



NORTHEASTERN STATE UNIVERSITY
College of Liberal Arts
School of Social Work



2023-2024 MSW Student Handbook



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NORTHEASTERN
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UNIVERSITY MISSION STATEMENT

Founded on the rich educational heritage of the Cherokee Nation, the campuses of Northeastern State University provide its diverse communities with lifelong learning through a broad array of undergraduate, graduate, and professional doctoral degree programs. With high expectations for student success, the University provides quality teaching, challenging curricula, research and scholarly activities, immersive learning opportunities, and service to local and professional communities. The institution's dedicated faculty and staff offer a service-oriented, supportive learning environment where students prepare to achieve professional and personal success in a multicultural and global society.

Focused Mission Statement

We empower students, faculty, staff and the community to reach their full intellectual and human potential by creating and expanding a culture of learning, discovery, and diversity.

VISION

Northeastern State University shapes the future of its region as the educational partner of choice, setting a standard of excellence by serving the intellectual, cultural, social and economic needs of the University's diverse communities.

CORE VALUES

Integrity: NSU models integrity through ethical and intellectual behaviors and practices by advancing honesty, human dignity, and accountability.

Collaboration: NSU engages in collaboration through partnerships to create learning opportunities and promote educational and economic success.

Creativity: NSU advances creativity through exploration, innovation, critical inquiry, and intellectual freedom.

Leadership: NSU inspires leadership through its commitment to prepare and serve others.

Excellence: NSU pursues excellence by continually improving individually and as a community.

Communication: NSU advocates communication through the free flow of information and ideas.

Diversity: NSU values diversity and empowerment by promoting the rights of individuals and equal access to educational and enrichment experiences, respecting cultural differences, and ensuring equal opportunity.

HISTORY

Northeastern State University was founded as the Cherokee National Female Seminary in 1846. This historic link to the Cherokee Nation and Indian Territory makes Northeastern the oldest institution of higher learning in Oklahoma. The original Seminary was built in Park Hill south of Tahlequah and destroyed by fire on Easter Sunday 1887. On May 7, 1889, the Cherokee National Female Seminary was dedicated north of Tahlequah, where it would continue to provide learning opportunities for young women for 20 years. Seminary Hall is now the historic centerpiece of Northeastern State, and each year on May 7, Descendants of Seminarians gather to observe Seminars Homecoming in honor of our first students. Our history as a state institution began on March 6, 1909, when the Oklahoma legislature purchased the Female Seminary and created Northeastern State Normal School, where the first classes were held on September 14, 1909. The educational program of the school consisted of four years of high school and two years of college level study. A decade later, the Normal School evolved to Northeastern State Teachers College in 1919 and established a four-year curriculum leading to the bachelor's degree. The Oklahoma legislature authorized changing the name of NSTC to Northeastern State College in 1939. The university officially became Northeastern State University in 1985.

The MSW Student Handbook

Welcome! The faculty and staff at Northeastern State University are pleased that you chose Northeastern State University for the MSW degree. Our goal is to prepare you for advanced generalist practice in a wide range of social work jobs. We are committed in providing you with a stimulating and challenging graduate experience. The Masters of Social Work graduate degree prepares students to become competent and effective professionals at the generalist and advanced generalist levels. Additionally, the curriculum allows students to focus their studies on two areas.

Indigenous and Rural Communities

The curriculum integrates the knowledge, skills, and values of the Council On Social Work Education Competencies and behavioral health along with the National Association of Social Work Code of Values and Ethics. These key foundations prepare our graduates to practice social work in a wide range of social work agencies and allied health settings with diverse client systems and people. The NSU MSW degree has a unique focus on addressing social work practice with Native American populations.

The Student Handbook provides vital information including policies and procedures for the MSW program. Please take the time to read the handbook thoroughly. It is accessible on the MSW web page. Policies and procedures that appear here have developed through a collaborative process involving administrators, faculty, students, and staff. The process includes community forums occurring at least twice a year, consultations between MSW Student Association leaders and program leadership, and interaction of student representatives at faculty meetings. Policies and procedures often need to be clarified, changed, or new policies need to be created. Students will be a part of the process. Please remember that you are responsible to read and operationalize the contents of this Student Handbook. Any concerns or questions should be communicated with your Social Work faculty. The MSW Student Handbook has been created to provide students with information regarding our programs, policies and practices. Students should use this in conjunction with the Course Catalog to orient themselves to our programs, curriculum and resources. It is for informational purposes only and does not constitute a contract.

Accreditation and Certification

The NSU School of Social Work MSW program is fully accredited by the Council on Social Work Education's Board of Accreditation.



Non-Discrimination and Affirmative Action

Every aspect of the School of Social Work's policies and practices are conducted without regard to race, gender, sexual orientation, physical ability, veteran status, national origin, age, or other cultural characteristics. Diversity among the student body is highly valued.

The NSU College of Liberal Arts, and the School of Social Work are committed to providing an educational and work environment that is free from harassment and discrimination. A faculty group is available as Faculty Consultants on Harassment and Discrimination to any person in the school in response to problems of unethical or inappropriate treatment of individuals in the school or its field settings.

