

**ARIZONA STATE UNIVERSITY  
COLLEGE OF PUBLIC SERVICE &  
COMMUNITY SOLUTIONS  
SCHOOL OF SOCIAL WORK**

**POLICY MANUAL**

**Approved by the faculty assembly of the school of 4/27/2015**

**Approved by the dean on 6/1/2015**

As of 4-30-2015

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### **ARTICLE I - Name**

The faculty governance organization of the School of Social Work will be named the Faculty Council.

### **ARTICLE II - Purpose**

The purpose of the Faculty Council is to provide an organizational vehicle for the faculty to share the responsibilities and obligations of governance and administration of the University, as provided for in the Conditions of Faculty Service (ACD 501).

### **ARTICLE III - Membership**

- Section 1. All full-time faculty, tenured or on tenure-track contracts, and all full-time academic professionals on probationary or continuing contracts shall constitute the voting members of the Faculty Council.
- Section 2. At the first Faculty Council meeting of each academic year, the voting members of the Faculty Council, as defined in Section 1, may extend, for the academic year, by vote of a two-thirds majority, full membership privileges to full-time personnel who are employed primarily in 50% teaching related functions. These members cannot participate in matters related to personnel as per university guidelines.

### **ARTICLE IV - Duties of the Director**

- Section 1. The Director shall prepare the agenda for all meetings of the Faculty Council and preside over these meetings.
- Section 2. The Office of the Director shall be responsible for: notifying all members in advance of each meeting; keeping and disseminating the minutes of each meeting; and such other duties which the Faculty Council shall, through proper and due process, assign.
- Section 3. The Director shall call special Faculty meetings according to the conditions specified in Article V, Section 3.

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Section 4. In the absence of the Director, a temporary chair will be secured by the Director prior to the Faculty Council meeting.

**ARTICLE V - Meetings**

Section 1. The regular Faculty Council meetings shall be held monthly beginning in September and ending in May.

Section 2. Special meetings shall be held at any time upon the call of the Director and must be called by the Director on receipt of a written request by at least one-third of the faculty.

Section 3. Notice of the time, place, and purpose of every regular meeting shall be given to each member of the faculty by the Director at least five working days before the meeting. Notification will be made in writing.

Section 4. The presence of a simple majority of the Faculty Council shall constitute a quorum.

Section 5. The agenda of the meeting will be divided into six major sections: (1) Minutes of the previous meeting; (2) Director's Report; (3) Action Items/Old Business; (4) Committee Reports; (5) New Business and (6) Informational Items.

Section 6. Action items must be introduced at the previous meeting of the Faculty Council under new business unless the Faculty Council is willing to suspend the rules and allow the item to be acted upon.

Section 7. Any action may be taken by a simple majority vote of the members at a meeting at which a quorum is present.

Section 8. All faculty members are expected to attend all Faculty Council meetings as part of their duties.

**ARTICLE VI – Executive Council**

The Executive Council shall consist of elected 6 full-time faculty members - two full professors, two associate professors, one assistant professor and one academic professional. The Director shall serve on the committee ex officio. Nominations of committee members shall be made

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within ranks. The candidates for each position shall be voted upon by the members of the Faculty Council. The chair shall be a senior faculty member elected by the committee members. Members shall serve two-year staggered terms, with the exception of assistant professors who shall serve one year terms. Elections shall be held in the spring semester of each year. The Executive Council is advisory to the Director and shall meet monthly. The final meeting of each year shall consist of all current, outgoing, and newly elected incoming members.

**ARTICLE VII - Committees**

Section 1. Committee work in the School of Social Work shall be carried out by the following types of committees:

- a. Standing Committees:
  - 1) Committee on Academic and Professional Standards (SWK 104-01)
  - 2) Personnel Committees (SWK 104-02)
    - a) Promotion and Tenure Review Committee
    - b) Annual Performance Evaluation Committee
  - 3) Curriculum and Academic Program Review Committee (SWK 104-03)
  - 4) Nominating Committee
  
- b. Program Committees:
  - 1) BA/BSW Committee
  - 2) MSW-Foundation Committee
  - 3) MSW-Policy, Administration, and Community Concentration Committee
  - 4) MSW-Advanced Direct Practice Concentration Committee
  - 5) MSW-Advanced Standing Committee
  - 6) MSW-Advanced Generalist Committee
  - 7) Ph.D. Committee
  
- c. Ad Hoc Committees

Section 2. The Faculty Council shall elect in March a Nominating Committee to develop slates of candidates for standing committees to be elected in April with terms to commence the following academic year. Committee memberships and responsibilities shall be in conformance with the policies contained in the School of Social Work Manual of Policies and Procedures.

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Section 3. All School committees shall report to the Faculty monthly during the academic year. All School representatives to University Committees shall report to the Faculty at least once per semester. Reports shall be made by distribution of minutes and other relevant documents to all faculty members.

Section 4. All Ad Hoc committees shall be established by vote of the Faculty Council. Membership of Ad Hoc Committees shall be set by the Faculty.

**ARTICLE VIII – Procedure for Amending By-Laws**

Section 1. The By-laws may be altered, amended or repealed and new By-laws may be adopted by a two-thirds majority of the Faculty Council present at any meeting, at which there is a quorum.

Section 2. Any member wishing to propose alteration, amendment, or adoption of by-laws must provide at least one month's written notice prior to the meeting at which such changes will be considered.

**ARTICLE IX – Parliamentary Authority**

Section 1. The Faculty Council meetings shall be guided by Robert's Rules of Order.

Section 2. Each academic year, a member of the Faculty Council shall serve as Parliamentarian. The Parliamentarian will serve as a consultant on matters of policy in an advisory role, and will be responsible for ensuring any changes made to policies by the Faculty Council will be updated and recorded in a master file of the School of Social Work Policies. The Parliamentarian should be appointed by the Director with consensus of the members of the Faculty Council.

It is the intent of the School of Social Work to adhere to ASU policies as given in the Academic Affairs Policies and Procedures (ACD) Manual, the University and College of Public Programs constitution and bylaws, and the policies of the Arizona Board of Regents (ABOR). If any policy of these bylaws is in conflict with these policies, the latter policies will take precedence.



**SWK 102**  
**Governance**  
**Effective 8/18/1986**  
**Revised 5/2000**

**PURPOSE:** To Establish Parameters for Faculty Governance.

**SOURCES:** School of Social Work Faculty Council  
Conditions of Faculty Service

**APPLICABILITY:** All Faculty, School of Social Work

**POLICY:** Faculty Council/Governance

The Faculty in 1982 reaffirmed its acceptance of a Faculty Council to provide an organizational vehicle for the faculty.

Faculty have a duty to share the responsibilities and obligations of governance and administration of the University as provided for by the Board in the Conditions of Faculty Service (ACD 501) and other policy statements.

**SWK 103**  
**Committee Structure**  
**Effective 8/20/1990**  
**Revised 2/4/2000**  
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**PURPOSE:** To establish guidelines for committee participation and structure

**SOURCES:** School of Social Work Faculty Council

**APPLICABILITY:** All faculty, School of Social Work

**POLICY:** Guidelines for committee participation

1. When a request for appointment to a University Committee is received by the Director's Office, the Faculty Council will be given the opportunity to recommend committee members to the Director.
2. Committee work in the School of Social Work shall be assigned to one of three types of committees, as follows:
  - a. Standing Committees
  - b. Program Committees
  - c. Ad Hoc Committees
3. Each of these are identified and defined in subsequent sections of this policy manual.
4. Committee chairs for all School of Social Work committees shall maintain a record of committee attendance on a single sheet for all committee meetings for the academic year. A copy of these attendance records shall be submitted to the Director by April 1<sup>st</sup> of each year.
5. Community professional social workers and student representatives may participate on committees in the School of Social Work except the Personnel Committees and the Committee on Academic and Professional Standards in one of the following ways:
  - a. All Committee meetings - except the Personnel and Standards Committees - are open meetings, and as such community social work professionals are welcome to attend as observer/participants.

**SWK 103**  
**Committee Structure**  
**Effective 8/20/1990**  
**Revised 2/4/2000**  
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- b. If a community group of professional social workers wishes to have a voting membership on a committee they may make a formal request to the committee chair. The chair will present the request to the Faculty Council for a vote, and will notify the requesting group of the Faculty Council's decision.
  
- c. Community professional social workers may also participate through membership on the Field Advisory Committee. Members are appointed by the Director on recommendation from the Field Coordinator.

**SWK 104**  
**Standing Committees**  
**Effective 8/20/1990**  
**Revised 4/16/2010**  
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**PURPOSE:** To establish standing committees and principles for service on these committees

**SOURCES:** School of Social Work Faculty Council

**APPLICABILITY:** All faculty, School of Social Work

**POLICY:** Standing Committees of the School of Social Work shall include the following:

1. Committee on Academic and Professional Standards
2. Personnel Committees
  - a. Promotion and Tenure
  - b. Annual Performance and Post-Tenure Review
3. Curriculum Committee
4. Nominating Committee
5. Executive Committee

Principles identified and recommended for committee service are the following:

1. Faculty members should be expected to serve on only one standing committee each academic year.
2. An operational plan for the standing committees should be developed and implemented so that staggered terms are employed and vacancies are filled from list of names of faculty eligible to serve on such committees.
3. The function of the committees is advisory to both the Faculty Council and the Director. Policy recommendations may be made by the committees to the Faculty Council and the Director.

**SWK 104**  
**Standing Committees**  
**Effective 8/20/1990**  
**Revised 5/1/2009**  
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4. It is the intent that the work of the committees be distributed evenly among the faculty.
5. The Director is the only faculty member who does not have a vote in SSW committees but can serve as an ex officio member.
6. Regular vacancies on the committees shall be filled as specified in the description of each committee. Vacancies which occur during the term of office should be filled by appointment by the Director.
7. Committee membership shall determine when a committee member's excessive absence and/or non-completion of committee work may serve as grounds for dismissal. Three or more absences and/or not accomplishing committee work on time or as assigned may be used for a request for dismissal. The Committee chair shall then make a formal request to the Director to appoint another person to the committee for the remainder of the year. At the end of the year, the Faculty Nominating Committee will nominate a replacement.

**SWK 104-01**  
**Committee on Academic and Professional Standards**  
**Effective 8/18/1986**  
**Revised 4/18/2014**  
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**PURPOSE:** To define the responsibilities and membership of the Committee on Academic and Professional Standards

**SOURCES:** School of Social Work Faculty Council

**APPLICABILITY:** All faculty, School of Social Work

**POLICY:** Committee on Academic and Professional Standards

**Duties and Responsibilities:**

- a. To monitor student records and identify students to be placed on probation or terminated from the BSW or MSW Programs.
- b. To make recommendations to the Director relative to requests for readmission to the undergraduate or graduate programs from students who:
  - 1) Fall below the minimum acceptable GPA at the check points established for each program
  - 2) Receive a failing grade in the field
  - 3) Are terminated from the program for reasons other than grades
- c. To make recommendations to the Director in response to formal charges of violations of professional ethics lodged against a faculty member or student.
- d. To report to the Graduate College on the status of provisionally admitted MSW students.

**Membership:**

- a. Members of the academic year committee shall be full-time personnel hired primarily in teaching related functions. Of the seven committee members, (three regular and four alternates), five must have received at least one of their degrees in social work.

- b. Three faculty members and four alternates shall serve on the academic year committee with one new member to be elected each year by the faculty council.
- d. Term of office of academic year committee members shall be for three years.
- e. The senior member, in terms of committee service, shall serve as chair.
- f. The academic year committee members shall not be required to serve on the committee from May 16<sup>th</sup> through August 15<sup>th</sup>. Should the Director determine that a student hearing needs to be held during this time (i.e., if delaying a hearing until August 16<sup>th</sup> may seriously affect a student's plan for summer studies) the Director shall appoint three faculty members to serve on the committee during this summer time period. These faculty may have lecturer, tenure-track, or tenured positions and at least two must have received at least one of their degrees in social work. The Faculty Council intends for the Director to identify a way to compensate faculty members for serving on the committee during this period.

**SWK 104-02**  
**Personnel Committees**  
**Revised 4/16/2010**  
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**PURPOSE** To define the responsibilities and membership of the Personnel Committees: (1) Promotion and Tenure Review Committee and (2) Annual Performance Evaluation Committee.

**SOURCES** School of Social Work Faculty Council

**APPLICABILITY** All Faculty, School of Social Work

**POLICY** Personnel Committees

- A. Duties and Responsibilities of the Promotion and Tenure (P&T) Review Committee:
1. Develops a committee calendar based on the ASU administrative calendar, Dean's review calendar, and the Director's review calendar.
  2. Receives review materials from the Office of the Director, including external letters of reference for promotion and tenure reviews.
  3. Assigns responsibility for preparing reviews to members.
  4. Reviews materials and obtains independent reviews of scholarly materials as deemed necessary from in-house, university, statewide, and/or national expert sources through the Office of the Director.
  5. Meets with tenured faculty members above the rank of the candidate to gather information and receive feedback.
  6. Meets with administrative personnel to hear reports if requested.
  7. Reviewers prepare draft reports and, as necessary, amends them.
  8. Votes to recommend or not recommend the requested action.
  9. Submits the report and recommendation, supporting materials, and vote tally to the Office of the Director and to tenured faculty above the current rank of the candidate two weeks before the report is due in the Office of the Director. The faculty, not members of the Committee, will review these materials, discuss them with the Committee at specially called meetings and submit a separate independent report to the Office of the Director.



**SWK 104-02**  
**Personnel Committees**  
**Revised 4/16/2010**  
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B. Duties and Responsibilities of the Annual Performance Evaluation (APE) Committee:

1. Develops a committee calendar based on the ASU administrative calendar and Director's review calendar.
2. Receives and evaluates faculty review materials from the Office of the Director.
3. Assigns responsibility for preparing reviews to members.
4. Meets with individual faculty members or with administrative personnel if requested.
5. Reviewers prepare, at a minimum, a qualitative assessment of each faculty member's performance in accordance with ACD and School of Social Work assessment policies (SWK506, 506-01, 506-02, 506-03 and 506-04).
6. Submits advisory report to the Office of the Director.

C. Membership on the Promotion and Tenure or the Annual Performance Evaluation Committees:

1. The Promotion and Tenure Committee is to be comprised of three to six tenured and one nonvoting tenure-track faculty members. The number of members may vary by year based on the anticipated committee workload for the upcoming academic year. For the Promotion and Tenure Committee to conduct business, no less than three tenured faculty members must participate. Members of the Promotion and tenure Committee will vote to determine if they will convene as a committee of the whole or utilize a subcommittee structure. The Annual Performance Evaluation Committee is to be comprised of three faculty members, either tenured or tenure-track.
2. Members shall be elected by the Faculty Council for staggered three year terms.
3. No member may serve two consecutive terms.
4. No person being reviewed for tenure and/or promotion may serve on the Promotion and Tenure Review Committee during the year in which he/she is reviewed for promotion and/or tenure.

**SWK 104-02**  
**Personnel Committees**  
**Revised 4/16/2010**  
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5. If a member of either of the personnel committees has a sabbatical, leave of absence, or is otherwise absent for a semester, he/she will be replaced on the committee through a specially called Faculty Council election. The remainder of the member's term will be served by the replacement, who may subsequently be elected to a full three year term.
6. The chair of each committee shall be elected by the voting members of each committee.

**PURPOSE** To define the responsibilities and membership of the Curriculum Committee

**POLICY** Curriculum Committee

Rationale:

To coordinate ongoing review of the curriculum, and periodic program reviews as mandated by the University and the Council on Social Work Education.

Duties and Responsibilities:

1. Establishment of standards for course content and delivery in terms of fit with the Mission of the School of Social Work, standards of accreditation, and program requirements of the university.
2. Establishment of a system of accountability that insures regular review of courses based on the above standards.
3. Development of a system for classification of courses according to content, level of expected achievement of students, evaluative expectations of faculty, and other pedagogical and workload considerations (see policy manual SWK 320).
4. Recommendation of class sizes based on criteria established in #3 above as reflected in syllabi, outlines, and information gathered from discussions with faculty teaching the courses.
5. Establishment of a system for course review and recommend changes in class size.
6. Preparation of policy and procedures which lay out the respective domains of the Program Committees (BSW, Foundation, ADP, PAC) and Online Committee and the ways in which they relate to each other and to the Curriculum Committee.
7. Organization and guidance in the preparation of Academic and Council on Social Work Education Program reviews.

**SWK 104-03**  
**Curriculum Committee**  
**Revised 11/16/2012**  
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8. Reviews all academic proposals, including program and course recommendations contained in proposals which affect curriculum, prior to presentation to the Faculty Council.

The Committee can make recommendations to the Faculty Council. However, final curriculum decisions are made by the Faculty Council. Curriculum decisions are defined as addition or removal of required courses; changes in degree requirements; and changes in course content that impact other programs.

Membership:

1. The Curriculum Committee shall consist of:
  - a). BA/BSW Program Representative
  - b). MSW Program Representative
  - c). Ph.D. Program Representative
  - d). Tucson Faculty Representative
  - e). Field Education Representatives
  - f). Advanced Direct Practice Representative
  - g). PAC Representative
  - h). Foundation Representative
  - i). Online Committee Representative
  - j). Student Representative
  - k). Associate Director
  - l). Advanced Standing Representative
2. Committee members will elect the Chair.
3. The Curriculum Committee shall meet once a month unless there is no business.

**SWK 104-04**  
**On-Line Committee**  
**Revised 4/27/2015**

**PURPOSE:** To define the responsibilities and membership of the Online Committee

**SOURCES:** School of Social Work Faculty Council

**APPLICABILITY:** All faculty, School of Social Work

**POLICY:** Online Committee

A. **Duties and Responsibilities:**

1. Recommend quality standards and best practices for online instruction and evaluations of online instruction.
2. Identify, design, and facilitate training policies for faculty and faculty associates related to online instruction.
3. Make recommendations regarding the purchase, use, and training for online tools and methods to improve the effectiveness and efficiency of online courses in the BSW and MSW Curricula.
4. Recommend content to include in Student Orientations to ease effective use of online courses by students.
5. Coordinate with the CPSCS Office of Instructional Design and Director's Office to develop and recommend common design (course skin or course shell, navigation, syllabus standardization, organization of learning modules, and university services) for the School of Social Work.

B. **Membership:**

1. Members of the committee shall consist of at least three elected School of Social Work faculty as well as the appointed Online Coordinator, and one e-learning/instructional technology professional, if possible. Faculty members shall represent the BA/BSW and MSW programs. All ongoing members may vote.
2. Community professionals and students are invited to participate on the committee.
3. Terms of office shall be for three years.
4. Committee members will elect the chair.
5. Committee members will elect one member to serve as a liaison to the Curriculum Committee.

**SWK 105**  
**Program Committees**  
**Revised 4/27/2015**  
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**PURPOSE:** To define responsibilities and membership of the Program Committees

**SOURCES:** Minutes of Faculty Retreat, August 18-19, 1986

**APPLICABILITY:** All faculty, School of Social Work

**POLICY:** Program Committees

1. Program committees shall consist of: Baccalaureate/Bachelor of Social Work (BA/BSW) Committee, MSW Foundation Committee, Master of Social Work-Advanced Direct Practice (MSW-ADP) Committee, Master of Social Work Policy, Administration, and Community Practice (MSW-PAC) Committee, Master of Social Work Advanced Standing Committee, Master of Social Work Advanced Generalist Committee (MSW-AG), and the Ph.D. Committee.
2. Faculty will serve on that committee in areas which represent their primary teaching responsibility for the year.
3. Faculty may serve on more than one program committee.
4. BA/BSW Committee shall include people teaching BA and BSW courses.
5. MSW Foundation Committee shall include people teaching foundation courses.
6. MSW-ADP shall include people teaching at the MSW level in Advanced Direct Practice, HBSE, and Research Methods.
7. MSW-PAC Committee shall include people teaching at the MSW level in PAC, Planning and Program Evaluation.
8. MSW-Advanced Standing Committee shall include people teaching the Bridge courses.
9. MSW-Advanced Generalist Committee shall include people teaching distance learning courses.
10. The Doctoral Committee shall include people teaching at the doctoral level or participating on doctoral student committees.

**SWK 106**  
**MSW Program coordinator**  
**Effective 8/18/1987**  
**Revised 11/5/2010**  
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**PURPOSE:** To define the duties of the MSW Program Coordinator

**SOURCES:** Faculty Council

**APPLICABILITY:** MSW Program Coordinator

**POLICY:** MSW Program Coordinator Job Description

A. Admissions (January - August)

- 1) Visits BSW Senior Seminar classes to discuss MSW admissions.
- 2) Facilitates admissions information meetings in conjunction with Manager of Student and Academic Services.
- 3) Directs the admissions process and reviews and evaluates every applicant=s file.
- 4) Discusses unusual situations with the Associate Director.
- 5) Meets with students whose applications were denied to explain decisions.
- 6) Informs faculty of the status of admissions through regular reports.

B. Orientation and Preparation for Practice

- 1) Coordinates planning for new student orientation.
- 2) Coordinates annual updates of MSW Student Handbook with the Manager, Student and Academic Services.
- 3) Coordinates preparation for practice with Coordinator of Field Education.
- 4) Plans and facilitates orientations for students.

**SWK 106**  
**MSW Program coordinator**  
**Effective 8/18/1987**  
**Revised 11/5/2010**  
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C. Curriculum Planning and Evaluation

- 1) Serves on Curriculum Committee
- 2) Coordinates and reviews with the Associate Director and Manager, Student and Academic Services any curriculum revisions/catalog changes affecting the MSW Program.
- 3) Coordinates or facilitates ongoing evaluation of student outcomes for the MSW Program as required by CSWE.
- 4) Responsible for preparation of materials related to CSWE reaccreditation of the MSW program, Academic Program and other reviews.
- 5) Has oversight responsibility for Tucson MSW Program.
- 6) Collaborates with offsite programs.
- 7) Coordinates class schedules and teaching assignments with the Associate Director and Manager, Student and Academic Services.
- 8) Participates in identifying, hiring, supervising and evaluating faculty associates in consultation with the Associate Director and lead instructors.
- 9) Responsible for ongoing program evaluation.
- 10) Brings curricular issues and proposals for changes to the Curriculum Committee and Faculty Council.
- 11) Provides oversight regarding the development, quality, scheduling, scoring, and decisions regarding the MSW culminating experience in collaboration with the Associate Director and Concentration Committee Chairs.
- 12) Consults and Coordinates with Disability Resource Services to ensure accessibility of instruction and instructional materials for students with disabilities.
- 13) Maintains a collaborative partnership with the Coordinator of Field Education.



**SWK 106**  
**MSW Program coordinator**  
**Effective 8/18/1987**  
**Revised 11/5/2010**  
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D. Student Issues

- 1) Reviews, evaluates and responds to student concerns, grade appeals and grievances.
- 2) Coordinates management of student performance issues with faculty, the Manager, Student and Academic Services, Coordinator of Field Education, and Standards Committee.
- 3) Approves or denies student waivers and petitions.
- 4) Serves as faculty advisor to the student association.
- 5) Attends commencements.
- 6) Nominates students for available scholarships, Graduate College support program, and other awards.

E. Provides program guidance in the summer.

F. Other duties include:

- 1) Representative to the Graduate College on behalf of School.
- 2) Participation and representation of the School of Social Work on community and national levels by attending CSWE Annual Program Meeting, BPD, and other appropriate forums.
- 3) Chairs MSW Foundation Committee.
- 4) Works with other curriculum concentration committees on issue related to MSW program functioning.

G. Reports to the Director

**SWK 107**  
**BSW Program Coordinator**  
**Effective 8/18/1987**  
**Revised 4/16/2006**  
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**PURPOSE:** To define the duties of the BSW Program Coordinator

**SOURCES:** Faculty Council

**APPLICABILITY:** BSW Program Coordinator

**POLICY:** BSW Program Coordinator Job Description

A. Curriculum related assignments

- 1) Chairs BSW Program Committee and responsible for agenda and minutes.
- 2) Handles all requests for curriculum variances.
- 3) Responsible for preparation of materials related to reaccreditation of the BSW Program, Academic Program and other reviews.
- 4) Responsible for ongoing program evaluation.
- 5) Evaluates and approves course equivalencies for community college and other transfer students.
- 6) Coordinates class schedules and teaching assignments with the Associate Director and the Academic Advising Coordinator.
- 7) Brings curricular issues and proposals for program changes to/from BSW Program Committee, Curriculum Committee, Faculty Council for decision making.
- 8) Implements curricular changes.
- 9) Collaborates with the MSW Foundation Committee to monitor waiver exam updates
- 10) Collaborates with Associate Director and lead instructors in hiring, assigning and evaluating Faculty Associates

**SWK 107**  
**BSW Program Coordinator**  
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- 11) Serves on the Curriculum Committee
- 12) Consults with and keeps Associate Director advised about BSW program issues.
- 13) Maintains a collaborative partnership with the Field Education Coordinator.
- 14) Oversees articulation of BSW and MSW programs in collaboration with MSW Program Director.

