curriculum Requirements	54
Requests for Course Substitutions	54
Academic Integrity Standards	54
Grade Point Average	54
Academic Honors	55
Departmental Honors	55
BSW Scheduling Forms	55
Professional Performance and Academic Standards	58
Issues of Serious Concern	58
Student Privacy and Records Policy	60
Student Review Process	60
University Standards	60
Confidentiality and Sharing Information	61
Behaviors Warranting Review	61
The Review Process	61
Criteria for Automatic Dismissal	67
Notification Procedures	68
Appeal Petition for Readmission	68
Grievance Policy	69
Social Media Policy	69

Message from the Faculty and Staff

Welcome to the Social Work Program at Ball State University. We are happy that you have chosen to pursue your social work degree in our program. The Ball State undergraduate social work program was the first undergraduate program in the state of Indiana. We have a long history of helping students pursue excellence in education, service, and professional social work practice. The social work program will provide you with the knowledge, skills, and self-awareness you will need to begin your social work career. We are committed to providing a program that will help you not only become an excellent social worker, but a program that will encourage you to reflect and make changes upon all aspects of your life.

The Council on Social Work Education (CSWE) accredits the Social Work Program at Ball State University. The faculty and staff of the program are dedicated to the well-being of our students and the health of our community. You are invited to work with us in these efforts. Your individual passion, talents, skills, and energy will combine with the collective energy of fellow students, alumni, and our faculty and staff to make a difference in our community.

We encourage your active participation, not only in the classroom and field experiences, but also in the governance and development of the social work program. To that end, we have an active student organization, the Student Social Worker Association (SSWA) that we encourage you to participate in and support. This group meets regularly and has representatives that attend our faculty meetings. We also have monthly “chat with the chair” sessions in which you can drop by and talk with the Chair of the Department about your concerns and suggestions. We also have a “town hall meeting” each semester in which students and faculty come together in an open forum to discuss issues relevant to the program. By choosing social work as your major, you have also chosen to become part of a vibrant and supportive community.

This *BSW Student Handbook* describes the policies, procedures, and curriculum of the Bachelor of Social Work (BSW) program of Ball State University. It serves as a reference to assist you in understanding the course of professional study and development upon which you have embarked. Such an understanding is necessary to enable you to plan your academic career. Hopefully you will find yourself referring back to this handbook at various points as you progress through the BSW program. Also included is information about the university, its services, and policies.

With respect,

The Faculty and Staff of the Department of Social Work at Ball State University

History of the Social Work Program

Prior to 1966, the Sociology Department at Ball State University intermittently offered two introductory social work courses with a few students enrolled in them. Once professional social worker Karl Rehfeld joined the faculty in 1966, social work courses were offered on a regular basis. Practicum placements in area agencies, and a concurrent seminar, were added, and a 48-semester hour social work major was recognized in 1968. Rapidly growing enrollment justified two additional faculty by 1972, when the major also increased to 62 semester hours.

The University administration granted department status to social work effective July 1, 1977. At that time, the program became the Department of Social Work within the College of Sciences and Humanities.

On the national level, the growth of undergraduate programs in the country brought pressure on the Council on Social Work Education, the national accrediting body for graduate social work education programs, to begin to set standards for undergraduate programs. Criteria were set up in 1970 for approved status. This was the first step toward accreditation, and the target date for issuing standards for accreditation of baccalaureate programs was set for 1974. Ball State applied for accreditation in September 1974, and received full accreditation the following spring, retroactive to September 1974. The Department of Social Work at Ball State University was among the first 30 baccalaureate programs nationally to receive accreditation and is among one of the oldest continuously accredited programs in the United States.

In May 1991, the Department initiated changes that resulted in the University awarding the Baccalaureate of Social Work (BSW) degree. This BSW degree title change was completed to better accommodate state social work licensing and legal regulations for social work practitioners and to underscore the professional nature of an academic degree.

Between 1977 and 2004, the Department of Social Work grew into a model undergraduate social work program under the able leadership of Dr. Harry Macy. Dr. Macy retired in 2004, but his legacy remains alive and well at Ball State University. The social work practice and educational communities both nationally and in Indiana are indebted to his long-term efforts at promoting the provision of quality social services by professional trained social workers.

The development of the MSW curriculum began in 2008 with a white paper collaboration between our department and our advisory board. Using market research conducted by Burning Glass (2012) and Eduventure (2013), faculty members discussed plans for the advanced generalist MSW with emphasis on rural, gerontological, clinical addictions, and health care practice. The curriculum decisions were discussed and planned during faculty retreats between 2012-2016 years. The current curriculum is based on the 2015 EPAS with nine areas of competence for advanced generalist social workers, plus two areas of specialization for all graduates in our program. The Graduate Education Curriculum Committee (GEC) approved the curriculum in March of 2016, and the Ball State Board of Trustees approved the MSW proposal in March of 2017. The program moved to the Indiana Commission of Higher Education Committee (ICHE) for Academic Affairs and Quality Committee on November 29, 2017 and was approved by the full ICHE Committee on December 14, 2017.

Those steps allowed the MSW program to move toward accreditation. The MSW program applied for substantive change through the regional accreditor, the Higher Learning Commission, in January of 2018 and was approved on June 14, 2018. The program began working toward Council on Social Work Education accreditation with a Letter of Institutional Intent on January 30, 2019, and the program's application for Candidacy was approved on February 5, 2019. The MSW program is currently working towards full accreditation through CSWE, which is a three-year process.

In 2014 and 2015, leaders in the social work, nursing, speech language pathology and audiology, counseling psychology, kinesiology, health science, nutrition and dietetics began studying the idea of forming a new college for health professions. Dr. Glenn Stone, our Department Chair, was an integral part of the College of Health Task Force that worked to plan strategically for the new college and to secure funding for a new Health Professions Building where we would be housed. The College of Health was officially started on July 1, 2016, and our \$62 million-dollar building, the Health Professions Building (HPB), opened in 2019. The HPB includes a community clinic, simulation labs, and dedicated social work skills labs. The development of this College is important for fulfilling our mission of preparing competent generalist and advanced generalist social workers because of the collaboration and teamwork skills that will be central to the training of our graduates. Additionally, our College recently hired a Director of Interprofessional Education and Practice and Director of Simulation. We look forward to a variety of ways for our students to learn with other health professionals in this space.

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Student Social Work Association (SSWA)

The Department of Social Work at Ball State University sponsors the Student Social Work Association (SSWA), a community for social work students that participates in advocacy, service projects, professional development, recreation, and social activities. A member of SSWA attends faculty meetings and represents the interests and concerns of the social work student body. The Department of Social Work supports the right of social work majors and minors to organize to promote their own interests in matters concerning academic and student affairs. Through SSWA, students are encouraged to discuss and debate issues that affect them related to the BSW program. SSWA offers students an opportunity to develop organizational and leadership skills needed by beginning level social work practitioners.

SSWA meetings are held at least monthly on a date and time suitable for students. SSWA meetings and activities are open to social work majors and minors as well as to other interested BSU students. Each year officers are elected that serve as a steering committee. In conjunction with interested students, the steering committee plans events of interest to social work students, such as an information session on graduate social work education. SSWA has also been involved in fundraising for UNICEF and LEAD. Professor Dane Minnick currently serves as the SSWA's faculty advisor.

Black Student Social Work Association (BSSWA)

The goals of the Black Student Social Work Association (BSSWA) are to (1) promote the academic and social development of Black social work students and students from other disciplines, (2) connect Black social work students to other students, (3) advocate for the well-being of Black social work students, (4) connect Black students to various resources that would further their academic as well as social excellence, (5) perform community and service projects, and (6) abide by the National Association of Social Workers (NASW) Code of Ethics.

The Social Work Profession

What is social work?

Social work is all about people. Social workers form relationships with people. As advisers, advocates, counselors, or listeners, social workers help people live more successfully within their local communities by helping them find solutions to their problems. Social work also involves engaging not only with clients themselves but also their families and friends, as well as working closely with other organizations. Social work is a unique blend of knowledge, skills, passion, and values that social work professionals use to change unjust social conditions and practices to improve existing methods for individual and community change.

There is a specific status associated with the job title "social worker." Social workers are professionally qualified workers who work collaboratively with clients to assess their needs and plan the individual packages of care and support that best help them. In the state of Indiana, social workers are licensed professionals with three levels of licensure. The LBSW is the entry-level license for those with a BSW. It is a credential open to those who pass an exam and is available immediately upon graduation. The Licensed Social Worker (LSW) is open to those with a BSW and two years post-BSW practice experience or immediately after earning the MSW degree. The credential is open to those who pass an exam after demonstrating the required practice experience or completion of the MSW degree. The highest level of licensure in Indiana is the Licensed Clinical Social Worker (LCSW). This credential is available—after passing a clinical exam—to those with an MSW and two years post-MSW supervised clinical practice experience.

Social workers can be found in federal, state, and local governments as lobbyists, policy makers, and even as elected officials. Social workers are also employed as researchers and professors in colleges, as well as with private and public foundations that are created for studying social issues such as poverty, violence in families, HIV/AIDS, alcohol and other drug problems, gerontological issues, child welfare, and mental health.

Typically, social workers are found working directly with individuals, families, and groups who experience economic, systemic, learning, social, health, mental health, or addictions challenges. A unique quality of social work is its dedication to working with the economically disenfranchised. Our work is clearly committed to social change. Settings that employ social workers include schools, hospitals, mental health centers, Employee Assistance Programs (EAPs), crisis intervention programs, income support and job training programs, nursing homes, child welfare services, independent living programs, adolescent programs, Non-Governmental Organizations (NGOs), criminal justice agencies, adoption and foster care agencies, hospice facilities, senior centers, Medication Assisted Treatment (MAT) centers, psychiatric emergency rooms, Child Advocacy Centers (CAC), violence prevention agencies, homeless and domestic violence shelters, food pantries, non-profits, and private practices.

National Association of Social Workers (NASW)

In the United States, the professional organization for practicing social workers is the National Association of Social Workers (NASW). NASW provides leadership within the profession at both the state and national levels. There is a state chapter of the National Association of Social Workers, which has its office in Indianapolis with regional subchapters throughout the state. NASW publishes a monthly journal titled *Social Work* and a monthly newspaper that keeps social workers abreast of current events in social work. It also sets standards for social practice across the profession and within specific field of practice. NASW also supports legislation beneficial to social workers and their clients as well as candidates for political office committed to fostering social and economic justice. NASW also provides the ethics and values that govern the social work profession. To view the Code of Ethics, visit <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>.

Social work majors are encouraged to join NASW and to attend local meetings. Applications can be found on the NASW website at www.socialworkers.org. There are reduced membership rates for students and recent graduates. Information on the Indiana Chapter of NASW can be found at www.naswin.org.

The Department of Social Work

Mission of the Department of Social Work

The mission of the Department of Social Work at Ball State University is two-fold:

1. To prepare competent and compassionate generalist and advanced generalist practitioners who think critically, are committed to ethical social work practice, and meeting the needs of a changing world.
2. To function as a resource center for program development by providing consultation, research support, and professional services in collaboration with local and state human service communities.

Goals of the Department of Social Work

Recognizing and embodying its mission, the Department of Social Work has established the four departmental goals listed below:

Joint BSW and MSW Program Goals:

1. To train competent generalist and advanced generalist social workers who are fluent in the knowledge, values, skills, and behaviors of the profession of social work.
2. To engage in research, service, and collaborative relationships with the community to further enhance social work practice.
3. To foster an environment that promotes self-reflection, self-understanding, and lifelong learning.
4. To prepare all graduates for state licensure.

Additional MSW Program Goals:

5. To develop leaders trained to work in rural communities.
6. To prepare clinicians to work with people struggling with addictions.

Program Competencies

The BSW Program competencies indicate what knowledge, values, skills, and behaviors you will have upon completing your Bachelor's degree in Social Work (BSW). These outcomes are used to evaluate our curriculum, your academic progress, and the program as a whole. Below are the nine learning competencies, as required by the Council on Social Work Education Educational Policy and Accreditation Standards (2015):

Educational Policy 2.1.1—Demonstrates Ethical and Professional Behavior.

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- Make 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 as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

Educational Policy 2.1.2— Engage Diversity and Difference in Practice.

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Educational Policy 2.1.3— Advance Human Rights and Social, Economic, and Environmental Justice.

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

Educational Policy 2.1.4— Engage in Research-Informed Practice and Practice-Informed Research.

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Educational Policy 2.1.5—Engage in Policy Practice.

Social workers understand that human rights and social justice, as well as social welfare and services are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Educational Policy 2.1.6— Engage with Individuals, Families, Groups, Organizations, and Communities.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Educational Policy 2.1.7— Assess Individuals, Families, Groups, Organizations, and Communities.

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Educational Policy 2.1.8— Intervene with Individuals, Families, Groups, Organizations, and Communities.

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed upon goals.

Educational Policy 2.1.9— Evaluate practice with Individuals, Families, Groups, Organizations, and Communities.

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Generalist Social Work Practice

The first half of the Department's mission statement speaks to its strong commitment to preparing competent social work practitioners who will provide quality social services to individuals, families, groups, organizations, and communities. The BSW program prepares students for beginning social work practice using a generalist approach. The Council on Social Work Education (2015) defines generalist practice as follows:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

The Department of Social Work – Competencies and Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

- 1.1 Makes ethical decisions by applying the standards of NASW Code, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and other codes as needed
- 1.2 Practices personal reflection and self-regulation to manage personal values and maintain professionalism.
- 1.3 Seeks supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage diversity and difference in practice

- 2.1 Applies and communicates the importance of diversity and difference in micro, mezzo, and macro practice.
- 2.2 Applies self-awareness and self-regulation to manage the influence of personal biases.
- 2.3 Communicates understanding of intersectionality of “isms” in practice settings.

