BA Handbook
Appendix A

POLICIES RELATED TO ACADEMIC PLANNING

The following is an outline of College of Liberal Arts and Sciences Regulations. If you have any questions concerning the regulations, contact your academic advisor in the School of Social Work.

► MINORS - Students graduating from the College of Liberal Arts and Sciences may earn a minor or minors in any degree granting department or approved program in the College outside of their major department and a notation of the minor will be entered on the student's permanent record. Students should consult the department in which they are seeking the minor for clear guidelines. The minor may support or relate directly to the student's major in Social Work. In other cases, the minor might allow students to follow a separate interest from their major(s). Advisors are helpful in planning such matters.

► DOUBLE MAJOR - To double major a student must fulfill the requirements of both departments. A student should have an advisor in both fields. Psychology, Sociology, and Women's Studies are often departments which social work students choose as a complementary major. Students who are double majors must receive clearance to register from their first major department.

► CERTIFICATE PROGRAMS: It may be possible for social work students to complete certificate programs while pursuing the BA in Social Work. The School of Social Work is the home department for both the Aging Studies Certificate and the Critical Cultural Competence Certificate. Detailed information about these certificates are available on the School’s website, as well as from the Aging Studies Certificate Director (Professor Mercedes Bern-Klug) and the Critical Cultural Competence Certificate Program Coordinator (Professor Motier Haskins).

► TYPICAL COURSE LOAD - A normal course load is 15-16 semester hours (s.h.) (fall-spring). To be full time, students must enroll in at least 12 s.h. Maximum allowed is 18 s.h. in a regular semester and 9 s.h. in a summer session. Permission is needed from the student's advisor and the College of Liberal Arts and Sciences Office of Academic Programs, 120 Schaeffer Hall, if the course load exceeds 18 s.h.

► PASS/NON-PASS - There is a 15 semester hour limit on courses that can be non-letter graded. It is especially important for Social Work students to pay careful attention to their degree audit since Field Experience (8-11 hours) is non-letter graded.

► DROPPING/ADDING – Deadlines for dropping and adding are on the Registrar's website and require advisor's approval. http://www.registrar.uiowa.edu/default.aspx

GRADUATION

► All seniors must complete an application for graduation with a B.A. degree their last semester as a student. The application can be completed on ISIS. Note that it is the student's responsibility to be aware of the deadlines for this application set by the University! The University of Iowa conducts a graduation ceremony for all students in the College of Liberal Arts and Sciences. The School of Social Work also celebrates its graduating students from all three levels (BA, MSW and PhD) at an annual reception usually held the last day of finals week. Contact the Program Administrator for more details.
ASSESSMENT OF STUDENTS

A) Letter grades are reported with plus/minus and the numerical value is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Value</th>
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<tbody>
<tr>
<td>A+</td>
<td>4.33</td>
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<tr>
<td>A</td>
<td>4.00</td>
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<tr>
<td>A-</td>
<td>3.67</td>
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<tr>
<td>B+</td>
<td>3.33</td>
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<tr>
<td>B</td>
<td>3.00</td>
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<tr>
<td>B-</td>
<td>2.67</td>
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<td>C+</td>
<td>2.33</td>
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<td>C</td>
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<tr>
<td>C-</td>
<td>1.67</td>
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<tr>
<td>D+</td>
<td>1.33</td>
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<tr>
<td>D</td>
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<td>D-</td>
<td>0.67</td>
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<td>F</td>
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</tbody>
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Grades of A+ will have a value of 4.33 in calculating a student's GPA, but the averages displayed at the bottom of the grade report will be truncated so as not to exceed 4.00.

B) Students admitted on conditional status (g.p.a. below 2.50) must achieve regular status within two sessions of registration by obtaining a grade point average of at least 2.5 on a minimum of eight letter graded hours.

C) Students wishing to take S/U course for letter grade may do so by petitioning the instructor not later than second class meeting. If approved the student shall give a copy to coordinator in charge of grades in the Iowa City Office. This privilege should be allowed only in exceptional circumstances. Please note there are limits to the number of S/U, P/F courses a student may apply to the B.A. degree.

D) When feasible and appropriate all exams and papers should be submitted with a student identification number instead of student name.

E) Incompletes are not sanctioned by the University except for work that cannot be graded on time for extenuating reasons. Students must petition the instructor for an incomplete which must be made up before the end of the following semester. Students may not take advanced courses for which they have not met the prerequisites due to incomplete.

