

Appendices



**Central Connecticut State University
The Department of Social Work**

Social Work Major Application

Application, social work major pledge, personal narrative and social work portfolio materials for the social work major must be received by: March 1st or October 1st.

The Department of Social Work faculty will individually review applications and supporting documents to assess your potential for professional competence. Potential for professional competence includes the following: grade point average of 2.5 or higher in major, satisfactory voluntary field evaluation(s), awareness of diversity and populations-at-risk, writing skills, and self-awareness. Each of these areas will be rated using a five-point scale. Scale: 5 = Excellent, 4 = Very Good, 3 = Good, 2 = Fair, 1 = Poor.

An interview with the social work faculty admissions committee will be scheduled once your application, personal narrative and portfolio has been received.

Name: _____ ID # _____

Permanent Address (street, town, state, zip code):

_____ Tele #: _____

_____ E-Mail: _____

School Address:

_____ Tele #: _____

_____ E-Mail: _____

ث I ا ma I refsnart a tneduts morf:

_____ Tele #: _____

_____ E-Mail: _____

Name of Program Director:

_____ Tele #: _____

_____ E-Mail: _____



Application to Social Work Major Pledge

I _____ agree to adhere to the professional performance standards of the social work profession upon acceptance into the Social Work major. This includes the National Association of Social Workers (NASW) Code of Ethics and the NASW Standards of Cultural Competence. These standards require students to act in a professionally responsible manner, including attendance, promptness, and respect for diverse opinions both in class and in field agencies.

Student Signature

Date

Central Connecticut State University
The Department of Social Work
Social Work Program
Student Portfolio Guidelines

The student portfolio is a requirement of the Department of Social Work for acceptance into the Social Work major. The student portfolio is to be submitted at three points during your time with the program:

- (1) Upon application to the Department of Social Work (Oct 1 or March 1)
- (2) Upon application to the senior internship/field placement (dates to be announced)
- (3) Upon exiting the Department of Social Work (May or December).

The student portfolio is a place to organize and store material relevant to your development as a social work major during your stay at CCSU. At each submission point you will be required to respond to a series of questions using a narrative format. Equally important is how well your portfolio documents are organized and presented for faculty review. Your portfolio must be submitted in a large three-hole binder (s). Please remember that you are expected to meet all requirements for the Department of Social Work as identified in the CCSU catalogue and the Department of Social Work Student Handbook.

Upon application to the BA in Social Work, Department of Social Work, the student portfolio is expected to demonstrate and articulate your readiness and motivation to pursue professional social work education and the social work major. You will be given an appointment to discuss your portfolio and your request to be accepted into the Department of Social Work and the Social Work major.

The materials required to support your application to the Department of Social Work include:

- A. Cover page
- B. Application to the Department of Social Work/ Social Work Major Pledge
- C. Personal Narrative (see list of questions) – two copies
- D. Academic Transcripts (including transcripts from other colleges and universities previously Attended; unofficial copy of CCSU transcript is fine)
- E. Evidence of participation in campus/community volunteer events or activities
- F. Social Work Course Syllabi*
- G. Social Work Course Assignments*
- H. Sophomore Volunteer Experience Evaluations** (please include evaluations from other colleges/universities if applicable)
- I. Documentation of workshops, training, and/or conferences attended.
- J. Current Resume
- K. NASW Code of Ethics
- L. NASW Standards for Cultural Competence in Social Work Practice
- M. Department of Social Work Student Handbook
- N. References (2)***

* Transfer Students should include related course syllabi, assignments and evaluations from other institutions and/or copies of your E-Portfolio material.

** Transfer Students: Please must have the *Transfer Student Field Experience and Service Learning Form*.

*** Transfer Students: Please have the *Transfer Student Reference Form* completed by your previous colleges' program director/coordinator.

**Central Connecticut State University
Social Work Major**

Portfolio Personal Narrative Questions

Prepare a personal narrative of four to five double-spaced pages. *The narrative is to **be integrated** and have an introduction (including a thesis statement) and conclusion.* Students who are required to rewrite their narrative result in delays.

Students are strongly encouraged to utilize writing resources available electronically (i.e. e-Tutoring) and the CCSU writing Lab. Students who are required to rewrite their narrative the risk delaying their ability to set up their field education experience, loss of a potential field education opportunity.

Your narrative must include a discussion of the following:

1. Identify and describe three personal qualities that will make you a good social worker.
2. When you hear the words “professional social worker” what significance does it hold for you at this time? Discuss your commitment to upholding the NASW Code of Ethics.
3. What have you learned thus far from your volunteer field experiences about the social work profession? Examples of learning should be included.
4. What have you discovered about yourself (self-awareness) as a developing social work student?
5. What is the relevance of diversity, populations-at-risk, and cultural competence for social work practice? Provide two examples from class or from volunteer field experiences that demonstrate your beginning understanding of these two areas.
6. Identify personal and academic strengths and challenges. Are there any challenges that might interfere with your progress in the social work program? How do you plan to address these challenges? Please be specific.
7. Identify and describe three expectations you have regarding your junior year in the Social Work Program.
8. Feel free to share any additional information that would enhance your application to the program.

Appendix E

Central Connecticut State University Pre-Social Work Assessment of Writing Competence

Assessment Scale	Purpose & Assignment	Organization	Development	Language
Excellent 5	Addresses purpose effectively, uses assignment to explore topic's intrinsic interest, shows full understanding of issues, establishes credibility, applies all APA guidelines	Focuses consistently on clearly expressed central idea, uses paragraph structure and transitions to guide reader effectively.	Explores ideas vigorously, supports points fully using an appropriate balance of subjective and objective evidence, reasons effectively making useful distinctions.	Employs words with fluency, develops concise standard English sentences, balances a variety of sentence structures effectively.
Very Good 4	Adheres to purpose, fulfills assignment, shows adequate understanding of key issues, presentation is readable, can apply most APA guidelines.	Central idea is clear, paragraph structure is adequate, some problems with consistency, logic or transitions.	Supports most ideas with effective examples and details, finds suitable balance between references to personal and external evidence, makes key distinctions.	Word forms are correct, sentence structure is effective, applies standard English grammar and mechanics, presence of a few errors is not distracting.
Good 3	Wavers in purpose, incompletely addresses assignment topic or directions, shows need for more study of issues, style varies, satisfactorily applies APA guidelines	Loose focus on central idea, contains some repetition and digression, structure needs further development.	Presents ideas in general terms, supports for ideas is inconsistent or unsuitably personal or distant, some distinctions need clarification, reasoning unclear.	Word forms and sentence structures are adequate to convey basic meaning, errors cause noticeable distraction.
Fair 2	Purpose unclear, failure to address topics or directions, weak grasp of issues, inadequate use of APA guidelines.	No central idea, no clear logic or focus, many repetitions or digressions, lack of structure.	Most ideas unsupported, confusion between personal and external evidence, unclear use of distinctions or levels of generality, reasoning flawed.	Word use unclear, sentence structures inadequate for clarity, errors seriously distracting.
Poor 1	Does not meet basic	writing competence	for Social Work	Program/Major

Information modified from: Capital Community College Holistic Schema & Analytic Rubric, 2001-02, p. 2.

**Central Connecticut State University
Social Work Program***

Transfer Student Field Experience and Service Learning Form

Please identify below the social work related field experiences or service learning opportunities you have benefited from while enrolled at a university or community college social service or human services program.

I. Field Experiences

1. Agency Name: _____

Total Number of Hours: _____

2. Agency Name: _____

Total Number of Hours: _____

II. Service Learning Opportunities

1. Service Learning Topic: _____

Service Learning Agency (if applicable): _____

Total Number of Service Learning Hours: _____

2. Service Learning Topic: _____

Service Learning Agency (if applicable): _____

Total Number of Service Learning Hours: _____

3. Service Learning Topic: _____

Service Learning Agency (if applicable): _____

Total Number of Service Learning Hours: _____

4. Service Learning Topic: _____

Service Learning Agency (if applicable): _____

Total Number of Service Learning Hours: _____

* The social work major is a special admissions program.

**CCSU
Social Work Program*
Transfer Student Reference Form**

Student Name: _____

College/University Attended: _____

Scale:
5 = Always, 4 = Almost Always, 3 = Sometimes, 2 = Almost Never, 1 = Never, C/E = Cannot Evaluate

The student identified above has applied to the CCSU Social Work Program major. Using the scale above, evaluate the student's professional social work attitudes/behavior as evidenced by the following:

1. Demonstrates beginning knowledge about the field of social work/social welfare.
2. Demonstrates beginning listening skills.
3. Demonstrates ability to be warm and accepting.
4. Demonstrates ability to adjust to a new situation.
 - a. Able to respond to unpredictable situations/circumstances.
 - b. Demonstrates flexibility.
5. Demonstrates sensitivity and awareness to ethnical and cultural differences.
6. Demonstrates self-awareness.
7. Exhibits respect towards fellow students, co-workers and clients.
8. Student identifies with Social Work profession.
9. Demonstrates good writing skills.

Comments:

Name and Title of Evaluator:

Name

Title

Signature

Date

* The Social Work major is a special admissions program.

**Pre Social Work Major
Student Advisement Contract**

I have been advised that the Social Work major is nationally accredited by The Council on Social Work Education. In order to apply to major in Social Work I am aware that I will need to complete the following requirements:

- A. 15 credits of related courses including Soc 110 or Anth 140; Soc 111, PS 110 or PS 230 (prerequisite for SW 226); Soc 233, Bio 111 OR BMS 111 (Prerequisite for SW 227).
- B. Complete SW 226 and SW 227.
- C. Demonstrate professional skills in field experiences which are required in all Social Work courses (consult the Social Work Program Overview) and
- D. After completing SW 226 and SW 227, submit a separate application and portfolio to the Department of Social Work.

I have received a copy of the Undergraduate Social Work Major Overview and realize it is my responsibility to read it and that this is my contract with the program. Furthermore, I will abide by the NASW Code of Ethics. If I have questions regarding the contents of the Overview, I am aware I can discuss them with the Social Work faculty.

