I. Catalogue Description
An approved advanced social work practice course for school social work concentration. This is a course starting in summer for four weeks and continuing for the fall semester.

II. Course Overview and Prerequisites/Co-requisites
Social Work in Schools provides a conceptual base for advanced practice social work practice in educational setting. It complements the field course in the first semester of the advanced practice year. SW 579 uses readings, lecture, class discussion, small group experiences, written work, and ad hoc assignments to help students to conceptualize social work skills in schools and to integrate knowledge of social work theory and practice.

Students will be able to demonstrate knowledge in and demonstrate skills in the following competencies required for School Social Work Licensure.

III. Course Competencies and Practice Behaviors and Assignments
Successful completion of this course implies that students will have progressed towards achieving the core social work competencies and demonstrate skills needed for the required School Social Work License.

| Competencies addressed in course | Practice behaviors addressed in course | Assignment(s) measuring behavior |
| 1. Social Welfare and Educational Policy (CSWE standards #2.1.1, 2.1.3, 2.1.8, 2.1.9) | A. Demonstrate knowledge of public education, legislation, case law, due process and social policy issues which impact on the pupil-school-community and school social work practice. Demonstrate how to affect children’s learning, parent involvement and school functioning. Include an overview of the history of School Social Work, specifically:  
- Section 504 of the Rehabilitation Act of 1973 Handicapped Persons: Rights under Federal Law  
- PL 94-142 Education of All Handicapped Children Act  
- Policies regarding student discipline, suspension, expulsion, and zero tolerance  
- PL 100-77 McKinney –Vento Homeless Education Act  
- No Child Left Behind Act  
B. Understand the issues that affect the school and school social worker at the micro, mezzo and macro levels of society as they relate to schools  
C. Demonstrate a basic understanding of the school as a social system  
D. Demonstrate knowledge of the School Social Work Content Standards | Artifacts # 1,3, Final |
| 2. Social Work Values and Ethics, including the Mission of Public Education and understanding professional school social work and pupil services standards | A. Specifically to include PI 34.02- Teacher Standards (10 total).  
B. Wisconsin Educators must meet specific training in:  
- Conflict resolution between pupils and between pupils and staff  
- Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to | Artifacts # 1 & 2 |