Competency 3: Advance human rights and social, economic, and environmental justice

- 3.1 Communicates understanding of fundamental rights of all people including freedom, safety, privacy, adequate standard of living, health care, and education.
- 3.2 Demonstrates critical awareness of global interconnections of oppression and human rights violations.
- 3.3 Engages in practices that advance social, economic, and environmental justice

Competency 4: Engage in practice-informed research and research-informed practice

- 4.1 Demonstrates knowledge of evaluation strategies for micro, mezzo, and macro systems.
- 4.2 Uses critical thinking to synthesize and translate best practices for client/s needs.
- 4.3 Uses qualitative and/or quantitative data for decision-making.

Competency 5: Engage in Policy Practice

- 5.1 Identifies the historical, cultural, political, organizational, global, social, economic, and environmental influences of social policy.
- 5.2 Assesses how policy at the organizational, local state, and Federal level affects service delivery and well-being.
- 5.3 Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights, and social, economic, and environmental justice.

Competency 6: Engage with individuals, families, groups, organizations and communities

- 6.1 Prepares for action with individuals, families, groups, organizations, and communities.
- 6.2 Applies knowledge of human behavior and the social environment to engage clients.
- 6.3 Builds relationships with clients* with the purpose of developing mutually agreed-on goals and outcomes.

Competency 7: Assess individuals, families, groups, organizations, and communities

- 7.1 Collects and organizes client* data and applies critical thinking to interpret information.

- 7.2 Develops mutually agreed upon SMART goals (specific, measureable, attainable, realistic, and time-limited).
- 7.3 Selects intervention strategies based on the assessment, research knowledge, values, and preferences of the client. *

Competency 8: Intervene with individuals, families, groups, organizations, and communities

- 8.1 Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients.
- 8.2 Applies knowledge of human behavior in the social environment in the analysis of client progress.
- 8.3 Uses inter-professional collaboration to enhance client outcomes.
- 8.4 Facilitates transitions and endings that advance mutually agreed upon goals.

Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities

- 9.1 Selects and uses methods for evaluation of outcomes.
- 9.2 Critically analyzes, monitors, and evaluates intervention and program processes.
- 9.3 Applies evaluation findings to improve practice effectiveness at micro, mezzo, and macro levels.

*Clients can include individuals, families, groups, organizations, or communities.

Social Work Curriculum

Required Courses Outside of Social Work

The University Core (general education) courses constitute the liberal arts base upon which professional social work education rests. In addition to the university's required core course expectations, the Department of Social Work has specific liberal arts courses that enhance the social work curriculum. These include the following:

Liberal Arts Course	Prerequisite and/ or Corequisite for:
Introduction to Psychological Science (PSYS 100)	Social Work Practice 2 (SOCW 310) Human Behavior and the Social Environment 2 (SOCW 325)
Principles of Sociology (SOC 100) or Social Problems (SOC 242)	
Mathematics and its Applications (MATH 125)	Research in Social Work 2 (SOCW 440)
Biology in the Social Context (BIO 254) or Introduction to Neuroscience (PSYS 367)	Human Behavior and the Social Environment 2 (SOCW 325)
Ethnicity and Race (ANTH 311) or Racial and Cultural Minorities in the United States (SOC 421) or Introduction to Multicultural Education (EDMU 205) or Intercultural Communication (COMM 290)	Social Work Practice 3 (SOCW 410)- Recommended Social Work Practice 4 with Field Experience (SOCW 430)-Recommended Social Work Practicum (SOCW 460) Social Work Practicum Seminar (SOCW 462)
Sociology of Gender (SOC 235) or Psychology of Women (PSYS 324) or Anthropology of Gender (ANTH 441) or Introduction to Women's and Gender Studies (WGS 210)	Social Work Practice 3 (SOCW 410)- Recommended Social Work Practice 4 with Field Experience (SOCW 430)-Recommended Social Work Practicum (SOCW 460) Social Work Practicum Seminar (SOCW 462)

Social Work Required Courses

Foundation social work courses are required of all BSW majors. These required courses are grouped by content areas and described below:

INTRODUCTION TO SOCIAL WORK

SOCW 100 Introduction to Social Work

This is the first course social work students take as an introduction to the social work profession. A social problems approach is used to help students understand how client systems, populations at risk and society are affected by problems such as poverty, child abuse, mental illness, substance abuse, racism, discrimination, and other social and economic issues. Through reading and classroom activities, students are introduced to the profession's historical development, its underlying values as well as an overview of the social work knowledge base. The generalist approach to social work practice is outlined and provides a framework for looking at social work roles in working with individuals, families, groups, organizations, and communities in various practice settings.

HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

Courses:

SOCW 250 Human Behavior and the Social Environment 1

Social Work 250 is the first of two required courses in the Human Behavior and Social Environment curriculum sequence. Students examine the dynamic interaction between individuals and their social environments, focusing on small groups, organizations, and communities, with special attention to culture, class, race, ethnicity, sexual orientation, gender, gender identity, and cognitive and physical ability. An ecological and strengths perspective is introduced as a framework to assess the quality of the interactions between social systems and the individual, within a generalist practice approach. A range of social interaction theories are critically examined and applied to the social work assessment process.

SOCW 325 Human Behavior and the Social Environment 2

Social Work 325 is the second course in the Human Behavior and Social Environment (HBSE) sequence of the social work core curriculum. The ecological perspective, bio-psycho-social-cultural approach and the strengths perspective are used in the HBSE sequence to provide students with a means of assessing individuals and families and their social environments using a generalist practice approach. Utilizing content from SOCW 250, students will build an understanding of the complex interactions between various social, cultural, spiritual, family, small group, organizational, community, biological and psychological aspects which influence human development and functioning. The primary focus of the course content is on life span development, and secondarily integrates with the first HBSE class, which focuses on micro systems and cultural aspects of human behavior. The impact of social justice issues on human development is emphasized for vulnerable populations.

SOCIAL WELFARE POLICY

Courses:

SOCW 220: Social Welfare Policy 1

This course provides an overview of current social policy and programs within a historical and analytic framework. Students will examine the connections between current and past policy and programs. They will identify continuities and discontinuities between past and current social welfare.

The implications of contemporary national and state social welfare policies and programs for social work will be an ongoing focus of the course. As a dimension of the focus on social work, professional social work's past and current involvement in influencing and shaping policy will be described and evaluated. In addition, students will discuss the vulnerability of populations that social work is committed to serve, such as women, minorities, people with disabilities, older adults, and LGBTQ+, to being at-risk due to reluctance of the government to take an active role in social welfare. They will, in addition, examine the response in the private sector to social welfare needs with a discussion of the relation of the public and private sectors in the development of social welfare policy and programs in the US. Throughout this discussion the role of economic assumptions and events in influencing views and decisions about social welfare policy will be an ongoing dimension of the course.

SOCW 320 Social Welfare Policy 2

Using the background information and foundation developed in Social Work 200, and 220, students in this course work with tasks, skills, and values required for social work practitioners to effectively influence policies at the organizational, community and legislative levels of generalist practice. Policy as an arena for BSW intervention is the organizing theme of the course so that students view themselves as "policy practitioners" within the context of BSW level social work. The primary teaching tool used in the course is to have students apply concepts discussed in class to practice situations they may confront as beginning level professional social workers. Using what they learned about past and present social welfare policy, students are challenged to view themselves as participants in modifying and creating future policies which will affect the ability of their clients to get their needs met.

RESEARCH

Courses:

SOCW 340 Research in Social Work 1

This course focuses on the foundation content in research methods and designs that may be utilized by social work practitioners for evaluating their own practice and social work programs as well as for advancing practice knowledge. The major aims of the course are to enable the student to develop and apply a scientific stance, to acquire a working knowledge of selected research methods, and to incorporate these elements into a broader social work practice repertoire. The course content includes: parallels of research and social work practice; ethical issues for research with human subjects; generation of research problems and hypotheses;

foundations of measurement, sampling; single subject and group designs; evaluation research and accountability; both qualitative and quantitative methods of data collection; and relevant technological advances. The treatment and protection of marginalized individuals and populations of difference within research is also addressed.

This course prepares students to effectively assess and improve their own practice, to participate in practice evaluation efforts within a social service agency, and to analyze current research studies and their implications for social work practice.

SOCW 440 Research in Social Work 2

Research in Social Work 2 is the second of two courses required of all undergraduate social work majors. The course builds upon the foundation content in research methods and designs that are utilized by social work practitioners in evaluating their own practice and programs as well as for advancing practice knowledge. This statistical methods course is designed by the student with limited mathematical background and acquaints the student with data analysis using SPSS. The purpose of the course is to introduce the student to the basic concepts of descriptive and inferential statistics. Emphasized are: scientific method and measurement; descriptions of central tendency, dispersion, association and difference; inference via statistical estimation, hypothesis testing, and tests of significance. The objectives of the course are to enable students to conceptualize, apply, and interpret statistical methods in relation to problems that confront the field of social work. Upon completion of the course the student is able to apply, comprehend, interpret, and evaluate statistical researchers.

PRACTICE

Courses:

SOCW 200 Social Work Practice 1 with Field Experience

Social Work Practice I is the first social work practice class and is designed to help students learn fundamental communication and relational skills used by the entry-level generalist social work practitioner. The course builds on SOCW 100 Introduction to Social Work and engages students in exploring basic communication skills in the context of a helping relationship. Students become familiar with the phases of the helping process and develop beginning interviewing skills relevant to work with individuals, families, and small groups. Students are introduced to an ecological framework and the strengths perspective. Ethical issues related to professional relationships are stressed as is cultural competence in working with clients from diverse backgrounds. The role age, class, color, disability, ethnicity, family structure, gender, gender identity marital status, national origin, race, religion, sex, and sexual orientation on the helping process are explored. Throughout the course, the transactions between people and their environments are stressed with a special emphasis upon social and economic justice issues. During the semester students spend 2-3 hours each week volunteering in a social service or related type of agency where they have an opportunity to apply the practice skills discussed in class, and to reflect upon and assess their professional development.

SOCW 310 Social Work Practice 2

Social Work Practice 2 prepares students for beginning level generalist practice with small groups focusing on individual and social change. Content on group dynamics and group practice theory is covered relating to assessment and intervention planning with treatment and task groups. Students develop group practice and leadership skills for direct practice with groups and to effectively participate in multidisciplinary teams in agency settings and in community planning groups. The course emphasizes the implementation of social work values and ethics in working with groups. Consideration is also given to human diversity in group work practice and the profession's commitment to alleviate oppression and advance social and economic justice is stressed.

SOCW 410 Social Work Practice 3

This course is designed to prepare students for beginning level generalist practice with individuals, and families. Students will learn to use an ecological systems framework to assess the person-in-environment situation, determining appropriate targets of direct service intervention. The course also focuses on learning skills to implement such intervention.

Class assignments and case illustrations emphasize practice methods and skills considering, without bias, the following: age, class, color, culture, disability, ethnicity, family structure, gender, gender identity, marital status, national origin, race, religion, sex, and sexual orientation. Further, the profession's commitment to the alleviation of oppression and the advancement of social and economic justice are stressed. Finally, students are required to evaluate their professional development, skill level, and ability to apply social work values and ethics to practice.

SOCW 430 Social Work Practice 4 with Field Experience

Social Work Practice 4 is designed to prepare students for beginning level generalist practice with organizations and communities. Students apply organizational and community theories in assessing these larger systems and learn practice skills and techniques to affect macro level change. Aspects of macro practice are examined using a systems framework and an ecological perspective.

Emphasis is placed upon the development of beginning level leadership and communication skills needed for macro practice such as developing mutual and collaborative relationships and the management of differences. Practice methods of assessment, planning, goal setting, intervention and evaluation are taught. Skills and methods required for practice with diverse populations based on age, class, color, disability, ethnicity, family structure, gender, gender identity, marital status, national origin, race, religion, sex, and sexual orientation are emphasized through class assignments and case illustrations. Students are required to evaluate their own professional development by assessing their skills and ability to operationalize social work values and apply the NASW *Code of Ethics* to practice

SOCW 240: Critical Thinking and Writing for Social Work Professionals

Career readiness of college graduates is of critical importance in higher education. Career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for successful transition into the workplace (National Association of Colleges and Employers, NACE, 2017). The primary purpose of this course is to help students develop career readiness competencies that will support their growth throughout their educational and professional social work careers. This course places an emphasis on developing eight career readiness competencies that will prepare social work majors with requisite skills and knowledge. These competencies include: critical thinking/problem solving, oral/written communication, teamwork/collaboration, use of digital technology, leadership development, professionalism, career management, and intercultural fluency.

FIELD PRACTICUM (Internship)

Courses:

SOCW 460 Social Work Practicum

Social Work 460 is one of the two final courses taken by social work majors. The course consists of an intensive field experience in which students integrate content from previously required courses in the social work curriculum. The practicum experience takes place in an approved human services agency under the supervision of a qualified field supervisor in conjunction with an assigned faculty liaison. Micro, mezzo and macro practice experiences in the field agency are educationally structured and supervised through a learning contract, and include direct work with individuals, families, groups, organizations, and communities, as well as participation in agency staff activities. The focus of the learning integration process is on the competencies required of baccalaureate level social workers, and on professional development strategies expected of beginning practitioners.

The practicum course consists of a minimum of 400 hours in the field full time block placement and is taken concurrently with SOCW 462 Social Work Practicum Seminar. The field experience provides students with the opportunity to master beginning level generalist social work practice skills.

SOCW 462 Social Work Practicum Seminar

Taken concurrently with SOCW 460 Field Practicum, the Field Seminar course assists students in integrating current field experiences with previous learning from courses required in the social work curriculum. Through assignments and small group discussions facilitated by the Faculty Liaisons students expand their learning beyond the scope of their particular practicum setting. Seminar sessions focus upon refining analytical and critical thinking skills, applying social work values and ethics, and self-reflection emphasizing professional development.

