# BA HANDBOOK 2017-2018
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THE UNIVERSITY OF IOWA BA IN SOCIAL WORK PROGRAM

Welcome
Welcome to the University of Iowa School of Social Work. You are beginning professional education in a School which has a history of commitment to social change, and a mission of preparing effective social work professionals and building the knowledge base of social work practice. Social Work is distinctive among professions in the extent to which its value base includes a commitment to social justice and social change, to serving the needs and changing the conditions of the poor and oppressed. These value commitments find particular expression in the School's focus on family systems as a theoretical perspective and on a family- and community-based approach to social work practice. Because it focuses on interactions within and between systems rather than on individual psychopathology, the family systems and community perspectives enables consideration of different system levels at the same time and provides social workers with a particularly useful structure of organizing knowledge about clinical and community interventions, case management, program development, and policy analysis and advocacy.

The School's Director is Associate Professor Sara Sanders, MSW, PhD.

MISSION

The University of Iowa School of Social Work's mission is to develop, disseminate, and integrate excellent and compelling research-based knowledge, practice, and policy particularly as related to children, families, and older adults. Operating from strengths-based and systems perspectives, we educate our graduates to be culturally competent scholars and practitioners committed to social justice and social work values and ethics, prepared to serve in and have a positive impact on a broad range of family-centered and community-based practice settings throughout the state of Iowa and beyond.

Achieving Distinction: Unique Characteristics and Innovations
The University of Iowa School of Social Work is innovative in developing, disseminating, and integrating social work education, research, and public service. Some important innovations include:

• The University of Iowa has provided social work distance education for more than 45 years. Today, the MSW is offered in four sites (Sioux City, Des Moines, Iowa City, and Quad Cities) ensuring that social work education is available throughout the state.
• Experiential learning through national and international immersion opportunities (past locations include Chicago, Philadelphia, Mexico, India, and El Salvador), collaboration with and sponsorship of “Wild Bill’s” a coffee shop staffed by people with disabilities, partnership on a statewide Latino Conference, and support of a Social Work Creative Writing Workshop all reinforce our interdisciplinary and intercultural approaches.
• For more than 30 years, the School's National Resource Center for Family Centered Practice (NRC/FCP) has promoted family-centered, community-based, culturally competent practice within organizations and across systems through research and evaluation, training and technical assistance, and information dissemination. The NRC has worked in all fifty states and through international collaborations.
• The School has a longstanding and award-winning commitment to advancing cultural competence, which now includes offering a critical cultural competency certificate program for all University of Iowa undergraduate students.
• The NRC/FCP's work on Disproportionate Minority Contact has made Iowa a leader in reducing race-based disproportionality and disparities in child welfare and juvenile justice.
• The School is nationally known for its outstanding work in Child Welfare, Aging Studies, End of Life Care, and reducing Family Violence.
THE UNIVERSITY OF IOWA SCHOOL OF SOCIAL WORK
STRATEGIC PLAN GOALS 2012-2017
(2018 – 2023 Plan in development)

GOAL I: ENSURE STUDENT SUCCESS
Strategy 1: Deliver a cutting-edge, innovative, curriculum with high quality programs.
Strategy 2: Recruit and enroll the most highly qualified applicants to the PhD program.
Strategy 3: Implement infrastructure changes necessary for student success.
Strategy 4: Strengthen the UI certificate programs in Critical Cultural Competence (CCC) and the UI Aging Studies Program.

GOAL II: PROMOTE DISCOVERY AND ENGAGEMENT OF FACULTY IN SCHOLARSHIP AND PRODUCTIVITY BENEFITING SOCIETY
Strategy 1: Increase the number of tenure track faculty in the School who contribute to knowledge building in social work through their research.
Strategy 2: Foster a culture in which every member of the faculty undertakes scholarship and productivity at the highest level of quality, helping the School to climb in national visibility.
Strategy 3: Optimize opportunities for faculty to seek promotion in rank.
Strategy 4: Promote the research findings of faculty emphasizing their impact on the physical, psychological, social and economic well-being of the citizens of Iowa and the nation.

GOAL III: PROVIDE PUBLIC OUTREACH AND CIVIC ENGAGEMENT TO SERVE THE NEEDS OF THE STATE OF IOWA AND THE NATION
Strategy 1: Maintain educational commitment to BA and MSW programs serving geographically committed students in Des Moines, Quad Cities and Sioux City.
Strategy 2: Increase the use of technology within the BA and MSW educational programs to meet the needs of the entire state for professional social workers.

GOAL IV: INCREASE DIVERSITY AMONG STUDENTS, FACULTY, STAFF, AND FIELD INSTRUCTORS
Strategy 1: Recruit and retain a diverse student body in the BA, MSW and PhD programs.
Strategy 2: Recruit and retain diverse and culturally competent faculty, staff, and field instructors.

BA PROGRAM MISSION, GOALS, REQUIREMENTS FOR THE MAJOR, AND CURRICULUM INFO

The specific mission of the BA program is to prepare culturally aware generalist social workers whose practice is consistent with social work values and ethics, including a commitment to social justice and social change.

Goals of the BA Program
The BA program prepares undergraduate students to function as active and informed citizens with a liberal arts perspective. It advances their careers in social work practice by preparing them for:
• Beginning professional social work practice as generalists
• Graduate study in social work or allied professions
The goals of the program are to prepare students for employment in public and private social services in home and community-based settings such as public welfare, child welfare, health, mental health, elderly services, and corrections; to prepare students for informed community participation in social welfare issues; and to provide a base for graduate study in social work or allied professions. The resources of the University, including its faculty, challenge students to excel academically, think analytically, and apply theory to practice, thus enhancing their readiness for continued education at the graduate level.
The BA Program has a strong base in the values and ethics of the social work profession and has a strong liberal arts focus. The research mission of the University exposes students to faculty research and to analytic and scientific ways of thinking. The School’s position in the University strengthens its liberal arts focus by drawing not only on the social work curriculum, but also on the interdisciplinary resources of the University and the College of Liberal Arts and Sciences. BA students must complete the general education requirements which help them to develop the knowledge, attitudes, ways of thinking, and means of communication that are characteristic of a broadly educated person. As they complete these requirements, students gain an understanding of their own cultural heritage in the context of other cultures and an introduction to expressions of culture such as art, literature, science, history, and philosophy. They are exposed to the methods and limitations of various systems of inquiry, and are encouraged to develop critical thinking skills. Students’ knowledge of social, psychological, and biological determinants of human behavior and of diverse cultures, social conditions, and social problems are developed through a required course in human biology and through three required courses in the social sciences: psychology, sociology, and political science. The Program is accredited by the Council on Social Work Education.