Student Signature

Date

Advisor Signature

Date

**Central Connecticut State University
Advising Contract
Social Work Program**

Name: _____

Date: _____ Semester: FA _____ SP _____ SU _____ WT _____

Your Schedule:

Course	Department	Day & Time	Credit

Student has agreed to the following:

*** IT IS THE STUDENTS RESPONSIBILITY TO KNOW REQUIREMENTS AND MONITOR THEIR OWN PROGRESS TOWARDS GRADUATION (i.e., total number of credits, etc.)**

Advisor's Signature: _____

Student's Signature: _____

Appendix J

**Central Connecticut State University
The Department of Social Work
Social Work Program**

**Chi Upson Chapter
of
Phi Alpha
The Social Work Honor Society
Pledge**

Now that _____ have become an active member of Phi Alpha Honor Society, I will uphold its dignity and promote its goals and high ideals as a student as well as in professional life. I will actively participate in meetings and chapter projects and endeavor to maintain a high scholastic average.

Signature

Date



**Central Connecticut State University
Department of Social Work
Social Work Program**

SOSNOWITZ PRIZE APPLICATION PROCESS

The Sosnowitz Prize is an annual honor given to the student who made a significant contribution to the *practice* of social work as demonstrated by one of the following:

- Creation of an original program which benefits clients
- Improvement of an existing program which benefits clients
- Demonstration of exceptional devotion to clients

Academic scholarship is not a criteria.

The Sosnowitz Prize is given in honor of a founding member of the CCSU Social Work Department. Dr. Barbara Sosnowitz, Professor Emeritus who worked tirelessly to develop the field education component in the Social Work Program.

APPLICATION PROCESS

1. Include a narrative statement explaining how the nominated student meets the criteria
2. Include student nominee name, address and phone number
3. Include Name of Agency, Field Instructor, Address and Phone

Nominations are accepted during the 2nd semester of student's field education experience. Field Instructors will be notified of the dates.

CCSU Department of Social Work faculty will read narratives and determine recipient.

The Sosnowitz Prize is given during the spring semester at the Department of Social Work Awards Ceremony. Field Instructors, agency personnel and Advisory Board members are invited to participate in recognizing the achievements of students.

CENTRAL CONNECTICUT STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
SOCIAL WORK PROGRAM
Evaluation of Sophomore/Junior Volunteer Experience

This evaluation should be completed jointly by student and supervisor.

Student Name: _____ **ID#** _____

SW Class: _____ **Professor** _____

Name of Agency/Program _____

Name of Supervisor _____

Semester Year: 20_____

- Fall
- Spring

Has student completed required hours (70 hours per semester)?

- Yes
 - No
- If no, please explain:

Part 1. *How would you evaluate the student's professional attitudes/behavior about work as evidenced by the following:*

Scale: 5= Always, 4= Almost Always, 3=Sometimes, 2=Almost Never, 1=Never, N/A= Not Applicable

A. Conscientious about volunteer hours.

1 2 3 4 5

1. Arrives on time.

1 2 3 4 5

2. Leaves at allotted/assigned time.

1 2 3 4 5

B. Dresses appropriately for the agency.

1 2 3 4 5

C. Dependable in completing assignments.

1 2 3 4 5

1. Demonstrates common sense and good judgment in carrying out tasks.

1 2 3 4 5

D. Demonstrates a positive attitude towards others (staff, clients, volunteers, etc.).

1 2 3 4 5

E. Able to use and respond positively to supervision.

1 2 3 4 5

F. Exhibits respect towards colleagues and clients.

1 2 3 4 5

Part 2. How would you evaluate the student's professional social work beginning knowledge and skills as evidenced by the following:

Scale: 5= Always, 4= Almost Always, 3=Sometimes, 2=Almost Never, 1=Never, N/A= Not Applicable

A. Demonstrates beginning knowledge about agency.

1 2 3 4 5

1. Familiar with mission and philosophy.

1 2 3 4 5

2. Familiar with programs provided by agency.

1 2 3 4 5

3. Demonstrates beginning understanding of population served.

1 2 3 4 5

4. Demonstrates beginning understanding of community served.

1 2 3 4 5

B. Demonstrates beginning listening skills.

1 2 3 4 5

C. Demonstrates ability to be warm and accepting despite client frustration and hostility.

1 2 3 4 5

D. Demonstrates ability to adjust to a new situation.

1 2 3 4 5

a. Able to respond positively to unpredictable situations/circumstances(or demonstrates flexibility).

1 2 3 4 5

E. Demonstrates sensitivity and awareness to ethnic and cultural differences.

1 2 3 4 5

F. Students identifies with Social Work Profession.

1 2 3 4 5

Part 3. For Junior Year Social Work Students Only. How would you evaluate the student's professional social work attitudes/behavior as evidenced by the following:

Scale: 5= Always, 4= Almost Always, 3=Sometimes, 2=Almost Never, 1=Never, N/A= Not Applicable

- A. Demonstrates beginning understanding of clients' right to self-determination.
1 2 3 4 5
- B. Demonstrates ability to maintain appropriate social work boundaries.
1 2 3 4 5
- C. Demonstrates understanding and respect for confidentiality and any exception related to it.
1 2 3 4 5
- D. Demonstrates beginning understanding of eligibility, intake and referral procedures.
1 2 3 4 5

Part 4. Supervisors are encouraged to provide written comments. Please use the back of this sheet or additional sheets. Students are encouraged to comment as well

*Signature of Student

*Signature/Title of Evaluator

Date

** To be signed jointly at time of evaluation*

Send to: Central Connecticut State University
 Department of Social Work - VAC
 1615 Stanley Street
 New Britain, CT 06050-4010
 Attn: Field Education Coordinator



To: Intern Supervisor/Agency Personnel
From: CCSU Field Education Coordinator
Re: CCSU Sophomore/Junior Volunteer Experience

The Department of Social Work requires sophomore and junior students to put *a minimum of 70 hours per semester*, five hours per week in an agency setting which provides services to individuals, groups, organizations, or communities. Students remain in their internship for one year (two semesters) and must change agencies at the completion. It is expected that students have different opportunities every semester.

Criteria and Responsibilities of Supervisor

- A BSW or MSW degree strongly encouraged but not required;
- Be located on-site;
- Develop appropriate tasks & responsibilities that involve participation, not merely observation, that afford both educational & experiential value;
- Complete with student the end-of-the-semester evaluation form.

It is the Department of Social Work's expectation that agencies and organizations provide opportunities for students to "do" rather than observe. We expect students to become familiar with agency policy, intake procedures, staff responsibilities and client services. It is imperative for students to have opportunities to learn and interact with the client system served. Coursework will require that students are able to articulate the above.

Evaluations are completed at the end of every semester. It is the responsibility of students to inform their agency supervisors of the assigned due date, and provide them with (1) evaluation forms and (2) department addressed stamped envelopes. Failure to return completed evaluations by the stated date will result in a final course grade of "F".

When developing learning opportunities please consider the following:

Sophomore Learning Objectives:

1. To test career interests in the field;
2. To become familiar with a social welfare agency;
3. Exposure to & interaction with the different clients that social work professionals serve;
4. To begin to develop interpersonal skills;
5. Develop professional attitudes and behavior about work;
6. To begin to discuss student field education experiences connecting with course content.

Junior Learning Objectives:

All of the above and

7. Begin to understand clients' right to self-determination;
8. Demonstrate ability to maintain appropriate social work boundaries;
9. Demonstrate ability to understand and respect confidentiality and any exception related to it;
10. Demonstrate beginning understanding of eligibility, intake and referral processes;
11. To advance discussion of student field education experiences connecting with course content.



CENTRAL CONNECTICUT STATE UNIVERSITY

**Department of Social Work
Social Work Program
Application for Field Instructor**
Please attach a resume

Name of Field Instructor: _____

Title: _____

(Optional) Race _____ Sex _____ Ethnicity _____

Name of Agency: _____

Address: _____

Telephone Number: _____ Fax _____

E-Mail Address: _____

EDUCATION: (most recent first)

Institution	Degree	Year	Field of Study
-------------	--------	------	----------------

PROFESSIONAL EXPERIENCE: (most recent first)

<u>Agency</u>	<u>Position</u>	<u>Year</u>
---------------	-----------------	-------------

FIELD INSTRUCTOR EXPERIENCE: Please describe any previous field instruction experience you have had.

THE LEARNING CONTRACT TEMPLATE
Senior Experience

A learning contract is an individualized educational plan developed between the student, field instructor and CCSU Department of Social Work. At the start of every semester a learning contract is developed. If necessary the contract is amended at mid semester. The purpose of this contract is to make explicit the educational goals of the student, and the mutual responsibilities and expectations of student, field instructor and agency. Use the following as a guide for the basic components that should be included in your contract. This is to be submitted to the Faculty Liaison by the third (3rd) week of the semester.

Part A.

Student's Name _____ **Student ID #** _____

Agency Name _____ **Semester & Year** _____

Field Instructor's Name _____ **SW Faculty Liaison** _____

Part B. Field Placement Schedule

Starting Date _____

End of Semester Completion Date _____

Student's Hours and Days at Agency. List the day and time student will be "in field".

Part C.

Supervision Day and Time. List the day and time of weekly supervision.

Part D. Goals and Objectives.

Learning Goals and Accompanying Measurable Objectives. Specify roles and responsibilities of student, field instructor and agency. Student and Field Instructor are STRONGLY ENCOURAGED to consult the evaluation form and Faculty Liaison when developing goals and objectives. Student and Field Instructor are to sign and date learning contract. It is the student's responsibility to hand in signed learning contract by the assigned date.

