



School of Social Work
UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN

2021-2022 | STUDENT HANDBOOK

BSW



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Bachelor of Social Work

2021-2022 Student Handbook

Welcome

Welcome to the University of Illinois at Urbana-Champaign and the School of Social Work. You have made an excellent decision to pursue higher education at the University of Illinois.

We hope you will enjoy your time here, which will be brief but well spent. You will find that learning takes place in settings in and outside of the classroom and from many sources, including your instructors, classmates, and clients. You will be exposed to a wealth of information, both practical and theoretical, that will prepare you for a rewarding career in social work. We will do our best to provide you with a quality education for a challenging profession.

The *BSW Handbook* is designed to be a primary source of information about the School, the program of study, and the administrative regulations governing your participation in the program. Please use the *BSW Handbook* as a guide throughout your career at the School of Social Work, and remember that the staff and faculty are also available to you for advising and information.

We wish you well in your studies and trust that you will find the knowledge and expertise that you gain here exciting and suited to your own professional goals. We are glad to have you here.

Faculty and Staff
School of Social Work

Part 1: Introduction

The University of Illinois

The University of Illinois was chartered on February 28, 1867, by the Illinois General Assembly, in accordance with the Federal Land Grant Act that was signed July 2, 1862 by President Abraham Lincoln.

The University, under the name of Illinois Industrial University, was opened for students in March 1868. The name of the University was changed to the University of Illinois in 1885. The University of Illinois at Urbana-Champaign ranks among the world's great universities and is known for its achievements in research and higher education. National surveys consistently place the University among the top ten institutions of higher education in many fields of study; several colleges and departments are in the top five. A recent survey of universities and scholars conducted by the American Council on Education rated the University's graduate faculty among the top ten throughout the nation.

The Urbana-Champaign campus provides the facilities of a comprehensive university including the largest state university library in the nation.

The School Of Social Work

Overview

The School of Social Work is an autonomous unit within the University of Illinois at Urbana-Champaign, reporting directly to the Vice Chancellor for Academic Affairs. The School and its faculty fit comfortably into the University's mission of teaching, research, and public service.

The School of Social Work offers degree programs that lead to the Bachelor of Social Work (BSW), Master of Social Work (MSW), and Doctor of Philosophy in Social Work (PhD). BSW graduates will be prepared for entry into three potential trajectories upon degree completion including, but not limited to: generalist social work practice, advanced standing in graduate social work education, and career opportunities and graduate education in areas such as communications, corrections, education, government, health care, human resources, law, non-profit organizations, religious studies, and public service. The BSW program was reaccredited by the Council on Social Work Education (CSWE) in 2018.

The School of Social Work at the University of Illinois at Urbana-Champaign has been consistently ranked among the top social work education programs in the country. Faculty members are well-known throughout the country for their teaching and research which contribute to the advancement of the profession.

Faculty research and service specializations are diverse. Among research and service interests are: clinical practice, group work, comparative health care program analysis, as well as program and policy development, planning, and evaluation. Other areas of interest include: child welfare,

health care, mental health, school social work practice, older adults, social innovation, minorities and women, and treatment for substance use disorders.

School of Social Work Mission

The School of Social Work embraces the three-fold mission of the University of Illinois at Urbana-Champaign: research, teaching, and public engagement. The School is committed to developing and disseminating knowledge that contributes to responsive social welfare policies, programs, and practices. The School promotes the values of the social work profession through its commitment to diversity and social justice, its focus on reciprocal interactions between people and their ecological systems, and its emphasis on the use of evidence-informed practice and practice-informed research with vulnerable and marginalized populations. The School serves the citizens of Illinois by linking knowledge development to community needs, by educating students for public service in child welfare, health care, mental health, and school settings, and by sharing the School's resources with the community.

As an integral part of the University of Illinois at Urbana-Champaign, the School of Social Work extends its mission beyond one region of the State, one population-at-risk, one student group, one approach to scholarship, or one method of practice. Its territory is broad, reaching into urban and rural areas and across state and national borders. Its vision is inclusive, responding to the needs of individuals, families, groups, organizations, and communities across socioeconomic, racial/ethnic, and cultural groups. Its purview is wide, expanding the opportunities for professional education to non-traditional as well as traditional students. Its approach to knowledge building and skill development is open and multidisciplinary, recognizing the potential contribution of various ways of knowing and doing.

The School of Social Work also shares in and builds upon the mission of the social work profession. Its focus is on the reciprocal relationships between people and their personal and social environments. Its purpose is to improve the availability, accessibility, quality, and responsiveness of social services, particularly as they affect those most vulnerable to oppression: the poor, members of ethnic, racial, and sexual minority groups, and women. The method used is to encourage self-awareness, systematic knowledge development, comparative analysis, critical thinking in the context of professional values and ethics.

Bachelor of Social Work Mission

The mission and purpose of the BSW program at the University of Illinois at Urbana-Champaign is to provide transformative educational experiences that prepare students to develop a professional social work identity for generalist practice across diverse client systems by applying knowledge, skills, and values that foster social change.

Academic Program Goals

The goals of the BSW program are related to this purpose and reflect the mission of the School.

Our BSW program goals are:

1. Provide transformative teaching-learning opportunities to gain integrative knowledge that emphasizes diverse theoretical perspectives, critical thinking, conceptual and perceptual understanding, and research-informed practice.
2. Promote social work skills and competencies through action-oriented experiences (volunteering, service-learning, experiential learning, and advocacy) and a supervised agency-based field practicum, to gain hands-on opportunities in culturally grounded and ethically-based practice that promotes social, economic, and environmental justice, and advances human rights.
3. Foster professional development, socialization, and identification with social work through an approach that links reflective practice, self-awareness, and ethical decision making, which promotes the importance of continuing education and life-long learning.

We utilize a competency-based approach to social work education. The competencies guide the social work knowledge, values, and skills that you will focus on in your BSW courses and field practicum. By the time students graduate, they will be able to demonstrate how to integrate and apply the competencies in social work practice with individuals, families, groups, organizations, and communities. See [here for the Program Core Competencies and Practice Behaviors](#).

Part 2: BSW Program Information

Admission Information

Admission Requirements for Freshmen

High school seniors can apply as a Freshman to the School of Social Work by completing the University of Illinois at Urbana-Champaign's [Undergraduate Application](#) and choosing Social Work as their major.

Admission Requirements for Transfer Students

Transfer students must apply to the University of Illinois at Urbana-Champaign. The application for the University is submitted online and available here: [Start Your Application](#). Information about the completion of prerequisite coursework prior to enrollment is published in [The Transfer Handbook](#). The Transfer Handbook lists all requirements for the BSW degree, including detailed transfer course information to help prospective students determine the transferability of any coursework completed at other institutions.

To be eligible for admission into the BSW Program, the following requirements must be met for Transfer students:

- A minimum GPA of 2.50 (A = 4.00)
- Evidence of strong communication and interpersonal skills
- Evidence of personal attributes that are suitable for the profession of social work

An online information tool, *Transferology* (<https://www.transferology.com/state/il?all>), is a resource that assists students in identifying transfer course equivalencies and works in conjunction with the online university's degree audit system to show how credits could be applied to a degree program. Students receive written notification from the Office of Undergraduate Admissions about admission decisions and transfer credit acceptance.

Admission Requirements for Inter-College Transfer Students

Inter-College Transfer (ICT) students apply directly to the School of Social Work for admission. The application is submitted online and available here: [BSW Application](#).

To be eligible for admission into the BSW Program, the following requirements must be met for ICT students:

- Completion and documentation of a minimum of 50 (fifty) hours of volunteer* or paid work experience in a social service agency prior to beginning the program
- Cumulative minimum GPA of 2.5 or higher
- Evidence of strong communication and interpersonal skills
- Evidence of personal attributes that are suitable for the profession of social work
- Successful completion of the application process for professional program entry

** Volunteer hours can be completed through service learning projects completed for course requirements, as well as through volunteer experiences with community organizations. The [Community Learning Lab](#) or the [Office of Volunteer Programs at the University](#) are good sources for ideas and support on how to get involved. Volunteer hours must be completed before starting the program.*

Applicants are expected to apply to the School of Social Work by the stated University deadlines. To be guaranteed consideration for the Spring term, you must apply by October 15th. To be guaranteed consideration for the Fall term, you must apply by March 1st. Applications received after the University of Illinois and School of Social Work deadlines are not able to be guaranteed for consideration.

The School of Social Work uses a holistic review process which will assess the entire student, i.e., academic record, work and service experience, leadership ability, demonstrated analytical and critical thinking skills, grade point average, and the quality of the personal and professional information offered in all of the included essays. Although the minimum transfer GPA for the University is 2.25 (A=4.0), the School of Social Work requires a minimum GPA of 2.5.

BSW Experiential Learning Fee

In 2010, The University of Illinois Board of Trustees approved an experiential learning fee that is assessed to all Bachelor of Social Work majors to help cover part of the extensive faculty resources required to provide enriched social work learning opportunities. A one-time experiential learning fee of \$750 will be assessed once a student has earned in-progress credit hours between 60-89.9.