**Admission to the Social Work Major**
The School of Social Work endeavors to maintain a heterogeneous student body by enrolling students who represent diverse backgrounds and cultural perspectives. A limited number of students are admitted to the major each year. The application deadline is February 15. Admission to the program requires: 1) Completion of SSW:1022 Social Justice and Social Welfare in the United States with a grade of C or higher in the first or sophomore year; 2) a cumulative GPA of 2.50 (on a 4.0 scale) at the time of admission. Applicants who do not meet the minimum GPA but demonstrate strengths/potential in other areas may be granted consideration for admission on an individual basis. 3) Completion of an application form and a comprehensive statement, received by the deadline February 15th, prior to the fall semester for which the student is applying. For transfer students, all of the above is required, except that substitution of SSW:1022 is permitted with a grade of C or above in a course approved by the department, such as Intro to Social Work or Intro to Human Services. Those who have completed the equivalent of Intro to Social Work at another institution must also submit a completed recommendation form and transcripts. Recommendations and letters of reference will otherwise not be accepted. The School of Social Work Criteria for Selective Admission for BA Social Work is detailed in the BA Social Work Admissions Policy Statement and Guidelines for Application.

**The Curriculum**
The Bachelor of Arts with a major in social work requires a minimum of 120 s.h., including at least 60-64 s.h. of work for the major (a minimum of 35-38 s.h. in social work courses, 13-14 s.h. in cognate areas, 6 s.h. in one other department or in social work courses, and 6 s.h. in social work electives). Students in the major must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses. They also must complete the College of Liberal Arts and Sciences General Education Program.

Students must complete SSW:1022 Social Justice and Social Welfare in the United States (3 s.h.) to be admitted to the major and before enrolling in the remaining social work courses required for the major. Social Justice and Social Welfare in the United States (SSW:1022) also fulfills the General Education Program's Values, Society, and Diversity requirement. A transfer student may be given approval by the department to substitute this requirement if they have completed an introduction to social work or introduction to human services course at another institution or the UI Guided Independent Study section SSW:2222:0EXW Introduction to Social Work, however the transfer course would not fulfill the GE requirement. If transferring the course from another institution, the student may be able to reduce the social work credit required for the major by 3 s.h.

Many students use the major's required course BIOL:1140 (002:021) Human Biology as partial fulfillment of the General Education Program's Natural Sciences requirement. The major in social work requires the following:

**SOCIAL WORK COURSES:**

- **All of these:**
  - SSW:1022 (042:022) SOCIAL JUSTICE AND SOCIAL WELFARE IN THE UNITED STATES 3 S.H.
  - SSW:3840 (042:140) HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT 4 S.H.
  - SSW:3841 (042:141) FUNDAMENTALS OF SOCIAL WORK PRACTICE 3 S.H.
  - SSW:3842 (042:142) INTERPERSONAL SKILLS LABORATORY 2 S.H.
  - SSW:3844 (042:144) INTRODUCTION TO SOCIAL WORK RESEARCH 4 S.H.
  - SSW:3845 (042:171) SOCIAL WORK PROCESSES 4 S.H.
  - SSW:3847 (042:147) DISCRIMINATION, OPPRESSION, AND DIVERSITY 3 S.H.
  - SSW:4189 (042:189) FIELD EXPERIENCE SEMINAR 1 S.H.
  - SSW:4193 (042:193) FIELD EXPERIENCE 8-11 S.H.
  - SSW:4843 (042:143) SOCIAL WELFARE POLICY AND PRACTICE 3 S.H.

**REQUIRED ELECTIVES**
Students must complete a minimum of 6 s.h. of social work electives and 6 s.h. of courses in one other discipline or they can select additional course work in social work. If they opt to complete 6 s.h. from another discipline, students typically select courses in areas closely related to social work.
such as anthropology, political science, psychology, sociology, and gender, women's and sexuality studies. Students who are working on a minor or a certificate may apply up to 6 s.h. toward this requirement.

**These:**
Social work electives 6 s.h.
Electives in another discipline related to social work 6 s.h.

**Or this:**
Social work electives 12 s.h.

**COGNATE AREAS**

**Natural and social sciences—all of these:**
- BIOL:1140 (002:021) HUMAN BIOLOGY 4 s.h.
- POLI:1100 (030:001) Intro to American Politics 3 s.h.
- PSY:1001 (031:001) Elementary Psychology 3 s.h.
- SOC:1010 (034:001) Introduction to Sociology 3-4 s.h.

**Recommended Course Sequences**

The school recommends that students apply in their sophomore year and begin the required courses in the Third Year. Required courses are to be taken in the following sequence. Most social work courses are offered only once each year. Social Work electives may be taken in any semester after completion of SSW:1022.

**First and Second Years**

General Education courses including:
- SSW:1022 Social Justice and Welfare in the U.S. 3 s.h.
- BIOL:1140 Human Biology 3-4 s.h.
- POLI:1100 Introduction to American Politics 3 s.h.
- PSY:1001 Elementary Psychology 3 s.h.
- SOC:1010 Introduction to Sociology: Principles 3-4 s.h.

6 s.h. in social work electives may be taken prior to admission to the major. 6 s.h. in another discipline (or additional social work electives) may be taken prior to admission to the major.