Learning goals are to be organized around the following areas:

- I. Professional Behavior (Social Work Practice)
- II. Personal and Professional Value System (Values and Ethics; Social Work Practice)*
- III. Policy/Human Behavior and Social Environment of Field Placement Agency (Social Welfare Policy and Services; Population-At Risk and Social and Economic Justice; Human Behavior and Social Environment)
- IV. Practice/Individuals and Families (Social Work Practice; Human Behavior and Social Environment; Populations-at-Risk and Social and Economic Justice; Research)
- V. Practice/Groups (Social Work Practice; Human Behavior and Social Environment; Research)

- VI. Practice/Communities (Social Work Practice; Populations-At-Risk and Social and Economic Justice; Research)
- VII. Diversity (Diversity; Social Work Practice; Populations-at-Risk and Social and Economic Justice; Values and Ethics)**
- VIII. Field Instructor and Faculty Liaison Goals

* Student adheres to the NASW Code of Ethics; ethical responsibility to clients, colleagues and responsibilities to practice settings, professionals social work profession and the broader society. Any unethical conduct will result in counseling out/termination from CCSU social work program. Consult NASW Code of Ethics and CCSU Social Work Program Handbook for more information.

** Student adheres to NASW Standards for Cultural Competence in social work practice. Resources for developing goals and objectives see Sheafor (2003), chapter 12 “*Planning & Contracting*” and Cournoyer (2003) Chapter 9 “*Contracting*”

Part E.

Mid Semester Review. The Learning Contract is a dynamic agreement. The student and field instructor are to review the stated goals/measurable objectives. At times a **revision is necessary.** State the reason(s) for the revision and the specific activities that will assist student in accomplishing goals/measurable objectives. A signed and dated addendum must be completed and handed in to Faculty Liaison.

Part F. Signatures

Student

Date

Field Instructor

Date

Faculty Liaison

Date



Central Connecticut State University
 Department of Social Work
 Social Work Program
 Field Education Experience
 Social Work 450-453

Appendix P

Attached is the Field Education Experience evaluation form for:

_____	_____	Professor: _____
Student Name	Semester	
_____	_____	
Agency Name	Agency Address	
_____	_____	
Field Instructor Name	Telephone #	
_____	_____	
Field Instructor Signature	Date	

Student has completed the agreed upon hours in agency during the present semester (a minimum of 14 hours per week)

- Yes No

If "no", please explain.

Student must sign, date and be given a copy.

I have read and discussed this evaluation with my Supervisor.

Student Signature _____ Date _____

HARD COPY MUST BE SUBMITTED. DO NOT FAX

Instructions:

Please indicate how the student is performing *at the present time*.

Scale (4 being the highest and 1 the lowest)

- 4 Student demonstrates **exceptional** skills (beyond the level for a generalist BSW social worker).
Exceptional: Very good to excellent performance. Goes beyond normal expectations for performance and responsibility. Self-motivated and involved; very responsive to ideas and suggestions.
 - 3 Student demonstrates **good** skills (meets the level for a generalist BSW social worker).
Good: Meets expectations for a generalist social worker. Generally prepared and demonstrates good potential for good social work. Is responsive to new ideas and suggestions.
 - 2 Student demonstrates **developing** skills (as a generalist BSW social worker).
Developing: Is demonstrating promise of developing into a capable social worker. Meets some expectations with continual support.
 - 1 Student demonstrates skill **deficiencies** (as a generalist BSW social worker).
Deficiencies: Falls short of expectations as a generalist social worker. Notification and development of educational contract with CCSU Social Work Faculty Committee required to move forward in program.
- *0 Unable to evaluate
Please note reason in narrative section.

Additional Criteria

Provides the opportunity to include learning objectives specific to practicum experience and the specific learning needs of student as determined by student, field instructor and/or faculty liaison.

Narrative

Provides the opportunity to provide qualitative comment and /or illustrations demonstrating student learning.

	4 Exceptional	3 Good	2 Developing	1 Skill Deficiencies	0 Unable to Evaluate
Professional Behavior (Social Work Practice)					
A. Use of Supervision:					
1. Preparation					
2. Solicits feedback					
3. Makes changes based on feedback					
4. Effectively uses process recordings to learn about self and social work processes.					
B. In relation to client system:					
1. Demonstrates respect					
2. Demonstrates non-judgmental attitude					
3. Demonstrates ability to recognize the impact of personal behaviors and values on others					
4. Demonstrates an awareness of self					
5. Demonstrates an appropriate use of self-disclosure					
6. Maintain boundaries					
C. Decision-making:					
1. Demonstrates ability to make decisions grounded in social work theory, practice and values					
D. With colleagues and other agency personnel:					
1. Respect					
2. Collegiality					

	4 <i>Exceptional</i>	3 <i>Good</i>	2 <i>Developing</i>	1 <i>Skill Deficiencies</i>	*0 <i>Unable to Evaluate</i>
Professional Behavior (Social Work Practice) Cont'd					
E. Work Habits:					
1. Ability to work independently					
2. Ability to work with others					
3. Promptness					
4. Use of time					
5. Appropriate dress and appearance					
F. Professional Behavior:					
1. Appropriate level of independence					
2. Manages workload (completes assignments), makes appointments, reports in a timely fashion without reminders					
3. Appropriate level of initiative					
G. Contributes to effectiveness and professionalism of agency					
H. Demonstrates ability to communicate verbally					
I. Written communication					
<i>Additional Criteria:</i>					
<i>Narrative: (Please attach additional pages if necessary)</i>					

	4 <i>Exceptional</i>	3 <i>Good</i>	2 <i>Developing</i>	1 <i>Skill Deficiencies</i>	*0 <i>Unable to Evaluate</i>
<i>Personal and Professional Value System (Values and Ethics; Social Work Practice)*</i>					
A. Demonstrates an understanding of the Code of Ethics					
B. Understanding of role/identity as a professional social worker in a field agency setting					
C. Demonstrates an awareness of personal values and their influence on practice					
D. Demonstrates the ability to separate personal, professional and client values					
E. Respecting client/client system self-determination					
F. Demonstrates an understanding of and conformity with confidentiality and its limits.					
<i>Additional Criteria:</i>					
<i>Narrative: (Please attach additional pages if necessary)</i>					

** Student adheres to NASW Code of Ethics; ethical responsibilities to clients, colleagues and responsibilities to practice settings, professionals, social work profession and the broader society. Any unethical conduct will result in counseling out/termination from CCSU social work program. Consult NASW Code of Ethics and CCSU BA in Social Work Student Handbook & Field Education Manual for more information.*

	4 <i>Exceptional</i>	3 <i>Good</i>	2 <i>Developing</i>	1 <i>Skill Deficiencies</i>	*0 <i>Unable to Evaluate</i>
Policy/HBSE Understanding of Agency (Social Welfare Policy and Services; Populations-At-Risk and Economic Justice; Human Behavior and Social Environment					
A. Read policy manual and mission statement					
1. Appropriate understanding of agency policies					
B. Reviewed agency procedure's manual					
1. Appropriate understanding of procedures					
2. Appropriate understanding of agency history, client system					
C. Appropriate understanding of funding and organization structure					
D. Demonstrates knowledge of agency resources that may enhance client system functioning					
E. Demonstrates understanding of the agency's use of technology.					
1. Demonstrate competence in utilizing computer resources at the agency.					
G. Demonstrates understanding of the role of the social worker within the agency and the broader community.					
H. Demonstrates understanding of the agency's interface with the wider community.					
I. Demonstrates ability to interact with community agencies or programs on behalf of client systems.					
J. Demonstrates ability to critically analyze in its delivery of service, gaps in service, and realistic opportunities for change.					
K. Demonstrates understanding of laws and regulations governing agency or program functions					
L. Recognizes the impact of local, state and national policy on agency operations.					
M. Recognizes the impact of policy at all levels on the lives of agency's client population.					
N. Within the scope of duty, implements agency policy and respects the chain of command in decision making.					
O. Understands how documentation links to policy, funding and research within an agency.					

	4 <i>Exceptional</i>	3 <i>Good</i>	2 <i>Developing</i>	1 <i>Skill Deficiencies</i>	*0 <i>Unable to Evaluate</i>
Policy/HBSE Understanding of Agency (Social Welfare Policy and Services; Populations-At-Risk and Economic Justice; Human Behavior) Cont'd					
<i>Additional Criteria:</i>					
<i>Narrative (Please attach additional pages if necessary):</i>					

	4 <i>Exceptional</i>	3 <i>Good</i>	2 <i>Developing</i>	1 <i>Skill Deficiencies</i>	*0 <i>Unable to Evaluate</i>
Practice/Individuals and Families (Social Work Practice; Human Behavior and Social Environment; Populations-At-Risk and Economic Justice; Research)					
A. Demonstrates genuineness, empathy and appropriate warmth in interactions with client.					
B. Demonstrates an awareness of ethical issues of practice such as client self-determination and confidentiality.					
C. Engages the client system in goal planning and evaluation of intervention outcome.					
D. Utilizes interviewing skills to explore client systems' strengths, needs and limitations in social functioning.					
1. preparing for interview					
2. seeking introduction					
3. outlining social work and client roles					
4. contracting with client system					
E. Utilizes effective listening skills; i.e., attends, clarifies, summarizes, reflects, interprets, etc.					
F. Recognizes non-verbal communication and its impact on interpersonal relationships.					
G. Appropriately assesses client system needs, strengths and limitations.					
H. Student applies appropriate explanatory, developmental or eco-systems perspective to assess client system strengths, needs and limitations.					
I. Following assessment, develops systematic and appropriate intervention/treatment plans.					
1. achievable goals					
2. measurable objectives					
J. Works to expand resources available to clients (client systems) by:					
1. assisting clients (client systems) to identify informal resources/social network.					
2. referring clients to appropriate community resources.					
3. developing additional resources for clients (client systems).					
K. Student interacts with client system to prepare for and carry out a positive process of termination.					