SOCIAL WORK ELECTIVE COURSES

The department offers several social work electives that focus on working with a specific population or field of practice. Each student is required to take a minimum of two electives prior to graduation. Students, in consultation with their advisor, select elective courses to support a career interest or sample courses from across disciplines with their advisor's guidance and department approval. One of these two electives may be taken in a discipline other than social work, provided the course is a 300- or 400-level course and it is supportive of social work practice. Currently the Department offers the following electives as selected topics (SOCW 370):

- **Child Abuse and Neglect I**

This course is designed to provide a comprehensive introduction to child abuse and neglect from psychological, social, cultural, legal, and economic perspectives. Social workers in all professional work settings must know how to identify child maltreatment and family violence. Students must also be able to practice without discrimination and with respect, knowledge, and skills related to the clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. Students will learn the family dynamics and indicators of maltreatment and effective interventions at the micro, mezzo, and macro level, with an emphasis on strengths based, family-centered intervention strategies. Additionally, students will learn the extent of reported maltreatment of children, effects on children, treatment issues, the social worker's role in a multidisciplinary team approach, how to advocate for individuals and families, and will be introduced to the concept of personal accountability for outcomes. This course will also introduce to students the values and ethics of the social work profession in the child welfare arena, specifically the right of children to appropriate care, to be free of abuse and neglect, and to grow up in a safe environment.

This course is available as an elective but is also the first of two specific course requirements for the Indiana Child Services Education program available through public universities in Indiana. These two courses include components of the Core Training curriculum for all new employees of the Department of Child Services.

- **Child Abuse and Neglect II**

The overall purpose of this capstone course is to acquaint the student with a specific field of social work practice in increased depth, to provide further opportunity for synthesis of student learning which has already occurred in previous courses, and to integrate social welfare policies and policy analysis with social work practice.

This course focuses on the integration of knowledge and practice skills specific to child abuse and neglect, and family violence. Skills will be developed that will allow students to practice without discrimination and with respect, knowledge and skills related to the clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation. Students will learn interviewing and assessment skills, case planning and decision-making, guidelines for court involvement, as well as cultural considerations in child-rearing practices and

communication/gender issues. Assessing families at risk of abuse and neglect is emphasized and the major policy issues are explored. Strengths-based and family-centered perspectives will be used to look at interventions and services that promote family preservation, reunification and permanency for children. The principles of best practices in child welfare practice will be explored and will include the assumption that parents have the primary responsibility for the care and safety of their children and that children are best served by growing up in their own homes when these families are able to provide safe, nurturing and stable homes.

This course is available as an elective but is also the second of two specific course requirements for the Indiana Child Services Education Program available through public universities in Indiana. These two courses include components of the Core Training curriculum for all new employees of the Department of Child Services.

- **Social Work Practice with Seniors**

Social Work Practice with Seniors focuses on the knowledge, values and skills needed to effectively provide services to older adults and their families. Policy and practice issues unique to older adults are highlighted as are the roles and functions of social workers working in agency and practice settings serving this population. Students explore their own beliefs and attitudes regarding older adults and the aging process itself to prepare them to work effectively in geriatric specific and other practice settings that service older adults. Course content on the complex interaction of social and cultural factors such as class, color, disability, ethnicity, family structure, gender, gender identity, marital status, national origin, race, religion, sex, and sexual orientation is presented with a special emphasis upon social and economic justice issues related to older adults.

- **Interventions in Family Violence**

Interventions in Family Violence is a social work elective course designed to familiarize the student with the dynamics related to violence that occurs between family members. A multi-dimensional perspective to the treatment of family violence is presented. The course focuses on best practices (interventions) in the area of family violence utilized by social work, criminal justice and medical professionals. The impact of revictimization is addressed as are controversies related to issues of family violence. The role of the social worker as a victim advocate is explored.

A multicultural perspective is used to address how factors such as age, class, color, disability, ethnicity, family structure, gender, gender identity, marital status, national origin, race, religion, sex, and sexual orientation impact family violence.

Note: Other elective courses may be offered based on the expertise of current faculty members.

Advanced Standing

In addition to preparing students for beginning level social work practice, the BSW program prepares students for graduate social work education. Admission to graduate school is

competitive, and generally Master of Social Work (MSW) programs seek students who have earned an overall grade point average of 3.0 or above.

Because the Council on Social Work Education accredits the BSW program at Ball State University, students are eligible to seek *Advanced Standing* in accredited MSW (Masters of Social Work) graduate programs, which permit BSW graduates to earn the MSW degree in a shorter period of time.

Sequencing of Social Work Courses

The table below is the recommended and model course sequencing for the social work major. While many students do not follow this course sequencing exactly, students are required to take the liberal arts support course work in a timely fashion, and to complete 100- and 200-level social work courses prior to beginning the 300-level course work. Likewise, students must complete the 300-level social work coursework before beginning the 400-level or senior social work practice courses. All required courses in the social work major must be completed before taking SOCW 460 Field Practicum and SOCW 462 Field Seminar.

Scheduling of Social Work Courses

All required social work courses except for SOCW 460 Field Practicum and SOCW 462 Field Seminar are offered each fall and spring semester. The topic of the SOCW 370 course will vary based on the semester. However, there will always be a SOCW 370 option. Field Practicum and Field Seminar are only offered during the spring and summer semesters. The Department of Social Work does offer summer courses. These courses depend upon enrollment and could vary each summer.

Social Work Minor

The social work minor provides content that enables students to assess potential interest in pursuing a career in social work in a graduate program (MSW). In addition, the minor serves as a complement for selected majors who will be working collaboratively with social work professionals. The minor provides students with an introduction to the social work profession and the nature of social work practice. The minor consists of 18 credit hours. Students earning the minor in social work take the following courses:

SOCIAL WORK MINOR		
Course	Prerequisite	Credit Hours
SOCW 100 Introduction to Social Work	none	3
SOCW 200 Social Work Practice 1	Prerequisite: SOCW 100	3
SOCW 220 Social Welfare Policy 1	Prerequisite: SOCW 100	3
SOCW 250 Human Behavior and the Social Environment 1	Prerequisite: SOCW 100	3
SOCW 325 Human Behavior and the Social Environment 2	Prerequisites: SOCW 100, SOCW 200, SOCW 220, SOCW 250	3
SOCW 370 Selected Aspects of Social Work Practice or a Department approved 300- or 400-level University courses related to social work	Prerequisites: SOCW 100, SOCW 200, SOCW 220, SOCW 250	3

Note: Social Work minors are not permitted to take advanced social work practice courses, which are Social Work Practice II, Social Work Practice III, and Social Work Practice IV.

Admission to the Major

The Social Work Major

The Department of Social Work, an undergraduate professional degree program, formally admits students into the social work major as is required by the Council on Social Work Education. This formal admissions process allows faculty to assist students in assessing their educational and professional development and in developing timely academic plans.

Criteria for Formal Admission to the Major

Formal admission to the social work major is based upon the following criteria set by the Department of Social Work. Students must have:

1. Earned, at Ball State University, a minimum 2.5 grade point average on a 4.0-point scale in SOCW 100 and all 200-level social work courses required by the major. Students may apply before completing these courses, but their admission status would be conditional.
2. Submitted a completed Social Work Application to the Chair of the Admissions Committee by one of the three admission preset deadlines (October 1st, March 1st, or July 1st).
3. Completed a volunteer field/learning contract and evaluation form from an approved volunteer field experience. This minimum 25-hour volunteer field experience is a course requirement for SOCW 200. For students transferring in the equivalent of SOCW 200 from another institution, a copy of an evaluation of their volunteer/internship experience or its equivalent must be submitted. Field and volunteer experiences from SOCW 310 are also an option for those unable to transfer in a previous volunteer/internship experience.
4. Provided the name of two faculty members who agreed to serve as faculty references for the student. The Chair of the Admissions Committee will secure completed reference forms from these identified faculty members. Unless otherwise approved, these references must come from social work faculty.
5. Signed an Admissions Contract verifying:
 - Familiarity with the NASW *Code of Ethics*;
 - A willingness to adhere to the principles and tenets of the NASW *Code of Ethics*;
 - A willingness to continue professional development through regular use of university and community resources;
 - Scheduling of advising sessions with an assigned Faculty Advisor to discuss academic and professional development;

- Permission for social work faculty to discuss the student's progress in the social work program with the Department Chair, BSW Program Director, and other relevant social work faculty members as needed; and
 - Full disclosure of convictions or pending charges for serious offenses.
6. Focused upon a general career/educational goal consistent with professional undergraduate social work education.
 7. Demonstrated the absence of a criminal history of any of the following offences: felony, felony assault/assault, drug related offences, theft, domestic violence, child abuse, murder or manslaughter, felony DUI (bodily injury), and sexual assault, stalking, or rape.*
 8. Completed an interview with the Admissions Committee if the Committee deems such an interview is necessary.

* Students are welcome to seek clarification regarding the Department's criminal history policy from the BSW Program Director.

Application Materials

Application materials for formal admission to the major can be obtained online at <https://www.bsu.edu/admissions/undergraduate-admissions/apply-now>. The Chair of the Admissions Committee will communicate with students multiple times a year, both via email and class presentation, to inform them of full application instructions.

Admission Decisions

The Admissions Committee will review all application materials and determine whether or not the student needs to meet with the committee for an interview prior to a reaching a final decision.

If the student application materials meet or exceed all expectations, then the student will be notified of their full admission to the major, without the need for an interview.

An interview will be required if (1) there are academic concerns, (2) concerns over the volunteer experience, (3) concerns with the self-disclosure statement, (4) concerns over academic references, or (5) concerns over conflicts with the Code of Ethics.

Notification letters indicating denial to the major will include specific feedback and a description of reason(s) for denial. The letter will also include a recommendation to follow-up with the student's academic advisor.

If the Admissions Committee deems an interview necessary, the student will be notified in writing by October 15th (Fall applicants), March 15th (Spring applicants), or July 15 (Summer applicants). All of the Admissions Committee members will attend student admissions interviews. After an admissions interview, the Admission Committee Chairperson will notify the student, in writing, of their admission status within five (5) business days of the interview.

Admission status can include the following: *full admission* to the major, *conditional admission* to the major, or *denial of admission* to the major.

Notification letters indicating conditional admission will include specific, behavioral expectations and a timeline for the student to work towards full admission.

Appeals Regarding Denied Admission

Students wishing to appeal their denial of admission into the social work program should contact the Department Chair or BSW Program Director for instructions.

Conditional Acceptance to the BSW Major

On occasion, an applicant may be accepted into the program conditionally. Conditional acceptance may be granted in cases where the applicant has not completed or received a final grade in SOCW 100, 200, 220, and 250, but anticipates doing so prior to beginning SOCW 325. In this situation, students are granted full admission once their academic record (DegreeWorks) indicates they have successfully completed the course. Furthermore, students must have earned the required cumulative grade point average of 2.5 and fulfilled any other requirements of their conditional acceptance as noted by the Admissions Committee.

Maintaining Accepted Status in the BSW Major

Students must meet certain criteria to remain in the BSW Major. These criteria are listed below and discussed in a mandatory student Town Hall meeting:

- Earn and maintain a 2.5 cumulative grade point average in required social work courses in order to be granted permission to register for the senior-level social work courses (SOCW 410, SOCW 430, and SOCW 440).
- Successfully complete MATH 125 or its equivalent in order to be granted permission to register for SOCW 440.
- Earn a C or better in all 400-level courses and SOCW 325.
- To receive permission to enroll in the social work practicum (SOCW 460 and SOCW 462), majors must have earned and maintained a minimum cumulative grade point average of 2.5 in all required social work courses for the major.

Transfer Students

General Information

Students transferring to Ball State University declare their intention to pursue the Social Work major at the time of application. Once admitted, they should plan to attend Transfer Orientation where they will receive general information and have an opportunity to meet with their Academic Advisor. During the advising appointment, the student will be oriented to different academic advising systems as well as the Social Work major. An academic plan will be developed during the advising appointment, while also scheduling first semester courses, if possible. The formal admission process into the major will also be reviewed during this appointment. **Transfer students apply for formal admission to the major after having completed one semester of social work courses at Ball State University.** Formal admission is completed prior to obtaining departmental permission to register for SOCW 325.

Transfer Course Work

The Council on Social Work Education requires that all foundation social work courses beyond the introductory and pre-practice courses be taken in an accredited social work program. Transfer courses taken at another accredited BSW program must also meet Ball State University's academic standards (an earned letter grade of "C" or better) and judged as equivalent to the Department of Social Work's core foundation social work courses either by the Department Chair or BSW Program Director. Transfer courses are not accepted from other accredited social work programs for either SOCW 410 (Social Work Practice III), SOCW 460 (Field Practicum), or for SOCW 462 (Field Seminar). These courses must be taken within the Department to earn the BSW degree from Ball State University. The University also requires that 30 of the last 40 credit hours be earned at Ball State University.

Transfer Single Articulation Pathway (TSAP)

The Department of Social Work has TSAPs in place with various two-year programs throughout Indiana. You can access these plans at:

Ivy Tech

<https://www.bsu.edu/-/media/www/departmentalcontent/undergraduateadmissions/pdfs/tsap/final%20bsu%20edits%20-%20as%20human%20services%20-%20social%20work%20tsap%20-%20sequence.pdf?la=en>

Vincennes

<https://www.bsu.edu/-/media/www/departmentalcontent/undergraduateadmissions/pdfs/tsap/vincenessowktsap.pdf?la=en>

Program Policies

Work or Life Experience Credit

The Department of Social Work does not grant academic credit for life or work credit in lieu of any required social work course or the field practicum. The Council on Social Work Education, which regulates all accredited BSW programs, has established this standard.