Artifacts # 1 & 3  
Artifact #1  
Artifact #1  
Artifacts #2 & Final
| (CSWE standards #2.1.1, 2.1.2) | resolve conflicts between pupils.  
  ● Dealing with crisis, including violent, disruptive, potentially violent or potentially disruptive situations that may arise in school or activities supervised by school staff as a result of conflicts between pupils or between pupils and other persons. |  
  C. Understanding the relationship between school social workers, students and parents, the school staff and outside agencies | Artifacts #1, 2, & 3  
  D. Prevention and intervention in truancy and dropout rates | Artifact #3  
  E. Portfolio Development | All assignments  
  F. Understanding Educator Effectiveness Evaluations and Professional Development Plans (PDP) | Artifacts #1 & 2 |
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| 3. Social and Economic Justice and populations at risk (CSWE standards #2.1.4, 2.1.5) | Understand how this standard applies in the school setting, specifically:  
  ● Resiliency in schools  
  ● Understanding the dynamics of risk factors for school failure and strategies to address them  
  ● Strategies to combat discrimination, oppression, institutional racism and economic deprivation; how they operate and appear in schools and learn specific strategies to address them  
  ● How the “achievement gap” for students of color reveals itself in the school setting  
  ● Identification of inequities in access to school and community programs and services for children, youth and families | Artifact #3  
  Artifacts #2 & 3 & Final Paper | Artifact #2 & Final Paper  
  Artifacts #2 & 3 & Final Paper | Artifact #3 |
<table>
<thead>
<tr>
<th>4. Systematic Assessment of individuals, families, schools and community (CSWE standards #2.1.3, 2.1.7, 2.1.10)</th>
<th>Understand and demonstrate skills in:</th>
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<tr>
<td></td>
<td>● Formal assessments used in schools of adaptive skills, functional behavioral and Responsive To Intervention (RTI)</td>
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<td>● Recognizing impacting patterns of achievement and adjustment at critical points in students’ growth and development</td>
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<td>● Writing comprehensive assessments of students suspected of having disabilities related to Special Education (evaluations, IEP’s) and 504 plans</td>
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<td>● Assessment and screening for barriers to learning such as substance abuse, mental illness and trauma</td>
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<td>● Trauma in schools and Trauma informed Care in schools</td>
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<td>● Formal and informal policies of the school that may affect student’ behavior and learning</td>
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<td>Artifact #2 &amp; Final Paper</td>
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<td>Artifacts # 2 &amp; 4 &amp; Final Paper</td>
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<td>Artifact #2 &amp; Final Paper</td>
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<td>Final Paper</td>
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<td>Artifacts #2,3 &amp; 4</td>
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<td>Artifacts #2,3 &amp; 4 &amp; Final Paper</td>
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<tr>
<th>5. Effective prevention and intervention with individuals, families, schools and communities. (CSWE standards # 2.1.5, 2.1.8, 2.1.9, 2.1.10)</th>
<th>● Utilization of a strength-based approach to enhance students’ capacities, with special emphasis on students in populations at risk</th>
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<td>● Design and implementation of practice strategies with persons from diverse backgrounds</td>
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<td>● Crisis intervention in schools</td>
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<td>● Counseling</td>
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<td>● Group work in schools and communication with teachers</td>
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<td>● Classroom instruction</td>
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<td>● Mediation and conflict resolution</td>
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<td>Artifacts #2,3 &amp; Final Paper</td>
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<td>Artifacts # 2 Final Paper</td>
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<td>Artifacts # 2 Final Paper</td>
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<td>Artifacts #2 &amp; Final paper</td>
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<td>Final paper</td>
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<td>Artifact #2</td>
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<tr>
<td>Mental Health in schools, especially prevention and intervention in system wide settings, self harm and depression issues for students</td>
<td>Artifacts #2 &amp; 4 &amp; Final Paper</td>
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<td>Consultation with staff</td>
<td>Artifacts #2 &amp; 4</td>
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<td>Development of written plans of service for students, such as IEP's, BIP's and 504 plans</td>
<td>Artifact #2 &amp; Final Paper</td>
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<tr>
<td>Curriculum development for students</td>
<td>Final Paper</td>
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<td>Professional development for staff</td>
<td>Artifacts #2</td>
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<tr>
<td>Community organization, including mobilization of school and community resources</td>
<td>Artifact #3 &amp; Final Paper</td>
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<td>Coordination of student transitions to/from community-based services and schools</td>
<td>Final Paper</td>
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| 6. Human behavior and social environment (CSWE standard #2.1.7) |  |
| Understand how school climate and dynamics affect learning | Artifacts #2, & 3 |
| Application of theoretical frameworks to understand interaction between groups in the school setting | Artifacts # 2 & 3 |
| Restorative Practice in the schools | Artifacts #2 |
| Grief in Schools | Artifacts #2 & Final Paper |

<p>| 7. Diversity Issues in the Schools (CSWE standards #2.1.3, 2.1.4, 2.1.5) |  |
| How cultural factors in race, gender, ethnicity, sexual orientation and social class affect behavior in schools. | Artifact # 2, 3 &amp; Final paper |
| School environment impact on LGBTQ students and specific system-wide | Artifacts # 2 &amp; Final |</p>
<table>
<thead>
<tr>
<th>Interventions and prevention techniques</th>
<th>Paper</th>
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<tbody>
<tr>
<td>Application of understanding of issues in the school setting</td>
<td>Artifact #2</td>
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<tr>
<td>Ability to take cultural and other diversity factors into account in assessments (especially Special Education assessments)</td>
<td>Artifact #2 &amp; 4, Final Paper</td>
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<td>How to practice advocacy in the school setting</td>
<td>Artifacts #3</td>
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<tr>
<th>8. Research, including: (CSWE standards # 2.1.10)</th>
<th>Qualitative and quantitative methodologies</th>
<th>Final Paper &amp; Artifact # 2 &amp; 4</th>
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<tr>
<td>Use of practice literature and empirically-based knowledge in the areas of children, youth, families and schools to:</td>
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<td>Artifacts #2,3</td>
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<tr>
<td>- Provide high-quality school social work services and educational interventions</td>
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<td>- Evaluate programs and services</td>
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<td>- Evaluate one’s own practice</td>
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<td>- Initiate change</td>
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<td>- Improve practice, policy and programs</td>
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IV. Course Content and Outline