DIVERSITY SUPPORT COORDINATOR

The School of Social Work strives to provide a safe and supportive environment and to facilitate appreciation of diversities represented within the School and beyond. The Diversity Support Coordinator is available to assist all students when they feel marginalized. This may be due to their culture, race, ethnicity, (dis)ability, family structure, sexual orientation, age, belief system, religion or lack of religion, spirituality, or conflicts regarding students’ ability to incorporate personal beliefs with social work principles, values and standards. Consultation with the Diversity Support Coordinator is private, nonjudgmental and confidential. The Diversity Support Coordinator is Bob Vander Beek.

PROCEDURE FOR IDENTIFYING AND REFERRING STUDENTS WITH ACADEMIC SKILLS PROBLEMS

Often students entering the School of Social Work are surprised by the difficulty of the courses required for graduation. It should be emphasized that social work is a professional degree and the School takes seriously the preparation of its students for this profession. Moreover, upper class courses by nature entail more reading and require more ways of evaluating performance (including essay examinations). Thus students entering the School of Social Work should recognize that the challenges presented are required in order to build a knowledgeable and capable professional social worker.

WRITING SKILLS PROBLEMS

Instructors should identify students with writing problems and refer those students to the student's faculty advisor if the problem is serious enough to raise a faculty concern. The Advisor may refer the student to the Writing Lab and/or develop a remediation plan.
STUDENTS WITH DISABILITIES

Under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, instructors must make reasonable accommodations for students who have physical, mental, or learning disabilities. [See also the University's Office of Equal Opportunity and Diversity, http://www.uiowa.edu/~eod/ and their guide “Assisting Students with Disabilities.” http://www.uiowa.edu/~eod/education/publications/assisting-students.html ]

A student with a disability is responsible for requesting accommodations. It is important that instructors help students preserve their privacy and maintain the confidentiality of student records, including records of disability accommodation. In order to help preserve students' privacy, instructors are required to make the following announcement during the first class meeting and to include it on the syllabus: "I would like to hear from anyone who has a disability which may require seating modifications or testing accommodations or accommodations of other class requirements, so that appropriate arrangements may be made. Please contact me during my office hours."

An adviser or instructor who believes that a student's academic performance has been affected by an undiagnosed learning disability may wish to talk with the student (again, in a manner that preserves the student's privacy) and possibly refer the student to the Office of Student Disability Services for formal assessment.

In order to receive accommodations, students must contact Student Disability Services (3101 Burge Hall, 335-1462) and obtain a Student Academic Accommodation Request form (SAAR). The form will specify what course accommodations are judged reasonable for that student. An instructor who cannot provide the accommodations specified, or who has concerns about the accommodations, must contact the Student Disability Services counselor who signed the request form within 48 hours of receiving the form from the student. Students with complaints about disability accommodations must follow the procedures outlined in the Student Academic Handbook and also referenced in Appendix D.

What are the responsibilities of the disabled student?
Although it is an instructor's responsibility to create an accessible learning environment, the student has the following responsibilities:

- Registering with Student Disability Services (SDS)
- Identifying himself or herself as disabled if the disability is not obvious
- Arranging for orientation to campus through SDS
- Ordering special materials for class such as taped or brailled textbooks or large print materials through SDS
- Arranging for in-class note takers and interpreters or taped lectures through SDS
- Initiating contact with readers and tutors through SDS
- Finding, training, and employing attendants if necessary
- Requesting special testing procedures in advance

More information about providing reasonable accommodations to students with disabilities is available from Student Disability Services http://www.uiowa.edu/~sds/

STATEMENT ON STANDARDS

As part of an academic institution, and in preparation for professional practice, the School of Social Work has some general expectations of which students and faculty should be aware.
1. Papers and other written work should conform to college standards of written English. They should be grammatically correct. Refer to dictionaries for spelling, manuals of style for footnotes, bibliographies, etc. Papers should be typed if possible.

2. Because social work is learned through process as well as content, class discussion and interaction is an integral part of your education in the School. Doing the reading without attending courses will not be sufficient to master the course material. Therefore, students are expected to attend classes or to inform instructors prior to class if unable to attend due to illness or other legitimate reasons.

3. The School of Social Work expects that students entering the profession of social work, as well as faculty and practitioners already in the field, should have a commitment to eliminating discriminatory attitudes and actions, conscious or unconscious, with respect to race, class, sex, age, and sexual preferences, etc. Language often unintentionally expresses institutional racism, sexism, etc. As part of the professional preparation of students and professional development of faculty, students and faculty should sensitize themselves to discriminatory biases and assumptions in oral and written language, attitudes and behaviors. This concern should guide presentations, papers, and lectures and should influence selection of readings and textbooks.