Felony Convictions

Ball State University is committed to maintaining a healthy and safe learning environment that supports and protects students in their quest for educational and personal achievement. In addition to complying with federal safety requirements and as part of supporting a safe campus, the University requires all applicants who have been convicted of a felony or has a pending felony charge to disclose this information. It is not uncommon for colleges and universities to require such disclosure, and Ball State University has done so since 2001.

An applicant who has been convicted of a felony or has a pending felony charge is required to provide a letter of explanation and official court documentation to the nature of the crime. It is important for the University to know any conditions of probation or parole and any restrictions or obligations placed on the applicant before making an admissions decision. Applicants will not be denied admission based solely on their disclosure of conviction.

The purpose of the Ball State University Exceptional Admissions Committee shall be to review all pertinent information on applicants with felony convictions or pending felony charges. The committee shall make a recommendation to the appropriate admissions office on the suitability of an applicant's enrollment and any conditions that might apply to that enrollment decision. The Committee will also review existing University policies and procedures regarding such admissions decisions and make recommendations for changes as deemed necessary, communicating any such recommendations through appropriate channels.

Note: Students already admitted to the University who are convicted or charged with a felony are required to notify the Office of Student Conduct.

Students who have been convicted of a felony or certain misdemeanors raise serious concerns regarding the fit for the profession of social work, as the protection of clients is of our biggest concern. BSW applicants will not be denied admission based solely on their disclosure of conviction. However, students who are charged or have been convicted of the following offenses are not generally eligible for admission to the BSW program:

- Felony
- Felony assault / assault
- Drug-related offenses
- Theft
- Domestic violence offenses
- Child abuse or neglect offenses (substantiated cases)

- Murder / manslaughter offenses
- Felony DUI (with bodily injury)
- Stalking, sexual assault / rape offenses

Students with felonies or misdemeanors (including drug offenses and drunk driving charges) may be admitted provided the convictions are not recent or pending and the applicant can document successful completion of probation or mandated requirements. Such students, if accepted, must sign a waiver saying that they understand that their criminal history may limit their professional options once they have completed the BSW degree, and that they authorize the Department of Social Work to discuss their criminal history with staff of potential field practicum sites. Failure to sign the waiver or to grant such authorization will result in non-acceptance to the program and consideration for field placement. Students who are concerned with prior or pending felony or misdemeanor charges should discuss their concerns with the BSW Director or the Social Work Department Chair.

When applying to the program, and during field placement planning, the student must disclose any information that would be revealed in a background or registry check. Failure to disclose criminal histories will result in a denial of admission or a dismissal from the program.

Students who plan to seek licensing as social work practitioners should contact professional, federal, and state regulatory agencies listed below to determine current regulations regarding felony convictions.

National Association of Social Workers
National Office
750 First Street, NE, Suite 700
Washington, DC 20002-4241
1-800-638-8799
Web Page: <http://www.naswdc.org/>

National Association of Social Workers -
Indiana Chapter
1100 W. 42nd Street, Suite 375
Indianapolis, IN 46208
(317) 923-9878
(317) 925-9364 FAX
Web Page: <http://www.naswin.org/>

To send an e-mail to Indiana Chapter
naswin@naswin.org
Computer Fax: (317) 923-4451

Professional Licensing Agency
402 W. Washington Street, Room W041
Indianapolis, IN 46204
(317) 232-2960
Web Page:
<http://www.in.gov/pla/social.htm>

*State agency regulating social work licensure
in Indiana

American Association of State Social Work
Boards
400 South Ridge Parkway, Suite B
Culpeper, VA 22701
Office (540) 829-6880
FAX (540) 829-0142
Web Page: <http://www.aswb.org/>

*National organization that creates
social work licensure exams across the
country.

Affirmative Action Policy

Ball State University provides equal opportunity to all students and applicants for admission in its education programs, activities, and facilities without regard to race, religion, color, sex (except where sex is a bona fide qualification), sexual orientation, physical or mental disability, national origin, ancestry, or age. Concerns regarding this policy should be referred to the Office of The General Counsel at (765) 285-5162. You can learn more about the University Affirmative Action Policy at <https://www.bsu.edu/about/administrativeoffices/general-counsel/policies-and-legal-information/equal-opportunity-and-affirmative-action-policy>.

Furthermore, all departmental and program practices are subjected to the non-discrimination and affirmative action standards embodied in the Council on Social Work Education's Education Policy and Accreditation Standards (EPAS, 2015), the National Association of Social Workers Code of Ethics (NASW, 2017), and the Ball State University Code of Student Rights and Responsibilities. These documents are available in the following ways:

Education Policy and Accreditation Standards (EPAS, 2015):
https://cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

National Association of Social Work's Code of Ethics:
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Ball State University's Code of Student Rights and Responsibilities
<https://www.bsu.edu/-/media/www/departmentalcontent/student%20rights/policies/bsu%20code%202018-2019%20final%20without%20appendices.pdf?la=en>

Diversity and Inclusion Statement

Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. We are committed to ensuring that all members of the campus community are welcome through our practice of valuing the various experiences and worldviews of those we serve. We promote a culture of respect and civil discourse as evident in our [Beneficence Pledge](#).

For Bias Incident Response service information, go to <https://www.bsu.edu/campuslife/multicultural-center/bias-incident-reporting>, or e-mail mc2@bsu.edu.

For access to the full Diversity and Inclusion Statement visit <https://www.bsu.edu/about/administrativeoffices/inclusive-excellence/statement-on-the-importance-of-diversity-and-inclusion>.

Sexual Harassment Policy

The Department of Social Work views sexual harassment as a form of illegal sex discrimination and a violation of Title VII of the Civil Rights Act of 1964, as well as state law. The Department adheres to Ball State University's policy on sexual harassment in all formal admissions processes and procedures. You can access the full policy at <https://www.bsu.edu/about/administrativeoffices/student-conduct/policiesandprocedures/studentcode/appendixk>.

Concerns regarding sexual harassment should be referred to the Dean of Students Director of University Compliance (765) 285-1545 or dos@bsu.edu. You can also file an incident report online at https://cm.maxient.com/reportingform.php?BallStateUniv&layout_id=0. All such complaints and reports will be investigated in accordance with the "Equal Opportunity and Affirmative Action Complaint Investigation Procedure and Appeal Process." To knowingly file a false or malicious complaint or report is a violation of the university's Sexual Harassment Policy.

Americans with Disabilities

Disability Services provides the following statement:

If you need course adaptations or accommodations because of a disability, please contact Disability Services as soon as possible. Ball State's Disability Services office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

Note: At Ball State University, the responsibility for determining a student's eligibility for accommodation, if needed, rests with the Office of Disability Services. Students must register with the Office of Disability Services (765) 285-5293 (University Student Center, Room 116) in order to receive reasonable accommodations in the classroom. This office will provide the student with a letter listing appropriate accommodations and describing options for the administration of accommodated tests.

Students reserve the right to decide if and when to self-identify to the instructor. Should a student choose to self-identify, the student would need to provide the instructor with the Office of Disability Services letter detailing specific accommodations.

Release of Information Policies and Procedures

Ball State University accords all rights under the Family Educational Rights and Privacy Act of 1974 to students at the university. The University will not disclose any information from students' educational records without the written consent of the student except to school officials within the University who have been determined to have legitimate educational interests, to officials of other institutions in which the student seeks to enroll, to certain federal and state officials for federal program purposes, to persons or organizations providing students financial aid,

to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order or lawfully issued subpoena, or to protect the health or safety of students or others in an emergency. All of these exceptions are permitted under the Privacy Act. The university does have the right to disclose directory information (name, address, phone, etc.) unless specifically requested not to do so by the student. Procedural details regarding Family Educational Rights and Privacy Act of 1974 are available from the Office of the Dean of Students, located in the Frank A. Bracken Administration Building, Room 238, and online at <http://cms.bsu.edu/about/administrativeoffices/registrar/miscellaneous-information-and-services/ferpa>

Classroom Confidentiality Standards

Ball State Social Work classes are confidential environments. This means that all personal and organizational communication remain within the learning system. This is consistent with the NASW Code of Ethics. Participants in social work classes may share private information regarding their personal or professional lives. This information **MUST** be treated as confidential material that is **NOT** to be shared outside the classroom.

Social Work Academic Standards

The Department of Social Work maintains high academic and behavioral standards as do all professional programs where the well-being of future clients is of concern. High academic standards also ensure graduates will be successful when sitting for the state license exam after graduation. The Department of Social Work maintains the right to set academic standards that are more rigorous than those of the general university standards. In addition to standards related to grade point average, the BSW program maintains standards in relation to professional writing, class attendance, academic and personal integrity, and personal and professional behavior. What follows is a description of standards the BSW program faculty has established.

Formal Admission Academic Standard

Students are required to have earned and maintained a minimum grade point average of 2.5 in the 100- and 200-level social work courses (SOCW 100, SOCW 200, SOCW 220, and SOCW 250) in order to be eligible for formal admission to the major. See more about the formal admissions process in the section on admission earlier in the handbook.

Practicum Admission Academic Standard

For admission to the social work practicum (SOCW 460 and SOCW 462), students must have earned and maintained a minimum cumulative grade point average of 2.5 in all required social work courses for the major. Grades of “C” or better must have been earned in SOCW 325, SOCW 410, SOCW 430, and SOCW 440.

The Department of Social Work does not accept a “C-“ grade as meeting the academic requirement.

Grade Appeals as defined in the Student Code

To learn more about the University Grade Appeals Process please visit

<https://www.bsu.edu/about/administrativeoffices/associateprovost/student-services/grade-appeal>

Department Grade Appeal Process

A student who wishes to appeal a final grade must send to the instructor a request for reconsideration of the grade with a rationale for reconsideration. The request shall be in writing (email preferred) and sent to the instructor within five (5) school days (including summer terms) of the end of the semester.

The instructor shall respond in writing (email preferred) with a decision regarding the student's grade within five (5) business days after receiving the request.

If the instructor does not respond within the five (5) days period indicated above, the student might choose to send the appeal request to the unit head (e.g., BSW Program Director or Department Chair).

If the instructor responds within the five (5) school day period with a decision with which the student does not agree and the student wishes to proceed with an appeal, the student shall send written request (email preferred) for review of the grade to the BSW Program Director and Department Chair within five (5) days of receiving the response from the instructor. The written communication to the BSW Program Director and Department Chair should provide detailed information regarding the disputed grade including the written exchanges with the instructor.

The BSW Program and Department Chair shall respond in writing (email preferred) to the student within five (5) school days of receiving the student's request for a review of the grade. The response should outline the details of the resolution. If the BSW Program Director and Department Chair cannot resolve the dispute, their communication to the student should refer the student to the University Grade Appeal process and/or the Office of the Vice Provost for Academic Affairs.

Writing Standards

Professional social workers are often judged by others based upon the quality of their written work. The devaluing of a social worker's efforts on behalf of a client can result in poor service to the client. The BSW Program prepares students to write professionally. Students in the BSW Program are expected to write at the college level. Students are expected to seek assistance from the staff at the Learning or Writing Center should there be a need to improve writing skills.

APA Format

Written assignments, unless otherwise stipulated by the instructor, are expected to be typed and to follow the American Psychological Association (APA) citation format, which is used for all professional social work writing. It is recommended that students whose prior education has

exposed them to the MLA writing format consult a copy of the American Psychological Association's publication entitled *Concise Rules of APA Style* or consult the online tutorial on APA at https://owl.purdue.edu/owl/purdue_owl.html.

The basics of APA format are also covered in all social work courses.

Attendance Policy

With all social work courses, considerable learning occurs during the class session that cannot be easily "made up" when a class is missed. Therefore, students are required to attend all scheduled classes. Students are expected to arrive on time for each class and to remain until class is dismissed. Students who miss three or more classes are expected to consult with the instructor.

Grade Consequences for Missed Classes

Absences of 10% or more of class sessions (more than three classes) will result in an automatic drop in the final grade by a half letter grade (a B becomes a B-), and absences of 20% or more of class sessions (more than six classes) will result in an automatic drop in the final grade by one full letter grade (an A becomes a B). Students who miss 25% (more than seven absences) of the class sessions can earn a *maximum* grade of "C" for this course regardless of grades on assignments. Those students missing 33% of the class sessions will have their final grade lowered by *two* full letter grades. Excessive absences are also reported to the BSW Program Director and Department Chair and may impact admission to the major or field experience. Attendance issues can also lead to dismissal for those accepted into the program. Students taking a one-day a week class can only miss one course section before deductions to their final grade begin.

Funeral and Bereavement Leave

Students are excused from class for funeral leave in the event of the death of a member of the student's immediate family or household as defined by Ball State University policies. The distance of funeral services from Muncie, Indiana determines the number of excused absences allowed. If the student is unable to attend the funeral services, the student will be allowed three business days for bereavement. The student will provide documentation to each instructor. Given proper documentation, the instructor will excuse the student from class and provide the opportunity to earn equivalent credit for assignments missed. For further information on the university's bereavement policy, students should consult the University's *Code of Conduct* at <http://cms.bsu.edu/About/AdministrativeOffices/StudentRights/PoliciesandProcedures/StudentCode/VCodeConduct.aspx>

Late Assignment Policy

All assignment due dates are listed on this syllabus. Assignments are to be submitted electronically via Canvas. Assignments cannot be turned in late without prior permission from the instructor.

Policy Regarding Course Incompletes

Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. The granting of an Incomplete "I" ultimately must be approved at the end of the semester by the Department Chair, who retains one copy of the Incomplete form, and sends a copy to the student. A grade of "I" may be assigned only in cases of illness, accident, or other dire occurrence beyond the student's control.