Degree Requirements

Degree requirements include completion of 120 earned credit hours. Course requirements are as follows:

General Education Requirements (approved general education courses can be found here)		Hours
Communication Skills and Composition		
CMN 101 & RHET 105 or CMN 111 & CMN 112	Public Speaking and Writing and Research Oral & Written Comm I and Oral & Written Comm II	6-7
Advanced Composition - SOCW 300 will meet the Advanced Composition Requirement		3-4
Language other than English		
Complete of the third level or equivalent is required for graduation. American Sign Language is also acceptable.		0-9
Humanities and the Arts		
Literature and the Arts		3
Historical and Philosophical Perspective		3
Social and Behavioral Science		
Any course that has been approved as a Social and Behavioral Science course from the General Education course list.		9
Cultural Studies		
U.S. Minority cultures		3
Western cultures		3
Non-Western cultures		3
Natural Sciences and Technology		
Life Science		3
Physical Science		3
Quantitative Reasoning - one statistics course required		3
SOCW 225	Social Work Statistics	
STAT 100	Statistics	
ECON 202	Economic Statistics I	
EPSY 280	Elements of Statistics	
SOC 280	Intro to Social Statistics	
PSYC 235	Intro to Statistics	
Second Quantitative Reasoning from the approved campus list		3

BSW Requirements (see [Appendix A](#) for SOCW course descriptions)

Code	Title	Hours
SOCW 200	Introduction to Social Work	3
SOCW 300	Diversity: Identities & Issues	3
SOCW 401	Practice I	4
SOCW 402	Practice II	3
SOCW 403	Practice III	3
SOCW 410	Social Welfare Policy & Services	3
SOCW 427	Social Work Research Methods	3
SOCW 451	HBSE I: Human Development	3
SOCW 461	Professional Practice Seminar I	4
SOCW 470	Field Practicum & Professional Seminar II	15
Social Work electives:		9
SOCW 310	Undergraduate Research Assistance (<i>may be repeated</i>)	
SOCW 321	Social Entrepreneurship & Social Change	
SOCW 330	International Perspectives	
SOCW 360	Social Work and the Military	
SOCW 370	Social Work and Disability Studies	
SOCW 375	Social Enterprise Lab	
SOCW 380	Current Topics in Social Work (<i>may be repeated</i>)	
SOCW 404	Social Work Case Management Practice	
SOCW 412	Hispanics in the U.S.	
SOCW 416	Child Welfare Issues & Trends	
SOCW 418	Independent Study	
SOCW 420	Substance Use in Social Context	
SOCW 436	International Social Work & Development	
SOCW 455	Social Work with Women	
SOCW 475	Undergraduate Research Abroad (<i>may be repeated</i>)	
SOCW 480	Undergraduate Research Project (<i>may be repeated</i>)	
Total SOCW hours	53	
Minimum credit hours required for graduation		120

Minor Requirements in Social Work

The Social Work Minor is designed for students interested in combining a primary academic area with social welfare and professional social work content. It emphasizes synthesis and application of social work theories, policies, and research in the development of comprehensive solutions to major social problems. If you are interested in adding the Social Work minor, please email: undergradsocialwork@illinois.edu

Code	Title	Hours
Minor required courses:		12
SOCW 200	Introduction to Social Work	
SOCW 300	Diversity: Identities & Issues	
SOCW 410	Social Welfare Policy & Services	
SOCW 451	HBSE I: Human Development	
Choose Two Electives:		6
SOCW 210	Queer Visibility	
SOCW 240	Death & Dying	
SOCW 245	Doing Good through the Nonprofit Sector	
SOCW 297	Asian Families in America	
SOCW 310	Undergraduate Research Assistance (<i>maybe repeated</i>)	
SOCW 315	Social Work Services for Older Adults	
SOCW 321	Social Entrepreneurship & Social Change	
SOCW 330	International Perspectives	
SOCW 360	Social Work and the Military	
SOCW 370	Social Work and Disability Studies	
SOCW 375	Social Enterprise Lab	
SOCW 380	Current Topics in Social Work (<i>maybe repeated</i>)	
SOCW 412	Hispanics in the U.S.	
SOCW 416	Child Welfare Issues & Trends	
SOCW 418	Independent Study	
SOCW 420	Substance Use in Social Context	
SOCW 436	International Social Work & Development	
SOCW 455	Social Work with Women	
SOCW 475	Undergraduate Research Abroad (<i>maybe repeated</i>)	
SOCW 480	Undergraduate Research Project (<i>maybe repeated</i>)	
Total Hours		18

Independent Plan of Study

A student may choose to complete an elective requirement in the form of an independent study. The intent of the independent study course is to provide for the development of specialized knowledge not available in current courses. In order to do this, an Independent Study Proposal Outline must be completed by a social work faculty member. The completed outline must be approved by the Assistant Dean for Undergraduate Programs.

Progress in Specific Graduation Requirements

Unless exempt, students must complete **Composition I** requirement during their freshman year. We also advise students to complete their **Non-Primary Language** requirement during their first two years so that graduation in eight semesters is feasible. Students who have not completed the non-primary language degree requirement by the time they have completed 60 hours toward the degree will be required to take and complete an appropriate course each semester thereafter until they have fulfilled the requirement.

Progress in the Declared Major

Students must make regular progress via appropriate course enrollments and performance levels to confirm continued viability in an academic program. In addition, students may not be eligible in a declared SOCW major while pursuing requirements for another major or pursuing eligibility for a program in another college, at the expense of fulfilling degree requirements in the declared SOCW major. Consult your academic advisor if you are interested in pursuing another major or program.

Before enrolling in their field placement, students must successfully complete all required coursework and cannot have an incomplete or be on probation.

Field Education

Field education provides an opportunity for students to integrate into practice the conceptual knowledge gained from coursework. For BSW students, this means they participate in hands-on generalist social work learning opportunities intended to provide students experience across individual, group, family, community, and organization settings. This is accomplished through the placement of students in credit-based internships at Field Office approved service agencies. Students must successfully complete all required coursework prior to enrolling in their field placement and cannot enter field if they are on probation or have an incomplete.

There are three rotations of field; Fall, Spring, and Summer. Utilizing a Block Placement Model, students are placed in an agency on a full-time basis and do not take any courses outside of field requirements. Students must complete a minimum of 400 hours of internship during each rotation.

Fall	16 weeks – fall break off	Approximately 27 hours per week
Spring	16 weeks – spring break off	Approximately 27 hours per week
Summer	14 weeks-no break	Approximately 29 hours per week

When choosing the rotation that best fits your needs please consider your financial aid options, need for employment, and lease/living situation.

Internships typically are completed locally in or around Champaign County, which allows us to draw on well-developed placement networks and be most easily accessible to students while they are in placement. If such local placements do not best meet your needs, please contact the field office early in the planning process to discuss possible placement sites outside Champaign County. Although we cannot guarantee sites outside of Champaign County, we will work with you to explore such alternatives. You will be asked to provide a rationale as to why a field placement in an alternative location is preferable, and the Field Education Committee will review your request to assure that the alternative placement is reasonable and consistent with BSW field placement expectations and objectives.

Field education site supervisors (Field Instructors) complete the Internship Position Description (IPD) in conjunction with the student(s) assigned to their agency. The IPD is a contract between the student and agency that defines learning opportunities across individuals, families, groups, communities, and organizations that incorporate the nine core competencies, practice behaviors, tasks, duties, and/or activities for demonstrating the behaviors, and a timeframe for completion. As new interests emerge or changes occur in the internship, the IPD may be re-negotiated and modified. Student field education performance is jointly evaluated by the Field Instructor and student by the BSW Mid-term Field Evaluations and BSW Final Field Evaluations.

BSW Program Evaluation

Assessment and evaluation are a vital part of the BSW Program. We assess whether students are meeting expectations regarding the core competencies and practice behaviors (see below). During the BSW program, there are three points of assessment/evaluation.

1. Students will be asked to complete a post-assessment prior to entering their internship.
2. Students will complete a midterm and final competency-based evaluation during their internship.
3. Students will be given an opportunity to complete the BSW Senior Program Survey prior to graduation.

BSW Program Core Competencies and Practice Behaviors

Core Competencies	Practice Behaviors
Competency 1: Demonstrate Ethical and Professional Behavior	1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context 1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; 1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication 1.4 Use technology ethically and appropriately to facilitate practice outcomes; and 1.5 Use supervision and consultation to guide professional judgment and behavior.
Competency 2: Engage Diversity and Difference in Practice	2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels 2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences; and 2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and 3.2 Engage in practices that advance social, economic, and environmental justice.
Competency 4: Engage In Practice-informed Research and Research-informed Practice	4.1 Use practice experience and theory to inform scientific inquiry and research; 4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and 4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.
Competency 5: Engage in Policy Practice	5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; 5.2 Assess how social welfare and economic policies impact the delivery of and access to social services; 5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p>	<p>6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</p> <p>6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>
<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p>	<p>7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</p> <p>7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</p> <p>7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</p> <p>7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</p> <p>8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</p> <p>8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</p> <p>8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</p> <p>8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<p>9.1 Select and use appropriate methods for evaluation of outcomes;</p> <p>9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</p> <p>9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</p> <p>9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</p>

Part 3: Student Advising and Support

The School of Social work emphasizes individual responsibility and students taking charge of their own academic program. While this means adhering to deadlines and satisfying degree requirements, the BSW Advisor is there to help all along the way.

Advisor Role and Responsibilities:

- To develop with the advisee the course planning form and to sign needed forms.
- To monitor the sequencing of courses.
- To monitor the meeting of program requirements.
- To advise students of University resources such as study skills groups, counseling, and career development.
- To discuss interests in possible field placements and broader career directions.
- To participate in developing a plan for addressing academic and non-academic issues relating to degree attainment.

Students' Role and Responsibilities

Since all registration and course changes require consultation and approval from the BSW Program advisor, students are expected to make appointments in a manner that allows for sufficient time to meet University deadlines. While the advisor assists the student in course selection and provides needed information, students are expected to know and understand prerequisite and graduation requirements.