**When students are accepted and begin the program as JUNIORS, the plan for completion of social work courses is:**

**Third Year – Fall Semester**
- SSW:3840 Human Behavior in the Soc Env. 4 s.h.
- SSW:3847 Discrimination Oppression Diversity. 3 s.h.
- Social Work elective 3 s.h.

**Third Year – Spring Semester**
- SSW:3844 Intro to SW Research. 4 s.h.
- SSW:3845 Social Work Processes. 4 s.h.

**Fourth Year – Fall Semester**
- SSW:3841 Fundamentals of Social Work Pract. 3 s.h.
- SSW:3842 Interpersonal Skills Laboratory. 2 s.h.
- SSW:4843 Social Welfare Policy and Practice. 3 s.h.
- Social Work elective 3 s.h.

**Fourth Year – Spring Semester**
- SSW:4189 Field Experience Seminar. 1 s.h.
- SSW:4193 Field Experience. 8-11 s.h.

**Fourth Year – Summer Semester**
- SSW:4189 Field Experience Seminar. 1 s.h.
- SSW:4193 Field Experience. 8-11 s.h.

**When students are accepted and begin the program as SENIORS, the plan for completion of social work courses is:**

**Fourth Year – Summer Semester**
- SSW:3840 Human Behavior in the Soc Env. 4 s.h.
- SSW:3841 Fundamentals of Social Work Pract. 3 s.h.
- SSW:4843 Social Welfare Policy and Practice. 3 s.h.
- SSW:3847 Discrimination Oppression Diversity. 3 s.h.

**Fourth Year – Fall Semester**
- SSW:3842 Interpersonal Skills Laboratory. 2 s.h.
- SSW:3844 Intro to SW Research. 4 s.h.
- SSW:3845 Social Work Processes. 4 s.h.
- Social Work Elective 3-6 s.h.

**Fourth Year – Spring Semester**
- SSW:4189 Field Experience Seminar. 1 s.h.
- SSW:4193 Field Experience. 8-s.h.
Four-Year Graduation Plan
The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University's four-year graduation plan. (Courses in the major are those required to complete the major; they may be offered by departments other than the major department). Admission to the School of Social Work is by application; the four-year graduation plan does not apply to students who are not admitted by their fifth semester. Before the third semester begins: at least one-quarter of the semester hours required for graduation.

Before the fifth semester begins: SSW:1022, four courses that can be applied to the major (may include concentration area), admission to the major, and at least one-half of the semester hours required for graduation. Before the seventh semester begins: six more courses in the major and at least three-quarters of the semester hours required for graduation. Before the eighth semester begins: four or five more courses in the major and finalized field placement. During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate.

Honors
The School of Social Work has an honors program leading to a Bachelor of Arts with honors in social work. A cumulative grade-point average of at least 3.33 is required for participation in the program, which enables students to do in-depth study in subjects that interest them.

Minor
A minor in social work requires a minimum of 15 s.h. in social work courses, including 12 s.h. in courses numbered 3000 or above taken at The University of Iowa. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor. Course work for the minor may not be taken pass/non-pass. The minor requires that students take SSW:1022 Social Justice and Welfare in the United States or SSW:2222:0EXZ (042:022) Introduction to Social Work (or for transfer students, an equivalent course from another institution approved by the department). Required social work courses are not available to students who are not admitted to the social work program.

COUNCIL ON SOCIAL WORK EDUCATION (CSWE) ACCREDITATION OF THE BA in SOCIAL WORK PROGRAM

The specific mission of the BA program is to prepare culturally aware generalist social workers whose practice is consistent with social work values and ethics, including a commitment to social justice and social change.

The Goal of the BA in Social Work program is to prepare students for culturally competent generalist social work practice with individuals, families, small groups, organizations, and communities, and provide students with a base for continuing graduate social work education and life-long learning. The BASW program also prepares students for informed community participation, as citizens, in social welfare issues. The program has been continually accredited by the Council on Social Work Education (CSWE) since 1974.

Council on Social Work Education (CSWE) Competencies and Practice Behaviors
The School's Mission and BA Program Goals recognize the importance of building on the core competencies identified by CSWE for foundation level knowledge, skills, values and affective processes. Students will find these competencies throughout their course outlines and assignments and will be expected to demonstrate these competencies in their assignments and in the field placement.

Below are the CSWE core competencies and practice behaviors expected of students completing the BA in Social Work. (Taken from CSWE Educational Policy and Accreditation Standards 2015)

Competency 1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact
practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers: 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; use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; use technology ethically and appropriately to facilitate practice outcomes; and use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers: apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; present themselves as learners and engage clients and constituencies as experts of their own experiences; and 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
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers: apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers: use practice experience and theory to inform scientific inquiry and research; apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; assess how social welfare and economic policies impact the delivery of and access to social services;
apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers: collect and organize data, and apply critical thinking to interpret information from clients and constituencies; 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; develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers: critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers: select and use appropriate methods for evaluation of outcomes; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; critically analyze, monitor, and evaluate intervention and program processes and outcomes; and apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

2015 Educational Policy and Accreditation Standards
FIELD EXPERIENCE COURSE INFORMATION

Field Experience is an integral component of the curriculum in social work education. It engages the student in supervised social work practice and provides opportunities to apply classroom learning in the field setting. The School of Social Work has established standards, policies and procedures that are in compliance with the Council. Detailed information regarding Field Experience and Field Seminar are in the Field Manual which is on the website and available from the Field Director. Below are some details students should be aware of as they plan their program and their time.