It is the responsibility of the student to request an Incomplete *prior* to the final class session, and to complete the *Memorandum of Incomplete Grade* form. This form specifies the work the student must finish including the time frame for submission. The student is required to sign the form and all work must be completed by the deadline specified by the instructor on the *Memorandum of Incomplete Grade*. Should the student fail to meet the time limitation, the instructor may assign a grade without the required work being completed. Unless an earlier completion date is specified by the instructor, an "I" grade awarded for an undergraduate course will expire as follows: for Fall enrollment, by May 1 of the following year; for Spring and/or Summer enrollment, by December 1 of the same year. An exception is made when a department chairperson has recommended an extension on the timeline and approved by the appropriate Dean.

Examination/Quiz Policy

Examinations/quizzes in social work classes are often required of students. Prior arrangements must be made if a student is unable to take the quiz/examination at the scheduled time. Only in exceptional situations will a student be permitted to arrange to take an examination/quiz prior to or after the scheduled examination/quiz time.

Professional Writing Standards (Writing and Learning Centers)

Professionals are often judged by others based upon the quality of their written work. Carelessness in spelling and editing suggests that there may also be mistakes in the substance of the work.

All typed work submitted to this professor should be prepared in accordance with the *Publication Manual of the American Psychological Association*. Information on APA can also be found on the department's webpage and at the APA website at <http://www.apastyle.org/learn/faqs/index.aspx>

Written assignments are expected to address the content/ideas in a clear and concise manner. Papers will be graded for sentence and paragraph structure, organization, grammar, punctuation, and spelling. Students are expected to use a computer in preparing written assignments. Papers should be double-spaced, use 11- or 12-point font and one-inch margins, and include page numbers and a title page. Sources should be cited/ documented using APA format.

NOTE: If you need help with your writing skills, Ball State University's Learning Center or Writing Center may be able to assist you in improving them. The efforts you make will help you

with your courses at BSU as well as throughout your professional career because you will continue to be judged by other professionals on the basis of your written work. It is advised to make advance appointments, which are free of charge. Call 765-285-1006 or visit NQ 350 to make an appointment to meet with a tutor free of charge. Check us out online at www.bsu.edu/learningcenter.

One key to improving your writing is getting feedback and revision suggestions on your text during the writing process. The Writing Center at Ball State offers free writing feedback sessions (online or face-to-face) to all students. They work with students on essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts. Students can make an appointment by going to www.bsu.edu/writingcenter, stopping by Robert Bell 295, or by calling 765-285-8370.

Academic Integrity Policy

Honesty, trust, and personal responsibility are fundamental attributes of the University community. Academic dishonesty by a student will not be tolerated, for it threatens the foundation of the institution dedicated to the pursuit of knowledge. To maintain its performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Academic dishonesty includes, but is not limited to the following:

Violations of procedures that protect the integrity of a quiz, examination, or similar evaluation, such as...

- Possessing, referring to, or employing open textbooks or notes or other devices not authorized by the faculty member;
- Copying from another person's work;
- Communication with providing assistance, or receiving assistance, from another person in a manner not authorized by the faculty member;
- Possessing, buying, selling, obtaining, giving, or using a copy of any unauthorized materials intended to be used as or in the preparation of a quiz or examination or similar evaluation;
- Taking a quiz or examination or similar evaluation in the place of another person;
- Utilizing another person to take a quiz, examination, or similar evaluation in place of oneself;
- Changing material on a graded examination and then requesting a re-grading of the examination;
- Cooperating with someone else on a quiz, examination, or similar evaluation without the prior consent of the faculty member.

Plagiarism or violations of procedures prescribed to protect the integrity of an assignment, such as...

- Submitting an assignment purporting to be the student's original work that has been wholly or partly created by another person;
- Presenting as one's own work, ideas, representations, or words of another person without customary and proper acknowledgment of sources;

- Submitting as newly executed work, without faculty member's prior knowledge and consent, one's own work that has been previously presented for another class at Ball State University or elsewhere;
- Knowingly permitting one's work to be submitted by another person as if it were the submitter's original work;
- Cooperating with another person in academic dishonesty, either directly or indirectly, as an intermediary agent or broker;
- Knowingly destroying or altering another student's work, whether in written form, computer files, art work, or other format;
- Aiding, abetting, or attempting to commit an act or action, which would constitute academic dishonesty.

Professional Conduct Policy

Students in a professional program should conduct themselves as professionals in relation to the class and assignments. Full participation is encouraged as long as it is appropriate to the course content. Respect for the opinions of others is expected. Frequent lateness or professionally unbecoming class conduct are likely to result in a lowered grade. Students are evaluated on their personal and professional behavior or conduct in this class as described in the *Code of Ethics*.

With the exception of legally prescribed medications, any use of consciousness altering substances before, during, or between class sessions obviously impairs learning and is unacceptable.

Cell Phone and Computer Policy

Cell phones ringing and texting during class are disruptive. Cell phones should be turned to silent mode, and students should NOT TEXT in class. Exceptions to this policy will be granted with prior arrangements with the instructor and can be granted for on-call employment obligations and medical or dependent care emergencies. Students granted exceptions to the cell phone policy should sit close to the door, set their cell phones on a non-audible setting, and if they receive a call exit the room quietly to take the call.

Laptop use not related to class is also disruptive. The instructor may give students permission to use a laptop for note taking related to PowerPoint or to complete reference work related to in-class business.

Land Management Statement

We would like to recognize and acknowledge that Ball State University, and its state affiliates, occupy the ancestral lands of the Delaware, Miami, Potawatomi, and Shawnee people. Land acknowledgment is an important social justice practice that leads to indigenous visibility and a reminder that we live and work on forcibly settled land and that the colonization of indigenous peoples around the world is an ongoing process.

Use of Zoom and Other Virtual Classroom Platforms

With many of our social work classes having online components, faculty will be using Zoom or other virtual classroom spaces on a regular basis. For any course requiring the use of Zoom or alternate platform, students are expected to observe the following guidelines to maximize the learning process: (1) For each class session, students should log online to the class from a quiet, distraction-free environment. We strongly recommend students have a designated workspace that is quiet, clean, and has an appropriate background. (2) Students must keep their audio on mute until they want to speak. We must work together to limit background noise. (3) Students must enable their video so that they we can see one another. (4) Students should familiarize themselves with various ways to communicate with their instructor in Zoom. Zoom includes nonverbal feedback buttons for raising your hand, responding yes or no, and posting comments or questions in the chat box. Remember the chat box is public, and may be recorded and archived. (5) Students should have a plan for taking notes. Instructors may post recordings of Zoom class sessions on Canvas, but students should also try to capture thoughts and questions in the moment. (6) Students must remember a virtual class is a place to practice professionalism and the values of the social work profession. Students are expected to be on time to meetings, to dress appropriately, to sit tall, and to engage as if they were in physical classroom.

Field Practicum

Field Practicum (Internship)

From its earliest beginnings, social work education has placed a strong emphasis upon field experiences as a vital part of professional education. In order to earn the BSW degree, students need to successfully complete the field practicum (internship) experience, which occurs at the end of the student's academic career. The field practicum consists of a 35-40 hours per week field experience during either the spring or summer semester. While in the practicum, students are supervised by an agency-based field supervisor, who works closely with a faculty liaison in the Department of Social Work. Students are granted 12 semester hours of credit for SOCW 460 Field Practicum and concurrently take the three-credit SOCW 462 Field Seminar, which helps integrate previous classroom learning with the field experience.

Please Note: During practicum, the general policy is that no other courses may be completed, and a student may not be employed (unless approved otherwise by the Director or Assistant Director of Field). Such policies are based on the fact that practicum is full-time (35-40 hours per week), with a concurrent seminar, which requires research and papers. Hence, it is in the student's best interest to do advance financial and academic planning to avoid difficulties.

Field Practicum Placement Process

The Director or Assistant Director of Field coordinates the field practicum arrangements and experience. Field agencies must meet the Department of Social Work's criteria for field practicum sites. Efforts are made to place students in field agency sites that support professional interests and career goals. The Director or Assistant Director of Field meets individually with students to discuss their interests and suggests possible field sites. Based on the students' professional development needs and preferences, the Director or Assistant Director of Field contacts prospective site supervisors to assure availability. A staff member at the field site interviews each student. This interview gives both the student and the field site a chance to explore whether or not they want to work with each other. Both the site and the student are involved in making a final decision regarding the choice of practicum site.

Student Rights and Responsibilities

Introduction

The university publishes and updates regularly *The Code of Student Rights and Responsibilities* (<https://www.bsu.edu/about/administrativeoffices/student-conduct/policiesandprocedures/studentcode>), which outlines the behaviors expected of students at Ball State University and the methods used to fairly judge student behavior according to these standards. The Department of Social Work adheres to *The Code of Student Rights and Responsibilities* but has also developed a more specific Student Rights and Responsibilities for the Department.

Department of Social Work Student Rights and Responsibilities

Respect

Rights

It is your right to be treated with respect, dignity, and consideration as an individual by the social work faculty and support staff, and to be treated in an honest and direct manner in regard to everything that relates to you as a student in the BSW Program.

Responsibilities

It is your responsibility to treat social work faculty, support staff, and other students with the same respect and individual consideration as you expect for yourself. This includes the responsibility to be honest and direct about everything that relates to you as a student within the Department of Social Work.

Confidentiality

Rights

It is your right to expect communication regarding your performance within the Department of Social Work be restricted to the Department of Social Work, and that your academic records not be shared outside of the Department without your consent except in specific situations. The BSW Program honors and complies with the Family Educational Rights and Privacy Act of 1974. FERPA guidelines can be found at <http://www.bsu.edu/legal/article/0,1375,24290-4086-36468,00.html>.

Responsibilities

It is your responsibility to represent accurately and fairly communications between you, peers, and the social work faculty and staff to other university personnel and to fellow students.

Performance Information

Rights

It is your right to be informed about the nature of faculty concerns regarding your academic performance or professional behavior within the Department of Social Work. This includes meeting course requirements, class attendance, professionalism within the Department of Social Work, and compliance with the principles embodied within the *NASW Code of Ethics*. You have the right to meet with instructors and your academic advisor to discuss any concerns regarding your performance. It is also your right to participate in the development of any remedial plan pertaining to yourself within the BSW Program and to seek services, which will assist you in meeting the BSW program's performance requirements. In cases where a serious concern regarding your professional behavior within the BSW program is raised, and a student review meeting (Student of Concern) has been scheduled to discuss your performance, you have a right to attend the review meeting.

Responsibilities

It is your responsibility to seek information and/or further clarification regarding your performance within the BSW Program with instructors and with your academic advisor. You should actively participate in developing a remedial plan when you are informed that you are not meeting either academic or professional performance standards within a course or within the BSW Program. You are responsible for familiarizing yourself with the *NASW Code of Ethics* and for informing your advisor if at any point you are unwilling to uphold the principles embedded within the Code itself.

Advising

Rights

You have the right to be assigned both a social work faculty member as your faculty advisor in addition having an assigned academic advisor for your social work degree. You have the right to meet either of these individuals as needed regarding your academic progress, field placement, or career planning. You have the right to consultation with either advisor regarding issues affecting your academic or professional performance, and to be kept informed by your advisors regarding serious concerns related to your performance within the BSW Program.

Responsibilities

You have the responsibility for setting advising appointments in a timely fashion when directed to do so by the University or by social work faculty, or at those times when a BSW faculty within the BSW Program has raised a serious concern about your performance. You are responsible for seeking guidance from your academic advisor on any deviation from your academic plan.

Field Practicum

Rights

You have the right to provide input regarding your field practicum site preferences and to have these preferences considered in the final field placement decision. You have the right to inquire about a site's expectation for students and the learning opportunities available at the agency, as well as the right to a choice of field site based upon your consultation with the Director or Assistant Director of Field. You have the right to inquire about the status of your field placement at any time in the placement process. Once placed in an agency, you have the right to seek assistance from your Faculty Liaison should problems arise in the field site.

Responsibilities

You have the responsibility to seek assistance with the field placement process in a timely fashion and to keep the Director or Assistant Director of Field informed about your site choices, and problems with the interviewing process. You are responsible for informing the Director or Assistant Director of Field of your decision regarding acceptance or refusal of a potential field site, and of informing the field agency of problems that arise for you within the field agency once placement has been made. You are also responsible for discussing any problems that arise within the field placement with your Faculty Liaison.

Course Requirements

Rights

You have the right to receive a syllabus for each course taken within the Department of Social Work that describes the course, course objectives, and course expectations. You have the right to ask for further clarification regarding the information within the course syllabus. You also have a right to timely feedback regarding your performance in a social work class for which you are registered.

Responsibilities

You are responsible for familiarizing yourself with the content of syllabi for those courses in which you have enrolled and for meeting the course expectations in a timely fashion. This includes attending, being prepared for class, participating in class discussions and exercises, and submitting assignments on due dates. You are also responsible for seeking feedback on your performance from the instructor in those social work courses in which you are enrolled.

Americans with Disabilities Policy

The Department of Social Work adheres to Ball State University's policies and procedures regarding persons with disabilities:

Ball State University is committed to providing access and opportunity to individuals with disabilities. In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, it is Ball State's policy that no otherwise qualified individual with a disability shall be denied access to or participation in any program, service, or activity sponsored by the university. The office of Disability Services serves as the coordinator of the university's efforts to provide access and opportunity to students with disabilities.

In compliance with ADA guidelines, students who have any condition, either permanent or temporary, which might affect their ability to perform in any social work course are encouraged to inform the instructor at the beginning of the semester. Students needing course adaptations or accommodations because of a disability or needing special arrangements in case the building must be evacuated should make an appointment with the instructor as soon as possible. It is important for students to communicate medical emergency information to the instructor. The instructor's office location and office hours are listed on the first page of the syllabus.