Student Responsibilities:

- Meet with the BSW Advisor each semester prior to registering for classes for the following semester.
- Submit a SOCW Advising Agreement.
- Submit an approved Academic Plan of Study each semester.
- Adhere to the Academic Plan of Study.
- Notify the BSW Advisor if you add classes other than ones listed on your Academic Plan of Study or if you plan to drop a course.
- Monitor your academic progress through DARS (Degree Audit Reporting System).
- If you intend to declare a minor, you must do so prior to your internship.

Part 4: Policies and Procedures

Addressing Student Concerns: Three Levels of Student Review

Students are expected to make satisfactory progress by demonstrating knowledge, skills, competencies and behaviors in the classroom and in their field placement. Satisfactory progress is defined as meeting or exceeding stated academic standards and adhering to all ethical and professional standards. When a student is not making satisfactory progress toward a degree, the following guidelines will be followed:

Level 1 Review

A Level 1 Review occurs when a faculty member has concerns regarding a student's academic performance and/or professional behavior in the classroom setting. This level involves the faculty member and student. The faculty member addresses the concern with the student and works with the student towards an agreeable resolution. The faculty member documents the discussion and action taken.

If the concern arises in the field placement, the Field Instructor and Field Liaison will address the concern with the student. The Field Liaison will notify the Field Director and document the discussion and action taken.

In many situations, this Level 1 Review intervention will resolve the concern and no further action will be needed.

Situations that warrant a Level 1 Review include, but are not limited to, the following:

- A pattern of absenteeism and/or tardiness.
- A pattern of submitting late work and/or poor academic performance.
- Rude and/or unprofessional behavior demonstrated towards instructor and/or peers.
- Inappropriate use of technology (i.e., cell phone, tablet, laptop) in the classroom.

Level 2 Review

A Level 2 Review is warranted when a Level 1 Review intervention has not resolved the concern and the academic performance and/or professional behavior concerns continue, and/or when the behaviors are such that it is warranted to bypass the Level 1 Review. Level 2 Review involves the student, faculty member, Director of Student Affairs and BSW Program Director. If it is a field-related concern, the student, Field Instructor, Field Liaison and Field Director will be involved. If the instructor is a Program Director or Field Director, the Associate Dean will take the place of the Director in all areas of review. The Director of Student Affairs (or Field Liaison, if a field concern) will gather information to determine the nature of the situation. The School's procedure, as outlined below, will be followed.

Note: If the concern(s) fall under the Academic Integrity Policy, the procedures for this policy will be initiated.

1. A faculty member is expected to notify the Director of Student Affairs, in writing, about any problems regarding a student's academic performance, professional behavior and/or ethical conduct. The written notification should state the nature of the problem, document evidence that supports the concern, and the attempts to address the problem with the student. Documentation should be as specific as possible and indicate relative date(s) and time(s) of the concerns and efforts to have these concerns addressed. (If this is a field related concern, the procedures outlined in the Field Education Manual will be implemented.)
2. The Director of Student Affairs shall immediately notify the student in writing specifying the nature of the problem.
3. Within 10 working days, the Director of Student Affairs will meet with the student and faculty member to develop a plan of action.
4. A plan will be developed which specifies the action(s) the student will take. A copy of the plan will be signed by the student, the Director of Student Affairs, and the faculty member.
5. The Director of Student Affairs will seek feedback from the faculty member regarding the student's progress in remedying the concerns after the designated period of time outlined in the plan. The Director of Student Affairs will meet with the student to discuss the progress made. If the student fails to meet the conditions of the plan satisfactorily, a report will be made to the Program Director. The student will receive a copy of the report.
6. The Program Director will seek to obtain, through consultation with others who may have knowledge of the student's strengths and weaknesses, a comprehensive and balanced evaluation of the student in question and determine next steps to be taken. The student may request a meeting with the Program Director at this time.
7. The Program Director will determine if the student should remain in the program. If the Program Director recommends that the student be dismissed from the program, this will initiate Level 3 procedures (see below). If the Program Director determines that the student should continue in the program, a new plan must be developed and signed by the Program Director and the student. This plan will indicate the problems to be remedied, the means to resolve them and the timeframe in which the resolution is to be achieved. At the end of the specified time, the Program Director will review the student's progress and will make a recommendation to the Associate Dean regarding continuance. If the Program Director determines that the student has failed to achieve the desired level of skill and competency by the time specified in the plan, the Program Director may make a recommendation to the Associate Dean to dismiss the student from the program and the student will be informed in writing by the Associate Dean.

8. Within 10 working days of the decision of the Program Director, a student may appeal the decision to a committee designated by the Dean which shall not include the Director of Student Affairs, the Program Director or the Director of Field Education. This committee will have access to all material related to the case. The student may submit written documents of support. After meeting with the student, the committee will make a recommendation to the Associate Dean and the student will be notified of the final decision in writing.

Situations that warrant a Level 2 Review include, but may not be limited to, the following:

- The concern(s) addressed in the Level 1 Review continue to persist.
- A Level 1 review may be bypassed when a student's behavior is such that it warrants immediate attention by a Level 2 review. This behavior may include, but is not limited to, the following:
 - Bullying and/or harassment of instructor(s) and/or peers.
 - Ongoing behaviors deemed to be unprofessional.
 - Lack of academic progress, based on expectations indicated in the syllabus.
 - Concern(s) regarding a student's physical and/or behavioral health.

Level 3 Review

A Level 3 Review occurs when patterns of behavior are persistent and have not been able to be resolved at a Level 2 intervention, and/or are serious enough to warrant bypassing Level 1 or Level 2 intervention. The Level 3 Review follows the School's procedure, as outlined below:

1. Any person (i.e., faculty, staff, student peer) may allege that a student has engaged in an infraction of conduct. That person will notify the Director of Student Affairs regarding the allegations of the infraction of conduct.
2. The Director of Student Affairs will collect information and identify persons who have knowledge relevant to the allegations. If there is no supporting information, no action will be taken on the allegations.
3. The Director of Student Affairs will notify the student, in writing, that the student is alleged to have engaged in conduct which may lead to dismissal or other sanctions.
4. Within three weeks of the notification, the Director of Student Affairs will convene a meeting, at which time the student may address the allegations of infraction of conduct. The meeting will take place between the student and members of the aforementioned committee designated by the Dean. The meeting will be a fact-finding session for the student to address the allegations of the infractions of conduct.

5. During the meeting, the student may present any evidence relevant to the alleged infraction of conduct. The student may be accompanied by a person to assist them in presenting evidence. The person who made the allegation of infraction of conduct, or a representative thereof, may also present any evidence relevant to the alleged infraction of conduct.
6. At the close of the meeting, the committee shall deliberate privately. If a majority of the committee finds that the student has engaged in an infraction of conduct, the committee shall proceed to determine the most appropriate action. The decision of the committee shall be reported in writing to the student, the person who has made the allegation of infraction of conduct, and the Associate Dean. The only basis for appeal of the decision of the committee is procedural errors. Such appeals shall be directed, in writing, to the Associate Dean of the School of Social Work within 10 working days of the committee's decision.

Situations that warrant a Level 3 Review include, but may not be limited to, the following:

- Cheating, lying, or plagiarism. For more information see [Academic Integrity](#).
- Any behavior that is judged to be in violation of the [NASW Code of Ethics](#) or the [Student Code](#).
- Conviction for a criminal act occurring during the course of study and/or which occurred prior to admission that was not disclosed in the application.
- Behaviors that interfere with the ability to function at the expected levels, or may cause concern for the well-being of faculty, staff, students, clients and/or the community.
- Inappropriate conduct that leads to the inability to secure and/or sustain a field placement or satisfactorily meet the expectations of field.
- Failure to report academic, personal, and/or professional misconduct that undermines academic performance or which places others at risk.
- Behavior that is illegal or is judged to violate the NASW Code of Ethics and/or reflects other forms of inappropriate professional behavior will be grounds for dismissal. This could include, but is not limited to, sexual harassment, harassment and/or discrimination based on race and/or sexual orientation, threatening behavior, plagiarism, theft and/or sexual misconduct with clients.

Responsibilities and Expectations

An important responsibility of the School of Social Work at the University of Illinois at Urbana-Champaign is to provide undergraduate education, which prepares qualified students to be competent social work professionals. The School has a responsibility for evaluating and screening students for entry into the profession of social work. Students must meet academic standards and subscribe to the values and standards of the social work profession as stated in the National

Association of Social Workers (NASW) Code of Ethics. Continuance in the program is determined by successful academic performance and by the demonstration of knowledge, skills, maturity, and emotional stability necessary to function as a professional social worker. Developing competency in practice is not solely the responsibility of the faculty and School. Students are expected to be responsible for monitoring and for evaluating their own competencies. Students are responsible for complying with both the University and the School of Social Work's policies and regulations.

For more information on the below policies and the University Policies see the *Student Code* (<https://studentcode.illinois.edu/>).

Academic Integrity

The University of Illinois at Urbana-Champaign has the responsibility for maintaining academic integrity so as to protect the quality of education and research on our campus and to protect those who depend upon our integrity. It is the responsibility of each student to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions. A student's rights and responsibilities with respect to academic integrity are detailed in the [Student Code 1-401](#).

It is your responsibility to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions. "I did not know" is not an excuse. Ask instructors for clarification if you are unsure of their expectations. Examples of infractions of academic integrity include cheating, plagiarism, fabrication, helping others commit an infraction, bribes, and/or academic interference. More information about student rights and responsibilities for academic integrity can be found in the [Students Quick Reference Guide to Academic Integrity](#).

Academic Progress Defined

Maintaining good academic progress generally requires full-time study (12 credit hours per term), good standing as judged by meeting minimum grade point averages in cumulative GPA and major GPA, and timely completion of major and graduation requirements through course completion.