SSW:4193   Field Experience (Graded S/U)
Prerequisites
Admission to the School as a social work major is required prior to registering for field experience. Additionally, the following required social work courses must have been completed:

- SSW:1022 (042:022) SOCIAL JUSTICE AND SOCIAL WELFARE IN THE UNITED STATES 3 S.H.
- SSW:3840 (042:140) HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT 4 S.H.
- SSW:3841 (042:141) FUNDAMENTALS OF SOCIAL WORK PRACTICE 3 S.H.
- SSW:3842 (042:142) INTERPERSONAL SKILLS LABORATORY 2 S.H.
- SSW:3844 (042:144) INTRODUCTION TO SOCIAL WORK RESEARCH 4 S.H.
- SSW:3845 (042:171) SOCIAL WORK PROCESSES 4 S.H.
- SSW:3847 (042:147) DISCRIMINATION, OPPRESSION, AND DIVERSITY 3 S.H.
- SSW:4843 (042:143) SOCIAL WELFARE POLICY AND PRACTICE 3 S.H.

Field Experience Learning Objectives

Field Experience connects the knowledge, values and skills obtained in the classroom with the practice setting, and fosters the implementation of evidence-informed practice. It provides generalist practice opportunities for students to demonstrate the core competencies identified by CSWE and which are the BA Program competencies.

The primary objectives of Field Experience are student comprehension, internalization, integration, and application of social work. Students are placed in social service agencies in which they assume the role of student practitioners. Students employ generalist practice approach based upon ecological systems theory. Thus, intervention is aimed not only at individuals and families, but also interaction with larger social systems. In field, the student has opportunities to integrate knowledge regarding the impact of larger social systems as either resources or obstacles for the client system. Field Experience and Field Experience Seminar are required co-requisites for social work majors. It consists of learning-by-doing within the context of a social agency or human service organization. The field experience is designed to provide the student with opportunities to demonstrate identified practice behaviors. In field, the BA Program’s nine competencies are reinforced, and an emphasis is placed upon effective practice framed within the larger context of social justice, on-going efforts to increase one’s own cultural competency, and professional development as a lifelong process. Students are expected to engage these issues in placement. A student learning contract is developed with activities that are evaluated by the field supervisor and faculty coordinator. The Field Experience course is graded S/U.

Credit and Time Requirement

Field Experience and Seminar are offered in the spring and summer semesters.
Eight (8) semester credit hours (400 clock hours) is the minimum requirement for field experience. Total hours for the term are more important than the weekly hours since these may sometimes vary according to activities and learning opportunities in the agency or community. Students may elect to register for additional semester credit hours with advisor and Field Director approval. The formula for credit is as follows: 50 contact hours = 1 credit, with a minimum of 400 hours over the semester. Students may complete up to 11 credits (up to 550 hours) in the spring semester. In the Summer term, field is offered over an 12-week session, beginning mid-May and continuing through the beginning of August. Students are discouraged from taking an additional semester credit hours during the summer due to shortness of that term.

It is recommended that students carry a light (i.e., limited course load) while enrolled in Field Experience and its co-requisite Field
Experience Seminar. Employment is discouraged because of the time commitment necessary for students to meet individualized objectives necessary to prepare them to perform as an entry level generalist in the social work profession. Any time missed because of agency holiday(s), planned vacation and/or illness, etc. must be made up to achieve the required number of clock hours. Make-up time is negotiated between the student and the field instructor.

**Concurrent Course: Field Experience Seminar - SSW:4189 - (Graded)**
The seminar is a one (1) semester credit hour required course which is offered concurrently with Field Experience. The seminar provides opportunity for students to exchange their experiences in their generalist practice settings using an interactive group format. Application of knowledge, skills and values is facilitated through seminar activities, helping students grow into professional identities as culturally competent practitioners.

**INDIVIDUAL STUDY SSW:4191 (on campus)**

Individual Study allows a student to pursue an area of interest that is not offered by the regular curriculum. Students may ask a professor of their choice to supervise their study. In order to get the most out of your individual study choose a professor whose interests correspond with your own. The Contract for Individual Study form must be completed by both student and professor and approved by the student's advisor at least three weeks after the start of classes and will be kept in the student's official file. Information about each instructors' areas of interest are on the school's website: [http://clas.uiowa.edu/socialwork/people](http://clas.uiowa.edu/socialwork/people)

**HONORS IN SOCIAL WORK SSW:4192**

Students who are identified as Honors students at The University of Iowa (those with GPA's of 3.33 or higher) are encouraged to register for Honors in Social Work. By successfully completing an Honors Project under the supervision of a faculty member in the School of Social Work, students will graduate with “Honors in Social Work”. Simply taking honors courses or being a member of The University of Iowa Honors program does NOT qualify for an “Honors” designation at graduation, nor can a student use that designation on their resumes after graduation. To have graduated “with honors in social work at The University of Iowa,” students MUST register for, and complete, an Honors project and submit the required paperwork to the Registrar's Office prior to graduation. Only students who are admitted to the School of Social Work can undertake an Honors project and register for this course.

Students should give serious consideration to an Honors Project in Social Work in the Spring semester of their junior year and approach a faculty member about their interest in completing the project during the Fall and Spring semesters of their senior year. Because of the heavy course demands of students entering the program as seniors (15 hours are required in their Fall semester), it would be difficult for a student entering as a senior to undertake and complete the Honors Project. Students who wish to undertake an Honors Project will register for 3 hours of “Honors in Social Work” in the Fall semester and register for another 3 hours for this course in the Spring semester. Students who earn the 6 hours and satisfactorily complete the Honors Project (as determined by their faculty supervisor of the Honors Project) will earn the Bachelor of Arts with Honors in Social Work. At the same time that students are completing the Honors Project, they must maintain a GPA of 3.33 or otherwise have a GPA of 3.33 at the time of graduation. If they do not have the 3.33, they cannot graduate “with Honors”. Note: Although most students will register for the Honors Project in the Fall semester of their Senior year, selected students may begin their projects in the Spring semester of their Junior year with the approval of their Honors Project faculty supervisor. The negotiation of the timeline for the project must be approved by the faculty supervisor, dependent on their availability to monitor the project activities.