Advising

Introduction

Academic advising at Ball State University is provided to assist students in making progress toward meeting their academic goals. Although academic advisors make every effort to familiarize students with university graduation requirements and academic policies, students are advised to become familiar with these requirements as well, since each student is responsible for knowing and following current university and department requirements.

First Year Advising

Recognizing that the needs of first year students are substantially different from those of upper-class students, the university offers a more comprehensive and personal advising program during the first year. First year students who declare social work as their major are assigned a first-year advisor who works closely with the student in planning their first academic year. This personalized one-to-one support for all first-year students (0-29 earned credits) also includes support for special needs students, who may need help with their academic or study skills. First year advisors help students who have not yet selected a major. First year advisors work closely with the Learning Center located in North Quad, Room 323. The Learning Center provides free tutoring to all students in a wide range of skills (reading, writing, mathematics, study skills, etc.).

There is no particular point at which students must choose their major; professional assistance from the first-year advisor is available as long as the student needs it.

First year students are encouraged to begin working on their BSW degree by taking the introductory social work course, SOCW 100: Introduction to Social Work, during their first year. In addition, first year students are encouraged to drop into the social work office to discuss any questions they have regarding the major or to simply get acquainted with faculty.

Sophomores, juniors, and seniors, including upper-class transfer students, who have declared social work as a major, are assigned an academic advisor through the Upper Division Advising Center. Students should plan to meet with their academic advisor each semester to update their plan of study. Advising appointments should be scheduled using AdvisorTrac (<https://www.bsu.edu/academics/advising/gettingstarted/upper-division-students>). Each student will also be assigned a Social Work faculty advisor for any questions regarding graduate school or career advice. Advisors are listed on the student's degree auditing report through DegreeWorks. Students may make a request to the Chair of the Department of Social Work for a change in faculty advisor and, whenever possible, this request will be honored.

Social Work Academic Advisor Responsibilities

Once the student has attained sophomore status and has declared social work as a major, they are assigned a social work faculty member as an advisor. Faculty advisors teach full time in the social work department and assume the following responsibilities:

- Assist students in understanding the university's policies and procedures outlined in the BSU catalog and in the Advising and Student handbooks;
- Discuss implications of schedule adjustments, including adding, dropping, or withdrawing from courses;
- Explain the requirements for completing the Social Work major;
- Assist students in selecting courses, complementary to the Social Work major;
- Assist students with academic major and minor exploration;
- Assist students in interpreting the degree auditing tool, DegreeWorks;
- Create with the student a plan of study specific to the Social Work major;
- Identify elective courses relevant to the students' interests and needs;
- Discuss strategies for success in college, including time management, study tips, and utilizing campus resources, such as the Learning Center and Writing Center;
- Guide students to appropriate campus resources, as needed.

Social Work Faculty Advisor Responsibilities

- Focus upon the student's professional and career planning as well as their academic progress, including discussing volunteer and extra-curricular experiences and opportunities, personal attributes and values and the choice of major;
- Identify barriers to academic and professional development and inform students of appropriate remedial and support services such as the Career Center or the Counseling Center;
- Assist the student with formal admission to the major. Formal admission occurs after the student has completed SOCW 200 Social Work Practice I and SOCW 250 Human Behavior and the Social Environment I, and prior to registering for SOCW 325 Human Behavior and the Social Environment II. See information on formal admission to the social work major.
- Explain policies and procedures regarding the field practicum (internship) placement process.

Please Note: The role of the faculty advisor is not a therapeutic one. Social work faculty do not provide personal counseling to social work majors, since this could easily place faculty in a dual relationship with a student, which is a violation of the *Code of Ethics*. The Department's policy is to refer students needing personal counseling to the university's Counseling Center.

Student Responsibilities Regarding Advising

There is no university regulation requiring all students to meet with their advisor on a regular basis. However, students are encouraged, and all freshmen are required, to see their advisor regularly. Students are responsible for familiarizing themselves with all relevant university policies and

regulations found in the BSU catalog and in the Advising and Student Handbooks. Advisors will assist students in meeting all university and departmental requirements, but the student is ultimately responsible for understanding and completing all graduation requirements.

Seeking assistance from an advisor in a timely fashion is important. Students who are experiencing life circumstances, which are, or have the potential for, temporarily limiting their otherwise capable performance within the BSW program, are encouraged to inform their advisor(s) as soon as possible. The program strives to make and enforce policies that take personal circumstances into account while at the same time retaining the right to dismiss students who are not meeting BSW performance standards.

Developing a Good Advisor / Advisee Relationship

Students who develop a good working relationship with their advisor can find that this relationship serves as a support for them through and beyond their academic career at Ball State University. Taking the time to cultivate this relationship can be well worth the student's effort. It is recommended that students get to know their advisor, finding out what their social work experience has been and what their interests are today. Setting an appointment early on in one's academic career to get acquainted can alert the student to how their advisor can serve as a resource. At the same time, students should let their advisor know something about themselves and their career interests. If an advisor is acquainted with an advisee, they may find it much easier to advocate for or assist the student. Advisors who have to act on someone's behalf that they hardly know are often much less effective. Students may also want to use their faculty advisor as a reference for a job or when applying to graduate school. If the advisor knows very little about an advisee, they may decline to write a reference letter or write a less extensive or enthusiastic one. Lastly, keeping the advisor(s) informed about any academic problems or difficulties assures that the advisor can be of assistance by offering support, academic advice, or by directing the student to campus and community resources.

Scheduling Appointments with Advisors

To schedule an appointment with an academic advisor, students should utilize AdvisorTrac (<https://www.bsu.edu/academics/advising/gettingstarted/upper-division-students>). All faculty advisors maintain regular office hours. Students can determine these hours by asking the advisor or inquiring about these hours in the social work office. If a student needs to meet with their advisor and they are not immediately available, they can request to meet with another social work faculty member.

DegreeWorks

The DegreeWorks Report is a summary of a student's academic record. The report shows the student the course work they have completed, are currently registered for, have transferred into the university, and/or still need to complete to earn the BSW degree. It also contains information regarding grades and advisors. Advisors assist students in learning how to read their reports.

A “*What If*” report from DegreeWorks may be used to assist students in exploring alternative major or minor options. This report will reflect required courses for various majors and minors, which can help students who are considering a major or minor change.

Social Work Academic Plans

Students should plan to meet with their academic advisor each semester but must do so at the time of formal admission to the major. During an advising appointment with the academic advisor, an academic plan is developed with the student that outlines the courses the student will need to take each semester from the time of the initial appointment to completion of the degree. A copy of this academic plan is given to the student and one is placed in the student’s academic file. Students wishing to alter their academic plan should consult with their academic advisor to ensure that changes will not alter their timely completion of degree requirements.

Adding and Dropping Courses

Schedules can be adjusted during the university’s Change-of-Course period, which ends the fifth day of each semester and the third day of each summer session. During this period, students may drop or add classes *without* the approval of an academic advisor. Consulting with your academic advisor, however, is strongly encouraged since changes may result in delaying completion of graduation requirements. There is no fee assessed for changes made during the Change-of-Course period. Changes can be made online at <https://www.bsu.edu/academics/advising/scheduling/changingschedule> and following the directions for adding or dropping a course. If a student has a hold on their academic record, they will not be able to add or drop classes.

Course Loads

The full-time course load at Ball State University is 12 to 18 credits. In a five-week summer term, the full-time load is 6 to 12 credits. (During a semester, 9 to 11 credits are considered a three-quarter-time load; 6 to 8 credits are considered a half-time load.) A minimum total of 12 credits in a semester are considered a full course load for undergraduate students. Freshmen are generally not eligible to register for more than 18 credits. Freshmen should consult with their academic advisor for exceptions. Students who are on academic probation may not register for more than 18 credits in a semester or 9 credits in a five-week summer term.

Registering for Classes

Students may register for classes at <https://www.bsu.edu/about/administrativeoffices/registrar/registration-activities/course-registration>.

Please Note: SOCW 325, SOCW 410, SOCW 430, SOCW 440, and certain sections of SOCW 370 are reserved for students accepted into the BSW Program

BSW Requirements

University Core Curriculum Requirements

All students earning a degree at Ball State University must meet the university's general education requirements. These general education requirements are referred to as the *University Core Curriculum*. The University Core is designed to provide students with a broad base in the communication and liberal arts and serve as a foundation for the professional social work courses. The University Core requirements can be found at the following link:

<http://cms.bsu.edu/Academics/Advising/AcademicBasics/CoreCurriculum.aspx>

Requests for Course Substitutions

Students wishing to have a course considered as a substitution for one of the required social work elective courses should discuss the substitution with their academic advisor. If the advisor supports the substitution, the advisor will notify the Upper Division Advising Center. The substitution will then be recorded on the student's DegreeWorks. Problems with substitutions should be discussed with the Chair of the Department.

Students wanting to request other course substitutions or waivers related to BSW degree requirements should schedule an appointment with the Chair of the Social Work Department to discuss such requests.

Academic Integrity Standard

The BSW program expects students to demonstrate academic integrity throughout their academic career at Ball State University by adhering to the University's Academic Integrity Policy as outlined on all social work course syllabi. Any form of cheating or plagiarism violates academic integrity as well as the NASW *Code of Ethics* and can result in dismissal from the major.

Grade Point Averages

All coursework required of a social work major must be taken for a letter grade. The university reports and records grades using the plus/minus letter system. Quality points are allocated to each recorded grade according to the following scale:

<i>A</i> =	4.00	<i>C</i> =	2.000
<i>A-</i> =	3.667	<i>C-</i> =	1.667
<i>B+</i> =	3.333	<i>D+</i> =	1.333
<i>B</i> =	3.000	<i>D</i> =	1.000
<i>B-</i> =	2.667	<i>D-</i> =	0.667
<i>C+</i> =	2.333	<i>F</i> =	0

A student's grade-point average (GPA) is calculated by dividing the total number of quality points by the total number of credits attempted. A grade of *F* is recorded when a

student fails a course or withdraws from a course after the withdrawal period unless, in the judgment of the Dean of the College of Health, the reasons for withdrawing from a course warrants a *W*. Students who quit attending classes for which they are registered will receive *FS* unless they officially withdraw from the courses by obtaining the appropriate signatures.

Academic Honors

Students completing all university requirements for graduation with a grade-point average of 3.9 or higher will graduate *summa cum laude*. If the grade-point average is between 3.8 and 3.899, students will graduate *magna cum laude*. If the grade-point average is between 3.6 and 3.799, students will graduate *cum laude*.

The grade-point average upon which graduation honors are determined includes *only* work at Ball State University completed for graduation. In addition, transfer students must have earned a minimum of 63 semester credits at Ball State University to be eligible for honors.

Departmental Honors

Departmental Honors is a program designed to foster and reward excellence in undergraduate studies. Students successfully completing Departmental Honors are acknowledged at the point of graduation. This prestigious achievement is also acknowledged on the student's transcript. Information regarding eligibility and completion requirements can be obtained in the social work office.

BSW Program Requirements (see below)

REQUIREMENTS FOR THE BACHELOR OF SOCIAL WORK (BSW) PROGRAM



NON-SOCIAL WORK REQUIRED CLASSES	SOCIAL WORK 100/200 CLASSES	SOCIAL WORK 300 CLASSES	SOCIAL WORK 400 CLASSES	SOCIAL WORK PRACTICUM
<p>PSYS 100 Introduction to Psychological Science</p> <p>SOC 242 Social Problems OR SOC 100 Principles of Sociology</p> <p>Health & Wellness</p> <p>SELECT ONE:</p> <p>BIO 254 Biology in the Social Context</p> <p>CPSY 360 Interrelational Aspects of Sexuality</p> <p>HSC 261 Health, Sexuality and Family Life</p> <p>HSC 365 Health and Aging</p> <p>HSC 367 Drug Dependency and Abuse</p> <p>HSC 371 Death and Dying</p> <p>HSC 372 Women and Health</p> <p>HSC 381 Stress Management</p>	<p>SOCW 100 Introduction to Social Work Prerequisites: None</p> <p>SOCW 200 Social Work Practice 1 with Field Experience Prerequisites: SOCW 100; or permission of the department chairperson</p> <p>SOCW 220 Social Welfare Policy 1 Prerequisites: SOCW 100; or permission of the department chairperson</p> <p>SOCW 240 Critical Thinking & Writing for Social Work Professionals Prerequisites: SOCW 100; or permission of the department chairperson</p> <p>SOCW 250 (Writing Emphasis) Human Behavior and the Social Environment 1 Prerequisites: SOCW 100; or permission of the department chairperson</p>	<p>SOCW 310 Social Work Practice 2 with Field Experience Prerequisites: SOCW 200, 220, 240, 250; PSYS 100; or permission of the department chairperson</p> <p>SOCW 320 Social Welfare Policy and Programs 2 Prerequisites: SOCW 200, 220, 240, 250; or permission of the department chairperson</p> <p>SOCW 325 Human Behavior and the Social Environment 2 Prerequisites: SOCW 200, 220, 240, 250; PSYS 100; or permission of the department chairperson (PSYS 367 or BIO 254 waived for minor, family and consumer science majors – family and child: family studies concentration students, and WGS major and minor)</p> <p>SOCW 340 Research in Social Work 1 Prerequisites: SOCW 200, 240, 250; or permission of the department chairperson</p> <p>SOCW 370 Selected Aspects of Social Work Practice Prerequisites: SOCW 100, 200, 220, 240, 250; or permission of the department chairperson</p>	<p>SOCW 410 Social Work Practice 3 Prerequisites: SOCW 310, 320, 325, 340; or permission of the department chairperson</p> <p>SOCW 430 Social Work Practice 4 with Field Experience Prerequisites: SOCW 310, 320, 325, 340; or permission of the department chairperson</p> <p>SOCW 440 Research in Social Work 2 Prerequisites: SOCW 340; MATH 125; or permission of department chairperson</p>	<p>SOCW 460 (T3)** Social Work Practicum Prerequisites: SOCW 410, 430, 440; Diversity course; Health and Wellness course; or permission of department chairperson</p> <p>SOCW 462 (T3)** Social Work Practicum Seminar Prerequisites: SOCW 410, 430, 440; Diversity course; Health and Wellness course; or permission of department chairperson</p> <p>** These two courses are taken together to fulfill the Social Work Tier 3 requirement</p> <p>KEY</p> <p>T2: Tier 2 Natural Sciences/Social Sciences</p> <p>T3: Tier 3 Course/Experience</p>