Vision Statement

All individuals, families, & communities utilize their power to achieve justice, equity, & well-being.

Mission Statement

The Mission Statement of the Master of Social Work program at Northeastern State University is to serve the educational, cultural, and workforce needs of the local and professional communities. The Master of Social Work program at Northeastern State University offers excellence in teaching, a challenging curriculum, research and scholarly activities, service-learning opportunities, training in social justice and dignity, the importance of human relationships and extensively prepares graduate students to provide quality social work services in the local, state, national and global arenas, specifically in regards to working with Indigenous and rural communities.

Guiding Principles and Values

The NASW Code of Ethics sets forth core values that are foundational to the social work profession and to our program at NSU.

Relationship Building: We engage in relationship building that fosters creativity, collaboration, and mutual learning. Relationship building is essential across practice, scholarship, education and service. We take a strengths approach as we serve our local, state, national, and global communities.

Diversity, Equity and Inclusion: We embrace the inherent worth of all people. By taking the position of cultural humility and applying the lens of intersectionality, we seek to develop and promote modes of anti-oppressive social work and dismantle structures of exclusion.

Practice with Integrity: We demonstrate our integrity and trustworthiness as scholars, educators, practitioners, and community members by promoting social work values, ethical practice, and the process of critical reflection.

Multisystem Competency: We recognize that social, economic, and environmental injustices are the root causes of inequities and multiple strategies are necessary to address these. Our work integrates micro/macro social work and builds collaboration across systems and disciplines to create multi-level change.

Critical Perspective: We engage in deliberate and continuing examination of social conditions and solutions. We use critical inquiry to analyze and challenge existing structures and systems in order to advance the field and promote social, economic, and environmental justice.

Empirically Informed Social Work: We rigorously advance empirical research that affects the social work knowledge base. By translating and applying evidence, we continually transform practice and policy across multiple systems.

NSU Master of Social Work Goals

The MSW Program goals are also our expectations and vision for the program. The goals are as follows:

- 1) Grow graduate social work leaders trained in the social concerns as they relate to behavior and health issues across the lifespan;
- 2) Increase the capacity of social work leadership to advocate for Native American and the multi-ethnic populations of the region;
- 3) Increase the capacity of social work leadership to address the needs of the rural communities; and
- 4) Strengthen the professional social work infrastructure of Northeastern Oklahoma.

MSW Program Objective & Goals

The primary objective of the MSW Program at NSU is to prepare students for advanced social work practice. Students acquire a professional foundation of social work knowledge, values, and skills in a generalist social work model. The MSW Program at NSU is accredited by the Council on Social Work Education (CSWE). CSWE uses the Education Policy and Accreditation Standards (EPAS) to accredit and reaffirm baccalaureate and master-level social programs in the United States. The NSU MSW program has integrated the CSWE competencies within its curriculum.

CSWE 2022 Social Work Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context; The Nine Social Work Competencies 2022 Educational Policy and Accreditation Standards
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision-making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision-making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

NSU MSW Program Options

The MSW program includes five program options:

1. Advanced Standing Option:

- The Advanced Standing full-time (1-year, 32 credit hours) program is for students with a bachelor's degree in social work (BSW) from a CSWE accredited program.
- The Part-time Advanced Standing (2-year) is an extended option of the Advanced Standing full-time program.

2. Traditional Pathway Option:

- The Traditional Pathway (2-year) full-time program (58 credit hours) is for students who earned an undergraduate degree from a regionally accredited or internationally listed college or university.
- The Traditional Pathway part-time (3-Year) program (58 credit hours) is an extended option of our traditional pathway full time program.
- The Traditional Pathway part-time (4-Year) program (58 credit hours) is an extended option of our traditional pathway full time program.

It is the student's responsibility to become thoroughly acquainted with the degree requirements. Ultimately, the student is responsible for understanding and completing requirements for the degree. Students should log into [Degree Works](#) to monitor their progress on the degree requirements. Students should also meet with an academic advisor prior to enrollment each semester to make sure they are on track for graduation.

MSW Program Admission

To begin the MSW admission process, you must first be academically accepted into NSU's Graduate College. However, being accepted as a graduate student at NSU does not guarantee admission into the MSW program. Prospective students can apply to both NSU's graduate school and the MSW program simultaneously through an online application.

Admission to the MSW program is based on the following:

- Applicants must have earned a cumulative GPA of 3.00* on a 4.00 scale.
- Applicants must have earned a Bachelor's degree from a CSWE accredited program (including those recognized through CSWE's *International Social Work Degree Recognition and Evaluation Service*) or,
- An earned Bachelor's degree in social science, sociology, psychology, or a related field from a university or college accredited by a recognized regional accreditation association.
- Quality of references
- Personal Essay/ **No GRE/MAT Required.**

Preference is given to applicants with a 3.00 cumulative GPA or above in their undergraduate work. **To be eligible for our Advanced Standing program, candidates must have obtained a BSW from an accredited program within seven years prior to the application date.**

*A conditional admission may be considered for applicants with a cumulative GPA of 2.8-2.99. The condition is contingent upon the student continuing to earn a 3.25 for their first semester of study

and must be at least 9.0 hours of graduate work.