**B. Student related tasks**

- 1) Reviews, evaluates and responds to student concerns, grade appeals and grievances.
- 2) Coordinates management of student performance issues with faculty, Academic Advising Coordinator, Field Education Coordinator, and Standards Committee.
- 3) Serves as faculty advisor for the student organization and keeps BSW students advised regarding opportunities and events of interest.
- 4) Prepares for and attend new student orientation meetings at the outset of each semester.
- 5) Attends commencements.
- 6) Directs the admissions process.
- 7) Consults with Associate Director regarding curriculum and student issues.
- 8) Consults with Director regarding faculty and/or staff issues.
- 9) Coordinates recruitment efforts, including collaborative partnerships with community colleges and social work introductory classes each semester.

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- 10) Consults and coordinates with Disability Resource Services to ensure accessibility of instruction and instructional materials for disabled students
  
- C. School of Social Work representative to Baccalaureate Program Director organization and Honors College.
  
- D. Oversight responsibility for Tucson BSW Program.
  
- E. Teaches in the BSW Program.
  
- F. Adheres to the School of Social work and Arizona State University policies and procedures regarding implementation of new courses, program changes, and student issues.
  
- G. Provides program guidance in the summer.
  
- H. Reports to the Director

**SWK 108**  
**PhD Program Coordinator**  
**Effective 8/18/1987**  
**Revised 5/2010**  
**Page 1 of 3**

**PURPOSE:** To Define Duties of the Ph.D. Program Coordinator

**SOURCES:** Faculty Council

**APPLICABILITY:** Ph.D. Program Coordinator

**Policy:** Ph.D. Program Coordinator Job Description

A. Recruitment and Admissions

1. Oversees recruitment efforts, domestic and international
2. Revises annually the recruitment and program information on the web
3. Oversees the admissions process
4. Responds personally (email/phone) to all inquiries and meets with prospective applicants as requested
5. Chairs the PhD admissions process
6. Coordinates with support staff on admissions matters
7. Informs students not admitted of decision and handles related requests
8. Prepares program for new student orientation and full-faculty welcome luncheon

B. Student-Related Tasks

1. Oversees the PhD student database
2. Serves as advisor for each student until he/she forms a supervisory committee
3. Assists students to identify and recruit eligible committee chairs and committee members
4. Provides each student with an annual review of progress in relation to time limits for completion of degree and compliance with other policies and timelines (completed in August)
5. Coordinates the qualifying exam with the PhD Committee to include article selection, question development, scheduling and handling of files, distribution to graders and grading
6. Facilitates timely notification of students regarding qualifying exam outcomes
7. Assists students with planning for remediation
8. Promotes an intellectual community experience (e.g., workshops, social gatherings)
9. Seeks student participation on the PhD Program Committee
10. Meets with PhD students collectively and individually as needed

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**PhD Program Coordinator**  
**Effective 8/18/1987**  
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C. Curriculum Responsibilities

1. Facilitates a systematic review of all courses with the PhD Program Committee (2 per year)
2. Biannually evaluates teaching evaluations for doctoral courses taught within the School of Social Work
3. Recruits and recommends faculty to the Associate Director to instruct PhD courses.

D. School and College Responsibilities

1. Prepares a budget proposal for student funding in coordination with the Director
2. Works with faculty to develop RA and TA opportunities and monitors these positions systematically
3. Assists in general program publicity, event participation, and alumni relations
4. Reviews applications for graduate faculty and dissertation chairs with the PhD committee and accordingly seeks formal approval from the Graduate College
5. Facilitates program review activities as outlined in the evaluation plan and presents the findings to the PhD Committee, Program Director, and the faculty
6. Informs Committee Chairs of their responsibilities with regard to the comprehensive examination, dissertation prospectus, and oral defense requirements on a need-to-know basis
7. Chairs PhD Committee meetings, prepares agenda and shares minutes
8. Works with the PhD Committee on policy and curriculum changes
9. Implements decisions of PhD Committee by taking recommendations to Faculty Council for approval, and follows through with subsequent required administrative actions (e.g., course number approvals and changes)
10. Monitoring implementation of policies and refining procedures as needed
11. Developing and updating the PhD Policy Manual with administrative staff

**SWK 108**  
**PhD Program Coordinator**  
**Effective 8/18/1987**  
**Revised 5/2010**  
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E. Other Duties

1. School representative to the Graduate College
2. School representative to the Group for the Advancement of Doctoral Education
3. Works with the Director and Associate Director to prepare materials for program reviews
4. Assures program compliance with Graduate College policies
5. Provides program guidance in the summer

**SWK 109**  
**Tucson Faculty Coordinator**  
**Effective 8/1998**  
**Revised 4/14/2006**  
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**PURPOSE:** To define duties of the Tucson Faculty Program Coordinator

**SOURCE:** Faculty Council

**APPLICABILITY:** Tucson Faculty Program Coordinator

**POLICY:** Tucson Faculty Program Coordinator Job Description

- A. Identifies, hires, orients, supervises, and evaluates Tucson-based Faculty Associates in consultation with the Associate Director and lead instructors.
- B. Coordinates with MSW and BSW Program Coordinators regarding recruitment of students, and oversees prospective student information sessions and new student orientation sessions in Tucson.
- C. Holds twice monthly telephone conferences with the Academic Advising Coordinator in Tempe, and the Tucson Academic Advisor, Field Education Coordinator, and BSW Coordinator, to ensure that admissions, registration, student monitoring and graduation activities and information are consistent and coordinated in both locations.
- D. Develops course schedules in coordination with the Academic Advising Coordinator
- E. Makes faculty assignments in consultation with the Associate Director
- F. Reviews and approves applications for curriculum variances in consultation with the MSW Program Coordinator, and performs a second review to that of the Field Education Coordinator for requests to use employment for the internship.
- G. Holds periodic open meetings to hear student issues and respond to student concerns, and coordinates with Disability Resources to ensure accessibility to instruction and instructional materials for students with disabilities.
- H. Coordinates the hiring, co-supervision and evaluation of the Tucson Academic Advisors, Administrative Assistants, and students workers with the Tempe Academic Advising Coordinator.



**SWK 109**  
**Tucson Faculty Coordinator**  
**Effective 8/1998**  
**Revised 4/14/2006**  
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- I. Supervises the Tucson Field Education Coordinator.
- J. Serves as liaison to the Tucson Community/Field Advisory Board and engages in outreach activities to encourage community collaborations.
- K. Calls Tucson staff meetings and faculty retreats.
- L. Provides oversight of all cash management, monitors use of equipment and equipment maintenance, and makes recommendations about resource and facilities needs.
- M. Serves on the BSW and MSW Curriculum Committees.
- N. Provides program guidance in the summer.
- O. Reports to Director

**SWK 110**  
**Executive Committee**  
**Effective 3/26/2006**  
**Revised 3/26/2006**  
**Page 1 of 1**

**PURPOSE:** To establish an Executive Council; advisory to the Director

**SOURCES:** School of Social Work Faculty Council

**APPLICABILITY:** All Faculty, School of Social Work

**POLICY:**

The Executive Council shall consist of elected 6 full-time faculty members - two full professors, two associate professors, one assistant professor and one academic professional. The Director shall serve on the committee ex officio.

Nominations of committee members shall be made within ranks.

The candidates for each position shall be voted upon by the members of the Faculty Council.

The chair shall be a senior faculty member elected by the committee members.

Members shall serve two-year staggered terms, with the exception of assistant professors who shall serve one year terms.

Elections shall be held in the spring semester of each year.

The Executive Council is advisory to the Director and shall meet monthly.

The final meeting of each year shall consist of all current, outgoing, and newly elected incoming members.

**SWK 201**  
**Faculty Workload**  
**Effective 8/20/1990**  
**Revised 3/22/2013**  
**Page 1 of 1**

|                              |                                       |
|------------------------------|---------------------------------------|
| <b><u>APPLICABILITY:</u></b> | Tenured, tenure track faculty         |
| <b><u>SOURCE:</u></b>        | School of Social Work Faculty Council |
| <b><u>POLICY:</u></b>        | Workload expectations                 |

1. The following shall be considered minimum teaching and school service responsibilities:
  - A. Teach six credits of classroom courses per semester
  - B. Serve actively as a member of:
    - (1) the Faculty Council
    - (2) one Program Committee
    - (3) a minimum of one additional School of Social Work Committee or ad hoc committee assignment as requested by the Director

“Serve actively” is defined as attending at least 70% of retreats and meetings during the previous two semesters of service and completing assignments established within each committee or by the Faculty Council.
  - C. Carry an equitable load of advisees. An equitable load is generally assumed to be an equal number of advisees assigned to each faculty as per SWK 308.
  - D. Unless negotiated with the Director, faculty members who do not fulfill one or more of the responsibilities defined above will be assigned an additional course in the following semester.

**SWK 202**  
**Faculty Workload – Teaching**  
**Effective 8/18/1986**  
**Revised 3/22/2013**  
**Page 1 of 1**

**PURPOSE:** To define teaching responsibilities for School of Social Work faculty

**SOURCES:** Conditions of Faculty Service  
School of Social Work Faculty Council

**APPLICABILITY:** All faculty, School of Social Work

**POLICY:** Faculty Teaching Responsibilities Include:

1. Following the faculty approved course syllabus.
2. Keeping current in teaching areas through readings and research. Currentness should be measured according to continually revised text materials and syllabi.
3. Insuring that the course is evaluated in accordance with School of Social Work policies and procedures.
4. Faculty assignments should be in accord with individual faculty expertise and should facilitate faculty development within the framework of the school mission.
5. Faculty assignments are constrained by the following parameters:
  - A. To the extent possible, required or core courses should be assigned to tenured and tenure track faculty.
  - B. To the extent possible, at least one tenured or tenure track faculty member should be assigned to teach required or core courses taught in multiple sections.
  - C. Electives can be taught by tenured, tenure-track, and non-tenure track faculty and faculty associates.
  - D. All tenured and tenure track faculty who teach fewer than two courses in a semester (unless approved by the Director) will be required to make up for that deficit during the next semester such that all faculty will teach four courses per year.

**SWK 203**

**Faculty Workload – Teaching release for Chairing Dissertations and Theses**

**Effective 2/14/2014**

**Page 1 of 1**

**PURPOSE:** To define credited release from teaching responsibilities for service as chair of student dissertations and theses

**APPLICABILITY:** All tenure-track faculty, School of Social Work

**POLICY:** **Teaching Release for Chairing Dissertations and Theses**

Service as the chair of a doctoral dissertation, master's thesis, or undergraduate honors thesis entails considerable time devoted to research guidance and mentorship. The relationship serves as an intensive teaching experience by the chair with the student. The following formula for earned course release serves in recognition of this commitment:

1. A release from teaching a required course (see SWK 201 and SWK 202) will be available upon completion of **3 units** of chairing service.
2. Chairing service can be earned in the following ways:
  - Chairing a doctoral dissertation to completion = 1 unit
  - Chairing 3 masters theses to completion = 1 unit
  - Chairing 4 undergraduate honors theses = 1 unit
3. Credits for course release must be used within 7 years of completion of the dissertation or thesis.
4. Course release is to be negotiated by the faculty member with the Director.

**SWK 300**  
**Advancement – BSW**  
**Effective – Fall 2015**  
**Page 1 of 4**

**PURPOSE:** To provide criteria and procedures for advancement into the BSW program

**SOURCE:** Faculty Council

**APPLICABILITY:** All BSW students

**POLICY:**

To advance to the BSW professional program students must meet established criteria and go through a review process.

**Advancement Criteria**

**Guaranteed Advancement**

Students are reviewed for advancement during the final semester of 300-level courses. Students who submit complete applications by the deadline are guaranteed advancement to the BSW professional program if they meet the following criteria:

1. A minimum overall GPA of at least 2.0 and a minimum SW GPA of 2.5 with at least a C in social work courses after completion of SWU 171, SWU 291, and SWU 295.
2. A minimum overall GPA of at least 2.0 and a minimum SW GPA of at least 3.0 with at least a C in critical social work courses after completion of SWU 310, SWU [new Skills Seminar], and SWU [new Advanced Ethics course].
3. A minimum overall GPA of at least 2.0 and a minimum SW GPA of at least 3.0 with at least a C in critical social work courses after completion of SWU 303, SWU 340 and SWU 374.
4. Completion of all lower-division General Studies requirements as described by the University and as part of the BSW Program.
5. Evidence of 40 hours of social work-related volunteer or paid work experience. This requirement is satisfied by completion of SWU 291 with a grade of C or higher. Students who have completed the course equivalent of SWU 291 without the required volunteer hours must provide proof of completion of a minimum of 40 hours of social work-related volunteer or paid work experience.
6. Proof of having a current Level 1 Fingerprint Clearance Card.

**SWK 300**  
**Advancement – BSW**  
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Provisional Advancement

Students who have not yet taken SWU 340 in requirement 3 may petition for an exception and may be advanced provisionally if they can demonstrate that reasons outside of their control prevented them from completing this course before applying for advancement. The student must meet requirement 3 upon completion of this course to maintain advancement status.

Students who do not meet requirement 6 may petition for an exception to this requirement and may be provisionally advanced if field placements can be identified that will accept them.

**Pre-Advancement**

Milestones

Milestone 1: Students must earn a minimum overall GPA of at least 2.0 and a minimum SW GPA of 2.5 with at least a C in social work courses after completion of SWU 171, SWU 291, and SWU 295. Students who do not meet these minimum requirements will advance to the next milestone on a probationary status and students will develop a plan for success that must be approved by the Program Coordinator.

Milestone 2: Students must earn a minimum overall GPA of at least 2.0 and a minimum SW GPA of at least 3.0 with at least a C in critical social work courses after completion of SWU 310, SWU [Skills Seminar], and SWU [new Advanced Ethics course]. Students with an overall GPA between 2.0 and 2.49 will develop a plan for success that must be approved by the Program Coordinator. Students who do not meet these minimum requirements will not be able to advance to courses required in Milestone 3 and are encouraged to meet with Academic Services staff to determine if it is possible for them to meet these minimum standards by (re)taking additional courses. If it is not possible, Academic Services staff will assist them in identifying other degree options.

Milestone 3: Students must earn a minimum overall GPA of at least 2.0 and a minimum SW GPA of at least 3.0 with at least a C in critical social work courses after completion of SWU 303, SWU 340 and SWU 374. Students with an overall GPA between 2.0 and 2.49 will develop a plan for success that must be approved by the Program Coordinator. Students who do not meet these minimum requirements will not be able to advance into the BSW Professional Program and are encouraged to meet with Academic Services staff to determine if it is possible for them to meet these minimum standards by (re)taking additional courses. If it is not possible, Academic Services staff will assist them in identifying other degree options.

#### Notification to Students

Students who do not meet the requirements for each milestone shall be notified that they are not meeting the minimum standards for advancing to the BSW Professional Program and can meet with Academic Services staff about options available to them.

#### Advancement Process

Students are reviewed for advancement to the BSW Professional Program during the Spring and Fall semesters. The deadline for submission of advancement materials for the Fall semester is March 1<sup>st</sup> and for the Spring semester is November 1<sup>st</sup>. Students requesting advancement must submit the following materials:

1. “Intent to Advance to the BSW Professional Program” application and checklist;
2. Signed Standards of Professional and Ethical Behavior Form;
3. Copy of Fingerprint Clearance Card;
4. Petition for Exception to Advancement Requirements (if applicable).

#### Advancement Review Process

1. Academic Services staff shall prepare an advancement profile for each student who submits “Intent to Advance to the BSW Professional Program” materials. This profile will include overall GPA, SW GPA, grades for critical social work courses, and status of lower-division General Studies and pre-requisite requirements including MAT 142, ENG 101, and ENG 102.
2. All advancement profiles shall be reviewed according to the BSW Professional Program advancement criteria by the BSW Program Coordinator.
3. Students who meet all criteria for guaranteed advancement shall be notified by Academic Services staff in writing, via email, and/or certified mail regarding their advancement status.
4. Students who meet criteria for provisional advancement shall be contacted by the BSW Program Coordinator as needed. The BSW Coordinator may consult with the Field Education Office about Field Practicum options for students who do not have a Fingerprint Clearance Card. These students shall be notified by Academic Services staff in writing, via e-mail, and/or certified mail regarding advancement status.



5. Students approved for advancement will be cleared by Academic Services staff for registration into BSW 400-level Professional Program courses, including Field Practicum.

### **Maintaining BSW Professional Status**

To maintain BSW Professional Program status students must sustain an overall GPA of 2.0 and SW GPA of 2.75 with no grade lower than a C. Students are responsible for notifying the BSW Coordinator upon a change of status of their Fingerprint Clearance Card.

### **Re-Submission, Exemptions, and Appeals Process**

1. Students in good standing with the University who do not meet the criteria for advancement to the BSW Professional Program can meet with Academic Services staff to learn about other degree options.
2. Students who are not approved for advancement to the BSW program may reapply if the reason for non-advancement has been corrected (e.g., their GPA has been raised).
3. Students who are disqualified to continue in the program because they fail to meet Milestone 2 or 3 or who are not approved for advancement may appeal the decision to the BSW Advancement Committee by completing the Petition for Exceptions to Advancement Requirements form. Each petition for exception will be decided by a majority vote of the three BSW Advancement Committee members (see below). The BSW Advancement Committee may approve advancement without conditions or on a probationary basis, or may support the decision to not advance the student. The student may appeal the decision of the BSW Advancement Committee through the College of Public Programs' Academic Grievance process, which includes meeting with the Director of the School of Social Work before advancing to the full College committee.

### **BSW Advancement Committee**

1. The BSW Advancement Committee will be composed of three faculty members including the BSW Program Coordinator.
2. Membership of three regular members and one alternate member to the BSW Advancement Committee will be determined by a vote of the BSW Committee at the beginning of each academic year. At least 2 of the 3 members of the Advancement Committee shall be tenured or tenure-track faculty.

**SWK 301**  
**Admissions – MSW**  
**Effective – 9/1992**  
**Revised 12/10/2010**  
**Page 1 of 6**

**PURPOSE:** To provide an evaluation system and procedures for standard MSW Admissions

**SOURCE:** Faculty Council

**APPLICABILITY:** All standard MSW Applicants

**POLICY:**

Applicants should have:

- (1) a liberal arts Baccalaureate degree from accredited institution; or
- (2) a BSW from an accredited school of social work; or
- (3) other Baccalaureate degree from accredited institution, and completion of 30 semester credit hours in liberal arts courses at the undergraduate or graduate level;
- (4) a minimum of 120 hours of volunteer/work experience in social services during a 6-month period within the past 5 years; and
- (5) a minimum 3.20 GPA for junior/senior years
- (6) GRE, MAT, or 6 credit hours of graduate coursework with a minimum cumulative GPA of 3.00 is required if GPA is below 3.20.

The 30 credit hours of liberal arts courses must include coursework from the humanities, social/behavioral sciences, and natural sciences. It is in the humanities within which questions of human existence and the universality of human life, questions of meaning and the nature of thinking and knowing, and questions of moral, aesthetic and other human values are explored. Coursework in the social/behavioral sciences as well as natural sciences is equally important in that it is here that scientific methods of inquiry and empirical knowledge about human behavior, both within society and individually, are covered. In particular, coursework in human biology and statistic is required.

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**Admissions – MSW**  
**Effective – 9/1992**  
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Applicants with less than 3.20 GPA and a minimum composite score on major criteria 80 points may be considered for admission based on recommendation from the MSW Admission Committee.

A 100 point rating system with objective and subjective criteria is used for MSW Admissions to allow for faculty input in selection of applicants, to provide a basis for recommending financial aid from the Graduate College and other sources, and to build a database for ongoing research and evaluation.

The rating system has four major criteria: 1) References; 2) Experience; 3) Personal Statement; and 4) Special Qualifications. The rating system is provided below:

1. **References (Maximum 20 Points)**

**Points Awarded Criteria**

- |    |  |
|----|--|
| 20 | Letters from appropriate persons, with all 3 providing above average positive evaluations. |
| 15 | Letters from appropriate persons, with all three providing average positive evaluations.   |
| 10 | Letters from appropriate persons, with 2 of 3 providing positive evaluations.              |
| 0  | Letters from inappropriate persons and/or 2 or more negative evaluations.                  |

Appropriate persons are academic instructors, work supervisors, or volunteer placement supervisors. Inappropriate persons are friends, relatives, or VIPs with no supervisory or academic experience of the candidate. It is highly recommended that one reference reflects the applicant's human service organization volunteer/work experience.

**2. Experience (Maximum 30 Points)**

**Points Awarded Criteria**

|    |   |
|----|---|
| 30 | Full-time equivalent of 5 or more years employment in social work or related field within the past 10 years.  |
| 25 | Full-time equivalent of 1 to 4 years employment or continuous volunteer experience of 240 hours per year for 2 or more years in social work or related field within the last 10 years. Applicants with a BSW degree should be awarded minimum of 25 points. |
| 20 | Full-time equivalent of less than 1 year employment, continuous volunteer experience of at least 120 hours during a 6-month period within the past 5 years.   |
| 10 | Exposure to volunteer experience in social service related work within the past 5 years.  |
| 0  | No employment, and/or volunteer experience during a 6-month period within the past 5 years.   |

**3. Personal Statement (Maximum 40 points)**

a. Writing Skills (Maximum 20 points)

Criteria: Grammar, syntax, punctuation, spelling, neatness, organization, clarity of expression, and logical flow. (see attachment A for rubric)

b. Content (Maximum 20 points)

Criteria:

Interest in Social Work as a Career

- Experiences or relationships influencing decision
- Understanding of social work as a career
- Experience (personal/professional) with diverse populations
- Understanding/Acceptance of Mission Statement

Personal Experience and Self-Awareness

- Ability to translate and apply personal experiences to social work issues and concerns
- Indications of appropriate self-awareness
- Relevance and appropriateness of self-disclosure

**4. Special Qualifications (Maximum 10 Points)**

Faculty Rater should look for strong evidence (10 points), moderate evidence (5 points), and no evidence (0 points) of any combination of the following criteria:

- A. Applicant has special knowledge of and/or documented commitment to a minority group and/or has lived in a minority community as part of his/her life experience.
- B. Applicant has special knowledge of and/or commitment to rural communities low-income populations, disabled persons, children/youth, the aged, and/or women with unique problems.
- C. Applicant has demonstrated ability to achieve academic goals despite severe or unusual circumstances such as a physical disability, being a single head of household, or raising children while completing undergraduate study.
- D. Applicant has demonstrated ability in a foreign language with special emphasis be given to members of historically oppressed populations in the Southwest, including Spanish, Native American languages, or sign language for the hearing impaired.
- E. Applicant has an undergraduate degree in Humanities or Social Sciences.
- F. Applicant has a Master degree from accredited institution.

## **ADMISSIONS PROCEDURES**

There are two deadlines for submission of applications. The priority deadline is February 1<sup>st</sup>. Applicants who submit their material on or before the February 1<sup>st</sup> deadline may be notified of their admissions status by mid-March. The second deadline is March 1<sup>st</sup>. Applicants who submit their materials by March 1<sup>st</sup> may be notified of their admissions status by early April but no later than May 1<sup>st</sup>.

Applications received after March 1<sup>st</sup> will be considered only if the target number of suitable and qualified candidates cannot be filled from the pool of candidates described above.

The student support staff shall process all admissions materials and create a rating form for each applicant. The staff will provide **GPA** scores based on student self reporting. To avoid mistake for accepting applications with less than 3.2 GPA, the staff will review and recalculate self-reporting GPA for applicants who report GPA of 3.2 or less.

The files, with attached rating forms, will be forwarded to the MSW coordinator who will award points for **References** and **Experience**. Upon completion of the MSW coordinator's review, files will be forwarded to faculty raters. Faculty raters will score the applicants on the **Personal Statement** and **Special Qualifications** sections.

Upon completion of the MSW coordinator and faculty raters' review, applicants who have a composite score on **References, Experience, Personal Statement** and **Special Qualifications** of 80 or more points and **GPA of 3.2 or higher** and no issues of concern will be granted admission to the program.

The MSW Admissions Committee will provide additional review and recommendation for admission for applicants:

- a. who have a minimum composite score on the above-noted criteria 80 points and **GPA above 3.2** and issues of concern, or
- b. who have a minimum composite score on the above-noted criteria 80 points and **GPA below 3.2;**

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**Admissions – MSW**  
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The MSW Admissions Committee has authority to:

- Admit applicant without conditions
- Admit applicant with conditions. All conditions need to be stated.
- Not recommend admission - Committee chair must explain committee's action and rationale.

Applicants who have a composite score on **References, Experience, Personal Statement** and **Special Qualifications** of less than 80 points will be declined admission.

There is no fixed or inflexible cutoff for applicants who were not awarded immediate admission. In any given year, judgment may be exercised by the MSW coordinator, in consultation with the faculty and the Director, as to how many students should be admitted and what cutoff point should be used for non-admission.

Once eligible students have been admitted, the remaining applicants will be put in a pool for consideration the following year. They need only request that their file be re-activated.

Applications for admission to the part-time program will form a separate pool of candidates but will be considered using the same admissions criteria.

Applications for admission to the Advanced Standing program will form a separate pool of candidates.