Normal degree progress typically requires 30 earned credit hours per academic year for degree completion in eight semesters without summer study or an average of 15 credit hours per semester.

Students alone are responsible for making normal progress toward their degree and for meeting all graduation requirements in their curriculum. Normal progress toward the degree generally implies full-time study and timely completion of graduation requirements. Unless students have specific approval to the contrary from the BSW Program Director, students are required to be full-time candidates for a degree at the Urbana campus. Normal progress toward the degree in eight semesters is maintained by enrollment in an average of 15 hours a semester. Once students

have registered for more than eight semesters, they are required to be full-time, except in unusual circumstances, as assessed and confirmed by the BSW Program Director.

Progress toward a degree is contingent upon satisfactory performance throughout the program. Students must meet the following expectations:

- Overall minimum 2.0 GPA.
- Overall minimum 2.5 SSW major GPA.
- Satisfactory performance in non-letter graded courses.
- Honesty and integrity in all aspects of the academic program.
- Classroom performance and behavior that reflects respect for others, non-judgmental attitude, punctuality, and timely completion of assignments.
- Demonstration of professional judgment, knowledge, and skills in the classroom, field, and community, which are necessary for forming and maintaining professional relationships, making assessments, and implementing interventions.
- Commitment to and skill in the evaluation of one's own practice.
- Receptive response to evaluation and feedback in the classroom and field.
- Use of ethical professional standards in all interactions with clients, peers, staff, faculty, field instructors, and all other members of the University community.
- Demonstration of value and respect for human diversity.
- Willingness to report ethical violations.
- Understanding of and adherence to the NASW Code of Ethics as the standard of professional behavior.

Key Progress Indicators

Student academic progress is reviewed by the School of Social Work on a semester by semester basis in a process called "grade audit" and at different points before graduation in order to assess timely completion of requirements.

Students are monitored by GPAs, credit hours per term, and earned credit hours per semester enrolled.

Various terms are used to designate undergraduates and their enrollment status at U of I.

Classification of Undergraduate Students

The following criteria are used when referring to undergraduate students by class. Typically, these are used only for students who began their college careers at U of I.

Class	Earned Credit Hours
First-Year/Freshman	0-29
Sophomore	30-59

Junior	60-89
Senior	90+

Academic Standing

Your official academic status as a degree student in Social Work is denoted by one of three categories:

Standing Eligibility	
Good Standing	Eligible to enroll without conditions
Probation	Eligible to enroll with conditions
Drop	Not eligible to enroll

Ten-Semester Limit on Enrollment

SOCW limits the number of semesters students may be enrolled for the purpose of completing their degree. Once BSW students become juniors, they typically complete their coursework within two years.

Grades and Reports

Grading System

The School of Social Work currently uses two grade-point averages in auditing student degree progress and completion; the graduation (college) GPA and the all-university GPA.

The SOCW Major GPA is used to determine whether students have a cumulative 2.0 average on all SOCW courses; all SOCW courses are included in computing this average except for military training courses and courses taken at this campus that do not count toward the BSW degree.

The all-university GPA is based on all courses completed at this campus, including military science courses. This method of computation is used to determine probation and drop status, transfers between colleges on this campus, and eligibility to transfer into the University. It is also used in the computation of honors.

The University of Illinois at Urbana-Champaign uses a 4-point system for computing grade point average, and the system includes plus (+) and minus (-) grades as reflected in the following chart:

Grade	Points/Credit Hour
A+	4.00
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33

C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00
ABS	0.00

F Failure (including courses dropped for academic irregularities) = 0.00

ABS Absent from final; counts as failure.

DFR is used in a course graded on the basis of more than one semester. NR means missing grade. For other symbols in use, which are not included in computation of average, see [Student Code § 3-104](#).

At the end of each semester, a computation is made of both the semester and cumulative college GPA on all credit hours applicable toward the BSW degree.

Calculate your GPA

Learn how to understand your GPA and what it may be in the future by using this link:

<https://registrar.illinois.edu/calculate-your-gpa>

Incompletes

An "I" automatically becomes an "F" unless replaced by a passing grade by the middle of the next semester, if the student is re-enrolled. If the student does not re-enroll and the incomplete grade is not replaced, it becomes an F after one calendar year. Instructors must gain permission from the Director of Student Affairs prior to assigning an undergraduate student an incomplete.

Satisfactory/Unsatisfactory or Credit/No Credit

The grades S (Satisfactory) and U (Unsatisfactory) can be used for selected courses. Some courses may be taken on a Credit/No Credit basis according to University regulations:

1. No required classes can be taken Credit/No Credit.
2. A minimum grade of 'C' must be earned to receive credit under the option.
3. Full-time students in Social Work may take a maximum of two courses under the option.

Mid-term Grades for First-Year Students

By University policy, instructors are directed to submit grades for all freshmen at the end of the first eight weeks (midterm) of each semester. These grades are not used in calculating the GPA; rather, they are intended to help students evaluate their progress in each course and to assist the SOCW advisor in counseling students about their academic program. Be sure to consult

instructors directly for any questions regarding student progress at midterm in each course. The BSW advisor is also available to discuss student progress.

Grade Reports

Semester grade reports are posted to Student Self-Service. This system may be accessed at <https://apps.uillinois.edu/selfservice/>. Discuss grade reports with your academic advisor while planning your degree program. Students are encouraged to share the report with their parent(s) or guardian(s).

Capricious Grading

Students who have questions regarding their semester grade in a course should confer directly with the instructor. Students who also believe the grade awarded is demonstrably improper by reason of capricious or arbitrary grading should confer directly with the instructor of the course. Students who are unable through such discussion to arrive at a mutually agreeable solution may file a written appeal with the Grievance Committee. Prompt attention to these concerns is important. The appeal must be filed within six working weeks after the start of the next semester. Students may obtain more information about the appeal process from the Director of Student Affairs. For further information, refer to [§ 3-107 of the Student Code](#).

Degree Audits/uAchieve

A [degree audit](#) is an unofficial audit of progress toward the degree that reflects courses completed and currently in progress. University of Illinois students can view their degree audit through the [Degree Audit System, uAchieve](#). This website lets you compare your proposed course schedule with what the audit designates as a shortage of degree requirements.

Although the School of Social Work makes every effort to verify the accuracy of the student-generated [uAchieve report](#), it is an advisory tool only. It is not the official audit of whether you have or have not met graduation requirements. If there are any inconsistencies in the audit or if you have questions regarding your academic progress, contact a School of Social Work admissions and records officer immediately. Ultimately, the responsibility for the preparation of a sound program, both academically and procedurally, lies with you. That is why you are expected to consult with your academic advisor and admissions and records officer on a regular basis.

Good Standing

Students are considered in good standing if they have met minimum performance criteria as judged by the cumulative GPA and major GPA and they are progressing toward a timely completion of their degree requirements. The School of Social Work has both cumulative and major minimum GPA requirements.

- Cumulative GPA of 2.0 or better in all coursework taken on this campus.
- Major GPA of 2.0 or better in all required social work courses.

Academic Probation

Academic probationary status serves as a warning that poor academic performance or failure to complete requirements in a timely fashion may jeopardize future enrollment status at and graduation from the University of Illinois.

Probation levels identify a specific grade-point average that students are expected to earn in their next semester of enrollment *on a minimum of 12 graded credit hours*. Students placed on academic probation often are required to enter into an advising agreement that stipulates specific requirements they must meet in the next term of enrollment.

If students achieve a GPA level required by their probation, but their cumulative GPA remains below 2.00 **and** they are not deficient in meeting other academic eligibility and progress requirements, they will be approved to continue on probationary status, until such time as they have achieved good standing.

As long as students are on probationary status, they may not elect the credit/no credit grading option for any course. Academic probationary status may not be cleared by attendance at another institution. Transfer work that averages below a C level may result in a student being placed on probation in the School of Social Work if the combined (University and transfer) GPA does not reflect at least a 2.00 standing. The probation rules are listed below. Students may also refer to the *Student Code*.

A student may be placed on (or similarly, removed from) a probationary status at any time that the School of Social Work judges that the student's scholastic record warrants such action.

Probation and Drop Rules

The University of Illinois at Urbana-Champaign has probation and drop rules that apply in all undergraduate colleges. The rules are based on the University of Illinois semester average or one of the averages that govern graduation. More information about probation and drop rules can be found at <https://studentcode.illinois.edu/article3/part1/3-110/>.

Appealing an Academic Drop Status

Students who are dropped from the School of Social Work for academic deficiencies are informed of this action in a formal letter from the college. Students who are eligible to appeal the drop status will be explicitly informed of this option and given information about the process and deadline. Only written statements of appeal are accepted by the School of Social Work Appeal Committee. The committee reviews appeals for a *limited time after the spring term only*. Decisions of the committee are final, and there is no appeal in the college beyond that body. Appeals at other times are heard strictly at the discretion of the Director of Student Affairs. Personal interviews with the student are generally not available but may be initiated by the committee or the Director of Student Affairs under highly unusual circumstances. Decisions of the committee and the Director of Student Affairs are final.

Students who have been dropped and reenter in the preceding semester, or whose academic records show deficiencies so severe as to create doubt of degree completion, are placed on a “special drop” status and are not permitted to appeal. Some students are furthermore denied any additional consideration for re-entry to the Social Work program.

Class Attendance

Students are expected to attend class. This means you should be on time and attend for the duration of the class period. The instructor decides when the student’s absences from class have become excessive and should be reported. If excessive absences will make the continuation of the course unprofitable, *the student may be required to drop the course with a grade of F*. The college does not provide excuses for missed classes or assignments during the semester (see the [Student Code](#)).