	4 <i>Exceptional</i>	3 <i>Good</i>	2 <i>Developing</i>	1 <i>Skill Deficiencies</i>	*0 <i>Unable to Evaluate</i>
Practice/Individuals and Families (Social work Practice; Human Behavior and social Environment; Populations-At-Risk and Economic Justice; Research) Cont'd					
<i>Additional Criteria:</i>					
<i>Narrative: (Please attach additional pages if necessary)</i>					

	4 <i>Exceptional</i>	3 <i>Good</i>	2 <i>Developing</i>	1 <i>Skill Deficiencies</i>	*0 <i>Unable to Evaluate</i>
Practice/Groups (Social Work Practice; Human Behavior and Social Environment; Populations-At-Risk and Economic Justice; Research)					
A. Understands the use of groups in social work practice.					
B. Demonstrates ability to use small groups to deliver services					
1. ability to identify need					
2. ability to prepare for group:					
a. develop goals and measurable objectives					
b. recruit participants					
c. develop agenda					
3. Can begin and end group					
4. Understands issues of group dynamics involved					
5. Demonstrates ability to evaluate group process					
Additional Criteria:					
Narrative: : <i>(Please attach additional pages if necessary)</i>					

	4 <i>Exceptional</i>	3 <i>Good</i>	2 <i>Developing</i>	1 <i>Skill Deficiencies</i>	*0 <i>Unable to Evaluate</i>
Practice/Communities (Social Work Practice; Human Behavior and Social Environment Research)					
A. Demonstrates understanding of community that agency serves					
B. Demonstrates competence of grant writing process					
1. Demonstrates ability to identify need					
2. Demonstrates ability to identify potential funding resources					
3. Demonstrates ability to appropriately complete application process					
4. Demonstrates ability to develop goals and measurable objectives					
Additional Criteria:					
Narrative: : <i>(Please attach additional pages if necessary)</i>					

	4 <i>Exceptional</i>	3 <i>Good</i>	2 <i>Developing</i>	1 <i>Skill Deficiencies</i>	*0 <i>Unable to Evaluate</i>
Diversity (Diversity; Social Work Practice; Populations-At-Risk and Economic Justice; Values and Ethics)					
A. Demonstrates understanding of culturally sensitive practice					
B. Uses knowledge of the roles of gender, age, race, ethnicity, culture, sexual orientation, and disability as a framework for social work practice.					
C. Demonstrates an awareness of one's own behavior, attitudes, and values as they relate to interaction with ethnic groups, people of color and women.					
Additional Criteria:					
Narrative: : <i>(Please attach additional pages if necessary)</i>					

Send to: Central Connecticut State University
 Department of Social Work-VAC
 1615 Stanley Street
 New Britain, CT 06050-4010
 Attn: Field Education Director



Department of Social Work
Senior Field Education Experience
Student Acceptance Form

_____ has been

() accepted

() provisionally accepted dependent upon _____

(Failure to do so will delay your field education experience by one semester.)

to begin field placement _____ semester.

List of interviews:

1. _____

2. _____

3. _____

Student Signature

Date

Field Education Coordinator Signature

Cc: student file



**Department of Social Work
Confirmation Form to Agency**

Dear Field Instructor:

This letter serves as confirmation that _____ will be placed as a social work student intern at _____ for the ____ academic year (Fall & Spring semesters). _____ will be the faculty liaison, who can be reached at _____.

In line with the Council on Social Work Education (CSWE) and Central Connecticut State University's Social Work Program, we are requiring that all Field Instructors attend two (2) seminars each semester. Failure to attend will jeopardize our ability to place students at your agency in the future. Enclosed please find a list of the dates for our seminars. Reminders will be sent.

Included in this mailing is a copy of the *student evaluation tool*, and the Social Work Program's *Field Manual* that includes policies and procedures.

First time CCSU field instructors please fill out the *Application for Field Instructor* form located in the Appendix section in the enclosed *Field Manual* and return to the Field Education Coordinator.

Please feel free to contact the Department of Social Work if you have any questions.

Sincerely,

Field Education Coordinator

**Central Connecticut State University
Social Work Program**

Senior Internship/Practicum Confirmation Form

Name of Student (please print)

Name of Agency: _____

Agency Address: _____
Street

Town

State

Zip Code

Name of Field Instructor: _____

Telephone Number: _____ E-mail Address: _____

Fax Number: _____

Field Instructor's Signature

Social Work Student Signature

Date

Date

Appendix T

**CENTRAL CONNECTICUT STATE UNIVERSITY
SOCIAL WORK PROGRAM**

APPLICATION FOR SENIOR FIELD EXPERIENCE

FOR SEMESTER _____

Name: _____ Telephone: _____

Academic Year Address: _____

Summer Address: _____

E-mail Address: _____ Student ID # _____

Current Gradepoint Average: _____

Do you have a Connecticut Drivers License? _____

Do you have access to transportation? _____

Are you currently employed? _____

If yes, please indicate organization and current job description:

If yes, please indicate your weekly schedule anticipated during field experience:

Will you be registering for courses in addition to the social work courses? _____

If yes, please indicate your anticipated weekly class schedule:

You are about to start the interview process with several social work agencies/organizations for a two semester (200 hours per semester minimum) field practicum as a Social Work Intern. Some agencies/organizations may require a physical exam, up-to-date inoculations, and/or a police check. This is usually due to the nature of the work and the client population being served. Please share with the Field Coordinator any information about your past history or background which will facilitate your appropriate placement in a field agency/organization. **The sharing of this type of information is voluntary.**

I would like the Field Coordinator to be aware of: _____

DESCRIBE ALL OF YOUR PAST WORK EXPERIENCE:

Dates	Organizations	Assignment
--------------	----------------------	-------------------

- 1.
- 2.
- 3.
- 4.
- 5.

DESCRIBE ALL OF YOUR VOLUNTEER EXPERIENCE:

Dates	Organizations	Assignment
--------------	----------------------	-------------------

- 1.
- 2.
- 3.
- 4.
- 5.

List all of your talents, skills, interests and hobbies:

Please indicate any courses or electives you have taken, or other educational experiences, which you view as appropriate to your career objectives:

LIST IN ORDER OF PREFERENCE:

Times Available for Placement:

1. _____
2. _____
3. _____

I certify that the information given in this application is complete and accurate, and I understand that to make false or fraudulent statements within this application may result in denial of field experience placement.

Date

Signature

Appendix V

Effective Fall 2007

CENTRAL CONNECTICUT STATE UNIVERSITY School of Education and Professional Studies

B.A. 122 Credits SOCIAL WORK

Name: _____ ID#: _____ Matriculation Semester: _____ Date: _____

<u>GENERAL EDUCATION (44-46 credits)</u>			<u>MAJOR</u>																																
<u>STUDY AREAS</u>			<u>SOCIAL WORK (51 credits)</u>																																
	Cr.	Grd.		Cr.	Grd.																														
Study Area I Arts & Humanities (9 credits)			*SOC110 Intro. Sociology or ANTH 140 Intro to Anthro.																																
ENG literature	3		*SOC.111 Social Problems or SW 100 Explor in Social Work	3																															
	3		*SOC 233 The Family	3																															
	3		*SW 226 Social Welfare Policy and Services I	3																															
Study Area II Social Sciences (9 credits)			*SW 227 Human Behavior and the Social Environment I																																
HIST	3		SW 360 Generalist Social Work Practice with Individ. & Families	3																															
*PS 110 Amer. Gov't & Politics or 230 Amer. State & Local Gov't	3		SW 361 Generalist Practice with Small Groups	3																															
*ECON 200 Principles of Economics I	3		SW 362 Generalist SW Practice w/Families, Organ. & Comm.	3																															
Study Area III Behavioral Sciences (6 credits)			SW 368 Human Behavior and the Social Environment II																																
	3		SW 374 Introduction to Social Work Research	3																															
	3		SW 426 Social Welfare Policy and Services II	3																															
Study Area IV Natural Sciences (6 or 7 credits)			SW 450 Field Practicum I																																
(lab credit)	3 or 4		SW 451 Field Practicum I	3																															
*BIO 111 Intro. Biology or BMS 111	3		SW 452 Field Practicum II	3																															
SKILL AREAS			SW 453 Field Practicum Seminar II																																
Skill Area I Communication Skills (6 credits)			SW elective 400 level																																
ENG 110 Freshman Composition	3		SW elective 400 level	3																															
	3		ELECTIVES (to complete a total of 122 credits) <table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </table>																																
Skill Area II Mathematics Requirement (6 credits)																																			
*STAT 215 Statistics for Behavioral Sciences I	3																																		
	3																																		
Skill Area III Foreign Language Proficiency Requirement (check one)																																			
- 3 sequential years of one foreign language at the high school level																																			
- passed a standardized foreign language exam																																			
- completion of 112 or 114 foreign language course																																			
- successful completion of an upper level foreign language course																																			
- demonstration of native proficiency in a language other than English																																			
Skill Area IV University Requirement (2 or 3 credits)																																			
PE 144 required for students matriculating with fewer than 15 credits	2 or 3																																		

International Requirement	met	
International Requirement	met	
First Year Experience Requirement	met	

* Prerequisite to the Social Work Program
NOTE: All major courses require a grade of C

Two courses may be double-counted in the Major and in Study Area II

Effective: Fall 2004

Student Graduation Curriculum
Dept. of Social Work

Name: _____
I.D. # _____

CENTRAL CONNECTICUT STATE UNIVERSITY
New Britain, Ct 06050-4010

Major: Social Work, B.A.