* Applicants with a GPA below 2.80 may be conditionally admitted if the last 60 hours of their undergraduate work was a 3.00 or higher.

Advanced Standing Admission

To be considered for admission to the Advanced Standing program, students must have completed a BSW degree from a program accredited by the Council on Social Work Education (CSWE) program within seven years prior to the application date. Only applicants who have earned a BSW from a CSWE accredited college or university will be considered for admission into the advanced standing MSW program. Admission to the MSW program is based on academic performance in all work from regionally accredited or internationally listed colleges and universities. Successful completion of the required 32 hours of coursework and 500 hours in an approved social service agency are required for graduation.

Application Materials

1. Up-to-date resume/vitae and cover letter (a letter of intent).
2. Three reference letters. During the online application process, you will enter the contact information for three references (professional (supervisor) or academic (faculty) in nature). Your references will receive an email with a secure link to fill out your recommendation online. Chosen references must complete the reference request by the application deadline in order for your application to be considered.
3. Write your professional and personal statement using the questions below and then upload your statement in one document instead of submitting a different document for each question. This statement should be a minimum of 1000 words.
 - What led you to choose to complete your Masters in Social Work?
 - How do you plan to apply your MSW education/degree in your professional life?
 - Why and how do you think you are suited to the social work program?
 - Is there any information you believe would be helpful to the screening process that was not represented in the application materials?

** Admission to the Master of Social Work program starts from November 1st to March 1st each year, and only completed applications will be reviewed.

Application Review Process

Applicants must have earned a Bachelor's degree from a college or university accredited by a recognized regional accrediting association. Also, baccalaureate social work (BSW) graduates entering the MSW program are not to repeat what has been achieved in the BSW programs.

The MSW Admissions Committee reviews completed applications and recommends or denies admission to the program. The committee may schedule interviews with applicants as needed before admission decisions are made. The applicant will be contacted if a personal interview is required.

MSW Admissions Status Definitions:

1. Full Admission
2. Conditional Admission: Applicants with a cumulative GPA of 2.80 – 2.99 may be given a Conditional Acceptance. Applicants with a GPA below 2.80 may be conditionally admitted if the last 60 hours of their undergraduate work was a 3.00 or higher. The conditional status is contingent upon the student earning a 3.25 for their first semester of graduate work.

All Applicants are notified by email of the MSW Admissions Committee decision. Applicants who receive a Conditional Acceptance are asked to confirm their commitment to enrollment through a contingent plan in response by email.

3. Denied Admission:

Students who are unable to complete program admission requirements are notified in writing by the MSW Chair. Notification is given as soon as the admission committee recognize that requirements cannot be completed by the beginning of upcoming semester. This notification should be no later two weeks following the last day of classes of the semester. Students not receiving full acceptance will be required to complete all conditions stipulated by the program before repetition for full acceptance into the social work major. Students who are denied admission to the program are allowed to reapply to the program upon completion of any conditions or stipulations previously given.

Appealing a Denial of Admission to the Program

Each student has the right to appeal an admission denial using the following process:

1. The appeal must be in writing
2. The appeal must list new and significant information in regards to admission decision.
3. The appeal must be turned into the MSW Chair within 2 weeks upon receipt of the admission denial.

The coordinator will provide a written response via NSU email to the student within one week of the appeal. Additional appeals are prohibited.

Retention

Students must maintain a cumulative GPA of 3.00 or better to remain in good standing in the program. Students are expected to comply with the Code of Ethics established by the National Association of Social Workers (NASW) and to demonstrate professional behavior. Students who fall below a minimum GPA of 3.00 will be placed on academic probation. The grade report will show the student's probation. To be removed from probation, the student must achieve a cumulative grade point average of 3.0 by the end of the next semester or the next nine hours of enrollment. Courses with a C- F grade must be retaken. After a one-course repeat, students who continue to receive a grade of C, D, or F will be dismissed from the MSW program.

Transfer of Graduate Credit Hours

Graduate credit for courses earned at a regionally accredited university and in a CSWE accredited MSW program may be transferred to Northeastern State University per the following policy:

- Courses are essentially the same as those required in the program. Evidence of similarity may be required by presenting course description or a syllabus from the institution where the course was taken.
- Such transfer credit will not be allowed for courses used to satisfy another degree at another institution.
- Nine credit hours is the maximum number of semester hours that may be transferred to Northeastern State University and applied to the MSW degree.
- No course with a grade of less than a B may be transferred.
- Courses taken more than five years before beginning the MSW program will be considered on an individual basis.
- Students who wish to transfer under the Advanced Standing option must have successfully completed a minimum of 24 semester hours at Northeastern State University.