Information about absence letters from the Office of the Dean of Students can be found at <https://odos.illinois.edu/community-of-care/resources/students/absence-letters/>.

Final Examination Scheduling

Students do not have to take more than three final examinations in a 24-hour period. (A morning-afternoon-morning series is, however, a legitimate sequence and does not mean the student may rearrange the schedule.) After discussing the matter with your instructors, consult with the Director of Student Affairs.

Withdrawal

We understand that there may be a time when you are in a position that makes the successful completion of a semester all but impossible. The University of Illinois recognizes that these circumstances exist and provides two formal options.

Cancellation Before the Semester Begins

You may cancel your registration before the end of the business day **prior to** the first day of classes. Cancellation no later than the business day before the first day of instruction results in a cancellation of all tuition and fee charges for that semester.

How to Cancel

- Log online to Student Self-Service (Banner), find the registration module, and select add/drop classes. Use the “web-drop” provision for each of your classes. However, when you attempt to drop your last class, the system will prompt you to use the electronic notification of intent to cancel your registration. This electronic notification is time-stamped and must be submitted no later than the business day before the first day of instruction to be eligible for cancellation. You can find more information at the Office of the Registrar (<https://registrar.illinois.edu/registration/registration-process/canceling-your-registration/>).

- Submit a request for cancellation of registration to the Office of the Registrar. The request must be received no later than 5:00 p.m. on the business day before the first day of instruction of the term you wish to cancel. Requests by mail should be addressed to the Office of the Registrar, 901 West Illinois Street, Urbana, IL 61801 or in person at the Records Service Center, 901 West Illinois Street, by 5:00 p.m. on the business day before the first day of instruction of the term you wish to cancel.
- It is also helpful to inform your academic advisor of your intent to cancel by calling the School of Social Work at (217) 244-5426.

Withdrawal During the Semester

Once the semester begins, you can no longer cancel but you can request to withdraw. If you experience extenuating circumstances that require you to leave campus for an extended period of time or encounter events that negatively impact your ability to academically progress, then you can exercise your option to withdraw. A withdrawal means you are ending your enrollment in classes and does not necessarily mean that you are formally ending your admission to Illinois or your ability to register for subsequent semesters at Illinois.

Failure to attend class will not automatically withdraw a student from a course and will result in a failing grade as well as the full assessment of tuition and tuition. Any student who withdraws from the University should observe the [Student Code](#) and follow withdrawal procedures as outlined below.

How to Withdraw:

- It is always a good idea to discuss your options with your academic advisor. You can reach your advisor at (217) 244-5246. You will probably be required to visit the School of Social Work BSW Advisor.
- At the School of Social Work, you will be required to fill out an official withdrawal form. This form requires you to obtain signatures from several campus offices and then submit the form to the admissions and records officer.
- You **cannot** withdraw yourself via the web using Student Self-Service.
- If you fail to follow the official withdrawal procedure (e.g. you simply stop going to classes and leave campus), then you are still responsible for tuition and fee assessments and will earn “F” grades in your classes.
- Refunds for tuition and fees are provided on a pro-rata basis depending on the date of the withdrawal. Special refund policies apply if you withdraw to enter either active duty in the armed forces or other approved national defense.
- More information and the applicable refund deadlines are available from the Office of the Registrar here: <https://registrar.illinois.edu/tuition-fees/withdrawal/>.

Important Information Regarding Withdrawals

- If you begin the withdrawal process after the ninth week of the semester, or later, you may be subject to having conditions imposed on your withdrawal and/or your ability to enroll for subsequent semesters.
- Make sure you discuss any and all ramifications of withdrawing with your BSW academic advisor at (217) 244-5246.
- NCAA athletes must first consult with their academic counselors.
- International students must first consult with ISSS counselors.

Late or Retroactive Course Drop

How do I drop a course after the deadline?

- Few exceptions to the mid-semester drop deadline are granted by SOCW, and these exceptions are only granted through a formal petition process. SOCW will only allow a late drop if you are able to demonstrate that extraordinary extenuating circumstances (in other words, events beyond your control) have had detrimental and irreversible effects on your academic ability. You will be required to submit a written explanation of your situation as well as supporting documentation (doctor's note, legal paperwork, an obituary, etc.).
- If you believe you qualify for a late drop exception, you should talk to your academic advisor, who can provide you with the official late drop petition form.

What if I want to drop a course retroactively from a previous semester?

- The process is almost identical to that of a late drop petition.
- Again, make sure to set up an appointment with your academic advisor to discuss this option and obtain the official retroactive drop petition form.

What is the procedure for the petition?

- The BSW Program Director will review your petition and notify you of the decision within 2-3 weeks of the petition's submission. You must continue to attend class and complete assignments in the course while the petition is being processed. If your petition is not approved and you have not been attending class and completing assignments, you are solely responsible for the academic repercussions.
- If your petition is denied, you can appeal the decision to a faculty committee. The committee decision is final. If you wish to file an appeal, contact the School of Social Work Director of Student Affairs.
- Permission to drop after the deadline is not automatic and will be granted only in extraordinary circumstances.

Repeating Courses

Students who have earned a grade of D- or better in a course may repeat a course but may not earn additional credit toward graduation *by* repeating the course. Students who repeat the course and earn a passing grade forfeit the credit previously earned. Students who repeat the course and then earn an F *do* retain credit earned from the previous attempt. In both cases, the original grade remains on the student record, plus the original and subsequent grades are included in the grade-point average if the course is acceptable toward graduation.

Students may also repeat a course in which they have earned an F. The F is not removed from the record and both grades are used in computing the GPA. For further details, consult the [Student Code](#).

Grade Replacement

Effective Fall 2010, undergraduate students can elect a new grade replacement option. While students have always been able to repeat a course for credit, this affords students another option. See the [Student Code, § 3-309](#), “Repeated Undergraduate Courses and Campus Grade Replacement.”

How Grade Replacement Differs from Repeating a Course

If you repeat a course and don’t elect the grade replacement option, both grades will be averaged into your GPA. If you elect the grade replacement option, the first grade is not used when computing your GPA.

However, you should consider the following:

- If you take a course for grade replacement, the grade you received each time the course was taken will still appear on your official transcript, and the first course enrollment on the transcript will be permanently identified as a course that has been repeated for grade replacement. This means that graduate and professional schools may take both grades into account when they review your record.
- If you take a course for grade replacement and fail it the second time, both grades will be used when computing your GPA.
- When a course is repeated for grade replacement, the course credit earned will be counted only once toward the degree and program requirements.

Eligibility

You are eligible to elect grade replacement if:

- You are attempting to replace the grade for a University of Illinois course in which you received a grade of C-, D+, D, D-, or F on the first attempt;
- You have not previously repeated the course for grade replacement;

- You have not already been awarded a degree from the University of Illinois;
- You have not taken more than 4 distinct courses (10 semester hours maximum) for grade replacement;
- You do not have an officially reported academic integrity infraction in the course;
- The course you are planning to repeat is offered in or after Fall 2010 at the University of Illinois at Urbana-Champaign. You can elect the grade replacement option for any course taken in or after Fall 2010 to replace a course you took in any previous semester.

Electing to Replace a Grade

If you are considering grade replacement, first see your advisor to discuss whether it makes sense for you to do so. Then, complete a *Grade Replacement Request Form* and submit it to the SOCW Student Academic Affairs Office. You will then be notified by SOCW as to whether you meet the eligibility criteria to elect the grade replacement option.

Students who wish to elect the grade replacement option must file their intent using this form in the first half of the term in which the course is to be repeated (i.e., the 8th week for a semester course and the 4th week for a half-session course).

Issues of Conduct

Students are expected to adhere to the [NASW Code of Ethics](#) and the University's [Student Code](#).

Other Policies and Procedures

Nondiscrimination and Sexual Harassment/Misconduct Statements

Nondiscrimination Statement ([§ 1-108 Nondiscrimination Policy](#))

The commitment of the University to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions involving students and employees be based on individual merit and be free from invidious discrimination in all its forms.

It is the policy of the University not to engage in discrimination or harassment against any person because of race, color, religion, sex, pregnancy, disability, national origin, citizenship status, ancestry, age, order of protection status, genetic information, marital status, sexual orientation including gender identity, arrest record status, unfavorable discharge from the military, or status as a protected veteran and to comply with all federal and state nondiscrimination, equal opportunity, and affirmative action laws, orders, and regulations. This nondiscrimination policy applies to admissions, employment, and access to and treatment in the University programs and activities. Complaints of invidious discrimination prohibited by University policy are to be resolved within existing University procedures.

For additional information on the equal opportunity, affirmative action, and harassment policies of the University, please contact the Director of The Office for Access & Equity (OAE) at:
616 East Green Street, Suite 214
Champaign, IL 61820
(217) 333-0885
accessandequity@illinois.edu
oae.illinois.edu

Sexual Harassment/Misconduct Statement

This Statement on Sex Discrimination, Sexual Harassment and Other Sexual Misconduct supplements the University of Illinois System Nondiscrimination Statement and sets forth the University's position regarding conduct that violates or is otherwise inconsistent with Title IX of the Education Amendments Act of 1972 ("Title IX"), Title VII of the Civil Rights Act of 1964 ("Title VII"), as amended, related laws and regulations, and the University of Illinois Code of Conduct, the University of Illinois Statutes, and other University of Illinois policies addressing sexual misconduct ([§ 1-111 Sexual Misconduct Policy](#)). Title IX states as follows:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Discrimination on the basis of sex (i.e. sex discrimination) may include sexual harassment and other sexual misconduct (including, but not limited to, sexual assault, sexual violence, and sexual abuse).