Week 1- August 1

**Welcome and Orientation to Social Work in Educational Settings**

*Topic: History and school social work roles, overview of course and competencies*

**Required Readings:**
- Chapter 2: A Typical Day? (Jarolmen, JoAnn)
- DPI: Wisconsin School Social Work Roles
- Chapter 1: The Role of the School Social Worker (Massat, et. al)

Week 2- August 8

**Topic: School Social Work Standards & the complexity of services in schools, School Social Work Licensure Issues: introduction to portfolios**

**Required Readings:**
- Supplemental Ethical Standards for School Social Workers. Handout from Nic Dibble, State Consultant for Wisconsin Department of Public Instruction. 2014
- Chapter 3: Introduction and Definitions: Discussion of the Skills, Techniques, and Essential Practices (Jarolmen, JoAnn)
- Portfolio examples will be available during class

**ARTIFACT #1- DUE August 8- Write a brief summary of the history of education and how it relates to the history of school social work.**

Week 3-August 15

**Topic: Educational Policy Issues: Homelessness and the role of the School Social Worker and other Educational Laws & Policy**

**Required Readings:**
- Handout in class; “The McKinney-Vento Act At a Glance”, National Center for Homeless Education. 2008
Week 4-August 22

**Topic: Assessments in Schools: IEP’s 504 plans, BIP’s-School Social Worker Role**

**Required Readings:**
Chapter 26: Planning and Setting Goals: Behavior Intervention Plans, the Individualized Education Program and the Individualized Family Service Plan (Massat et. al)
Chapter 4: Special Education Component and School Social Work (Jarolmen, JoAnn)
In class handouts about FBA’s and BIP’s

**August 29th-Labor Day Break, no class**

Week 5-September 5

**Topic: Collaboration and Consultation in Schools. The Student Services Team approach and Staff Consultation**

**Required Readings:**
Chapter 5: Collaboration and Consultation with Parents, Faculty, Staff and Administration (Jarolmen, JoAnn)
Chapter 12: School Policy, Program Development, and Evaluation (Jarolmen, JoAnn)


Week 6-September 12

**Topic: Response to Intervention & PBIS and the role of the School Social Worker**

**Required Readings:**
Chapter 27: Response to Intervention and the School Social Worker (Massat)
Chapter 35: Tier 2 Behavioral Interventions for At-risk students (Massat, et.al)

Week 7-September 19

**Topic: Dropout Prevention, Truancy and Attendance Issues, Teen Pregnancy-School Social Worker roles**

**Required Readings**
Chapter 37: Attendance and Truancy: Assessment, Prevention and Intervention Strategies for School Social Workers (Massat, et. al)
Department of Public Instruction Web Site: Dropout Prevention Screening Tool
Additional readings from DPI about teen parenting information

ARTIFACT # 2 DUE-September 19: Critical analysis of the RTI or PBIS used in your district

Week 8-September 26
  **Topic: Helping Schools Deal with Race Relations**

  **Required Readings:**
  - Materials from “Teaching Tolerance” Magazine (on code-switching and micro-aggressions)

Week 9-October 3
  **Topic: Intervention Skills in the Classroom and Groups**

  **Required Readings:**
  - Chapter 10: Engagement, Assessment, and Intervention Skills in the School for Groups Using a Variety of Practice Methods. (Jarolmen, JoAnn)
  - Chapter 31: Working with Groups in Schools: Planning for and Working with Group Process (Massat, et. al)