Concentration: Not required

Entry: Fall _____ Spring _____ Trans. Cr. _____

General Education (44-46 cr.)	Major (51 cr.)	Electives
<p>Study Area I-Arts & Humanities (9 cr.) <input type="checkbox"/> Eng Lit _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p>Study Area II-Social Sciences (9 cr.) <input type="checkbox"/> Hist _____ <input type="checkbox"/> PS 110 or 230* _____ <input type="checkbox"/> Econ 200* _____</p> <p>Study Area III-Behavioral Sci. (6 cr.) <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p>Study Area IV-Natural Sci. (6-7 cr.) <input type="checkbox"/> _____ lab cr. <input type="checkbox"/> Bio 111* or BMS 111 _____</p> <p>Skill Area I-Comm. skills (6 cr.) <input type="checkbox"/> Eng 110 _____ <input type="checkbox"/> _____</p> <p>Skill Area II - Mathematics (6 cr.) <input type="checkbox"/> Stat 215* _____ <input type="checkbox"/> _____</p> <p>Skill Area III - Foreign Lang. Prof. ___ 3 sequential years of one foreign language at the high school level ___ passed the foreign lang. exam ___ completed 112 or 114 foreign language courses ___ completed above 112 or 114 foreign language course ___ demonstration of native proficiency in a language other than English</p> <p>Skill Area IV - Univ. Requirement (2-3 credits) Transfer students check catalog <input type="checkbox"/> _____</p> <p>Double-counting restriction - Of the courses taken in the major and minor/ concentration, a total of two courses may be counted to fulfill the Study Areas portion of the General Ed program.</p>	<p><input type="checkbox"/> SW 226(3) <input type="checkbox"/> SW 227(3) <input type="checkbox"/> SW 360(3) <input type="checkbox"/> SW 361(3) <input type="checkbox"/> SW 362.....(3) <input type="checkbox"/> SW 368(3) <input type="checkbox"/> SW 374(3) <input type="checkbox"/> SW 426(3) <input type="checkbox"/> SW 450 & 451.....(6) <input type="checkbox"/> SW 452 & 453.....(6) <input type="checkbox"/> SW _____(3) <input type="checkbox"/> SW _____(3) <input type="checkbox"/> SOC 110 or Anth 140*.....(3) <input type="checkbox"/> SOC 111*.....(3) <input type="checkbox"/> SOC 233*.....(3)</p> <p>* Pre-requisites require a minimum grade of C. ** All general education courses must be completed by start of student's senior year (effec. Fall 2006)</p>	<p>Six credits designated "International" met: Yes _____ No _____</p> <p>First Year Experience requirement met: <input type="checkbox"/></p> <p>Electives: (to complete the required 122 credits)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>RESIDENCY REQUIREMENTS: A minimum of 45 cr. at CCSU with 15 cr. in the Major and 9 cr. in the Minor or Concentration.</p> <p>Note: Eligibility for high honors requires the student to earn 62 credits in residence at CCSU.</p>

CCSU Social Work Program Curriculum Sheet* First Year Students Entering CCSU before Fall 1998

General Education Requirements

Major in Social Work, B.A. Program 51 S.H.
(includes 3 S.H. of core social work courses and
12 S.H. of related courses).

Modal and area designations are listed in the registration booklet
and university catalog.

<u>Modes of Thought:</u>	<u>Course</u>	<u>Sem</u>	<u>S.H.</u>	<u>Required Courses:</u>	<u>Sem</u>	<u>S.H.</u>
1. Philosophical (3)	_____	_____	_____	SW 226	_____	_____
2. Mathematical- Logical (6)	_____	_____	_____	SW 227	_____	_____
Math/Stat	Stat215	_____	_____	SW 360	_____	_____
3. Literary (6)	_____	_____	_____	SW 361	_____	_____
4. Artistic (6)	_____	_____	_____	SW 362	_____	_____
(Art, Music, Theater)						
5. Historical (6)	_____	_____	_____	SW 374	_____	_____
(Hist)						
6. Behavior (6)	Soc110/Anth140	_____	_____	SW 426	_____	_____
	Soc 111	_____	_____	SW 450	_____	_____
7. Social Scientific (6)	_____	_____	_____			
	Econ 200	_____	_____	SW 451	_____	_____
	PS110/230	_____	_____			
8. Natural Science (6)	_____	_____	_____	SW 452	_____	_____
(Bio, Chem,						
Phys, E.Sci.Sci.,	Bio 111	_____	_____	SW 453	_____	_____
lab req.)	_____	_____	_____			
Areas:						
A. Communication Skills (6)	_____	_____	_____			
(writing and	Engl 110	_____	_____			
speech)	_____	_____	_____			
B. Foreign Language				SW Elective (1)	_____	_____
International (3)	_____	_____	_____			
C. Supplemental (6)	Soc233	_____	_____			
D. Rec Activities (1)	_____	_____	_____	SW Elective (2)	_____	_____

* This curriculum sheet will be different for those first year students entering CCSU as of
Fall, 1998. See new curriculum sheet for students entering *after* Fall, 1998 (Appendix U).

** Refer to University catalog for Language and International requirements.

Unencumbered Electives:



**CENTRAL CONNECTICUT STATE UNIVERSITY
Department of Social Work
Agency Information Sheet and Intern Request Form**

Part I.

Agency _____

Address _____

Name of Executive Director _____

Name of Field Instructor*/Contact Person: _____

Phone: _____ **Email:** _____ **Fax:** _____

Agency Web Page Address _____

Name of Program _____

Address of Program (if different from agency)

Description of Agency/Program & Population(s) served:

Part II.

A. List of duties/tasks for social work intern:

B. List social work skills to be developed:

C. Days of the week & times social work intern is needed:

D. Requirements (i.e. training):

E. Additional Information:

Please Return to : Field Education Coordinator
Department of Social Work-VAC
Central Connecticut State University
New Britain, CT 06050

Appendix X



Student Evaluation of CCSU Senior Field Finding Process

Part A. Please mark off the appropriate answer

1. I attended the senior field orientation session yes no
2. I read and understood the student handbook regarding field component. yes no
3. All my social work course prerequisites were successfully completed prior to my start of the senior field education experience yes no
4. All my general education requirements were successfully completed prior to the start of my senior field education experience yes no

Part B. Based on your experience finding and negotiating your senior field education experience, please respond to the following statements by circling your level of agreement.

1	2	3	4	5
totally	somewhat	neutral	somewhat	totally
disagree	disagree		agree	agree

1. Through the senior field orientation, interview with field education coordinator, and student handbook I was provided with clear information about the responsibilities and expectations for the senior field education experience.

1	2	3	4	5
---	---	---	---	---

2. As a student I feel that I had the opportunity for input into the selection of my senior field education experience.

1	2	3	4	5
---	---	---	---	---

3. The CCSU social work student manual/field manual was helpful in describing student responsibilities regarding experience.

1	2	3	4	5
---	---	---	---	---

4. The field education coordinator/faculty provided *timely* answers to questions and concerns I raised about the senior field education experience and placement process.

1	2	3	4	5
---	---	---	---	---

5. The field education coordinator/faculty provided *thorough* answers to questions and concerns I raised about the senior field education experience and placement process.

1	2	3	4	5
---	---	---	---	---

Appendix Y



Evaluation CCSU Field Component by Field Instructors

This evaluation is an opportunity for field instructors to share with the Department of Social Work their impressions of the senior field education experience

Date of completion: _____

Part A. Please check off

1. Type of agency: public private, not-for-profit
2. How many field instructor seminars did you attend during the academic year ? 1 2 3 4
3. Number of years CCSU field instructor 1-3 4-6 over 7 years

Part B. Based on your experience with CCSU Social Work field component please respond to the following statements by circling your level of agreement.

1	2	3	4	5
totally disagree	somewhat disagree	neutral	somewhat agree	totally agree

1. Student(s) were adequately prepared to begin senior field education experience in your agency.
1 2 3 4 5
2. Field instructors were adequately orientated to the field placements expectations.
1 2 3 4 5
3. Faculty liaison provided adequate support and information to assist in development of learning/teaching strategies.
1 2 3 4 5
4. Faculty liaison was available to assist with problems that arose in the field.
1 2 3 4 5
5. Effective communication and feedback occurred between yourself, faculty liaison, agency and CCSU social work department.
1 2 3 4 5
6. Field seminars provided thorough orientation to CCSU field component.
1 2 3 4 5

1	2	3	4	5
totally disagree	somewhat disagree	neutral	somewhat agree	totally agree

17. My student developed skills necessary to analyze and influence social policy during the field education experience.

1	2	3	4	5
---	---	---	---	---

18. My student developed practice skills with client systems of various sizes during the field education experience.

1	2	3	4	5
---	---	---	---	---

19. My student developed an understanding of supervision and consultation appropriate to generalist social work practice during the field education experience.

1	2	3	4	5
---	---	---	---	---

20. My student developed an understanding and recognition of the global interconnections of social work practice during the field education experience.

1	2	3	4	5
---	---	---	---	---

Part D. Additional Comments. Please provide additional comments in the space below. Use the back of sheet if necessary

Part C. Agency and Field Instruction. Based on your experiences in your senior field education experience, please respond to the following statements by circling your level of agreement.

1	2	3	4	5
totally disagree	somewhat disagree	neutral	somewhat agree	totally agree

1. I received a thorough orientation to the agency.

1	2	3	4	5
---	---	---	---	---

2. I was provided opportunities to learn about the scope of services available at the agency.

1	2	3	4	5
---	---	---	---	---

3. I was provided with an overview of the client system served by the agency

1	2	3	4	5
---	---	---	---	---

4. The agency provided adequate physical space and telephone/computer access necessary for completing senior experience objectives.

1	2	3	4	5
---	---	---	---	---

5. The agency was welcoming and supportive of my senior field education experience.

1	2	3	4	5
---	---	---	---	---

6. My field instructor was appropriately informed of requirements and expectations of CCSU senior field education experience.

1	2	3	4	5
---	---	---	---	---

7. My field instructor was readily available for supervision.

1	2	3	4	5
---	---	---	---	---

8. My field instructor provided culturally appropriate, ethnically sensitive learning experiences and assignments

1	2	3	4	5
---	---	---	---	---

9. My field instructor provided positive feed back.

1	2	3	4	5
---	---	---	---	---

10. My field instructor provided critical feedback.

1	2	3	4	5
---	---	---	---	---

11. My field instructor was readily available.

1 2 3 4 5

12. My field instructor was supportive.

1 2 3 4 5

13. My field instructor helped me integrate classroom learning to field education experience

1 2 3 4 5

14. I was adequately prepared to begin my senior field education experience.

1 2 3 4 5

15. I would recommend this senior field education experience to other students.

1 2 3 4 5

Part D. Development of Skills and Knowledge. Based on your experiences in your senior field education setting please respond to the following statements by circling your level of agreement.