The University of Illinois System (University) prohibits and will not tolerate sex discrimination, sexual harassment, or other sexual misconduct of or by students, employees, or others in its education programs and activities, including admissions and employment, and will take action to provide appropriate remedies when such conduct is discovered. The University is committed to providing an educational and work environment free of all forms of sex discrimination, sexual harassment and other sexual misconduct. In furtherance of this commitment, the University will impose appropriate sanctions and take other corrective actions to address conduct that is inconsistent with this Statement. The University will respond to every report or complaint of sex discrimination, sexual harassment, and other sexual misconduct.

For additional information regarding the application to the University of Title IX, please contact the Title IX Coordinator at the Title IX Office at:
616 East Green Street, Suite 214
Champaign, IL 61820
(844) 616-7978
titleixcoordinator@illinois.edu
wecare.illinois.edu/titleix

Criminal Background Checks

Students may be required to complete a criminal background check as part of field education requirements. You will receive more information from the Field Education Office.

Evaluation of Instruction

At the end of six weeks, students complete a brief course evaluation form. A student chairperson collects the evaluations and puts them in an envelope for the instructor to review. The instructor will review these evaluations and have a brief conversation with the class in an effort to improve instruction or classroom rapport if needed. For online courses, this evaluation will be an anonymous online evaluation. An evaluation questionnaire is also used at the end of each course as the official vehicle for evaluation of instruction.

All original evaluation materials are available for faculty review. Six-week evaluations are limited to only instructor review. Final evaluations are not reviewed by the instructor until after grades have been assigned. Final evaluations are available for review by the Dean and Associate Dean.

Grievance Policy

The purpose of this policy is to protect the interests of students by providing informal and formal means of seeking resolution in case of an inappropriate action of a member of the faculty or administrative staff or an inappropriate application of a departmental/unit policy.

Life Experience or Previous Work Experience

The School of Social Work does **not** allow students to count life experience or previous work experience for social work course credit.

Part 5: Honors

The James Scholar Program

What does it mean to be a James Scholar?

History

Since at least the 1950's the University of Illinois has encouraged outstanding undergraduate students by offering participation in the James Scholar Honors Program. At present, each college has a James Scholar Honors Program for its undergraduate students.

The programs are named for Edmund J. James, the fourth president of the University of Illinois. James believed scholarship and research are fundamental to human progress. In the years of his presidency (1904-1920), he brought world-class scholars and researchers to the campus and fostered a sense of community among faculty and students. His achievements helped to transform the University of Illinois into a campus of international importance.

School of Social Work James Scholar Honor Undergraduate Research Program

In the School of Social Work, we value exploration in its many forms. This spirit of discovery is built into our James Scholar Honors Program, as our high-achieving students explore their many passions, interests, and talents. Dr. Rachel Garthe, BSW Professor and Undergraduate Research Coordinator, will work to create opportunities for BSW honor students to be paired with faculty mentors for research learning experiences.

Who can become a James Scholar?

- Continuing students who are not already James Scholars may self-nominate with a 3.5 cumulative Illinois GPA.
- All qualified students will receive an email invitation from the academic advisor at the start of the fall semester.
- James Scholar students who transfer into SOCW from other colleges on campus maintain their honors designation, assuming all requirements were met through their previous college.

James Scholar Requirements

Earning Honors Credit

James Scholars are required to earn honors points each year they are a Social Work James Scholar. Additional details about the honors point system can be found in the [James Scholar Handbook](#). Students are required to meet with the advisor to discuss ways to complete their honors requirement.

Maintaining Honors Status

To remain an active and certified James Scholar, students must:

- Maintain a semester and Illinois cumulative GPA of at least 3.50.
- Complete one honors requirement each academic year.
- Enroll in at least 12 credit hours during the fall and spring semesters.

At the end of each semester, students are reviewed for their progress and may be contacted regarding any missing eligibility requirements. Based on this review, a student's honors status is subject to change.

Benefits

- Conduct research projects and work one-on-one with faculty members.
- Foster close relationships with faculty that can enrich your education and lead to future opportunities to pursue.
- Access to smaller courses reserved only for James Scholars.
- Early registration priority (starting with second semester registration).
- Honors recognition on official transcripts and at graduation.

Chancellor's Scholars

The James Scholar Honors Program and the Campus Honors Program are designed to allow students invited to both programs the ability to participate fully in each. Therefore, a student can be both a James Scholar and a Chancellor's Scholar at the same time. Campus Honors courses also satisfy James Scholar honors requirements.

University Honors – the Bronze Tablets

The University of Illinois began the tradition of inscribing the Bronze Tablets with the names of students receiving University Honors in 1925. A new tablet is hung in the Main Library each year. Inscription on the Bronze Tablets recognizes sustained academic achievement by undergraduate students at the University of Illinois at Urbana-Champaign. According to the *Student Code*, students must have at least a 3.5 cumulative grade point average through the academic term prior to graduation, and rank in the top three percent of the students in their graduating class. The University Library commissioned Chris Brown Photography to photograph the Tablets. Prints are available for purchase through the Illini Union Bookstore.

Honors at Graduation

Honors awarded at graduation are designated on the diploma as *summa sum laude* (top 1%), *magna cum laude* (top 5%), and *cum laude* (top 10%).

Dean's List

The names of undergraduates who have achieved a grade point average in the top segment of their college class for a given semester will be included on a list prepared for the dean of the School of Social Work. This list is publicized on campus and is sent to news agencies throughout the state.

To be eligible for Dean's List recognition, students must successfully complete at least 14 hours of course work in which traditional letter grades are earned. Credits earned during the semester through proficiency, College-Level Examination Program® (CLEP), and advanced placement examinations are not counted toward the 14 semester hour requirement.

Alpha Delta Mu

The Alpha Zeta chapter of the Alpha Delta Mu National Social Work Honor Society is intended to advance excellence in social work practice and to encourage, stimulate, and maintain scholarship of the individual members. Undergraduate social work students are invited to apply for membership if their cumulative grade point average is 3.60 (A=4.0) or above and in the top 20% of the class, have junior standing, and have completed 12 hours in the BSW program. Alpha Delta Mu members are distinguished at graduation by wearing silver and black lanyards.

Part 6: Our Community

Opportunities for Students

Student Associations

There are over 1600 student organizations that provide opportunities for students to get involved on campus. The Office of Registered Organizations maintains a current directory of student organizations and is available online at <https://union.illinois.edu/get-involved/office-of-registered-organizations>.

Bachelor of Social Work Student Association

The Bachelor of Social Work Student Association is a university recognized, student-led group, advised by the BSW Program Director and Director of Student Affairs. Activities include service-learning experiences, educational seminars, and philanthropic charitable events. This voluntary organization of students is an essential part of the School of Social Work.

Student-Faculty Committees

Student committee members of the School of Social Work provide valuable input, promote the interests of the student body, and provide a channel for communication between students and the School. These committees in the School of Social Work have student members who participate in the work of the committees and have full voting rights and responsibilities. These committees include:

- BSW Committee
- Diversity Committee
- Field Education
- International Committee

Membership on these committees is important and open to all students. Student members provide valuable input, promote the interests of the student body and provide a channel of communication between graduate students and the School. In addition, students are welcome to participate in student-faculty committee meetings even if they are not official voting members.

National Association of Social Workers (NASW)

NASW is a professional organization with over 90,000 members and Chapters throughout the United States. The primary purpose of NASW is to help all social workers advance their practice in the field of helping people.

The NASW program fits into four broad functional areas: professional development, professional standards, professional action to achieve sound social policy affecting those we serve and membership services.

For a nominal fee each year students may become members of NASW. Membership includes a subscription to *Social Work*, *NASW News*, *The Illinois Chapter Newsletter* and reduced fees to local workshops and programs. The local chapter is quite active and provides several professional workshops and programs throughout the academic year at a reduced cost to its members.

Membership information is available at:

NASW

P.O. Box 98272

Washington, DC 20090-8272

Phone: (800) 638-8799

<https://www.socialworkers.org/nasw/join>

Financial Aid Sources Outside the School of Social Work

Many sources of financial aid exist for those willing to invest the time and effort into locating and applying for awards. The Internet is an increasingly useful resource for locating financial aid and scholarship information. There are several free searchable scholarship databases available free of charge.

For information regarding other sources (e.g., loans) contact a financial aid advisor at:

Office of Student Financial Aid

620 East John Street

Champaign, IL 61820

Phone: (217) 333-0100

<http://www.osfa.uiuc.edu/>

School of Social Work Faculty and Staff

BSW Academic and Field Contacts

Carol Wilson-Smith, BSW Program Director and Clinical Associate Professor

Monica Cherry, Director of Student Affairs

Sherrie Faulkner, BSW Field Education Director and Clinical Associate Professor for Field Education

Rachel Garthe, Assistant Professor, Undergraduate Research Coordinator

Beth Martin, Office Support Associate for Field Education Office

Erin Cockrum, Undergraduate Admissions & Records Officer

Justin York, Online Education Coordinator

Anthony Hillen, IT Specialist

Aaron Surratt, Academic Advisor

Kathleen Thomsen, Office Support Associate for Undergraduate Programs Office

The full [School of Social Work Faculty and Staff Directory](#) can be found on the School of Social Work website.

