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August 22, 2015

Dear Incoming MSW Students:

Welcome to the MSW program at The University of Montana and congratulations on being a member of the 2015 class! You have chosen a profession that is both personally and professionally rewarding and challenging. Social work offers countless possibilities for creating meaningful change and making a difference. Over the next two to three years you will have opportunities to develop your knowledge and skills and translate your visions for strong communities, healthy individuals and families, and a just world into practice. You and your colleagues bring diverse talents and backgrounds to bear as you embark on this journey together. Members of your class have degrees in a wide range of disciplines. Your collective work and volunteer experience ranges from children and youth services, family support, health care, and mental health case management, to disability advocacy, building sustainable communities, and organizational development.

You will join a committed group of faculty who possess a wealth of social work practice experience and who have made significant contributions to the social work profession. Several are recognized nationally, and each is dedicated to excellence, creativity, and innovation in social work education. The faculty is proud of the MSW Program in advanced integrated practice, where the teaching/learning process is a two-way street.

What follows is the School of Social Work’s MSW Student Handbook. It is designed to serve as a resource you can use during your course of study to answer questions that relate to the program’s overall philosophy, required courses, and academic and non-academic program policies. You will also receive an MSW Practicum Manual that addresses policies and procedures specific to your field placement. So use this handbook as a guide and seek ongoing input from your advisor to clarify any questions and concerns you might have. The faculty and staff are committed to your education and to the social work profession. We will do everything we can to assist in your professional development.

Again, welcome and congratulations!

Keith Anderson, Ph.D., M.S.W.
MSW Program Director
Associate Professor
PROGRAM BACKGROUND

The University of Montana has a long history of providing quality social work education for the state and region. The Department of Social Work (now School of Social Work) was formally established in 1971, and the BSW program was accredited by the Council on Social Work Education in 1974. The program has gained recognition for its pioneering work in competency-based education. The MSW program was approved in 2001, and the first class entered in fall 2002. The Program moved from CSWE accreditation candidacy to full accreditation in 2005. Accreditation was reaffirmed in 2009, and the program is currently accredited through 2017.

In line with the institutional history, the faculty and administration are committed to providing a top quality MSW program that responds to needs in the state and region and provides leadership for the future of social work. After conducting a statewide needs assessment, the faculty conceptualized a framework for social work education that would respond to existing needs, incorporate best practices, and translate social work’s social justice commitment into practice. We sought to develop a program that would not only meet accreditation requirements but also contribute to the making of a new kind of practitioner – one well prepared to face the social welfare challenges in the Rocky Mountain West and the intersection of local and global issues therein. The MSW program is designed to shape both professionals and a mode of social work practice that meet the challenges facing poor, marginalized groups and an overburdened state social service delivery system. Thus, the MSW program is committed to producing advanced-level professional social workers committed to advanced integrated practice. This, we contend, is the model best suited for meeting 21st century challenges to the profession, and addressing the complex social welfare concerns of residents of Montana and the Rocky Mountain West. Through our MSW program, we want to shape practitioners who, in addition to being committed to the values of the profession, grounded in theoretical knowledge, and in possession of well-honed practice skills, are also resourceful practitioners, creating new possibilities for social work thought and action.

The social worker committed to advanced integrated practice:

- Engages in ongoing critical self-reflection and examination of the values and assumptions that shape social work theory, practices, policies, and programs.

- Brings historical, cultural, and political perspectives and a critical understanding of difference and oppression to bear in understanding the person-in-environment, social problems, interventions, and possibilities for social justice-oriented action.

- Integrates the skills of direct practice and community work and creatively bridges multiple levels of intervention.

- Continually brings knowledge and skills of research, policy analysis, and advocacy to bear in practice, regardless of setting, problem area, or specific job description.

- Assumes a leadership role in the profession and community to promote broad-based participation in efforts to empower individuals and groups, strengthen programs, and advocate policies and practice that promote social justice locally and globally.
PROGRAM OVERVIEW

The University of Montana offers a two-year program of graduate study leading to a Master of Social Work (MSW) degree. During the next two years you will complete 60 course credits (51 required and 9 elective credits). The curriculum is designed to meet CSWE’s accreditation standards and the profession’s professional competencies and practice behaviors (See Appendices A, B1, and B2 for statement of MSW program mission, goals, competencies, practice behaviors, and advanced practice behaviors). Your first semester is comprised of required courses. Your second, third, and fourth semesters are comprised primarily of required courses and, to a lesser degree, elective courses which you may select based on an area of interest to you. Keep in mind, however, that you can also take elective courses during the summer and winter sessions. Full-time students complete the program in two years. A three-year part-time option is also available and is described on page XX. You will be assigned a faculty advisor to assist with class selection, portfolio planning, and practicum-related issues. Your faculty advisor also serves as chair of your portfolio committee. As you proceed through the program, you may find that your professional interests are more closely aligned with other members of the faculty. You are welcome to change advisors if you would prefer another faculty member, and if that faculty member is available. You may make a request for a change of advisor through the MSW Program Director.

Foundation Year: Planning (Full-time Students)

Accredited graduate social work programs provide a first-year curriculum that is grounded in the liberal arts and a generalist social work perspective (see Appendix C for an overview of a generalist perspective). The foundation year courses in human behavior, social welfare policy history, practice, and research (listed below) promote develop of core social work competencies and prepare you to identify with the social work profession; apply ethical principles and critical thinking in practice; incorporate diversity in practice; advocate for human rights and social and economic justice; build on strengths and resiliency; engage in research-informed practice; respond to context that shape practice and use a range of prevention and intervention methods in your practice with individuals, families, groups, organizations and communities. You will complete approximately 450 hours of field education or practicum experience over the course of the foundation year and participate in a weekly integrative seminar.
Foundation Year: Schedule of Required Courses

FOUNDATION YEAR: FALL SEMESTER COURSES

SW 500 Orientation 1 cr.
Two-day seminar introducing MSW students to program philosophy, the social work profession's history, theories, and value base, and campus and community resources.

SW 505 Foundations of Social Work Practice 2 cr.
Introduction to profession’s history, theories, values, policies, and practices. Students are introduced to the integrated model of social work practice.

SW 510 Human Behavior and Social Environment I 3 cr.
Introduction to and critical consideration of social work perspectives on human behavior as influenced by the social environment. Particular attention is paid to biological implications, psychological theory, diverse human experiences, power relations, and processes of oppression.

SW 515 Practice with Individuals and Families in a Community Context 4 cr.
Practice-oriented course building on students' developing knowledge of social work theory; the processes of engagement, assessment, intervention, and evaluation; and the application to practice with individuals and families.

SW 530 History of Social Policy, Justice and Change 3 cr.
Introduction to social welfare policy and services; examination of relationship between the history of social welfare policy and emergence of the social work profession; exploration of history of struggles for human rights and social and economic justice in US context. Introduction to frameworks for policy analysis.

SW 576 Foundation Integrative Seminar I 1 cr.
Seminar accompanying first semester foundation practicum in which students apply critical thinking skills, integrate theory and practice, develop identities as professional social workers, engage in self-reflection, and make use of supervision and peer consultation.

SW 586 Foundation Practicum I 2 cr.
First semester foundation field practicum experience in a supervised setting designed to provide opportunities to integrate classroom learning and field experiences. Students actively engage in contexts of practice and practice skills of engagement, assessment, intervention, and evaluation.
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<tr>
<td>SW 500 Orientation (1 cr.) (Thursday-Friday – Aug. 27-28)</td>
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<tr>
<td>11:10 am—1:00 pm, SW 505 (2 cr.) Foundations of Social Work Practice</td>
<td>8:10—11:00 am, SW 530 (3 cr.) History of Social Policy, Justice &amp; Change</td>
</tr>
<tr>
<td>1:10 pm—2:00 pm, SW 576 (1 cr.) Integrative Seminar</td>
<td>1:10 pm—5:00 pm, SW 515 (4 cr.) Practice with Individuals &amp; Families in a Community Context</td>
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<tr>
<td>3:10 pm—6:00 pm, SW 510 (3 cr.) Human Behavior &amp; the Social Environ. I</td>
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<tr>
<td>SW 586 Foundation Practicum I (2 cr.) [Arrange – approx. 15 hours per week]</td>
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FOUNDATION YEAR: SPRING SEMESTER COURSES

SW 511 Human Behavior and Social Environment II   3 cr.
Advanced HBSE course focused on difference and diversity, histories and intersectionality of forms and mechanisms of discrimination, oppression, and frameworks for thought and practice that encourage critical self-reflection, recognize diversity, and promote human rights and social and economic justice.

SW 520 Social Work Research Methods   3 cr.
Introduction to principles, methodologies, technologies, ethics, and statistical approaches of human service research. Emphasis on beginning capabilities in evaluation of social work practice and skill development regarding use of research to inform practice.

SW 525 Practice with Groups and Communities   4 cr.
Practice-oriented course addressing theories, frameworks, principles, and skills of group and community work. Dynamics of group work and examination of modalities such as mutual aid, psycho-educational, and social action groups are addressed.

SW 577 Foundation Integrative Seminar II   1 cr.
Seminar accompanying second semester foundation practicum in which students apply critical thinking skills, integrate theory and practice, develop identities as professional social workers, engage in self-reflection, and make use of supervision and peer consultation.

SW 587 Foundation Practicum II   2 cr.
Second semester foundation field practicum experience in a supervised setting designed to provide opportunities to integrate classroom learning and field experiences. Students actively engage in contexts of practice and practice skills of engagement, assessment, intervention, and evaluation.

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<td>8:10 am—11:00 pm, SW 520 (3 cr.) Social Work Research Methods</td>
</tr>
<tr>
<td>12:10 pm—3:00 pm, SW 511 (3 cr.) Human Behavior &amp; the Social Environment II</td>
<td>1:10 pm—5:00 pm, SW 525 (4 cr.) Practice with Groups &amp; Communities</td>
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<tr>
<td>5:00 pm—8:00 pm, Elective Course (Elective courses offered at this time and throughout week)</td>
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<tr>
<td>SW 587 Foundation Practicum II (2 cr.) [Arrange - approximately 15 hours per week]</td>
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Concentration Year: Planning (Full-time Students)

The University of Montana MSW program offers a concentration year curriculum in *advanced integrated practice*. The concentration year develops an in-depth focus on integrated practice, expands breadth through required courses in the areas of research, policy, practice, and elective courses, and increases depth of theoretical knowledge and skills as you develop and demonstrate competencies of the practice behaviors required for advanced integrated practice (Appendix B2).

In the concentration year you tailor your professional education through completion of an individualized learning plan (ILP) developed in consultation with your SW 535 Advanced Practice instructor and faculty advisor. The ILP addresses required and elective courses, selection of practicum site and activities, and a portfolio plan (See Appendix D1 Portfolio Project overview and, D2 ILP Worksheet). Successful completion of the overall plan should reflect fulfillment of the concentration year competencies and advanced practice behaviors.

The concentration year also provides opportunities to develop and apply skills of leadership, collaboration, policy analysis, advocacy, program evaluation, and clinical practice and to further examine the implications of practice in Montana’s rural communities and the surrounding region. In sum, the concentration year is a process for becoming an advanced-level social work professional committed to integrated practice.

Prior to the beginning of the concentration year, and in consultation with your faculty advisor, you develop a plan that best meets your professional learning goals and ensures mastery of competencies and advanced practice behaviors. You may build the ILP around a micro- or macro-practice emphasis in advanced integrated practice. An emphasis is not required. However, it may serve as a helpful guide to your concentration-year planning.

**MICRO-PRACTICE EMPHASIS**

Micro practice emphasizes the development of clinical skills and a repertoire of theoretical knowledge relevant to direct practice with individuals, small groups, couples, and families. Students concentrating in micro practice will complete concentration-year practicum hours in settings that provide opportunities for direct clinical practice, such as community, school-based, and residential mental health programs, child and family services, hospice care, and medical settings. Students choose elective courses that further their development of knowledge and skills for clinical practice. Possible electives include:

- SW 420 Child Abuse and Child Welfare (fall)
- SW 423 Addiction Studies (spring)
- SW 430 Health Aspects of Aging (spring)
- SW 450 Children and Youth at Risk (fall)
- SW 455 Social Gerontology (fall)
- SW 475 Grief and Loss (fall, summer)
- SW 485 Counseling Theories in Context (fall)
- SW 491 Spirituality and Faith in Social Work Practice (winter intermittent)
- SW 491 Traumatic Stress and Social Work (intermittent)
- SW 491 Whole Person Healing (winter intermittent)
- SW 491 Social Justice in Indian Country (fall)
- SW 491 Motivational Interviewing (winter)
- SW 550 Counseling Techniques (fall)
- SW 551 Couples & Family Therapy (spring)
• SW 552 Psychopathology and Assessment for Social Work (spring)

Extra-departmental courses such as COMX 514 Alternative Dispute Resolution, PUBH 595 Multicultural and Native American Public Health, as well as graduate-level courses in other relevant disciplines may also be taken as electives.

**MACRO-PRACTICE EMPHASIS**

Macro practice emphasizes the development of skills and a repertoire of theoretical knowledge relevant to community, organizational, and political practice (e.g. program planning and development, neighborhood development, organizational administration and management, community organizing, and legislative advocacy). Students concentrating in macro practice will complete concentration -year practicum hours in settings that provide opportunities to develop skills in planning, development, advocacy, and social action, such as local and regional development corporations, social action and rights-based organizations, and action-research centers. Students choose electives that further development of their skills in community building, organization, and advocacy. Possible electives include:

- SW 420 Child Abuse and Child Welfare (fall)
- SW 434 Social Work and the Law (spring/even-numbered years)
- SW 455 Social Gerontology (fall)
- SW 465 Social Work in a Global Context
- SW 470 Rural Mental Health (intermittent)
- SW 491 Addressing White Racism (intermittent)
- SW 491 Social Justice in Indian Country
- SW 595 Leadership in Uncertain Times (intermittent)
- SW 595 Social Work and Social Justice on U.S. - Mexico Border (Wintersession)
- SW 491 Public Policy and the Montana State Legislature (winter/legislative session)
- ENST 595 Human Rights and Social Justice in Guatemala/Nicaragua (summer).

Extra-departmental courses such as COMX 514 Alternative Dispute Resolution, PUBH 595 Multicultural and Native American Public Health, as well as graduate-level courses in other relevant disciplines such as environmental studies, political science, and sociology may also be taken as electives.

There are additional elective courses of interest to all students. You will be informed of new electives courses as they are added.
Concentration Year: Schedule of Required Courses

Concentration Year: Fall Semester Courses

SW 521 Advanced Research and Program Evaluation  3 cr.
Students apply transtheoretical models of change, action research, and participatory approaches to program evaluation in organizational or community contexts. Students develop advanced knowledge of research ethics and skills in practice-informed research and research-informed practice.

SW 535 Advanced Integrated Practice  4 cr.
Students hone advanced skills of engagement, assessment, intervention, and evaluation at multiple levels; present case studies analyzing theoretically informed, evidenced-based interventions, ethical dilemmas, and social justice possibilities; engage as teachers and learners in exploring innovations in practice; and demonstrate research and communication skills through dissemination of practice-related scholarship.

SW 578 Advanced Integrative Seminar I  1 cr.
Critical analysis of how predominant social work theories and professional values and skills are being incorporated into the practicum.

SW 588 Concentration Practicum I  3 cr.
Advanced supervised field work in public and private agencies and institutions.

Concentration Year: Fall Semester Schedule (Full-time, Year Two)

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<tr>
<td>8:10 am—11:00 am, SW 521 (3 cr.)</td>
<td>11:10 am—12:00 pm, SW 578 (1 cr.)</td>
</tr>
<tr>
<td>Advanced Research &amp; Program Evaluation</td>
<td>Advanced Integrated Seminar I</td>
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<tr>
<td>5:10 pm—8:00 pm, Elective Course</td>
<td>1:10 pm—5:00 pm, SW 535 (4 cr.)</td>
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<tr>
<td>(Elective courses offered at this time and</td>
<td>Advanced Integrated Practice</td>
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<td>throughout week)</td>
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<tr>
<td>SW 588 Concentration Practicum I (3 cr.)</td>
<td>[Arrange - approximately 15 hours per week]</td>
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CONCENTRATION YEAR: SPRING SEMESTER COURSES

**SW 531 Methods of Social Policy Analysis** 3 cr.
Students engage in policy practice to advance human rights and social and economic justice and apply skills of collaboration, leadership, and advocacy for effective policy action.

**SW 545 Practice of Organizational Leadership** 3 cr.
Advanced training in professional leadership and how to effectively conceive, plan, design, implement, manage, assess, and change contemporary organizations.

**SW 579 Advanced Integrative Seminar II** 1 cr.
Critical analysis of how predominant social work theories and professional values and skills are being incorporated into the practicum.

**SW 589 Concentration Practicum II** 3 cr.
Advanced supervised field work in public and private agencies and institutions.

**SW 593 Professional Portfolio** 1 cr.
The portfolio is a compilation of products (papers, videos, power point presentations, workshop materials, etc.) that demonstrate students’ mastery of core competencies. Students work in consultation with faculty advisor to select and refine portfolio components, draft narrative, and prepare presentation. Portfolio is presented in spring semester.

**CONCENTRATION YEAR: SPRING SEMESTER SCHEDULE (Full-time, Year Two)**

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<tr>
<td>8:10 am—11:00 pm, SW 531 (3 cr.) Methods of Social Policy Analysis</td>
<td>11:10 am—12:00 pm, SW 579 (1 cr.) Advanced Integrated Seminar II</td>
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<tr>
<td>5:10 pm - 8:00 pm Elective Course (Elective courses offered at this time and throughout week)</td>
<td>1:10 pm—4:00 pm, SW 545 (3 cr.) Practice of Organizational Leadership</td>
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<tr>
<td>SW 589 Concentration Practicum II (3 cr.) [Arrange - approximately 15 hours per week]</td>
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<tr>
<td>SW 593 Professional Portfolio (1 cr.) [Arrange - approximately 15 hours per week]</td>
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Part-time Option

A part-time option has been developed to meet the needs of those students who are unable to attend full-time. Part-time students who remain in good academic standing are encouraged to complete the program in three years and are required to complete it within four calendar years. They attend classes on Thursdays during their first year and on Fridays during their second and third years.

Part-time students do not begin the practicum until the second year, following their successful completion of Orientation (SW 500), Foundation of Social Work Practice (SW 505), HBSE I (SW 510), HBSE II (SW 511), and an elective course. The completion of these courses ensures that each student possesses the requisite knowledge of the profession’s history, knowledge and value base, ethical framework, basic understanding of integrated practice, and a sound understanding of human behavior prior to beginning practicum.

During their second and third years students are concurrently enrolled in each of the program’s practice courses, practicum and integrative seminar to ensure that practice-course concepts and skills are simultaneously applied and integrated while affording opportunities for critical analysis and reflection. Students also complete the required policy (SW 530, 531) and research courses (SW 520, 521) during the second and third years. Students must take these courses in their proper sequence, completing SW 530 prior to enrollment in 531 and completing 520 prior to enrollment in 521. It is important that students completing the part-time program remain in close contact with their advisor to assist with course planning.

Students who wish to change their full- or part-time status after entering the program need to discuss plans with their faculty advisor and secure approval in writing from the MSW Program Director. Given that core courses are offered only once a year and are to be taken in sequence, any change in full/part-time status must be planned to ensure students take foundation and concentration courses in their proper sequence. Foundation courses must be completed before enrollment in concentration year courses.