1	2	3	4	5
totally disagree	somewhat disagree	neutral	somewhat agree	totally agree

16. I developed a greater understanding of social work values and skills in my field education setting.

1 2 3 4 5

17. I had opportunities to develop practice skills and knowledge about diverse client systems with an emphasis on populations at risk including cultural and spiritual consideration, and the socio political and economic environment focusing on unique populations of Connecticut.

1 2 3 4 5

18. Through my field education experience I developed a further understanding of the historical underpinnings of social welfare and the social work profession.

1 2 3 4 5

1	2	3	4	5
totally disagree	somewhat disagree	neutral	somewhat agree	totally agree

19. I had opportunities and experience in a wide spectrum of entry level generalist social work positions.

1	2	3	4	5
---	---	---	---	---

20. My field education experience assisted in my development of a professional identity and an awareness of self as informed by the values and ethics of the social work profession, including a commitment to life long learning.

1	2	3	4	5
---	---	---	---	---

21. I developed my critical thinking and writing skills in my field education setting.

1	2	3	4	5
---	---	---	---	---

22. My field education experience furthered my understanding and recognition of human oppression and discrimination and work to promote social and economic justice.

1	2	3	4	5
---	---	---	---	---

23. I developed necessary technology skills during my field education experience to meet the evolving needs of client systems in the 21st century.

1	2	3	4	5
---	---	---	---	---

24. I developed skills necessary to analyze and influence social policy during my field education experience.

1	2	3	4	5
---	---	---	---	---

1. I developed my practice skills with client systems of various sizes during my field education experience.

1	2	3	4	5
---	---	---	---	---

2. I developed an understanding of supervision and consultation appropriate to generalist social work practice at my field education setting.

1	2	3	4	5
---	---	---	---	---

28. I developed an understanding and recognition of the global interconnections of social work practice during my field education experience.

1	2	3	4	5
---	---	---	---	---

CENTRAL CONNECTICUT STATE UNIVERSITY
UNDERGRADUATE SOCIAL WORK MAJOR

OVERVIEW

The Department of Social Work at CCSU operates under a selective admissions policy. The policy is based on the need to maintain a program of excellence in the classroom and to assure availability of quality internship placements. Acceptance to major is based upon successful completion of specific course requirements, successful work and /or volunteer experience, potential for professional competence, and demonstrated competence in writing skills. Meeting the minimum standards does not guarantee a student will be admitted to the major. The Department of Social Work reserves the right to admit a limited number of students each year.

If you are interested in admission to the Social Work major, you must first declare yourself a “Pre-Social Work” major and seek advising from the Center for Advising and Career Exploration (CACE), located in Willard 100. It is important that you meet regularly with an academic adviser to properly plan your academic progress.

For graduation, a student must maintain a minimum cumulative grade point average (GPA) of 2.0 with a 2.50 GPA in all courses required by the major. A grade of C or better must be earned in all courses required by the Social Work major.

**Prior to applying to the Social Work Major,
the following must be completed:**

<p>Prerequisite courses:</p> <p>PS 110 or PS 230 Soc 110 or Anth 140 Soc 111 or SW100</p> <p>Soc 233 Bio 111 or BMS 111</p>	<p>First two SW courses:</p> <p>SW 226 SW 227</p> <p>Achieve minimum GPA of 2.50 in all SW courses with no less than a “C” in any Course</p>	<p>Achieve minimum GPA of 2.0 overall</p> <p>Junior Standing</p>
---	--	--

**To apply to the Social Work Major compile all materials
and assemble into the Social Work Major Portfolio
Personally submit to Department Chair:**

Read Social Work Program Student Handbook and sign Student Advisement Agreement.	Obtain a Social Work Major Application located in the Social Work Handbook.	Complete Application. Include copies of transcripts from all colleges attended. Also, include Transcript Evaluation.	Compile Student Portfolio and complete Personal Narrative.	Take all material to Social Work Office in Vance Academic Center Room 3240500.
--	---	--	--	--

**Important Deadline- Application Due
October 1st or March 1st**

Appendix bb

National Association of Social Workers

Value: *Service*

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

*National Association of Social Workers approved by the 1996 Delegate Assembly
Washington, DC*

Standards for Cultural Competence in Social Work Practice

Standard 1: Ethics and Values

Social workers shall function in accordance with the values, ethics and standards of the profession, recognizing how personal and professional values may conflict with or accommodate the needs of diverse clients.

Standard 2: Self-Awareness

Social workers shall seek to develop an understanding of their own personal, cultural values and beliefs as one way of appreciating the importance of multicultural identities in the lives of people.

Standard 3: Cross-Cultural Knowledge

Social workers shall have and continue to develop specialized knowledge and understanding about the history, traditions, values, family systems, and artistic expressions of major client groups that they serve.

Standard 4: Cross-Cultural Skills

Social workers shall use appropriate methodological approaches, skills, and techniques that reflect the workers' understanding of the role of culture in the helping process.

Standard 5: Service Delivery

Social workers shall be knowledgeable about and skillful in the use of services available in the community and broader society and be able to make appropriate referrals for their diverse clients.

Standard 6: Empowerment and Advocacy

Social workers shall be aware of the effect of social policies and programs on diverse client populations, advocating for and with clients whenever appropriate.

Standard 7: Diverse Workforce

Social workers shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and agencies that ensure diversity within the profession.

Standard 8: Professional Education

Social workers shall advocate for and participate in educational and training programs that help advance cultural competence within the profession.

Standard 9: Language Diversity

Social workers shall seek to provide or advocate for the provision of information, referrals, and services in the language appropriate to the client, which may include use of interpreters.

Standard 10: Cross-Cultural Leadership

Social workers shall be able to communicate information about diverse client groups to other professionals.

CCSU Policy on Academic Misconduct

At Central Connecticut State University we value personal integrity as fundamental to our interactions with each other. We believe that one of the purposes of a University education is for students learn to think critically, to develop evaluative skills, and to express their own opinions and voices. We place special weight on academic honesty in all of our intellectual pursuits because it is a value that is fundamental to academic life and scholarly practice. All members of the University community are obligated to uphold high standards of academic honesty in their scholarship and learning. Therefore, we expect students to take personal responsibility for their intellectual work and to respect and acknowledge the ideas of others. Academic honesty means doing one's own work and giving proper credit to others whose work and thought one may draw upon. It is the responsibility of each student to become familiar with what constitutes academic dishonesty and plagiarism and to avoid all forms of cheating and plagiarism.

The CSU code of conduct, Guidelines for Student Rights and Responsibilities and Judicial Procedures, defines **academic misconduct** as including, but "...not limited to providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation including papers, projects and examinations (cheating); and presenting, as one's own, the ideas or words of another person or persons for academic evaluation without proper acknowledgement (plagiarism)."

Cheating may take many forms. It includes, but is not limited to, the following actions, unless explicitly authorized by the instructor:

Exams:

- Copying from another person's paper or receiving unauthorized aid from another person during an examination;
- Use of unauthorized materials or devices during an examination or any other form of academic evaluation and grading; e.g., use of signals, notes, books, or calculators during an examination when the instructor has not approved their use;
- Knowingly allowing another person to copy from one's paper during an examination;

Improper Behavior:

- Use of another person as a substitute in any form of academic evaluation or acting as a substitute for another person in any form of academic evaluation. e.g., a student cannot have another person take an examination for him/her;
- Acquisition or distribution of improperly acquired examinations; e.g., stealing examinations before the test period or taking a copy of an examination from a testing room without the permission of the instructor; (Examinations which have been distributed by an instructor are legitimate study tools);
- Submission of another's material as one's own for academic evaluation;
- Preparation of work for another student to submit for academic evaluation;
- Unauthorized collaboration in the preparation of materials to be submitted for academic evaluation; e.g., working with another student on an assignment when the instructor has not authorized working together;

- Submission of the same work, or substantially similar work, in more than one course without prior consent of the evaluating instructor(s);
- Disruption in classroom, lab, or research and study areas; any conduct or actions that grossly or persistently interferes with the academic process. (See the CSU, Rights and Responsibilities, "Proscribed Conduct," No. 7, *CCSU Student Handbook*.)

Falsification or Misuse of Academic Information:

- Falsification or misrepresentation of one's own academic record or that of anyone else; e.g., altering a transcript for admission, hacking into the University's computer system and changing a grade, having another student take an examination in one's place, signing someone else's name to an attendance sheet.
- Unauthorized use of information in University computer records or the computer files of other students (see *Computer Use Policy*);
- Using unauthorized materials or fabricated data in an academic exercise; e.g., falsifying data in a research paper or laboratory activity; conducting research on human or animal subjects without review by the appropriate panel or supervisor.

Plagiarism:

- Copying sentences, phrases, paragraphs, tables, figures or data directly or in slightly modified form from a book, article, or other academic source without using quotation marks or giving proper acknowledgment to the original author or source.
- Copying information from internet websites and submitting it as one's own work;
- Buying papers for the purpose of turning them in as one's own work;
- Selling or lending of papers for the purpose of violating academic honesty policies; (this may also be an academic crime, see Connecticut General Statutes, §53-392a.)

Understanding Plagiarism:

Plagiarism is presenting another person's work without acknowledgements, whether in the same or in slightly modified form. In academic practice this is regarded as theft, intended to gain undeserved credit. Like other forms of academic dishonesty, plagiarism is cheating. To academicians, a well-documented paper is more impressive than one which arouses the suspicion of a reader familiar with the student's work and alert to echoes from other writers. The proper use of outside sources does not necessarily mean that a paper is lacking in originality, nor does the presence of quotation marks in the text. In fact, the purpose of research and documentation is to share useful information with the reader. The penalties for plagiarism greatly exceed the unlikely reward of gaining credit by getting away with it.