Additional University Contacts

The Career Center

Bradley Hall
715 South Wright Street
Champaign, IL 61820
Phone: (217) 333-0820
<https://www.careercenter.illinois.edu/>

Conflict Resolution- Office of Student Conflict Resolution

300 Turner Student Services Bldg.
610 East John Street
Champaign, IL 61820
Phone: (217) 333-3680
<http://www.conflictresolution.illinois.edu/>

Counseling Center

206 Turner Student Services Bldg.
610 East John Street
Champaign, IL 61820
Phone: (217) 333-3704
<http://counselingcenter.illinois.edu/>

McKinley Health Center

1109 South Lincoln Avenue
Urbana, IL 61801
Phone: (217) 333-2701
<https://www.mckinley.illinois.edu/>

University Housing

100 Clark Hall
1203 South Fourth Street
Champaign, IL 61820
Phone: (217) 333-7111
<https://housing.illinois.edu/>

Veteran Student Support Services

Chez Veterans Center, Rm 1015
908 W. Nevada St.
Urbana, IL 61801
Phone: (217) 300-6704
<https://chezveteranscenter.ahs.illinois.edu/>

Lesbian, Gay, Bisexual, and Transgender Concerns

LGBT Resource Center
Office of Inclusion & Intercultural Relations
Room 323 Illini Union, MC-384
1401 W. Green Street
Urbana, IL 61801
Phone: (217) 244-8863
<https://oiir.illinois.edu/lgbt-resource-center>

Office of Minority Student Affairs

130 Turner Student Services Bldg.
610 East John Street
Champaign, IL 61820
Phone: (217) 333-0054
<https://omsa.illinois.edu/>

Services for Students with Disabilities

The Division of Disability Resources & Educational Services
1207 South Oak Street
Champaign, IL 61820
Phone: (217) 333-4603
<https://www.disability.illinois.edu/>

Women's Issues

Women's Resources Center
Office of Inclusion & Intercultural Relations
616 E. Green Street
Suite 202
Champaign, IL 61820
Phone: (217) 333-3137
Email: womenscenter@illinois.edu
<https://oiir.illinois.edu/womens-center>

Appendix A: BSW Program Courses

Course Numbers and Descriptions

The curriculum of the School of Social Work is under continual review through the collaboration of faculty, students, and administrators. A particular course, though listed, may not be offered each year. Students are responsible for reading notices that contain additional information relative to curriculum and policies. Insufficient enrollment in a particular class results in its cancellation.

SOCW 101: SOCW Orientation Seminar: credit 2 Hours

Informal orientation seminar for SOCW majors to enhance their understanding of college life and social work as a profession.

SOCW 199: Undergraduate Open Seminar: credit 1 to 4 Hours.

Approved for letter and S/U grading. May be repeated.

SOCW 200: Introduction to Social Work: credit 3 Hours.

Broad survey of the field of social work; introduction to social services, social welfare organizations, major social problems and target population groups, and the methods used in working with individuals, groups, and communities; includes the range of personnel and skills in social work agencies, and the means of education and training for social work professionals. This course satisfies the General Education Criteria for: UIUC Social Sciences

SOCW 210: Queer Visibility: credit 3 Hours.

Examines a broad scope of key LGBTQ topics from a social science perspective, and addresses such themes as identity development, critical social movements, community characteristics, sub-cultures, public policy, resilience, and health disparities within queer communities. Applies a social justice, sex-positive, and health promotion lens to the topics addressed. Also explores issues related to intersectional identities (i.e., the overlap of multiple [often marginalized] group membership, such as race/ethnicity, gender identity, age, ability, sexual orientation, etc.) within this population. Students will learn the ways in which the helping professions (e.g. social work, public health, etc.) engage with the LGBTQ community using both research and practice, in order to promote the health and wellbeing of LGBTQ persons.

SOCW 225: Social Work Statistics: credit 3 Hours.

Introduction of basic concepts in statistics with emphasis on the application of statistical methods in social work research. Topics include: descriptive statistics, probability theory and distributions, point and interval estimation, hypothesis testing, central tendency, variability, independence, contrasts, correlation and regression, non-parametric, concepts of levels of measurements, and statistical vs. practical significance. Priority will be given to Social Work majors. Credit is not given for SOCW 225 if credit for a college level introductory statistics course has already been earned. This course satisfies the General Education Criteria for: UIUC: Quant Reasoning I

SOCW 240: Death & Dying: credit 3 Hours.

This course will focus on various aspects of death and dying. Content will examine different types of death, impact of death throughout the lifespan, cultural beliefs and practices regarding death and dying, grief, healing after loss, legal and ethical issues related to death, and the roll of social workers at the end of life. Students will be encouraged to examine their own thoughts, values, feeling, and beliefs about death and dying.

This course satisfies the General Education Criteria for: UIUC: Social Sciences

SOCW 245 Doing Good through the Nonprofit Sector credit: 3 Hours.

Study of the nonprofit sector theory, activity and structures in the US and abroad. Challenges students to think critically about the role and value of the nonprofit/voluntary sector in society, to understand ethical principles and values that guide nonprofit work, and to assess research evidence about effectiveness and impact. Helps inform students' thinking about future career choices and/or volunteer activities in the "third sector".

This course satisfies the General Education Criteria for: Social & Beh Sci – Soc Sci

SOCW 297: Asian Families in America: credit 3 Hours.

Offers a comparative analysis of Asian families as they cope and adapt to American society. Examines: 1) how families from four major Asian-American groups (Chinese, Indian, Japanese and Korean) function in American society; 2) how these families compare to families in their country of origin; and 3) how these families are similar to or different from the 'typical American' family. Includes visits to Asian cultural institutions and with Asian families. Same as AAS 297 and HDFS 221. This course satisfies the General Education Criteria for: UIUC Social Sciences UIUC: US Minority Culture(s)

SOCW 299: Study Abroad: credit 0 to 18 Hours.

Lectures, seminars, and practical work in an approved study-abroad program in Social Work appropriate to the student's course of study. Approved for letter and S/U grading.

SOCW 300: Diversity: Identities & Issues: credit 3 Hours.

This introductory course explores multiple dimensions of diversity in a pluralistic and increasingly globalized society. Using a social work strengths perspective as well as historical, constructivist, and critical conceptual frameworks; the course examines issues of identity, culture, privilege stigma, prejudice, and discrimination. The social construction and implications of race, class, gender, sexual orientation, and other dimensions of difference is examined at individual, interpersonal, and systems levels. Students are expected to use the course material to explore their personal values, biases, family backgrounds, culture, and formative experiences in order to deepen their self-awareness and develop interpersonal skills in bridging differences. Finally, students apply learning from the course to identify characteristics of effective social work and other health and human service provision among people culturally different themselves; and to identify opportunities for change contributing to prejudice reduction and cross-cultural acceptance at home, work and in society. This course satisfies the General Education Criteria for: UIUC: Advanced Composition UIUC: US Minority Culture(s)

SOCW 310: Undergraduate Research Assistance: credit 0 to 3 Hours.

Assist departmental faculty in on-going research. Topics and nature of assistance vary. Capstone paper required. Approved for letter and S/U grading. May be repeated in separate terms up to 6 hours. Prerequisite: Evidence of adequate preparation for such study; consent of faculty member supervising the work; and approval of the department head. Majors only.

SOCW 315: Social Work Services for Older Adults credit: 3 Hours.

Focus on the aging process, special needs of older adults, and the role of social work in addressing these needs. All levels of social work intervention are considered, direct practice with older persons and their families, service delivery systems in local communities, and state and national policies. Special attention is given to the needs of caregivers, person-centered care, diverse vulnerable populations and resources for older adults to age in place.

SOCW 321: Social Entrepreneur & Social Change: credit 3 Hours.

Intended for undergraduates who have an interest in creating programs and products that have social values for communities. Features social entrepreneurship as an approach to social development and will consider its application and related change strategies to a wide array of social problems. Social entrepreneurship has emerged as a change approach that features the application of entrepreneurial practices to social ventures. Social entrepreneurship is similar to business entrepreneurship in its emphasis on selected program development and management principles and processes, but social entrepreneurs have the primary goal of creating social value in communities rather than personal or shareholder wealth. The initial part of the class will emphasize instructing students in broad concepts and principles related to entrepreneurship, while the latter portion of the course will feature students working on teams to design social projects.

SOCW 325: International Development with Grassroots Organizations: credit 3 Hours.

This course engages students to think critically about international aid and development by cultivating an awareness of moral and ethical dilemmas that often go unconsidered by young professionals. It intends to help students develop greater cultural awareness and humility by recognizing differences in equity and global social, economic, and political structures. The course is a second eight-week offering and uses a blended learning approach with asynchronous online content combined with in-person classroom educational activities. Students apply the knowledge learned through the course by working directly with an international grassroots social organization during a 4-8 immersion experience abroad. Course is an 8-week pre-departure training that is required prior to students completing a service learning placement in summer with an international grassroots organizations.

SOCW 330: International Perspectives: credit 3 to 6 Hours.

This course provides cross-cultural learning experiences within the context of international community-based service learning. Students will explore human service delivery through direct involvement with international social service institutions. This cultural immersion course is a collaborative partnership between the University of Illinois School of Social Work and selected

international universities. Countries visited, varies by semester. May be repeated in separate terms up to 12 undergrad hours if topics vary.

SOCW 335 Cities and Immigrants: credit 3 hours.

Same as UP 355.

SOCW 350 Health Promotion Practices: credit 3 Hours.

Same as CHLH 340.

SOCW 360: Social Work and the Military: credit 3 Hours.

This course provides an overview of military social work practice including: military culture, issues and needs of soldiers and their families, ethical considerations, and the roll of social workers.

SOCW 370: Social Work and Disability Studies: credit 3 Hours.