**PART-TIME – YEAR ONE**

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<tr>
<td>11:10 am—1:00 pm, SW 505 Foundations of Social Work Practice (2 cr.)</td>
<td>12:10 am—3:00 pm, SW 511 Human Behavior &amp; the Social Environment II (3 cr.)</td>
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<tr>
<td>3:10 pm—6:00 pm, SW 510 Human Behavior &amp; the Social Environment I (3 cr.)</td>
<td>5:10 pm—8:00 pm, Elective Course (Elective courses offered at this time and throughout the week)</td>
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### PART-TIME – YEAR TWO (Fall Semester)

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<tr>
<td>5:10 pm - 8:00 pm, Elective Course (Elective courses offered at this time and throughout week)</td>
<td>8:10 am—11:00 pm, SW 530 (3 cr.) History of Social Policy, Justice &amp; Change</td>
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<tr>
<td>11:00 am—12:00 pm, SW 576 (1 cr.) Integrative Seminar</td>
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<tr>
<td>1:10 pm—5:00 pm, SW 515 (4 cr.) Practice with Individuals &amp; Families in a Community Context</td>
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SW 586 Foundation Practicum I (2 cr.) *Arrange - approximately 15 hours per week*

### PART-TIME – YEAR TWO (Spring Semester)

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<tr>
<td>5:10 pm—8:00 pm, Elective Course (Elective courses offered at this time and throughout week)</td>
<td>8:10 am—11:00 pm, SW 520 (3 cr.) Social Work Research Methods</td>
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<tr>
<td>11:10 am—12:00 pm, SW 577 (1 cr.) Integrative Seminar</td>
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<tr>
<td>1:10 pm—5:00 pm, SW 525 (4 cr.) Practice with Individuals &amp; Families in a Community Context</td>
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SW 587 Foundation Practicum II (2 cr.) *Arrange - approximately 15 hours per week*

### PART-TIME – YEAR THREE (Fall Semester)

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<tr>
<td>5:10 pm—8:00 pm, Elective Course (Elective courses offered at this time and throughout week)</td>
<td>8:10 am—11:00 pm, SW 521 (3 cr.) Advanced Research &amp; Program Evaluation</td>
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<tr>
<td>11:10 am—12:00 pm, SW 578 (1 cr.) Advanced Integrated Seminar I</td>
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<tr>
<td>1:10 pm—5:00 pm, SW 535 (4 cr.) Advanced Integrated Practice</td>
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SW 588 Concentration Practicum I (3 cr.) *Arrange - approximately 15 hours per week*

### PART-TIME – YEAR THREE (Spring Semester)

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<tr>
<td>5:10 pm—8:00 pm, Elective Course (Elective courses offered at this time and throughout week)</td>
<td>8:10 am—11:00 pm, SW 531 (3 cr.) Methods of Social Policy Analysis</td>
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<tr>
<td>11:10 am—12:00 pm, SW 579 (1 cr.) Advanced Integrated Seminar II</td>
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<tr>
<td>1:10 pm—4:00 pm, SW 545 (3 cr.) Practice of Organizational Leadership</td>
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SW 589 Concentration Practicum II (3 cr.) *Arrange - approximately 15 hours per week*

SW 593 Professional Portfolio (1 cr.) *Arrange - approximately 15 hours per week*
TUITION, FEES & REGISTRATION

The UM Office of Business Services provides up-to-date information on graduate student tuition and fees. Check their website at: http://www.umt.edu/business-services/Students/Tuition%20and%20Fees/default.php. There is an additional tuition surcharge of $134 per credit (approximately $4000 per year) for the MSW program.

Financial Aid

TEACHING ASSISTANTSHIPS AND RESEARCH ASSISTANTSHIPS: A limited number of teaching and research assistantships are available from the Graduate School and external funding sources. In addition, The School of Social Work offers approximately five RA/TA positions for 12-20 hours per week. Awards are made on a semester-by-semester basis. The application for Spring 2015 TA/RA positions will be announced in October and awards made by late November, 2014.

SHORT-TERM LOANS: Loans with a maximum of $1,000 are available through the College of Health Professions. Funding is derived from Burroughs-Wellcome Pharmaceutical Company donations. Contact College of Health Professions and Biomedical Sciences Assistant Dean for Student Affairs, at 243-4656 for assistance.

FINANCIAL AID PACKAGES: Graduate financial aid packages typically include a combination of need-based subsidized and unsubsidized student loans. A student using the FAFSA automatically applies for all federal and institutional loans with one application. Students who desire work study, and who are not on assistantships, are also considered with the FAFSA application.

Please see the Graduate School website for further information on financial assistance: http://www.umt.edu/grad/Financial_Information/default.php

Registration

Please contact your faculty advisor at the School of Social Work for advising information prior to registration each semester. For course planners and supplemental information see our “Courses by Semester” webpage at: http://socialwork.health.umt.edu/content/semester-course-schedule-planning

The Graduate School's continuous registration policy requires students to register for every term unless they have an approved leave of absence. Students must register for a minimum of 3 credits to remain in good standing with the Graduate School. For further information on the continuous registration policy. see the Graduate School policy website at: http://www.umt.edu/grad/Academic%20Policies/Degree_Standards.php#Continuous Registration

Leaves of Absence are normally for a maximum of one semester and must be approved by the Dean of the Graduate School. Terminal registration for a minimum of 3 credits is required for all graduate students in their final term.

Registration is done through the Cyber BEAR system. Please visit the Cyberbear website at http://cyberbear.umt.edu/ for information on the registration process, courses schedules, payment of tuition and fees, and important dates and deadlines for the academic year.
POLICIES REGARDING PROFESSIONAL, ACADEMIC, & NON-ACADEMIC CONDUCT

The School of Social Work has established policies regarding expectations of professional behavior and both academic and non-academic conduct. This section presents the expectations, and processes for corrective action and grievance. In addition students are expected to follow the School’s guidelines for ethical practice in the practicum and classroom (see Appendix E1).

Policy Statement Regarding Professional Abilities and Attributes

Preamble: MSW students are required to meet minimum academic standards as defined by The University of Montana Graduate School and School of Social Work described below. All students are expected to abide by The University of Montana Student Conduct Code (Appendix G). In addition, given the nature of social work practice, students are expected to demonstrate appropriate personal and professional conduct on campus, in the practicum setting, and in the community. All students in The University of Montana Social Work Program are also considered members of the social work profession. As such, the student body must adhere to the professional, ethical, and legal standards prescribed for the practice of social work. The social work program describes below a set of abilities and behaviors that distinguish the cognitive physical, emotional, and personal requirements necessary to provide reasonable assurance that students can successfully complete the course of study and participate fully in every facet of social work education and professional practice and in the development of sound professional knowledge, skills, and judgment.

ABILITIES AND ATTRIBUTES

Cognitive Functioning: Students must be able to participate fully in classes and practicum, process new information, draw logical inferences, and demonstrate critical thinking and problem-solving skills. They must be able to use and maintain a range of professional records, documents, and record-keeping systems. Students must be free of significant deficits in memory, attention, impulse control, or judgment that interfere with obligations of professional practice.

Communication Skills: Students must demonstrate the ability to communicate effectively and sensitively with other students, colleagues, faculty, staff, clients, and other professionals. Students must demonstrate the ability to express their ideas and feelings clearly and demonstrate a willingness and ability to listen to others. Students are expected to develop and demonstrate interpersonal skills necessary for forming professional helping relationships. Students are expected to have sufficient skills in spoken and written English to understand and utilize the content present in the program.

Self-Awareness: Students are expected to develop a critical awareness of their own values, attitudes, beliefs, emotions, and past experiences and the ways they impact thinking, behavior, and relationships. Students must demonstrate the capacity to separate their own values from those of clients, an appreciation for the personal values systems of others, and respect for differences among people. Students must be willing to examine their own behavior and make changes accordingly if it interferes with their capacity to work effectively with peers, clients, and other professionals.
Appropriate Personal and Professional Conduct: Students are expected to meet generally accepted standards of professional conduct, personal integrity, and emotional stability required for professional practice. They are expected to form professional relationships and set appropriate, culturally sensitive, professional boundaries with clients, colleagues, faculty, and others students. Students are expected to demonstrate the emotional and mental capacities to cope with the stress inherent in social work. Students must not allow personal problems, psychological distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional responsibilities and relationships. Students are expected to seek and use appropriate help for personal, emotional, or medical problems that interfere with professional or academic performance, compromise judgment, or place at risk the best interests of those to whom one has professional responsibility. Disruptive behavior toward colleagues, clients, faculty, staff, or fellow students will not be tolerated.

Professional Commitment: Students are expected to demonstrate knowledge of and commitment to the goals of social work and to the ethical standards of the profession as outlined in the Code of Ethics. They must develop and demonstrate the ability to apply ethical principles and processes for ethical decision-making in practice. Students are expected to engage in practice that promotes social justice and challenges discrimination based on race, ethnicity, national origin, gender, sexual orientation, age, class, marital status, political belief, religion, or mental or physical disability. Students are expected to protect the rights and honor the integrity and worth of all persons. See NASW Code of Ethics: [https://www.socialworkers.org/pubs/code/default.asp](https://www.socialworkers.org/pubs/code/default.asp)

Empathy: Students must seek to comprehend another individual’s way of life and values. Students must be able to communicate this empathy and support to the client as a basis for a productive professional relationship.

Ability to Receive and Utilize Supervision: Students must demonstrate the ability to receive feedback from faculty and agency supervisors and utilize feedback to enhance professional development. Students are expected to develop and demonstrate skills in providing feedback to others.

Knowledge Base for Social Work Practice: The professional activities of social work must be grounded in relevant theoretical knowledge and research. This includes knowledge and skills of engagement, assessment and co-learning, planning and intervention, critical reflection, evaluation, and transition. Students are expected to develop and demonstrate knowledge and skills appropriate to BSW or MSW practice.

Note: Academic Performance and Conduct Standards and Essential Abilities and Attributes are adopted with permission from The University Of Washington

A student may be terminated from the program if he or she engages in unethical or illegal behavior or is demonstrably deficient in the preceding list of abilities and attributes. The process for termination is described below.

The MSW program prepares students to be ethically competent practitioners (see NASW Ethical Competencies, Appendix E2). Students are required to act in accordance with the National Association of Social Work Code of Ethics (Download copy at [http://www.naswdc.org/pubs/code/default.asp](http://www.naswdc.org/pubs/code/default.asp)). Violation of the NASW Code of Ethics will
be subject to review and may result in disciplinary action, including termination from the program. In some cases, violation of the Code of Ethics may result in civil or criminal action.

The School of Social Work has a professional responsibility to ensure that students graduating with the MSW degree have met minimum standards of competence and do not exhibit behavior that could place social work clients or colleagues at risk of physical and emotional harm. If a student is not meeting minimum standards of competence or if student exhibits behavior that could be harmful to clients or colleagues, corrective action will be taken. Action may include: referral to a faculty support team; referral to UM Counseling and Psychological Services; referral to the Dean of Student Services; recommendation for a leave of absence with a plan to re-enter the program; or recommendation for termination from the program. Upon entering the program, MSW students are provided a Statement of Professional Skills, Competencies, and Ethical Conduct, which they are asked to read, sign, and abide by throughout their time in the program (See Appendix F).

Policies Regarding Academic Standards

1. Students must maintain an overall GPA of 3.0 to remain in the MSW program and in the Graduate School. Students who do not attain a 3.0 average must meet with their advisor to discuss corrective action, which must be approved in writing by the MSW Director and be subject to the final approval by the Graduate School’s Dean.

2. If a student’s cumulative grade point average drops below a 3.0 the student will have one semester to increase it to the required level. If the student fails to increase his or her grade point average to 3.0 the student will be terminated from the program.

3. A student who receives a grade of “D” or less in any course is required to repeat that course with a grade of “C” or better.

4. A student who receives a grade of "F" grade is automatically suspended from the program pending an academic review meeting with the MSW Program Director. The review may result in termination from the program for failure to meet minimum academic standards or in a corrective action plan in which student is required to repeat the course and address academic concerns. The student may not enroll in more advanced coursework until the course has been repeated with a grade of “C” or better.

5. Students who fail to maintain a grade of “C” or better in the practicum may be terminated from the program.

6. Students who are dismissed for academic reasons have the right to a hearing for the purpose of presenting information in support of possible reinstatement.
Policies Regarding Termination from the MSW Program

**Termination for Academic Reasons:** A student may be terminated from the program for the following reasons:

- Failure to meet or maintain academic standards as established by The University of Montana and the School of Social Work. (This is automatic and may take place without a review or further procedure.)

- Academic misconduct such as cheating, lying, or plagiarism (See Student Conduct Code, Appendix G).

- Falsifying of academic records or other forms of scholastic dishonesty.

**Termination for Non-academic Reasons:** A student may be terminated from the program for non-academic reasons. A student may be terminated from the social work program if she or he engages in unethical behavior or is demonstrably deficient in the preceding list of abilities and attributes. Students enrolled in the program must demonstrate through their classroom and practicum performance an understanding of and a commitment to social work values, principles, and ethics and competency in fundamental skills. Students are required to act in accordance with the National Association of Social Worker’s Code of Ethics. Students violating the Code of Ethics will be subject to disciplinary action, which may include low performance evaluation, removal from the practicum, or dismissal from the program. In some cases, violation of the Code of Ethics may place the student as liable in civil or criminal action. Students may also be terminated from the program if a personal, emotional, mental, or behavioral problem that is exhibited in any area of the student’s life appears to place social work clients, colleagues, or other students at risk of physical or psychological harm. Judgments regarding such issues will be made by the faculty of the School with recommendations for corrective action made to the Dean of the College of Health Professions and Biomedical Sciences and the Associate Provost of the Graduate School.

Any of the following behaviors may result in disciplinary review and possible recommendation for termination from the MSW program:

- Behavior judged to be in violation of the NASW Code of Ethics.

- Violations of the UM Student Conduct Code.

- Documented evidence of conviction of a criminal act that is contrary to professional practice, that occurs during the course of study, or that occurred prior to admission to the program and became known after admission.

- Drug/alcohol or other forms of addictive behavior that result in significant impairment.

- Failure to address personal, emotional, medical, or legal problems that interfere with professional judgment, performance, and responsibilities.

- Consistent pattern of unprofessional behavior.
• Demonstrable deficiency in the required personal and professional abilities and attributes.

• Disruptive behavior toward students, colleagues, faculty, staff, clients, or community members (on campus in field placement, or in the community).

The student will be subject to review by the faculty or representative group thereof for recommendations regarding possible corrective action.

Policies for Review of Student Performance

If a student’s behavior is deemed to be in violation of the expected standards of academic and/or non-academic conduct, the following process will occur:

1. The student will be notified of the specific concerns.

2. A representative body of the social work faculty (generally including the Chair, BSW or MSW Program Director, student’s advisor, and other members of the faculty as appropriate), will meet to discuss the concerns and possible courses of action. The student will have the right to address the faculty, with a personal representative of the student’s choice present. The possible faculty recommendations include the following:
   a. No action.
   b. A plan and timeline for corrective action by the student.
   c. Recommendation to the Dean of CHPBS and the Associate Provost of the Graduate School for termination from the social work program.

3. The student will be informed in writing of the faculty recommendations.

4. The student has the right to appeal the decisions of the faculty, as outlined in the UM Student grievance policy.

Additional Program Policies

The program has also developed the following policies and procedures that students are expected to follow in completing their program course work and practicum placement. These policies and procedures include:

ATTENDANCE

Regular attendance in all courses is required. The specific attendance policy for each course will be established by the course instructor.
CHANGE OF STATUS REQUEST

Students who find an exceptional problem in completing their initially planned course of study (i.e., full-time or part-time) must request a change in status in writing, through their Academic Advisor and to the MSW Director by April 1 (for Fall semester) and November 1 (for Spring semester). This request must occur after consultation with the assigned Academic Advisor, who will assist in developing a revised course of study and forward the student request to the Director to meet the deadline date.

Every attempt will be made to honor student requests, however, the needs and objectives of the program will be considered in making these decisions. Students are required to complete foundation and concentration courses in their designated sequence.

COURSE EXEMPTIONS, WAIVERS, OR SUBSTITUTIONS

In those cases where it appears that students possess the requisite knowledge and skills that are included in first year (foundation) coursework they are eligible to petition for a course exemption, waiver, or substitution. The requirements for course exemptions, waivers, or substitutions are described below:

- **Exemptions** – Exemptions are granted to those students who have successfully completed graduate-level coursework (with grade B or better) that clearly duplicates foundation course content. Students receiving an exemption are not required to register for additional credits to replace those for the course(s) from which they are exempt. The credits awarded for the previous coursework will be counted. As a result, the student will have a reduction in the number of credits required for the degree. Eligible students include those identified by the MSW Director during review of application materials as having completed the requisite course content and students who believe they have completed similar course content and request to be considered for an exemption. For example, a student who completed a graduate-level research methods course may be eligible for exemption from SW 520. The student would be required to complete 57 rather than 60 credits for the MSW degree. Students requesting a consideration for an exemption must submit:

  1) a copy of the previously completed course syllabus;
  2) copies of completed course assignments, upon request from the MSW Program Director; and
  3) an official copy of transcripts indicating a grade of B or better in the course.

If these documents indicate that similar course content has been successfully completed through prior coursework the MSW Director can grant an exemption.

- **Waivers** – When students can completed course work in the subject area of a required foundation course and can demonstrate mastery of the course content, they can request a waiver for the corresponding course(s). For example, a student who has completed an advanced undergraduate social research methods class may be eligible for a waiver for SW 520. Requests for a course waiver must be submitted to the course instructor at least two weeks prior to the start of the term in which the course is being offered. The request must include:
1) a copy of the previously completed course syllabus;
2) copies of completed course assignments; and
3) an official copy of transcripts indicating a grade of B or better.

Following review of the documents and interview with the student, the instructor will make a recommendation to the MSW Program Director as to whether or not the student making the request is eligible to waive the course. The instructor may require the student to take an equivalency examination to demonstrate mastery of core course concepts. If the instructor determines that similar coursework has been successfully completed (grade B or better) and that the student has mastered the core concepts, a course waiver is issued. If the student successfully passes the examination, a course waiver is issued. The waiver exempts the student from enrolling in the foundation course but it does not grant course credits. As a result, the student must enroll in an alternative course to complete the 60 credits required for the MSW program.

- **Substitutions** – A substitution refers to using one course in lieu of another for a required foundation or concentration year course. Requests for substitutions must be made to the MSW Director one month prior to the course’s start date. Students making a substitution request must have a legitimate reason for making the substitution and must submit a copy of the syllabus of the course being proposed for substitution.

**ELECTIVE COURSES**

Students take a minimum of nine elective course credits during their course of study. Students are encouraged to choose elective courses that compliment an area of emphasis as outlined in this handbook (*interpersonal practice, community and organizational practice, or social and political change*, pp. 5-6) or ones that fit best with their personal learning goals. Students can enroll in elective courses starting spring semester of the first year. Students can take a maximum of six credits at the 400 level if the course is an approved graduate course option (designated UG) and completed for graduate credit. A minimum of three credits must be completed within the School of Social Work, and a minimum of three credits must be completed at the 500 level or above, unless an exception is granted by the MSW Program Director. Students interested in Independent Study or Omnibus credits must complete them at the 500 level or above.

Although elective courses are typically completed in the School of Social Work students are also encouraged to consider elective courses outside of the School. When students choose electives outside of the School the following stipulations apply:

1. One graduate level course may be taken at another institution
2. A maximum of six credit hours can be taken outside the School and be applied toward requirements for the MSW degree from The University of Montana
The following steps must be completed in consultation with the student’s academic adviser before taking a course outside of the School:

1. Develop a rationale and plan to take a course elsewhere.
2. Identify the course by title, as well as the department and institution where the course is located.
3. Validate that the proposed course is offered for graduate credit.
4. Obtain a signature from an academic advisor indicating that the course is appropriate and offered for graduate credit at the 400 level or above.
5. Forward a copy of the proposal to the MSW administrative assistant for student’s file.

(Note: this same process is to be completed when students want to pursue independent study credits)

INCOMPLETE GRADES

The grade of Incomplete (“I”) is a temporary grade assigned to students who have not completed course work due to extraordinary circumstances beyond the student’s control. Students requesting an incomplete must request the grade with the instructor and determine the materials to be submitted with a completion deadline listed. Every attempt must be made to complete the required assignments by the end of the following fifteen-week semester. Failure to complete the work may result in a student performance review and corrective action, which may include restriction from enrollment in concentration year courses until foundation year work is completed. It is the student's responsibility to finish incomplete course work by the deadline or, in cases where an extension has been granted by the course instructor, to request that the instructor notify the UM Registrar’s Office of the extension. When submitting the course work students should be aware that faculty requires reasonable time for review and evaluation. Upon receipt and review of the work submitted, the course instructor submits a Change of Grade form to the Registrar’s office.

IN-PROGRESS GRADES

The grade of “N” denotes a course is in progress and is a temporary grade assigned to students for both their first semester of foundation practicum and first semester of concentration practicum. The temporary grade is replaced with a permanent grade based on the score earned on the final practicum evaluation received at the end of each practicum year.

LEAVE OF ABSENCE

A leave of absence is a period during which students maintain their status, but are not entitled to The University of Montana’s services provided by the payment of tuition or fees.

A request for a leave of absence can be made at any time during the academic year for the following semester. A leave of absence may begin during a semester, provided the completed application for leave is processed before the end of the fourth class session; in this case the entire semester is counted toward the leave. Students desiring leaves of absence must discuss the request with their advisor and the MSW Director. The request for leave will be reviewed at the next available faculty meeting. A Leave of Absence request form (See Appendix H) must be completed and approved by the Chair of the School of Social Work and the Dean of the Graduate
A date of return will be agreed upon in advance. A student who fails to return on the agreed date will be considered to have withdrawn from The University of Montana. Students on leave are fully responsible for returning on the agreed date.

Students returning from a leave of absence must complete all outstanding required course work at least two weeks before the first day of classes in the semester in which they are returning.

A leave of absence does not waive the mandatory four year requirement for completion of the degree. Students must complete the MSW program in four calendar years (eight active semesters) from the time of acceptance.