Students must be careful to avoid plagiarism and are responsible for learning how to present the ideas of others in their own work. For current documentation practice, consult the instructor and a style manual. When material is borrowed from another person, the source must be indicated. There are three ways in which another writer's material may appear:

1. By putting quotation marks around short passages borrowed verbatim (word for word); or by setting off from the text, without quotation marks, for longer quotations.

2. By précis; condensing part of a writer's argument.
3. By paraphrase: interpretation of a writer's ideas.

All three must be acknowledged either in footnotes or informally in the text.

Consequences of Academic Misconduct:

- There are significant consequences when an undergraduate student engages in academic misconduct.
- In each case the faculty member will initiate a conference with the student, after which the faculty member who believes that misconduct has occurred must complete a University Academic Misconduct Report, which is the record of a faculty member's determination that the student identified in this report has engaged in academic misconduct. The content of a University Academic Misconduct Report shall include all items indicated in the form attached to this Policy.
- A copy of each University Academic Misconduct Report will be sent to the student, the Department chairperson, the Dean's office, and the University Judicial Officer.
- Upon receipt of the University Academic Misconduct Report, the University Judicial Officer, in consultation with the faculty member, may initiate disciplinary proceedings, which may result in sanctions, including disciplinary probation, suspension or expulsion from the University.
- When a faculty member determines that a student has engaged in Academic Misconduct the student shall be required to complete the Academic Integrity Workshop.
- The sanctions for academic misconduct available to a faculty member include any or all of the following:
 1. A grade of "F" for the course.
 2. A grade of "F" for the material being evaluated.
 3. A reduced grade for the material being evaluated.
 4. The assigning of additional course work.

When Undergraduate Students are Suspected of Academic Misconduct:

- 1) When a faculty member reasonably believes that there is sufficient information to demonstrate that a student may have engaged in Academic Misconduct:
 - o The faculty member will discuss the incident with the student, in the presence of the department chair if the faculty member or student so desires.
 - o At this time the faculty member shall outline the possible penalties specified in the *CCSU Student Handbook*.
 - o The faculty member will indicate that the matter may be referred to the University Judicial Officer for possible disciplinary action.

- 2) Based on the available documentation, the response offered by the student, if any, and any other relevant information:
 - o The faculty member will, within a reasonable period of time, reach a determination whether the student has engaged in Academic Misconduct.
 - o Should the faculty member determine that Academic Misconduct has occurred, the faculty member shall retain evidence of the said misconduct.

- 3) If the faculty member determines that Academic Misconduct has not occurred, no University Academic Misconduct Report need be prepared.

- 4) If the faculty member determines that Academic Misconduct has occurred, the faculty member shall:
 - o Impose an academic sanction.
 - o Prepare and forward a University Academic Misconduct Report indicating the determination reached and sanctions imposed.
 - o Direct the student to attend the Academic Integrity Workshop at the Learning Center.
 - o Prior to making any determinations, a faculty member may consult with the Learning Center and/or the University Judicial Officer to determine whether the student has already attended the Academic Integrity Workshop.

- 5) The faculty member
 - o Shall inform the student that additional University Academic Misconduct Reports may result in more severe penalties.
 - o May also contact the University Judicial Officer regarding additional University disciplinary actions, which may include probation, suspension, or expulsion.

- 6) In accordance with the “Student Records and Disclosure Policy,” “Data from academic, disciplinary, and counseling files shall not be available to unauthorized persons on campus or to any person off campus without the express consent of the student involved, except under legal compulsion.” (*CCSU Student Handbook*.)

Understanding the Academic Conduct Workshop:

The Academic Integrity Workshop is available to all CCSU students so that they will not violate the Academic Misconduct Policy as a result of misunderstanding. For those students who have violated the Academic Misconduct Policy, the Academic Integrity Workshop is designed to educate students about what constitutes Academic Misconduct so that future violations will not occur. Upon completion of the Academic Integrity Workshop, notification will be forwarded to the University Judicial Officer who will document such completion in the student's file. Students must sign up for the Academic Integrity Workshop at the Learning Center within 10 school days of being provided with the University Academic Misconduct Report. Refusal or failure to attend the workshop will result in a referral to the University Judicial Officer for immediate action.

Subsequent Violations of the Academic Misconduct Policy:

When the University Judicial Officer receives multiple University Academic Misconduct Reports regarding a particular student, whether or not the faculty member has made a complaint, a "Pre-Hearing Investigation" will normally be conducted in anticipation of disciplinary action, which may result in disciplinary probation, suspension or expulsion from the University. If the University Judicial Officer determines that a formal hearing is warranted, a faculty member or members may be requested to provide information.

A Student's Rights When Suspected and or Charged With Academic Misconduct:

- 1) A student has the right:
 - a) To meet with the faculty member, in the presence of the Department Chair if so desired, before any determination has been made.
 - b) To be informed during this meeting of the faculty member's suspicions and have an opportunity to discuss the matter.
 - c) To appeal a finding of Academic Misconduct made during the course of the semester, within 10 school days of being provided with a University Academic Misconduct Report.
 - i) A written statement of appeal must be provided to the faculty member, the Department chairperson, the Dean, and the University Judicial Officer, setting forth the basis of the student's appeal. Upon receipt of a student's mid-semester appeal, the University Judicial Officer will consult with the faculty member, the Department Chair, and the Dean and communicate to the student within 10 school days the results of the student's appeal.
- 2) Once a final grade is awarded, the student may file a grade appeal in accordance with the "Appeals for Grade Change Policy," (*CCSU Student Handbook*.)
- 3) If a student receives a final grade of "F" as a result of violating the Academic Misconduct Policy, and that grade is upheld by the grade appeal process, no retroactive withdrawal from the course will be permitted.
- 4) All end of the semester appeals must be made in accordance with the "Appeals for Grade Change Policy."

- 5) In addition to academic sanctions provided by the faculty member, if disciplinary proceedings have been initiated by the University Judicial Officer, a student has the right to have such proceedings resolved in accordance with the CSU "Guidelines for Student Rights and Responsibilities and Judicial Procedures."

Professor's Responsibilities when Academic Misconduct is Suspected During End of the Semester Grading:

If a faculty member reasonably suspects academic misconduct during end of the semester grading, a grade of Incomplete may be entered, to be replaced by an appropriate grade once the issue is resolved. The grade of Incomplete allows a faculty member to complete end of the semester grading and still follow up on suspected violations of the University Academic Misconduct Policy.

Academic Misconduct reported by a member of the University Community other than the relevant faculty member:

See "Academic Misconduct" in "Guidelines for Student Rights and Responsibilities and Judicial Procedures," (*CCSU Student Handbook*.)

Passed Faculty Senate: 11/05/01

Signed by President Judd: 11/19/01

SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES NON-CERTIFICATION UNDERGRADUATE PROGRAMS APPEALS POLICIES

Denial of admission to the School of Education and Professional Studies (SEPS) Non-Certification (NC) programs; removal from a SEPS-NC program; denial of approval to participate in field experiences, practicum or internships; and removal from field experiences, practicum or internships are academic decisions which reflect careful and deliberate judgment by the SEPS faculty. Factors which are considered in such decisions include, but are not limited to, the adequate professional development of the student; SEPS requirements and performance standards; professional performance standards and attributes mandated by the state and national standards and Council on Social Work Education; and SEPS unique responsibilities to the public in regards to CCSU student participation in field based activities.

The University recognizes that on occasions there may be an error or palpable injustice in the determination of denial of admission to a SEPS-NC program, removal from a program, denial of approval to participate in a field experience, practicum or internship, or removal from a field experience, practicum or internship. A student who believes that an error or a palpable injustice has occurred in arriving at this decision may pursue an appeal.

This policy replaces all previous appeal policies that applied to the SEPS-NC programs for the denial of admission to the SEPS-NC programs, removal from the SEPS-NC programs, denial of approval to participate in a field experience, practicum or internship, and removal from a field experience, practicum or internship for undergraduate and masters degree non-certification programs.

School of Education and Professional Studies (SEPS) Appeals Committee

The Dean of the School of Education and Professional Studies from time to time receives appeals from students regarding various decisions made in non-certification programs housed in the School of Education and Professional Studies. In order to guarantee the student a fair review, the Dean shall seek recommendations from the SEPS Appeal committee according to the following policies. The SEPS Appeals Committee is made up of the SEPS Assistant Dean (chair), a representative of the SEPS Governance Council, SEPS Associate Dean, Chair of the Teacher Education Department, and the chair or representative of the student's program. A representative of the Graduate Council will be included if the student is a graduate student. The committee normally meets once a month throughout the school year and once a month as needed during the summer months. The SEPS Appeals committee will make recommendations to the Dean regarding the appropriate action on the appeal. The Dean will then make the final decision regarding the appeal.

Denial of Admission to the Professional Level of School of Education and Professional Studies Non-Certification Programs

Denial based on low GPA

- Each non-certification program has established GPA admission requirements based on program, state and national standards and requirements. In cases where the GPA requirement is based on state or national standards or regulations, it may not be possible to waive the GPA requirement. The student should contact the Department regarding the program's policy on waiving the GPA admission requirements.

- **Appeal:**

The student may submit a written letter of appeal requesting a waiver of the SEPS-NC GPA admission requirement if department policy allows such a waiver. The letter should be addressed to the Assistant Dean, School of Education and Professional Studies (SEPS).

- The letter of appeal must present compelling evidence of:
 - a. Demonstrated academic ability in recent coursework showing an exemplary pattern of performance different from prior undergraduate course work. The letter should focus on the student's academic performance particularly in the major core content area for which certification is sought or courses relevant to the certification requirements (i.e. general education, pre-requisites, etc). Also, the letter should note any significant period of time between completion of prior undergraduate course work and recent course work.
 - b. Intervening life experience such as working in a profession/vocation that has contributed to the student's growth and development relevant to the program. Note: life experience and previous work experience cannot be used to meet requirements of field experiences, internships, or practicum in the program.