Enrollment

It is the student's responsibility to become thoroughly acquainted with the degree requirements. Ultimately, the student is responsible for understanding and completing requirements for the degree. This process can be aided through use of Degree Works which can be accessed through the My NSU website at <https://www.nsuok.edu/MyNSU/>

Academic Advising

Each student is initially assigned to the MSW Chair or another designated MSW faculty member for academic advisement. Students are advised on the curriculum and the required specifics of traversing through graduate school. All entering students are required to review a Statement of Understanding (Appendix A) and their Degree Plan (Appendix B) with their advisor.

The MSW Field Director works personally and individually with each student applying for field practicum. The field director will enable a decision regarding an appropriate placement in an agency based on the student's career interests and strengths for practice.

Informal advising is also available as students relate to professors through classes, assignments, and work experience and meet professionals as guest speakers in classes.

The faculty and staff may communicate with other faculty, staff and administrators information regarding student situations in connection with professional development and academic concerns.

Academic advisors assist with enrollment and course selection. Enrollment happens twice each year – in the fall semester for spring, and in the spring for summer and fall. Students receive emails from the NSU Office of the University Registrar announcing enrollment periods. Students are required to meet with their academic advisor to discuss academic issues, major requirements, course selection and basic policies.

Termination of Enrollment

Behavior that is illegal, does not adhere to the NASW Code of Ethics or reflects other forms of inappropriate professional behavior will be grounds for dismissal from the program. This could include but is not limited to sexual or racial harassment or harassment concerning sexual orientation, threatening behavior, plagiarism, theft, and sexual misconduct with clients. This is inclusive of all behavior related to the status of students in the MSW Program: interactions with clients, agency staff, faculty, and students.

If a student is in violation of the code of NSU's code of conduct, the Social Work Program's Code of Conduct, or their practicum agency's code of professional conduct, the Social Work Faculty may determine that it is inappropriate for the student to continue in the program. These instances include, but are not limited to, serious ethical violations or continued unsatisfactory progress that prohibits the student from meeting the School's standards for successful graduation. Under these circumstances, the program chair, in consultation with the other members of the faculty as well as the Field Instructor, may recommend to the MSW Chair that the student be dismissed from the MSW Program.

In the event that a student is dismissed, the student may appeal the decision following the Grievance procedures of the School.

A student's enrollment may be terminated from the program on recommendation by a faculty member, field instructor, or a representative from a participating practicum agency. The recommendation is made to the MSW Social Work Program Chair. The recommendation must be in writing with the following information:

- Clearly identify the student.
- Identify the specific behavior(s) that were problematic.
- Specify why this behavior was inappropriate.
- Specify sources of information that support the complaint.
- Be filed within three weeks of the date the complainant became aware of the problem behavior.
- Clearly identify the complainant's identity.

An appointed program faculty member will collect the information necessary to evaluate the complaint, including contacting the complainant, the student, and other relevant sources of information. The program chair will notify the NSU Student Affairs of the complaint. Once information is collected, all program faculty will meet to weigh the information and decide on the validity of the complaint. Finally, they will make recommendations to the chair of Social Work about appropriate action based on the findings. The review will be concluded within fifteen (15) working days from filing the complaint, excluding summer.

The student will receive a letter from the program administration regarding the faculty members' decision.

In most cases, the decision to discontinue a student as a social work major is considered permanent. In certain circumstances, a student may be terminated with specific remedial steps to be taken before formal re-application to the program may be made.

Student Right to Appeal Enrollment Termination

An appeal request allows a student to bring forward concerns about the outcome of the termination process. An appeal may be requested for one or more of the following:

1. New Information becomes available which could significantly impact the final decision and was not available during the initial termination process (This new information must be included with the written appeal request).
2. Errors in procedure occurred which may have significantly impacted the outcome.

Department Level: The student may submit a written appeal (typed, not handwritten) of the recommendation to the department chair via NSU email and within five workdays. The department chair will decide within seven workdays following receipt of the student's appeal. The student will be contacted via NSU email of the decision.

College Level: If the student disagrees with the department Chair's decision, the student may submit a written appeal to the College of Liberal Arts Dean within five workdays. The dean will review the recommendation by the faculty and department chair and make a decision within seven workdays following receipt of the appeal. The decision by the college dean is final. Additional appeals are prohibited.

Academic Probation and Suspension

Any student not maintaining satisfactory progress toward academic objectives will be placed on probation for one semester. At the end of that semester, the student must have a semester GPA of 3.0 in regularly graded coursework, not to include activity or performance courses, or meet the minimum cumulative GPA standard required above, in order to continue as a student. Students not meeting either of these criteria will be suspended and may not be reinstated until one regular semester (fall or spring) has elapsed. [Link](#).