According to UM Graduate School Policy:

“Graduate students who are not continuously registered will be dropped from their programs. If students are required to step out of their programs because of an emergency, they may petition for a leave of absence from their program by filling out a Graduate School Request for Leave of Absence Form. The student's program chair or dean signs the form and the student submits it to the Graduate School. The Graduate Dean will sign the form indicating approval or disapproval of the leave for the period of time requested. The length of a leave of absence cannot exceed a year, but the student can petition for additional time after one year.

Leaves of absence will not be approved for the purpose of working on jobs, research, thesis, dissertations or to establish residency.

Students who have not maintained continuous registration or who are returning to the university after an approved leave of absence must follow the procedure for readmission.”

In addition, students must be registered for a minimum of 3 credits per semester to maintain continuous registration. Students must be enrolled for a minimum of 3 credits in the semester that they officially graduate. If students have incomplete grades that delay graduation, they must enroll for an additional 3 credits during the semester in which they complete graduation requirements.

**TIME LIMITS**

All requirements for the degree must be completed within four years from the date of the student's entry into the program. No graduate course offered for the degree may be more than six years old at the time degree requirements are completed with the exception of any courses accepted in transfer.

**TRANSFER CREDIT**

A maximum of thirty (30) semester credit may be taken for graduate credit at other accredited colleges with the following provisions:

1. The actual number of credits accepted, up to the maximum of 30, is to be determined by the MSW Director and subject to final approval by the Dean of the Graduate School.
2. The credits for required social work classes must be from a CSWE- accredited School of Social Work.
3. A GPA of 3.0 or better must be earned in courses to be considered for transfer.
4. Credits are transferable, grades are not.
5. All courses submitted for transfer credit at the time of application must be completed prior to the student's enrollment into the program, and decisions on acceptance of transfer credit must be made at the time the plan of study is approved.
6. Official transcripts of the courses taken at other institutions must be filed with the School of Social Work and the Graduate School.
7. The applicant must make available upon request course descriptions, material summarizing content, and samples of the applicant's course work.

WITHDRAWAL FROM COURSES

To withdraw from a course, the student must complete the appropriate form available from the Registrar’s Office. A grade of "W" will be assigned for students who withdraw prior to the fourth class meeting. Withdrawal after the deadline will result in a grade of "F," except when extenuating circumstances are involved. Students who wish to withdraw without academic penalty after the deadline must present their case in writing before the end of the course to the Associate Dean of the College of Health Professions and Biomedical Sciences.

WITHDRAWAL FROM MSW DEGREE PROGRAM

Withdrawal from the program can take many forms. A student may officially withdraw, be dismissed, take a leave of absence, or be administratively withdrawn. Withdrawal from the program implies withdrawal from all courses, and the Graduate School’s regulations concerning grades are applicable.

Mere non-attendance does not constitute official withdrawal from the program. It is necessary to inform the School of Social Work of your intention to withdraw, and this request will be forwarded to the Graduate School. Unauthorized withdrawal from the program or nonattendance (failure to register and attend fall & spring semesters) will result in administrative withdrawal.

LIFE EXPERIENCE

The School of Social Work will not grant course credit for life experience or previous work experience. This is in accordance with CSWE and UM policies.

PRACTICUM HOURS/HOLIDAYS

Students are required to complete a minimum of 900 hours over a two year period. Students are expected to complete 450 hours in the foundation-year practicum and 450 hours in the concentration-year practicum. Practicum begins during the first three weeks of the fall semester and ends on or about May 10th of the following year. Refer to the MSW Practicum Manual for a complete explanation of practicum program policies and procedures.
STUDENT PARTICIPATION IN MSW PROGRAM GOVERNANCE

School of Social Work encourages the active participation of MSW students in the formulation and modification of policies and in activities affecting academic and student affairs through participation in advisory and decision-making bodies such as the MSW Program Committee, Student Affairs Committee, Dean’s Student Advisory Committee, Student Evaluation Committee, Faculty Evaluation Committee, Search Committee, MSW Orientation Committee, and MSW Graduation Committee. Requests for nomination for membership and participation in these committees, along with descriptions of the committee and member responsibilities, are sent by email to all MSW students at the start of fall semester.

**The MSW Program Committee** addresses policy and program issues on an ongoing basis. The Committee is convened by the MSW Program Director on a monthly basis to address curricular matters, program development and renewal, and specific student initiatives. The Committee is made up of the MSW Program Director, two faculty members, and two student members, one who also serves as staff to the committee. The MSW Program Director sends out a call for participation to the students in the fall, and appointments to this and other committees are made in consultation with the faculty. Student members of the committee bring student concerns to the group and participate as full members of the committee. The committee reports regularly to the full faculty regarding policies and procedures that might be modified to improve the program.

**Faculty and Student Evaluation Committees:** The performance of School of Social Work faculty members is evaluated on an annual basis. Evaluations are conducted by an elected Faculty Evaluation Committee, which also includes one MSW student member. The student member participates in all meetings and deliberations of the committee but does not have voting rights on the committee, per the UM Collective Bargaining Agreement. A Student Evaluation Committee (composed of both BSW and MSW students) reviews course evaluation data for each faculty member and submits its findings to the Faculty Evaluation Committee. Students review, summarize, and write comments on each faculty member’s individual performance record, including faculty member requests for normal salary increases, merit increases, promotions, or tenure.

**UM Graduate Student Council:** One MSW student is also chosen by his or her peers to represent the MSW students on the campus-wide Graduate Students’ Council. The Council represents the interests of all graduate students university-wide.

**The Social Justice Action Network (SJAN)** was founded in 2005 as an activist organization with student, faculty, and community membership to address local, statewide, national and international issues of social work and social justice. SJAN has developed a mission statement and approved a constitution and by-laws to become an officially recognized organization through the Associated Students of The University of Montana.

**Native American Graduate Student Association:** The Native American Graduate Student Association seeks to: (1) Improve educational opportunities for Native American graduate students; (2) Promote supportive environments of support for Native American graduate students in their departments; (3) Integrate graduate students into the academic life of the institution through effective orientation, faculty and peer mentoring, academic and social activities; (4) Prepare graduate students for successful completion of their graduate study; (5) Recommend members for policy making and administrative committees within departments and professional
schools; (6) Act as a spokesbody for Native American graduate student concerns, and (7) Communicate within higher education, and to a broader public, the significance of diversifying colleges and universities.

Additional Opportunities for Participation: Whenever the School undertakes a search for new faculty members, one MSW student serves as a member of the Search Committee. One MSW student also serves as a member of the CHPBS Technology Planning Committee. Committees comprised of students and faculty are formed each year to plan the fall orientation for incoming first-year MSW students and for graduation activities. Students have taken leadership in the community-building process of new-student orientation. Students are encouraged to develop and sustain collective, organized efforts that support their interests. The School of Social Work faculty are willing to serve as organizational allies in these endeavors.
STUDENT RIGHTS & RESPONSIBILITIES

CAMPUS SECURITY REPORT AND ALCOHOL AND DRUG GUIDELINES

The health and safety of students, faculty, staff, and visitors are of paramount concern to The University of Montana-Missoula. Each year the University publishes an annual report outlining on-campus security and safety information and crime statistics. The report provides important information for security awareness and crime prevention programs, emergency procedures and reporting crimes, plus law enforcement and safety services on campus.

Additionally, the booklet contains the University's policy on sexual assault and information about support services for victims of sexual assault. The booklet also includes information about the University's drug and alcohol policy, programs and support services for substance abuse, and risk management guidelines for University-related events.

The booklet is available by writing or calling the Office of Campus Security (406) 342-6131 or the Office of the Vice President for Student Affairs (406) 243-5225, The University of Montana-Missoula-Missoula, Missoula, MT 59812.

STUDENT COMPLAINT PROCEDURES

Under the terms of the faculty-administration contract at The University of Montana-Missoula, there is a formal procedure for students who have a complaint against a faculty member or an administrator. The handbook for resolving complaints against faculty and administration is available from the ASUM office and outlines the steps to be taken to pursue grievances. The ASUM Student Resolution Officer is available to answer questions about procedures and to serve student concerns. Time restrictions are important in the process so students should review procedures immediately if they feel they may have a complaint.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (BUCKLEY AMENDMENT)

Consistent with the provisions of the Family Educational Rights and Privacy Act of 1974 and University policy, every person who is or has been a student at this University, and the parents of students under 18 who are not taking postsecondary courses, have the following rights:

1. Upon completion of the appropriate request form and submission thereof to the person responsible for the custody and maintenance of the records, a student has the right to inspect and review within 45 days from the date of initial request that portion of any official record which directly relates to the requesting student and to have a copy thereof upon payment of the cost of the copy. An "official record" is any record intended to be used for "school use" or to be available to parties outside the school or school system, specifically including but not necessarily limited to identifying data, academic work completed, level of achievement (grades, standardized achievement test scores), attendance data, scores on standardized intelligence, aptitude, and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious or recurrent behavior patterns.
The right of inspection and review shall not extend to psychiatric, medical, or counseling records which are intended for personal diagnostic or treatment purposes only. Neither does the right extend retroactively to items of record previously obtained with assurances that confidentiality would be maintained.

With regard to such confidential items, the student has the option of either waiving the right of inspection and review and having those items retained as a part of the record, or of requesting that such confidential items be removed from the student's record and returned to the source or destroyed.

2. The right to a hearing before the Student Court to delete any portion of any record which is inaccurate, misleading or inappropriate. Discrepancies should first be brought to the attention of those responsible for maintaining the records so they may have an opportunity to cure any defects. To the extent defects are not cured, upon request a hearing may be initiated by a written request from the student delivered to the Office of the Vice President for Student Affairs. The matter before the Student Court will be the question of the accuracy or appropriateness of the record itself and will not be extended to questions of the judgment of those who contributed to the record. The court will consider (1) whether the record accurately reflects matters intended to be contained here. (2) whether the record is misleading because in its present form it would lead a reasonable person to an incorrect conclusion, or (3) whether matters within the record are inappropriate because the record does not usually or should not reasonably contain such matters as those in question. Upon appropriate determination of the court, any such matters may be ordered deleted from the record.

3. The right to have education records or personally identifiable information from education records kept confidential and not released to third parties without the written consent of the student, except for release to the following:

a. University personnel for legitimate purposes and to the extent required in the ordinary course of the performance of their duties.

b. Authorized representatives of (a) the Comptroller General of the United States, (b) the Secretary, (c) an administrative head of an education agency, or (d) state educational authorities having access to student or other records which may be necessary in connection with the audit and evaluation of federally supported education programs, or in connection with the enforcement of the federal legal requirements which relate to such programs. Provided, that, except when collection of personally identifiable data is specifically authorized by federal law any data collected by such officials with respect to individual students shall not include information (including Social Security numbers) which would permit the personal identification of such students and their parents after the data so obtained has been collected.

c. In compliance with judicial order or any lawfully issued subpoena upon condition that the student is notified of compliance.

d. In connection with a student's application for or receipt of financial aid.
4. The right to refuse to permit the designation of any or all categories of personally identifiable information as "directory information" which is not subject to the above restrictions. The University of Montana-Missoula has defined the following as directory information: student's name, addresses including e-mail, telephone number, date of birth, dates of attendance, date of graduation and degree received, school or college, majors, class, student identification photo, and academic awards or honors.

Any student wishing to exercise this right must inform the University Registrar in writing within two weeks after the start of classes of any personally identifiable information which is not to be designated as directory information with respect to that student in that academic year.

5. The right to have available for inspection by the student a written form signed by any representative of the Comptroller General of the United States, the Secretary, or any administrative head of an education agency who requested and was granted access to the records which states the legitimate educational or other interest that each such person had in requesting access to that particular record.

6. The right to have personal student records transferred to third parties only on condition that such parties will not permit any other party to have access to such information without the written consent of the student. All student records transferred to third parties shall have printed or stamped thereon: "No other person may have access to this information without written consent of the student."

EQUAL OPPORTUNITY

The University of Montana-Missoula is committed to a program of equal opportunity for education, employment and participation in University activities without regard to race, color, sex, age, religious creed, political ideas, marital or family status, physical or mental disability, national origin or ancestry, or sexual orientation.

Statement of Law


It is illegal in the State of Montana to discriminate against anyone because of race, religion, color, political ideas, age, marital status, sex, mental or physical disability, national origin or ancestry in employment, training, public accommodations, financing, education and government services. With the exception of marital status, this also applies to housing.
Discrimination Grievance Procedure

The University of Montana-Missoula has established a discrimination grievance procedure for employees, students, and applicants for employment or admission who claim to have been unlawfully discriminated against because of any University regulation, policy, practice or the official action of any University employee.

The University is prohibited from retaliating against an individual who has made charges, testified, assisted or participated in any way in any proceeding, investigation or hearing in regard to the violations or alleged violations of laws or orders requiring equal educational and/or employment opportunity.

Persons believing they have been discriminated against should contact:

Equal Opportunity/Affirmative Action/Title IX Coordinator  University of Montana
University Hall 020
406-243-5710
eoaa@umontana.edu
www.umt.edu/eo

OR

Montana Human Rights Bureau
PO Box 1728
Helena, MT 59624-1728
(800) 444-9696
(406) 444-2884

Complaints must be filed within 60 days of the alleged discrimination if filing with the University Discrimination Grievance Officer and within 180 days if filing with the Montana Human Rights Division.
The School of Social Work is comprised of eleven full-time faculty members, three part-time faculty, two administrative staff members, several adjunct instructors, teaching and research assistants, and work-study students. You will be assigned a faculty advisor to assist with class selection, advice, advocacy, and practicum-related issues. As addressed above, you are welcome to change advisors if you would prefer an alternative faculty member to serve as your advisor.

The School’s staff members serve multiple functions and can also assist with advising, support, and resource referral. Below is a list of the School’s faculty and staff members and a summary of their areas of expertise.

**Keith Anderson, Ph.D., MSW Program Director**  
University of Kentucky  
Gerontology  
keith.anderson@umontana.edu

**Jim Caringi, Ph.D., Chair**  
SUNY Albany  
Groups and Communities, Child Welfare, Participatory Action Research, Trauma and Recovery  
james.caringi@umontana.edu

**Kate Chapin, MSW, LCSW**  
Director of Field Education  
The University of Montana  
Interpersonal Violence, Intervention and Prevention  
kate.chapin@umontana.edu

**Deanna Cooper, MSW**  
University of California-Berkeley  
Mental Health, Addictions, School Social Work, Criminal Justice  
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**Janet Finn, Ph.D.**  
University of Michigan  
Youth, Gender, Community-based Research, Global Social Work  
janet.finn@umontana.edu

**Cindy Garthwait, MSW**  
The University of Wisconsin - Madison  
Addiction Studies, Gerontology, Service Learning  
cynthia.garthwait@umontana.edu

**Kerrie Ghenie, MSW**  
Walla Walla College  
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**Bart Klika, MSW**  
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Prevention Science  
bart.klika@umontana.edu

**Mary-Ann Sontag Bowman, Ph.D.**  
University of California-Berkeley  
Social Work and Health Care, Grief and Loss, Children and Families  
mary-ann.bowman@umontana.edu

**Ryan Tolleson Knee, Ph.D.**  
University of Denver  
Program Development, Child Welfare, Service Learning  
ryan.tollesonknee@umontana.edu

**Ashley Trautman, MSW, J.D.**  
Assistant Director of Field Education  
University of Montana  
Indian Child Welfare, trauma-informed practice  
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Laurie Walker, Ph.D.
University of Denver
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Charlie Wellenstein, MSW
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charles.wellenstein@umontana.edu
Adjunct Instructors

Melissa Clater, MSW  
The University of Montana  
Couples and Family Therapy

Logan Cook, MSW  
The University of Montana  
Social Work and Addictions

Barbara Cowan, MSW  
The University of Montana  
Spirituality and Social Work

Jeff Folsom, MSW, JD  
The University of Wisconsin – Madison  
Public Policy and the Montana State Legislature

Forest Henning, MSW  
The University of Montana  
Social Work and Psychopathology

Steve McArthur, MSW  
University of Tennessee  
Organizational Leadership and Development

Mike Perry, MSW  
Eastern Washington University  
Counseling Techniques and Practices

Andrea Strizich, MSW  
Eastern Washington University  
Practicum Field Seminar

Marilyn Zimmerman, MSW  
The University of Montana  
Historic Trauma, Grief, and Recovery

Staff

Heidi Holzer  
Administrative Associate III  
Academic Advisor  
heidi.holzer@umontana.edu
## 2015-16 Academic Calendar

### Autumn Semester 2015
- **August 27-28 (Thurs-Fri)**: New Student Orientation
- **August 31 (Mon)**: Autumn Semester Classes Begin
- **September 7 (Mon)**: Labor Day – No Classes, Offices Closed
- **November 11 (Wed)**: Veterans Day – No Classes, Offices Closed
- **November 25 (Wed)**: Student Travel Day – No Classes
- **November 26-27 (Thurs-Fri)**: Thanksgiving Break – No Classes, Offices Closed
- **December 11 (Fri)**: Last Day of Regular Classes
- **December 14-18 (Mon-Fri)**: Final Exams

### Winter Session 2016
- **January 4 (Mon)**: Winter Session Classes Begin
- **January 18 (Mon)**: Martin Luther King Day – No Classes, Offices Closed
- **January 22 (Fri)**: Last Day of Winter Session Classes and Final Exams

### Spring Semester 2016
- **January 21-22 (Thurs-Fri)**: New Student Orientation
- **January 25 (Mon)**: Spring Semester Classes Begin
- **February 15 (Mon)**: Presidents’ Day – No Classes, Offices Closed
- **April 4 - 8 (Mon-Fri)**: Spring Break
- **May 6 (Fri)**: Last Day of Regular Classes
- **May 9-13 (Mon-Fri)**: Final Exams
- **May 14 (Sat)**: Commencement

### Summer Session 2016
- **May 23 (Mon)**: Memorial Day – No Classes, Offices Closed
- **May 30 (Tues)**: Classes Begin for First Five-Week Summer Session, Classes Begin for Ten-Week Summer Session
- **June 24 (Friday)**: Last Day of Classes for First Five-Week Summer Session and Final Exams
- **June 24 (Mon)**: Classes Begin for Second Five-Week Summer Session
- **July 4 (Mon)**: Independence Day – No Classes, Offices Closed
- **July 29 (Friday)**: Last Day of Classes for Second Five-Week Summer Session, Last Day of Classes for Ten-Week Summer Session, and Final Exams

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*MSW Student Handbook*
RESOURCES, SERVICES & ORGANIZATIONS

Email

Students are assigned a University of Montana email account and address upon registration in the MSW program. Official communication from the School of Social Work will be sent to that address. Students are expected to utilize their University email address.

Mail

Student mailboxes are located in the second floor foyer of Jeannette Rankin Hall. Disability accessible mailboxes are located in JRH 004, the social work main office.

Information Technology (IT)

Information Technology provides leadership in identifying and delivering IT infrastructure, services and support for The University of Montana-Missoula, the four campuses of the multi-campus University of Montana, and the Montana University System. Technology Support Services is responsible for a variety of client support services including contracted support services, UM’s helpdesk, web application development, web content support services, software licensing, classroom technology support and computer lab management. For more information on IT services see: http://www.umt.edu/it/about/

Mansfield Library (www.lib.umt.edu)

The heart of UM's library system is the Maureen and Mike Mansfield Library. Holdings include over one million volumes distributed on five levels in the humanities, sciences and social sciences disciplines as well as extensive collection of periodicals, maps, U.S. Government documents, national publications and microforms. The Mansfield Library maintains a web page describing services for students at http://www.lib.umt.edu/students.

Curry Health Center

The Curry Health Center (CHC) team provides primary health care and prevention services to UM students through Medical, Dental, Counseling, Wellness departments and the Student Advocacy Resource Center (SARC). Located on campus, CHC specializes in providing high-quality, student-centered, confidential services. SARC is a support service for students who have experienced sexual or other violent assault, bullying, intimidation, or discrimination. College students face new and unique experiences, stresses, challenges, and questions, and CHC is here to help you care for your body, mind, and spirit.

MSW Student Handbook
The CHC team is a staff of professionals (doctors, dentists, nurses, counselors, health promotion specialists, etc.) who are ready to meet your needs. These needs may include early treatment of illnesses and injuries, diagnostic and preventive care, short-term intervention and support, information and presentations about relevant health issues, and/or various health promotion and outreach services. We can help you get back to class and achieve your academic and personal goals.

Each department has regular hours Monday through Friday during Fall and Spring semesters. In addition, CHC is open 24 hours, 7 days a week during Fall/Spring semesters to help you deal with urgent problems. For more information call 243-2122 or visit the CHC website at http://www.umt.edu/curry-health-center/

Disability Services for Students

Students with disabilities can expect access at The University of Montana Missoula. Wherever possible, the University exceeds mere compliance with the civil rights laws of Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and the Montana Human Rights Act. The University's programs are readily accessible to and usable by people with disabilities. Program access is delivered to the maximum extent feasible and in the most integrated manner.