**SWK 301 - ATTACHEMENT A – Admissions Rubric**

Writing Skills (Maximum 20 points)

Criteria: Grammar, punctuation, spelling, neatness, organization, clarity of expression, logical flow, and sufficient responses to questions:

| <b>Criteria</b>                               | <b>No skills demonstrated in this area</b> | <b>Minimum skill demonstrated in this area</b> | <b>Some skill evident but skills not proficient</b> | <b>An acceptable level of skill was demonstrated in this area</b> | <b>Proficiency noted in this area, applicant exceeds standards</b> | <b>Item score</b> |
|---|--|--|---|---|--|-------------------|
| <b>Grammar, spelling &amp; punctuation</b>    | 0  | 1  | 2   | 3   | 4  |                   |
| <b>Neatness &amp; organization</b>            | 0  | 1  | 2   | 3   | 4  |                   |
| <b>Clarity of expression</b>                  | 0  | 1  | 2   | 3   | 4  |                   |
| <b>Logical Flow</b>                           | 0  | 1  | 2   | 3   | 4  |                   |
| <b>Sufficient response to questions asked</b> | 0  | 1  | 2   | 3   | 4  |                   |



|                    |  |  |  |  |  |  |
|--------------------|--|--|--|--|--|--|
| <b>Total score</b> |  |  |  |  |  |  |
|--------------------|--|--|--|--|--|--|

**SWK 302**  
**Testing Out and Transferring of Credits**  
**Effective 8/1992**  
**Revised 2/15/2013**  
**Page 1 of 3**

**PURPOSE:** To define policies for waiving and transferring of credit

**SOURCE:** Faculty Council

**APPLICABILITY:** All students, School of Social Work

**POLICY:** Waiving and Transferring Credits

Consistent with the policies of the Council on Social Work Education, credit for life experience and previous work experience must not be given under any circumstances, in whole or part, in lieu of field practicum or of courses in the professional foundation areas.

A. Graduate Student Policies

The number of hours required to complete the MSW degree ranges from 45 to 60 credit hours, with 60 credits representing the standard program. Admitted students may reduce the number of credits required for their degree, by:

1. Transferring in courses:
  - a. Transfer work must have been completed within three years of the semester and year of admission to the MSW Program at ASU.
  - b. Students who are transferring from an accredited graduate social work program must apply for admission, submit their social work transcripts and course syllabi, and a letter of good standing from their current MSW Program. A minimum of 30 credit hours must be completed at ASU. All transfer coursework must be completed with a grade of “B” or better.
  - c. Students who take nondegree graduate courses in the ASU School of Social Work may have the credits transferred in upon admission to the MSW program. University policy limits students to a total of 9 credit hours. Only six hours of elective credit may be transferred to the PAC concentration and only three hours of elective credit may be transferred to the Advanced Direct Practice concentration. Transfer work must have been completed within three years of the semester and year of admission to the MSW Program at ASU. All transfer coursework must be completed with a grade of “B” or better.

**SWK 302**  
**Testing Out and Transferring of Credits**  
**Effective 8/1992**  
**Revised 2/15/2013**  
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- d. ASU undergraduates may petition to take graduate courses and reserve the credit for the MSW program. The petition must be approved in advance of taking the courses. Policy cited in b above also applies to undergraduate students who enroll in graduate level social work courses. (University policy limits students to 9 credit hours).

2. Exemptions from and Testing-out of Required Courses:

- a. BSW students from ASU, or students who have completed a social welfare minor or concentration at ASU, may exempt, without examination, the courses listed below. BSW students from other accredited programs must submit an application for course exemption, and copies of course syllabi and transcripts. The MSW Coordinator will use these materials to perform an equivalency review.

**Important note:** For students to be eligible for course exemptions they must have received their BSW degree no more than six years before the date of admission.

**SWG 502**, if the student completed SWU 301 prior to Fall 2007 and SWU 340 prior to Spring 2008 and completed both courses with an “A-”; **or** if the student completed SWU 340 after Fall 2007 with an “A-”; or completed an equivalent social work course(s);

**SWG 519**, if the student has at least an “A-” in SWU 320 or 420; or an equivalent social work course;

**SWG 531**, if the student has at least an “A-” in 432; or an equivalent social work course;

**SWG 533**, if the student has at least an “A-” in SWU 374 or 474; or an equivalent social work course;

**SWG 585**, if the student has at least an “A-“ in SWU 411, or an equivalent social work course.

**TOTAL CREDITS 15**

**SWK 302**  
**Testing Out and Transferring of Credits**  
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b. Testing-Out of Required Courses:

Any student, regardless of undergraduate major, may participate in a series of waiver exams that are administered prior to the start of Fall semester. The examinations are designed to assess whether an incoming student has mastered the content at the level expected of a student who satisfactorily completes the particular course in the MSW program. Students are given reading lists and course competencies to help them prepare for the exams. The following exams are offered:

|   |             |
|---|-------------|
| <b>SWG 501</b> Micro Human Behavior in the Social Environment | (3 credits) |
| <b>SWG 502</b> Macro Human Behavior in the Social Environment | (3 credits) |
| <b>SWG 519</b> Research Methods in Social Work                | (3 credits) |

**TOTAL CREDITS 9**

B. Undergraduate Student Policies

1. Students who are transferring from an accredited undergraduate social work program must submit a petition and their social work transcript and course descriptions. The BSW Coordinator reviews the material and may request additional documentation including course syllabi.
2. Students who are transferring from a non-accredited undergraduate social work program must submit course syllabi in addition to their social work transcript. Students from non-accredited programs must provide evidence of course assignments, course readings, and course learning objectives if these are not included in the syllabus. To verify that the courses meet our program goals, students are often asked to submit a letter from a faculty member or administrator of the other institution describing the course.

**SWK 303**  
**Statistics Deficiency**  
**Effective 8/18/1986**  
**Revised 3/3/2000**  
**Page 1 of 1**

**PURPOSE:** To define policy on making up statistics deficiency in the MSW Program

**SOURCES:** School of Social Work Faculty Council

**APPLICABILITY:** All MSW Students

**POLICY:** Statistics Deficiency (MSW)

Graduate students are required to successfully complete a course in statistics before classes start in the semester admitted. The course is a prerequisite and does not count toward the MSW degree. Students, not meeting this requirement, may be admitted with the provision that the statistics course be completed within one academic year. Since it is a preparatory course, it is recommended that it be completed at the undergraduate level. A letter grade or pass/fail will be accepted. Statistics with a grade of Audit@ will not be accepted.

Students, accepting admission with the statistics deficiency, accept the responsibility to complete the course by the date indicated in the admission letter from the Graduate College complete a waiver requesting an extension not longer than one academic year. Unless the course in statistics is successfully completed by the date stated in the admission letter or in the waiver a student can be denied registration privileges.

**SWK 304**  
**Part Time Program – MSW**  
**Effective 1/31/1987**  
**Revised 3/3/2000**  
**Page 1 of 4**

**PURPOSE:** To establish guidelines for part time study in the MSW Program

**SOURCES:** Faculty Meeting Minutes 1/29/93

**APPLICABILITY:** All MSW Students

**POLICY:** Part Time MSW Program

A. Definitions:

Full Time Students are those who complete the MSW program in two academic years

Part Time Students are those who complete the MSW program in more than two academic years

B. Standardized three and four year part-time program of study

1. In order to guide curriculum planning to preserve the integrity of the MSW Program of Study, a three year and a four year plan are available. Part-time students, upon admission, will designate one of these plans and will follow the prescribed curriculum.
2. Deviation from the prescribed curriculum is permitted only by petition to the Coordinator of the MSW Program. Students will be allowed to register for courses only if they are following the standard curriculum plan or are following a course of study which has been approved by the Coordinator of the MSW Program as designated on an approved Curriculum Variance form.

C. Principles/Guidelines for Curriculum Planning Variances

1. Principles not Subject to Variation
  - a. Course prerequisites and co-requisites must be honored.
  - b. The field practicum is taken concurrently with, or after, the corresponding practice courses. It may be taken in two consecutive semesters, as a summer block, or in an arrangement which maintains continuity of the 480 hour requirement.

**SWK 304**  
**Part Time Program – MSW**  
**Effective 1/31/1987**  
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- c. Policies governing time frameworks (e.g., CSWE guideline that the MSW be completed within five years and the University requirement that all work counted toward the degree must be done within six years) must be followed.
- 2. Principles Subject to Variation Upon Petition & with Justification
  - a. If not taken concurrently, Foundation supportive courses (social policy, HBSE) are taken before the practice and field-related courses.
  - b. All Foundation pre-requisites should be completed before the Concentration required courses are taken.
- D. Conversion from Full-Time to Part-Time Status
  - 1. Full-time students who request variances which will cause them to require more than two years to complete the program must convert to part-time status and must develop a complete program of study to be submitted for approval to the Coordinator of the MSW Program.
  - 2. Change in status from full to part-time is automatic upon request if space is available in classes and if the program of study is acceptable according to the principles above. The Coordinator of the MSW Program must approve such requests.

**B. Three Year Plan**

|                              | Fall Semester                      | Spring Semester                    | Summer Session                   |
|------------------------------|------------------------------------|------------------------------------|----------------------------------|
| <u>Foundation Coursework</u> |                                    |                                    |                                  |
| <b>Year One</b>              | SWG 501<br><br>SWG 531<br>Elective | SWG 502<br><br>SWG 533<br>Elective | (May take Foundation<br>classes) |

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**Year Two**

|         |         |  |
|---------|---------|--|
| SWG 510 | SWG 511 | (May take Foundation field or classes) |
| SWG 580 | SWG 519 |  |
| SWG 541 | SWG 542 |  |

Concentration Coursework

**Year Three-ADP**

|         |                  |   |
|---------|------------------|---|
| SWG 606 | SWG 632          | (May take Concentration field or classes) |
| SWG 611 | DP req. Elective |   |
| SWG 619 | SWG 621          |   |
| SWG 641 | SWG 642          |   |

**Year Three-PAC**

|          |         |   |
|----------|---------|---|
| Elective | SWG 632 | (May take Concentration field or classes) |
| SWG 680  | SWG 681 |   |
| Elective | SWG 623 |   |
| SWG 643  | SWG 644 |   |

**Acceptable variations to provide maximum flexibility:**

- \*\* Electives may be taken at any time.
- \*\* Summer offerings such as 502, 531, 580, 606, 619, and 621 may enable students to reduce course loads and spread courses more evenly over the six semesters.
- \*\* As indicated, field placements may be taken as summer blocks.

**C. FOUR YEAR PLAN**

|               |                 |                |
|---------------|-----------------|----------------|
| Fall Semester | Spring Semester | Summer Session |
|---------------|-----------------|----------------|

Foundation Coursework

**Year One**

|         |         |                               |
|---------|---------|-------------------------------|
| SWG 501 | SWG 502 | (May take Foundation classes) |
| SWG 531 | SWG 533 |                               |



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**Part Time Program – MSW**  
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**Year Two**

|         |         |                                       |
|---------|---------|---------------------------------------|
| SWG 510 | SWG 511 | May take Foundation Field or classes) |
| SWG 580 | SWG 519 |                                       |
| SWG 541 | SWG 542 |                                       |

Concentration Coursework

**Year Three-ADP**

|          |          |                                  |
|----------|----------|----------------------------------|
| SWG 619  | SWG 612  | (May take Concentration classes) |
| SWG 606* | Elective |                                  |

**Year Four-ADP**

|           |                  |   |
|-----------|------------------|---|
| SWG 611   | DP req. Elective | (May take Concentration field or classes) |
| SWG 641   | SWG 621          |   |
| Elective* | SWG 642          |   |

(SWG 606 may be taken in year four and the elective in year three without requesting a variance).

**Year Three-PAC**

|          |          |                                  |
|----------|----------|----------------------------------|
| Elective | SWG 632  | (May take Concentration classes) |
| Elective | Elective |                                  |

**Year Four-PAC**

|          |         |                                  |
|----------|---------|----------------------------------|
| SWG 680  | SWG 681 | (May take Concentration classes) |
| Elective | SWG 623 |                                  |
| SWG 643  | SWG 644 |                                  |

**Acceptable variations to provide maximum flexibility:**

- \*\* Electives may be taken at any time
- \*\* Summer offerings such as 502, 531, 580, 606, 620, and 621 may enable students to reduce course loads to 6 credits per semester. It will help if we can assure certain offerings on a regular basis.
- \*\* As indicated, field placements may be taken as summer blocks.
- \*\* Any Year Three courses may be moved to year Two, if needed to allow for better distribution of credits after transfers

**SWK 305**  
**Curriculum Exceptions**  
**Effective 8/18/1986**  
**Revised 3/3/2000**  
**Page 1 of 2**

**PURPOSE:** To define the process for requesting curriculum exceptions

**SOURCES:** School of Social Work Faculty Council

**APPLICABILITY:** All social work students

**POLICY:** Curriculum Exceptions

The curriculum at the School of Social Work has been designed to provide an educational program of inter-related and sequential courses. The School reinforces the academic concept that any adjustment of the curriculum must be the exception, and that any petitions to do so must be followed.

A. Policy

1. All petitions for curriculum exceptions, such as course sequencing and summer block field placements must be submitted to the advisor, Field Coordinator, and/or graduate or undergraduate program coordinators (in that order).
2. Petitions should be submitted 60 days before the plan goes into effect.
3. The program coordinator will be responsible for final review of petitions, assessing plan for completion of the program and implications for personnel and/or school resources.
4. The program coordinator will communicate the decision to the student and a copy will be placed in the student's file.

B. Procedures

1. Student and advisor meet to plan total academic schedule.
2. Student initiates the petition, which must be signed by the advisor and submits it to the Coordinator of Field Instruction and/or program coordinator. Curriculum variance forms are available on the web or in UCENT 800.

**SWK 305**  
**Curriculum Exceptions**  
**Effective 8/18/1986**  
**Revised 3/3/2000**  
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3. Petition must include:
  - a) Request for the particular exception
  - b) Rationale
  - c) Student's total educational course plan
4. The program coordinator will evaluate the curriculum exception petition in the context of educational value, school resources, and curriculum policies.
5. The program coordinator will act on the petition and communicate it to the student in writing with a copy placed in the student's file.

**C. Change in Status - Graduate Students**

Students are admitted either on full time or part time status, with a particular program of study. Any variance from this program of study must be formally requested and approved.

**SWK 306**  
**Cross Campus Electives – Graduate Students**  
**Effective 8/18/1986**  
**Revised 7/28/1999**  
**Page 1 of 1**

**PURPOSE:** To establish procedures for requesting cross campus electives for MSW students

**SOURCE:** School of Social Work Faculty Council

**APPLICABILITY:** All MSW Students

**POLICY:** Cross Campus Electives - Graduate Students

At the discretion of the faculty advisor, and in accordance with the student=s program of academic study, graduate course offerings in other departments of the University may serve as elective courses (not to exceed the allowable number of elective hours required for graduation). The student must have the form *Requested to Take Elective Course Outside the School of Social Work* signed by the advisor and the MSW Program Coordinator.

**SWK 307**  
**Readings and Conference/Independent Study Courses**  
**Effective 8/18/1986**  
**Revised 5/2000**  
**Page 1 of 2**

**PURPOSE:** To define expectations of Readings and Conference and Independent Study courses

**SOURCE:** School of Social Work Faculty Council

**APPLICABILITY:** All faculty and students, School of Social Work

**POLICY:** Readings and Conference/Independent Study Courses

- A. A Readings and Conference/Independent Study course is designed to provide an opportunity for the superior senior student or for the graduate student to do an original study of investigation in the major or field of specialization on an individual basis with a minimum of supervision or direction. Faculty time is calculated at 1 hour per week per project.
- B. It is the policy of the School of Social Work, at the Graduate level that a Readings and Conference Course or a Independent Research Course; and the Undergraduate level an Independent Study Course be taken to either:
- 1) Fulfill a requirement under special circumstances for transfer students;
  - 2) Enrich an area of specialization
- C. These courses are not intended to replace required courses in the curriculum to be the means for finishing work in which a grade of Incomplete was awarded.
- D. In accordance with the classification used by the University and the Graduate College, the School of Social Work will use the following numbers and definitions:
- 1) SWU 499 Individualized Study (BSW):  
  
Independent study in which a student meets regularly with a faculty member to discuss assignments. The course may include such assignments as intense reading in a specialized area, writing synthesis of literature on a specialized topic, writing literature review on a topic.

**SWK 307**  
**Readings and Conference/Independent Study Classes**  
**Effective 8/18/1986**  
**Revised 5/2000**  
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2) SWG 590/690 Readings and Conferences (MSW):

Independent study in which a student meets regularly with a faculty member to discuss assignments. The course may include such assignments as intense reading in a specialized area, writing synthesis of literature on a specialized topic, writing literature review on a topic.

3) SWG 592/692 Research (MSW):

Independent study in which a student, under supervision of a faculty member conducts research that is expected to lead to a specific project such as a report or publication. Assignments might include data collection, experimental work, data analysis, or preparation of a manuscript.

E. These courses may be arranged for from 1-3 credit hours. In registering for one of these courses, the following should be applied: each one hour of credit is equivalent to three hours of work per week. No student may apply more than 6 credit hours of these courses toward the BSW or MSW degree.

**SWK 308**  
**Advisement**  
**Effective 8/18/1986**  
**Revised 8/1992**  
**Page 1 of 2**

**PURPOSE:** To define the role of the faculty/academic advisor

**SOURCES:** School of Social Work Faculty Council

**APPLICABILITY:** All Faculty and Students, School of Social Work

**POLICY:** Advisement

- A. Upon admission to the School or BSW Program each student is assigned a faculty member who serves as an advisor. The advisement relationship is supportive and flexible, attempting to meet the needs of each student. It is not meant to be a therapeutic relationship.
- B. Responsibilities of the Faculty Advisor
1. Counseling on matters pertaining to registration;
  2. Selection of a curriculum, a major field of specialization and vocational goals;
  3. Consultation on other academic problems the student may experience;
  4. Linking students to the Student Support and Retention Services;
  5. Assistance in following policies and procedures (including filling out proper forms) in such areas as readmission, grievances, appeals, curriculum variances, etc.;
  6. Engaging in goal setting and career planning with students who withdraw or are terminated from the program.
- C. The advisor has the responsibility to have knowledge of:
1. School of Social Work curriculum requirements, regulations and resources.
  2. Professional standards and expectations.
  3. University regulations, requirements, and resources.
  4. Student's professional goals.
  5. Student's academic progress.
  6. Student's strengths and educational needs.

D. Responsibilities of the non-faculty Academic Advisor

1. The responsibilities of an academic advisor are to deliver accurate, timely and appropriate information and personal interchange necessary to guide students efficiently and effectively toward their educational goals.
2. The academic advisor is available, when necessary, to assist students in dealing with program requirements and completing essential forms. The academic advisor also utilizes the Student Support and Retention Service Program.
3. If the student has no faculty advisor, the academic advisor has the role of providing the necessary forms and identifying a tenure track faculty member or Academic Professional to act as faculty advisor and enable the student to follow procedures in appeals or grievance issues.

E. Process for Changing Faculty Advisors

1. Student discusses with new advisor the rationale for change (e.g., need for another advisor with expertise in particular area).
2. When agreement is reached with the new advisor, the student discusses the change with the original advisor prior to discussing the change with the Director of Student Services. (Approved by Faculty, March 1986).
3. Director of Student Services confirms change in writing to the original advisor, new advisor, student and registrar's office.



**SWK 309**  
**Role of Ombudsperson**  
**Effective 8/18/1986**  
**Revised 8/1992**  
**Page 1 of 1**

**PURPOSE:** To define the role of the Ombudsperson

**SOURCES:** Faculty Council

**APPLICABILITY:** All Faculty and Students, School of Social Work

**POLICY:** Role of the Ombudsperson

- A. The Ombudsperson is an impartial fact-finder and problem solver. She/he has no power to reverse or change decisions but with conciliation skills can help to expedite the process.
- B. The student may be encouraged by advisors and others to consult the Ombudsperson before filing a formal grievance.
- C. When asked to participate in negotiations, the Ombudsperson, student, and faculty member(s) explore the situation to discover what snags exist and whether a grievance appears warranted. This step is likely to include seeking out other information.
- D. The Ombudsperson interprets the results to the student, and, if appropriate, to the faculty or staff member, with suggestions and/or alternatives and their consequences related to choices for resolving the conflict.
- E. If requested by those involved, the Ombudsperson mediates problem solving dialog and attempts a reconciliation of difference.
- F. If no reconciliation is reached and the student decides to proceed with a formal grievance, the Ombudsperson is available for continuing consultation during the process. He/she shares the results of prior exploration, as appropriate, and with the concurrence of the Standards Committee may attend committee deliberations as an observer on the process.
- G. At any point, the Ombudsperson may elicit information about policies, procedures, and legal issues from higher levels of organizational structures within the School and University.

**SWK 310**  
**Meaning of Grades**  
**Effective 8/18/1986**  
**Revised 11/1992**  
**Page 1 of 2**

|                              |   |
|------------------------------|---|
| <b><u>PURPOSE:</u></b>       | To Explain the Meaning of Grades                |
| <b><u>SOURCES:</u></b>       | School of Social Work Faculty Council           |
| <b><u>APPLICABILITY:</u></b> | All faculty and students, School of Social Work |
| <b><u>POLICY:</u></b>        | Meaning of Grades                               |

A. Final Grades

1. It is the policy of the School that a grade entered on a student's official record shall have only one meaning: It is a measurement of the level of the student's performance relative to course requirements.
2. There are many aspects of performance that grades do not measure, such as effort, sincerity and motivation. Similarly, the grade does not reflect the conditions of learning, such as class size, quality of instruction and distracting circumstances. The grade assesses the actual performance regardless of special advantages or disadvantages. A consequence can be that some students with limited preparation or aptitude may work very hard and show great progress without meeting requirements, and therefore receive unsatisfactory grades. Others may show less progress but still meet the requirements. Instructors should keep students informed of their progress, but teachers are expected to assign grades only on the basis of how well students meet or exceed common course standards as established in sequences and specified in syllabi. Any changes during the semester in the basis for grading should be circulated to all students in the class in writing.

B. Mid-Term Grade Reports

1. Each instructor fills out mid-term grade sheets indicating the status of all students, at that point in the semester period. An explanatory paragraph must be provided for any MSW student receiving a C mark or lower, and any Undergraduate student receiving a D mark or lower. This paragraph is shared with the student and the advisor.

**SWK 310**  
**Meaning of Grades**  
**Effective 8/18/1986**  
**Revised 11/1992**  
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2. A student's performance sometimes drops to C/D or below after the mid-semester evaluation period. The instructor in such instances should send a grade report to the student and the advisor as soon as the difficulty is noted so that a remedial plan may be developed.

**SWK 311**  
**Field Grading**  
**Effective 8/18/1986**  
**Revised 12/2008**  
**Page 1 of 1**

**PURPOSE:** To establish policy for field grading

**SOURCES:** School of Social Work Faculty Council

**APPLICABILITY:** All Faculty and Students, School of Social Work

**POLICY:** Field Grading

- A. Undergraduate field education is graded by use of a Y (satisfactory), I (incomplete) or E (failure). The field instructor makes a recommendation to the liaison who assigns a final grade.
- B. Graduate field education is graded by use of a Y (satisfactory), I (incomplete) or E (failure). The field instructor makes a recommendation to the liaison, who assigns a final grade.

**SWK 312**  
**Implications of Grading Criteria**  
**Effective 8/18/1986**  
**Revised 4/13/2007**  
**Page 1 of 7**

**PURPOSE:** To Explain the Implications of Grading Criteria for Graduate and Undergraduate Students

**SOURCES:** School of Social Work Faculty Council

**APPLICABILITY:** All Faculty and Students, School of Social Work

**POLICY:** Implications of Grading Criteria

- A. The following grading guidelines must be used for Graduate and Undergraduate courses. Every course syllabus must include these grading guidelines. Faculty may choose to use the plus/minus system, or the A-E system, but the system used must be explicitly stated on the syllabus.

**Undergraduate**

**A – E System**

An A grade at the undergraduate level means that a student is doing outstanding or excellent work. The student attends class regularly, hands in all of the course assignments and demonstrates a thorough grasp of the material. To receive an A grade a student must go well above and beyond the basic expectations for the course.

A B grade at the undergraduate level means that a student is doing above average work. The student attends class regularly, hands in all of the course assignments and demonstrates (at the very least) a strong grasp of the material. In most courses, a majority of students would be expected to achieve at this grade level.

A C grade at the undergraduate level means that a student is doing at least satisfactory work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A D or E at the undergraduate level means that a student is doing unacceptable work, demonstrating a complete lack of understanding of course concepts.

**SWK 312**  
**Implications of Grading Criteria**  
**Effective 8/18/1986**  
**Revised 4/13/2007**  
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Plus/Minus System

An A+ grade at the undergraduate level means that a student is doing exceptional work. The student attends class regularly, completes all of the course assignments, and demonstrates a detailed, comprehensive grasp of the material in the assignments and in class participation. To receive an A+ grade a student must achieve at the highest level; such grades are rare and may not be given during any one semester.

An A grade at the undergraduate level means that a student is doing outstanding or excellent work. The student attends class regularly, completes all of the course assignments and demonstrates a thorough grasp of the material through course assignments and in class participation. To receive an A grade a student must go well above and beyond the basic expectations for the course.