**The five options for Honors projects in the School of Social Work:**

1. A research study completed under the supervision of the faculty member that has agreed to supervise this study. The research study can be an original idea developed and implemented by the student or may be part of a larger study of a faculty member that the student takes responsibility for.
• The Honors paper would follow the outline of traditional research papers, including the Introduction, Method Section, Results, and Discussion.
• Studies can be either quantitative or qualitative. They must follow the generally prescribed methods of data collection and analysis. The sophistication of the analysis will be determined between the student and his/her faculty supervisor. Descriptive studies are certainly appropriate, although hypothesis-testing may be possible if the student has sufficient knowledge for this level of analysis.
• The Honors paper would follow the guidelines of APA in format. Anticipated length: 35-40 pages.

2. Students can complete an Honors project that addresses a research question of interest, but does not require original data collection, nor conventional statistical analysis. For example, a student might address a question such as “When can children be reasonably expected to be left unsupervised by a parent for more than a short time?” This represents a research question that was pursued by a former Honors student in Social Work. The student examined the issue of “latchkey children” and examined expectations of children when they are left home unsupervised between the time they finish their school day and their working parents return home. The student obtained and critiqued different evaluation tools to establish the criteria for judging the competence of children to be left unsupervised. There are many, many research questions that can be posed and answered by students that do not require original data collection and analysis. Many questions can be answered by a thorough review of the literature and examination of social work practices with the population of interest.
• The student and supervising faculty member agree on the research question and frame the study and project without an expectation of data collection and analysis.
• APA guidelines are followed for this paper. Anticipated length: 35-40 pages.

3. The third option is a policy analysis or historical analysis. In either of these two instances, the Honors student and his/her faculty supervisor agree on the social welfare policy or historical event/personage that will serve as the basis for the Honors paper.
• These papers will follow the conventional formats of papers devoted to subjects of policy or history.
• APA guidelines are followed for this paper. Anticipated length: 35-40 pages.

4. The fourth option is a project whose product involves both a creative “media” effort and an explanatory paper. By “media,” it is understood that a video (VHS), DVD, CD-ROM, photographic exhibit, PowerPoint presentation, or an internet website will be produced on the topic of interest. Topics, of course, must be social work-specific and the subject of the video, etc. must be agreed upon between the Honors student and the faculty supervisor. For example, a student might produce a video on organizing and leading a protest action about an issue that represents social injustice that can be used in the Social Processes course. The student might have in interest in services for persons with disabilities and plan and produce a video on this element of social work practice that can be shown in the Introduction to Social Work course. There are many, many ideas for videos and other electronic formats that can be developed and implemented by students.
• In addition to the audio-visual product, the student must prepare a 15-20-page paper in which they review the literature attendant to the topic of interest and present information about the development and utilization of the audiovisual material they developed.
• APA guidelines are followed for this paper.

5. The fifth option is a project whose product involves the development of a curriculum, handbook, training manual, grant, or conference that addresses an issue of concern to social work and an explanatory paper. For example, a student might development an agency handbook for survivors of sexual assault, an educational curriculum for high school students about eating disorders, a grant for funding a smoking cessation program at a substance abuse treatment center, a statewide conference on domestic violence. Possibilities for these projects – like all those described in #1-4 above, are only limited by the agreement of the product between the student and their faculty supervisor. In every instance, the student must clearly play a leadership role in the development of each product and the product should not have been used in any previous (or current) class that a student is enrolled in.
• In addition to the product, the student must prepare a 15-20-page paper in which they review the literature attendant to the topic of interest and present information about the development and utilization of the material they developed under this option.
• APA guidelines are followed for this paper.
Honors Contract (Also see Appendix F for form with list of options)

At the time that students and their faculty supervisors agree to work together on an Honors Project, a “contract” will be established and signed by the student, faculty supervisor and Honors Advisor for the School. This contract will specify the Learning Goals, Objectives, Timeframe, parameters of the intended product, and specifying the Honors Option that is being used to guide the project.

Although most Honors Projects will involve a single option, it may be possible for selective students to combine options across consecutive semesters as long as the final product represents a cohesive effort. For example, if a student was involved in some aspect of a large practice-based research study with their Honors faculty supervisor in the fall semester and wrote an abbreviated Research Report of the findings (Option #1), in their second semester, they might develop a “Practice Manual” for agency social workers (Option #5) that was directly associated with the research findings. The final product—the Honors Thesis—would be a “combined” paper that incorporated both the research study and the practice manual. Guidelines for the submission of the paperwork associated with completion of the Honors Project are found on the website of the Honors Program at The University of Iowa: http://honors.uiowa.edu/

In addition, or instead of, undertaking and completing one of the above honors projects in the School of Social Work, any student who qualifies for the Honors Program at The University of Iowa, can participate in many of the Honors classes offered by The University of Iowa, can elect to pursue an “honors designation” for non-honors classes (by agreement with the course instructor), participate in an Honors Internship (143:000), participate in Honors Service Learning (143:042), Honors Research Practicum (143:100), or Honors Teaching Practicum (143:101). A discussion of all of these options—and others open to Honors Program members—are presented in publications of the Honors Program and on the Honors Program website (see above).

COMMUNICATION AND RESOURCES

Social Work is all about COMMUNICATION

Highlighted below are some procedures and people identified to make sure you get your questions answered. But remember, it’s up to you to ask your questions! Communication is a two-way street.

You’ve got mail! Probably more than you can read, but ALWAYS check your virtual and actual mailboxes! Each student has an actual mailbox outside of 308 North Hall or in Des Moines. All students should be accessing their uiowa email account because University administrative offices (including the President, Provost, Registrar, Billing Office, Library,) as well as your student organizations (SWSA), your advisor, faculty, staff and other students rely on this method of communication with you. Also, for Iowa City students, when you are in North Hall, be sure to check hallways and Bill's Coffeeshop for posted planning or advising sessions, as well as for optional educational or social events. There are several bulletin boards in North Hall with dedicated informational purposes. The undergraduate bulletin board is located on the North wall opposite Room 332.

A Student Services Center is open Monday – Friday during the hours of 8am – 5pm at 308 North Hall in Iowa City; ph: 319 335-1250. Students are welcome to stop in to ask questions or to pick up forms. On Tuesday and Thursday a staff person will be available for advising by appointment from 8am – noon and 1pm – 5pm.