Disability Services for Students (DSS), a student affairs department, leads the University's program access efforts. DSS provides and coordinates reasonable accommodations as well as advocating for an accessible and hospitable learning environment. Examples of DSS services include priority registration, physical accessibility arrangements, academic adjustment, auxiliary aids (readers, scribes, sign language interpreters, etc.), alternative testing, textbook taping and other alternate formats, assistance technology training, and other reasonable accommodations. To achieve equal access, DSS vigorously pursues the removal of informational, physical, and attitudinal barriers to all University programs. "Expect Access", the DSS handbook for students, and a campus accessibility map are available upon request. Students with disabilities are encouraged to plan ahead and contact DSS prior to arriving on campus. For additional information, contact DSS Director Amy Capalupo, Lommasson Center 154 or (406) 243-2243 (Voice/Text). See: https://www.umt.edu/dss/default.php

Foreign Student and Scholar Services

Foreign Student and Scholar Services provides for the general welfare of foreign students by assisting in their reception and orientation, and helping them with housing, integration into the University and community, cultural adjustment, interpretation of immigration regulations and federal laws, and other individual problems that may arise. Other important services include pre-arrival and arrival assistance, personal advising, financial assistance, community services and information, and supervision of the International
House. The office also prepares certificates or petitions for exchange visitors on J 1 visas and serves as liaison to federal agencies.
Website: [http://life.umt.edu/fsss/](http://life.umt.edu/fsss/)

**Career Services**

The Office of Career Services assists students in developing viable career objectives and the plans necessary to achieve those goals. Assistance is also provided to students and UM alumni who wish to modify their career goals and improve their employment options. Career Services provides a wide array of services designed to facilitate the transition from education to employment, including: career counseling and assessments; workshops on such topics as resume writing, interviewing and job search strategies; videotaped mock interviews; on-campus interviews with employers; credential files services for teachers; alumni referral network program and an on-line job vacancy service.

Career Services maintains an extensive library of current resources on general and specific career options, resumes, interviewing and job search reference materials, as well as employment resources from companies, school districts, and government entities. The library also maintains listings of current job vacancies from around the country.

**Social Justice Action Network (SJAN)**

SJAN is an MSW student organization, established in 2005 under the auspices of the Associated Students of the University of Montana, whose mission is to translate the knowledge and values of justice-oriented social work into direct practice on campus, and in the community, region, and beyond.

**Graduate Student Association**

The Graduate Student Association is an organization created to improve the quality of education for graduate students, communicate and support research interests of graduate students, recommend members for policy making and administrative committees on campus, overall, advocate graduate student concerns.

The University of Montana GSA is affiliated with the National Association of Graduate-Professional Students ([www.nagps.org](http://www.nagps.org)).
Recommendations for new MSW Students from MSW students

To ease your transition into Graduate School at UM, you may find the following checklist helpful.

- Update your address with the Graduate School office at (406)243-2572 or grad.school@umontana.edu.

- Make contact with the School of Social Work staff and your advisor.

- Arrive on campus with enough funds to support yourself for at least one month. Financial aid can be delayed.

- Graduate students are strongly advised to contact the Financial Aid Office early in the summer in order to verify the status of their financial aid for fall.

- Secure housing before final registration. Missoula rentals fill up rapidly right before school starts.

- Become familiar with the Graduate School's website. Procedures and deadlines for graduate students are posted regularly. Some programs have additional requirements and procedures for their students.
Campus Map
Parking Map and Permits

Metered Parking: lots E, F, S, V
Map/Parking Permits: www.umt.edu/publicsafety/Campus%20Parking/default.a spx
APPENDICES

A. MSW Program Mission and Goals

B1. Core Competencies and Foundation-Year Practice Behaviors

B2. Core Competencies and Concentration-Year Advanced Practice Behaviors

C. Overview of Generalist Approach to Social Work

D1. Portfolio Project Documents

D2. Individualized Learning Plan

E1. Guidelines for Ethical Practice in Practicum and in Classroom

E2. NASW Ethical Competencies

F. Student Conduct Code

G. Statement of Professional Skills, Competencies, & Ethical Conduct

H. University of Montana Student Conduct Code

I. Leave of Absence Request Form

J. Course Completion Checklist

L. Board of Social Work Examiners and Professional Counselors General License Information

MSW Student Handbook
APPENDIX A

Mission of the University of Montana School of Social Work

The Mission of the School of Social Work at The University of Montana is to effectively engage in activities integral to preparing skilled baccalaureate and master’s level social work practitioners while promoting more just and humane social structures and outcomes within Montana, the United States, and internationally.

MSW Program Mission

The Master of Social Work program prepares social workers who, guided by a person-in-environment perspective, will promote and support the profession’s historic commitment to social and economic justice and equality through direct practice activities and community-based efforts reflecting the needs and dignity of all people. The program educates students to become competent, ethical, and collaborative practitioners, community leaders, and researchers who appreciate diversity, use critical thinking skills, and understand rural and global contexts. Graduates will embrace advances in knowledge and practice promoting the rights and well-being of people and creating a more humane society.

The mission of the UM MSW Program is aligned with the purpose and values of the social work profession.

**Alignment of Purpose, Mission, and Values**

<table>
<thead>
<tr>
<th>Purpose of the Social Work Profession</th>
<th>UM-MSW Program Mission</th>
<th>Social Work Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote human and community well-being</td>
<td>promote the rights and well-being of people and creating a more humane society.</td>
<td>Dignity and worth of the person</td>
</tr>
<tr>
<td>Guided by person and environment construct</td>
<td>Guided by a person-in-environment perspective</td>
<td>Competence</td>
</tr>
<tr>
<td>Global perspective</td>
<td>Understand rural and global contexts</td>
<td>Competence</td>
</tr>
<tr>
<td>Respect for human diversity</td>
<td>Appreciate diversity</td>
<td>Dignity and worth of the person; importance of human relationships; social justice</td>
</tr>
<tr>
<td>Knowledge based on scientific inquiry</td>
<td>Educate students to become competent, ethical, and collaborative practitioners, community leaders, and researchers</td>
<td>Scientific inquiry; service importance of human relationships; integrity</td>
</tr>
<tr>
<td>Quest for social and economic justice</td>
<td>Support historic commitment to social and economic justice and equality</td>
<td>Social Justice</td>
</tr>
<tr>
<td>Prevention of conditions that limit human rights,</td>
<td>embrace advances in knowledge and practice promoting the rights and well-being</td>
<td>Human rights; social justice</td>
</tr>
<tr>
<td>Elimination of poverty</td>
<td>Commitment to social and economic justice</td>
<td>Social justice</td>
</tr>
<tr>
<td>Enhancement of the quality of life for all persons</td>
<td>Promote rights and well-being to create more humane society</td>
<td>Human rights; social justice; integrity; service</td>
</tr>
</tbody>
</table>
The goals of the University of Montana MSW program are to prepare advanced integrated social work practitioners who:

1. Integrate direct-level practice with community and social change practice.
2. Utilize knowledge, skills, values, ethics, and critical thinking necessary for effective social work practice in dynamic rural and global contexts.
3. Address historical, political, cultural, and economic forces shaping diverse life experiences and contexts of practice.
4. Build relationships with service users, service providers, and other community stakeholders that reflect core social work values and foster empowering change.
5. Apply relevant theoretical frameworks and collaborative modes of practice to plan, implement, and evaluate processes of change at multiple levels.
6. Promote innovative practice that respects difference and responds to emergent social conditions and human needs and rights.
7. Assume leadership positions in the profession, public and non-governmental human service organizations, and community action and social policy-making arenas in the state of Montana and beyond.
8. Promote democratic participation, human rights and social and economic justice through collaboration with policy makers, service providers, community members and those affected by inequitable social conditions.
9. Promote scholarly inquiry, best practices, professional development, and lifelong learning to advance social work knowledge and practice.

These goals support the University’s program’s mission to promote an understanding of rural and global contexts, to assume leadership roles in the community and state, and to collaborate with others to achieve the aims of social justice and engaged citizenship. The mission and goals emphasize the preparation of competent social work practitioners who provide leadership to communities and organizations, are well grounded in the profession’s history, philosophy, purpose, and commitment to social justice, and are effective in the application of social work knowledge, values, and skills to address to human needs and rights. The mission and goals specifically emphasize critical thinking, knowledge development, collaboration, promotion of human dignity and well-being, social justice, leadership, diversity, ethics, global context, and capacity for multi-level practice.
Appendix B1: Core Social Work Competencies and Foundation-Year Practice Behaviors

The faculty of the UM School of Social Work adopted the Council on Social Work Education core competencies, operationalized through the 41 practice behaviors, as the basis for curricular design of the foundation year.

1. **Identify as a professional social worker and conduct oneself accordingly.**
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

**Practice Behaviors: Social Workers**
- PB 1.1 Advocate for client access to the services of social work
- PB 1.2. Practice personal reflection and self-correction to assure continual professional development
- PB 1.3. Attend to professional roles and boundaries
- PB 1.4. Demonstrate professional demeanor in behavior, appearance, and communication
- PB 1.5. Engage in career-long learning
- PB 1.6. Use supervision and consultation

2. **Apply social work ethical principles to guide professional practice.**
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

**Practice Behaviors: Social Workers**
- PB 2.1. Recognize and manage personal values in a way that allows professional values to guide practice
- PB 2.3. Tolerate ambiguity in resolving ethical conflicts
- PB 2.4. Apply strategies of ethical reasoning to arrive at principled decisions

3. **Apply critical thinking to inform and communicate professional judgments.**
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

**Practice Behaviors: Social Workers**
- PB 3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- PB 3.2. Analyze models of assessment, prevention, intervention, and evaluation;
PB 3.3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

4. Engage diversity and difference in practice.
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Practice Behaviors: Social Workers
- PB 4.1 Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- PB 4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- PB 4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences
- PB 4.4 View themselves as learners and engage those with whom they work as informants

5. Advance human rights and social and economic justice.
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Practiced Behaviors: Social Workers
- PB 5.1 Understand the forms and mechanisms of oppression and discrimination
- PB 5.2 Advocate for human rights and social and economic justice
- PB 5.3 Engage in practices that advance social and economic justice

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Practice Behaviors: Social Workers
- PB 6.1 Use practice experience to inform scientific inquiry
- PB 6.2 Use research evidence to inform practice

7. Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

**Practice Behaviors: Social Workers**

PB 7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation  
PB 7.2 Critique and apply knowledge to understand person and environment

**8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

**Practice Behaviors: Social Workers**

PB 8.1 Analyze, formulate, and advocate for policies that advance social well-being  
PB 8.2 Collaborate with colleagues and clients for effective policy action

**9. Respond to contexts that shape practice.**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

**Practice Behaviors: Social Workers**

PB 9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services  
PB 9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

**10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

*MSW Student Handbook*
10(a) Engage with individuals, families, groups, organizations, and communities

Practice Behaviors: Social Workers
- PB 10a.1 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
- PB 10a.2 Use empathy and other interpersonal skills
- PB 10a.3 Develop a mutually agreed-on focus of work and desired outcomes

10(b) Assess individuals, families, groups, organizations, and communities

Practice Behaviors: Social Workers
- PB 10b.1 Collect, organize, and interpret client data
- PB 10b.2 Assess client strengths and limitations
- PB 10b.3 Develop mutually agreed-on intervention goals and objectives
- PB 10b.4 Select appropriate intervention strategies

10(c) Intervene with individuals, families, groups, organizations, and communities

Practice Behaviors: Social Workers
- PB 10c.1 Initiate actions to achieve organizational goals
- PB 10c.2 Implement prevention interventions that enhance client capacities
- PB 10c.3 Help clients resolve problems
- PB 10c.4 Negotiate, mediate, and advocate for clients
- PB 10c.5 Facilitate transitions and endings

10(d) Evaluate individuals, families, groups, organizations, and communities.

Practice Behaviors: Social Workers
- PB 10d.1. Critically analyze, monitor, and evaluate interventions.
Appendix B2: Core Social Work Competencies and Concentration-Year Advanced Practice Behaviors

The faculty adopted the CSWE core competencies, augmented by and operationalized through 38 advanced practice behaviors as the primary basis for the concentration year.

1. **Identify as a professional social worker and conduct oneself accordingly.**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

**Advanced Practice Behaviors: Social Workers**

- **APB 1.1** Incorporate self-awareness and self-reflection to promote career-long professional development
- **APB 1.2.** Actively seek and incorporate feedback and peer consultation to improve professional knowledge and skills
- **APB 1.3.** Apply knowledge and skills of supervision and consultation in advanced integrated practice

2. **Apply social work ethical principles to guide professional practice.**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

**Advanced Practice Behaviors: Social Workers**

- **APB 2.1** Critically examine and address personal values as they affect advanced integrated practice
- **APB 2.2.** Utilize peer consultation to address complex ethical decisions
- **APB 2.3.** Critically examine values and assumptions that underlie organizational practices, policies, and programs
- **APB 2.4.** Demonstrate advanced skills to resolve ethical conflicts consistent with social work core values

3. **Apply critical thinking to inform and communicate professional judgments.**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

**Advanced Practice Behaviors: Social Workers**

- **APB 3.1** Appraise and incorporate evidence-based knowledge into advanced integrated practice.
- **APB 3.2.** Communicate effectively with diverse professional and community audiences
- **APB 3.3** Apply critical thinking skills in inform advanced integrated practice.

4. **Engage diversity and difference in practice.**

*MSW Student Handbook*
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

**Advanced Practice Behaviors: Social Workers**

APB 4.1 Utilize theories, models, and approaches to advanced integrated practice that promote empowerment and respect difference
APB 4.2 Apply inclusive approaches to bring the experiences of those affected to bear in development and evaluation of practices, programs, or policies
APB 4.3 Utilize culturally-informed modes of practice to enhance client or community well-being

5. **Advance human rights and social and economic justice.**
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

**Advanced Practice Behaviors: Social Workers**

APB 5.1 Research, plan, and deliver demonstration of practice skills that supports social justice in context of advanced integrated practice
APB 5.2 Develop advocacy strategies and employ advocacy techniques to advance social and economic justice
APB 5.3 Collaborate with others to create service or program innovations that promote social and economic justice
APB 5.4 Apply knowledge of effects of oppression, discrimination, or historical trauma on individuals and communities to inform advanced integrated practice

6. **Engage in research-informed practice and practice-informed research.**
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

**Advanced Practice Behaviors: Social Workers**

APB 6.1 Demonstrate the ability to conduct independent research that promotes evidence-based advanced integrated practice
APB 6.2 Utilize program evaluation to promote organizational or community change
APB 6.3 Demonstrate ability to use research to inform practice and practice to inform research.

**7. Apply knowledge of human behavior and the social environment.**
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

**Advanced Practice Behaviors: Social Workers**

- APB 7.3 Critically select and apply theories of human behavior and the social environment to inform advanced integrated practice
- APB 7.4 Critically evaluate explanatory theories or conceptual frameworks that guide advanced integrated practice

**8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

**Advanced Practice Behaviors: Social Workers**

- APB 8.1 Engage in policy analysis and advocacy in partnership with marginalized or oppressed groups and allies to promote human rights and social and economic justice.
- APB 8.2 Demonstrate effective collaboration and teamwork in effecting sustainable change.
- APB 8.3 Promote social justice through policy practice

**9. Respond to contexts that shape practice.**
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

**Advanced Practice Behaviors: Social Workers**

- APB 9.1 Utilize the skills of program evaluation to assess how organizational or community systems have an impact on clients.
- APB 9.2 Propose innovative social services that incorporate current research and account for complex contexts.
- APB 9.3 Demonstrate understanding of ways in which global social, political, or economic forces may impact local issues and social work responses to those issues.
APB 9.4 Demonstrate ability to analyze and respond to complex practice contexts

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

10(a) Engage with individuals, families, groups, organizations, and communities

Advanced Practice Behaviors: Social Workers

APB 10a.1 Critically reflect on questions of privilege, power, and difference that may affect development of therapeutic or community relationships
APB 10a.2 Analyze contextual implications of engagement and respond accordingly

10(b) Assess individuals, families, groups, organizations, and communities

Advanced Practice Behaviors: Social Workers

APB 10b.1 Use multidimensional assessment approaches relevant to specific context of advanced integrated practice
APB 10b.2 Modify intervention strategies based on ongoing assessment

10(c) Intervene with individuals, families, groups, organizations, and communities

Advanced Practice Behaviors: Social Workers

APB 10c.1 Utilize empowerment and strengths-based processes that engage clients as full participants in change process
APB 10c.2 Collaborate with diverse stakeholders, including clients, community members, and other professionals to develop and implement action plans
APB 10c.3 Demonstrate ability to bridge skills of direct practice and community building in advanced integrated practice

10(d) Evaluate individuals, families, groups, organizations, and communities

Advanced Practice Behaviors: Social Workers

APB 10d.1 Utilize a range of methods, such as participatory approaches, to assess effectiveness of advanced integrated practice interventions:
APB 10d.2 Communicate knowledge of best practices and effectiveness of interventions to diverse audiences
APPENDIX C

Overview of Generalist Approach to Social Work

The integrated practice model builds and expands upon the generalist practice model of social work. The concept of generalist practice has been well articulated by Brad Sheafor and Charles Horejsi in *Techniques and guidelines for social work practice* (2008), and it is summarized here. Sheafor and Horejsi identify four elements of the generalist perspective:

1. “A multidimensional orientation that emphasizes an interrelatedness of human problems, life situations, and social conditions.”

2. “An approach to assessment and intervention that draws ideas from many different practice frameworks and considers all possible actions that might be relevant and helpful to the client.”

3. “Selection of intervention strategies and worker roles are made primarily on the basis of the client’s problem, goals, situation, and the size of the systems that are targeted for change.”

4. “A knowledge, value, and skill base that is transferable between and among diverse contexts, locations, and problems.” (87-88)

Central to a generalist practice is the ability to view social problems and human development from broad ecosystems, strengths, and diversity perspectives. These perspectives allow for the understanding of social issues as interconnected and interwoven. Thus, generalist social workers possess the ability to synthesize knowledge from a variety of fields in order to intervene at a variety of levels utilizing a variety of approaches. Generalists can also move between fields of practice, incorporate best practices into their professional repertoire, apply critical thinking skills to all phases of the change process, critique themselves and professional approaches, and see issues from a wide variety of perspectives.

Generalists draw on their broad knowledge and a common process for problem solving as well as on innovative and broad knowledge and skills to address each unique situation. They view client situations in context, recognizing the connections between the personal and the political, individual and societal, policy and practice, and research and practice. They build on client strengths, are solution oriented, and involve client systems as partners in the change process. Based on professional assessment skills, generalists decide which aspects of client situations are in need of intervention, why, and how. They see problems in social functioning as having their roots and their solutions at multiple levels, and as a result utilize interventions which build on this broad view. They operate from a core of professional social work values and ethics, and base all aspects of practice on the National Association of Social Workers Code of Ethics.
Generalist social workers work within organizations and are impacted by social policies, and they see their responsibility to enhance both organizational and policy solutions to social problems. They are able to envision, plan, design, and implement programs and services to fill existing gaps. Their frame of reference is broad, comprehensive, open to difference, client-oriented, and solution-focused. The purpose of the generalist perspective is “to ensure that the social worker will approach every client and situation in a manner open to the use of various models, theories, and techniques and will consider several levels of intervention, from micro to macro” (Sheafor and Horejsi, p. 88).

Recognizing the interplay between individual, family, organizational, community, societal, and global issues and systems, and in order to work effectively toward social justice at the micro, mezzo, and macro levels of practice and with social systems, generalist social workers are prepared to enhance the social functioning of individuals and families and intervene at group, community, and societal levels. Generalist practitioners need skills at all levels of practice, to move between them as necessary, and even to practice at multiple levels playing multiple roles simultaneously. The program’s conception of generalist practice fits with the conceptualization of generalist practice found in Just practice: A social justice approach to social work (Finn and Jacobson, 2008, p. 9): “The generalist approach addresses the importance of the interplay of persons and larger systems in the process of assessment and intervention. It recognizes the centrality of relationships in the helping process and sees the process of change as patterned, sequential, and unfolding over time.”


APPENDIX D1
MSW Portfolio Overview

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This checklist is a guide with tips and a timeline to help advisors support students in the portfolio process. Students may also find this document helpful in portfolio planning.

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Integrated Portfolio Project Overview..........................................................4
This document is a comprehensive overview of the portfolio process and addresses the portfolio committee, presentation, contents, strategies for organizing and developing the portfolio, and examples of portfolio pieces.

Assessment of Competencies Addressed in the Portfolio.................................10
This assessment is the tool used by the portfolio committee to evaluate the portfolio.
Portfolio Checklist for Advisors

Please address the following areas with advisees to prepare them for their portfolio:

**Has your advisee:**

◊ Formed a portfolio committee?
◊ Set a date for the presentation?
◊ Reserved a room for the presentation?