The Assistant Dean will place the appeal on the agenda for the next scheduled SEPS Appeals Committee. The SEPS Appeals Committee will review the student's appeal and program application materials. The committee may request additional information from other University sources. The appeals committee will make a recommendation to Dean who will make the final decision.

The Assistant Dean, on behalf of the Dean, notifies the student in writing of the decision of the Dean within two weeks of the appeals committee meeting. The decision of the Dean is final and there is no further appeal available. The student may reapply to the program in a future application cycle.

Denial based on failure to receive program/department recommendation for admission based on inadequate performance on program specific admission requirements

Review and evaluation of program specific admission requirements is conducted by each program and department according to departmental policy. The admission materials are evaluated by program faculty as mandated by CCSU and state and national standards and regulations. The student must pass these requirements to be admitted to the professional level of undergraduate SEPS non-certification programs.

- **Appeal:**

1) The student must first meet with the program coordinator for the program/department involved to discuss why the student's performance on the requirements was inadequate. After this meeting, if the student believes an error or palpable injustice has occurred then an appeal of the department's decision may be made.

2)The student meets with Department Chair to discuss:

a) what error or palpable injustice the student believes occurred and

b) what actions lead the student to believe that there is an error or palpable The

Department Chair will investigate the issues and notify the student within two weeks in writing of the outcome of the investigation and appeals decision. If the student wishes to appeal the matter further, an appeal may be made to the SEPS Dean.

injustice. The student should submit a written appeal with supporting documentation to the Dean of SEPS, substantiating the following:

a) the circumstances of the error or palpable injustice the student believes occurred

b) the evidence of the error or palpable injustice.

1) The Assistant Dean, acting on behalf of the Dean, will place the appeal on the agenda for the next scheduled SEPS Appeals Committee. The Chair of the department housing the program to which the student is seeking admission will provide the committee with a written report of the initial review of the issues. The committee may also request additional information from other University sources. A departmental faculty member rather than the Department Chair will represent the department on the committee. The appeals committee will make a recommendation to the Dean who makes the decision regarding the appeal.

2) The Assistant Dean, on behalf of the Dean, notifies the student in writing of the decision of the Dean within two weeks of the appeals committee meeting. The decision of the Dean is final and there is no further appeal available.

Removal from the Professional Level of a SEPS Non-Certification program

A student may be removed from a SEPS-NC program by the SEPS Dean for the following reasons:

- Falsification of information or documentation.
- Inappropriate or unprofessional behavior, attitudes, or attributes that negatively impact performance as a professional.
- Inappropriate responses in various contexts that negatively affect performance as a professional.
- Unacceptable performance during a field experience, practicum, or internship.
- Unacceptable performance on performance assessments.
- Failure to maintain confidentiality of all information concerning colleagues and students obtained during the educational process.
- Failure to demonstrate at all times integrity and honesty in written and verbal communications, documentation, and coursework related to the SEPS non-certification programs.
- Conviction of crime of moral turpitude or crime that in the opinion of the University would impair standing of School of Education and Professional Studies.
- Other due and sufficient cause.

The student will be notified in writing of their removal from the SEPS-NC program, stating why they have been removed from the program. The student will not visit or contact field experience, practicum, or internship sites while the appeals process is being completed without express written permission of the program coordinator, department chair, and representative of the field site.

Appeal:

1. The student must first meet with the program coordinator for the program/department involved to discuss the reasons for removal from the program. After this meeting, if the student believes an error or palpable injustice has occurred then an appeal of the department's decision may be made.
2. The student meets with Department Chair to discuss:
 - a) what error or palpable injustice the student believes occurred and
 - b) what actions lead the student to believe that there is an error or palpable injustice. The Department Chair will investigate the issues and notify the student within two weeks in writing of the outcome of the investigation and appeals decision. If the student wishes to appeal the matter further, an appeal may be made to the SEPS Dean.
3. The student should submit a written appeal with supporting documentation to the Dean of SEPS, substantiating the following:
 - a) the circumstances of the error or palpable injustice the student believes occurred and
 - b) provide evidence of error or palpable injustice.
4. The Assistant Dean, acting on behalf of the Dean, will place the appeal on the agenda for the next scheduled SEPS Appeals Committee. The Chair of the department housing the program to which the student is seeking admission will provide the committee with a written report of the initial review of the issues. The committee may also request additional information from other University sources. A departmental faculty member rather than the Department Chair will represent the department on the appeals committee. After reviewing the case, the appeals committee makes a recommendation to the Dean who makes the decision regarding the appeal.
5. The Assistant Dean, on behalf of the Dean, notifies the student in writing of the decision of the Dean within two weeks of the appeals committee meeting. The decision of the Dean is final and there is no further appeal available.

Denial of Approval to Participate in a Field Experience, Practicum or Internship

A student may be denied approval to participate in a field experience, practicum, or internship for the following:

- Overall or professional program GPA drops below required program GPA.
- Request to repeat a field experience, practicum, or internship is not granted by the program's department chair.
- Falsification of information or documentation.
- Unacceptable performance during earlier field experiences, practicum, or internships.
- Unacceptable performance in SEPS professional level courses.
- Unacceptable performance on performance assessments.
- Inappropriate or unprofessional behavior, attitudes, or attributes that negatively impact performance as a professional.
- Inappropriate responses in various contexts that negatively affect performance as a professional.
- Failure to maintain confidentiality of all information concerning colleagues and students obtained during the educational process.
- Failure to demonstrate at all times integrity and honesty in written and verbal communications, documentation, and coursework related to the SEPS non-certification programs.
- Conviction of crime of moral turpitude or crime that in the opinion of the University would impair standing of School of Education and Professional Studies.

- Other due and sufficient cause.

The student will not visit or contact field experience, practicum, or internship sites while the appeals process is being completed without express written permission of the program coordinator, department chair, and representative of the field site.

Appeal:

1. The student must first meet with the program coordinator for the program/department involved to discuss why the student has not been approved to participate in a field experience, practicum, or internship. After this meeting, if the student believes an error or palpable injustice has occurred then an appeal of the department's decision may be made.
2. The student meets with the program's department chair to discuss why the student has not been approved to participate in a field experience, practicum, or internship. After this meeting, if the student believes an error or palpable injustice has occurred, an appeal of the decision may be made.
3. The student should submit a written appeal with supporting documentation to the Dean of SEPS, substantiating the following:
 - a) the circumstances of the error or palpable injustice the student believes occurred and
 - b) provide evidence of error or palpable injustice.
4. The Assistant Dean, acting on behalf of the Dean, will place the appeal on the agenda for the next scheduled SEPS Appeals Committee. The Chair of the department housing the student's program will provide the committee with a written report of the initial review of the issues. The committee may also request additional information from other University sources. A departmental faculty member rather than the Department Chair will represent the department on the appeals committee. After reviewing the case, the appeals committee makes a recommendation to the Dean who makes the decision regarding the appeal.
5. The Assistant Dean, on behalf of the Dean, notifies the student in writing of the decision of the Dean within two weeks of the appeals committee meeting. The decision of the Dean is final and there is no further appeal available.
6. If an error or palpable injustice is found to have occurred, the Dean will negotiate with the Chair of the department housing the student's program to resolve the issues. The final decision regarding student participation in a field experience, internship, or practicum rests with the Chair of the department housing the student's program.

Removal from a Field Experience, Practicum or Internship

A student may be removed from a field experience, practicum, or internship for the following reasons:

- The student is asked to leave the field experience, practicum, or internship site by the site personnel, administration, or district personnel.
- Falsification of information or documentation.
- Extended or frequent absences.
- Repeated tardiness.
- Lack of preparation to participate in the field experience, practicum, or internship.
- Continuing failure to adhere to the site personnel or university supervisor's instructions.
- Inappropriate or unprofessional behavior, attitudes, or attributes that negatively impact performance as a professional.

- Inappropriate responses in various contexts that negatively affect performance as a professional.
- Failure to maintain confidentiality of all information concerning colleagues and students obtained during the educational process.
- Failure to demonstrate at all times integrity and honesty in written and verbal communications, documentation, and coursework related to the SEPS non-certification programs.
- Conviction of crime of moral turpitude or crime that in the opinion of the University would impair the standing of School of Education and Professional Studies.
- Other due and sufficient cause.

The student will not visit or contact field experience, practicum, or internship sites while the appeals process is being completed without express written permission of the program coordinator, department chair, and representative of the field site.

Appeal:

1. The student first meets with the program director or department chair, and the university faculty supervisor to discuss why the student has been removed from the field experience, practicum, or internship. After this meeting, if the student believes an error or palpable injustice has occurred, an appeal of the decision may be made.
2. The student meets with Department Chair to discuss:
 - a) what error or palpable injustice the student believes occurred and
 - b) what actions lead the student to believe that there is an error or palpable injustice. The Department Chair will investigate the issues and notify the student within two weeks in writing of the outcome of the investigation and appeals decision. If the student wishes to appeal the matter further, an appeal may be made to the SEPS Dean.
3. The student should submit a written appeal with supporting documentation to the Dean of SEPS, substantiating the following:
 - a) the circumstances of the error or palpable injustice the student believes occurred and
 - b) provide evidence of error or palpable injustice.
4. The Assistant Dean, acting on behalf of the Dean, will place the appeal on the agenda for the next scheduled SEPS Appeals Committee. The Chair of the department housing the program to which the student is seeking admission will provide the committee with a written report of the initial review of the issues. The committee may also request additional information from other University sources. A departmental faculty member rather than the Department Chair will represent the department on the appeals committee. After reviewing the case, the appeals committee makes a recommendation to the Dean who makes the decision regarding the appeal.
5. The Assistant Dean, on behalf of the Dean, notifies the student in writing of the decision of the Dean within two weeks of the appeals committee meeting. The decision of the Dean is final and there is no further appeal available.
6. If an error or palpable injustice is found to have occurred, the Dean will negotiate with the Chair of the department housing the student's program to resolve the issues. The final decision regarding student participation in a field experience, internship, or practicum rests with the Chair of the department housing the student's program.

