



A HANDBOOK OF STUDENT RIGHTS & RESPONSIBILITIES

SCHOOL OF SOCIAL WORK
UNIVERSITY OF WISCONSIN-MADISON

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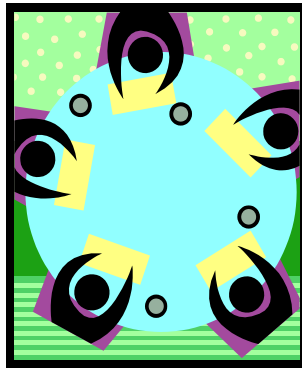
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INTRODUCTION

This booklet informs students of their rights and responsibilities in the School of Social Work at the University of Wisconsin-Madison.

It is our purpose to be clear about these subjects and to encourage student discussion of the policies and procedures of the School which they question or do not understand. Our faculty and staff members are open to conversation about these subjects and encourage your reactions and your ideas.

Students who want to talk with other students about these subjects are directed to the Social Work Student Union which represents and advocates for the interests and concerns of both undergraduate and graduate students. Through the Student Union, students have representatives on School Committees which gives them a voice in the development of policies and procedures that affect them. Student representatives also have voting rights at the School's Faculty Meetings.



STUDENT RIGHTS

The following is excerpted from the UW-Madison website containing the New Student Information Handbook. The entire document can be found at <http://www.wisc.edu/students/>

“Your rights as a citizen are neither increased nor lessened by your status as a student at the University of Wisconsin-Madison. As a member of this academic community, however, you do have added responsibilities. These added responsibilities include your consistent practice of civility towards others; your respect for the expression of diverse opinions; your insistence on academic honesty and integrity; your demand that all members of the university be accepted and judged as individuals without regard to their race, sex, religion, color, creed, disability, sexual orientation, national origin, ancestry, or age; and your efforts to insure that the community is safe from violence, harassment, fraud, theft, disruption and intimidation. Along with your added responsibilities, you have a right to expect that the University will develop and implement appropriate procedures to enforce and support these standards. The following basic rights accrue from your added responsibilities as a student.

Under Wisconsin law, a student may not be denied admission to, participation in or the benefits of, or discriminated against in any service, program, course or facility of the University because of the student’s race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status. S.36.12, Wisconsin Statutes, also requires that the University establish policies and procedures to protect students from discrimination and report annually to the Legislature the number of complaints received in violation of this law and the disposition of each complaint.

Federal laws also prohibit discrimination against students and require that the University have procedures for complaints of discrimination on the basis of disability (s.504 and ADA) and sex (Title IX). Discrimination also is prohibited on the basis of race, color and national origin under Title VI.

Interim policy and procedures have been developed for processing students’ complaints alleging discrimination. **All student complaints under s.36.12, s. 504, ADA or Title IX must be filed with the Equity and Diversity Resource Center (EDRC), 179A Bascom Hall, 263-2378.** Complaints must be filed within 300 days of the alleged violation. EDRC must process a complaint within 90 days of receipt of the complaint.

University departments also provide procedures for hearing student complaints or grievances about other issues as well. Any student who feels that he or she has been treated unfairly has the right to complain about the treatment and to receive a prompt hearing. The complaint may concern classroom treatment, course evaluation and grade, personality conflicts between a student and instructor, application and interpretation of policies and procedures or any other matter which the student feels has resulted in unfair treatment.

The majority of grievances are resolved satisfactorily in an informal “grievance” hearing in which the student talks with the person at whom the grievance is directed. If unsatisfied, the student should then submit the complaint in writing to the departmental chairperson. Each department, school or college should have written student grievance procedures available. The procedure usually provides for an attempt at informal resolution followed by a more formal investigation and hearing before a designated hearing officer or committee. Students wishing to file a grievance should contact their departmental chairperson or college or school dean’s office for details. Students also may wish to contact the Dean of Students Office for more information.”

FERPA

Family Educational Rights and Privacy Act of 1974

FERPA governs and protects students' rights to their individual educational records. The primary rights protected under FERPA are:

- Students' rights to review and inspect their educational records
- Students' rights to have their educational records amended or corrected
- Students' rights to control disclosure of certain portions of their educational records.

The following categories of information are considered private, or protected, by the University of Wisconsin-Madison:

Social Security Number, Campus identification number, place of birth, residency status, marital status, married name or previous name, parents name and address, high school units, transfer credits, courses completed, grades, credits and grade points, grade point average and rank in class, current class schedule, advisor's name, academic actions, current disciplinary actions.