An A- grade at the undergraduate level means that a student is doing excellent work. The student attends class regularly, hands in all of the course assignments and in the majority of coursework, demonstrates a thorough grasp of the material. To receive an A- grade a student must go above and beyond the basic expectations for the course.

A B+ grade at the undergraduate level means that a student is doing well above average work. The student attends class regularly, completes all of the course assignments and demonstrates a strong grasp of the material.

A B grade at the undergraduate level means that a student is doing above average work. The student attends class regularly, hands in all of the course assignments and demonstrates (at the very least) a strong grasp of the material. In most courses, a majority of students would be expected to achieve at this grade level.

A B- grade at the undergraduate level means that a student is doing slightly above average work. The student attends class regularly, completes all of the course assignments and demonstrates understanding of the material.

A C+ grade at the undergraduate level means that a student is doing at least satisfactory work, and meeting more than the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

**SWK 312**  
**Implications of Grading Criteria**  
**Effective 8/18/1986**  
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A C grade at the undergraduate level means that a student is doing at least satisfactory work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A D or E at the undergraduate level means that a student is doing unacceptable work, demonstrating a complete lack of understanding of course concepts.

**Graduate**

**A – E System**

An A grade at the graduate level means that a student is doing outstanding or excellent work, in which a student attends class regularly, hands in all of the course assignments and demonstrates a thorough grasp of the material. To receive an A grade a student must go above and beyond the basic expectations for the course.

A B grade at the graduate level means that a student is going at least satisfactory work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts. In most courses, a majority of students would be expected to achieve at the B or C level.

A C grade at the graduate level means that a student is doing inconsistent work. The student does not attend class regularly, fails to hand in some of the course assignments, and/or fails to demonstrate a basic level of understanding of the course concepts.

A D or E at the graduate level means that a student is doing unacceptable work, demonstrating a complete lack of understanding of course concepts.

Given the above grading guidelines it would be contradictory for a majority or a large plurality of students to receive A's.

**SWK 312**  
**Implications of Grading Criteria**  
**Effective 8/18/1986**  
**Revised 4/13/2007**  
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Plus/Minus System

An A+ grade at the graduate level means that a student is doing exceptional work. The student attends class regularly, completes all of the course assignments, and demonstrates a detailed, comprehensive grasp of the material in the assignments and in class participation. To receive an A+ grade a student must achieve at the highest level; such grades are rare and may not be given during any one semester.

An A grade at the graduate level means that a student is doing outstanding or excellent work. The student attends class regularly, completes all of the course assignments and demonstrates a thorough grasp of the material through course assignments and in class participation. To receive an A grade a student must go well above and beyond the basic expectations for the course.

An A- grade at the graduate level means that a student is doing excellent work. The student attends class regularly, hands in all of the course assignments and in the majority of coursework, and demonstrates a thorough grasp of the material. To receive an A- grade a student must go above and beyond the basic expectations for the course.

A B+ grade at the graduate level means that a student is going at least satisfactory work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A B grade at the graduate level means that a student is going at least satisfactory work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts. In most courses, a majority of students would be expected to achieve at the B or C level.

A B- grade at the graduate level means that a student is going satisfactory work and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a minimal level of understanding of the course concepts.



**SWK 312**  
**Implications of Grading Criteria**  
**Effective 8/18/1986**  
**Revised 4/13/2007**  
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A C+ grade at the graduate level means that a student is doing inconsistent work. The student does not attend class regularly and/or fails to hand in some of the course assignments.

The student demonstrates a basic level of understanding of the course concepts.

A C grade at the graduate level means that a student is doing inconsistent work. The student does not attend class regularly, fails to hand in some of the course assignments, and/or fails to demonstrate a basic level of understanding of the course concepts.

A D or E at the graduate level means that a student is doing unacceptable work, demonstrating a complete lack of understanding of course concepts.

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**Implications of Grading Criteria**  
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| Factors to be included in grading   | A Range  | B Range  | C Range   | D Range  | E Range |
|---|--|--|---|--|---------|
| <b><u>Understanding and Analysis</u></b>  |  |  |   |  |         |
| <b>Understanding of key course concepts</b>                                     | Demonstration of mastery through application of concepts key course concepts       | Reference to key course or mention of key                        | Minimal reference to course concepts  | No reference to key course concepts  |         |
| <b>Understanding of diversity</b>   | Insightful and thoughtful understanding of diversity and implications for practice | Recognition of diversity and implications for practice           | Minimal recognition of diversity as an important component of practice              | No recognition of the significance of diversity to social work practice          |         |
| <b>Critical thinking</b>  | Exceptional ability to analyze, synthesize, and apply course concepts              | Demonstrates ability to analyze and apply course concepts        | Minimally analyzes and applies course concepts                                      | Demonstrates no ability to analyze and apply course concepts                     |         |
| <b><u>Knowledge and Application</u></b>   |  |  |   |  |         |
| <b>Knowledge and application of required course literature (text, readings)</b> | Exceptional knowledge and application of the literature                            | Consistent grasp of the literature                               | Inconsistent grasp of   | No reference to course literature; some evidence that required readings not read |         |
| <b>Knowledge and application of relevant research</b>                           | Appropriate use or application of relevant research                                | Reference to relevant research                                   | Minimal mention of or reference to relevant research                                | No use or application of relevant research                                       |         |
| <b>Application of course concepts to professional social work practice</b>      | Exceptional demonstration of application of course concepts to practice            | Some demonstration of application of course concepts to practice | Demonstration of only minimal understanding of how concepts are applied to practice | No demonstration of understanding of how concepts are applied to practice        |         |
| <b><u>Participation</u></b>   |  |  |   |  |         |
| <b>Contribution to class discussions</b>  | Meaningful questions or comments that demonstrate content                          | Questions or comments are relevant to course content             | Minimal or rare participation   | Failure to participate; non-relevant understanding of course                     |         |
| <b>Contribution to group</b>  | Active and thoughtful participation with leadership efforts                        | Ongoing participation  | Minimal contribution to group   | No contribution to group   |         |
| <b>Attendance</b>   | Regular attendance   | Regular attendance   | Meets minimum standards of attendance   | Poor, inconsistent attendance  |         |

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|  |  |   |                                    |   |
|--|--|---|------------------------------------|---|
| <b>Participation in class exercises and activities</b> | Active and thoughtful  | Regular participation participation       | Minimal participation              | Poor or no participation  |
| <u>Skills</u><br><b>Writing skills</b>                 | Organized, clear and accurate written work                   | Adequately organized written work         | Inconsistent written work          | Poorly written, unorganized and unclear                         |
| <b>Oral presentation skills</b>                        | Clear, thoughtful, organized and well-delivered presentation | Clear presentation with adequate delivery | Minimal information; weak delivery | Poorly organized content; little or no effort put into delivery |

Any student who receives a D or E grade in a core course shall not enroll in any courses for which that core course is a requirement.

**SWK 313**  
**Probation and Termination**  
**Effective 8/18/1986**  
**Revised 04/13/2012**  
**Page 1 of 6**

**PURPOSE:** To define probationary and unsatisfactory status and conditions for termination

**SOURCE:** School of Social Work Faculty Council

**APPLICABILITY:** All students, School of Social Work

**POLICY:** Probation and Termination

- A. Probationary Status for Graduate Students and Unsatisfactory Academic Status for Undergraduate Students
1. A BSW student is placed on unsatisfactory status and an MSW student is placed on probationary status automatically under the circumstances identified below. Students may also be put on unsatisfactory status or be recommended for probationary status for reasons other than grades (see Section E).
    - a. Undergraduate Students (Unsatisfactory Academic Status)
      - 1) A grade of D or E in any required social work course, regardless of GPA
    - b. Graduate Students (Probationary Status)
      - 1) Cumulative GPA of less than 3.00 at the end of any semester
      - 2) A grade of D or E in any required course, regardless of GPA
  2. Probationary or unsatisfactory status shall require completion of a probationary/academic plan which indicates when and how deficiencies will be made up. The student writes the plan and it must be signed by the student's faculty advisor. The plan is submitted to the Chair of the School's Academic and Professional Standards Committee (hereafter referred to as the Committee). Copies of the plan are given to the student, the Faculty Advisor, the Program Coordinator, and the Field Coordinator. This plan must contain a provision to bring the overall GPA up to minimum standards after completion of 12 hours of letter-graded course work. Probationary students may be denied registration in the absence of such a plan.

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**B. Termination**

1. A BSW student shall be terminated from the program and an MSW student will be recommended for termination to the Graduate College under any one of the following circumstances identified in 1a thru 1f. Under these circumstances, the Chair of the Committee shall notify the student by email or certified mail of a date and time at which s/he may appeal the termination. If the student does not appear before the Committee at the scheduled time, the Committee will recommend to the Director that the BSW student be terminated or that the MSW student be recommended to the Graduate College for termination. (See SWK 314-01 for the procedure for students who choose to appeal their termination.)
  - a. Failure to meet the requirements of a probationary or academic plan or a verbal or written warning (see sections E4b and E4c).
  - b. An E grade (failure) in the field practicum.
  - c. GPA falls below 3.00 any semester after the completion of 18 or more credits of graded work (graduate students only).
  - d. An Advanced Standing student who does not achieve a grade of B (3.0) or better in any of three Bridge courses (Bridge Seminar I, Bridge Seminar II, Bridge Field Seminar) after a review by the MSW Program Coordinator may be moved to the Standard MSW program or recommended for termination from the MSW program.
  - e. Lack of acceptance of/acceptance by two or more field agencies if, in the judgment of faculty and field staff, the placements can provide appropriate field experiences.
  - f. Violation of the Academic Integrity and Professional Conduct code (see Section E) or lack of adherence to any other standards specified in the policies and procedures in this manual.
2. At any time that Field instructors, Faculty, or the Faculty Advisor identify problems which indicate that a student cannot perform the required functions of a social worker, the Program Coordinator shall be notified, and the Program Coordinator and Faculty Advisor shall consult and assess the written documentation that has led to such indications. If they agree that this

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documentation warrants further action, they shall meet with the student to engage in new goal setting and career planning. If the student wants to continue in the School of Social Work after this meeting and the Program Coordinator, Field Instructor, Faculty, or Faculty Advisor continues to assess that the student cannot perform the required functions of a social worker, the Program Coordinator shall refer the student to the Committee for consideration of probation or termination.

3. In the case of termination from the program for any reason, it is recommended that the student schedule an appointment with the faculty advisor to discuss alternative education and/or career options.

C. Termination Appeals

1. Any BSW student terminated from the Professional Program by the Director or any MSW student recommended for termination from the program by the Director may appeal the decision to the Associate Dean of the College of Public Programs.

D. Readmission of Terminated Students

1. Students who do not appeal their termination or whose appeal has been denied may apply for readmission to the School of Social Work provided that:
  - a. All academic deficiencies have been made up; and
  - b. At least one full year has elapsed between the date of termination and intended enrollment for BSW or for MSW students.
2. All applications for readmission from formerly terminated students must be reviewed by the Committee, which submits a recommendation to the Director. The Director makes the final decision as to whether an applicant will be readmitted to the BSW Professional Program. For MSW applicants, the Director forwards her/his recommendation to the Graduate College.

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**Probation and Termination**  
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E. Academic Integrity and Professional Conduct Code

1. Preamble

As a professional school, the Arizona State University School of Social Work (SSW) is responsible for preparing students for competent and ethical practice in organizational settings in which students can work with faculty, colleagues, clients, and supervisors in an effective manner. The delivery of quality services to diverse populations is a primary mission of the profession. Fundamental to the accomplishment of these goals is the incorporation of the National Association of Social Workers (NASW) *Code of Ethics* in both curricula and in procedures used to evaluate alleged violations of student conduct.

2. Student and Professional Conduct Violations

Any member of the university community (e.g., faculty, staff, field instructors, students) may bring to the attention of the SSW Academic and Professional Standards Committee students whose conduct may violate the Arizona Board of Regents (ABOR) Student Code of Conduct, the ASU or SSW Student Academic Integrity policy (SWK 314-01), the NASW *Code of Ethics*, or the SSW Standards of Professional and Ethical Behavior. Such conduct violations may consist of the following:

- a. Conduct which violates the ABOR Student Code of Conduct including all forms of academic dishonesty;
- b. Assaultive behavior including harassment or discriminatory activities with members of the university community; such behavior includes actions that threaten or harm the physical and/or emotional well-being of students, faculty, and/or staff;
- c. Unethical or unprofessional conduct which occurs in a field placement or in connection with other social work or social work related duties including but not limited to behavior that indicates a lack of professional judgment, skills and demeanor necessary for effective and ethical practice;
- d. Conduct that occurs off campus and away from the field setting which may indicate a lack of suitability for social work practice (e.g., unethical or unprofessional conduct). Such conduct can include violations of criminal codes; or

- e. Conduct resulting in litigation or where other outside procedures have taken place (e.g., decisions of the Arizona Board of Behavioral Health Examiners, the filing of an internal grievance in relation to ethical practice in a social agency, *NASW Code of Ethics*).
3. Procedures for the SSW Committee on Academic and Professional Standards for the Resolution of Alleged Conduct Violations
- a. Review the evidence in order to determine whether the alleged conduct violation did occur; in cases where litigation or investigation of professional standards, etc. may be pending (see E.2.e., above), the Committee will be responsible for requesting the outcome of those decisions that have been made and assessing whether there are grounds for action, e.g., disciplinary action(s) by the Board of Behavioral Health Examiners;
  - b. Evaluate the likelihood of the alleged conduct reoccurring;
  - c. Determine whether the alleged conduct is in violation of professional standards;
  - d. Determine the appropriate sanction for the professional misconduct and the degree of potential harm to clients, staff, and other members of the University Community that the alleged conduct represents.

4. Dispositions

After gathering information on the alleged conduct violations, the Committee will meet to make its disposition in a timely period, defined as not more than then (10) work days.

Upon finding credible evidence that the alleged conduct violation did occur and that it is in fact a violation of the SSW or the ASU Student Code of Conduct, of the *NASW Code of Ethics*, or of the SSW Standards of Professional and Ethical Behavior, the Committee shall make one of the following recommendations to the Director:

- a. Termination from the School of Social Work, which includes no Social Work degree awarded;
- b. Probation: The student may continue to be enrolled in the program if the student agrees to follow certain conditions;
- c. Verbal or written warning: The student may receive a written statement



advising the student of the conduct violation and the consequences of future misconduct and may be required to carry out specific actions to avoid future probation or termination;

d. No corrective action needed.

The Committee will make a recommendation to the Director. The student will be provided written notification by the Director of the disposition.

5. Appeal

The student may appeal the Director's decision in writing directly to the Associate Dean of the College of Public Programs.

**SWK 314**  
**SSW Student Academic Integrity Policy**  
**Effective 5/2007**  
**Page 1 of 4**

**PURPOSE:** To outline the provisions of the School of Social Work Student Academic Integrity Policy

**SOURCE:** School of Social Work Faculty Council

**APPLICABILITY:** All faculty and students, School of Social Work

**POLICY:** School of Social Work Student Academic Integrity Policy

These are excerpts from the ASU Student Academic Integrity Policy, unless otherwise noted. Students are responsible for following all provisions of the ASU Student Code of Conduct and the ASU Student Academic Integrity Policy, which are available at:

**Student Academic Integrity Policy:**

[http://www.asu.edu/studentaffairs/studentlife/judicial/academic\\_integrity.htm](http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm).

**Student Code of Conduct:**

<http://www.asu.edu/aad/manuals/sta/sta104-01.html>

**DEFINITIONS (Section I)**

"**Academic evaluation**" means any academic project, paper, performance, quiz, exam or other evaluation assigned or offered for a grade or credit (including extra or optional credit).

"**Cheating**" means intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise (Student Code of Conduct).

Examples: Looking at another student's exam or allowing another student to look at your exam.

Referencing a "cheat sheet" copied to a piece of paper or to notes on your body.

Working with other students on a take home or on-line exam without the express permission of the instructor.

Submitting the same paper or substantial portions of a paper for multiple classes without the express permission of the instructor.

"**Fabrication**" involves the intentional falsification or invention of any information or citation in an academic exercise" (Student Code of Conduct).

- Examples:
- Fabricating data on a research project.
  - Creating quotations or inventing a journal article, book reference, etc.
  - Forging signatures on ASU or School of Social Work documents.

"**Plagiarism**" means using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately.

- Examples:
- Failing to cite any major idea created by some other person or entity.
  - Failing to cite and/or enclose in quotation marks all words, phrases or sentences copied from another source.
  - Failing to cite paraphrased work of others.
  - Acquiring a paper or project from a research service or another source (including another ASU student) and submitting it as your own work for academic evaluation.

## **VIOLATIONS OF STUDENT OBLIGATIONS (Section II)**

Each student has an obligation to act with honesty and integrity, and to respect the rights of others in carrying out all academic assignments. A student may be found to have violated this obligation and to have engaged in academic dishonesty if during or in connection with any academic evaluation, he or she:

- A. Engages in any form of academic deceit, (including cheating, fabrication, and plagiarism);
- B. Refers to materials or sources or employs devices (e.g., audio recorders, crib sheets, calculators, solution manuals, or commercial research services) not authorized by the instructor for use during the academic evaluation;

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**SSW Student Academic Integrity Policy**  
**Effective 5/2007**  
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- C. Possesses, buys, sells, obtains or uses, without appropriate authorization, a copy of any materials intended to be used for academic evaluation in advance of its administration;
- D. Acts as a substitute for another person in any academic evaluation;
- E. Uses a substitute in any academic evaluation;
- F. Depends on the aid of others to the extent that the work is not representative of the student's abilities, knowing or having good reason to believe that this aid is not authorized by the instructor.
- G. Provides inappropriate aid to another person, knowing or having good reason to believe the aid is not authorized by the instructor;
- H. Engages in plagiarism;
- I. Permits his or her work to be submitted by another person without the instructor's authorization; or
- J. Attempts to influence or change any academic evaluation or record for reasons having no relevance to class achievement.

**SANCTIONS (Section V)**

Any student who is alleged to violate these standards must appear before the School of Social Work's Academic and Professional Standards Committee within four weeks or at their regularly scheduled meeting prior to the start of the next semester. The Committee reviews the case and then makes recommendations to the Director.

The following sanctions may be imposed upon a finding of academic dishonesty or Social Work Code of Ethics violations:

- A. Expulsion from the University without expectation of readmission;
- B. Suspension from the University for a specific period of time;
- C. Removal from the Social Work program;

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**SSW Student Academic Integrity Policy**  
**Effective 5/2007**  
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D. Assignment of the grade of "XE" according to the terms of Appendix A (the XE grade may not be appealed through the grade appeal process);

E. Reduction in grade, or assignment of a failing grade, in the course in which the conduct occurred or in which the offending paper, project, or examination was submitted (grades reduced under this policy may not be appealed through the grade appeals process);

F. Reduction in grade, or assignment of a failing grade, on the paper, project, or examination regarding which the offense occurred (grades reduced under this policy may not be which the offense occurred (grades reduced under this policy may not be appealed through the grade appeals process) or

G. Assignment of additional course work or other requirements to be recommended by the School of Social Work Academic and Professional Standards Committee.

**The Grade of "XE" (Appendix A) and Withdrawal Policy**

A. The grade of "XE" denotes failure through academic dishonesty and may not be appealed through the grade appeal process. The grade "XE" shall be recorded on the student's transcript with the notation A failure due to academic dishonesty. The grade "XE" shall be treated in the same way as an "E" for the purpose of grade point average and determination of academic standing.

B. No student with an "XE" on his or her transcript shall be permitted to represent that University in any extracurricular activity or to run for or hold office in any student organization which is allowed to use University facilities or which receives University funds.

C. A student may not avoid any penalty for academic dishonesty by withdrawing from a course. A student may be reinstated to a course to receive a penalty of a reduced or failing grade, or XE.

Violations of the Student Code of Conduct are subject to additional sanctions that may include restricted access to University resources (such as computing facilities or e-mail accounts), suspension, or expulsion from ASU.

**SWK 314-01**  
**Grade and Other Appeals/Grievance Process**  
**Revised 5/2007**  
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|                              |   |
|------------------------------|---|
| <b><u>PURPOSE:</u></b>       | To define the appeals process                   |
| <b><u>SOURCE:</u></b>        | School of Social Work Faculty Council           |
| <b><u>APPLICABILITY:</u></b> | All faculty and students, School of Social Work |
| <b><u>POLICY:</u></b>        | Grade and Other Appeals/Grievance Process       |

A. Introduction

1. It is the policy of the School of Social Work to guarantee to students the right to protection against prejudice or capricious academic evaluations or other faculty actions relative to scholarly activity. This protection is provided through the Committee on Academic Professional Standards.
2. Formal grade appeals relate only to the end of semester grades because it is only at such times that formal grades are awarded. Other appeals may be made during the semester upon referral from the student and her/his advisor.
3. “Professional expectations and standards” refers to those delineated in the University Code of Conduct, the NASW Code of Ethics, and the CSW Curriculum Policy Standards (Section 5.0 Social Work Values). Copies of these documents are on file in the Director’s Office and with the chairperson of the Committee on Academic and Professional Standards.

B. Rationale

1. Students have the right to appeal grades or actions which they believe have been unfair, arbitrary or capricious.
2. The school has an obligation to provide procedures for hearing such appeals and for making decisions on them.
3. No stigma nor retaliation shall occur for either student or faculty as a result of pursuing the appeals process.

C. Procedures

1. If a student wishes a “change” because of a grade or grievance, the student is to discuss his or her issues with the involved instructor or faculty member within **28 days** of the final grade or incident to resolve the problem directly.
2. If they do not agree about resolution of the issues, **the student is to write** his or her view of the situation, a description of the process followed for problem resolution, the dates and results of discussions with the instructor, supporting documents, and lastly complete the appropriate Grievance/Appeal form (SWK 314-02 or SWK 314-03). This material is to be submitted to the instructor or faculty member and the School’s Academic Services Office, who will then forward the material to the Program Coordinator within **5 working days** of meeting with the instructor or faculty member.
3. The instructor/faculty member has **5 working days** to respond with his or her view of the situation and with documentation. The material is submitted to the student and to the School’s Academic Services’ office who will then forward the materials to the Program Coordinator.
4. The Program Coordinator (BSW, MSW or PhD) reviews and discusses the materials with the student, and optionally with the instructor/faculty member within **5 working days** after the submission of materials. At the end of **5 working days**, the Program Coordinator determines whether or not to forward the student’s materials and the instructor’s materials to the Standards Committee as a grievance/appeal.
5. If the appeal goes forward, the Standards Committee meets and reviews the appeal with the student, Program Coordinator, and instructor/faculty member at their regularly scheduled meeting prior to the start of the next semester.
6. The Standards Committee makes a recommendation and submits all the documentation and their recommendations in writing within 2 working days to the Director of the School of Social Work.

**SWK 314-01**  
**Grade and Other Appeals/Grievance Process**  
**Revised 5/2007**  
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7. Within 5 working days of the committee's report, recommendations and documentation, the Director of the School of Social Work communicates a decision in writing to the student, with copies to the Chair of the committee, the instructor/faculty member, and Program Coordinator. In the instance of a graduate student's appeal relative to termination, the Director of the School communicates with the Graduate College which, in turn, provides notification to the student of action on the appeal.

**D. Grievance Procedures**

1. The policies and procedures for a grievance against a student, staff, or faculty member alleging violation of the ASU Code of Conduct, the NASW Code of Ethics, and of CSWE Standards are the same as for the grade appeal noted above, except that the formal grievance is reported on a Grievance Form (SWK 314-03).
2. This form may be initiated by student(s), staff, or faculty members and must be supported by documented behaviors.
3. All hearings by the Committee on Academic and Professional Standards shall be conducted as closed hearings to protect the liberty, interest/reputation of the parties involved, unless an open hearing is requested.



**ARIZONA STATE UNIVERSITY**  
**SCHOOL OF SOCIAL WORK**  
Formal Grade Appeal

This form and supporting documentation must be submitted to the instructor/faculty member and the School's Office of Academic Services within 5 working days after the student's meeting with the instructor/faculty member.

Date: \_\_\_\_\_

Student's name: \_\_\_\_\_

Instructor: \_\_\_\_\_ Course#: \_\_\_\_\_

Semester & Yr: \_\_\_\_\_

Date Documents Submitted by Student:

Date Documents Given to Instructor/Faculty Member and Program Coordinator:

Date Instructor Submitted Response:

Date Program Coordinator Informs Academic Services to forward materials to Standards Committee for an appeal:

Date of Standards Committee Hearing:

Date of Standards Committee Recommendation to Director:

Date of Director's Response:

**ARIZONA STATE UNIVERSITY**  
**SCHOOL OF SOCIAL WORK**  
Formal Grievance Appeal

This form, with supporting documentation, must be submitted to the Instructor/Faculty Member and the School's Office of Academic Services within 5 working days of the incident.

Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Instructor: \_\_\_\_\_ Course#: \_\_\_\_\_

Semester & Yr: \_\_\_\_\_

Date Documents Submitted by student:

Date Documents Given to Instructor/Faculty Member and Program Coordinator

Date Instructor/Faculty Member Submitted Response:

Date Program Coordinator Informs Academic Services to forward materials to Standards Committee for an appeal:

Date of Standards Committee Hearing:

Date of Standards Committee Recommendation to Director:

Date of Director's Response:

**SWK 315**  
**Student Evaluation of Courses**  
**Effective 8/18/1986**  
**Revised 12/1/2014**  
**Page 1 of 1**

**PURPOSE:** To establish policy for student evaluation of courses

**SOURCE:** School of Social Work Faculty Council

**APPLICABILITY:** All faculty and students, School of Social Work

**POLICY:** Student Evaluation of Courses

- A. Every class shall have a formal standardized evaluation. It is the only guaranteed measure of faculty classroom performance. Students are encouraged to provide documented feedback so that faculty may be aware of strengths and areas necessitating change.
- B. The evaluation forms approved by faculty Council and rating sheets will be used.
- C. The evaluation will be conducted online in accordance with the University Academic Affairs protocol.

**SWK 316**  
**Comprehensive Examinations**  
**Effective 8/18/1986**  
**Revised 5/2000**  
**Page 1 of 1**

**PURPOSE:** To establish responsibility for comprehensive examinations

**SOURCES:** Faculty Council Minutes, 3-27-87

**APPLICABILITY:** All faculty and MSW students, School of Social Work

**POLICY:** Comprehensive Examinations - MSW Program

Within the School of Social Work, the following policies for comprehensive exams will apply:

- A. All MSW students must take a comprehensive examination or do a thesis (SWG 599; 3-6 credit hours) prior to graduation. Preparation of examinations and instructions to faculty and students are the responsibility of the MSW program committees BMSW-ADP for Advanced Direct Practice students and MSW-PAC for Policy, Administration, and Community Practice students. Content and format for administration of comprehensive examinations shall require final approval by the Faculty Council.
- B. The first and second weeks of April shall be set aside every year for comprehensive examinations. Special arrangements will be made in those years when religious holidays fall on these days. In addition, the exam will also be offered once in July.
- C. Students shall be permitted to take comprehensive examinations only after all required and elective courses and field placement experiences have either been completed or are being taken. Students may petition in writing to the MSW Coordinator for a variance in this policy.
- D. An examination may be rescheduled if in the opinion of the MSW Coordinator and the appropriate program Chair, extenuating circumstances exist which would preclude the student from taking the exam on the scheduled date. If illness or other conditions beyond the control of the student necessitates postponement/rescheduling of the examination, the student shall make a request in writing to the MSW Coordinator stating the circumstances behind the request.
- E. Students who fail the initial examination will be given an opportunity to take an oral examination. Final decisions on the membership of the oral examination committees shall rest with the appropriate program committee (MSW-ADP or MSW-PAC). The program committees shall establish the requirements for the oral exam and the program chair shall inform the students in writing of the date, time, and preparation requirements for the exam.

**SWK 317**  
**Format for Master Syllabi and Course Outlines**  
**Revised 4/27/2015**  
**Page 1 of 5**

**PURPOSE** To insure a standard format for all syllabi and provide guidelines for course outlines in the School of Social Work

**APPLICABILITY** All Faculty, School of Social Work

**POLICY** Format for Master Syllabi and Course Outlines

The master syllabus serves as the principal curriculum for a course. The lead instructor for each course is responsible for ensuring that the master syllabus is current for his or her course in the Academic Year in which it is taught. The master syllabus and outline are to be submitted to Academic Services in Word documents prior to the semester in which they are taught. The master syllabus includes the established descriptions, foundations, and competencies of each course. The course outline builds on the syllabus and serves as the document which outlines the implementation of the master syllabus. Each instructor is responsible for developing a course outline.

The Faculty of the School of Social Work affirm the need to insure comparability between similar courses and provide guidance for those who teach within the School of Social Work. The Faculty are also committed to academic freedom that is expressed through the course outlines. Course outlines reflect the approved course syllabus and include items XII through XV which are to be developed by the instructor, and approved by the Lead Instructor in instances where the instructor is a Faculty Associate, Lecturer, or PhD Student.

All courses reflect CSWE curriculum criteria, and consequently strive to include content and practice competencies that reflect social work values and ethics, social and economic justice, and populations of the Southwest.

The following items reflect the content of the master syllabus and the course outline. Items I through XI represent the standard format for all master syllabi. Course outlines add items XII, XIII, XIV, and XV. As per university policy (ACD 304-10) all syllabi should also include the instructor's name, office/room number, telephone number, email address, office hours, and a statement indicating how to contact the faculty member for an appointment outside office hours.

Semester and Year Approved: \_\_\_\_\_

- I. Name and Number of Course (e.g. Human Behavior in the Social Environment I)
- II. Program Level

III. Course Requirement

Credit: 3 credits  
Elective or Required: Required  
Prerequisite: None

IV. Course Description

(not to exceed twenty words for University catalog purposes)  
If appropriate, the syllabus should include a notification warning students that some course content may be deemed offensive by some students and how to bring this to the attention of the instructor, or alternatively, to the unit chair or director.

V. Rationale for the Course (1 paragraph)

What is the purpose of this course?  
What content is covered in this course?

VI. **Core Competencies and Practice Behaviors**

List competencies and practice behaviors for the course that reflect the CSWE Educational and Policy and Accreditation Standards (EPAS). **Use the CSWE EPAS numbering system** to consistently identify practice behaviors.

Examples of the format for core competencies and practice behaviors follow:

Core Competency EP 2.1.2: Apply social work ethical principles to guide professional practice.

1. Make ethical decisions by applying standards of NASW's Code of Ethics.
4. Apply strategies of ethical reasoning to arrive at principled decisions.

Operationalized:

Critically evaluate ethical issues and social work values in relation to the use of humans in research, and the purpose and function of Institutional Review Boards (IRBs).

Core Competency EP 2.1.4: Engage diversity and difference in practice.

1. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
2. Gain sufficient self-awareness to eliminate the influence of personal biases and values working with diverse groups.
4. View themselves as learners and engage those with whom they work as informants.

Operationalized:

- Observe and assess an organization's cultural competence.
- Identify and reflect on your own cultural identity and how this may impact your work with diverse clients.
- Engage a cultural informant in a detailed interview about their culture.

VII. Course Units

VIII. Key Course Concepts

List overall course concepts

IX. ASU and Related Professional Policies

Students are responsible for reviewing and complying with all ASU policies, including the following:

**Academic Integrity Policy:**

<http://provost.asu.edu/academicintegrity/policy>

**Student Code of Conduct:**

<http://students.asu.edu/srr/code> (click on ABOR Student Code of Conduct)

**Computer, Internet, and Electronic Communications Policy:**

<http://www.asu.edu/aad/manuals/acd/acd125.html>

**Missed Classes Due to University Sanctioned Activities:**

<http://www.asu.edu/aad/manuals/acd/acd304-02.html>

**Accommodations for Religious Practices:**

<http://www.asu.edu/aad/manuals/acd/acd304-04.html>

**Commercial Note Taking Services:**

<http://www.asu.edu/aad/manuals/acd/acd304-06.html>

**Handling Disruptive, Threatening, or Violent Individuals on Campus:**  
<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>

**School of Social Work Student Academic Integrity Policy:**  
<http://ssw.asu.edu/filelib/students/AcademicIntegrityPolicy.pdf/view>

**Social work students are responsible for reviewing and complying with the National Association of Social Workers Code of Ethics:**  
<http://www.socialworkers.org/pubs/code/code.asp>

**Title IX** is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>.

Faculty, instructors and university employees are mandated to report allegations of unwelcome sexual conduct (defined here: <http://www.asu.edu/aad/manuals/acd/acd401.html>).

If you tell your instructor about unwelcome sexual conduct that involves an ASU student or employee, they are required to report this information to university authorities. It is your right to choose who, when and where you disclose information about unwelcome sexual conduct; it is also your right to understand the responsibilities of anyone that you disclose to. Before disclosing information about unwanted sexual conduct to anyone, you can ask them whether they can keep the information confidential. For confidential reporting options, see:

[https://sexualviolenceprevention.asu.edu/sites/default/files/sexualassault\\_flowchart\\_april2015\\_ve\\_r2.pdf](https://sexualviolenceprevention.asu.edu/sites/default/files/sexualassault_flowchart_april2015_ve_r2.pdf)).

#### X. Accommodations for Students with Disabilities

If you are a student with a disability and have need of assistance or special accommodations, please review the following policy: <http://www.asu.edu/aad/manuals/ssm/index.html#700> and contact the ASU Disability Resource Center (DRC). Students requesting accommodations for a disability must be registered with the DRC, and must submit appropriate documentation to the instructor from the DRC. Students enrolled with the School of Social Work Downtown Phoenix Campus and Tucson Component locations may contact the DRC at the Downtown Phoenix Campus: <http://campus.asu.edu/downtown/DRC>



XI. Health Insurance Portability and Accountability Act (HIPAA) Policy Statement:

Even as students, social workers are subject to HIPAA regulations that protect client health information. To comply with these regulations, any client information you present from your internship or work must be de-identified. Any information that would allow someone to determine the client's identity must be changed or eliminated. This includes obvious information like names and birthdates. Other information so unique to the person that it will allow for identification may include such variables as diagnosis, race/ethnicity, gender, sexual orientation, and place of residence.

COURSE OUTLINE - to be attached to the syllabus

XII. Required Textbook and Readings

XIII. Course Schedule - Plan of Instruction

XIV. Evaluative Procedures (including policy regarding the use of plus/minus grades and at least two forms of assessment)

- A. Specifications of types of assignments given (e.g. minimum = 1 midterm paper or exam and 1 final paper or exam, maximum = 1 paper or exam per unit).
- B. Grading Criteria, indicating weight to be given on each assignment (e.g. papers = 40%; class presentation = 20%; final exam = 40%).
- C. Evaluative procedures should be based on course competencies.

XV. Other Expectations

Including absence policies and the conditions under which assigned work and /or tests can be made up, which should include the instructor's general policy and excused absences related to religious observances/practices that are in accord with [ACD 304-04](#), "Accommodation for Religious Practices" and excused absences related to university sanctioned events/activities that are in accord with [ACD 304-02](#), "Missed Classes Due to University-Sanctioned Activities", late assignment policy, student responsibilities, and appropriate classroom behavior (e.g., use of pagers, cell phones, recording devices, etc.).

**SWK 318**  
**Lead Faculty Responsibilities**  
**Revised 10/19/2012**  
**Page 1 of 1**

**PURPOSE** To define lead person responsibilities

**SOURCES** Faculty Council Minutes, 2-27-87

**APPLICABILITY** All Faculty, School of Social Work

**POLICY** Lead Instructor Responsibilities

- A. Each course taught within the School of Social Work will have a Lead Instructor, with the responsibilities distributed across the full-time faculty.
- B. The Lead Instructor for each course will insure that all tasks and responsibilities are carried out. This is clearly not intended to mean that lead faculty members must carry out these tasks alone -- simply that they will coordinate the effort.
- C. Responsibilities include the following:
  - 1. Developing the master course syllabus and submitting it to the appropriate committee/program for approval.
  - 2. Presenting the course to program faculty at least once every four years for review and reaccreditation, including an annual discussion of how the course and its assignments fits within the program.
  - 3. Revising the master course syllabus and outline as needed and providing an updated copy to academic services in the semester prior to the course being taught (by Oct 15 for Spring, February 15 for Summer, and March 15 for Fall).
  - 3. Serving as liaison and coordinator of faculty associates teaching sections of the course, including the approval of course outlines developed by Faculty Associates prior to the beginning of the semester in which the course is taught.
  - 4. Convening faculty who teach that course periodically to insure uniformity in achievement of objectives, coverage of key concepts, use of tests, and evaluation procedures.
  - 5. Insuring compliance with curriculum, with mission statement, and with CSWE accreditation standards.
  - 6. Consulting with the Associate Director on teaching assignments for sections of the course as needed.

**SWK 319**  
**Policy/Procedures for Honors Credits**  
**Effective 1/1993**  
**Revised 2/4/2000**  
**Page 1 of 2**

**PURPOSE:** To define policies and procedures for undergraduate students to receive honors credits in the School of Social Work.

**SOURCE:** School of Social Work Faculty Council, January 1993

**APPLICABILITY:** All Social Work Undergraduate Students in the Arizona State University Honors College

**POLICY:** Taking Courses for Honors Credits

A. Undergraduate students in the School of Social Work can participate in the BSW Honors Program if they meet the following criteria:

1. They must be admitted to the Barrett Honors College;
2. They must have a 3.5 GPA in pre-social work course work (SWU 271, 291, 295, 301, & 310) and other social work courses taken prior to admission to the major).

B. **MASTER OF SOCIAL WORK COURSES:**

1. Students who have been admitted to the Barrett Honors College and meet the pre-social work GPA requirement will take the following MSW courses in place of BSW courses:

MSW Course

Comparable BSW Courses

|   |                                    |
|---|------------------------------------|
| SWG 502 HBSE II                             | SWU 340 HBSE II                    |
| SWG 510 Foundation Practice I               | SWU 410 Social Work Practice II    |
| SWG 511 Foundation Practice II              | SWU 411 Social Work Practice III   |
| SWG 531 Social Policy and Services I        | SWU 432 Social Policy and Services |
| SWG 580 Community and Organizational Change |                                    |

Total 15 Credit Hours

Students must maintain a 3.25 GPA in their social work graduate courses to maintain their status as an honors student. Students must have an overall ASU GPA of 3.40 to graduate from the Honors College.

**SWK 319**  
**Policy/Procedures for Honors Credits**  
**Effective 1/1993**  
**Revised 2/4/2000**  
**Page 2 of 2**

Optional MSW Courses

BSW Honors students who have not already taken SWU 320 and SWU 374 may also elect to take SWG 519 and SWG 533.

C. BARRETT HONORS COLLEGE COURSES

BSW Honors students must comply with the Honors College requirements and take one of the following options:

- HON 171 and 172 (6 credit hours)
- HON 371 Freedom and Authority (3 credit hours)
- HON 374 Black and White Atlantic (3 credit hours)
- HON 394 Special Topics (3 credit hours)

Honors Thesis Requirement

BSW Honors students must take SWU 493 Honors Thesis (3-6 credit hours). The thesis can be a social work research or creative project preferably related to the student's field placement or area of interest. Students must have a faculty mentor/chair to assist with the thesis or creative project.

D. ADVANCED STANDING FOR BSW HONORS STUDENTS

Students who complete the Honors BSW Program are eligible to apply for Advanced Standing status in the MSW Program. If accepted, they could complete the MSW degree in one calendar year (starting in June only). To be eligible for the Advanced Standing Program, the student must have graduated from the Honors BSW Program within the last five years. Students from other universities who can demonstrate the equivalent honors or graduate-level course work may also be considered for Advanced Standing status.

**SWK 320**  
**Working Definition of Program Quality**  
**Effective 10/1993**  
**Revised 4/12/2013**  
**Page 1 of 5**

**PURPOSE:** To establish a working definition of program quality for programs offered by the ASU School of Social Work

**APPLICABILITY:** All Programs sponsored by the ASU School of Social Work both on and off campus, taught in-person and online.

**POLICY:**

I. Background and Philosophy

A. Whereas:

1. Programs (BSW, MSW, Ph.D.) evolve incrementally over time, and
2. It often happens that criteria and standards that may have been used for decision making at one point in time are abandoned for different criteria and standards at another point in time, and
3. Pressure to increase program size has been known to come from many sources, and
4. In the past, faculty and staff resources have not accompanied increases in program size, thus increasing the faculty to student ratio, and
5. Faculty to student ratio affects program quality.

Therefore, the Faculty Council of the ASU School of Social Work takes the position that it is important to develop a working definition that can be used to establish guidelines for program quality.

B. This definition shall include at least the following components:

1. A classification system for types of courses;
2. A recommended cap for each category of course; and/or

**SWK 320**  
**Working Definition of Program Quality**  
**Effective 10/1993**  
**Revised 4/12/2013**  
**Page 2 of 5**

3. A recommendation on the involvement of tenured and tenure track faculty in the teaching and leadership of required courses as specified in SWK 202 Faculty Workload-Teaching and SWK318 Lead Faculty Responsibilities.

II. Classification System

- A. Courses taught in programs sponsored by the ASU School of Social Work shall be identified as falling into one of the following three categories:
  1. Introductory Courses involve the dissemination of information that can be communicated essentially through lecture and tested in an objective format, with little or no need for discussion to achieve course objectives.
  2. Theory and Knowledge Building Courses involve the grasp and ideally the mastery of a body of knowledge, and the ability to apply the knowledge within a social work context. Knowledge can be transmitted through readings, lecture, media, guest speakers, or other methods. Some discussion time is necessary to determine whether students have properly understood what has been covered, especially within a context of social work values and ethics. Papers and essay examinations are necessary to evaluate students' levels of understanding.
  3. Practice Courses involve the development and ideally the mastery of certain skills. Although the knowledge base can be covered in texts and outside readings or through a lecture format, it is critical in a professional school that students be required to demonstrate ability to perform certain functions including problem identification and analysis, assessment, planning, implementation of the plan, monitoring, evaluation, and feedback, as well as interviewing, formal presentations, negotiating, and other skills.

**SWK 320**  
**Working Definition of Program Quality**  
**Effective 10/1993**  
**Revised 4/12/2013**  
**Page 3 of 5**

III. Recommended Course Caps

- A. In order that all programs delivered by the ASU School of Social Work be given the opportunity to achieve the highest level of quality, the following course caps are recommended for each category of courses:
1. Introductory Courses – 200 with one teaching assistant 10 hours per week for each 60 students enrolled when the course is scheduled in a C session. Courses scheduled in A or B sessions (condensed formats) will have available up to 20 hours of teaching assistance per week for every 60 students enrolled.
  2. Theory and Knowledge Building Courses  
BSW - 35  
MSW - 35
  3. Practice Courses  
BSW - 24  
MSW - 24
  4. No recommendations are made for the Ph.D. Program.
- B. Courses currently included the ASU School of Social Work's BSW and MSW programs should be understood to fit into the following categories:
1. **Introductory Courses** – 171 Intro to Social Work, 302/394 Hmn Bio/Soc Wk, 321 Stats for Soc Wk; also includes General Studies courses 181 Econ: Social Issues Perspective, 182 AZ/Nat'l Gov't Soc Wk Perspective, 183 Ethics: Soc Issue Perspective
  2. **Theory and Knowledge Building Courses**  
  
HBSE – 291 Soc Serv Delivery Systems, 303 Micro Hmn Beh Soc Envir, 321 Stats for Soc Wk, 340 Macro Beh Soc Envir, 501 Micro Hmn Beh Soc Envir, 502 Macro Hmn Beh Soc Envir

**SWK 320**  
**Working Definition of Program Quality**  
**Effective 10/1993**  
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SWU 303 Micro Hmn Beh Soc Envir shall be limited to 24 students as long as it holds the designation of L1 (Literacy) course in the General Studies program, thus requiring close monitoring of the development of writing skills.

Policy – 432 Soc Policy/Services, 531 Soc Policy/Serv, 633 Child Welfare Services

Diversity – 374 Div/Oppression SW Context, 474 Ethnic/Cultural Variables, 533 Div/Oppression SW Context

Research – 320 Research Methods in SW, 394 Stats for Soc Wk (fulfill deficiency incoming MSW students), 519 Res Methods in Soc Wk

3. **Practice Courses**

Direct Practice –250 Stress Management Tools, 295 Foundations Soc Wk Pract, 310 SW Practice I, 410 SW Practice II, 411SW Practice III, 510 Foundation Practice I, 511 Foundation Practice II, 591 CBT , 598 I Bridge Seminar I, 598 II Bridge Seminar II, 603 Pract Hlth/Behavioral Hlth, 604 Adv Soc Wk Practice Hlth, 606 Assess Mental Disorders, 608 Ecol Approach Pracw/CYF, 609 Adv Pract Child Welfare Fam, 610 Adv. SW Practice III, 611 Soc Wk w/Families, 613 Adv Practice Behav Hlth, 617 Adv Prac Chldrn/Adolescents, 614 Adv SW Practice IV. , 619 Pract-Oriented Research, 621 Integrative Seminar, 654 Intro to Sex Abuse Issues, 693 Applied Project

PAC – 585 Macro SW Practice , 623 Agency & Com Based Res, 632 Soc Pol/Services II, 685 Prog Planning in Soc Serv, 681 Soc Wk Adm, 682 Com Participation Strat

Seminar – 413 Field Instr Sem, 415 Integrative Field Seminar, 598 Bridge Field Seminar I & II

4. **Electives** shall be defined as fitting into one of the above categories before establishing a course cap.



**SWK 320**  
**Working Definition of Program Quality**  
**Effective 10/1993**  
**Revised 4/12/2013**  
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IV. Faculty

As per the Council on Social Work Education “Faculty who teach social work practice courses [should] have a master’s degree in social work from a CSWE-accredited program and at least two years of social work practice experience.” All required courses for which there are one or more sections should have at least one tenured or tenure track faculty teaching the course as per SWK #202.

V. Other Indicators of Quality Programming

- A. ASU Online courses do not have enrollment caps meaning that a student who registers for the course will not be denied because the course is full. The School of Social Work’s policy to cap sections of online courses means that if enrollment is full, an increase in the cap will need to occur until another SLN for the course is created.
- B. The Faculty Council refers to the Curriculum Committee the ongoing responsibility to develop additional measures of quality assurance for programs, both on and off campus, sponsored by the ASU School of Social Work.

**SWK 321**  
**Electives**  
**Revised 11/16/2012**  
**Page 1 of 1**

**SUBJECT:** Electives

**PURPOSE:** To define process for faculty approval of a new elective.

**APPLICABILITY:** All faculty

**POLICY:** Elective Approval Process

1. The faculty member must introduce his/her proposed elective, accompanied by a face sheet (SWK 321-01) with a rationale, to the appropriate faculty program committee(s), that is all the programs affected by the elective. For students to be eligible to take the elective, the relevant program committee must have approved the elective.
2. If the elective is approved by the Program Committee(s) the face sheet is forwarded to the curriculum committee with an accompanying rationale from the program committee chair on the attached face sheet. The curriculum committee will review the proposed course according to the standards for course content and delivery in terms of fit with the Mission of the School, standards of accreditation, rigor of assignments, readings, and other related issues such as prerequisites. The curriculum committee may send the syllabus and outline back to the faculty member for revisions.
3. The curriculum committee will make a recommendation to the Faculty Council and the faculty will vote on the recommendation.
4. The program coordinators, in conjunction with program committee chairs, will determine when the elective will be offered and who will teach it. Policy SWK 202 must be followed when considering whether a full-time faculty member may teach the elective or not.

Arizona State University

School of Social Work

**FACE SHEET FOR ELECTIVES (SWK 321-01)**

**Part A - To be filled out by the faculty member proposing the course:**

What is the rationale for this course?

How does this course fit in with the curriculum? Will it be crosslisted?

For whom is this course designed?

**Part B - To be filled out by the Program Committee:**

Does this course fit with the curriculum?

How does this course enhance the curriculum of your program committee?

\_\_\_\_\_ Yes, should be offered as an elective

\_\_\_\_\_ No, should not be offered as an elective at this time

Date \_\_\_\_\_ Signature of Program Committee Chair \_\_\_\_\_

**SWK 400**  
**Student Participation – Student Organizations**  
**Effective 9/25/1992**  
**Revised 10/1992**  
**Page 1 of 1**

**PURPOSE:** To define policy for establishment and support of student organizations

**SOURCE:** School of Social Work Faculty Council

**APPLICABILITY:** All Social Work Students

**POLICY:** Student Participation - Student Organizations

- A. During student orientation at the beginning of each academic year, the coordinators of the BSW, MSW, and PhD programs will apprise students in each program of the need to establish and participate in a student organization. Program coordinators will also be responsible for setting a time and place for an initial organizational meeting for students in each program, working collaboratively with officers from the previous year's student organizations where possible.
- B. The initial organization meeting should occur within the first three weeks of the Fall semester. Program coordinators will attend this initial meeting to appraise students of typical activities of the student organization, including the need to elect officers and representatives to school committees and of resources available to assist the organization.
- C. The faculty coordinator of the Tucson component assume responsibilities similar to those described for Program coordinators above for scheduling an initial organizational meeting of students in the Tucson component. The faculty coordinator of the Tucson component will also be responsible for assisting the Tucson student organization in coordinating with its counterpart on the Phoenix campus, and for communicating questions and concerns of Tucson students to faculty and administration.

**SWK 401**  
**Student Participation – School Committees**  
**Effective 9/25/1992**  
**Revised 9/1992**  
**Page 1 of 1**

**PURPOSE:** To define policy on student participation in School committees

**SOURCE:** School of Social Work Faculty Council

**APPLICABILITY:** All Social Work Students

**POLICY:** Student Participation - Student Committees

A. Students in the School have the right to representation on committees where final decisions are made regarding curriculum or general governance issues. These committees include:

1. Faculty Council
2. PhD Program Committee
3. MSW Foundation Committee
4. MSW - ADP Concentration Committee
5. MSW - PAC Concentration Committee
6. BSW Program Committee

Each of the four student organizations (BSW, MSW - Tempe, Tucson, PhD) will be invited to send one representative to the Faculty Council. The BSW and PhD student organizations will each be requested to designate one representative to their corresponding program committee, and the MSW student organization will be requested to designate representatives to the MSW Foundation Committee, the MSW - ADP committee and the MSW - PAC committee.