Master of Social Work Course Sequencing Traditional 2 Year

Degree Plan for the Traditional Pathway Program (2 years)			
Foundation Year	Fall	13 hours	SOWK 5003 - Human Behavior in the Social Environment I
			SOWK 5313 - Practice II (Social Work Practice with Groups)
			SOWK 5023 - Social Work Research
			SOWK 5204 - Social Work Practicum I & Seminar
	Spring	13- 16 hours	SOWK 5103 - Human Behavior in the Social Environment II
			SOWK 5013 - Practice I (Social Work Practice with Individuals)
			SOWK 5453 - Social Policy
			SOWK 5404 – Social Work Practicum II & Seminar
Concentration Year	Summer	3- 6 hours	SOWK 5233 - Clinical Practice with Indigenous Populations
			SOWK 5463 - Social Work Practice in Health/Behavioral Health Settings* (Elective)
	Fall	12-15 hours	SOWK 5273 - Advanced Clinical Practice
			SOWK 5323 - Practice-Oriented Research
			SOWK 5513 - Advanced Social Work Practice & Ethics
			SOWK 5713 - Advanced Social Work Practice with Groups
			* SOWK 5553 - Assessment of Mental Health Disorders (Elective)
	Spring	11- 14 hours	* SOWK 5753 - Advanced Social Work Practice with Children & Adolescents (Elective)
			SOWK 5604 - Advanced Practicum & Seminar I
			SOWK 5804 - Advanced Practicum & Seminar II
			SOWK 5903 - Integrative Capstone Seminar
		Total	58 hours

Master of Social Work Course Sequencing Advanced Standing 1 year

Degree Plan for the Full Time Advanced Standing Program (1 year)		
Summer	6 hours	SOWK 5233 - Clinical Practice with Indigenous Populations
		SOWK 5463 - Social Work Practice in Health/Behavioral Health Settings* (Elective)
Fall	12-15 hours	SOWK 5273 - Advanced Clinical Practice
		SOWK 5323 - Practice-Oriented Research
		SOWK 5513 - Advanced Social Work Practice & Ethics
		SOWK 5713 - Advanced Social Work Practice with Groups
		* SOWK 5553 - Assessment of Mental Health Disorders (Elective)
Spring	11-14 hours	* SOWK 5753 - Advanced Social Work Practice with Children & Adolescents (Elective)
		SOWK 5604 - Advanced Practicum & Seminar I
		SOWK 5804 - Advanced Practicum & Seminar II
		SOWK 5903 - Integrative Capstone Seminar
Total	32 hours	* Elective options

MSW Graduation Requirements

Upon acceptance into the MSW program, the following requirements must be met for graduation with an MSW from Northeastern State University:

- 1) Attend all orientation sessions.
- 2) Meet with their graduate advisor, review and sign a Statement of Understanding and Degree Plan.
- 3) Follow the courses according to their prescribed sequence (see page 16 & 17).
- 4) Achieve a minimum overall GPA of 3.00 on a 4.00 scale with no grade less than B in a course.
- 5) MSW students must achieve at least a minimum overall GPA of 3.00 on a 4.00 scale and maintain a B or above grade in all social work courses. Courses with a C- F grade must be retaken. After a one-course repeat, students who receive a grade of C, D, or F will be dismissed from the major. Students whose GPA falls below 3.0 or who have a "C" in a required course will be placed on academic probation.
- 6) Successful completion of the program required coursework and practicum hours in an approved social service agency.
 - ✓ Advanced Standing: 32 hour of coursework and 500 practicum hours.
 - ✓ Traditional Pathway: 58 hours coursework, 950 hours in an approved social service agency.
 - Before starting their concentration practicum of 500 hours, students in the Traditional Pathway Option must complete a total of 450 hours of foundation practicum experience.
- 7) Continuation in the MSW program is contingent upon compliance with ethical and professional standards of conduct in accordance with the NASW Code of Ethics. Reasons for dismissal can include inadequate interpersonal skills, ethical violations such as plagiarism, and an inability to conform to the performance standards of the program.
- 8) Graduation requirements follow the guidelines of Northeastern State University.
*****Check with NSU Graduate College rules*****

Graduation

Students must have the minimum 3.00 GPA to graduate. Students who wish to transfer under the Advanced Standing option must have successfully completed a minimum of 24 semester hours at Northeastern State University.

Tuition & Fees

UNDERGRADUATE AND GRADUATE

Undergraduate and Graduate - Oklahoma Residents	Tuition	Fees ¹	Total per Credit Hour
Undergraduate Courses (0000 Level-Liberal Arts)	\$220.75	\$59.70	\$280.45
Undergraduate Courses (0000 Level-Science & Health Professions)	\$220.75	\$76.15	\$296.90
Undergraduate Courses (1000, 2000, 3000, 4000 level)	\$220.75	\$29.65	\$250.40
Graduate Division Courses (5000 Level)	\$278.75	\$29.65	\$308.40
Graduate Online Only (contact Graduate College for more information)	\$278.75	\$29.65	\$308.40
Guaranteed Rate 2020-2021 (first-time, full-time freshmen)	\$226.50	\$29.65	\$256.15
Guaranteed Rate 2021-2022 (first-time, full-time freshmen)	\$226.50	\$29.65	\$256.15
Guaranteed Rate 2022-2023 (first-time, full-time freshmen)	\$229.75	\$29.65	\$259.40
Guaranteed Rate 2023-2024 (first-time, full-time freshmen)	\$240.85	\$29.65	\$270.50
Undergraduate and Graduate-Non Oklahoma Residents	Tuition	Fees ¹	Total
Undergraduate Courses (0000 Level-Liberal Arts)	\$524.75	\$59.70	\$584.45
Undergraduate Courses (0000 Level-Science & Health Professions)	\$524.75	\$76.15	\$600.90
Undergraduate Courses (1000, 2000, 3000, 4000 Level)	\$524.75	\$29.65	\$554.40
Graduate Division Courses (5000 Level)	\$611.25	\$29.65	\$640.90
Graduate Online Only (contact Graduate College for more information)	\$279.75	\$29.65	\$309.40

NASW Membership

MSW Students are encouraged to join NASW as a student member. [Link](#).