Under FERPA, prior written consent must be obtained before a student's educational record may be disclosed to a third party, unless they are exempted from this provision. Information will be released without your prior written consent to the following groups or individuals:

- University of Wisconsin-Madison faculty and staff with a legitimate need to know
- Representatives of agencies or organizations from which you have received financial aid, including banks or other lending agencies from which you have guaranteed student loans
- Officials of other educational institutions in which you intend to enroll
- Individuals or groups specifically exempted from the prior consent requirement
- Federal and state officials, organizations conducting studies on behalf of the University of Wisconsin-Madison and accrediting organizations

Students wishing to withdraw some or all public information in their educational record must file a "Request to Withhold Information" form. Forms are available through <http://my.wisc.edu/> (On the Student Record tab), or by visiting 21 N. Park St. Suite 7223.

School of Social Work Grading Policies

B.S.W. Students: Undergraduate students are expected to maintain a cumulative 3.0 in the BSW program and a minimum grade of BC in SW 400 Field and Integrative Seminar I and SW 401 Field and Integrative Seminar II.

M.S.W. Students: Grades of “C” are accepted for graduate students only if they are offset by an equal number of credits of “A”. Candidates who receive more than two grades of “C” or grades of “D” or “F” will be dropped from the program. Candidates who receive a grade of “C” in the Field and Integrative Seminar courses may continue only with permission of the faculty and may not offset the grade with a grade of “A”. (The above policies do not apply to grades received for courses taken to meet the statistics prerequisite taken while in the program.)

Field Grades for B.S.W. and M.S.W. Students: The grade of “C” in the first, second, or third semester of the field course (SW 400, SW 401, SW 800) will not allow a student to continue in the professional degree program without special faculty review and consent. A grade of “C” in the final semester (SW 401 for undergrads, SW 801 for grads) will not permit a student to graduate unless faculty agree to permit additional field study and practice and the student succeeds in raising the grade on successful completion of additional work.

APPEAL/GRIEVANCE POLICIES AND PROCEDURES

(approved 5/01; revised 4/15/02; 11/20/02)

In accordance with all applicable UW and Grad School policies, these *Appeal/Grievance Policies and Procedures (AGPP)* of the School of Social Work provide a process for students, staff and instructors to deal with the concerns which arise when students believe that they have been treated unfairly regarding course grade, classroom treatment, or other issues.

Scope and definitions:

Student is defined as a person enrolled in a course taught in the School of Social Work.

Instructor

is defined as a Faculty or Clinical Faculty member or Lecturer hired to take overall responsibility for course to be taught. (*Instructor* does not include TAs, nor agency field supervisors. Concerns regarding TAs should be brought to the attention of the instructor responsible for the course; concerns regarding field supervisors should be brought to the attention of the field instructor.)

Scope of appeal or grievance

covered in this document includes all areas except those already addressed elsewhere in School and/or University policy as follows: For concerns related to accommodation for students with disabilities, academic and non-academic misconduct; plagiarism in assignments; discrimination as defined in Wis. Stat. 186 s36.12; field course policy on performance problems, dropping the field course, or receipt of a “C” grade in field; and sexual harassment; the student is referred to the procedures and resources delineated in the School’s *A Handbook of Student Rights & Responsibilities* and to the UW-Madison Grad School *Academic Guidelines*. Where student academic misconduct (defined in *UWS 14.03*) is believed to have occurred, faculty are referred to *Rules and Procedures; A Guide for Instructors* from the Dean of Students Office or www.wisc.edu/students/instruct.htm. If the instructor has filed a report of academic

misconduct, the UW-Dean of Students Office process is used instead of the School's process described in this document. Faculty have the right to determine which of a range of penalties will be assessed to a student found to have committed academic misconduct. Students are referred to *Rules and Procedures; A Guide for Students* from the UW-Dean of Students Office or <http://www.wisc.edu/students/conduct.htm>

Levels of Appeal

There are three levels of appeal/grievance within the School: an initial informal level; a formal committee level; and Director level. The School's intent is to address the appeal/grievance as early and fully as possible, at the least complex institutional level appropriate. Policy, rationale and steps are given for each level of appeal.

I. INFORMAL APPEAL

1. *Talk directly with instructor.*

In most instances, concerns about unfair treatment or disputed grades* can be effectively handled by the student's directly discussing the concern with the instructor. Advisors are available to meet with students who would like assistance preparing for discussion with the instructor. If, after discussing concerns with the instructor and attempting to find a resolution, the student continues to believe there was unfair treatment, s/he can take the following steps:.