B. Faculty will be responsible for seeking student representation from the BSW, MSW - Phoenix, Tucson, and PhD student organizations. At the beginning of the academic year, the chair of each of the above committees will contact the respective student organization to request that a representative be appointed.

C. Student representatives to each committee will be non-voting members, but they will be accorded full rights for participation in discussion of most issues before the committee. The exception will be issues involving individual students or faculty, at which time student representatives will be asked to excuse themselves.

**SWK 501**  
**Faculty Performance Expectations**  
**Revised Spring 1995**  
**Page 1 of 3**

|                             |   |
|-----------------------------|---|
| <b><u>PURPOSE</u></b>       | To establish an understanding of performance expectations for School of Social Work Faculty |
| <b><u>SOURCES</u></b>       | School of Social Work Faculty Council   |
| <b><u>APPLICABILITY</u></b> | All Faculty, School of Social Work  |
| <b><u>POLICY</u></b>        | Faculty Performance Expectations  |

**Rationale:**

This statement is intended as a guide to help faculty understand performance expectations and evaluation procedures. The policies and procedures described in this statement are intended to be consistent with University policies and procedures, Council on Social Work Education accreditation standards, and the School's Mission Statement. In cases of inconsistencies, the University policies (ACD) will prevail.

The School of Social work operates within a framework of three interrelated dimensions. Research, teaching and service are inextricably woven into the tapestry which forms contemporary social work practice. The School promotes sensitivity, appreciation and respect for commonalities and differences among people. All members of the School attempt to model the values and ethics inherent in the profession of social work.

Individual faculty contribute to the common good in different ways; thus, performance evaluation and promotion and tenure procedures should be sufficiently flexible to allow recognition of different types of contributions. Similarly, the mission of the School is furthered by a combination of individual and collective efforts; thus, performance evaluation and promotion and tenure procedures should be sensitive to both. In recognition of the fact that excellence may manifest itself in diverse ways, the broad goal of performance evaluation procedures is to ensure that diverse contributions by faculty are recognized, rewarded, and encouraged.

A. Assumptions

1. Expectations of faculty performance must be based on a foundation of accomplishments.

**SWK 501**  
**Faculty Performance Expectations**  
**Revised Spring 1995**  
**Page 2 of 3**

2. Faculty are responsible for the development of their materials submitted in evidence of performance. While the Personnel Committee and/or Director may seek and use additional material during the evaluation process, neither the Director nor the committee is responsible for identifying or evaluating accomplishments not submitted by individual faculty.
3. Personnel Committee annual evaluations for merit are advisory to the Office of the Director. Both the Personnel Committee and the Office of the Director are responsible for independent evaluations for promotion and tenure.

**B. Background for Evaluation of Research**

A primary function of social work research is to support practitioners, communities, and societies in improving the quality and delivery of needed services and contributing to positive social conditions. There are multiple ways of influencing practice and developing knowledge and policy. Thus, social work research is not limited to a particular approach, a circumscribed set of methodologies, or a narrow range of research topics.

Each faculty member has the freedom and prerogative to make individual choices about the best method for achieving quality in scholarship. Research that reflects a faculty member's expertise and areas of specialization, that results in publications such as articles in refereed journals, book chapters, and books (excluding those published by vanity presses) that are consistent with the School's Mission, and that are integrated into teaching and service, shall be viewed as evidence of a significant contribution.

**C. Background for Evaluation of Teaching**

1. Faculty are expected to demonstrate competence in teaching related to the curriculum demands in at least two programs: BSW, MSW, or Ph.D.
2. Course syllabi represent consensual collegial contracts on essential content within the framework of university and accreditation requirements. This content is to be included but the method for delivering the content is to be determined by the instructor. Teaching activities are varied and include learning outside of the classroom, especially in the mentoring of students, in research or service activities.

**SWK 501**  
**Faculty Performance Expectations**  
**Revised Spring 1995**  
**Page 3 of 3**

3. Faculty are expected to teach two to three required courses per semester including field liaison except where there is a written variance negotiated with the Director.

**D. Background for Evaluation of Service**

1. Service to the School, university, and profession and/or public is an integral dimension of social work scholarship.
2. School and university service includes contributions to activities such as: governance, program development, administrative assignments, and service on departmental or university committees. Community service can involve the engagement of faculty expertise in social work related agencies and is provided on a pro bono basis.
3. For purposes of promotion and tenure, exceptional quality of community service should be assessed primarily in relation to service to the public and the profession. It should be an extension of the faculty member's research, teaching and experience to the larger community outside the university.



**SWK 501-01**  
**Performance Expectations -3rd Year Probationary**  
**Revised 9/2/2005**  
**Page 1 of 2**

**PURPOSE** To establish an understanding of expectations for the 3rd year probationary review.

**SOURCES** School of Social Work Faculty Council

**APPLICABILITY** All Tenure Track Faculty

**POLICY** Performance Expectations

**Rationale:**

This statement is intended as a guide to help faculty understand performance expectations at the 3rd year. The Promotion and Tenure Review Committee shall provide both an evaluation of research, teaching, and service activities as well as suggestions for enhancing and strengthening these activities. This review is conducted within the parameters of the philosophy outlined in SWK 501.

A. Background for the Evaluation of Research

The 3rd year probationary review represents an opportunity to provide untenured faculty with an evaluation of their progress toward tenure. It is the responsibility of faculty under review to submit a narrative which identifies their line of investigation, how they have begun to conduct their inquiries, the significance of both the area and their work, and their plans to further develop their scholarship. Faculty should have begun to make a contribution to scholarship in their stated area. This contribution may take the form of peer reviewed journal articles, book chapters, or other products as identified in SWK 502. Faculty shall submit for evaluation, articles, book chapters, or other forms of scholarship which have been accepted for publication or are under review.

B. Background for the Evaluation of Teaching

Untenured faculty shall identify their philosophy of teaching and the ways they have enhanced the teaching mission of the School and developed their own teaching abilities using the items identified in SWK 502. In addition to describing their teaching activities both within and outside of the classroom, faculty are encouraged to identify teaching activities they would like to engage in, including new courses and innovative methods for providing content. Faculty are encouraged to use the teaching portfolio as outlined in SWK 502 for guidance in preparing their material on teaching.

**SWK 501-01**  
**Performance Expectations -3<sup>rd</sup> Year Probationary**  
**School Approved 9/2/2005**  
**Page 2 of 2**

C. Background for the Evaluation of Service

Service activities should reflect the mission and philosophy of the School. Service is defined broadly and includes contributions to the School, university, and community, which enhances the collective welfare of various groups. Faculty shall submit a narrative which describes their service contributions and outlines their plans for service in the future. The narrative may include the material identified in SWK 502.

**SWK 502**  
**Criteria for Promotion to Associate Professor**  
**School Approved 3/26/2010**  
**Dean Approved 5/15/2010**  
**Page 1 of 4**

**PURPOSE:** To Define Criteria for Promotion to Associate Professor

**SOURCES:** School of Social Work Faculty Council

**Preamble**

Tenure and promotion at a research university should be awarded on the basis of a record of achieved excellence in scholarship, teaching, and service and the promise of continued excellence. Relative contributions expected in the various areas of responsibility shall depend on the faculty member's workload assignment. In addition, a well-integrated program of scholarship, teaching and service is looked upon very favorably by the School of Social Work. It is incumbent upon the candidate to demonstrate how his or her work has had an impact on the field.

**Promotion from Assistant to Associate Professor**

Scholarship

Social work is a professional discipline and as such the primary audience for its scholarship is practitioners and policy makers. Thus, social work scholarship should directly or indirectly benefit client groups served by social work and social welfare. Scholarship is defined more broadly than published research to include creative, intellectual work based on a high level of expertise, the significance of which can be evaluated by one's peers and which is consistent with the mission of the department and college. In addition to published research it includes applications for funding and published writings that are theoretical or conceptual as well as applications to practice or policy. However, applications for funding will not substitute for published work. Two noteworthy factors influence social work scholarship: (1) the multidisciplinary nature of the field and broad range of topics investigated by social work and social welfare scholars and (2) the rapid proliferation of professional journals in the last two decades. Many social work scholars, in addition to publishing in traditional social work practice and social policy journals, also publish in specialty journals in their areas of expertise, such as health, mental health, children and families, gerontology, and substance abuse.

For promotion from Assistant to Associate Professor, a candidate must demonstrate an excellent record of a creative, independent and productive program of research and scholarship. Candidates who have published with mentors from graduate school should show evidence in their subsequent publications that they have achieved intellectual independence from these mentors. An excellent record for promotion to Associate Professor with tenure can be defined as one characterized by:

**SWK 502**  
**Criteria for Promotion to Associate Professor**  
**School Approved 3/26/2010**  
**Dean Approved 5/15/2010**  
**Page 2 of 4**

(1) A body of scholarship that has been steadily produced and forms a coherent whole, maximizing the likelihood that the faculty member will have both a noticeable impact in his/her area of expertise and an emerging national reputation in that area; and

(2) A strong record of high-quality publications in peer-reviewed professional journals within social work and/or in the candidate's specialty areas that have had a positive impact on the field. The candidate is required to provide evidence of the impact of the journals in which the candidate's publications appear. This can be an impact score, acceptance rate, or other measure of impact; and

(3) The candidate's record as sole or first author on a number of the peer-reviewed publications demonstrates the candidate's ability to take full or primary responsibility for effectively disseminating high-quality scholarship; and

(4) The initiation of post-dissertation research that has funding potential and demonstrates that the candidate's scholarship trajectory is well-established by the time of the tenure review; and

(5) National and/or International conference presentations in social work or in the candidate's area of expertise, allowing the opportunity to disseminate research findings in a timely manner and interact with scholars doing related work. However, conference presentations are not a substitute for published works.

Another indicator of an excellent record of scholarship is evidence of the attempt to obtain extramural funding for research as demonstrated by one or more submitted grant application(s), provided funding is available in the candidate's area of research. The record may also include other scholarship such as invited or refereed book chapters, and other types of publications, research or scholarly monographs, edited books, and research reports.

### Teaching

Social work faculty members are expected to be knowledgeable about the subject matter they are assigned to teach and effective teachers, preparing students to be professional social workers. To warrant promotion from Assistant to Associate Professor, the candidate must demonstrate proficiency in teaching and provide evidence that they have made a positive contributions to teaching in the department by such things as:

- (1) Creating and utilizing carefully prepared and current course syllabi and other relevant course materials, as evaluated by knowledgeable peers;

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### **Criteria for Promotion to Associate Professor**

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- (2) Having a consistent pattern of positive evaluations from students, demonstrating the candidate's ability to provide high quality, challenging classroom experiences for students;
- (3) Engaging in activities that enhance the quality of teaching such as attending workshops on teaching, reading to stay current in areas related to teaching, and regularly updating course syllabi;
- (4) Participating in meaningful teaching activities outside of the classroom that enrich students' educational experiences, such as mentoring of students, revision of existing courses, development of new courses. Mentoring of graduate students is especially highly regarded.
- (5) Achieving recognition for excellence in teaching, as might be indicated by internal awards and by awards from professional associations and other external groups;
- (6) Providing effective advisement to students;
- (7) Effectively performing field liaison to students and agencies (if assigned);

Evidence of excellence in teaching may also include published materials such as journal articles and book chapters that demonstrate expertise in teaching as well as edited volumes or textbooks that summarize a body of knowledge rather than advance scholarship in the field.

#### Service

All faculty are expected to be collegial members of their academic unit and to perform appropriate service that contributes to the effectiveness of their school, college, and university. To warrant promotion from Assistant to Associate Professor with tenure, the candidate must demonstrate high-quality service within the School and is encouraged to engage in service that is congruent with the candidate's scholarship. This can be demonstrated through:

- (1) Service on program committees in School and College;

- (2) Service on committees in the larger university environment;

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- (3) Performance of high-quality community service such as serving on agency boards of directors or committees, interagency task forces, and related groups that oversee or facilitate the operation of social agencies that serve populations traditionally served by the social work profession. Candidates should provide at least two, but not more than four, products reflecting the quality of their public service (e.g., letters from agency heads detailing the type and quality of service, reports or other products that were developed as part of the service);
- (4) Memberships or regular participation in organizations that benefit the social work profession such as CSWE, SSWR, and NASW;
- (5) Serving as a manuscript reviewer for a peer-review professional journal or writing a book review.
- (6) The record of service may also include leadership positions in any of the service commitments.

**SWK 502-01**  
**Procedures for Tenure Reviews**  
**School Approved 10/8/2010**  
**Dean Approved 1/15/2011**  
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**PURPOSE:** To Establish Procedures for Promotion to Associate Professor

**SOURCES:** School of Social Work Faculty Council

The scheduling of all personnel procedures is subject to the Schedule of ASU Academic Personnel Actions disseminated each year by the Office of the Provost.

1. In accordance with the schedule, faculty members undergoing review for promotion to Associate Professor will submit one set of materials to the Director's Office by the due date in accordance with School of Social Work policy and the Schedule of ASU Academic Personnel Actions.
2. The candidate is responsible for providing adequate information for the Promotion and Tenure Review Committee within the time frame established by the School, College, and University. The Promotion and Tenure Review Committee may request additional materials if deemed necessary.
3. The materials should include all the materials outlined by the GUIDELINES FOR COLLEGE PERSONNEL provided by the Office of the Executive Vice President and Provost of the University (see [http://provost.asu.edu/promotion\\_tenure/guidelines\\_pt\\_college](http://provost.asu.edu/promotion_tenure/guidelines_pt_college)). Although the University only reviews a selection of scholarly products, copies of all publications or material reflecting the scholarly or creative endeavors of the candidate should be submitted for review at the School of Social Work level.
4. The candidate must submit a list of 10 potential reviewers by the date established by the Director. The Director, in consultation with the Promotion and Tenure Committee and Dean, will select five of these and solicit five other external reviewers.
5. The materials will be reviewed in accordance with SWK 104-02 (A), which outlines the duties and responsibilities of the Promotion and Tenure Review Committee.
6. At least one copy of the materials submitted by the candidate, external letters of reference, and other independent materials solicited by the Committee as per SWK 104-02, A.4 shall be made available in the Office of the Director for all tenured faculty members to review.

**SWK 502-01**  
**Procedures for Tenure Reviews**  
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7. Tenured faculty will be invited to review the record of the faculty member applying for tenure and submit an evaluation of the record to the Promotion and Tenure Review Committee in accordance with a timetable to be established by the Promotion and Tenure Review Committee. This evaluation shall be submitted in accordance with guidelines established by the Promotion and Tenure Review Committee.

8. The Promotion and Tenure Review Committee shall consider all input in making its recommendation regarding tenure, including the applicant's record, evaluation by the Committee, input from tenured faculty, and input from outside reviewers. Based on its deliberations and using all sources of input, the Committee shall produce a final report to be submitted to the Director and shall make a recommendation regarding tenure.

9. The Promotion and Tenure Review Committee Chair shall then convene a meeting of all tenured faculty members for the sole purpose of discussing the candidate's record. At this meeting, the following activities will take place:

a. The promotion and Tenure Review Committee will present its report and recommendations

b. Tenured faculty will present their perspectives on the report and recommendations

c. All tenured faculty who are not members of the School of Social Work Promotion and Tenure Review Committee or the College on University Promotion and Tenure Committees will vote by secret ballot. Votes will not be accepted from persons not attending this meeting. The final vote tally must be accompanied by a written rationale.

d. Votes will be counted by the Chair of the Promotion and Tenure Review Committee. The results (including rationale) will be forwarded to the Director along with the report and recommendations of the Promotion and Tenure Review Committee.



**SWK 503**  
**Criteria for Promotion to Full Professor**  
**School Approved 3/26/2010**  
**Dean Approved 5/1/2011**  
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- PURPOSE:** To Define Criteria for Promotion to Full Professor
- SOURCES:** School of Social Work Faculty Council
- APPLICABILITY:** All Tenure Track and Tenured Faculty, School of Social Work
- POLICY:** Evaluation Criteria – Promotion to Full Professor

**Promotion from Associate to Full Professor**

A. Research and Scholarship

In addition to meeting the criteria for scholarship necessary to achieving the rank of Associate Professor, candidates for promotion to rank of Professor should have a record characterized by:

- (1) A sustained, well-established, focused record of research and scholarship that is progressively more sophisticated and influential on the field and that has made a significant contribution to knowledge in the candidate's area(s) of expertise; and
- (2) The attainment of a national reputation in one's specialty area(s) as evidenced by awareness by other top scholars in the candidate's field of scholarship and expertise in these area(s), and/or through frequent scholarly citations of the candidate's work; and
- (3) High quality published works in the form of scholarly books and/or work that appears in peer-reviewed journals within social work and/or in relevant specialty journals; these published works should show evidence of being socially-embedded, use-inspired and have a demonstrated impact on the field; and
- (4) Funded research that supports the candidate's area of scholarship, provided funding is available in the candidate's area of research, is highly regarded.

**SWK 503**  
**Criteria for Promotion to Full Professor**  
**School Approved 3/26/2010**  
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**B. Teaching**

In addition to meeting the criteria for teaching necessary for promotion from Assistant to Associate Professor, candidates seeking promotion to Professor must demonstrate leadership in their teaching as evidenced by such things as:

- (1) Having a consistent pattern of positive evaluations from students, demonstrating the candidate's ability to provide high quality, challenging classroom experiences for students;
- (2) Mentoring of graduate students;
- (3) Responsibility for new course development;
- (4) Assumption of new course preparations or significant course revisions;
- (5) Curriculum development;
- (6) Offering special workshops, seminars or colloquia within ASU or at other academic institutions or to other local, regional, national or international audiences;
- (7) Achieving national recognition for teaching through presentations at national and/or international conferences regarding teaching strategies or innovative pedagogical techniques.
- (8) Publication of research articles, essays, book chapters and/or textbooks that advance teaching strategies and pedagogical techniques or summarize and deliver a body of knowledge.

**C. Service**

All faculty are expected to be collegial members of their academic unit and to perform appropriate service that contributes to the effectiveness of their school, college, and university. In addition to meeting the criteria for high-quality service expected for candidates seeking promotion from Assistant to Associate Professor,

candidates seeking promotion from Associate to Professor are expected to assume greater responsibility for service than untenured faculty and to demonstrate

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**Criteria for Promotion to Full Professor**

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substantial leadership in their service activities. Candidates seeking promotion to Professor should demonstrate excellence in service, defined as a sustained record of high-quality service that has made a positive impact on the department, college, university, community and profession. A pattern of leadership roles at each level should be demonstrated through such activities as:

- (1) Chairing committees at the departmental, college or university level;
- (2) Holding an office or leadership position in a national professional organization such as vice president or committee chair;
- (3) Serving on a journal editorial board.

**SWK 503-01**  
**Procedures for Full Professor Reviews**  
**School Approved 10/8/2010**  
**Dean Approved 1/15/2011**  
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**PURPOSE:** To Establish Procedures for Promotion to Full Professor

**SOURCES:** School of Social Work Faculty Council

The scheduling of all personnel procedures is subject to the Schedule of ASU Academic Personnel Actions disseminated each year by the Office of the Provost.

1. In accordance with the schedule, faculty members requesting review for promotion to Full Professor will submit one set of materials to the Director's Office by the due date in accordance with School of Social Work policy and the Schedule of ASU Academic Personnel Actions.
2. The Full Professors of the School of Social Work shall function as the Personnel Review Committee in the review and evaluation of a faculty member's request for promotion to Full Professor.
3. The Full Professors shall elect the Chair of the Committee. The Chair will assume responsibilities for the logistics of the process. The Director's Office will provide necessary clerical support for the review process.
4. At least one set of materials shall be made available in the Director's Office for all Full Professors to review.
5. The candidate is responsible for providing adequate information for the Personnel Review Committee within the time frame established by the School, College, and University. The Personnel Review Committee may request additional materials if deemed necessary.
6. The materials should include all the materials outlined by the GUIDELINES FOR COLLEGE PERSONNEL provided by the Office of the Executive Vice President and Provost of the University (see [http://provost.asu.edu/promotion\\_tenure/guidelines\\_pt\\_college](http://provost.asu.edu/promotion_tenure/guidelines_pt_college)). Although the University only reviews a selection of scholarly products, copies of all publications or material reflecting the scholarly or creative endeavors of the candidate should be submitted for review at the School of Social Work level.

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**Procedures for Full Professor Reviews**  
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7. The candidate must submit a list of 10 potential reviewers by the date established by the Director. The Director, in consultation with the Personnel Review Committee and Dean, will select five of these and solicit five other external reviewers.

8. In accordance with University policy, the Director will write to solicit input from external reviewers to complement the reviewers chosen by the candidate. The Director and the Committee will identify experts in the candidate's field of research and scholarship and come to an agreement on the list of reviewers, with final approval resting with the Director.

9. The Committee shall undertake its review in accordance with University and School of Social Work Policies in a manner which meets the deadlines established in the schedule.

10. The Committee shall consider all input in making its recommendations regarding promotion, including the applicant's record, all submitted materials, input from external reviewers, and its own evaluation of the above. Based on their deliberations, the Committee shall produce a final report to the Director and shall make a recommendation regarding promotion.

11. The Director shall then proceed according to university policy.

**SWK 504**  
**Performance Expectations for Academic Professionals**  
**School Approved 4/13/2007**  
**Dean Approved 5/15/2007**  
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**PURPOSE:** To define performance expectations for Academic Professionals

**SOURCES:** School of Social Work Faculty Council

**APPLICABILITY:** Academic Professionals

**POLICY:**

*Each academic professional will have a job description that delineates standards for each criterion for promotion. Individual academic professionals will have different percentages of effort for each criterion, depending on the job description.*

*There is no prescribed timeline for promotions. If promotion is denied, the academic professional may apply again. There is no limit on the number of times an academic professional may apply for promotion.*

ACD 507-07

**Assistant Academic Professional**

*All academic professionals appointed at/promoted to this initial rank must meet the minimum criteria for appointment as defined by the unit. Ordinarily academic professionals have earned an advanced degree or have acquired a high level of the particular skills needed for a position. As assistant academic professionals gain experience, they are expected to improve in position effectiveness, demonstrate growth, and involvement in professional contributions, and establish a record of service.*

ACD 507-07

Appointment to the rank of Assistant Academic Professional requires an MSW with at least 2 years of post-MSW practice (macro- or micro-) experience. Such individuals will have a record demonstrating a high level of skill and background experience related to the particular position being considered, and evidence of service to the community

**Associate Academic Professional**

*Academic professionals appointed at/promoted to associate rank must exceed the criteria for initial appointment at assistant rank, and meet the criteria for appointment to the associate rank*

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**Performance Expectations for Academic**  
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*as defined by the unit. They must have attained considerable expertise in the areas of competence required of their positions. Associate academic professionals must demonstrate excellence in position effectiveness, continued professional contributions, and growth and involvement in university and community service.*

ACD 507-07

Appointment to the rank of Associate Academic Professional requires an MSW with at least 2 years of post-MSW practice (macro- or micro-) experience. Promotion to this rank implies sustained activity beyond that required for appointment to Assistant Academic Professional. A minimum of six years appointment as an Associate Academic Professional is required before consideration of promotion to Full or Senior Academic Professional.

**Full or Senior Academic Professional**

*Academic professionals appointed at/promoted to full or senior rank must exceed the criteria for associate rank, have substantial professional experience, and meet the criteria for appointment to the full or senior rank as defined by the unit. Academic professionals at this rank must demonstrate a high level of effectiveness and should be considered experts in their chosen fields. At this rank, both professional contributions and service activities must involve sharing knowledge and experience with others by providing substantial guidance and leadership in areas of professional or academic interests.*

ACD 5-0-07

Appointment to the rank of Full or Senior Academic Professional requires an MSW with two years of post-MSW practice experience, evidence of excellence in skills related to the specific position, and national recognition (e.g., appointment to CSWE, NASW or other national committee, etc.), and community service.

**SWK 504-01**  
**Appointment of Academic Professionals**  
**School Approved 4/13/2007**  
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**PURPOSE:** To define criteria for appointment of academic professionals at the various ranks (assistant, associate, full/senior academic professional).

**SOURCES:** School of Social Work Faculty Council

**POLICY:**

ASU policy states that each academic professional will have a job description that delineates standards for each criterion for promotion. Individual academic professionals will have different percentages of effort for each criterion, depending on the job description. (ACD 507-07).

**I. Appointment at the Assistant Academic Professional Rank**

ASU policy states that all academic professionals appointed at/promoted to this initial rank must meet the minimum criteria for appointment as defined by the unit. Ordinarily academic professionals have earned an advanced degree or have acquired a high level of the particular skills needed for a position. As assistant academic professionals gain experience, they are expected to improve in position effectiveness, demonstrate growth, and involvement in professional contributions, and establish a record of service. (ACD 507-07).

Additionally, the School of Social Work requires that candidates being considered for appointment to the rank of Assistant Academic Professional have an MSW with at least 2 years of post-MSW practice (macro- or micro-) experience. Such individuals will have a record demonstrating a high level of skill and background experience related to the particular position being considered, and evidence of service to the community

**II. Appointment at the Associate Academic Professional Rank**

ASU policy states that academic professionals appointed at/promoted to associate rank must exceed the criteria for initial appointment at assistant rank, and meet the criteria for appointment to the associate rank as defined by the unit. They must have attained considerable expertise in the areas of competence required of their positions. Associate academic professionals must demonstrate excellence in position effectiveness, continued professional contributions, and growth and involvement in university and community service. (ACD 507-07).