Malpractice Insurance

Students are required to purchase student malpractice insurance for Field Practicum. Students with a NASW student membership may purchase student liability insurance through the NASW, or students may purchase student liability insurance through American Professional. All policies must be at minimum

1,000,000/3,000,000. Students are not allowed to accrue ANY practicum hours until and unless they have provided proof of insurance to the Director of MSW Field Education.

Ethical Standards

The MSW program has a professional values commitment that requires the highest standards of conduct in human interactions. Thus, the MSW program strives to maintain an atmosphere that promotes understanding, inclusiveness, and mutual respect for people with diverse backgrounds. Because of our belief in the dignity of individuals and their right to be treated with respect regardless of race, gender, ethnicity, sexual orientation, age, class, religious beliefs, gender identity, and physical ability, the MSW Program does not condone any behavior that reveals prejudice, discrimination, or bigotry.

Students are required to be knowledgeable in the [NASW Code of Ethics](#).

Nondiscrimination

Northeastern State University supports nondiscrimination. This policy can be found at [https://procedures.nsuok.edu/StudentAffairs/StudentRightsResponsibilities/GenderBasedSexualDiscrimination\(Student\).aspx](https://procedures.nsuok.edu/StudentAffairs/StudentRightsResponsibilities/GenderBasedSexualDiscrimination(Student).aspx).

Statement on Non-Discrimination

Northeastern State University (NSU) does not discriminate on the basis of race, creed, color, national origin, sex, age, religion, disability, genetic information, or status as a veteran, and to the extent allowed by Oklahoma law, marital status, sexual orientation and gender identity in its programs and activities. These protections extend to employment with and admission to NSU, as well as, participant in university sponsored programs. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Jamie Hall, Title IX Coordinator
Administration Building, 209

601 N. Grand Avenue
Tahlequah, OK 74464
westjl@nsuok.edu
(918) 444-2120
Fax: (918) 458-2340

NSU is committed to providing learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free of discrimination on the basis of sex, which includes all forms of sexual misconduct. Sex discrimination violates an individual's fundamental rights and personal dignity. NSU considers sex discrimination in all its forms to be a serious offense. This policy refers to all forms of sex discrimination committed against members of the NSU community, including but not limited to: sexual misconduct that includes harassment, consensual, exploitation and violence; unfair treatment based on sex; and, other misconduct offenses when gender-based.

Academic Misconduct

NSU SOCIAL WORK ACADEMIC INTEGRITY POLICY

The Northeastern State University (NSU) Master of Social Work Program offers an upper-division professional social work curriculum built upon a liberal arts foundation which leads to a Master of Social Work (MSW) degree accredited by the Council on Social Work Education (CSWE). Its primary mission is to provide academic preparation and contribute to the professional and intellectual growth and development of individuals who desire to enter generalist social work practice. The program is designed to integrate and apply the National Association of Social Workers (NASW) Code of Ethics and the knowledge, values, and skills of the profession into competent generalist social work practice with populations at risk. (Mission Statement of the NSU Social Work Program)

Rationale for Policy:

The goal of the Social Work Faculty is for each student to reach the highest level of scholastic excellence possible, but this goal can only be attained when it is based upon scholastic integrity and academic honesty. It is the assumption of the Social Work Program Faculty that the majority of NSU social work students do act honestly and ethically in their academic endeavors. However, the various forms of academic dishonesty undermine and weaken the foundation of the educational process. The highest level of honesty and integrity is required in the NSU Social Work Program and the following academic policy infuses the underlying values and assumptions of the Social Work Code of Ethics into the academic setting.

NSU Policies Concerning Plagiarism and Academic Dishonesty:

The Northeastern State University Student Conduct Code defines plagiarism as follows:

The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. *(NSU Student Conduct Code, Article I, Section P)*

Further, the Northeastern State University Student Conduct Code defines academic dishonesty, or cheating, as follows:

The term “cheating” includes, but is not limited to:

- Use of any unauthorized assistance in taking quizzes, tests, or examinations;
- Use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
- The acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff;
- Engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion. *(NSU Student Conduct Code, Article I, Section O)*

NASW Code of Ethics Standards Concerning Plagiarism and Dishonesty:

The Beyond the responsibility of social work students and faculty to adhere to University policies, we are bound in our profession, collectively, by the standards of the National Association of Social Workers (NASW) Code of Ethics as well. Specifically, our professional Code of Ethics has this to say about the issue:

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception. *(NASW Code of Ethics, Ethical Standard 4.04)*

Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed. Social workers should honestly acknowledge the work of and the contributions made by others. *(NASW Code of Ethics, Ethical Standard 4.08)*

Along with these specific mandates to avoid association with dishonesty, fraud, or deception, our professional code calls us to participate in upholding the integrity of the profession (5.01), and to seek resolution when we believe that a colleague has acted unethically (2.11).