**Have you discussed:**

◊ The timeline for submitting the portfolio draft for feedback? (see timeline below)
◊ What format you prefer the draft to be submitted for feedback (i.e. submit the draft via email; feedback will be delivered electronically via Track Changes)?

**Does your advisee’s portfolio:**

◊ Provide evidence of the student’s development as an integrated practitioner and his/her mastery of competencies?
◊ Does the narrative demonstrate how the works chosen in the appendix represent mastery of knowledge?

**Mastery of this knowledge includes, but is not limited to:**

- Knowledge of key theories that guide one’s practice
- Examples of how a student has practiced skills and applied knowledge at their practicum
- Examples of how one has grappled with difficult ethical issues
- Example of how one uses critical self-reflection in practice and how one incorporates attention to differences, power, etc.

**PORTFOLIO TIMELINE**

- 4 weeks before presentation: Student submits portfolio draft to Chair
- 3 weeks before presentation: Chair provides feedback to student with suggestions for revision
- 2 weeks before presentation: Student submits revised portfolio to full committee
- 1 week before presentation: Chair and committee members provide feedback on revised portfolio and chair determines whether student goes ahead with the revised portfolio as is or makes further revisions prior to presentation.
- Presentation: Students receives feedback from committee, which includes expectations for any final portfolio revisions.

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- Post-presentation: Chair and student set date for submission of final revised portfolio. The final revised portfolio must be on file in the School of Social Work by the last day of finals’ week in order for degree to be awarded through the Graduate School.

**Portfolio Competencies Checklist**

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Narrative</th>
<th>Appendices</th>
<th>Presentation</th>
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<td>1. Identify as a professional social worker and conduct oneself accordingly.</td>
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<td>2. Apply social work ethical principles to guide professional practice.</td>
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<td>3. Apply critical thinking to inform and communicate professional judgments.</td>
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<td>5. Advance human rights and social and economic justice.</td>
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<td>11. Apply knowledge and skills of integrated practice to work with individuals, families, groups, organizations, and communities.</td>
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<td>12. Apply forms of leadership to support collaborative, interdisciplinary relationships and active participation of community members in addressing needs and concerns of individuals, families, groups and communities.</td>
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<td>13. Demonstrate understanding of key social, political, and economic challenges facing communities of the Rocky Mountain West, intersection with global concerns, and implications for social work.</td>
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Integrated Portfolio Project Overview

The social work portfolio integrates student’s coursework, practicum experience, and research knowledge with the goals, competencies, and practice behaviors of the MSW program. The portfolio constitutes a central component of the student’s Individual Learning Plan.

Demonstrating Elements of Advanced Integrated Practice and Addressing Competencies

The portfolio project is a means of evaluating a student's development as an advanced integrated practitioner and mastery of competencies.

The elements of advanced integrated practice and program competencies are as follows:

Graduates of the MSW program will:

- Engage in ongoing critical self-reflection and examination of the values and assumptions that shape social work theory, practices, policies and programs.

  Competencies:
  - Identify as a professional social worker and conduct him/herself accordingly.
  - Apply social work ethical principles to guide professional practice.
  - Apply critical thinking to inform and communicate professional judgments.

- Bring historical, cultural, and political perspectives and a critical understanding of difference and oppression to bear in understanding the person-in-environment, social problems, interventions, and possibilities for social-justice-oriented action.

  Competencies:
  - Engage diversity and difference in practice.
  - Advance human rights and social and economic justice.
  - Apply knowledge of human behavior and the social environment.

- Integrate the skills of direct practice and community work and creatively bridges multiple levels of intervention.

  Competencies:
  - Respond to contexts that shape practice.
- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.

- Apply knowledge and skills of integrated practice to work with individuals, families, groups, organizations, and communities.

- **Continually bring knowledge and skills of research, policy analysis, and advocacy to bear in practice, regardless of setting, problem area, or specific job description.**

Competencies:

- Engage in research-informed practice and practice-informed research.

- Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

- **Assume a leadership role in the profession and community to promote broad-based participation in efforts to empower individuals and groups, strengthen programs, and advocate policies and practice that promote social justice locally and globally.**

Competencies:

- Apply forms of leadership to support collaborative, interdisciplinary relationships and active participation of community members in addressing needs and concerns of individuals, families, and groups and communities.

- Demonstrate understanding of key social, political, and economic challenges facing communities of the Rocky Mountain West, intersection with global concerns, and implications for social work.

**Portfolio Committee**

Each student is assigned a faculty advisor who will oversee the design and progress of the portfolio. The advisor’s primary function is to ensure that the portfolio is congruent with the goals and objectives of the MSW program, addresses core social work competencies, and fits with the career goals articulated by the student.

Students present the portfolio before a faculty committee during the second semester of the concentration year. Students arrange for two faculty members from the School of Social Work and one person from outside the School to serve on the portfolio committee. The student’s advisor serves as chair of the committee. Examples of the outside committee person include the student’s agency supervisor, MSW outside supervisor or a faculty member from another department at The University of Montana. Students are responsible for contacting potential committee members to request their participation. Students should have their portfolio committees formed by the end of fall semester of their concentration year.
The Portfolio Presentation

A two-hour block is scheduled for the portfolio presentation. The structure is generally as follows:

1. Brief welcome, introductions, and overview of the process by the Portfolio chair (5 minutes)
2. Student presentation (30-40 minutes)
3. Questions and discussion—includes questions from committee members and audience (+/- 30 minutes)
4. Committee evaluation—the student and audience leave the room while committee meets (15-20 minutes)
5. Feedback from the committee to the student (5-10 minutes)

In addition to the committee, the student may invite colleagues, friends, and family to attend the portfolio presentation. Students can choose to make the presentation open to the public or open only to the student and committee.

Portfolio Contents

The portfolio must include materials that provide evidence of the student’s development as an advanced integrated practitioner and his or her mastery of professional social work competencies. An assignment/project from each of four (4) practice courses is designed for possible inclusion in the portfolio (Practice with Individuals and Families in a Community Context, SW 515; Practice with Groups and Communities, SW 525; Advanced Integrated Practice, SW 535; Practice of Organizational Leadership, SW 545). Students may also select products from other course work and the practicum experience. Portfolios may include the following materials:

- Agency reports (i.e., strategic planning, program evaluation)
- Case studies
- Grant proposals
- Policy analyses
- Program development plans
- Published documents (i.e., journal, newsletter or newspaper articles)
- Professional papers
- Annotated bibliographies
- Research reports
- Community development projects
- Written legislative testimony
- Community organization meeting summaries
- Video/audio tapes, CD’s, or print copies of PowerPoint presentations.
- Reflection essays and course journal entries

NOTE: Portfolios are public documents in that they are on file in the School. Care should be taken to maintain anonymity and confidentiality in all documents.
Process of Portfolio Development

Students are introduced to the portfolio requirements, the process of portfolio development, and its grading during Orientation. Specific details regarding the portfolio will also be covered in practicum seminars and practice courses.

Portfolio Grading

The student’s final portfolio grade will be based on his/her ability to demonstrate development as an advanced integrated practitioner and mastery of competencies in the portfolio and presentation. The student’s final grade on the portfolio will be a committee decision.

Additionally, the student’s portfolio will be graded on the following criteria:

1. Are the materials well-organized, clearly presented, and properly cited?
2. Do the supporting documents illustrate development as an advanced integrated practitioner and mastery of professional social work competencies?
3. Does the student demonstrate professionalism and the ability to elaborate on specific points, such as the theories that inform practice?
4. Does the student show evidence of critical thought, analysis, and scholarship?
5. Does the portfolio reflect the student’s honesty and professional integrity?

Compiling and Presenting the Portfolio

The Portfolio is an electronic document. The checklist below provides guidelines for deciding what materials to include in the portfolio and how to present the work. Overall, the portfolio documents one’s growth as a professional social worker.

- **Table of contents** - Include a concise table of contents for the entire portfolio.
- **Clearly present and organize the work** – The portfolio should be clearly organized. Divide the work into sections and use an introductory abstract to describe the contents.
- **Include appendices** – The appendices are the products (reports, projects, case studies, etc.) that students have produced over the course of their time in the program. An appendix ensures that important points made in the text of portfolio are not lost on your reader. For example, if the student refers to an exercise used with a community group, include the entire version in an appendix so the reader has a more thorough understanding of the work.
- **Be selective** – Big does not always mean best. Think carefully about what to
include in the portfolio and select examples of work that best exemplify knowledge, skills, and values and how these connect with the goals and the objectives of the program.

- **Give specific examples of students’ work** – Students should reflect on the goals of the MSW program and choose samples of work that communicate the quality of practice and one’s ability to critically reflect on his/her own process as a social worker. *How, for example, does the students’ work demonstrate an understanding of the integrated practice model?* The portfolio can include snapshots of the students’ work at different times throughout the program to highlight progressions in thinking and practice.

- **Highlight contributions to collaborative work** – Integrated practice depends on partnerships and collaborative work with community members and organizations. Include a description of how these arrangements worked and as well as the specific contribution made by the student.

- **Respect confidentiality and anonymity** – The portfolio should respect confidentiality and anonymity in reference to clients, colleagues, or others. The student needs to make clear to the reader in the introduction of the narrative the precautions taken to respect confidentiality and anonymity.

- **Address power, difference, and oppression** – The portfolio should address an understanding of power, difference and oppression personally, and in the implementation of services and social and community change strategies. Students need to demonstrate the ability to reflect critically on their own practice and personal and professional development in this area. The themes of power, difference, and oppression should be integrated throughout the portfolio. For example, the student can consider these themes in terms of his/her relationship with clients, organizations and the community.

- **Provide evidence of learning, including personal challenges** – The portfolio is more than an opportunity to demonstrate competence in practice. It is Examples include situations where things did not go well, the challenges faced, and how these challenges promoted personal and professional growth.

- **Demonstrate the integration of theory, practice, and research** – The portfolio should illustrate the student’s knowledge of relevant literature, how knowledge informs practice, and the linkages between theory and practice. It is important that students integrate the knowledge learned in the classroom and social work practice in the practicum placement.

- **Demonstrate ability in self-evaluation** – The portfolio provides an opportunity for critical self-appraisal. Students are not expected to become “perfect social workers” but rather individuals who cherish inquiry in its own right and understand the importance of self- critique and examination.
Suggested Organization for the Portfolio

- **Title Page**
  - You may title your portfolio if you wish or just refer to it as the “MSW Portfolio.”
  - Include your name, date of presentation and names of committee members on title page

- **Table of Contents**
  - List names and page numbers or Appendix numbers of the various sections of the portfolio

- **Narrative**
  - This is a 15-20-page overview of your professional development as an advanced integrated practitioner and your mastery of competencies. The narrative provides you the opportunity to speak to the ways in which the various portfolio pieces demonstrate your learning experiences, challenges, opportunities, personal and professional development, and your achievement of the program objectives.
  - The narrative needs to demonstrate how the works included in the appendices represent the student’s mastery of the knowledge, skills and values of advanced integrated practice. Mastery of these components include, but are not limited to, knowledge of key theories that guide one’s practice, examples of how a student has practiced skills and applied knowledge at their practicum, examples of how one has grappled with difficult ethical issues, example of how one uses critical self-reflection in practice, and how one incorporates attention to differences, power, etc.

  - Bibliography – Use APA style.

- **Appendices of Portfolio pieces**
  - Include a range of pieces that individually and collectively speak to your capacity for advanced integrated practice, your mastery of competencies, and your individual learning goals
  - Portfolio pieces should be revised in light of feedback received at the time the piece was originally developed and presented.
  - All items included in the portfolio should be clean copies – without instructor comments on them.
  - Use of tabs to separate portfolio pieces makes for a clean and user-friendly organization.
  - Bibliographies and citations – Each individual portfolio piece should include citations and bibliography as appropriate.
  - For PowerPoint presentations, student may include with hard copy pages of the presentation or a disk of the presentation.

- **Final Presentation**: The portfolio is an electronic document. It should be organized as a single document with consecutive page numbering.
Examples of Items suitable for portfolio inclusion:

Throughout the course of the MSW program students have completed a variety of projects that they may wish to include in the Portfolio. Examples from the foundation year include: final case study from SW 505; final historical research paper for SW 530; application of theories of human development in SW 511 or theories of practice in SW 505; annotated bibliographies; literature review and proposal for a therapeutic/support group or community action from SW 525; postionality paper or teaching learning project from SW 511. Examples from the concentration year include: professional paper from SW 535; case study or teaching-learning demonstration outline and materials from SW 535; policy briefs or transcripts of testimony from SW 531; program evaluation or research designs from SW 521; grant proposals and leadership development materials from SW 545. In addition to these course-based examples, students may include products developed in the context of practice such as resource guides, action plans, outlines and supporting materials from presentations, In addition to these examples of formal “products” students may also include items such as reflection papers and journal entries that demonstrate the process of professional growth and development over time. Examples from practicum activities may also be included as appendix items or within the narrative itself to illustrate how the students is putting the knowledge, skills, and values of advanced integrated social work to practice.
Assessment of Competencies Addressed in Portfolio

Student:
Evaluator:
Date:

1. **Identify as a Professional Social Worker and conduct oneself accordingly.**
   - Written Narrative
   - Portfolio Documents
   - Oral Presentation
   - Comments:

2. **Apply social work ethical principles to guide professional.**
   - Written Narrative
   - Portfolio Documents
   - Oral Presentation
   - Comments:

3. **Apply critical thinking to inform and communicate professional judgments.**
   - Written Narrative
   - Portfolio Documents
   - Oral Presentation
   - Comments:

4. **Engage diversity and difference in practice.**
   - Written Narrative
   - Portfolio Documents
   - Oral Presentation
   - Comments:

5. **Advance human rights and economic justice.**
   - Written Narrative
   - Portfolio Documents
   - Oral Presentation
   - Comments:

6. **Engage in research-informed practice and practice-informed research.**
   - Written Narrative
   - Portfolio Documents
   - Oral Presentation
   - Comments:

7. **Apply knowledge of human behavior and the social environment.**
   - Written Narrative
   - Portfolio Documents
   - Oral Presentation
   - Comments:
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
   - Written Narrative
   - Portfolio Documents
   - Oral Presentation
   Comments:

9. Respond to contexts that shape practice.
   - Written Narrative
   - Portfolio Documents
   - Oral Presentation
   Comments:

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
    - Written Narrative
    - Portfolio Documents
    - Oral Presentation
    Comments:

11. Apply knowledge and skills of integrated practice to work with individuals, families, groups, organizations, and communities.
    - Written Narrative
    - Portfolio Documents
    - Oral Presentation
    Comments:

12. Apply forms of leadership to support collaborative, interdisciplinary relationships and active participation of community members in addressing needs and concerns of individuals, families, groups and communities.
    - Written Narrative
    - Portfolio Documents
    - Oral Presentation
    Comments:

13. Demonstrate understanding of key social, political, and economic challenges facing communities of the Rocky Mountain West, intersection with global concerns, and implications for social work.
    - Written Narrative
    - Portfolio Documents
    - Oral Presentation
    Comments:

Additional comments:

MSW Student Handbook
APPENDIX D2

MSW Concentration Year
Individualized Learning Plan for Integrated Practice

Name: ___________________ Faculty Advisor: ___________________

Concentration Year Practicum Site: ___________________

The Social Worker Committed to Integrated Practice:

- Engages in ongoing critical self-reflection and examination of the values and assumptions that shape social work theory, practice, policies and programs.

- Utilizes historical, cultural and political perspectives and a critical understanding of differences and oppression to understand the person-in-environment, social problems, interventions, and possibilities for social-justice-oriented action.

- Integrates the skills of direct practice and community work and creatively bridges multiple levels of intervention.

- Continually uses knowledge and skills of research, policy analysis, and advocacy in practice, regardless of setting problem area, or specific job description.

- Assumes a leadership role in the profession and community to promote broad-based participation in efforts to empower individuals and groups, strengthen programs and advocate policies that promote social justice locally and globally.

Individual Learning Goals (at least three):
Please identify learning goals and activities that promote your development as an integrated practitioner. Goals may include professional and personal growth as related to integrated practice. Specific examples include the development of self-awareness, community-building skills, and applied research skills.

- 

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-
**Practicum Activities:**
List at least three practicum activities included in your Practicum Learning Agreement to fulfill your individual learning goals:

➢

➢

➢

**Elective Courses:**

Completed or in progress:

Planned:

**Proposed Portfolio Appendices:**
See Portfolio Project Overview for specific examples.

**Proposed Portfolio Committee Members:**

1)

2)

3)

___________________________________  __________________

Student Signature  Faculty Advisor Signature
APPENDIX E1
Guidelines for Ethical Practice in Practicum and in Classroom

Commitment to ethical principles and the capacity to engage in ethical decision-making processes are hallmarks of professionalism. The MSW program prepares students for ethically-grounded practice across diverse social work arenas. Part of that professional development includes inquiry into the history of human values and ethics; the evolution of standards for ethical practice in social work; and the differing ways of framing practice ethics in different cultural, political, and organizational contexts. During the first semester of the foundation year, students will be studying the National Association of Social Workers (NASW) Code of Ethics, the International Federation of Social Workers Statement of Ethical Principles, and the ethical codes governing practice in a variety of national settings. This course of study is geared to help students understand the history and evolution of codes of ethics over time, the variation across contexts, and the implications for contemporary professional practice.

Students will also be engaging in practice guided by the NASW Codes of Ethics, both in their practicum settings and in the classroom. The practicum and the classroom offer structured opportunities to apply ethical principles of social work; utilize frameworks for ethical decision making; and address ethical dilemmas in a supportive context. Both classroom and practicum experiences offer opportunities to explore the core values of social work, their relationship to professional goals and values, and the ways in which values and ethical standards may conflict. For example, through direct practice experiences and classroom simulations, students learn about values related to confidentiality and privacy, self-determination, conflicts of interest, informed consent, social justice, and professional boundaries. They face the challenge of negotiating situations where two or more of these values are in conflict. Course instructors, field instructors, agency supervisors, and students are expected to help one another maintain standards of ethical practice and professionalism and continually examine the ways in which ethical principles are realized in practice.

In both practicum seminar and practice classes students will be asked to prepare case presentations wherein they present a specific issue related to a client, organization, or community with whom they are working; address the background of the issue; summarize an action plan, and put forth a series of questions or concerns for peer consultation. In preparing and presenting cases in seminar or other classroom settings, students are expected to adhere to NASW standards of ethical practice. When presenting a case involving an individual or family, students must ensure that the confidentiality and anonymity of the client(s) are protected. Students should adhere to agency protocols and Health Insurance Portability and Accountability Act (HIPPA) regulations as appropriate when preparing a case presentation. The preparation of a case presentation can raise complex ethical questions, and we encourage students to consult with the agency supervisor and the course instructor regarding these questions prior to the presentation.

The rural context presents another layer of complexity for ethical practice. Frequently social workers in multiple agencies work with the same client. Changing identifying
information for a case presentation may not necessarily protect a person’s anonymity. Thus, confidentiality regarding case presentations is critical. Further, following best practices for peer consultation, if a class member believes that he has personal or professional knowledge of the “case” under discussion, he should excuse himself from the discussion to avoid violation of professional boundaries.

Case presentations involving community organizations, social actions, and policy work also require careful attention to standards of ethical practice. Here the boundaries between public knowledge and issues of privacy and confidentiality may be less clear. Students are encouraged to consult with their practicum supervisor and instructor regarding ethics of macro practice and case presentations prior to the presentation.

All participants in seminar discussions and classroom case presentations are expected to maintain and respect confidentiality regarding both the “case” and the discussion by group members. This respect encourages a safe, honest teaching-learning environment at the same time that it creates the opportunity to put ethical principles to practice.
APPENDIX E2

Ethical Competencies

1. The ethical social worker understands definitions of ethics and values, both personal and professional.

2. The ethical social worker becomes familiar with the National Association of Social Workers’ Code of Ethics, including its purposes, uses, and limitations.

3. The ethical social worker develops the ability to identify ethical issues and situations.

4. The ethical social worker develops and uses a model of ethical decision-making.

5. The ethical social worker develops the ability to examine, explore, and resolve ethical dilemmas.

6. The ethical social worker understands connections between ethical and legal issues in practice.

7. The ethical social worker applies the National Association of Social Workers’ Code of Ethics to all levels of practice.

8. The ethical social worker understands potential ethical violations and their consequences.

9. The ethical social worker applies critical thinking skills to ethics in practice.

10. The ethical social worker understands the importance of supervision and continuing education.
APPENDIX F

The University of Montana
MSW Program

Expectations of Professional Skills, Competencies, & Ethical Conduct

The MSW Student Handbook describes the professional skills, competencies, and ethical conduct required of MSW students at The University of Montana. It also includes guidelines for ethical practice in the classroom and practicum. Upon entering practicum, students are expected to read the MSW Student Handbook, UM guidelines for ethical practice, and the National Association of Social Workers (NASW) Code of Ethics. Ethical social work practice and the dilemmas therein are addressed throughout the MSW learning experience. Students are expected to conduct themselves in line with the NASW Code of Ethics and to seek consultation and supervision from faculty members or agency field instructors when ethical questions arise.