Week 10-October 10
  **Topic: LGBTQ Issues in schools and the role of the School Social Worker**

  **Required Reading:**
  - “Teaching Tolerance” magazine, summer 2014 articles,
  "Helping families to Support their LGBTQ Children". *Article available at:* The SAMHSA website (Substance Abuse and Mental Health Services Administration)

  **ARTIFACT # 3 DUE-October 10:** Write a critical analysis of HOW the school social worker operates in your school district in regards to the policy and procedure on either homelessness or truancy.
Week 11-October 17

**Topic: Intervention Skills: Threat assessments, Managing Clinical Concerns and confidentiality issues**

Required Reading:

Week 12-October 24

**Topic: Portfolio for School Social Worker License-more in-depth follow-up**

Required Readings: Bring the start of your portfolio to class and specific questions.

Week 13-October 31

**Topic: Intervention Skills: Violence Prevention, Harassment and Bullying in Schools**

Required Reading
Chapter 38: Bullying and Peer Sexual Harassment in Schools (Massat, et al)
Chapter 9: Engagement, Assessment, and Intervention Skills in the School for Individuals Using Evidence-Based Practice Modalities and Other Practice Methods (Jarolmen, JoAnn)
“Teaching Tolerance” magazine article, Summer 2014.

Week 14-November 7

**Topic: Mental Health Issues in Schools: System Wide Intervention & Trauma Informed Care in the Schools**

Required Readings:

Week 15-November 14

**Topic: Educational policy issues involving current political/social events, school funding, social justice issues**

Required Readings:
“Teaching Tolerance” magazine articles
ARTIFACT # 4 DUE-NOVEMBER 14: Follow your school districts procedure and process for formal assessments, administer a selected formal assessment tool, and summarize in this paper. Include the tool administered (i.e. Hamilton Screener, Achenbach, Conners, etc.). If you are not able to administer the assessment yourself, write about an assessment that is used in your district and include when it is used, how it is administered and the procedure used in your district for notification (include the assessment tool also).

Week 16-November 21

**Topic: Mental Health Issues in Schools: Approaches for working with students as a school social worker**

**Required Reading:**
Chapter 54: Best Practice Grief Work With Students in School, School Services Sourcebook (Franklin, Harris, Allen-Meares)

November 28th- No Class, Thanksgiving Break

Week 17-December 5

**Topic: Student Achievement and at-risk populations. Achievement gap, “unintended consequences” and the role of the school social worker**

**Required Readings:**
“School to Prison Pipeline”, *Teaching Tolerance*
Restorative Justice Handouts in class

Week 18-December 12

**Topic: Evaluation in the Education Setting: PDP’s, Educator Effectiveness, Portfolios and licensing information**

**Required Readings:**
Chapter 13: Practice Evaluation. (Jarolmen, JoAnn)
Department of Public Instruction Website information

**FINAL PAPER DUE DECEMBER 12-EITHER SPECIAL EDUCATION SOCIAL HISTORY OR CLASSROOM/GROUP SESSION PAPER (see description under “assignments”)**
Week 19-December 19

**Topic:** Next steps as a school social worker, portfolio update for spring and Course wrap-up

V. Course Texts and Reading Materials

A. Required Texts
   3. Additional handouts and reading materials will be posted on the Learn@UW site or distributed throughout the semester by the instructor.