Students’ Rights to Confidentiality

The curriculum prepares professional social workers to be effective in helping clients and in collaborating with others on clients’ behalf. In the context of the School’s curriculum as

contrasted with personal therapy, personal growth and self-awareness are not ends in themselves; they are means toward the ends of effective practice skills. Contrary to a contract for personal therapy, the educational contract may not require students to reveal personal information either to fellow students or instructors. Therefore, any course which requires self-disclosure as a teaching/learning methodology must be optional for students to elect, make explicit at the outset any requirements for expectations of self-disclosure, and provide a rationale acceptable to Curriculum Committee that the nature of self-disclosure required can reasonably be expected to improve practice and that application of such experiences to practice will be made explicit for students. Self-disclosure, for the purpose of this document, is defined as disclosure of personal or family relationships or history.

The following specific guidelines must be followed with respect to students' rights to confidentiality.

1. A student's reactions to or feelings about clients and fellow workers are a legitimate concern of social work education. Students may be asked to examine these matters either in written assignments, practicum supervision, advisement, or liaison conferences.
2. Students may not be required involuntarily as a part of class or practicum to reveal information about their personal or family relationships or histories with the exception indicated in item 3 below. An assignment asking for personal or family information may, however, be utilized if an alternative assignment is available and given equal credit. For example, describe family relationships in literature instead of one's own family or describe a person's problem rather than one's own problem.
3. A practice course may be offered which requires students to describe personal or family matters either in class or other assignments. Such a course may be offered under the following conditions:
 - a) Methodology and content of the kind described in (3) must be approved by Curriculum Committee as necessary for achieving course objectives.
 - b) Written course materials defining expectations of students regarding sharing of personal information must be made available at the outset of the course. The nature of the self-disclosure to be required and the context in which the self-disclosure will occur (e.g., assertiveness training, sharing of sexual experiences) must be made explicit in the course materials. The course materials must also contain a rationale for the types of self-disclosure expected indicating the specific ways in which such disclosure is expected to enhance practice skills.
4. Any information about him/herself which the student does choose to divulge must be treated by faculty and by fellow students with the same respect for confidentiality as that accorded to clients. That is, no mention of such confidences may be made unless directly connected with the education or practice of that student.
5. A breach of policy regarding student's rights to confidentiality by either faculty or students shall be considered a violation of professional ethics and academic misconduct.

Confidentiality of Clients' Information

1. In any instance in which a client is mentioned in a classroom or class assignment, whether in a brief vignette, oral or written case presentation, or any other manner, the following assurances of confidentiality must be observed:
 - a) The names of persons who are clients, clients' family members, agency personnel, and any other persons in their environments must be disguised so that they will not be recognizable.

- b) If the configuration of personal or family characteristics is such that it could render person(s) identifiable (age, family size or composition, race, occupation, handicap, etc.), some aspects of the configuration must be altered. Aspects least detrimental to understanding of the situation should be altered, but when there is doubt, the principle of confidentiality must take precedence over completeness in every detail.
 - c) The specific place of work or schooling of clients should not be mentioned unless it is essential to the case and the entity is so large and the person's other characteristics are sufficiently nonspecific that he/she cannot be identified.
2. Any discussion about clients in the classroom takes place in the context of professional learning and teaching. As such, it is protected by the social work profession's ethics regarding confidentiality. Such content should never be discussed outside the classroom except with professional colleagues and then only for learning purposes.
 3. Any written materials or tapes regarding clients must be prepared, used, and stored so as to ensure clients' privacy. For tapes to be used in the classroom, clients' permission must be gained in writing before taping may take place. Procedures used must be in conformity with University rules and regulations as well as with those of the student's practicum agency. Responsibility to see to it that no one has access to such materials, except for legitimate professional purposes, rests with each student and faculty member.
 4. A breach of the policy regarding confidentiality shall be considered a violation of professional ethics and academic misconduct.

Grading

Graduate level courses in the Social Work Department are graded A for exceptional performance, B for work meeting graduate standards, C for below graduate standards and F for failure, unsatisfactory work with no credit granted toward the degree. **A grade of C or below is not a passing grade in graduate level courses.**

Grade Point Average (GPA)

The grade point average is determined by dividing the number of grade points earned by the number of credit hours.

A = 4 points

B = 3

C = 2

D = 1

F = 0

Graduate College Grade Appeal Process

A student may petition a grade change by using the Grade Appeals Process if satisfactory resolution cannot be achieved after consultation with the instructor and/or academic college Dean. If satisfactory resolution cannot be achieved after consultation with the instructor and/or Dean, then the grade appeals process must be formally initiated with a written appeal to the Graduate Dean within four months following awarding of the original grade. The grade appeal process is available at the Graduate College office.