The School of Social Work has a professional responsibility to ensure that students graduating with the MSW degree have met minimum standards of competence and do not exhibit behavior that could place social work clients or colleagues at risk of physical and emotional harm. If a student is not meeting minimum standards of competence or if a student exhibits behavior that could be harmful to clients or colleagues, corrective action will be taken. Action may include: referral to a faculty support team; referral to UM Counseling and Psychological Services; referral to the Dean of Student Services; recommendation for a leave of absence with a plan to re-enter the program; or recommendation for termination from the program.

The School of Social Work recognizes that persons seeking to enter the profession bring unique life experiences to bear. It is a goal of the School to help students access resources and support to overcome personal obstacles that may hinder their success in the profession. The School also has a duty to the profession to ensure that those entering the profession are personally, professionally, and legally able to carry out a full range of social work responsibilities, often with vulnerable clients.

A number of social work settings with responsibility for vulnerable populations prohibit persons who have past criminal and/or DUI or drug offense records from securing employment. Therefore, the MSW program requires students to disclose any convictions of a crime of violence against a person (e.g. assault, child abuse, child sexual abuse, rape, sexual assault, incest, domestic abuse, homicide), or convictions of a DUI or drug offense that have occurred prior to student’s entry into the program or during time in the program.

A criminal record does not necessarily prevent a student from entering or completing the program. However, it may affect practicum placement opportunities. Therefore students are expected to report any past record as well as any arrests or criminal charges that occur.

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during time in the program to the Chair of the School of Social Work or the student’s faculty advisor.

The abuse or dangerous use of alcohol and other drugs, which interferes with student performance, will result in corrective action, and may include: referral to a faculty support team; referral to UM Counseling and Psychological Services; referral to the Dean of Students; recommendation for a leave of absence with a plan to re-enter the program; or recommendation for termination from the program.

The practice of social work can often be stressful. As part of the professional development experience students are expected to demonstrate the emotional and behavioral maturity required to manage stressful situations and do no harm to clients. If a student is not demonstrating the emotional and behavioral ability to manage such situations, corrective action will be taken, which may include: referral to a faculty support team; referral to UM Counseling and Psychological Services; referral to the Dean of Students; recommendation for a leave of absence with a plan to re-enter the program; or recommendation for termination from the program.

I have read and I understand the above statement. I agree to abide by the expectations of professional skills, competencies, and ethical conduct. I agree to notify the Chair of the School of Social Work or my faculty advisor if I fail to meet these expectations. I understand that I may be expected to follow through on a corrective action plan and that I may be recommended for termination from the MSW program if I am not able to meet these expectations.

Print name ______________________________

Student's signature ______________________ Date Signed: __/___/___
I. INTRODUCTION

The Student Conduct Code embodies and promotes honesty, integrity, accountability, rights, and responsibilities associated with constructive citizenship in our academic community at the University of Montana. This Code describes expected standards of behavior for all students, including academic conduct and general conduct, and it outlines students’ rights, responsibilities, and the campus processes for adjudicating alleged violations.

A. DEFINITIONS OF “STUDENT”

For the purposes of the Student Conduct Code, a “student” means the following:

- Any person who is enrolled at the University of Montana, Missoula College, or the Bitterroot College of the University of Montana and is pursuing undergraduate, graduate, or professional studies, including full-time and part-time status.
- Any person who has completed an academic term and can be reasonably expected to enroll the following term.
- Any person who attended the University during a previous academic term and who committed an alleged violation of the Code during the time of enrollment.

B. ADMINISTRATIVE VS. LEGAL PROCEEDING

The procedures described in this Code are administrative procedures designed to create opportunities for members of the campus community to evaluate alleged violations and determine appropriate sanctions if necessary. They are not legal proceedings. Although many elements of the law (such as due process) influence and inform our campus disciplinary proceedings, our procedures do not follow all the rules and procedures of a formal legal proceeding, nor are they intended to.

C. RELATIONSHIP OF THE UNIVERSITY CONDUCT PROCESS TO THE LEGAL/CRIMINAL JUSTICE PROCESS

All members of the University of Montana community are also accountable to relevant state and federal laws applicable to our larger community and society. Alleged violations of the University’s Student Conduct Code that are also violations of state or federal laws can be prosecuted separately through the legal system and, if the student is found guilty, can result in civil or criminal penalties such as probation, fines, jail, and/or prison.

The University conduct process, however, operates separately and independently from the criminal justice process. This means that the University does not need to wait for a student to be charged and/or convicted in a court of law before pursuing its own investigation through the
Conduct Code and imposing relevant University sanctions when applicable. The University makes no attempt to shield members of the campus community from the law, nor does it automatically intervene in legal proceedings against members of the University community. Because the University’s proceedings are administrative and not legal proceedings, the University may use information from third party sources, such as law enforcement agencies, the courts, and other witnesses to help determine whether the Conduct Code has been violated.

When a complaint is filed with an appropriate University official alleging a violation of the Student Conduct Code, the University is responsible for conducting an investigation, initiating charges, determining whether violations occurred, and imposing appropriate sanctions if necessary. In cases where one student (the “complainant”) files a complaint against another student (the “respondent”), the University may proceed with the case on the basis of other evidence and testimony, even if the complainant does not wish to participate or continue in the process.

D. ADMINISTRATIVE RESPONSIBILITY FOR THE STUDENT CONDUCT CODE

The Vice President for Student Affairs is responsible for the overall administration of the Student Conduct Code and campus disciplinary proceedings related to general misconduct. The Dean of Students is responsible for day-to-day administration of the Student Conduct Code and for managing and adjudicating cases of general misconduct. Section VI, “General Conduct” provides a detailed description of expected standards of general behavior and procedures.

The Provost and Vice President for Academic Affairs is responsible for the overall administration of the Student Conduct Code for academic misconduct. Individual cases of academic misconduct are initially handled in the schools and colleges by the faculty member in collaboration with the faculty member’s department head and/or Dean or designee. Based on the nature of the violation, the Provost may recommend and impose additional University sanctions. These procedures are detailed in Section V, “Academic Conduct.”

II. JURISDICTION OF THE UNIVERSITY OF MONTANA & APPLICATION OF THE CODE TO OFF-CAMPUS OFFENSES

The jurisdiction of the University of Montana is generally limited to conduct that occurs on University premises or at University-sponsored activities. In some circumstances, proceedings under the Student Conduct Code may be initiated when a student is alleged to have engaged in behavior off-campus that directly or seriously threatens the health or safety of members of the campus community, and/or constitutes a criminal offense under Montana or federal criminal laws.

The Vice President for Student Affairs or designee, with the advice and counsel of other appropriate administrative officials, submits a recommendation to the President who decides whether an off-campus case will be pursued.
III. DISCRIMINATION, HARASSMENT, SEXUAL MISCONDUCT, STALKING AND RETALIATION

In addition to the Student Conduct Code, all students at the University of Montana are also subject to the University’s Discrimination, Harassment, Sexual Misconduct, Stalking, and Retaliation policy and accompanying Discrimination Grievance Procedures, (“Discrimination and Harassment policy”), which are separate from the Student Conduct Code standards and procedures. The University’s Discrimination and Harassment policy covers behaviors related to discrimination, sexual harassment, sexual assault, inducing incapacitation for sexual purposes, sexual exploitation, relationship violence, stalking, and retaliation.

The Discrimination and Harassment policy is available at the following link:

The accompanying Discrimination Grievance Procedures document is available through a link in the policy, or at:
http://www.umt.edu/eo/documents/discriminationprocedures.docx

In cases where the provisions in the Student Conduct Code and the provisions in the Discrimination and Harassment policy and accompanying Discrimination Grievance Procedures are different or inconsistent, the Discrimination and Harassment policy and Discrimination Grievance Procedures supersede. Therefore, all students are expected read the Discrimination and Harassment policy and Discrimination Grievance Procedures, as well as the Student Conduct Code, to gain a thorough understanding of the expectations and procedures set forth in both processes and the differences between the two. Differences include, but are not limited to, the evidentiary standard used to determine whether a violation has occurred (“preponderance of the evidence” in the Discrimination Grievance Procedures and “clear and convincing evidence” in the Student Conduct Code), and the procedures for appeal.

When a student has been found in violation of the Discrimination and Harassment policy, the Dean of Students is charged with imposing disciplinary sanctions. Possible sanctions that may be applied are the same as those described in the Student Conduct Code for “General Conduct,” Section VI. C.

Disciplinary records for Discrimination and Harassment violations are maintained in the same manner as other disciplinary records under the Student Conduct Code as described in Section VI. F.

IV. STUDENT RIGHTS

In all University disciplinary proceedings under the Student Conduct Code, including cases involving general misconduct and academic misconduct, students have the following rights to confidentiality and due process.

A. RIGHTS TO CONFIDENTIALITY

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The University of Montana complies with all principles of privacy described in the Montana Constitution, the Montana Code Annotated, and the federal Family Educational Rights and Privacy Act (FERPA). As such, a student involved in a University disciplinary proceeding has the following rights related to privacy and confidentiality:

1. **All disciplinary proceedings are closed to the public.**

2. **The University, except as required by law, will not disclose information to anyone not connected with the proceeding.** The fact that there is or has been a disciplinary proceeding concerning the incident may be disclosed; however, the identity(ies) of individual students involved in the proceedings will not be disclosed.

3. **The University, including individuals involved in a disciplinary proceeding, will disclose the results of the proceeding, including sanctions imposed, only to those who need to know for purposes of record keeping, enforcement of the sanctions, further proceedings, eligibility for participation in certain University activities, or compliance with federal or state laws.** The fact that a disciplinary proceeding has been concluded and appropriate action has been taken may be disclosed.

The federal Campus Security Act allows, but does not require, the University to disclose the results of campus disciplinary proceedings to an alleged victim of a violent crime.

**B. RIGHTS TO DUE PROCESS**

1. **Respondent:** A student accused of violating the Student Conduct Code (the “respondent”) has certain rights. These include the right to:

   a. Be advised that a complaint is being investigated and be advised of the nature of the complaint
   b. Be advised of the charges under the Student Conduct Code that are being filed
   c. Submit a written account relating to the alleged incident and/or charges
   d. Have a person of choice, including an attorney, present throughout any meeting(s) related to the disciplinary proceeding
   e. Know the identity of individuals who will be present at meetings or hearings related to the proceeding
   f. Present relevant evidence and/or witnesses
   g. Review any evidence reasonably likely to be used in the proceeding
   h. Hear and question any witnesses who participate in the proceeding
   i. Have a reasonable period of time to prepare for a hearing
   j. Request a delay of a hearing for exceptional circumstances
   k. Decline to make statements
   l. Timely adjudication and resolution of the case

2. **Complainant:** A student who brings a complaint against another student under the Student Conduct Code (the “complainant”) also has certain rights. These include the right to:

   a. Meet with the designated administrative official to discuss the disciplinary process
   b. Submit a written account of the incident and a statement describing the effect of the alleged misconduct
c. Have a person of choice, including an attorney, present throughout any and all of the proceedings
d. Be informed of the date, time, and location of any meetings related to the disciplinary proceedings
e. Be informed immediately of the outcome of each step of the disciplinary proceeding
f. Have past conduct that is irrelevant to the case not discussed during the proceedings

V. ACADEMIC CONDUCT

A. STANDARDS OF ACADEMIC CONDUCT

Students at the University of Montana are expected to practice academic honesty at all times. Academic misconduct is subject to Academic Penalty (or penalties) by the course instructor and/or University Sanction(s) by the University through the Provost and Vice President for Academic Affairs. Academic misconduct is defined as all forms of academic dishonesty, including but not limited to:

1. **Plagiarism**: Representing another person's words, ideas, data, or materials as one's own.

2. **Misconduct during an examination or academic exercise**: Copying from another student's paper, consulting unauthorized material, giving information to another student, collaborating with one or more students without authorization, or otherwise failing to abide by the University or instructor's rules governing the examination or academic exercise without the instructor's permission.

3. **Unauthorized possession of examination or other course materials**: Acquiring or possessing an examination or other course materials without authorization by the instructor.

4. **Tampering with course materials**: Destroying, hiding, or otherwise tampering with source materials, library materials, laboratory materials, computer equipment or programs, or other course materials.

5. **Submitting false information**: Knowingly submitting false, altered, or invented information, data, quotations, citations, or documentation in connection with an academic exercise.

6. **Submitting work previously presented in another course**: Knowingly making such submission in violation of stated course requirements.

7. **Improperly influencing conduct**: Acting calculatedly to influence an instructor to assign a grade other than the grade actually earned.

8. **Substituting, or arranging substitution, for another student during an examination or other academic exercise**: Knowingly allowing others to offer one's work as their own.

9. **Facilitating academic dishonesty**: Knowingly helping or attempting to help another person commit an act of academic dishonesty, including assistance in an arrangement whereby any work, classroom performance, examination activity, or other academic
exercise is submitted or performed by a person other than the student under whose name
the work is submitted or performed.

10. Altering transcripts, grades, examinations, or other academically related documents:
Falsifying, tampering with, or misrepresenting a transcript, other academic records, or any
material relevant to academic performance, enrollment, or admission, or causing
falsification or misrepresentation of any of the above.

B. PENALTIES FOR ACADEMIC MISCONDUCT

Depending on the severity of the academic misconduct, a student may incur one or more of the
following penalties:

1. Academic Penalty(ies) by the Course Instructor: The student may receive a failing or
reduced grade in an academic exercise, examination, or course, and/or be assigned
additional work which may include re-examination.

2. University Sanction(s): The University may also impose a sanction that exceeds the
academic penalty. Sanctions (c) through (f) require administrative review and approval by
the Provost and Vice President for Academic Affairs:
   a. Disciplinary Warning: The student is warned that further misconduct may result in
more severe disciplinary sanctions.
   b. Disciplinary Probation: The student is warned that further misconduct may result
in suspension or expulsion. Conditions may be placed on continued enrollment for a
specified period of time.
   c. Suspension: The student is separated from the University for a specified period of
time and may also be excluded from participation in any University-sponsored
activity.
   d. Expulsion: The student is permanently separated from the University and may also
be excluded from any University-owned and/or -controlled property or events.
   e. Denial of a Degree: A degree is not awarded.
   f. Revocation of a Degree: A previously awarded degree is rescinded.

C. DISCIPLINARY PROCEDURES FOR ACADEMIC MISCONDUCT

The focus of inquiry in disciplinary proceedings related to academic misconduct is to determine if
a violation of the Standards of Academic Conduct has occurred and, if so, to determine an
appropriate academic penalty and/or University sanction. As described in Section I. B., Student
Conduct Code proceedings are administrative proceedings and do not follow formal rules of
evidence applicable in legal and criminal proceedings. However, the accused student must
receive due process and the University has the burden of proof to establish a violation of
academic misconduct by clear and convincing evidence.

It is assumed, unless shown otherwise, that the faculty and Academic Deans (or designees) make
impartial judgments concerning academic misconduct and fairly impose an appropriate academic

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penalty and/or University sanction. Minor deviations from prescribed procedures will not invalidate a decision or proceeding, provided they do not significantly prejudice the student or the University.

The adjudication of any alleged academic misconduct must be initiated within two years of discovery of the incident.

**Procedures for Academic Misconduct**

1. **Investigation by the Course Instructor**

   a. **Misconduct alleged during the course:** When an incident of alleged academic misconduct is discovered by or brought to the attention of the course instructor during the course, the instructor personally contacts the accused student within ten (10) working days to arrange a meeting. The course instructor and the student may each have a person of choice present at this meeting (see Section IV. B., “Rights to Due Process”). The role of legal counsel, if any, at this stage should be restricted to consultation with the student.

   At this meeting the course instructor will:

   (1) Inform the student of the alleged academic misconduct and present the evidence supporting the allegation.

   (2) Inform the student of the Student Conduct Code procedures.

   (3) Allow the student an opportunity to respond to the charge(s) and evidence. (The student is not required to respond.)

   (4) Discuss the academic penalty and possible University sanctions, and allow the student to respond.

   b. **Misconduct alleged at or after the conclusion of course:** When an incident of alleged academic misconduct is discovered or brought to the attention of the course instructor at or after the conclusion of the course, the course instructor notifies the student in writing and takes steps (1) through (4) above and will follow up in writing. The instructor also informs the student that an "N" grade will be given for the course or the assigned grade will be revoked until there is a final resolution of the charge(s). See Appendix Form 1 for an example of this notice.

   c. **Consultation with the Chair and Academic Dean (or designee):** The course instructor should consult with the Department Chair and Academic Dean (or designee) in order to determine whether any record of prior academic misconduct on file with the Dean of Students in the Office of the Vice President for Student Affairs warrants a recommendation that the University impose a sanction on the student. The course instructor and/or Chair may make such a recommendation to the Academic Dean (or designee) based on the severity of the alleged offense and/or prior record of misconduct.
d. Resolution of the charge by the course instructor

(1) If the instructor concludes that the student engaged in academic misconduct, the instructor informs the student of the academic penalty to be imposed. The academic penalty does not take effect until the final resolution of the charge(s) or until the deadline for an appeal has passed. An "N" grade may be assigned in the interim.

(2) If a University sanction is recommended, the course instructor or Department Chair notifies the student that the case will be transferred to the Academic Dean (or designee).

(3) The course instructor informs the student of the appeal procedure as outlined in the Student Conduct Code.

(4) If a University sanction is recommended, or if the student appeals, the course instructor will prepare a written summary for the Academic Dean (or designee) that will include a concise statement of the act of academic misconduct and the evidence. A copy of this summary will be provided to the student, the Department Chair, the Department Chair of the student's major, and the Provost and Vice President for Academic Affairs. A copy of this summary is also added to the student's disciplinary file maintained by the Dean of Students in the Office of the Vice President for Student Affairs. The student also may provide a written statement to be placed in the file. In cases where the student accepts the academic penalty, the written summary prepared by the instructor will be included in the student's file.

e. Resolution of the charge by the instructor when the student does not appear for the investigative meeting: If the student does not appear for the investigative meeting with the course instructor, the course instructor informs the student in writing of the following:

(1) The academic penalty recommended. The academic penalty is not formally imposed until final resolution of the charge(s) or until the deadline for an appeal has passed. If a grade is required before final resolution of the charge(s) or before the deadline for an appeal has passed, an "N" grade is assigned.

(2) The transfer of the case to the Academic Dean (or designee) if a University sanction is recommended.

(3) Student Conduct Code procedures and opportunity for appeal (a copy of this Code will suffice).

(4) The fact that a written summary of the case has been sent to the student, the Department Chair, the Department Chair of the student's major, and the Provost and Vice President for Academic Affairs, with a copy placed in the student's disciplinary file maintained by the Dean of Students in the Office of the Vice President for Student Affairs. The student also may provide a written statement to be placed in the file. See Appendix Form 2 for an example of this notice.
2. Sanction(s) Imposed by the University for Academic Misconduct

a. Investigation by the Academic Dean (or designee): After reviewing the course instructor's recommendation and written summary of the case and consulting with the instructor and the Chair, the Academic Dean (or designee) reviews the student’s disciplinary record maintained by the Dean of Students in the Office of the Vice President for Student Affairs, reviews the evidence, and interviews individually or together the instructor, the accused student and possible witnesses. Before the interview, the accused student is informed that he or she may bring a person of choice and that he or she also has the right to have legal counsel present during the interview. The student must notify the Academic Dean (or designee) at least three (3) working days before the time of the interview of any intent to be accompanied by legal counsel. The role of legal counsel, if any, at this stage should be restricted to consultation with the student. The student is not required to make any response during the interview.

b. Resolution of the charge(s) by the Academic Dean (or designee):

(1) If the Academic Dean decides not to impose a University sanction, the Dean notifies and provides written justification of the decision to the student, course instructor, and Department Chair. The decision of the Academic Dean to not impose a University sanction may not be used by the student to justify or support an appeal of an academic penalty by the course instructor.

(2) If the Academic Dean decides to impose a University sanction, the Dean informs the course instructor and Department Chair, and the student is notified in writing. See Appendix Form 3 for an example of this notice. When a University sanction of Denial of a Degree, Revocation of a Degree, Expulsion, or Suspension is proposed, the Academic Dean will present the recommendation to the Provost and Vice President for Academic Affairs for review and approval prior to notifying the student.

The notice to the student includes:

(a) A statement of the specific academic misconduct committed
(b) A concise summary of the facts upon which the charge is based
(c) A statement of the University sanction(s)
(d) A statement of the appeal procedure

(3) If, within ten (10) working days the student does not appeal the decision to impose the University sanction, the allegation in the notice of University sanction will be accepted. The Provost and Vice President for Academic Affairs will instruct the appropriate University officials to implement the sanction.