B. Recommended Readings

C. Recommended Professional Affiliations
   1. Wisconsin School Social Work Association (WSSWA): Excellent organization at a statewide level. Offers free membership to graduate student in SSW and has a yearly conference in Green Lake, Wisconsin. Website is [www.wsswa.org](http://www.wsswa.org).
   2. School Social Work Association of America (SSWA): Excellent organization looking exclusively at SSW issues on a national level. Offers free membership for graduate students in SSW as well as providing a free online service that highlights research and topics in SSW. Website is [www.sswaa.org](http://www.sswaa.org).
   3. The American Council for School Social Work (ACSSW): A new and emerging leadership organization promoting leadership, practice and research innovations in school social work. Because the organization is in development, their journal is online and free. Within the next year, I expect access to their on-line journal to be restricted to members. Website is [www.acssw.org](http://www.acssw.org).
   4. National Association of Social Workers (NASW): Strong national group providing leadership in the general field of social work. NASW also publishes a quarterly journal dedicated to SSW called *Children and Schools.*
VI. Evaluation of Student Outcomes: Expectations, Grading Criteria, Required Work and Course Grades

Please note that the University requires that courses extending across two terms be given a separate grade for each term. All students in this course will receive a grade of P (Progress) at the end of the semester or an NR (No Report) if he/she is a special student. ‘P’ and ‘NR” are temporary grades specifically designed for courses extending beyond one term that will be replaced at the end of the entire course when the final grade you earn for the full 12 weeks is assigned.

All papers are also to be included in your Portfolio (when it is due in spring semester)

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<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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<td>Professionalism</td>
<td>Ongoing</td>
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<td>Artifact 1</td>
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<td>Artifact 2</td>
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<td>Artifact 3</td>
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<td>Artifact 4</td>
<td>11/14/15</td>
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<tr>
<td>Final Paper</td>
<td>12/13/15</td>
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Total Maximum Points: 100

Points for final grade:
A  94-100 Outstanding; surpasses expectations in all areas
AB 88-93 Surpasses expectations in many areas
B  82-87 Meets expectations in all areas
BC 76-81 Meets expectations in some areas; below in others
C  70-75 Below expectations in most areas, not acceptable graduate work
D  64-69 Below expectations in all areas
F  <64 Fails to meet minimal expectations in all areas, not acceptable work

Artifacts: Brief Critical Thinking Papers (2-4 pages).

1. ARTIFACT #1- Write a brief summary of the history of education and how it relates to the history of school social work.
   DUE DATE: August 8th

2. ARTIFACT #2: Description and critical analysis of RTI or PBIS used in your district.
   DUE DATE: September 19th

3. ARTIFACT #3: Write a critical analysis of HOW the school social worker operates in your school district in regards to the policy and procedure on either homelessness or truancy.
   DUE DATE: October 10th
4. ARTIFACT #4: Formal or Informal Assessment.
Follow your school districts procedure and process for formal assessments, administer a selected formal assessment tool, and summarize in this paper. Include the tool administered (i.e. Hamilton Screener, Achenbach, Conners, etc.).
If you are not able to administer the assessment yourself, write about an assessment that is used in your district and include when it is used, how it is administered and the procedure used in your district for notification (include the assessment tool also). DUE DATE: NOVEMBER 14

Final Paper- chose EITHER A) or B) to complete: 30 POINTS DUE DEC. 13TH

A) Classroom or Group session at your placement. Using evidence-based methods, determine the topic and setting, compose a lesson plan, lead the classroom or group session and compile evaluation of the session. Write a reflection on this process and attach a copy of the lesson plans.

OR:

B) Special Education IEP-following your school district’s form, write a complete family history or social history that could be used for a special education evaluation or IEP.

For Maximum Points: You must include the form or format for either the assessment or IEP social history (used by your district) and then complete that process with a family or student in your district. Please include the procedure(s) required by your district as well as staff consulted in the process and next steps for sharing of that information to the family and team at your school.