COMMUNICATION WITH FACULTY AND STAFF

For Aug 2017 entering BA students in the School of Social Work, you will have both an academic advisor and a faculty mentor. Continuing students have a faculty advisor that serves as both academic advisor and faculty mentor. Both parties are available to assure your success in the program and professionally and both monitor your progress through the program. The below highlights the types of issues you would want to bring to each party.
**ACADEMIC ADVISOR – Kate Kemp**

- Class registration
- Question about financial aid, scholarships, etc.
- Clarifications on School policies and procedures
- Dropping or adding a class
- Learning more about academic certificates, the Honor’s program, and immersion opportunities

Students must meet with the academic advisor at least once each semester to be cleared to register for the next semester.

**FACULTY MENTOR**

- Students should meet with their faculty mentor as needed; but ONE session at the beginning of fall semester is required
- Consultation about graduate school, job searches, career option
- Problem solve classroom situations, grades, or other barriers to success
- Exploration about field placement options

If the advancement policy is invoked, the faculty mentor will be involved.

**Faculty Mentors** are assigned, but there is a process to request a change of faculty mentor. (See Change of Faculty Mentor form, appendix F).

The **BA Program Director** is **Amy Butler, PhD.** She is responsible for the development and maintenance of the undergraduate educational programs of the School, for resolving student problems related to the educational program, and provides mentoring when advisors are on developmental leave. You will meet her at the spring ice-cream social sponsored by SWSA for incoming students, or at new student orientation, if not before!

The **Director of Field Education**, **Keri Neblett**, will conduct a planning meeting for you the semester prior to the one in which you register for Field Experience. Questions regarding Field Experience should be directed to him in Room 301A. The **Field Experience** forms are on the social work website and provides detailed information about the Field Experience and Seminar.

Jefri Palermo (IC) and Sandra McGee (DM) serve as the **Diversity Resource Coordinators**. 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.

**STAFF**

The following staff are available to assist students:

**Tomeka Petersen, Admissions and Programs Coordinator**

Tomeka coordinates and manages information dissemination regarding admissions process/procedures for BA, MSW, Ph.D. Programs and manages applicant files and data. She coordinates and manages the registration/course enrollment/course evaluation process insuring that departmental and university policies are adhered to by faculty and staff, and coordinates and manages program related intra-departmental information systems. She staffs the Admissions Panels and maintains the applicant and student databases. She supports the Program Administrator, Program Directors, oversees student employees in the Iowa City office, and schedules classrooms.

**Kate Kemp, MSW, LISW, Program and Admissions Administrator**
Kate administers and provides program planning for the educational programs of the School in support of the program directors (BA, MSW and PhD) and the School Director. She interprets and enforces University, College, School, CSWE policies and procedures, provides faculty and student advising consultation, and is responsible for ensuring the programs comply with these policies and procedures. Also oversees information dissemination concerning the educational activities and programs of the School.

**Jefri Palermo, Development Coordinator**
Jefri coordinates publicity, outreach and marketing for the School. She produces the alumni newsletter InService and maintains the website, oversees the management of Wild Bill’s Coffeeshop, coordinates CEU events and alumni relations for the School and assists faculty with research applications.

**Wynne Worley, Operations Coordinator**
Wynne Assists the Director and provides coordination and support for School operations, including space and equipment.

**Christy Thies, Des Moines Program Coordinator**
Christy provides instructional support for the School of Social Work’s students, adjunct faculty and regular faculty at the Des Moines center, including enhanced use of distance education strategies/technologies. She provides on-going developmental activities to sustain/grow the MSW and BA-SW programs in Des Moines; and provides office coordination and management for the Des Moines center.

**Chuck Wieland, Administrator**
Chuck administers the Operations of the School including budget preparation and overseeing of financial accounts. He oversees research assistantship and teaching assistantship appointments, other departmental financial aid and award processes, and can provide information regarding funding for student research projects.

**ORIENTATION** - Your educational experience will begin with an orientation session in which faculty and staff will be introduced, the social work courses will be explained and important policies will be reviewed. Another important orientation session will occur as you plan to enter Field Experience.

**REGISTRATION** - Each semester you will be required to meet with your academic advisor. You must meet with your academic advisor shortly before or during the early registration period. The academic advisor will review your degree evaluation, discuss your progress and plans to complete the program (and your career or higher education aspirations or questions), approve the details of your next registration and clear you to register.

**OTHER IMPORTANT SOURCES OF INFORMATION**

**CLAS Student Academic Handbook** [https://clas.uiowa.edu/students/handbook](https://clas.uiowa.edu/students/handbook)

**Division of Student Life**
[http://studentlife.uiowa.edu/](http://studentlife.uiowa.edu/)
249 Iowa Memorial Union 335-3557
Many services including Tutor Referral

**Student Life Cultural Centers**
Afro-American Cultural Center
303 Melrose Ave 335-8296
Latino-Native American Cultural Center

**International Programs**
120 International Center 335-0335
Community Based Volunteer Opportunities
http://careers.uiowa.edu/students/volunteer

International Volunteer Opportunities
http://www.uiowa.edu/~pcorps/volunteer.htm
Peace Corps Office N222 Lindquist Center 335-6447

Student Disability Services (SDS)
3100 Burge Hall 335-1462
335-1498 (text telephone)

Gay, Lesbian, Bisexual, Transgender Union (GLBTU)
http://csil.uiowa.edu/multicultural/lgbtrc/
161 Iowa Memorial Union  335-3251

Women in Science and Engineering (WISE)
https://uiowa.edu/wise/
418 Gilmore Hall  335-3530

Women's Resource and Action Center (WRAC)
https://wrac.uiowa.edu/
130 N Madison 335-1486

Support Service Programs
http://diversity.uiowa.edu/programs/trio-student-support-services
18 Phillips Hall 335-1288

Writing Center
http://writingcenter.uiowa.edu/
110 EPB 335-0188

Student Health Services
http://studenthealth.uiowa.edu/
4189 Westlawn 335-8370

University Counseling Service
https://counseling.studentlife.uiowa.edu/
3223 Westlawn 335-7294

Career Center
http://www.careers.uiowa.edu/
100 Pomerantz CTR, Suite C310
335-1023
The Office of Equal Opportunity and Diversity, [http://diversity.uiowa.edu/office/equal-opportunity-and-diversity](http://diversity.uiowa.edu/office/equal-opportunity-and-diversity) 202 Jessup Hall supports and enhances the University's commitment to recruiting and retaining a diverse academic community of faculty, staff, and students in two inextricably linked ways: 1) providing expert advice, education, and services which ensure the University's compliance with all applicable federal, state, and University equal opportunity, affirmative action, nondiscrimination, and civil rights laws, regulations, and policies; and 2) providing leadership and resources that support the University's goal to foster a diverse and inclusive University community.