(4) A written summary of the case will be placed in the student's disciplinary file maintained by the Dean of Students in the Office of the Vice President for Student Affairs.

(5) No University sanction or academic penalty is imposed until final resolution of the charge(s) or until the deadline for an appeal has passed.
3. **Student Appeal of Academic Penalties and/or University Sanctions**

If the student denies the charge(s) and/or does not accept the academic penalty imposed by the course instructor and/or the University sanction, the student may appeal to the Academic Conduct Board. A request for appeal with supporting evidence must be presented in writing to the Provost and Vice President for Academic Affairs within ten (10) working days after the student is informed by the instructor of the imposed academic penalty or within ten (10) working days after receiving the notice of a University sanction, whichever occurs later.

4. **Academic Conduct Board**

   a. **Composition:** The Academic Conduct Board, appointed by the President of the University, consists of one faculty member and faculty alternate nominated by the Provost and Vice President for Academic Affairs; one faculty member and faculty alternate nominated by the President of the University Teachers' Union; one faculty member and faculty alternate nominated by the Executive Committee of the Faculty Senate; one faculty member and faculty alternate nominated by the Academic Standards and Curriculum Review Committee; two undergraduate students and alternates and one graduate student and alternate nominated by the Associated Students of the University of Montana (ASUM).

   The chair of the Academic Conduct Board is selected by the members of the Board from among the faculty appointees.

   Faculty members are appointed for two (2) years. To establish the initial Board with staggered appointments, the first two appointed faculty members serve for one (1) year. Student members serve for one (1) year. No member will serve more than two consecutive terms.

   In case of unavailability or disqualification of any member for a given proceeding, the appropriate alternative member will serve on the Board.

   No member of the Academic Conduct Board may sit on a case if he or she is: (a) from the same academic unit as the faculty member charging a student with misconduct or the accused student, or (b) otherwise closely associated personally or professionally with the faculty member or the student. A Board member should disqualify himself or herself when any grounds for disqualification is present. The accused student may assert grounds for disqualification of a Board member to the Chair of the Academic Conduct Board no later than three (3) working days prior to the scheduled hearing. The Chair shall implement a disqualification when warranted by the facts asserted.

   b. **Academic Conduct Board Hearings:**

   (1) When a student appeals to the Academic Conduct Board, the Chair schedules a hearing date. The Chair gives notice of the time, date, and place of the hearing to the student, course instructor, Department Chair, and Academic Dean. In the absence of extenuating circumstances, the hearing is held within fifteen (15) working days of the appeal.
A student appealing to the Academic Conduct Board may be accompanied by a representative. If the representative is an attorney, the student must notify the Chair of the Academic Conduct Board in writing at least three (3) working days before the scheduled hearing. Failure to give notice of representation may delay the hearing. If the student is to be represented at the hearing by an attorney, then the University may also be represented by legal counsel.

Hearings are closed to the public. However, at the discretion of the Chair, an open hearing may be held if requested by the student and if the individual privacy rights of others are protected.

The Chair of the Academic Conduct Board is responsible for conducting the hearing in an orderly manner. The student presents witnesses and/or evidence in support of the appeal. The course instructor, Department Chair, and Academic Dean also present witnesses and evidence. Each party may question the other party's witnesses. The burden of proof is on the University to establish a violation by clear and convincing evidence.

Formal rules of evidence (such as in a legal proceeding) do not apply. The Chair decides the admissibility of all evidence presented and rules on all procedural issues.

Minutes of the hearing are taken at University expense.

The Chair may prescribe additional procedural rules for the hearing that are consistent with this Code.

The Academic Conduct Board reaches a decision by majority vote. The Chair has the right of vote. The vote upholds, alters, or overturns the academic penalty and/or University sanction. The decision of the Board is submitted to the President of the University for review and final approval.

Within ten (10) working days, a copy of the Board’s decision is provided by the Chair to the student, the course instructor, Department Chair, Academic Dean, Dean of Students in the Office of the Vice President for Student Affairs, Provost and Vice President for Academic Affairs, and the President.

c. **Failure to Appear:** A student who fails to appear for the Academic Conduct Board hearing is considered to have waived the right to appeal. The student receives the academic penalty(ies) and/or University sanction(s) recommended by the Academic Dean and approved by the Provost and Vice President for Academic Affairs.

5. **Review by the President of the University**

a. **The decision of the Academic Conduct Board is reviewed by the President of the University.**

b. **Reviews must be completed within ten (10) working days** from the date of the notice to the student of the Board’s decision.

c. **The President’s review is limited to:**
(1) Whether the evidence provides a reasonable basis for the academic penalty(ies) and/or University sanction(s).
(2) Whether procedural errors deprived either party of a fair hearing.

d. Each party may submit supplemental written statements.

e. The President of the University approves or overrules the decision of the Board. A copy of the President's decision is provided to the student, the course instructor, Department Chair, Academic Dean, Dean of Students/Vice President for Student Affairs, Provost and Vice President for Academic Affairs, and the Academic Conduct Board.

f. The President's decision after review is the final campus decision and includes directions for implementation. A presidential decision to overrule may include an order for a new hearing to consider new or omitted evidence or to correct procedural errors.

g. The student may seek further administrative review by the Commissioner of Higher Education and the Board of Regents pursuant to Montana University System Policy and Procedures Manual, 203.5.2.

6. Hearing Officer Option: When an appeal cannot be heard by the Academic Conduct Board within a reasonable time after the student's request (e.g. during summer or between semesters) the President of the University may, whenever it is in the best interest of the University or the student, appoint an impartial Hearing Officer to conduct a hearing. This hearing is conducted following the procedures described in this Code. The decision of the Hearing Officer is submitted to the President for review.

VI. GENERAL CONDUCT

A. STANDARDS OF STUDENT CONDUCT

Students at the University of Montana have the responsibility to conduct themselves in a way that positively impacts the safety, welfare, or educational opportunities of others in the University community. Students are expected to act as responsible members of the community, respect the rights, privileges, and dignity of others, and refrain from actions that infringe upon the rights of others or interfere with normal University activities.

The following acts are prohibited and are violations of the Student Conduct Code:

1. Forgery, falsification, or fraudulent misuse of University documents, records, or identification cards.

2. Providing false information to the University or to members of the University community acting in the performance of their official duties.
3. Causing false information to be presented before any University disciplinary proceeding or intentionally destroying evidence important to such a proceeding.

4. Theft of property or services on University premises or at University-sponsored activities, or knowing possession of stolen property on University premises or at University-sponsored activities.

5. Unauthorized use, destruction, or damage of University property or the property of others on University premises or at University-sponsored activities.

6. Unauthorized or illegal use of the University's facilities, telephone system, mail system, computers, or computer network, or use of any of the above for any illegal act.

7. Unauthorized entry, use, or occupancy of University facilities.

8. Failure to comply with the directions of University officials, including Resident Assistants, University Police Officers, and the Dean of Students, acting in the performance of their duties and within the scope of their authority.

9. Violation of published University regulations, rules, or policies.

10. Intentional obstruction or disruption of normal University or University-sponsored activities, including but not limited to studying, teaching, research, administration, disciplinary proceedings, or fire, police, or emergency services.

11. Use, possession, or distribution of alcoholic beverages on University premises or at University-sponsored activities except as permitted by University policies (see University of Montana facility use policies and University of Montana alcohol and drug policies).

12. Disorderly or indecent conduct on University-owned or -controlled property or at University-sponsored activities.

13. Interfering with the freedom of expression of others on University premises or at University-sponsored activities.

14. Hazing, defined as an act which endangers the mental or physical health or safety of another, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization.

15. Malicious intimidation or harassment of another. When a student, with the intent to terrify, intimidate, threaten, or harass (1) causes bodily injury to another, (2) causes reasonable apprehension of bodily injury in another, (3) damages, destroys, or defaces any property of another or any public property, or (4) makes repeated, persistent and/or severe communications, including telephone, digital, or electronic communications, that are unwelcome to the receiver.

16. Illegal use, possession, or distribution of any controlled substance on University premises or at University-sponsored activities.
17. **Illegal distribution of any controlled substance off-campus**, subject to the provisions in Section II, “Jurisdiction of the University of Montana.”

18. Illegal or unauthorized possession or use of firearms, explosives, other weapons, dangerous chemicals, or noxious substances on University premises or at University-sponsored activities.

19. Homicide, assault, aggravated or felony assault, or threat of the same.

20. Conduct that recklessly or otherwise threatens or endangers the health or safety of another person.

21. Retaliation against a person for filing a complaint and/or acts of intimidation directed towards the person to drop a complaint, including involvement in third-party retaliation or intimidation.

22. Violation of the terms of any disciplinary sanction imposed in accordance with the Student Conduct Code.

**B. ATTEMPTS AND COMPLICITY**

Attempts to commit acts prohibited by the Student Conduct Code, and/or knowingly or willfully encouraging or assisting others to commit any of these acts, are also prohibited and may be adjudicated in the same manner.

**C. DISCIPLINARY SANCTIONS**

1. Sanctions for violating the Standards of Student Conduct under the University of Montana Student Conduct Code may include one or more of the following:

   a. **Disciplinary Warning**: The student is warned that further misconduct may result in more severe disciplinary sanctions.

   b. **Disciplinary Probation**: The student may continue attending the University, but is subject to restrictions and/or conditions imposed by the University for a specified period of time. Further violation of the Code while under disciplinary probation will result in more severe sanctions including the possibility of expulsion.

   c. **Suspension**: The student is separated from the University for a specified period of time and may also be excluded from participation in University-sponsored activities. A sanction of suspension requires approval by the Vice President for Student Affairs.

   d. **Expulsion**: The student is permanently separated from the University and may also be banned from any University-owned or -controlled property or events. A sanction of expulsion requires approval by the Vice President for Student Affairs.
e. **Restitution:** The student is required to make payment to the University and/or another person or entity for actual financial loss resulting from a Student Conduct Code violation.

f. **Withholding or Revocation of a Degree:** A degree is withheld or a previously awarded degree is rescinded. This sanction may be imposed when a person who is no longer enrolled is found to have violated the Code during the time of enrollment (see Section I. A., “Definitions of Student”).

g. **Other Sanctions:** In addition to or in place of the above, other sanctions may be imposed such as eviction from University housing, restriction or banning from certain on-campus facilities, restriction or prohibition from attending campus events or participating in campus activities, and requirements to attend and complete classes, programs, workshops, and/or counseling sessions. Details of the terms of the sanction will be provided to the student in writing.

2. Repeated or aggravated violations of this Code may result in more severe disciplinary sanctions than any individual violation might warrant.

3. Committing any act prohibited by this Code may result in suspension or expulsion from the University unless specific and mitigating factors are present. Potential mitigating factors include the attitude of the student, disciplinary history, the nature of the offense, and the severity of any damage, injury, or harm resulting from it.

4. Appropriate University officials will be notified of Student Conduct Code findings and/or sanctions imposed.

5. **Readmission.** Readmission to the University after suspension for general misconduct is dependent upon the student's compliance with the conditions of the suspension and the student's fitness to return to the campus community. These decisions are made by the Dean of Students upon consultation with appropriate campus officials and/or community members. In some cases, appropriate documentation may be required for readmission. Upon readmission, the student may be placed on disciplinary probation for a designated period of time with required conditions and expectations of behavior.

D. **INTERIM ACTION**

The University reserves the right to take necessary and appropriate interim action to protect the safety and well-being of the campus community.

1. A student may be temporarily suspended from the University, evicted from University Housing, prohibited from being on campus property, restricted or prohibited from campus events, and/or restricted in other ways by the Dean of Students or designee pending University disciplinary proceedings. If there is evidence that the student's continued presence on campus at certain activities or at certain locations constitutes a threat to others or to the continuance of normal University operations, interim suspension, eviction, and/or restrictions may be imposed effective immediately and without prior notice.
2. **Right to Appeal Interim Action.** In cases of interim suspension, eviction, or restriction, the student may appear before the Vice President for Student Affairs within five (5) working days from the effective date of the suspension or eviction to discuss the following:
   a. The reliability of the evidence against the student.
   b. Whether the alleged conduct and surrounding circumstances reasonably indicate that the student's presence on campus constitutes a threat to others or to the continuance of normal University operations.

E. **GENERAL MISCONDUCT IN THE CLASSROOM**

Faculty members at the University of Montana have the independent authority to exclude a student from any class session in which the student displays disruptive behavior that threatens the learning environment and/or safety and well-being of others in the classroom.

1. If circumstances warrant dismissal from a class session for behavior reasons, the faculty member should contact the Dean of Students immediately following the class to discuss the situation and make a determination about whether Student Conduct Code charges will be initiated.

2. The student remains eligible to return to the next class session.

3. The faculty member maintains the authority to remove the student from any future class session during which the student is disruptive.

4. The student may be suspended permanently from a class upon recommendation of the Dean of the college or school offering the class in accordance with the disciplinary procedures outlined in the “General Conduct” section of this Code.

F. **DISCIPLINARY RECORDS**

1. Sanctions of expulsion and suspension affect the student's academic status and are entered as notations in the student's permanent academic record maintained by the Registrar during such time as the imposed sanctions are in effect.

2. During the time that a Student Conduct Code case is in process, the student continues to have the same rights and privileges as other students unless interim action, which may include restrictions, suspension, or expulsion, has been imposed.

3. At the request of the student, transcripts may be released to another institution or to a prospective employer with the understanding that if there is a pending case under the Student Conduct Code, and the student is found to be in a violation of the Code in a manner that would require that the previously-released transcript be altered, the University may notify the institution and/or employer and forward a corrected copy.

4. Records of Student Conduct Code proceedings and sanctions are maintained by the Dean of Students in the Office of the Vice President for Student Affairs.

G. **THE ROLE OF ATTORNEYS**
As described in the Introduction (Section I), University disciplinary proceedings are educational and administrative proceedings; the University does not follow all of the rules and protocols of a legal proceeding. However, as stated in Section IV (Student Rights), students who are accused of violating the Student Conduct Code also have certain rights, including “the right to have a person of choice, including an attorney, present throughout any and all disciplinary proceedings” (Section IV. B.).

Although students may choose to have an attorney present throughout any aspect of the disciplinary process, the role of the attorney in a University conduct proceeding is limited to advice, consultation, and guidance.

A student who intends to bring an attorney to a meeting must notify the University official who will be conducting the meeting at least three (3) working days in advance of the meeting so the University may make arrangements to also have an attorney present.

H. DISCIPLINARY PROCEDURES

The purpose of the University disciplinary proceeding is to determine if a student violated the Student Conduct Code, and if so, to determine appropriate sanctions.

1. Evidentiary Standard
   a. Clear and Convincing Standard: For all charges under the Student Conduct Code, the evidentiary standard is “clear and convincing.” This means evidence that is definite, clear, and convincing, and there is no serious or substantial doubt about the correctness of the conclusions drawn from the evidence.

2. Case Adjudication and Jurisdiction: Residence Hall Cases and Other Campus Cases
   Incidents involving alleged violations of the Student Conduct Code that occur within the residence halls are adjudicated by designated Residence Life administrators, which may include the Director, an Associate Director, or an Assistant Director. Incidents occurring elsewhere on campus and in some cases off-campus (subject to the jurisdictional guidelines for the University as outlined in Section II) are adjudicated by the Dean of Students or designee. Serious cases with potential sanctions of suspension or expulsion from the University will also be referred directly to the Dean of Students regardless of where they originate.

3. Procedures for Adjudicating General Misconduct Cases
   a. Referral: A referral is made to the Dean of Students or designated Residence Life official regarding an alleged violation by a student of the Student Conduct Code. Referrals may be made by anyone within the campus community. Occasionally, the Dean of Students may also pursue cases resulting from media reports and other referral sources from outside the University.

   The Hearing Officer begins a preliminary investigation into the allegations.
   b. Informal Resolution by the Dean of Students or the Residence Life Official
(1) **Initial Notification:** The Dean of Students or designated Residence Life official sends an initial notification to the student (the “respondent”) that includes the following:

(a) Notification that an allegation of a violation of the Conduct Code has been brought forth

(b) A brief description of the alleged incident

(c) A list of potential charges from the Standards of Student Conduct based on the preliminary information

(d) A description of possible sanctions that will be issued should the respondent be found in violation of the Student Conduct Code

(e) Notification of the right to be accompanied by a support person or an attorney throughout any element of the disciplinary proceeding

(f) A date and time for a Preliminary Meeting to discuss the incident

(2) **Investigation:** The Dean of Students or designated Residence Life official, or another appropriate designee depending upon the nature of the case, investigates the incident and determines the facts through interviews, reports, and other evidence. Elements of the investigation may occur before, during, and after the Preliminary Meeting, the Findings Meeting, and any appeal proceeding.

(3) **Preliminary Meeting:** The Dean of Students or designated Residence Life official holds an initial meeting with the respondent to: (a) inform the student of the charges and ensure they are understood, (b) inform the student of the Student Conduct Code procedures for adjudicating disciplinary cases, and (c) ensure the student has a copy of the Student Conduct Code.

In the Preliminary Meeting the respondent may choose to begin discussing the facts of the case with the Dean of Students or Residence Life official if desired, but it is not required. The purpose of the Preliminary Meeting is to inform the student of the case, the potential charges, and the disciplinary procedures under the Code.

**Moving directly into the Findings Meeting:** If, during the Preliminary Meeting, the respondent has come to a decision about whether or not he or she wishes to accept responsibility for violating the Student Conduct Code, the respondent may elect to move directly into the Findings Meeting (description below). However, if the respondent wishes to schedule a separate time to return for a Findings Meeting, or if the Dean of Students or the Residence Life Official determines that more time is needed to gather additional information, a future time for the Findings Meeting may be set.
(4) **Findings Meeting:**

(a) The Findings Meeting must occur within five (5) working days of the Preliminary Meeting unless alternate arrangements are made that are agreeable to all parties.

(b) In the Findings Meeting, the Dean of Students or Residence Life official will present relevant evidence and the respondent will have an opportunity to respond to the evidence and potential charge(s) and present additional evidence and/or witnesses. Both parties may ask questions of each other and seek clarification.

(c) Based on the evidence, the Dean of Students or Residence Life official makes an impartial decision and informs the respondent of the findings. If the respondent is found in violation of the Student Conduct Code, the student is also informed of the recommended sanctions. (Sanctions of suspension and expulsion require approval of the Vice President for Student Affairs).

(d) The Dean of Students or Residence Life official summarizes the findings and recommended sanctions (if applicable) in a **Case Adjudication Letter** to the student. This letter includes findings for each individual charge, a statement of evidence that informed the decision, and a list of recommended sanctions.

(e) If the respondent does not appear for a Findings Meeting, the charges are accepted as outlined in the Initial Notification and the Dean of Students or Residence Life official will impose the disciplinary sanctions specified in the Initial Notification. The respondent is notified of the findings and the sanctions (if applicable) and loses the right to further appeal.

(f) Except for interim action(s) that may be taken by the University (Section VI. D.), disciplinary sanctions are not imposed until the final resolution of the charges or until the deadline for a final appeal has passed.

(5) **Respondent’s Options in Response to the Findings and/or Sanction(s)**

The respondent has three options in response to the Case Adjudication Letter: (1) to accept the findings and the sanctions, (2) to not accept the findings and/or sanctions, or (3) to not respond at all. The respondent has five (5) working days to sign the Case Adjudication Letter after being notified that it has been prepared.

(a) If the respondent signs the Case Adjudication Letter and indicates agreement to the findings and the sanctions, the case is closed. A copy of the letter is kept on file by the Dean of Students and a copy is provided to the student.

(b) If the respondent does not accept the findings and/or the sanctions, an appeal may be requested. For Residence Life cases, the respondent may
appeal to the Dean of Students (or designee). For Dean of Students’ cases, the respondent may appeal to the Vice President for Student Affairs (or designee). See next section, “Appeal.”

(c) If the respondent chooses not to sign or respond to the Case Adjudication Letter within the five (5) days, the findings and sanctions are adopted and the student loses the right to appeal. The student is notified that the deadline for signing the letter has passed, the findings have been accepted, and there is no further opportunity to appeal. This notification letter is kept on file by the Dean of Students and a copy is sent to the student.

c. Appeal to the Dean of Students or the Vice President for Student Affairs

(1) The Student Submits an Appeal Letter: If the student does not accept the findings and/or sanctions and wishes to appeal, the student must submit a written letter discussing the reasons for the appeal within five (5) working days to the University official who most recently heard the case, either the designated Residence Life official or the Dean of Students.

(2) The Case is Forwarded to the Dean of Students or the Vice President for Student Affairs: Upon receipt of the student’s appeal letter, the official who heard the case will forward the Case Adjudication Letter and the student’s appeal letter within three (3) days as follows:
- For cases from Residence Life: Appeal is forwarded to the Dean of Students (or designee)
- For cases from the Dean of Students: Appeal is forwarded to the Vice President for Student Affairs (or designee)

(3) Appeal Meeting is Scheduled: Upon receipt of the appeal materials, the Dean of Students or the Vice President for Student Affairs will contact the student to arrange a meeting to hear the appeal (the “Appeal Meeting”). This meeting must occur within five (5) working days of the date the student is contacted, unless a different arrangement is made that is agreeable to all parties.