2. *Talk with the School of Social Work advisor.*

Talk with the advisor (Ph.D. students should talk with Ph.D. program Chair; MSSW and undergraduate students should talk with the School's academic advisors) to see if additional information and problem-solving can assist in resolving the concern.

3. *Talk with the Associate Director of Administration for appeal/grievance related to classroom course; with the Associate Director for Field Education (Field Director) for appeal/grievance related to the Field Course.*

The Associate Director will ensure that the student has a copy of this AGPP document and will attempt to resolve the problem informally, often by discussing the issue with the student and the instructor involved and conferring with advisors as appropriate.

4. *If resolution is reached informally, no further action is needed. If resolution is not reached, the student may choose to use the School's formal appeal/grievance procedure.*

II. FORMAL APPEAL/GRIEVANCE PROCEDURE - COMMITTEE LEVEL

5. *Within 45 days of the perceived incident or alleged unfair grade, the student must provide the Director with a written statement detailing the appeal/grievance and reasons for the appeal/grievance.*

6. *The Director convenes an appeal/grievance committee of three faculty members and one student representative who has Advanced Year standing.*

Committee appointment, guidelines, authority and time frame are described below:

The Appeals/Grievance Committee

Appointment:

When the Committee is routinely appointed prior to the beginning of the academic year, the Director will notify the Committee that there is a formal appeal/grievance to be heard. In rare instances where a conflict of interest may exist, the Chair will so inform the Director, who will appoint an alternative Committee member for the specific appeal/grievance at hand. Where the grievance involves the Field Course, at least two Committee members shall have experience as field instructors. The Chair reviews the AGPP document with the Committee. The Committee will make every effort to provide a fair, efficient, complete, and reasonable process by which to resolve the appeal or grievance

Confidentiality, communications and records:

The Committee will maintain confidentiality of the appeal, the process and the findings by communication solely with the student and instructor involved, and with the Director and Secretary to the Director when relevant. The instructor will also maintain confidentiality regarding the appeal. The Secretary to the Director shall handle all staff support communications [telephone, email, FAX, copying, mail, messages, files] regarding the appeal/grievance. Records of the appeal, process and outcomes shall be confidentially maintained in the Director's office for the period of time designated by UW policy.

Authority:

The Committee has authority under Grad School policy to recommend how the issue can be resolved, depending upon the facts of the specific case. If a situation should arise where a grade change is warranted and the instructor objects, the Committee will notify the Director, who will confer with the Graduate School and College of L&S regarding authority to change a grade.

Time frame:

The Committee will make every effort to complete its work on each appeal/grievance within 45 days within a semester. When an appeal/grievance is filed at the end of a semester, additional time may be required to complete the appeal/grievance process, because of the University's winter break or summer schedule.

7. *A letter from the Director will notify the student and instructor that the Committee will hear the appeal/grievance, indicate who the Committee members are, and refer both parties to the appeal/grievance document.*

8. *Within 21 days of Committee receipt of the student letter, the Committee will do these:*

- contact both student and instructor
- provide the instructor with a copy of the student appeal/grievance and ask for written response and documentation within 14 days
- gather information and supporting materials
- establish meeting dates with student and instructor, jointly or separately
- provide copies of all documents to both student and instructor

9. *An appeal hearing will be held.*

Based on the Committee's determination of the issue and needed information, it will meet with the student and instructor jointly or separately. It may invite pertinent other individuals. The wishes of student and instructor will also be taken into consideration in making this decision.

10. *The Committee will provide a written decision within 21 days of receipt of requested materials.*

Having reviewed all information, the Committee will make a decision regarding the appeal/grievance, and provide a written response to the student, instructor, and the Director outlining its findings and decision, and if applicable, its recommendations for resolution.

III. APPEAL TO DIRECTOR

11. *The student or instructor may appeal the Committee's decision or recommendations in writing to the Director within 15 days of receipt of the Committee's letter, stating a basis for appeal. The Secretary to the Director will provide the other party a copy of this appeal.*

12. *The Director will provide written notice to the student and instructor of his or her decision within 15 days (during the regular academic semester). The Director's decision regarding the appeal is final within the school.*

If the student or instructor believes the School did not follow the procedures outlined in this document, s/he will be referred to information on University level resources for a procedural review.