This course provides a foundation for generalist practice and promotes social justice, inclusion, and ability when working with all people. Skills and knowledge will be gained to help empower individuals with disabilities and to intervene in various systems to ameliorate bias. The course examines key policies, historic legislation, service delivery, education, and social issues that impact individuals with disabilities. Through projects and assignments completed in-class and in the community, students will learn about the varying abilities and strengths of people with a variety of different needs. Applications of social work values and ethics are stressed in relation to working with people with disabilities.

SOCW 375: Social Enterprise Lab: credit 3 Hours.

Enables students to launch and scale social enterprises spanning a wide range of organizations focused on technological innovations, human services, and the performing and visual arts. It couples structured lectures with interactive modules, field trips, guest speakers, and workgroup labs to discuss and troubleshoot startup challenges and opportunities. Modular topics include strategic plans, business models, mapping the external environment, market segmentation, partnership and the value chain, organizational governance, incorporation, the operating plan, human resources, financing, marketing and outreach, branding and identity, legal and liability issues, and monitoring and evaluation. The course develops entrepreneurial and management skillsets through deep engagement with entrepreneurial action.

SOCW 380: Current Topics in Social Work: credit 3 to 6 Hours.

Presents and analyzes special topics related to current social work practice, policy and research. Topics vary; see Class Schedule for current offering. May be repeated in the same or separate terms.

SOCW 401: Practice I: credit 4 Hours.

Overview of generalist social work practice with individuals, families, groups, organizations, and communities. Designed to introduce core concepts, values, and ethical principles of the profession as well as to provide basic skills, and knowledge related to generalist social work practice with a broad array of client systems. Emphasis is given to the biological-psychological-

social-spiritual framework, person-in-environment, strengths perspective, and system theory. Skills in developing beginning professional relationships, which are characterized by mutuality, collaboration, empowerment, and client self-determination within the problem-solving process are addressed. No graduate credit. Prerequisite: SOCW 200.

SOCW 402: Practice II: credit 3 Hours.

Provides students with culturally responsive, micro-level skills development for working with and on behalf of individuals, families, and groups. Builds on the basic helping skills learned in SOCW 401 and offers further practice on interviewing skills, more emphasis on ethical decision-making, assessment, and intervention, evaluation applied to individuals, families, and groups. No graduate credit. Prerequisite: SOCW 401.

SOCW 403: Practice III: credit 3 Hours.

Provides knowledge and skills about the theory and practice of planned change in communities and organizations using a generalist model of social work practice. Builds on the foundation knowledge and skills gained in SOCW 401 with emphasis on assessment, planning, intervention, and evaluation skills for macro-level practice. No graduate credit. Prerequisite: SOCW 401.

SOCW 404: Case Management Practice: credit 3 hours.

This course builds upon and extends generalist social work theories, knowledge and clinical skills required for case management practice. Content focuses on inter-professional collaborative team-based approaches for patient/client assessment, care planning, service delivery coordination, and evaluating outcomes. Emphasis is on organizational context, theoretical models, social work roles, culturally sensitive approaches, biopsychosocial assessments, triage, advocacy, interdisciplinary and inter-organizational collaboration and record keeping. Prerequisite: SOCW 401.

SOCW 410: Social Welfare Policy and Services: credit 3 Hours.

Examination of social welfare within a historical context, addressing the economic, political, social and ideological influences that have shaped the social welfare system and programs. Critical study of the income maintenance system in the United States as a response to the problems of inequality of opportunity and income, poverty, and income security; consideration of alternative approaches with discussion of the social worker's role in the system. 3 undergraduate hours. 4 graduate hours.

SOCW 412: Hispanics in the U.S.: credit 3 Hours.

Hispanics constitute a growing population in the United States. The size and heterogeneity of Hispanics raises complex issues in crafting public policy and in designing and delivering social services. This course offers an extensive portrait of Hispanics in the United States. Students will explore questions and demographic characteristics, language and religious practices, education, criminal justice, neighborhood and economic restructuring, immigration, social service systems, and community action in the context of creating an effective public policy agenda. Same as LLS 412. 3 undergraduate hours. 4 graduate hours.

SOCW 416 Child Welfare Issues & Trends: credit 4 Hours.

This course examines theoretical and programmatic aspects for child welfare practice. Emphasis is placed on the roles and functions of child welfare workers, including engagement, assessment, intervention and permanency planning. 3 undergraduate hours. 4 graduate hours. Prerequisite: SOCW major.

SOCW 417: Dementia Care for Older Adults: credit 3 hours.

This course will equip students with a body of knowledge to supervise, participate in, and facilitate care for persons with dementia throughout the lifespan. Upon completion of the course, students will be eligible for certification as approved dementia trained practitioners. The course will introduce and develop social work practice skills on all levels and choices of dementia care interventions and assessments. Special attention is given to practice skills for working with vulnerable populations and their caregivers through service learning site opportunities and assignments. The course uses an integrated health and person-center care approach with special attention to multi-cultural backgrounds and new family lifestyles related to dementia care. Prerequisite: Prior completion of SOCW 315 or other Introduction to Aging course is strongly recommended. BSW majors only.

SOCW 418: Independent Study: credit 1 to 4 Hours.

Independent study of a topic of special interest in the field of social work. 1 to 3 undergraduate hours. 4 graduate hours. Prerequisite: Consent of instructor.

SOCW 420: Substance Use in Social Context: credit 3 Hours.

Introduces students to the problem of substance abuse and its impact on society. Examines the physiological, psychological, social, and cultural aspects of substance abuse. At the individual and familial levels, the course examines the causes, development, prevention, and treatment of substance abuse. At the societal level, the course examines public policy efforts to regular and control substance use from both historical and contemporary perspective. Implications for social and economic justice are also examined. 3 undergraduate hours. 4 graduate hours.

SOCW 427: Social Work Research Methods: credit 3 Hours.

Basic principles of social science research and importance for social work practice: overview of research principles including the stages of a research project, design of research; quantitative and qualitative methodologies, design of questionnaires, methods of data collection and preparation of reports. Introduction to various research designs such as the survey, program evaluation, single subject design, quasi-experiments, and experimental design. Enrollment preference given to students in the MSW program. 3 undergraduate hours. 4 graduate hours.

SOCW 436: International Social Work & Development: credit 3 Hours.

This online course introduces students to policy and practice issues associated with international social work. It emphasizes ethical dilemmas, with the goal of sensitizing students to the importance of culturally sensitive practice for marginalized populations in global contexts. Weekly online discussion sessions use the Blackboard Online Platform. Students must have high

speed internet connection and headset with microphone for course interaction. 3 undergraduate hours. 4 graduate hours.

SOCW 451: HBSE I: Human Development: credit 3 Hours.

Examination of the major theories that inform social work's understanding of human behavior in a variety of social contexts. A bio-ecological systems framework, together with a developmental approach in understanding the ways in which individuals, families, groups, organizations, institutions, and communities interact, is presented. Issues of gender, race, ethnicity, socioeconomic status, disability and sexual orientation are introduced so students can gain understanding of how these components affect and influence development across the lifespan. 3 undergraduate hours. 4 graduate hours.

SOCW 455 Social Work with Women credit: 3 Hours.

Focuses on women and how cultural belief systems related to gender are instantiated through the differential treatment of females and males in our education, mental health, social welfare and health care systems; and the consequences of such practices through the lifespan. Includes consideration of policies and practices that support women emphasizing issues of special concern to women of color, lesbians, older women, impoverished women and disabled women.

SOCW 457 Health Planning credit 3 Hours.

Same as CHLH 457.

SOCW 461: Prof Practice Seminar I: credit: 4 Hours.

The goal is to start the process of integrating all the foundation knowledge of generalist social work that students have learned and begin applying it to real life situations. Students will complete a portfolio and a service learning experience that will help them being to make the connection between the 10 core competencies, theories and applications to real life experiences. During this course student will begin the process of being matched with the agency where they will serve their internship during the last semester of their senior year. Additional fees may apply. See Class Schedule. 4 undergraduate hours. No graduate credit. Prerequisite: SOCW 401.

SOCW 470 Field Practicum & Professional Seminar II credit: 15 Hours.

This course is a supervised field practice experience and seminar where students apply knowledge and skills in social work engagement, assessment, planning and interventions to individuals, groups, families, organizations, and communities. Students are expected to promote sustainable social change through planned problem solving and empowerment to enhance the wellbeing of others. The practicum consists of 32 hours/week for 16 weeks. 15 undergraduate hours. No graduate credit. May be repeated; Instructor approval required. Prerequisite: SOCW 461. SOCW majors only.

SOCW 473 Immigration, Health & Society credit 3 hours

Same as CHLH 473, LLS 473, and SOCW 473.

SOCW 475: Undergraduate Research Abroad: credit: 1 to 4 Hours.

Students assist in research under faculty supervision at a location outside of the United States. Topics and type of assistance vary. 1 to 4 undergraduate hours. No graduate credit. May be repeated in separate terms up to 6 hours. Prerequisite: Evidence of adequate preparation for such study; consent of faculty member supervising the work (who will have examined the proposed research plan); and approval of department. Not available to freshmen.

SOCW 480: Undergraduate Research Project: credit: 0 to 3 Hours.

Conduct research study under the supervision of a departmental faculty member. Topics and nature of assistance vary. Capstone paper required. 0 to 3 undergraduate hours. No graduate credit. Approved for letter and S/U grading. May be repeated in separate terms up to 6 hours. Prerequisite: Evidence of adequate preparation for such study; consent of faculty member supervising the work; and approval of the department head. Majors only. Not available to freshman and sophomores.

NASW Code of Ethics

You can find the most recent copy of the NASW Code of Ethics here:

<https://www.socialworkers.org/about/ethics/code-of-ethics/code-of-ethics-english>