Additionally, the School of Social Work requires that candidates being considered for appointment to the rank of Associate Academic Professional must have an MSW with at least 2 years of post-MSW practice (macro- or micro-) experience. Appointment at this rank implies sustained activity beyond that required for appointment to Assistant Academic Professional.



**SWK 504-01**  
**Appointment of Academic Professionals**  
**School Approved 4/13/2007**  
**Dean Approved 5/15/2007**  
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### **III. Appointment at the Full or Senior Academic Professional Rank**

ASU policy states that academic professionals appointed at/promoted to full or senior rank must exceed the criteria for associate rank, have substantial professional experience, and meet the criteria for appointment to the full or senior rank as defined by the unit. Academic professionals at this rank must demonstrate a high level of effectiveness and should be considered experts in their chosen fields. At this rank, both professional contributions and service activities must involve sharing knowledge and experience with others by providing substantial guidance and leadership in areas of professional or academic interests. (ACD 5-0-07)

Additionally, the School of Social Work requires that candidates being considered for appointment to the rank of Full or Senior Academic Professional must have an MSW with two years of post-MSW practice experience, evidence of excellence in skills related to the specific position, and national recognition (e.g., appointment to CSWE, NASW or other national committee, etc.), and community service.

**SWK 504-02**  
**Promotion of Academic Professionals**  
**School Approved 4/13/2007**  
**Dean Approved 5/15/2007**  
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**PURPOSE:** To define criteria for promotion of academic professionals

**SOURCES:** School of Social Work Faculty Council

**POLICY:**

**A. PREAMBLE:**

ASU Policy Regarding Criteria for Promotion of Academic Professionals (ACD 507-07) states that there is no prescribed timeline for promotions. If promotion is denied, the academic professional may apply again. There is no limit on the number of times an academic professional may apply for promotion.

A person is promoted on the basis of excellent performance and the promise of continued excellence. Review includes assessment of the individual's position effectiveness, professional contributions, and institutional, professional, and community service.

Each academic professional will have a job description that delineates standards for each criterion for promotion. Individual academic professionals will have different percentages of effort in each criterion, depending on the job description.

**B. POLICY FOR PROMOTION**

**1. Promotion to Associate Academic Professional**

- A. The candidate shall produce evidence of considerable expertise in the areas of competence required of their positions, including excellence in position effectiveness, continued professional contributions and growth and involvement in university and community service.
- B. Because Academic Professional positions roles and responsibilities vary considerably, the review committee will adapt the criteria to fit the roles and responsibilities as indicated in the candidate's position description.

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**Promotion of Academic Professionals**  
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- C. Those in *Administrative/leadership/management roles* will be evaluated with regard to:
  - 1. The *quality of the leadership* as evidenced by vision and innovation; quality of program planning; integrity and fairness, ability to anticipate issues, concerns and problems; and ability to develop effective solutions to problems and issues.
  - 2. *Effectiveness of external relationships* as evidenced by success in creating, maintaining and strengthening the School's relations with outside professional agencies; strengthening the School's national visibility and reputation;
  - 3. The *quality of human relations* as evidenced by collaboration resulting in effective planning and decision making; maintenance of positive productive relationships, sensitivity to diverse needs of individuals served by the program, effective dispute resolution; and
  - 4. The *quality of communication skills* as evidenced by clarity in oral and written communications, ability to listen carefully and encourage dialogue, respectful of others.
- D. Teaching is not required for promotion if it is not a part of the position's role and responsibilities. However, if teaching occurs, it will be evaluated with regard to existing policies and procedures for promotion to the rank of associate professor (SWK 502-01).
- E. Service is a responsibility of all Academic Professionals and shall be evaluated with regard to existing policies and procedures for promotion to the rank of associate professor (SWK 502-03).

**2. Promotion to Full or Senior Academic Professional**

- A. Academic professional promoted to full or senior rank must exceed the criteria for associate rank, have substantial professional experience, and meet the criteria for appointment to the full or senior rank as defined by the School. Academic professionals at this rank must demonstrate a high level of effectiveness and should be considered experts in their chosen fields. At this rank, both professional contributions and service activities must involve sharing knowledge and experience with others by providing substantial guidance and leadership in areas of professional or academic interest.

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**Promotion of Academic Professionals**  
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- B. Criteria for promotion to full or senior academic professional include:
1. Evidence of a high degree of excellence with respect to all of the criteria.
  2. Recognition as a senior person both within the School and within the field, a person the School would select for a Full or Senior Academic Professional position if it were open to national competition.
  3. Excellence must be demonstrated by outstanding achievement. An individual's cumulative record since promotion to Associate Academic Professional will be used in the determination of promotion to Full or Senior Academic Professional.

**SWK 504-03**  
**Procedures for Promotion of Academic Professionals**  
**School Approved 4/13/2007**  
**Dean Approved 5/15/2007**  
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**PURPOSE:** To define the procedures for promotion of academic professionals

**POLICY:**

**A.** Promotion Review Process for Academic Professionals

The scheduling of all personnel procedures is subject to the “Schedule of ASU Academic Personnel Actions” disseminated each year by the Office of the Provost, the Office of the Dean, and the Director.

**B.** Procedures

1. In accordance with the schedule, academic professionals undergoing review for promotion will submit one set of materials electronically to the Office of the Director by the due date in accordance with School of Social Work policy and the Schedule of ASU Academic Personnel Actions.
2. In accordance with ACD 507-05, an ad hoc peer review committee consisting of three academic professionals on continuing appointments in the School will be selected by the Director in consultation with the Dean. If there are less than three, or no, academic professionals on continuing appointments in the School, the Director, in consultation with the Dean, will choose the review committee members from other units in the university.
3. The candidate is responsible for providing adequate information to the Peer Review Committee regarding within the time frame established by the School, College, and University. Because the nature of academic professional positions may be quite different, the materials submitted may vary depending on the academic professional’s role and responsibilities. The Peer Review Committee may request additional materials from the candidate if deemed necessary. This request is made through the Office of the Director. Generally, the following materials should be submitted:
  - a. Administrative/Leadership/Management Roles

The candidate shall submit information regarding:

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**Procedures for Promotion of Academic Professionals**  
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- 1) His or her position title, name of program administered, program mission, approximate number and type of constituents served by the program annually (e.g., students, individuals, families, agencies, etc.), and the program's contribution to the School's and the University's mission.
  - 2) His or her role and responsibilities in the program, including number of persons supervised, number of students engaged in the program (if any) and whether in the BSW, MSW, or PhD program, and size of program budget, if one, and date of appointment to the program.
  - 3) Evidence regarding the program's quality and effectiveness (e.g., formal or informal program evaluations) for the time period since appointment to the program or last promotion, whichever is most recent.
  - 4) Evidence regarding the quality of his or her leadership, effectiveness of external relations, quality of human relations, and ability to communicate effectively.
  - 5) Since administration is manifested in multiple activities, the candidate may wish to include a description of all activities that contribute to the overall mission of the School, other evidence that will demonstrate his or her administrative effectiveness (e.g., special awards, commendations, etc.), and/or a few selected letters (not to exceed a total of five) from colleagues, staff, students, or agency personnel may be included when they help to testify to the candidate's effectiveness in the role of administrator.
- b. Teaching (if relevant)
- 1) The candidate shall submit a teaching portfolio which shall include teaching activities which occurred both inside and outside of the classroom. The portfolio must include those items listed in SWK 502-05, A.3, which are applicable to the candidate.

**SWK 504-03**  
**Procedures for Promotion of Academic Professionals**  
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The candidate must also submit a list of all courses taught, size of each class, level of class, student evaluations, syllabi, copies of teaching materials, description of teaching philosophy, evaluation of liaison activities, contributions to curriculum development, teaching materials including case studies (individual, couple, family, group, organizational and/or community), course development and revision, original, innovative, and creative modifications to courses and the classroom experience, and contributions to efforts to evaluate teaching.

- 2) Since teaching is manifested in multiple activities the candidate may wish to include a description of activities which contribute to the overall quality of teaching at the School. These could include actions which strengthen the School as a community of scholars, contributions to bulletin boards which disseminate information on welfare and inequality issues, brown bag lunches, student involvement in community activities as a result of class learning, flexibility in both responding to course needs of the School and in teaching schedules so students may participate in community activities, and ability to seize the teachable moments which randomly appear in the School, university and community. This list shall not be considered exhaustive. The candidate may submit other material as evidence of teaching competence.
- 3) It is the responsibility of the candidate to submit a narrative which includes: a summary of the teaching activities as outlined above, an evaluative statement of how the teaching activities and outcomes contribute to the profession and the congruence of the activities with the mission of the School and the university.
- 4) As administrative, service, and teaching are inextricably intertwined, teaching activities which bridge service and/or administrative activities are highly regarded.
- 5) Two colleagues (one selected by the candidate and the other by the

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Director) shall provide an assessment of teaching based on attending a class session. The date of this observation shall be determined by the candidate. The content, form, purpose, and criteria for the evaluation shall be determined by the Committee, and the candidate shall receive a written report of the observation.

c. Service (expected of all)

The candidate will provide a narrative which describes uncompensated service activities and their relationship to:

- 1) administration (if relevant to the position);
- 2) teaching (if relevant to the position); and
- 3) mission of the school.

4. Review Letters

- 1) The purpose of letters of review is to contextualize the academic professional's record, both within the university and within the professional discipline. Review letters are to be sought from persons that are qualified to evaluate the candidate's accomplishments.
- 2) The candidate may suggest reviewers, but the Director, in consultation with the Dean, will choose the reviewers. A total of four reviews are required; three may be from within the university, and at least one from outside the university.
- 3) In accordance with ACD 507-07, in instances when a candidate believes that there may be a conflict of interest or an unreasonable bias by persons who could be selected as reviewers, the candidate may provide a written list of such persons and request that they be excluded from consideration for review letters.



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- 4) According to university policy, the identities of reviewers are confidential and may not be shared with the candidate.
- 5) Only the School's Director may request external review letters on behalf of the university. Relevant information about the candidate, the unit, the criteria for promotion, and the promotion review procedures should be sent to external experts for use in preparing their reviews. All reviewers shall be given at least 30 days to provide the review.

**SWK 505**

**Annual Performance and Post-Tenure Reviews**

**Revised 10/8/2010**

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Each year's evaluation will be made on the basis of the previous three years of work. Faculty who have been employed less than three years at the School of Social Work will be evaluated on their performance to date, with performance prorated accordingly. In making its evaluations, the Annual Performance Evaluation Review Committee will review the submitted materials and make performance recommendations to the Director.

Submitted materials should include documentation of the person's accomplishments where necessary. For example, for a peer reviewed article either a copy of the first page with publication information, the published article or a letter of acceptance can be used for documentation. Teaching scores will be compiled by the office of the Director and supplied to the review committee.

The School of Social Work annual performance evaluation review will be conducted in accordance with the deadlines and procedures established by the College of Public Programs and the University.

**FORMAT FOR THREE YEAR ACTIVITY REPORT (CALENDAR YEARS)  
and ANNUAL PERFORMANCE REVIEW/POST TENURE REVIEW**

**The activity report should contain the following information:**

**A. Research/creative achievements.** Articles, book chapters, books/monographs, papers at research conferences and research reports/proceedings should be listed separately. Refereed articles must be identified. Standard citation format must be used, showing all authors in the order in which they will appear in publication. The basis for sequencing multiple authors should be explained by a footnote. List most recent publications first, including page numbers.

Articles accepted for publication but not yet published should be documented as follows: forthcoming in \_\_\_\_\_, Vol. \_\_\_\_\_, (year). Documentation of acceptance should be included.

| <b>Scholarly product*</b> | <b>Refereed</b> | <b>Merit points**</b> |
|---------------------------|-----------------|-----------------------|
|                           |                 |                       |
|                           |                 |                       |
|                           |                 |                       |

\* Includes books, book chapters, journal articles, monographs, book reviews, referred conference presentations, published letter to the editor of a journal, reports, etc. Add lines if necessary.

\*\*See Appendix A for merit point ratings.

**Work in Progress.** Progress toward publication should be noted: article under review by \_\_\_\_\_; will be submitted to \_\_\_\_\_ in \_\_\_\_\_ (year). Documentation of status should be included.

| Year | Title | Journal | Date to be submitted |
|------|-------|---------|----------------------|
|      |       |         |                      |
|      |       |         |                      |
|      |       |         |                      |

**List of grants obtained.** University, national, and other types of grants should be listed separately. Information should include the title of the grant, the funding agency, the time period, the dollar amount, and the role of the candidate (e.g., PI, Co-PI, other). See Appendix A for merit point ratings.

| Type | Title | Funding agency | Time period | Amount | Your role |
|------|-------|----------------|-------------|--------|-----------|
|      |       |                |             |        |           |
|      |       |                |             |        |           |

|                     |
|---------------------|
| <b>Merit points</b> |
|                     |

**Other scholarly Activities.**

|                     |
|---------------------|
| <b>Merit points</b> |
|                     |

|   |
|---|
| <b>Total merit points for scholarship</b> |
|   |

**B. Teaching.** Qualitative and quantitative information about the courses taught in each semester. The teaching report must show each course taught, name of the course, number of students, SCH produced, and the student evaluation summary score.

| Year and semester                                    | Course name and number | # of students | SCH | Student evaluation summary (overall mean rating of items 1-12) |
|--|------------------------|---------------|-----|--|
|  |                        |               |     |  |
|  |                        |               |     |  |
|  |                        |               |     |  |
|  |                        |               |     |  |
|  |                        |               |     |  |
|  |                        |               |     |  |
|  |                        |               |     |  |
|  |                        |               |     |  |
| <b>3 year average for teaching evaluation scores</b> |                        |               |     |  |

|  |
|--|
| <b>Merit points based on student satisfaction ratings***</b> |
|  |

\*\*\* See Appendix B for merit point ratings

|                                  |
|----------------------------------|
| <b>Other teaching activities</b> |
|                                  |
|                                  |

Separately show the number of students working with you on independent study and the SCH produced in each semester.

|                     |
|---------------------|
| <b>Merit points</b> |
|                     |

List the students for whom you have served as dissertation or thesis advisor (indicate chair or committee member), along with the title of the dissertation or thesis. Divide the list between those students who have finished and those who are still in progress.

|                     |
|---------------------|
| <b>Merit points</b> |
|                     |

|  |
|--|
| <b>Total merit points for teaching</b> |
|  |

C. **Service.** Show service in the following areas (See Appendix C for merit point ratings):

1. **Public/Community Service.** Information should include name of organization for whom service was provided and full citations for any written or creative products and where they can be obtained. For major service contributions, include a 1-3 sentence description of the service itself, your specific role, and the duration of the service.

|                     |
|---------------------|
| <b>Merit points</b> |
|                     |

2. **University, College, and Department Service.** This should include a list of committees or task forces on which you have served during the evaluation period, your role on the committee, a one-sentence description of the committee's responsibilities (if this is not evident from the name of the committee), and citations for any major written reports from the committee/task force.

|                     |
|---------------------|
| <b>Merit points</b> |
|                     |

3. **Professional Service (academic and non-academic).** Speeches given at professional meetings, membership in professional societies, offices in professional organizations during the evaluation period.

|                     |
|---------------------|
| <b>Merit points</b> |
|                     |

**D. Administrative Assignment(s).** Describe any administrative assignments performed, including course relief and/or special compensation (if any).

**E. Affirmative Action/Cultural Diversity.** Contributions to cultural diversity should be addressed by either including them as a separate category, or encompassing them within each of the categories of research, teaching, and service. Contributions include efforts that facilitate recruitment, retention, and achievement of/by culturally diverse persons (including racial and ethnic minorities, women in under represented fields, disabled persons, persons of diverse sexual orientation, other disadvantaged groups specified by the unit).

**F. Recognition and Awards.**

|                                       |
|---------------------------------------|
| <b>Total merit points for service</b> |
|                                       |

**Appendix A: ANNUAL EVALUATION CRITERIA FOR ROLLING THREE YEAR PERIOD - SCHOLARSHIP**

| <b>UNSATISFACTORY</b>                           | <b>SATISFACTORY</b>   | <b>MERIT</b>   | <b>HIGH MERIT</b>  | <b>EXCEPTIONAL MERIT</b>   |
|---|---|--|--|--|
| Little or no evidence of scholarly productivity | Evidence of scholarly productivity that includes at least 1 unit of merit | Evidence of scholarly productivity that includes at least 2 units of merit | Evidence of significant scholarly productivity that includes at least 3 units of merit | Evidence of exemplary scholarly productivity that includes at least 4 units of merit |

|                                 |   |
|---------------------------------|---|
| 4 units of scholarship merit –  | 1 sole authored scholarly book published, or<br>External funding of \$100,000 or more, PI or co-PI  |
| 3 units of scholarship merit-   | 1 co-authored scholarly book published<br>External funding from \$60,000 up to \$99,999, PI or co-PI                                      |
| 2 unit of scholarship merit -   | 1 sole author edited book published, or<br>1 sole author text book published, or  |
| 1.5 units of scholarship merit  | 1 sole authored book, revised and published<br>1 co-authored edited book or textbook published  |
| 1.25 units of scholarship merit | 1 co-authored book, revised and published   |
| 1 unit of scholarship merit -   | 1 sole-authored refereed article published or in press<br>1 research monograph, technical report, etc.<br>External funding under \$60,000 |
| .90                             | 1 first-authored refereed article published or in press   |
| .80                             | 1 2 <sup>nd</sup> authored refereed journal article published or in press   |
| .70                             | 1 3 <sup>rd</sup> or lower authorship on refereed journal article   |

|                                 |   |
|---------------------------------|---|
| .50 unit of scholarship merit - | 1 sole authored book chapter published, or<br>1 sole authored revised book published, or<br>Submitted grant proposal for external funding, but not funded<br>Internal funding, or |
| .45 units of scholarship merit  | 2 <sup>nd</sup> author on book chapter published  |
| .40 units of scholarship merit  | 3 <sup>rd</sup> or lower author of book chapter published   |
| .25                             | Refereed conference presentation<br>Book review   |
| ??                              | Other research activities not covered above (describe, document, justify)   |



**Appendix B: Annual Evaluation Criteria for Rolling 3-year Period - Teaching**

| <b>UNSATISFACTORY</b>  | <b>SATISFACTORY</b>  | <b>MERIT</b>   | <b>HIGH MERIT</b>  | <b>EXCEPTIONAL MERIT</b>  |
|--|--|--|--|---|
| Failure to meet required teaching responsibilities with less than 2 units of merit | Faculty member maintains acceptable teaching performance with 2 to 2.50 units of merit | Evidence of strong teaching performance with 2.51 to 2.99 units of merit | Evidence of very strong teaching performance with 3 to 3.49 units of merit | Evidence of outstanding teaching performance that includes at least 3.5 or greater units of merit |

Up to 2 units of merit

- 0 Student satisfaction scores on teaching 3 or higher on mean of all courses taught across 3 years
- .5 student satisfaction scores on teaching between 2.50 and 2.99 on mean of all courses
- 1 Student satisfaction scores on teaching between 2 and 2.49 on mean of all courses
- 1.5 Student satisfaction scores on teaching between 1.21 and 1.99
- 2 Student satisfaction scores on teaching 1.20 or lower

1 unit of teaching merit –

- Create a new course, or
- Substantially revise an existing course that is then approved, or
- Lead person for one or more CSWE accreditation standards/chapters, for a whole curriculum, or for one sequence, or
- Chair to completion a dissertation s

.75 unit of teaching merit -

- Chair of an on-going dissertation committee
- Chair, completed thesis

.50 unit of teaching merit -

- Chair of an ongoing thesis committee
- Member of a completed dissertation or thesis committee, or
- Attend a continuing education course to improve teaching skills, or
- Supervise a field student to compensate for the lack of a BSW or MSW at the agency, or
- Supervise a student in a for-credit Independent Study, or
- Teach one course not taught within the last three years, or

|                                |  |
|--------------------------------|--|
| 0 - .50 unit of teaching merit | Provide extracurricular teaching activities (e.g. film or speaker series, workshops; describe, document, and justify), or<br>Member of an on-going dissertation committee, or<br>Lead Instructor responsibility (self-assessed based on how demanding the role is) |
| .25                            | Member, thesis committee   |
| ??                             | Teaching activities that are over and above the required teaching responsibilities and are not credited above (describe, document and justify) or  |

Teaching score criteria used above must be reassessed by faculty every 3 years

**Appendix C: ANNUAL EVALUATION CRITERIA FOR ROLLING THREE YEAR PERIOD – SERVICE\*\***

| UNSATISFACTORY  | SATISFACTORY  | MERIT   | HIGH MERIT   | EXCEPTIONAL MERIT   |
|---|---|---|--|---|
| Faculty member fails to consistently perform required service or committee assignment; frequently fails to attend required faculty meetings | Faculty member serves competently on at least one committee per year and regularly attends faculty meetings and shows activity in community and/or professional service | Faculty member is active in departmental affairs, serves conscientiously and shows leadership in the unit that includes 2 to 3.9 units of merit | Consistently demonstrates strong leadership at the unit or some combination of unit, college university, professional, and/or community levels that includes 4 to 5.9 units of merit | Consistently demonstrates exceptionally strong leadership at the unit or some combination of unit, college university, professional, and/or community levels that includes 6 units of merit |

1 unit of service merit -

Editor of professional journal, or  
 Elected leadership in professional organization, or  
 Chair of a university or college committee, or  
 Chair of a SSW search or standing committee (e.g., Foundation, P & T), or  
 Elected chair of community board/committee/coalition/review panel or  
 Chairing a concentration (BSW, MSW, ADP, PAC Advanced Generalist)

.75

Editor of special issue of journal

.50 unit of service merit -

Editorial board member (no double counting of reviewing manuscripts for that journal), or  
 Member of a SSW search or standing committee, or  
 Member of a university of college committee, or  
 Regularly attended an additional curriculum program committee, or  
 Advise a student group, or  
 Serve on a community board/committee/coalition/review panel, or  
 Non-refereed conference presentation, or  
 Expert testimony

.25 unit of service merit

Review at least two manuscripts per year for a refereed journal  
 Reviewing conference abstracts  
 Serving on award selection committee, e.g., for SSWR, CSWE  
 Completing an external review of a candidate for promotion and/or tenure

??

Service activities that are over and above the required service responsibilities and are not credited above (describe, document and justify)

??

Administrative responsibilities (describe, document and justify merit points)

**\*\*ONLY ACTIVITIES THAT ARE NOT COMPENSATED**

**SWK 506**  
**Hiring of Faculty**  
**Effective 8/20/1990**  
**Revised 12/03/1999**  
**Page 1 of 4**

**PURPOSE:** To define policy and procedures for hiring of all full time personnel who will serve in any faculty or teaching capacity.

**POLICY:** Hiring of Social Work Faculty

- A. The hiring process is defined as beginning at the point of identifying the need for additional faculty and ending at the point of offer and acceptance of a position.
- B. While it is recognized that there are administrative prerogatives in the hiring process, the following steps are recommended by the Faculty Council as procedures designed to insure that the needs of the School as perceived by faculty will be incorporated into the hiring process.
- C. The following steps will be followed:
  - 1. Faculty needs shall be defined yearly, by March 30 of each Spring semester, by the program committees (BSW, DP, PAC, Ph.D.) in writing.
  - 2. Program coordinators meet and rank order priorities no later than April 15 of each year. A copy of their written recommendations to the Director shall be disseminated to all faculty members prior to the April faculty meeting. This is for information only.
  - 3. The Director may modify priorities.
  - 4. The Director requests positions through university channels.
  - 5. If a position is granted, then the search begins. If there is no formal approval, no search is initiated. If approval is delayed past January 15, consideration should be given to securing the position through the following fiscal year and extending the search into the Fall semester.

6. Search Committee
  - a. A Search Committee comprised of no more than six members shall be constituted jointly by the Director and the Faculty Council.
  - b. Upon notification of authorization from the College to recruit, the Faculty Council shall submit to the Director a list of three elected representatives to the Committee. All elected representatives must be full-time, tenure-line faculty members. In addition, the Faculty Council may select additional nominees to be recommended to the Director for appointment to the Committee. The three elected representatives may be selected in the annual Spring elections, but will only serve if the School receives authorization to recruit.
  - c. No more than one of the nominees shall be persons other than full-time, tenure-line faculty members.
  - d. Each Search Committee must also include an EO/AA trained affirmative action representative.
  - e. The Director will notify the Faculty Council of the membership of the Committee no later than 30 days after receiving the list of nominees.
  - f. The committee will then elect a member to serve as chair.
7. Responsibilities of the Search Committee include:
  - a. assuring compliance with University policy in the search process (ACD 505-04)
  - b. advertising and recruiting;
  - c. sending letters of response to applicants;
  - d. screening applicants;
  - e. preparing for campus visits;

**SWK 506**  
**Hiring of Faculty**  
**Effective 8/20/1990**  
**Revised 12/03/1999**  
**Page 3 of 4**

- f. hosting campus visits;
  - g. setting up agendas and meetings for on-campus visits;
  - h. data collection from appropriate sources for evaluation purposes;
  - i. other search-related responsibilities.
8. The Chair of the Search Committee shall establish a timeline for all activities requiring faculty involvement and present monthly progress reports to the Faculty Council on the status of the search process.
  9. Complete files on each applicant shall be retained in the Director=s office if any faculty member wishes to have more information about an applicant.
  10. The Search Committee shall screen applicants down to a list of candidates it recommends be brought to campus for on site interviews. This short list shall be announced to faculty at the earliest possible time.
  11. The Director will issue invitations to candidates for campus visits with input from the Search Committee.
  12. After the campus visit of each candidate the Search Committee shall solicit evaluative feedback from faculty, staff, students and others as appropriate for each candidate brought to campus for interviews.
  13. The Search Committee shall compile feedback on each visiting candidate, identifying strengths and weaknesses of each candidate as perceived by the Committee, faculty, staff, students and other constituents of the School of Social Work.