Office of the University Ombudsperson [https://uiowa.edu/ombuds/](https://uiowa.edu/ombuds/) - Located at C108 Seashore Hall, The Office of the Ombudsperson serves students, faculty and staff and offers informal resolution, mediation and/or negotiation to constituents. Ideally, the Office exists to prevent conflicts from escalating beyond the ability of clients to resolve them informally. They spend considerable time working with constituents and within departments advocating civility and mutual respect as the most productive avenue to successful problem solving. In an effort to represent the University's commitment to fundamental fairness, they offer an independent, impartial, confidential resource to all members of the University community. Confidentiality, neutrality and independence are the three critical characteristics of the Office. The Ombudsperson responds to each client according to the matter brought forward. Some contact the office for information only, some come to discuss options and seek advice, some come with serious complaints, grievances and issues which cannot be solved through regular channels.

Student Legal Services [https://legal.studentlife.uiowa.edu/](https://legal.studentlife.uiowa.edu/) — Located at 155 IMU, this office provides general legal assistance for students by law students who are under the close supervision of a licensed attorney. For a nominal fee, legal representation can be secured for anything from tenant-landlord disputes to small claims to criminal problems. A free advice clinic is offered for any registered student every Friday from 1:30 ~ 4:30 p.m. The telephone number is 335-3276.

Job Search: Job postings are sent out via the School's list serve and on the Social Work Job Listings webpage. The Career Center 100 Pomerantz Center, Suite C310, ([http://www.careers.uiowa.edu/](http://www.careers.uiowa.edu/)) offers a variety of services to support your job search.

Applying to Graduate Programs in Social Work The Council on Social Work Education ([http://www.cswe.org](http://www.cswe.org)) has a listing of all MSW programs in the U.S. If you are interested in The University of Iowa Master's of Social Work program, contact Kate Kemp or Tomeka Petersen in the Student Services Office, Room 308 NH; BA students of the Des Moines Learning Center contact: Christy-thies@uiowa.edu.

Copies of the National Association of Social Work NASW Professional Code of Ethics are available in the Main Office and on the web at [www.naswdc.org/code.htm](http://www.naswdc.org/code.htm).

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**STUDENT INVOLVEMENT IN THE SCHOOL OF SOCIAL WORK**

Within the School of Social Work there is a great potential for student involvement. A student who is involved in the School discovers the rewards of an education in social work. Through active participation students learn more about the field of social work, the community, and about themselves. Reach out! Become involved! The following are ways in which to use your personal abilities and to follow your special interests.

The School offers an interesting and informal environment. The North Hall Coffeeshop (Bill's) is an area to encourage interaction among students and faculty. Students are welcome at most posted educational and social functions that take place in North Hall.

Committee Involvement

There are committees within the School that encourage both undergraduate and graduate student representation. These governing groups are discussed in the handbook under School of Social Work Structure. Refer to the discussion of the specific committees for more information concerning the functions and responsibilities of each committee. Student representatives are
elected by SWSA to serve on the curriculum and diversity committees. In addition, the Diversity Committee is open to any interested person, even if not elected. If you are interested in serving on a committee as an undergraduate representative, contact the SWSA officers. (Refer to Appendix E for committee compositions).

**Student Feedback**
The School formally requires your input through student evaluation of each course and instructor using the university wide system of Assessing the Classroom Environment (ACE) forms. Additionally, students are asked, at the completion of each course, to measure the degree to which they fulfilled the course's objectives. Also students are surveyed upon exit from the program. When you are an alumnus, expect to receive surveys on a regular basis. Your feedback is important to us. We hope you’ll respond!

It is important that students and alumni utilize these formal, as well as other informal, means of communicating about the educational experience as your input helps us improve our service to students, and the professional community and the clients they serve.

**The Social Work Student Association (SWSA)**
SWSA is a formally recognized by The University of Iowa Office of Student Life as an undergraduate organization for pre-social work and social work majors. The group is active in University, community, and in the School of Social Work. The goals and functions of SWSA are determined through student input and participation. The benefits of SWSA are numerous.

SWSA social and educational activities within the School allow for undergraduate students to meet professors, graduate students, and other students in the School on a personal level. The BA Program Director is the official liaison to SWSA.

The Student Association generally focuses upon community service activities, fundraising, providing social networking opportunities, hosting invited speakers and connecting with NASW concerning social issues and social legislation.

All social work and social work interest students are invited to join and participate in SWSA. The level of involvement in the Association is dependent upon individual preference. Meetings are frequent and are announced on the BA email list serve. Take the initiative to meet other social work students and to get involved in the School of Social Work. FOR MORE INFORMATION, or for a personal contact with SWSA, drop a note in the SWSA mailbox in the main office, 308 North Hall.

**Phi Alpha Honor Society**
Delta Nu, founded by the School of Social Work in 1995, is a chapter of Phi Alpha, a national social work honor society. Students meeting the requirements for participation are invited to apply for membership in the spring of their senior year. Contact Kate Kemp, Program Administrator, for details.