SEXUAL HARASSMENT POLICIES AND PROCEDURES

Sexual harassment is prohibited behavior. The following definition of sexual harassment can be found on the following website: <http://www.wisc.edu/students/safety/wi36-11.html>

“Sexual harassment” means unwelcome sexual advances, unwelcome requests for sexual favors, unwelcome physical conduct of a sexual nature or unwelcome verbal or physical conduct of a sexual nature. “Sexual harassment” includes conduct directed by a person at another person of the same or opposite gender. “Unwelcome verbal or physical conduct of a sexual nature” includes but is not limited to the deliberate, repeated making of unsolicited gestures or comments of a sexual nature; the deliberate, repeated display of offensive sexually graphic materials which is not necessary for business purposes; or deliberate verbal or physical conduct of a sexual nature, whether or not repeated, that is sufficiently severe to interfere substantially with an employee’s work performance or to create an intimidating, hostile or offensive work environment.

Sexual harassment can be as subtle as a look or as blatant as rape. It can occur within and beyond the classroom and workplace. Both men and women can be sexually harassed, although women are most often victims. Verbal harassment may include humor or jokes about women, sex or sexual orientation. Sexual harassment often occurs in situations where one person has power over another, but may also occur among peers.

Within the School of Social Work Professor Maria Cancian can provide guidance and assistance. All information will remain confidential and no action will be taken without your approval.

The following additional resources are available to you as a UW-Madison student:

Equity and Diversity Resource Center
179A Bascom Hall
263-2378

Dean of Students Office
75 Bascom Hall
263-5700

UW-Madison Police and Security (for personal safety concerns)
1429 Monroe St.
262-2957

Speak-up Hotline 265-8674 speakup@bascom.wisc.edu

Also, this general website provides further information:
<http://www.wisc.edu/students/safety/>

PROCEDURES GOVERNING ACADEMIC AND NON-ACADEMIC MISCONDUCT

Academic Misconduct is commonly thought of as “cheating” in the pursuit of one’s academic endeavors. Academic misconduct rules are found in UWS 14. Information on academic misconduct rules and procedures can be found at the following website:
<http://www.wisc.edu/students/conduct.htm>

“UWS 14.03 defines academic misconduct as follows: Academic misconduct is an act in which a student: (a) Seeks to claim credit for the work or efforts of another without authorization or citation; (b) Uses unauthorized materials or fabricated data in any academic exercise; (c) Forges or falsifies academic documents or records; (d) Intentionally impedes or damages the academic work of others; (e) Engages in conduct aimed at making false representation of a student’s academic performance; or (f) Assists other students in any of these acts.”

Plagiarism in Assignments

The School of Social Work’s operational definition of plagiarism, probably the most common form of academic misconduct, is described below:

Plagiarism Defined

Plagiarism is defined as:

1. The appropriation of passages or complete works of another person and submitting them as one’s own work--either in written materials or speeches.
2. The presentation of the ideas of others as one’s own ideas without giving credit.

Forms of Plagiarism

There are two major forms which plagiarism takes:

1. The use of direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks or offsetting.

Direct Quote: To repeat verbatim or to copy verbatim the words of another. “Words” mean passages, sentences, or paragraphs. A “passage” here is defined as six or more words.

If, in a paper, you use a direct quote from a book, article, interview, or presentation, and the quote is more than six words cited verbatim, you must put quotation marks around the quote and give credit to its author and source. For example: An author states, “The laymen’s concepts about the world of experiences may be conveniently classified into those that fulfill the function of identification and those that fulfill the function of interrelation” (Krugliani, Hamel, Maides, and Schwartz, p. 302).

(1) You may use your own words in part of your sentence and the authors' words in the remainder of the sentence. When you use six or more of the authors' words verbatim you must use quotation marks: e.g., Ordinary People usually classify experiences into those "that fulfill the function of identification and those that fulfill the function of interrelation" (Krugliani, Hamel, Maides, and Schwartz, p. 302). Reason for quotation marks: Six or more of the authors' words were used verbatim.

(2) You may directly quote six words, interrupt the sentence with your own words, and then complete the sentence with the words of the authors. If any six words are used verbatim, you must use quotation marks: e.g., "The layman's concepts about the world of experiences," some researchers have asserted, might be classified into ones that "fulfill the functions of identification and those that fulfill the function of interrelation" (Krugliani, Hamel, Maides, and Schwartz, p. 302).

2. The other major form of plagiarism where a student (or someone else) paraphrases the ideas or research findings of another person(s), but fails to identify the source of the ideas.

A paraphrase is a restatement of a text or passage in another form or other words. (i.e., putting into your own words the ideas of another person). Using the exemplar original statement, the following is a paraphrase:

Ordinary people usually classify their experiences into convenient categories: Those that fulfill the identification function and those which fulfill the interrelation function. (Krugliani, Hamel, Maides, and Schwartz)

Note: There is no need for quotation marks because no six words are those of the authors. However, the idea is still that of Krugliani et al., so they must be given the credit.