	FALL SEMESTER		SPRING SEMESTER	
FRESHMAN	Course:	Credits:	Course:	Credits:
	SOCW 100	3	SOC 100 or SOC 242	3
	PSYS 100	3	ENG 104	3
	MATH 125	3	COMM 210	3
	HIST 150	3	TIER 1 HUMANITIES	3
	ENG 103	3	TIER 1 NATURAL SCIENCES	3
	Sub Total	15	Sub Total	15
SOPHOMORE	Course:	Credits:	Course:	Credits:
	SOCW 200	3	SOCW 220	3
	SOCW 250	3	SOCW 240	3
	TIER 1 FINE ARTS	3	HEALTH & WELLNESS	3
	DIVERSITY	3	GENERAL ELECTIVE	3
	GENERAL ELECTIVE	3	GENERAL ELECTIVE	3
	Sub Total	15	Sub Total	15
JUNIOR	Course:	Credits:	Course:	Credits:
	SOCW 310	3	SOCW 325	3
	SOCW 320	3	SOCW 340	3
	TIER 2 F/D/H	3	SOCW 370	3
	GENERAL ELECTIVE	3	PFW	2
	GENERAL ELECTIVE	3	FIN 101	1
	WPP 392	0	GENERAL ELECTIVE	3
	Sub Total	15	Sub Total	15
SENIOR	Course:	Credits:	Course:	Credits:
	SOCW 370	3	SOCW 460	12
	SOCW 410	3	SOCW 462	3
	SOCW 430	3		
	SOCW 440	3		
	GENERAL ELECTIVE	3		
	Sub Total	15	Sub Total	15

Professional Performance/Academic Standards

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. Recognizing that there are professional competencies and conduct not measurable by academic achievement alone, the Department of Social Work reserves the right to evaluate students on their professional behavior demonstrated both in and out of the classroom. Decisions regarding retention are based upon high standards of personal and professional conduct. Because social work involves a significant field practicum (internship) experience and preparation for helping vulnerable populations, student evaluations honor not only the rights of students, but also the rights and well-being of clients, colleagues, and the social service delivery system.

Issues of Serious Concern

Evidence of the following issues or problems listed below raise serious concern regarding a student's appropriateness for the profession. All issues could lead to either (1) denial of admission to the program if not yet admitted, or (2) dismissal from the program after admission:

* **Misrepresentation of Self**

Fraud and misrepresentation including, but not limited to, false or misleading statements on the department's formal application materials, during the admissions interview, on university or departmental financial aid applications, during the field placement interviews, and on field experience evaluations is unacceptable. Likewise, falsifying degrees or professional credentials also constitutes a misrepresentation of self. Such behavior may constitute grounds for dismissal from the BSW Program or, if not yet admitted, grounds for denial of admission.

* **Cheating**

Cheating on an exam or quiz in any form is unacceptable. Engaging in any of the following is considered cheating: possessing, referring to, or employing open textbooks or notes or other devices not authorized by the faculty member; copying from another person's work; providing assistance, or receiving assistance, from another person in a manner not authorized by the faculty member; possessing, buying, selling, obtaining, giving, or using a copy of any unauthorized materials intended to be used as or in the preparation of a quiz or examination or similar evaluation; taking a quiz or examination or similar evaluation in the place of another person; utilizing another person to take a quiz, examination or similar evaluation in place of oneself; changing material on a graded examination and then requesting a re-grading of the examination; and cooperating with someone else on a quiz, examination, or similar evaluation without the prior consent of the faculty member.

- * **Plagiarism**
Fraud and misrepresentation in course work such as presenting any work of another person as one's own product and achievement; submitting assignments prepared for one class as original work for another without prior knowledge and approval of instructor; representing case materials as truthful when in fact they did not happen or were untrue.

- * **Alleged Law Violations**
For any student charged with fraud, malpractice, a felony, or a misdemeanor, the Department of Social Work may refuse or revoke registration in field instruction activities and courses without prejudice until an official determination has been made.

- * **Conviction or Pending Charge for a Felony or Misdemeanor**
Any student who has been convicted of or charged with a felony or misdemeanor for conduct that may pose a threat to the well-being of clients or colleagues may not be admitted to field practicum courses and activities. The faculty of the department will be the sole judge of suitability for the social work major. Once a felony or misdemeanor is revealed or a formally admitted student is charged with or convicted of a felony or misdemeanor, the BSW Student of Concern Committee will commence a student review. Engaging in criminal activity while in the BSW Program is unacceptable and cause for dismissal from the major.

- * **Use of Illegal or Mind-Altering Substances**
With the exception of legally prescribed medications, any use of consciousness altering substances before, during, or between class sessions obviously impairs learning and is unacceptable. Exhibiting inappropriate behavior as a result of illegal drug or alcohol consumption within the BSW Program, a pre-practicum volunteer experience, or the final practicum is cause for dismissal from the BSW Program. Students exhibiting inappropriate behavior may be referred to the Health Center for an evaluation.

- * **Sexual Harassment and Dual Relationships**
Sexually harassing agency clients, colleagues, peers, or supervisors is unacceptable and will not be tolerated in the BSW program. Such behaviors violate the university's Sexual Harassment and Consensual Sexual and Romantic Relationships policies, which views sexual harassment as a form of illegal sex discrimination. Likewise, engaging in a consensual sexual relationship where either a conflict of interest or an abuse of power differential is present is a violation of the *NASW Code of Ethics* and constitutes grounds for dismissal from the BSW Program.

- * **Discrimination**
Social work majors are expected to support the university's non-discrimination and affirmative action policy. Students engaging in any form of discrimination based upon age, class, color, disability, ethnicity, family structure, gender, gender

identity, marital status, national origin, race, religion, sex, or sexual orientation violate the NASW *Code of Ethics* and the nondiscrimination clauses embodied in the standards of the Council on Social Work Education's Educational Policy Statement. Students engaging in discriminatory behaviors will be dismissed from the BSW Program.

* **Inappropriate Behavior**

Inappropriate behavior that would interfere with performing professional duties and could potentially threaten the well-being of clients or colleagues, including violent behavior, and an inability to appropriately relate to peers, faculty, and field clients or colleagues may be grounds for dismissal.

In addition to the issues described above, BSW students are expected to follow the Code of Conduct found in the University's *Code of Student Conduct and Responsibilities*.

Student Privacy and Records Policy

The BSW Program honors and complies with the Family Educational Rights and Privacy Act of 1974, which requires academic institutions to provide access to academic records by the student and prohibits the release of any information to another party unless a signed authorization has been obtained.

Student Review Process

Social work students will be expected to adhere to the NASW *Code of Ethics* and *Cultural Competence Standards* both in the classroom and in the field practicum and related experiential learning.

In professional programs such as social work, professional and scholastic performance comprises academic standards. This policy is intended to provide guidelines that will enhance the Department of Social Work's ability to identify behaviors that suggest that a student may require assistance in order to meet current standards of professional social work practice or address behavior inappropriate for social work practice.

This policy is an attempt to balance the commitment of the Department of Social Work to support and assist students in preparation for social work roles in which they will have responsibility for, and can directly impact, vulnerable or disadvantaged individuals, families, organizations, and communities.

University Standards

University discipline is limited to student misconduct, which adversely affects the University community's pursuit of its educational objectives. Students are expected to conduct themselves in a manner compatible with the objectives and purposes of Ball State University. Any student whose conduct is improper in that it exhibits a lack of integrity touching upon educational objectives and requirements of the University must

be disciplined appropriately in the interest of safeguarding and upholding the standards. University policy regarding “dangerous” students will be followed as described in the below policy link:

<https://www.bsu.edu/about/administrativeoffices/student-conduct/policiesandprocedures>.

Confidentiality and Sharing Information

The Department of Social Work recognizes the safety, confidentiality and self-determination of students or others who have been subjected to unprofessional conduct under this policy must be a priority. In developing a response to a problem, the Department of Social Work must balance confidentiality against its duty to protect existing and future students or persons who might otherwise be placed in jeopardy by a student who is acting in an unprofessional manner under this policy.

Information disclosed during student meetings with faculty and staff will not be kept confidential if the information raises concerns about a student’s capability of assuming the professional responsibilities of social work practice. Faculty and staff will share pertinent information with each other in a respectful and professional manner for the purpose of identifying student issues and enhancing problem solving about the concerns. The Department of Social Work reserves the right to share information with the Dean of the College of Health or third parties as required by law.

Behaviors Warranting Review

Given the nature and scope of professional social work practice, it is imperative that students be knowledgeable of the various standards that regulate their behaviors. Students are introduced to these standards through their social work courses and, in particular, when they are admitted to the major. At that time, they are provided with a copy of the “Student Code of Conduct” that they must sign. Failure to adhere to the “Student Code of Conduct” can trigger a review by the Department of Social Work Student of Concern Committee.

The Review Process

The intervention efforts with students demonstrating behaviors that are contraindicated in the program are based upon a “stage” system. These interventions range from one-on-one meetings with an instructor, to the calling of a meeting of the “Student of Concern Committee.” The level of review depends upon the seriousness of the allegation. The following procedure will act as a guideline should a breach of any of the relevant policies, bylaws, Code of Ethics, Cultural Competence standards, or standards of practice occur. Depending on the nature of the infraction, the Department reserves the right to proceed with a review at any stage that is deemed to be appropriate. This policy is applicable to admitted majors. The key aspects of this process are as follows:

Student of Concern Committee

The Student of Concern Committee will include at least four faculty members from the Department of Social Work. A faculty member is elected to serve as the chair of the committee. The Department Chair and the BSW Program Director will serve in an ex-officio capacity.

Responsibility of the Committee

The Student of Concern Committee will be involved with problematic performance situations that have either not been resolved at Stage One or Two or are deemed so serious that immediate attention is required by the Student of Concern Committee. Each student has the responsibility for discussing academic/behavioral performance difficulties with their instructors, faculty field liaison, and advisor, as appropriate to the situation. The committee chair shall see that all necessary information is compiled and available for committee use in deliberations.

Roles of Committee Chair and Referral Person(s)

The committee chair is responsible for convening the committee, informing the student in writing that a concern has come forward, gathering information, recording the review process, and communicating information to the student regarding committee action and decisions. The referral person(s) is viewed as the person(s) most knowledgeable about the situation under review and is therefore responsible for presenting pertinent information on the nature of and facts about the problem under review.

Documentation

At any stage of the review process, there should be clear, concise documentation of the problem areas as well as verification that these concerns have been discussed with the student and attempts have been made to ameliorate the concerns, where appropriate. Documentation regarding level one or level two reviews should be kept in the files of faculty who are consulted if there is a concern, as well as the student file in the department. If a level three review occurs, there will be a notation that a level three review occurred in the student file. Specific information regarding level three reviews (agenda and supplementary materials) should be kept in a separate locked file in the department. Recordkeeping will follow University standards. Students should be notified of a Student of Concern meeting in writing at least five calendar days before the review. They will also be notified within ten days of the decision rendered.

Level One Review

Classroom Instructor and Student

When a classroom instructor has concerns about a student's professional behavior that instructor should do the following:

- (1) Discuss those concerns directly with the student, via face-to-face, phone or video, and seek to work with the student to resolve the concern,

- (2) Document dates and content of all meetings with the student; and, if warranted,
- (3) Notify the Department Chair, BSW Program Director, and SCC Chair that the review process is being undertaken.

Site Supervisor and Student

When a site supervisor has concerns about a student's professional behavior, they should contact the Faculty Liaison and follow the procedures above, document the dates and behavior, and discuss the concerns with the Practicum Coordinator following the procedure outlined in the *BSW Field Handbook*.

In many instances, meetings between the parties resolve the concerns and do not lead to further reviews. The faculty member involved in the situation shall record, in writing, the discussions at the meetings and the resolution of the matter at this time. If the concerns are not resolved at this stage, the parties may proceed to the next level.

Level Two Review

When a Level Two Review is Deemed Necessary

Either the chair of the Student of Concern Committee (in the case of concerns arising from the classroom) or the Practicum Coordinator (in case of concerns arising from the practicum) in agreement with other faculty involved will determine the nature of the concerns and gather sufficient information to convene a meeting. The following outlines the protocol if a meeting is warranted:

Classroom Instructor and Student

- (1) The Student of Concern Committee chair will notify the Department Chair and BSW Program Director the next stage of review is being undertaken. The Student of Concern chair will invite the student, in writing, with at least five days' notice, to attend a meeting. The chair will copy the instructor and advisor (Faculty Advisor for BSW students) on the invitation.
- (2) The instructor, the chair, and the advisor will meet with the student to discuss the concerns. In the event that a faculty member is serving as chair and is also the instructor bringing forth the concern about the student, an *ad hoc* chair will be appointed by the Chair of the Department. This *ad hoc* chair appointee will take on that responsibility through all necessary stages of the process. The student may elect to bring an advocate to the meeting. If so, they must notify the chair or *ad hoc* chair, in advance, of the identity and relationship of that person (to the student).
- (3) It is the student's right to bring relevant information in their defense to the meeting.