The Graduate Grade Appeals Committee is comprised of faculty members who hold a Regular

Graduate faculty appointment and have expressed an interest in serving on the Graduate Grade Appeals Committee. This committee is an ad hoc committee of the Graduate College which is charged with conducting a review when a grade appeal is filed by a student for one of the following reasons:

1. Allegations that the instructor's policy in assigning final grades is not applied consistently to all students within a class and section;
2. Allegations that the method of assigning grades differs from the method described in the instructor's course syllabus or in the material made available by the instructor to the students; or
3. Allegations that the instructor's policy on assignment of grades was not made known to students.

Process for Student Complaints Regarding Instructors, Faculty, and Students

A student may seek a resolution of a potential grievance through discussions with the alleged offender (hereafter known as respondent). Before following this procedure, however, students may choose to seek advice about how best to approach this individual. Students are encouraged to seek assistance from full-time personnel in the office of the Vice President for Student Affairs or appropriate representative from which the complaint originates.

Any member of the University community may submit a complaint. A complaint should be submitted in writing, utilizing the "[Complaint Form \(pdf\)](#)" available online and in the office of the Vice President for Student Affairs. A complaint should be submitted as soon as possible after the event takes place.

A submitted report will be reviewed to determine merit, need for further investigation, appropriate referral, if necessary, and/or dismissal. General referrals will be guided by the following:

Complaints Against:

- Student(s): report to Student Affairs
- Faculty: report to Academic Affairs
- Staff: report to Department Head

A student may report the incident or incidents to the Vice President for Student Affairs and request assistance in attempting to reach an informal resolution of the matter. The Vice President for Student Affairs, or designee, may then contact the respondent's immediate or general supervisor, who should attempt to resolve the grievance and will maintain the student's confidentiality to the extent provided by law.

Submitted complaints will begin in the Informal Procedure process, unless the circumstances surrounding the reported incident(s) warrant immediately moving into Formal Procedure process. Procedure steps will be determined by the Vice President for Student Affairs, or designee, in conjunction with appropriate University personnel, as suitable.

Grievance Procedures

Informal Procedure

Students are encouraged to attempt to resolve complaint directly with individuals involved. If no resolution is forthcoming, or if direct confrontation is deemed inappropriate by both parties, then the student may report the incident or incidents to the respondent's immediate or general supervisor, department head or Vice President for Student Affairs.

Under these informal procedures, the student may, at any time, elect to withdraw the complaint which may or may not stop further administrative action. The student may also, at any time, decide to move into the Formal Grievance procedure.

Informal procedures are aimed at stopping the behavior rather than determining culpability or intent. Usually, official disciplinary action for employees or students cannot be invoked without a formal hearing. Complaints that are resolved informally are generally not investigated to the same degree as formal proceedings, although the complainant and, in some cases, the alleged respondent may be interviewed. Mediation may be utilized as a method for resolving the complaint informally. If a complainant decides to handle the situation her/himself, and the issue stops, there may not be an investigation. Unlike formal procedures, the reporting party is not required to write an account of what happened for the informal handling of the complaint to proceed. The outcome of informal procedures can range from no action, a simple apology, a promise not to do it again, a transfer of either or both parties, to a voluntary resignation.

Formal Grievance Procedures

Submitted complaints will begin in the Informal Procedure process, unless the circumstances surrounding the reported incident(s) warrant immediately moving into Formal Procedure process. The student(s) submitting a grievance may request to move into the Formal Grievance procedure at any time during an informal procedure.

Examples of circumstances that warrant immediately moving to the Formal Procedure process are allegations of discrimination, hazing, and acts of violence and abuse – sexual, physical, mental.

Assistance with these procedures may be provided by appropriate Student Affairs professional staff and/or appropriate University representatives.

It is advisable and to the student's advantage, to file the complaint as soon as possible to ensure that a complete, accurate fact pattern is captured in a timely manner and in close proximity to the time in which the incident(s) occurred.

As part of the written complaint, the student should also articulate a desired outcome or remedy to be considered in the event that discrimination is found to have occurred.

The Coordinator for Student Rights and Responsibilities, or designee(s), will investigate to resolve the complaint using the "Conducting Student Investigations" guidelines. Investigations

are intended to gather information and report detailed facts in connection with a reported incident. The purpose of an investigation is three-fold:

1. To provide the requesting party (or parties) sufficient information to determine if the incident warrants University action;
2. To determine departmental jurisdiction;
3. To provide the hearing officers and/or boards that may be assigned the case with sufficient information to assess University charges.

In the event incident(s) is/are found to have occurred, the Coordinator of Student Rights and Responsibilities, or appropriate personnel, shall take disciplinary and/or additional action as deemed appropriate under University policies. Incidents involving student(s) will be addressed through the appropriate university policies and procedures. Incidents involving employee(s) will be addressed through HR policies and procedures.

If it is determined that a complaint filed under this rule was groundless (no factual basis to believe incident occurred) or in bad faith (claim was motivated by a malicious purpose), the student may be subject to student conduct disciplinary action.