Other Forms of Academic Misconduct

The other forms of academic misconduct, cited in the Academic Misconduct Rules and Procedures referred to above, also apply to all social work students' written work.

Penalties

Penalties for academic misconduct range from an oral reprimand to suspension or expulsion from the university.

You will find more information at this website: <http://www.wisc.edu/students/conduct.htm>

FIELD COURSE POLICY STATEMENT ON PERFORMANCE PROBLEMS AND REVIEW PROCESS

(Excerpts from the Field Education Handbook 2003-2004)

Any student who drops the field course following substantial performance problems as noted by field faculty will not be allowed to enroll in the field course in the following semester without special review and permission of the Field Director. The usual procedure will be for students to take time off from field to address underlying deficits which impair their performance such as knowledge or interpersonal skill deficits, personal problems, personality or maturity factors, attendance problems, situational or circumstantial factors, etc. as noted by field faculty or the Field Director. Growth and development in these areas may require additional work and life experience, personal counseling or therapy, circumstantial changes which enhance a student's stability, and remedial learning experiences. The review criteria will focus on the likelihood of successful performance in the field course based on criteria such as: nature and severity of the performance problem, ability to integrate the content and develop the skills required in the field course, student's motivation toward corrective action, judgement of the student's ability to hear and use feedback constructively, availability and use of educational, career advising, and therapeutic resources.

REVIEW PROCESS

When a student drops field for performance problems, field faculty will write a letter to the student (with copies to the student's file) describing the performance problems in field practice with specificity and thoroughness including: suggestions for improvement, corrective action to address deficits, and potential resources.

Students must initiate a request **in writing** to reenter the field course. In most cases, students will be expected to take at least a semester to address their educational needs and performance problems prior to reentering field. Only in exceptional cases will a student be allowed to resume the field course in the next semester following a drop, and only if the Field Director in consultation with the Field Course Committee is convinced that the student has demonstrated improved readiness to perform adequately in field. If a student is readmitted to the field course after significant performance problems have occurred, file information from faculty and the prior field agency documenting the problem areas, suggested corrective actions, etc., as noted above, will be shared on a "need to know" basis with prospective field agencies and supervisors. This policy has the dual purpose of protecting the well-being of the agency and its clientele as well as assuring the student an adequate opportunity and resources to improve his or her performance.

In initiating the request for reentry, students will be expected to document their efforts towards growth and change which support the likelihood of satisfactory performance in the field. The Field Director will conduct a review and, with the option to consult the Field Committee, will make the decision. Faculty involved in the original placement, if on the Field Course Committee, will not participate in such action. Since this is a major decision which affects a student's ability to complete the BSW or MSSW program, students may request the Field Course Committee to reconsider an adverse decision by the Field Director. An adverse reconsideration decision by the Field Committee could be appealed to the Director of the School of Social Work.

POLICY AND PROCEDURE FOR APPEAL TO REMAIN IN PROFESSIONAL DEGREE PROGRAM FOLLOWING THE RECEIPT OF A “C” GRADE IN THE FIELD COURSE

SIGNIFICANCE OF THE FIELD COURSE GRADE

Because the field course tests the student’s ability to apply knowledge and skills to actual client situations and aims to enhance his/her professional development, the field course grade is of special significance. The grade of “C” in the first, second, or third semester of the field course will not allow a student to continue in the professional degree program without special faculty review and consent. A grade of “C” in the final semester will not permit a student to graduate unless faculty agree to permit additional field study and practice and the student succeeds in raising the grade on successful completion of additional work.

In the case of appeals related to the receipt of a grade of “C” in the field course, students have two options: (1) use the School’s Appeal & Grievance Procedures if you feel you have been treated unfairly or (2) to request permission to continue in the program with a grade of “C” in the field course.

If there is no allegation of unfair treatment, the student should contact the Associate Director for Field Education. The Associate Director for Field Education will inform the student of the procedures for requesting permission to continue in the program with a grade of “C” in the field course following the procedures approved by the Field Course Committee.

ACCESS AND ACCOMMODATION IN INSTRUCTION FOR STUDENTS WITH DISABILITIES

The University of Wisconsin-Madison and the School of Social Work are committed to providing an accessible, accommodating, and supportive teaching and learning environment. The University has programs, resources, and policies designed to assist students with disabilities to be successful in their education. Bill Heiss, the School’s Access and Accommodation Resource Coordinator, is available to provide information and assistance to students.