Examples of discriminatory biases and assumptions in oral and written language include:

- comments are made that express racial, sexual, class and other stereotypes;
- written work uses masculine pronouns when reference to both males and females is intended. Plurals and neutral nouns can usually solve the problem. (Note: non-sexist writing is increasingly expected in papers and manuscripts submitted for publication, so change in this direction is also good preparation for good professional writing.)
- terms are used that put the constituency of social services in a one-down position, e.g., when terms like “girl” or “boy” are used in reference to adults or young adults; first name usage without permission or reciprocity.

The School expects its constituents to demonstrate commitment to the social work values that place high value on the worth and dignity of all people.

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INSTRUCTOR AND STUDENT GUIDELINES FOR CLASSROOM DISCUSSIONS

The content of this course will be intellectually, personally, and emotionally challenging. In order to achieve the objectives of the course, the classroom environment must be a safe one where all can feel supported in discussing their thoughts and feelings, asking questions, and stating their opinions. It is equally important that all statements made are respectful and do not demean or humiliate any individual present or any group of people. The following guidelines for classroom discussions are adapted from materials written by the Center for Research on Women at the University of Memphis. We offer them here as a starting point for negotiating the ground rules we will adopt and agree to observe as a class to create a safe environment that will promote productive interaction.

Recognize that we are all at different stages of learning about and accepting the existence of prejudice and discrimination based on race, class, gender, sexual orientation, age, religion, physical and mental differences and other characteristics. Acknowledge that all of us have learned misinformation about our own group and about members of other groups, whether we belong to a majority or minority group. Agree not to blame others or ourselves for the misinformation we have learned in the past, but accept responsibility for not repeating misinformation after we have learned otherwise. Assume that people—both those we study and those in this class—do the best they can. Recognize that social workers identify with different cultural, political, and religious belief systems, and are free to practice their beliefs within the professional guidelines described by the NASW Code of Ethics. Never demean, devalue, or in any way “put down” people for their experiences, backgrounds, or statements. This does not mean that you can disagree, only that you must do so respectfully, and be prepared to clarify your statements with specific information, experiences, and/or examples.

The following are example of statements that do and do not honor these guidelines.
Acceptable: I’ve thought about it a lot, and I really don’t believe that gay men and lesbians should be allowed to marry and adopt children [because...]

Unacceptable: Gay lifestyles are totally immoral and inappropriate for children.

Acceptable: I have a hard time understanding how social workers can vote for Republicans who support policies like [give example] because [explain concern].

Unacceptable: I can’t imagine that any social worker would vote for Republican candidates; Republicans only care about rich white men.

Acceptable: It doesn’t seem fair that I have to wait until I’m financially secure to have kids, but mothers on welfare get my tax money to support their families and don’t have to work.

Unacceptable: Women on welfare are just manipulating the system and having children to avoid working and get more money from the government.

Acceptable: My faith is important to me, and I don’t know how my religious beliefs fit with what we’re learning in class.

Unacceptable: I don’t care what anyone associated with this class says; if my religion doesn’t accept something (or some group of people), I don’t accept it (or them) either.

Adopted by faculty 12/10/03

ACADEMIC HONESTY

Academic dishonesty occurs when someone takes credit for work produced by another. Academic dishonesty includes, but is not limited to:

1. Representing any work of another person, including materials from the professional literature, as one’s own product and achievement. This includes, but is not limited to:
   a. Quoting from another work without indicating the fact by quotation marks or indentation and acknowledging the source.
   b. Paraphrasing without proper acknowledgment of the source.

2. Giving or receiving unauthorized aid in any assignment or examination.

3. Submitting a written assignment prepared for one class as original work for any other class without prior knowledge and permission of the instructor.

4. Representing interactions of clients in written case materials that did not in fact happen or presenting untrue statements in such materials.

The student who violates these provisions may receive a failing grade without further warning and may be subjected to additional penalties as provided by the Advancement process and as provided in generally applicable policies of the University. Academic dishonesty and the appearance of dishonesty is avoided if proper bibliographic citations are included whenever the work of another is sued. Proper bibliographic citations include four elements (Rudolph & Brackstone, 1990).

1. Name of author or authors, correctly spelled and in the form that appears on the work.

2. Edition number for books; volume number, and issue number, if there is one, for periodicals.

3. Complete publication date: month, day (if given), and year for periodicals; year for books.

4. Inclusive page numbers of articles; specific page numbers for cited parts of articles.