ARTIFACT GRADING RUBRIC:
Artifact writing assignments are designed to be directly relevant to the teaching of knowledge, values and skills in the field of social work. They are also in adherence with the Wisconsin State Licensing Standards for School Social Workers and these should be included in the student’s portfolio. Portfolio artifacts should be included in the portfolio and will be submitted for approval second semester. Each artifact assignment should be 2-4 pages in length. Grading Rubric is as follows:

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<th>Exemplary</th>
<th>Acceptable</th>
<th>Minimal</th>
<th>Attempted</th>
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<tr>
<td>Paper is written in a clear, logical format with smooth transitions between topics. All sources are cited, margins are one inch,</td>
<td>Paper is written in a logical format with somewhat choppy transitions between topics. All sources are cited, margins are one</td>
<td>Paper is somewhat difficult to understand. The length of the paper does not meet the minimum 2-page</td>
<td>Paper is difficult to understand. Sources are not cited, paper does not meet the minimum 2-page</td>
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VII. Course Policies

Assignments: Assignments (e.g., readings, papers) listed are due for that class date unless otherwise noted. Refer to the syllabus and attachments to this outline for more information on assignments. Deductions will occur for assignments not completed on time unless prior approved by the faculty member. Three points will be deducted for each day the assignment is late.

Readings: The Course Instructor will identify which readings are required for completion according to the schedule. Readings will be assigned, in advance, for specific class topics. Students will be expected to come prepared for class having thoughtfully read and apply critical thinking about the assigned articles or other materials. Due to the extent of the material to be covered in the course, students should expect that time will not allow discussion of every reading. All reading materials can be found on Learn@UW. (Unless indicated otherwise).

Reading Assignments: Students are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written assignments.

Written Assignment Policy: All written assignments are to be either typed or computer-generated, and are due prior to the start of class on the due date indicated in the outline in this syllabus. Assignments should be submitted via LEARN@UW. Please format these assignments using one-inch margins, double-spacing, and a Times New Roman 12-point font. Always include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the instructor, course number, and course title (do not put this information on the first page of your paper). All assignments should be checked thoroughly for correct spelling and grammar.

Late Assignment Policy: The assignments listed above are due at the beginning of the class period on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date. Unapproved late assignments may be marked down three points for each day they are late.
Students with Disabilities If you require accommodations to obtain equal access to this class or to any assignments, please contact the instructor as soon as possible. The intent is for all students to have an excellent learning experience.

Student Behavior Policy: In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time, we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

The following is a list of expectations of student’s display of personal integrity.

☐ Please turn off cell phones before entering the classroom.
☐ Laptop use is for note taking only, and is subject to instructor discretion.
☐ Respect another person’s viewpoint with which you may disagree.
☐ Respect another student’s right to be heard.
☐ Demonstrate a capacity to accept and embrace diversity.
☐ Bring your textbook to class when appropriate.
☐ Read the material and be prepared for class.
☐ Actively participate in classroom discussion. If you have a concern that needs to be brought to the class’s attention, please speak with this instructor.

Attendance
Due to the accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, students are expected to attend all scheduled classes and to arrive on time.

Promptness
Prompt arrival to all courses is required.
  ● Instructors may take actions they deem appropriate if a student is consistently tardy
  ● Instructors may also consider a significantly late arrival or early departure as an absence

Absence
To ensure a quality educational experience, students must attend and participate in classes.
  ● Attendance will be taken at each class and students’ level of participation noted
  ● Excused and Unexcused Absences:
    ~ The first unexcused absence will result in a student’s grade being dropped one full grade
    ~ The second unexcused absence will place the student at risk for failing the course
    ~ On a case by case basis, it is left to the instructor’s discretion as to what is defined as an excused absence as well as to determine appropriate follow up plans
  ● Additional graded make-up work appropriate for the content missed may be assigned for excused and unexcused absences.
  ● Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.
Students who must be absent due to inclement weather or other emergencies should contact the instructor prior to the start of class to be considered for an excused absence.

Inclement Weather Policy

~ If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
~ If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. This absence will be considered excused and makeup work may be assigned.
~ If the Program Director and Co-Director cancel classes at one or both sites, then no makeup assignment will be required for those respective students; however, the class time will be rescheduled. The Program Coordinator will notify students by email within 72 hours of the cancellation regarding the planned class day/time additions.