If the student intends to be accompanied by an attorney, the student must provide notification at least three (3) working days in advance of the scheduled meeting so the University may also arrange to have an attorney present.

(4) Appeal Meeting

(a) The purpose of the Appeal Meeting is to provide a final opportunity for informal resolution of the charges and the case.

(b) The Dean of Students or the Vice President for Student Affairs will meet with the student, consider the reasons for the appeal, review additional information as necessary, and make an impartial determination as to whether the original finding(s) and/or sanction(s) are upheld, overturned, or modified.
The findings from the Appeal Meeting are summarized for the student in an **Appeal Findings Letter**. This letter includes the original charges in the case, the findings and sanctions of the original Hearing Officer, and the findings and sanctions of the Dean of Students or Vice President for Student Affairs.

If the student fails to appear for an Appeal Meeting, the original findings and sanctions are upheld. The student is notified that the decisions about findings and sanctions are final and the student loses the right to further appeal.

Except for interim action that may be taken by the University (Section VI. D.) disciplinary sanctions are not imposed until the final resolution of the charges or until the deadline for a final appeal has passed.

### (5) Respondent’s Options in Response to the Appeal Findings Letter

The respondent has three options in response to the Appeal Findings Letter: (1) to accept the findings and the sanctions, (2) to not accept the findings and/or the sanctions, or (3) to not respond at all. The respondent has five (5) working days to respond to the Appeal Findings Letter after being notified that is has been prepared.

(a) If the respondent signs the Appeal Findings Letter and indicates agreement to the findings and the sanctions, the case is closed. A copy of the letter is kept on file by the Dean of Students and a copy is given to the student.

(b) If the respondent does not accept the findings and/or the sanctions resulting from the Appeal Meeting, the respondent may request that the case be transferred to University Conduct Board (see next section).

(c) If the respondent chooses to not sign or respond to the Appeal Findings Letter within the five (5) days, the findings and sanctions are accepted and the student loses the right to appeal the case further. The student is notified that the deadline for signing has passed, the appeal findings have been accepted, and there is no further opportunity to appeal. This notification letter is also kept on file by the Dean of Students and a copy is provided to the student.

### I. UNIVERSITY CONDUCT BOARD

If the student wants to appeal the decision of the Dean of Students or the Vice President for Student Affairs, whichever is applicable, the case is transferred within five (5) working days to the University Conduct Board for a hearing.

1. **Composition of the University Conduct Board**
Members of the University Conduct Board are appointed by the President of the University. At the beginning of each academic year, a pool of Conduct Board members is selected and members are trained for the responsibilities associated with this duty. The Conduct Board is comprised of undergraduate and graduate students nominated by ASUM, faculty members nominated by the Executive Committee of the Faculty Senate, and staff members nominated by the Staff Senate. Oversight, management, and training of the Conduct Board is provided by the Dean of Students.

Student members of the Board are appointed for one-year terms. Faculty and staff members are appointed for two-year terms.

One of the faculty appointees is elected by the other members of the University Conduct Board to serve as the Chair.

Each Board assembled to hear a particular case is comprised of seven (7) members total: (a) three undergraduate students, (b) one graduate student (c) two faculty members (one of whom is the Chair), and (c) one staff member.

No member of the University Conduct Board may hear a case if the member is closely associated personally or professionally with the respondent, the complainant, the person who referred the case, or any other relevant party. A Conduct Board member is expected to raise the issue of stepping down whenever any potential reason for disqualification becomes known.

The respondent will be notified of the membership of the Conduct Board that will hear the case in advance and may assert grounds for disqualification of any particular Board member to the Chair of the Conduct Board up until three (3) working days prior to the date of the hearing. The Chair has the discretion to accept or reject a request for a disqualification based on the facts presented.

2. University Conduct Board Hearings

   a. Hearing Participants and Roles:

   (1) **Chair of the University Conduct Board**: The Chair of the hearing is a faculty member selected by the other Conduct Board members. The role of the Chair is to lead the proceedings, exercise control, and ensure that the hearing proceeds in an orderly and just manner.

   (2) **University Conduct Board Members**: The Conduct Board consists of six (6) students, faculty, and staff members (in addition the Chair) who are trained to hear cases involving alleged violations of the Student Conduct Code.

   (3) **Respondent** (and a support person or attorney if desired): The respondent is the student accused of violating the Student Conduct Code. The respondent may be accompanied at the hearing by a support person or an attorney. If the student chooses to bring an attorney, the role of the attorney is limited to advice, consultation, and guidance to the respondent; the attorney may not have a speaking role in the hearing.

   (4) **University Official (or designee) to present the University’s case**: The University will designate an appropriate University official, staff member, law student, attorney, or other designee to present the case to the Conduct Board on behalf of the University.
Complainant (if applicable, and a support person or an attorney if desired): In cases involving a complaint of one student against another student, the student who brings forth the allegation is the complainant. The complainant may attend the hearing and serve as a witness for the University. The complainant may also be accompanied by a support person or an attorney at the hearing. If the complainant chooses to bring an attorney, the role of the attorney is limited to advice, consultation, and guidance to the complainant; the attorney may not have a speaking role in the hearing.

Witnesses (if applicable): Both the respondent and the University may choose to call witnesses who have information relevant to the case to assist in the presentation of their respective cases. Witnesses may include other students, faculty or staff members, police officers, friends, family members, expert witnesses, community members, and/or character witnesses. Witnesses may appear and participate at the University’s discretion.

b. Pre-Hearing Notices

(1) Notice of the Hearing: When proceedings have been transferred to the University Conduct Board, the Chair of the Board, in consultation with the Dean of Students (or designee), schedules a date and time for the hearing. The Chair provides notice to the respondent and the complainant (if applicable) of the date, time, and place of the hearing. The hearing will occur at least five (5) working days after the date of this notice unless an alternate arrangement is made that is agreeable to all parties.

(2) Presenter of the University Case: The University will identify and designate an appropriate person to present the case for the University. This person may be a University official, staff member, law student, attorney, or other designee. The respondent will be notified of the identity of this person at least three (3) working days before the hearing.

(3) Notice of Participation of Attorneys: If the University should elect to present its case through an attorney, the respondent may be granted an extension of up to five (5) working days to obtain an attorney if desired after being notified that the University case will be presented by an attorney.

If the respondent intends to be accompanied by an attorney, the respondent must provide written notice to the Dean of Students (or designated official) at least three (3) working days before the scheduled date of the hearing so the University may also make arrangements to have an attorney present.

c. Hearing Proceedings

(1) Hearings are Closed to the Public: To protect the privacy rights of student participants, hearings are generally closed to the public. An open hearing may be held at the discretion of the Chair if requested by the respondent, if agreeable to the complainant (if applicable), and if there are no apparent overriding privacy issues.
(2) **Elements of the Hearing:** Although the exact structure and flow of each hearing may vary, in general, University Conduct Board hearing proceedings will include the following:

- Notice that the hearing is being recorded (hearings are recorded at University expense)
- Introduction of all parties
- Statement of the charges against the respondent
- Presentation of the University’s case, including an opening statement, evidence, and any witnesses
- Presentation of the respondent’s case, including an opening statement, evidence, and any witnesses
- Opportunities throughout for the respondent to ask questions, for the University presenter to ask questions, and for Conduct Board members to ask questions
- Closing statements
- Conduct Board deliberations (all parties other than Board members are excused)

(3) **Additional Characteristics of Conduct Board Hearings:**

(a) Formal (legal) rules of evidence do not apply.

(b) The Chair determines the admissibility of any evidence presented including witness testimony, rules on all procedural issues, and may put in place additional procedural rules during the hearing consistent with this Code. Any of the Chair’s rulings may be overruled by a majority of the Conduct Board members.

(4) **Conduct Board Deliberations and Decisions:** The deliberations of the Conduct Board will include two distinct phases:

(a) **Findings:** Whether the student violated any standard(s) of the Conduct Code

(b) **Sanctioning:** Appropriate sanction(s) should the student be found in violation

The Board is charged with rendering a decision about findings and/or sanctions within five (5) working days after the close of the hearing. All votes are by majority rule and the Chair has a vote in all cases.

The Board develops a written decision that includes: (a) findings for each specific charge, (b) a statement of the reasons for the decision(s), and (c) a description of the sanctions (if applicable).

The Board’s written decision is provided to the respondent, the Dean of Students, the Vice President for Student Affairs, and the President of the University for review (see Section VI. I. 3.). In cases involving student complainants, appropriate notification of the Board’s decision is also made to the complainant.

d. **Failure to Appear for a University Conduct Board Hearing**

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A respondent who fails or refuses to appear after proper notice of a University Conduct Board hearing is considered to have waived his or her rights to be heard by the Board. In this case, the University will find the student to be in violation of the Conduct Code as charged, and will impose the disciplinary sanctions specified in the statement of charges. Sanctions of suspension or expulsion require approval of the Vice President for Student Affairs.

e. Hearing Officer Option

If a case is transferred to the University Conduct Board during a time when the Board will not be able to hear the case within a reasonable period of time (e.g. between semesters, during the summer, during other academic breaks), the President of the University (or designee) may, when it appears to be in the best interest of the University and/or the student(s) involved, appoint an impartial Hearing Officer to conduct the hearing following the general procedures described in this Code.

3. Review of the Conduct Board's Decision by the President of the University

a. The President of the University reviews the decision(s) of the University Conduct Board. The President may approve, overturn, or modify any decisions and/or may address other issues related to procedures.

b. The President’s review will be completed within ten (10) working days from the date of the Board’s written decision.

c. The President’s review is limited to the following criteria:

(1) Whether the evidence provides a reasonable basis for the resulting findings and disciplinary sanction(s).

(2) Whether specified procedural errors were so substantial as to deny a fair hearing to the respondent.

d. Each party may submit supplemental written statements to the President. If a party wishes to submit a statement, it must be submitted within five (5) working days of the date of the Board’s written decision.

e. A copy of the President's final decision is provided to the respondent, the complainant (if applicable), the Dean of Students, the Vice President for Student Affairs, and the members of the University Conduct Board who heard the case.

4. The student may seek further administrative review by the Commissioner of Higher Education and the Board of Regents pursuant to Montana University System Policy and Procedures Manual, 203.5.2.
signed by the student, and filed with the Dean of Students in the Office of the Vice President for Student Affairs, the case is concluded.

VIII. OTHER UNIVERSITY POLICIES, RULES, AND STANDARDS

Students at the University of Montana may be subject to additional University policies, regulations, rules, and/or professional and ethical standards that supplement the Student Conduct Code. These include, but not limited to, the following:

A. Alleged Misconduct in Research and Creative Activities Policy
   (Personnel Policy Number 701)
   Available from the Office of the Vice President for Research and Development

B. Discrimination, Harassment, Sexual Misconduct, Stalking and Retaliation Policy
   and Discrimination Grievance Procedures
   Available from the University’s Title IX Coordinator and the Dean of Students, also online:
   Discrimination Grievance Procedures: Available through a link in the policy, or at
   [http://www.umt.edu/eo/documents/discriminationprocedures.docx](http://www.umt.edu/eo/documents/discriminationprocedures.docx)

C. Drug and Alcohol Policies
   Available from the Dean of Students or from the Office of Public Safety

D. Law School Honor Code and Procedures
   Available from the Office of the Dean in the School of Law

E. Professional Program Standards (individual departments and programs)
   Available from various academic colleges, and schools, and departments

F. Residence Life Regulations & University Villages Regulations
   Available from the Office of Residence Life

G. Responsible Use of Electronic Communications Policy, University System Policies,
   and UM Policies Related to Student Use of IT Resources
   Available from the Office of Information Technology

H. Student-Athlete Conduct Code
   Available from Intercollegiate Athletics and at:

I. University Facilities Use Policy
   Available from the Office of the Vice President for Administration and Finance

J. Vehicle and Traffic Regulations
   Available from the Office of Public Safety

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MSW Student Handbook
University of Montana Conduct Code – Adoption & Revisions

Adopted May 1985
Current Revision – August 27, 2013
FORM 1 – ACADEMIC MISCONDUCT
DURING A COURSE OR AFTER THE CONCLUSION OF A COURSE

Notice to Student: Academic Conduct, Student Conduct Code (Section V. C. 1. a. & b.)
Alleged misconduct during a course or after the conclusion of a course

NOTICE OF ALLEGATIONS OF ACADEMIC MISCONDUCT

Date
Student Name
Student Address

Dear (student name),

It has come to my attention that you may have committed an incident of academic misconduct in my class. My preliminary investigation indicates that you may have committed the following violation of the University of Montana Student Code:

Insert alleged violation(s), cite as (V. A. #)

This alleged misconduct occurred on (date), (describe circumstances and known evidence):

If this violation is confirmed, I propose the following Academic Penalty for this misconduct:

Insert proposed Academic Penalty(ies) here

In addition to this academic penalty(ies), University sanctions may also be imposed, including but not limited to: Disciplinary warning, probation, suspension, or expulsion from the University, depending on the severity of the misconduct and your previous disciplinary record, if any. If University sanctions are recommended, your case will be transferred to the appropriate Academic Dean. An “N” grade will be assigned or substituted for the assigned grade for the course(s) implicated in these allegations pending resolution of these charges.

Under the Student Conduct Code, you have the right to respond to and contest these charges and the evidence, and to contest the imposition of sanctions. These procedures are outlined in the Student Conduct Code, which is available on the University website at the following address:
http://life.umt.edu/vpsa/student_conduct.php

If you wish to respond to these charges, please do so by contacting me within ten (10) days of this notice.

Sincerely,
(Course Instructor)

cc: Department Chair
    Dean of Students (for records)
FORM 2 – ACADEMIC MISCONDUCT
STUDENT DOES NOT APPEAR FOR THE INVESTIGATIVE MEETING

Notice to student:  Academic Conduct, Student Conduct Code (Section V. C. 1. e.)
Student does not appear for the investigative meeting

NOTICE OF FINDINGS OF ACADEMIC MISCONDUCT

Date

Student Name
Student Address

Dear (student name),

To follow up on my notice to you on (date), my investigation into an allegation of academic misconduct in my class indicates that you have committed the following violation:

   Insert violation(s), cite as (V. A. #)

As I described earlier, the alleged misconduct occurred on (date), (describe circumstances/evidence):

Since you have not responded to my previous notice of allegations, the following academic penalty(ies) for this misconduct will be imposed, unless you appeal according to the procedures outlined in the Student Conduct Code:

   Insert Academic Penalty(ies) here

In addition to the academic penalty(ies), University sanctions may also be imposed, including but not limited to: Disciplinary probation, suspension, or expulsion, depending on the severity of the misconduct or your previous disciplinary record, if any. If University sanctions are recommended, your case will be transferred to the appropriate Academic Dean. An “N” grade will be assigned or substituted for the assigned grade for the course(s) implicated in these allegations, pending resolution of these charges.

If University sanctions are recommended, I have prepared a written summary of the allegations and the evidence in this case, a copy of which is enclosed. I have also have sent copies of this summary to the Department Chair of (Department of class), the Department Chair of your major, the Provost and Vice President for Academic Affairs, and the Dean of Students in the Office of the Vice President for Student Affairs. You may prepare a written response whether or not you choose to appeal.

Your appeal and supporting documentation must be filed with the Provost and Vice President for Academic Affairs within ten (10) working days of your receipt of this letter or the notice of University Sanctions, whichever is later.

Sincerely,
(Course Instructor)

cc:  Department Chair
     Dean (if University sanctions are recommended)
     Dean of Students (for records)
FORM 3 – ACADEMIC MISCONDUCT

ACADEMIC DEAN’S NOTICE OF UNIVERSITY SANCTIONS

Notice to Student: Academic Conduct, Student Conduct Code (Section V. C. 2. b. (2))
Academic Dean’s Notice of University Sanctions
NOTICE OF UNIVERSITY SANCTIONS FOR ACADEMIC MISCONDUCT

Date

Student Name
Student Address

Dear (student name),

To follow up on communication to you from (course instructor) on (date) regarding academic misconduct in (course name), I have reviewed this case and agree with your course instructor that you have committed the following violation of the University of Montana Student Conduct Code:

Insert violation(s), cite as (V. A. #)

The alleged misconduct occurred on (date), and (summarize facts, circumstances, and known evidence):

In addition to the academic penalty(ies) imposed by your course instructor, the following University sanction(s) will be imposed, unless you appeal according to procedures outlined in the Student Conduct Code:

Insert University sanction(s) here

An “N” grade will be assigned or substituted for the assigned grade for the course(s) implicated in these allegations, pending resolution of the charges.

Under the Student Conduct Code, you have a right to contest the charges and imposition of sanctions. The procedures are outlined in the Student Conduct Code, which is available on the University website at the following address: http://life.umt.edu/vpsa/student_conduct.php

If you wish to appeal, please do so by submitting your appeal and supporting documentation to the Provost and Vice President for Academic Affairs within ten (10) working days of the date of your receipt of this letter or the notice of academic penalty(ies), whichever is later.

Sincerely,
(Academic Dean or Designee)

cc: Department Chair
    Course Instructor
    Dean of Students (for records)
APPENDIX H: REQUEST FOR LEAVE OF ABSENCE

GRADUATE SCHOOL
LEAVE OF ABSENCE FORM

Name: ___________________________ ID#: __________

Local Address & Phone #: __________________________

Degree Program: __________________ Department/School: __________

Beginning term of the leave of absence (Semester & Year): __________

Term I plan to renew studies (Semester & Year): __________

Reason for request:

Program Summary

Courses and other requirements completed to this date: (You may attach a copy of an up-to-date transcript.)

Courses and number of credits for which you are presently enrolled:

List all other requirements for your program, and give a timetable for completion of those requirements:

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Location where I can be reached during my Leave of Absence:

Address: __________________________________________ Phone #: ________
                                                ______

                                           __________________________________________

E-mail: __________________________________________

SCHOOL OF EDUCATION:

Master's Degree - I understand that all required program elements for the Master's degree (including non-degree and transfer work completed before the term I was admitted to the program) must be completed within six (6) years of commencing graduate course work at The University of Montana.

Education Specialist Degree - I understand that all required program elements for the Education Specialist degree must be completed within eight (8) years of commencing graduate course work at The University of Montana.

Doctoral Degree - I understand that all required program elements for the Doctoral degree must be completed within ten (10) years of commencing graduate course work at The University of Montana.

ALL OTHER DISCIPLINES:

Master's Degree - I understand that all required program elements for the Master's degree (including non-degree and transfer work completed before the term I was admitted to the program) must be completed within five (5) years of commencing graduate course work at The University of Montana.

Doctoral Degree - I understand that all required program elements must be completed within seven (7) years of commencing graduate course work at The University of Montana.

CONTINUOUS REGISTRATION:

Graduate students in degree programs must register for credits each Fall and Spring Semester (with exceptions including some distance learning programs or the School of Education where students may be registering primarily in the Summer). I understand that I am not required to be registered during an approved leave of absence, however, the continuous registration rule still applies upon my return.

Student's Signature: ___________________________ Date: ________

Department Chair’s or Dean’s Signature: ___________________________ Date: ________

☐ Approved       ☐ Denied

Graduate Dean: ___________________________ Date: ________

☐ Leave approved for the period of time requested ☐

Denied
## APPENDIX I
### Course Completion Checklist

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Semester/Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 500: Orientation</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>SW 505: Foundations of SW Practice</td>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>SW 510: Hum Behav Soc Envt I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 511: Hum Behav Soc Envt II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 515: Practice w/ Indiv &amp; Families</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 520: SW Research Methods</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>SW 521: Advanced Research</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 525: Practice w/ Groups &amp; Communities</td>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>SW 530: History of Social Policy</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>SW 531: Methods of Social Policy Analysis</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>SW 535: Advanced Integrated Practice</td>
<td>4</td>
<td></td>
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<tr>
<td>SW 545: Organizational Leadership</td>
<td>3</td>
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<tr>
<td>SW 576: Foundation Seminar I</td>
<td>1</td>
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<tr>
<td>SW 577: Foundation Seminar II</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>SW 578: Advanced Seminar I</td>
<td>1</td>
<td></td>
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<tr>
<td>SW 579: Advanced Seminar II</td>
<td>1</td>
<td></td>
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<tr>
<td>SW 586: Foundation Practicum I</td>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>SW 587: Foundation Practicum II</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 588: Concentration Practicum I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 589: Concentration Practicum II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 593: Professional Portfolio (R* to 2 cr)</td>
<td>1</td>
<td></td>
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</tr>
</tbody>
</table>

*R = repeatable

### Electives (9 credits total required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester/Year</th>
<th>Grade</th>
</tr>
</thead>
</table>

51 total credits

60 credits required for completion of degree

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