- (4) The instructor shall record, in writing, the date, attendees, information shared during the meeting, and the determination. In appropriate cases at this level of review, the parties are not precluded from arriving at a written plan to address the concerns, which may include the student being required to modify their behavior. With that in mind, the determination can take the following form:
 - a. A written plan establishing the conditions and requirements that the student must meet to continue in the major, including course withdrawal or re-taking course
 - b. A recommendation for a more thorough review by the Student of Concern Committee
 - c. A determination that the student would not be recommended when applying to the major
- (5) The Chair of the Department and the BSW Program Director are notified of the meeting.

Site Supervisor and Student

- (1) The Student of Concern Committee chair will inform the faculty field liaison and the Practicum Coordinator that the next stage of review is being undertaken relating to the practicum concerns. The student will be invited, in writing, with at least five days' notice to attend a meeting. The Student of Concern Committee chair will send the meeting invitation and copy the Practicum Coordinator, the Advisor (Faculty Advisor for BSW students), and the field liaison.
- (2) The student's advisor (Faculty Advisor for BSW students) will meet with the student, the faculty field liaison, the Practicum Coordinator, and the Student of Concern Committee chair to discuss the concerns. The field instructor may be invited to this meeting as well. In the event that a faculty member is serving as chair of the Student of Concern Committee and is also the field instructor bringing forth the concern about the student, an *ad hoc* chair will be appointed by the Chair of the Department. This *ad hoc* Chair appointee will take on that responsibility through all necessary stages of the process. The student may elect to bring an advocate to the meeting. If the student plans to attend the meeting with an advocate, they must notify the chair or *ad hoc* chair of the Student of Concern Committee, in advance, of the identity and relationship of that person (to the student).
- (3) The Practicum Coordinator shall record, in writing, the date, attendees, information shared during the meeting, and the determination. In appropriate cases at this level of review, the parties are not precluded from arriving at a written plan to address the concerns, which may include the student being required to modify their behavior. With that in mind, the determination can take the following form:

- a. A written plan establishing the conditions and requirements that the student must meet to continue in the major, including course withdrawal or re-taking course
 - b. A recommendation for a more thorough review by the Student of Concern Committee
 - c. A recommendation for site reassignment
- (4) The Chair of the Department and the BSW Program are notified of the hearing.

This process is designed to assist students in dealing with identified concerns that have an impact on their performance in the social work program. Disposition may also include a referral to the Dean of Students or the Counseling Center for assessment and possible recommendation for further services.

Level Three Review

Generally, a Level Three Review occurs when concerns have not been resolved in the prior levels of review, the issues are serious and at the discretion of the chair of the Student of Concern Committee require formal intervention, or the issues are serious enough that the student is being considered for termination from or discontinuance in the program or suspension or expulsion from the University.

Intervention at this level will require the following:

- (1) A meeting of the Student of Concern Committee to determine whether the student should be dismissed from the program. What constitutes an appropriate case rests with the discretion of the Student of Concern chair.
 - a. In appropriate cases of formal disciplinary action for academic or non-academic misconduct at this level of review, the parties are not precluded from arriving at a written plan to address the concerns, which may include the student being required, in writing, to modify their behavior and/or suggest appropriate help. As a stipulation, a student in disciplinary status may need to seek help and provide documentation of such.
- (2) The Student of Concern Committee will meet with the student (via face-to-face, phone, or video) to discuss the concerns. In the event that a faculty member is serving as chair of the Student of Concern Committee and is also the instructor bringing forth the concern about the student, an *ad hoc* chair for the Student of Concern Committee will be appointed by the Chair of the Department. This *ad hoc* chair appointee will take on that responsibility through all necessary stages of the process. The student may elect to bring an advocate to the meeting. The student can also bring relevant information to the meeting. If bringing an advocate, they must notify the chair or *ad hoc*

Chair of the Student of Concern Committee, in advance, of the identity and relationship of that person (to the student).

(3) Student is notified in writing of the commencement of the student review, with the date, time and place, the facts and occurrences that have given rise to the concern, the nature of the student review, the student's right to attend the review and bring an advocate, and 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. The Student of Concern chair will send the written notification.

(4) During a Level Three meeting, the following will occur:

- a. An agenda will be outlined
- b. Student will be given opportunity to present
- c. Committee members will have opportunity to ask questions of student
- d. Student will have opportunity to rebut
- e. Committee will explain deliberation and determination to student and how and when they will receive determination
- f. Committee members will deliberate

(5) Student will be notified in writing of the determination along with a summary of reasons for the determination. The determination can take the following form:

- a. A written plan establishing the conditions and requirements that the student must meet to continue in the major
- b. A temporary suspension of the student from the program
- c. A decision to ask the student to proceed with a Medical Withdrawal or Late Withdrawal
- d. A determination to discontinue the student from the program

Note: Students who do not respond or fail to attend the meeting will be dismissed from the program. Students deemed by the Student of Concern Committee to have committed an infraction, but will not admit to the infraction, will be dismissed from the program.

(6) Student will sign a statement that they will adhere to the committee's decision. Students who do not comply with agreed-upon remedy will not be permitted to complete the program or will not be recommended to the major.

- (7) Student's actions are followed up by the Faculty Advisor (BSW students) or Practicum Coordinator, if the issues occurred in field. The Advisor, Practicum Coordinator, or person who made the complaint may call for a follow-up or non-compliance review.
- (8) Students who are not permitted to continue in the program are informed of such by mail. If a student has already registered for social work classes for the next term, they will be dropped from the courses.

Appeals

- (1) The student can make appeals relating to any decisions made by the Student of Concern Committee at any time. Since a Student of Concern Committee review is not a student disciplinary hearing, the Department Chair and the BSW Program Director shall hear the level of appeal.
- (2) Students who have been terminated from the BSW Program can appeal such a decision on the basis of "capriciousness." The term capriciousness is limited to one or more of the following:
 - a. A decision to terminate a student on some basis other than academic or professional performance
 - b. A decision to terminate a student on more exacting or demanding standards than were applied to other students in the program
 - c. A substantial departure from the standards and procedures contained in the *BSW Student Handbook*
- (3) Appeals made on the basis of capriciousness are made to the Chair of the Department of Social Work and the BSW Program Director. The student must appeal in writing, identifying the grievance(s).
- (4) The Chair and the BSW Program Director are the final level of appeal within the University.

Recordkeeping

University policy regarding maintenance of records will be followed.

Criteria for Automatic Dismissal

1. Failure to earn at least a "C" in SOCW 325 or any of the 400-level social work courses
2. Failure to maintain a 2.5 cumulative GPA in required social work courses or a 2.0 overall GPA

3. Violating behavioral standards of the profession
4. Physical aggression, verbalizing threats, or implied threats of harm to any faculty, staff, or students at Ball State University

Notification Procedures

The following procedures are used in the event a student falls under any of the criteria for automatic dismissal:

1. If a student is to be dismissed for any of the above, the Department Chair and BSW Program Director will be notified.
2. Within 5 business days of receiving the above notification, the chair of the Student of Concern Committee will send by certified mail a written statement to the student indicating that they have been discontinued from the program and explain the due process procedures. Copies of the letter should be forwarded to the student's faculty advisor and student file.
3. The faculty advisor will meet with the student should the student wish to discuss options and/or the reinstatement procedures.

Appeal Petition for Readmission

If a student wishes to be reinstated after automatic dismissal, the student has the option to present a substantive written statement for an appeal to the Chairperson of the Department of Social Work and BSW Program Director within five business days of receiving the above notification.

A. Appeal Process

Within five business days after receiving the student's Appeal Petition, the Department Chair and BSW Program Director will set a date for a meeting with the student.

B. Appeal Meeting with Department Chair and BSW Program Director

1. The student will have an opportunity to present their petition and present information to support their appeal to be reinstated in the program.
2. The Department Chair and BSW Program Director will review the materials and make a decision based upon:
 - a. Consideration of all the factors in the present and past performance of the student
 - b. Merit of the issues present in the Appeal Petition
 - c. Assessment of alternative plans to address the performance problem(s)
 - d. Assessment of the plan presented by the student to resolve the performance problem
3. The Department Chair shall prepare a written statement of the decision to the student within five business days following this meeting.

C. Notification

Within five business days after the appeals meeting, the Department Chair and BSW Program Director will make a final recommendation to be sent in writing to the student. A copy of this decision will be sent to the Student of Concern Committee chair with a copy going to the student file.

Grievance Policy

In cases in which a student believes that their rights have been disallowed or violated, they may pursue the following steps.

- 1) Request a meeting with the appropriate faculty member to discuss the issue and to seek resolution.
- 2) If the student believes that resolution at the first level was in error, or if the student believes addressing the issue individually with the faculty member would pose a risk, they may appeal the matter in writing to the Program Director for resolution. The Program Director may request a meeting with the persons involved. At the student's request, a person of support may also participate in the meeting. If a student chooses to invite a support person, they will notify the Program Director, in writing, prior to the scheduled meeting. The Program Director will then formulate a written disposition to the student. Note: If the Program Director is the person against whom the grievance is being brought, the student may proceed directly to the next level.
- 3) If the student believes the resolution at the Program Director level was in error, they may appeal the matter in writing to the Department Chair who will then review the case and formulate a written disposition to the student. Note: If the Department Chair is the person against whom the grievance is being brought, the student may proceed directly to the next level.
- 4) If the student believes the resolution at the Department Chair level was in error, they may appeal the matter in writing to the Office of the Dean of the College of Health. Decisions at this level shall be considered final.

Social Media Policy

Introduction

With more and more social workers embracing social networking sites the question arises — where do you draw the line in terms of boundaries with your clients?

Setting and maintaining clear boundaries is always the hallmark of a professional relationship. Let such boundaries always guide your decision-making with any new online tool or technology. Make sure you know what (if any) policies exist at your practicum agency, as they may go beyond those laid out in this policy.

The Department of Social Work recognizes the importance of the Internet and is committed to supporting your right to interact knowledgeably and socially through social media. The Department of Social Work strives to provide its members with an environment of free inquiry and expression. Freedom of expression and academic freedom in electronic format has the same latitude as in printed or oral communication.

Members of the Department of Social Work community are responsible and accountable for their actions and statements. Consequently, these guidelines in this social media policy will help you make appropriate decisions about your school and practicum-related online exchanges.

These guidelines will help you open up respectful, knowledgeable interactions with people on the Internet. The guidelines also protect the privacy, confidentiality, and interests of the Department of Social Work and your practicum, including colleagues, employees, and clients.

Note that these policies and guidelines apply only to school and practicum-related sites and issues and are not meant to infringe upon your personal interaction or commentary online.

Guidelines for Interactions

If you are developing a website or writing a blog that will mention the Ball State Department of Social Work, your practicum, and/or their employees or clients, identify that you are a student and that the views expressed on the blog or web site are yours alone and do not represent the views of the Department of Social Work and/or practicum agency.

As a courtesy to the Department and/or agency, please let the Department of Social Work and/or your practicum supervisor know that you are writing about them - ***and you should clearly state your goals and what your blog intends to say or reflect.*** Representatives of the Department of Social Work and/or your practicum supervisor may choose to visit from time to time to understand your point of view.

Unless given permission in writing by either the Department of Social Work or your practicum supervisor, you are not authorized to speak on behalf of either the Department of Social Work or your practicum agency.

Confidential Information Component of the Social Media Policy

You may not share information that is confidential about the Department of Social Work, your practicum setting, and/or clients and colleagues. If you have any question about whether information has been released publicly or doubts of any kind, speak with the Chair of the Department of Social Work or your practicum supervisor before releasing information that could potentially harm the Department of Social Work, your practicum, and/or their employees or clients.

Respect and Privacy Rights

Speak respectfully about the Department of Social Work, your practicum, and/or their employees or clients. Do not engage in name-calling or behavior that will reflect negatively on the Department of Social Work or your practicum's reputation. Note that the use of unfounded or derogatory statements or misrepresentation is not viewed favorably by the Department of Social Work or your practicum agency and can result in disciplinary action up to and including school/practicum termination.

The Department of Social Work encourages you to write knowledgeably and accurately, using appropriate professionalism. Despite disclaimers, your web interaction can result in members of the public forming opinions about the Department of Social Work, your practicum, and/or their employees or clients.

Photographs

Taking and sharing photographs without consent is a breach of confidentiality. Agencies increasingly use photography for professional consultation, research, and education purposes. Know your agency's policy regarding photography including any limitations on its use.

Legal Liability

Recognize that you are legally liable for anything you write or present online. It must be noted that anything published on the web is NOT confidential. Students can be disciplined by the Department of Social Work for commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create a hostile work environment. You can also be sued by any individual or organization that views your commentary, content, or images as defamatory, pornographic, proprietary, harassing, libelous, or creating a hostile work environment.

Suggested Rules to Follow:

- Do not “friend” your clients (current or past) and do not allow your clients (current or past) to “friend” you.
- Do not use messaging on websites such as Twitter, Facebook, and LinkedIn to contact your clients or respond to clients who may have contacted you. These sites are not secure.
- Do become intimately familiar with the privacy controls on these networks and ensure that the general public cannot see personal details of your life that you would prefer to share only with your immediate friends and family.
- Do only use your professional (work/practicum) email address to communicate with clients.

- Do understand that all email communication with clients should be of a professional nature and not involve personal discussions and/or disclosures of any kind.
- Do not discuss details of your work with clients.
- If you choose to communicate with your clients by email, please be aware that all emails are retained in the logs of your and their Internet service providers. While it is unlikely that someone will be looking at these logs, they are, in theory, available to be read by the system administrator(s) of the Internet service provider.