A meeting for faculty shall then be held to present the feedback following each candidate=s visit.

The report may be revised based on evaluative feedback of the faculty and then forwarded to the Director.

**SWK 506**  
**Hiring of Faculty**  
**Effective 8/20/1990**  
**Revised 12/03/1999**  
**Page 4 of 4**

The Search Committee will forward to the Director, School of Social Work, a list of candidates it recommends be extended an invitation to join the faculty, School of Social Work.

14. The Director shall consider the report of the Search Committee and recommend action to the Dean. Upon approval from the Dean, the Director shall initiate the hiring process and provide a monthly progress report to the Faculty Council on the status of hiring for each position for which a search has been conducted. These monthly reports shall continue until a person has been hired or the hiring process has been otherwise terminated.



**SWK 507**  
**Sabbatical Leave**  
**Effective 8/18/1986**  
**Revised 11/18/2011**  
**Page 1 of 1**

**PURPOSE:** To Define Policy and Procedures for Sabbatical Leave

**SOURCES:** Academic Affairs Policy and Procedure Manual ACD 705  
Sabbatical Leave Procedures, Office of the Provost

**APPLICABILITY:** All Faculty, School of Social Work

**POLICY:** Sabbatical Leave

- A. Requests for sabbatical leave are governed by the policies and procedures of the University. Recommendations are made to the Director by the Promotion and Tenure Review Committee based on assessment of the potential value of a sabbatical proposal according to the following criteria:
1. Potential value to the teaching program of the School of Social Work.
  2. Contribution to knowledge in social work and social work education.
  3. Potential value to the reputation of the School and the University.
  4. Probable enhancement of the applicant's effectiveness as a faculty member.
  5. Providing outstanding public or professional service at a local or national level.
- B. In reviewing requests according to these criteria, the Promotion and Tenure Review Committee is also guided by the potential contributions of the sabbatical project to the Mission of the School of Social Work.

**SWK 508**  
**Course Buyouts through Externally Funded Grants**  
**Effective 11/6/1998**  
**Page 1 of 2**

**PURPOSE:** To Outline the Procedure for Course Buyouts

**SOURCE:** School of Social Work Faculty Council and College of Public Programs

**APPLICABILITY:** All Faculty

**POLICY:** Course Buyouts through Externally Funded Grants

- A. The standard teaching load of four sections per year (12 contract hours) provides significant released time for research and public service, including the work associated with grants and contracts. Normally, a grant or contract will add resources for the faculty member to carry out the research that the University already is compensating as part of the faculty member's regular salary and, therefore, buyouts usually are not needed or warranted.

If it is not possible for the faculty member to carry the standard teaching load and also have enough time for the work associated with the grant to be carried out effectively, the faculty member may request a one-course release from the standard four courses. Under exceptional circumstances (e.g., for PIs on grants or contracts of \$150,000 per year or more), the PI may request a release each semester. All faculty are expected to teach at least one class each year, regardless of other assignments.

Persons who receive additional released time from teaching to do more research must show a reduced FTE allocated to teaching and an increased FTE allocated to research/creative activities. They are expected to improve the productivity and quality of their research (or other creative activities) above that which they would have done without the reduced teaching load.

B. **Guidelines**

The following eligibility guidelines should be followed:

1. Faculty must be named in the grant and must have been identified as key personnel (usually a principal or co principal investigator or project evaluator). The grant or contract must be administered through ORSPA or through the ASU Foundation.

**SWK 508**  
**Course Buyouts through Externally Funded Grants**  
**Effective 11/6/1998**  
**Page 2 of 2**

2. Any of the standards listed below are acceptable to the Dean's Office for a one course release per AY.
  - a. Provide the unit with a buyout of no less than 12.5% of the academic year salary and no more than 20% of the AY salary, or
  - b. Provide the unit with a buyout equal to 10% of the AY salary and support a .25 graduate assistant (for the AY) who works on the grant.

For NSF grants (or other federal agencies or foundations that have written guidelines explicitly prohibiting faculty buyouts), faculty must provide equivalent amounts of funding to the unit as in option (a) or (b) above by buying out graduate assistant(s) who already have an award from the unit thereby freeing the funds that would have gone to them for the unit to use to replace teaching or for other purposes at its discretion. The GAs work on the grant.

3. A two course release (one each semester) requires twice the amounts listed above.

In addition, the Dean's Office will expect that faculty who have reduced their teaching load because of the additional responsibilities of a grant during the academic year will not request teaching in the summer, unless the grant has ended. Because of the accountability issues involved, faculty who receive a course release buyout from a grant are not eligible for supplemental pay and are not eligible to be released for the 20% time for outside (paid) consulting. Eligibility for supplemental pay and for outside (paid) consulting require the faculty member to state that these activities will not interfere with normal academic responsibilities. The course release, however, has to be justified on the grounds that the person cannot conduct the grant and also carry out normal academic responsibilities. Thus, released time from teaching for grant and contract activities is incompatible with supplemental pay and with outside consulting.

**PURPOSE**                      Define Criteria for Initial Appointment

According to ASU faculty definitions: Clinical Faculty Appointments are “*non-tenured, non-tenure-eligible faculty members who are qualified by training, experience or education to direct or participate in university functions, including student internships, training, or practice components of degree programs.*”

Persons appointed as Clinical Faculty will be appointed to one of two tracks: administration or teaching, although there may be instances in which a person has responsibilities in both areas. Clinical faculty appointments must be at least 50% time. The area of primary responsibility, teaching or administration, will be given the greatest weight in evaluating a candidate’s materials for appointment, continuation, and promotion. It is not expected that a clinical faculty member have responsibility in more than one area. However, if a clinical faculty member has secondary responsibilities in any of the other areas, these will be evaluated, but given less weight than the area of primary responsibility.

**A.      Clinical Assistant Professor**

Appointment to the rank of Clinical Assistant Professor requires an MSW. Such individuals will have a record demonstrating success in administration and/or teaching, and evidence of service to the community. A minimum of six years appointment as a clinical assistant professor is required before consideration of promotion to clinical associate professor.

**B.      Clinical Associate Professor**

Appointment to the rank of Clinical Associate Professor requires an MSW. Success in teaching or administration implies sustained activity beyond that required for appointment to Assistant Professor. A minimum of six years appointment as a Clinical Associate Professor is required before consideration of promotion to Clinical Professor.

**C. Clinical Professor**

Appointment to the rank of Clinical professor requires an MSW, evidence of excellence in administration and/or teaching, as evaluated in terms of national recognition (e.g., appointment to CSWE, NASW or other national committee, etc.), and community service.

**SWK 509-02**  
**Performance Expectations – Clinical Faculty**  
**Revised 1/2007**  
**Page 1 of 2**

**PURPOSE** To Define Performance Expectations for Promotion to Clinical Associate Professor

**SOURCES** School of Social Work Faculty Council

**APPLICABILITY** All Clinical Faculty

**POLICY** Performance Expectations

Persons appointed as Clinical Faculty will be appointed to one of two tracks: administration or teaching, although there may be instances in which a person has responsibilities in both areas. For consideration of promotion to clinical associate professor, the candidate's primary role (administration or teaching) will be given the greatest weight. If there is only one primary role (administration or teaching), that role will be the basis for consideration for promotion.

A. Expectations

1. Clinical faculty must undergo periodic reviews as required by the university.
2. The Promotion and Tenure Review Committee shall consider the School's investment in the candidate and the relevancy of the candidate's competencies to the immediate and projected programs of the School.
3. In applying for promotion to the rank of associate professor, the candidate shall demonstrate:
  - a. Excellence in administration and/or instructional contributions, depending on the candidate's primary role, and service;
  - b. Potential for further growth and productivity in the above areas.
4. An individual's cumulative professional record will be used in making determinations for promotions.

**SWK 509-02**  
**Performance Expectations – Clinical Faculty**  
**Revised 1/2007**  
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B. Submission of materials

1. The candidate is responsible for providing adequate information to the Promotion and Tenure Review Committee within the time frame established by the School, College, and University.
2. Six copies of all materials shall be submitted to the Office of the Director; the candidate should retain an additional copy.

**SWK 509 -03**

**Evaluation of Administrative Role for Promotion to Clinical Associate Professor**

**Revised 1/2007**

**Page 1 of 2**

**PURPOSE:** To define criteria for evaluation of administrative role for promotion to clinical associate professor. A clinical faculty member's primary role may be administrative. Thus, he or she is engaged in directing, coordinating or managing programs that are central to the educational mission of the School. Responsibilities of the position depend on the nature of the position and are determined upon hiring. These responsibilities may include supervision of personnel and/or students, coordination of student educational activities, collaboration with community partners, oversight of program budgets. Effective leadership is an essential criterion for advancement for those candidates whose primary role is administrative.

**SOURCES:** School of Social Work Faculty Council

**APPLICABILITY** All Clinical Faculty

**POLICY:** Evaluation of Administrative Role for Promotion to Clinical Associate Professor

A. Criteria

1. The candidate's quality of administration is assessed by using a multi-method, multi-measure approach. There is no single measure of administrative effectiveness.
2. The candidate shall produce evidence of administrative effectiveness. In evaluating such a candidate for promotion, the Personnel Committee will take into account (1) *the quality of the leadership* as evidenced by vision and innovation; quality of program planning; integrity and fairness; ability to anticipate issues, concerns and problems; ability to develop effective solutions to problems and issues; (2) *effectiveness of external relationships* as evidenced by success in creating, maintaining and strengthening the School's relations with outside professional agencies; strengthening the School's national visibility and reputation; (3) *the quality of human relations* as evidenced by collaboration resulting in effective planning and decision making; maintenance of positive productive relationships. Sensitivity to diverse needs of individuals served by the program, effective dispute resolution; (4) *the quality of*



**SWK 509 -03**

**Evaluation of Administrative Role for Promotion to Clinical Associate Professor**

**School Approved 1/15/2007**

**Dean Approved 2/2/2007**

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*communication skills* as evidenced by clarity in oral and written communications, ability to listen carefully and encourage dialogue, respectful of others; and the (5) *contributions of the program* to the School's mission, and that of the University, and the involvement of students in the program.

**B. Procedures**

1. The candidate shall submit information regarding position title, name of program administered, program mission, approximate number and type of constituents served by the program annually (e.g., students, individuals, families, agencies, etc.), and the program's contribution to the School's and the University's mission.

2. The candidate shall submit information regarding his or her role and responsibilities in the program, including number of persons supervised, number of students engaged in the program (if any) and whether in the BSW, MSW, or PhD program, and size of program budget, if one, and date of appointment to the program.

3. Empirical evidence regarding the program's quality and effectiveness (e.g., formal or informal program evaluations) for the time period since appointment to the program or last promotion, whichever is most recent.

4. Empirical evidence regarding the quality of leadership, effectiveness of external relations, quality of human relations, and ability to communicate effectively.

5. Since administration is manifested in multiple activities, the candidate may wish to include a description of all activities that contribute to the overall mission of the School, other evidence that will demonstrate his/her administrative effectiveness (e.g., special awards, commendations, etc.), and/or a few selected letters (not to exceed a total of five) from colleagues, staff, students, or agency personnel may be included when they help to testify to the candidate's effectiveness in the role of administrator.



**SWK 509-04**

**Evaluation of Teaching for Promotion to Clinical Associate**

**School Approved 1/15/2007**

**Dean Approved 2/2/2007**

**Page 1 of 3**

**PURPOSE:** To define criteria for evaluation of teaching for promotion to clinical associate professor.

**SOURCES:** School of Social Work Faculty Council

**APPLICABILITY:** All Clinical Track Faculty

**POLICY:** Evaluation of Teaching for Promotion to Clinical Associate Professor

A. Criteria

1. Teaching shall be evaluated in accordance with the philosophy as outlined in SWK 501.
2. The candidate's quality of teaching is assessed by using a multi-method multi-measure approach.
3. The candidate shall present evidence of teaching productivity and instructional effectiveness. The teaching portfolio submitted by the candidate shall document course objectives, materials, student learning outcomes, and other items which may facilitate evaluation by the Promotion and Tenure Review Committee. It shall also include a description of teaching activities that occurred outside of the classroom including, but not limited to: field liaison, supervision of independent studies and honors theses, participation as a member of dissertation committees, training of teaching assistants, advisement activities in and out of the classroom, providing special study groups or tutoring, mentoring, assisting students with role transitions, providing community instruction of continuing education classes, activities designed to improve one's teaching such as peer consultation or attendance at workshops to enhance teaching.

**SWK 509-04**

**Evaluation of Teaching for Promotion to Clinical Associate**

**School Approved 1/15/2007**

**Dean Approved 2/2/2007**

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**B. Procedures**

1. The candidate shall submit a teaching portfolio which shall include teaching activities which occurred both inside and outside of the classroom.

The candidate must also submit a list of all courses taught, size of each class, level of class, student evaluations, syllabi, copies of teaching materials, description of teaching philosophy, evaluation of liaison activities, contributions development, teaching materials including case studies (individual, couple, family, group, organizational and/or community), course development and revision, original, innovative, and creative modifications to courses and the classroom experience, and contributions to efforts to evaluate teaching.

2. Since teaching is manifested in multiple activities the candidate may wish to include a description of activities which contribute to the overall quality of teaching at the School. These could include actions which strengthen the School as a community of scholars, contributions to bulletin boards which disseminate information on welfare and inequality issues, brown bag lunches, student involvement in community activities as a result of class learning, flexibility in both responding to course needs of the School and in teaching schedules so students may participate in community activities, and ability to seize the teachable moments which randomly appear in the School, university and community. This list shall not be considered exhaustive. The candidate may submit other material as evidence of teaching competence.
3. It is the responsibility of the candidate to submit a narrative which includes: a summary of the teaching activities as outlined above, an evaluative statement of how the teaching activities and outcomes contribute to the profession and the congruence of the activities with the mission of the School and the university.
4. As scholarship, service, and teaching are inextricably intertwined, teaching activities which bridge service and/or administrative activities are highly regarded.

**SWK 509-04**

**Evaluation of Teaching for Promotion to Clinical Associate**

**School Approved 1/15/2007**

**Dean Approved 2/2/2007**

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5. Two colleagues (one selected by the candidate and the other by the Promotion and Tenure Review Committee) shall provide an assessment of teaching based on attending a class session. The date of this observation shall be determined by the candidate. The content, form, purpose, and criteria for the evaluation shall be determined by the Committee, and the candidate shall receive a written report of the observation.

**SWK 509-05**

**Evaluation of Service Criteria for Promotion to Clinical Associate Professor**

**School Approved 1/15/2007**

**Dean Approved 2/2/2007**

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**PURPOSE:** To define criteria for evaluation of service for promotion to clinical associate professor.

**SOURCES:** School of Social Work Faculty

**APPLICABILITY:** All Clinical Track Faculty

**POLICY:** Performance Expectation for Service for Promotion

**A. Criteria**

1. Service is a cardinal feature of both a professional school of social work and a public university. For tenure and promotion to associate professor, a faculty member's record of service shall be consistent with the mission of the School and shall reflect the philosophy as stated in SWK 501. All candidates are expected to have contributed their services to the School, university, profession, and community.

2. Service activities are varied. Activities which support the mission of the School will be favorably regarded. Of particular value are service activities which contribute to the welfare of vulnerable groups and special populations, such as women, people with disabilities, racial and ethnic minorities, gay men and lesbians, the elderly, rural populations, and the poor.

**B. Procedures**

1. The candidate will provide a narrative which describes noncompensated service activities and their relationship to:

- a. administration;
- b. teaching; and
- c. mission of the school.



**SWK 509-06**

**Evaluation Criteria for Promotion to Clinical Full Professor**

**School Approved 1/15/2007**

**Dean Approved 2/2/2007**

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**PURPOSE:** Criteria for Evaluation for Promotion to Clinical Full Professor

**SOURCES:** School of Social Work Faculty Council

**APPLICABILITY:** All Clinical Track Faculty

**POLICY:** Evaluation Criteria for Promotion to Clinical Full Professor

A. General Criteria: Background

For promotion to Professor, the candidate must excel in two of the three areas under review [(1) administration; (2) teaching, (3) service)]. The area of primary responsibility must be one of the two areas of review.

B. Administration

1. Administration shall be evaluated in accordance with its consistency with the statement of philosophy found in SWK 501.
2. The procedures to be followed are the same as outlined in SWK 509-03 "Evaluation of Administration for Promotion to Clinical Associate Professor" and will be carried out in the Fall semester in which the review is being conducted.

C. Teaching

1. Teaching shall be evaluated in accordance with its consistency with the statement of philosophy found in SWK 501.
2. The procedures to be followed are the same as those outlined in SWK 502-01 and will be carried out in the Fall semester in which the review is being conducted.

D. Service

1. Service shall be evaluated in accordance with the statement of philosophy found in SWK 501 "Performance Expectations."



**SWK 509-06**

**Evaluation Criteria for Promotion to Clinical Full Professor**

**School Approved 1/15/2007**

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E. National Reputation

1. An additional criterion for promotion to Professor is evidence that the candidate has attained a national reputation.
  - a. Invitational presentations and/or key note addresses presented at national and international conferences, institutes, or organizations.
  - b. Use of teaching or administrative materials in other social work programs.
  - c. Positions of leadership in National and Professional Associations.

**SWK 509-07**  
**Procedures for Promotion to Clinical Full Professor**  
**School Approved 1/15/2007**  
**Dean Approved 2/2/2007**  
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**PURPOSE:** To Establish Procedures for Promotion to Clinical Full Professor

**SOURCES:** School of Social Work Faculty Council

**APPLICABILITY:** All Clinical Track Faculty, School of Social Work

**POLICY:** Procedures for Promotion Review

A. Promotion Review

The scheduling of all personnel procedures is subject to the “Schedule of ASU Academic Personnel Actions” disseminated each year by the Assistant Vice President for Academic Personnel.

B. Procedures

1. In accordance with the schedule, faculty members requesting review for promotion to Clinical Full Professor will submit three copies of their materials to the Director’s Office by the due date in accordance with School of Social Work policy.

2. At least one copy shall be made available in the Director’s Office for all Full Professors to review.

3. The Full Professors (tenured and clinical tracks) of the School of Social Work shall function as the Personnel Committee in the review and evaluation of a faculty member’s request for promotion to Clinical Full Professor.

4. The Full Professors shall elect the Chair of the Committee. The Chair will assume responsibilities for the logistics of the process. The Director’s Office will provide necessary clerical support for the review process.

5. The Committee shall undertake its review in accordance with University, College, and School of Social Work Policies in a manner which meets the deadlines established in the schedule.



**SWK 509-07**  
**Procedures for Promotion to Clinical Full Professor**  
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6. The Committee shall consider all input in making its recommendations regarding promotion. Based on their deliberations, the Committee shall produce a final report to the Director and shall make a recommendation regarding promotion.
7. The director shall then proceed according to university policy.

**SWK 510-01**  
**Appointment of Research Faculty**  
**Effective 12/4/2009**  
**Revised 3/26/2010**  
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**PURPOSE:** To Define Criteria for Hiring and Promoting Research Faculty

**SOURCES:** School of Social Work Faculty

**POLICY:** Appointment of Research Faculty

*According to ACD 505-02: Research faculty are nontenured, nontenure-eligible faculty members who are qualified to engage in, be responsible for, or oversee a significant area of research or scholarship. They may also serve as principal or co-principal investigators on grants or contracts administered by the university. Research faculty may serve on appropriate department and graduate supervisory committees, but may not serve as sole chairs of graduate supervisory committees. Research faculty who are hired on or supported by research grants or contracts are not guaranteed space, facilities, or services beyond those approved for currently active grants or contracts.*

*Generally, assistant research professors are appointed on one-year terms. Associate research and research professors may be appointed on one-year or multiple-year terms of up to three years, provided they possess the experience, expertise, or qualifications, established over a sustained period of time, that qualify them to advance the university's research mission and to perform other duties the dean determines will enhance the goals of the assigned academic unit or program in a substantial way. Research faculty are not eligible for sabbatical leave.*

Hiring and promotion of research faculty involves a recommendation from the Director to the Dean, the Dean's supportive recommendation to the Provost's office, and final approval by the Provost.

**I. Hiring of Research Faculty**

A proposal to hire a Research faculty may be initiated by Principal Investigators seeking to fill a specific position on a funded grant(s), Directors of Research Centers, independent investigators seeking affiliation with the School, or by the faculty as a whole. When there is existing funding for the Research faculty position to be filled, the sponsoring grant will pay the costs of recruiting the prospective faculty member. Research faculty appointments, however initiated, will be made only after a competitive search that includes at least local advertising of the position. The process of recruitment and selection of candidates for Research faculty positions will be conducted by an Ad Hoc Committee appointed by the Director. If the position is on an existing grant, the PI of the grant will be asked to join the Committee for the duration of the recruitment process for

**SWK 510-01**  
**Appointment of Research Faculty**  
**Effective 12/4/2009**  
**Revised 3/26/2010**  
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this position. Candidates for Research faculty positions are expected to provide specific evidence of their research ability, including training, publications, and potential to generate research funding, at a level commensurate with the academic rank for which they are being considered. The committee, with the concurrence of the PI if the position is entirely funded by an existing grant, will invite the identified applicant(s) to visit the School, present a School-wide colloquium on his/her research, and participate in interviews with faculty members and others in the School community. Any person appointed to a faculty position designated as “research” shall not be tenured or tenure-eligible and shall have no expectation of continued employment beyond the end of the current appointment period. It is expected that research faculty will be supported by external funds. The research faculty member will be notified that the position is not funded from state appropriations and may terminate when funding is no longer available. However, the appointment may be renewed annually, conditional on satisfactory performance, the continued availability of funds, and the needs of ASU.

**II. Qualifications**

Research faculty are expected to hold a Ph.D. in social work or in a related field and to have the expertise relevant to the needs of the position. The position description should carefully delineate the kinds of research and the specific roles that the candidate is expected to fill in the position, including those related to the School of Social Work’s mission and goals.

**III. Nature of the Appointment**

Research faculty appointments are contingent on satisfactory performance, the availability of funding and the needs of ASU. In addition to generating and conducting research and publishing their research findings, Research faculty are expected to attend Faculty Council Meetings. It is expected that within the constraints of federal guidelines regarding funding, Research faculty shall work with Ph.D. students and serve on one School of Social Work committee. Research faculty may be involved in teaching but are not required to do so.

**SWK 510-02**  
**Research Faculty Performance Evaluation**  
**Effective 12/4/2009**  
**Revised 3/26/2010**  
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**PURPOSE:** To Define Criteria for Evaluating Performance of Research Faculty

**SOURCES:** School of Social Work Faculty

**POLICY:** Research Faculty Performance Evaluation

**I. Evaluation of Research Faculty**

All Research faculty shall participate in the School's annual performance review process. The review will be conducted by the APE Committee and the Director according to the same policies that govern tenure track faculty (ACD 506-10). Consistent with ACD 505, research faculty may perform other duties the Director determines will enhance the goals of the assigned academic unit or program in a substantial way, such as serving on appropriate department and graduate supervisory committees and teaching in a limited capacity. The evaluation will be weighted by the percent effort in each of the categories of research, teaching, service and the specific roles and responsibilities of the research faculty member is to be taken into account. Outstanding research performance and external funding support are required for re-appointment. When hired by a Principal Investigator or Center Director, that person will provide the first level of evaluation to be submitted to the APE committee.

**SWK 510-03**  
**Promotion of Research Faculty**  
**Effective 12/4/2009**  
**Revised 3/26/2010**  
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**PURPOSE:** To Define Criteria for Promotion of Research Faculty

**SOURCES:** School of Social Work Faculty

**POLICY:** Promotion of Research Faculty

### **I. Promotion of Research Faculty**

Research faculty will be considered for promotion to the ranks of Research Associate Professor or Research Professor using the same policies and procedures as those used for evaluating the research record for tenure-line faculty seeking promotion. If a Research Faculty engages in teaching formal classes, the teaching record will be evaluated using the same criteria as for tenure-line faculty with regard to the quality of teaching, but not the quantity of courses taught. The expectation for service is minimal and described in the preceding sections. Because the nature of research faculty duties and responsibilities may vary considerably depending on the particular project(s) for which the research faculty was hired, the quality of the performance in these areas will also be taken into account in promotion reviews.