**Volunteering**
Volunteer experiences are an essential part of a student's preparation for a career in social work. These experiences are a source of experiential learning, a way to learn social work values, skills, and knowledge through experience. Volunteering is demanding, requiring time, hard work, and a commitment to social work values. Students are encouraged to volunteer at a social agency or a variety of social service agencies throughout their undergraduate work. There is a listing of [volunteer opportunities](https://diversity.uiowa.edu/office/equal-opportunity-and-diversity) on the School of Social Work website.

The University of Iowa prohibits discrimination in employment, educational programs, and activities on the basis of race, creed, color, religion, national origin, age, sex, pregnancy, disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, gender identity, associational preferences, or any other classification that deprives the person of consideration as an individual. The University also affirms its commitment to providing equal opportunities and equal access to University facilities. For additional information [https://diversity.uiowa.edu/office/equal-opportunity-and-diversity](https://diversity.uiowa.edu/office/equal-opportunity-and-diversity), (319) 335-0705.
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/mentor 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/mentors 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.

➤ S/U grading - 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) and Intepersonal Skills Lab (2 s.h.) are non-letter graded.

➤ DROPPING/ADDING – Deadlines for dropping and adding are on the Registrar's website and require advisor's approval. 
http://registrar.uiowa.edu/course-deadlines

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 MyUI. 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:

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<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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<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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<td>B</td>
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<td>B-</td>
<td>2.67</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
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<td>D+</td>
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<td>D-</td>
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<td>0.0</td>
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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 RESOURCE 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 Resource Coordinator in Iowa City is Jefri Palermo, and in Des Moines Sandra McGee.

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 mentor if the problem is serious enough to raise a faculty concern. The students may be referred to the Writing Lab and/or a remediation plan may be developed by the instructor and faculty mentor.
Accommodations for 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.

https://sds.studentlife.uiowa.edu/

The University of Iowa is committed to providing an educational experience that is accessible to all students. A student may request academic accommodations for a disability (which includes but is not limited to mental health, attention, learning, vision, and physical or health-related conditions). A student seeking academic accommodations should first register with Student Disability Services and then meet with the course instructor privately in the instructor’s office to make particular arrangements. Reasonable accommodations are established through an interactive process between the student, instructor, and SDS. See http://sds.studentlife.uiowa.edu/ for information.

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 their self as disabled if the disability is not obvious
- Arranging for orientation to campus through SDS
- Ordering special materials for class such as taped or brailed 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: https://sds.studentlife.uiowa.edu/

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't disagree, only that you must do so respectfully, and be prepared to clarify your statements with specific information, experiences, and/or examples.

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**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.

ADMISSIONS

College of Liberal Arts and Sciences Criteria for Admission for students entering the program fall 2017:

Applicants to the BA Social Work program must have met the College of Liberal Arts and Sciences (CLAS) requirements and be admitted to CLAS. Students are admitted to the CLAS on the basis of three criteria: completion of a set of high school unit requirements; high school class rank or college transfer grade-point average; and ACT/SAT results or a combination of high school/college records and standardized test scores. These requirements are further explained on the web: https://clas.uiowa.edu/socialwork/undergraduate-program and in the current University of Iowa General Catalog: http://catalog.registrar.uiowa.edu/liberal-arts-sciences/social-work/. Applicants to the School of Social Work must meet additional criteria detailed below. Due to class size restrictions, not all students who meet the criteria are admitted when the applicant pool is large.

I. School of Social Work Criteria for Selective Admission for BA Social Work

A. Academic qualifications

1. A cumulative GPA of 2.50 (on a 4.0 scale) at the time of admission. Applicants who do not meet the minimum GPA but demonstrate strengths/potential in other areas may be granted consideration for admission on an individual basis.

2. A grade of C or above in SSW:2222(042:022)-Introduction to Social Work or comparable course taken in another college and approved by the School of Social Work.

B. Application form and personal statement

Completion of a current application form and a comprehensive statement which evidences the applicant’s personal qualities and values that are considered essential for the professional practice of social work, including: good intellectual capacity and analytical skills combined with an ability to work constructively with others; good communication skills, judgment, adaptability, sense of responsibility, resourcefulness, caring and compassionate qualities; and a personal commitment to social justice, empowering individuals, and serving underrepresented groups. Applicants’ willingness and interest in addressing social justice issues that affect human beings as a consequence of oppression, poverty, marginalization and alienation because of the intersection of multiple factors, including those identified by CSWE: class, color, culture, disability,ethnicity, gender identity and expression, immigration status, political ideology, race, sex, sexual orientation, and religious, non-religious or spiritual beliefs is fundamental to a successful experience in the School. These qualities are to be evidenced in the application.
This Personal Statement is a significant part of the application materials. This document should be approximately 5 pages (double spaced) and must be typed. Note that your Personal Statement itself will be used to evaluate your written communication ability. The Personal Statement should address the following qualities and competencies:

PART I:
• A discussion of how paid, volunteer, and life experiences relevant to social work have influenced the applicant’s decision to pursue or continue a career in social work at the B.A. level.
• A description of any experience relative to working with those different from the applicant in background or other characteristics and any experience relative to problems of economically and socially disadvantaged, marginalized or oppressed people.
• Discussion of how these experiences demonstrate that your personal values are congruent with the Social Work Code of Ethics*. *Code of Ethics may be found online: www.socialworkers.org/pubs/Code/code.asp

PART II:
• Discussion of the applicant’s motivation for, expectations regarding, and commitment to the social work program at The University of Iowa. Discuss any factors which have assisted toward the decision to enter or continue in the field of Social Work, and any experiences which the applicant believes will be helpful as a student in Social Work, including: 1) employment; 2) education; 3) special interests; 4) family influences; 5) volunteer service, and/or other.
• Identification of particular assets that the applicant would bring to the School and to the profession, as well as areas in which the applicant would most like to grow academically and professionally.
• Discussion of the applicant’s readiness to undertake study toward a professional degree and anticipated satisfaction or challenges with regard to the choice of the social work profession.
• Identification of short and long term goals as a professional social worker.

C. The accuracy and quality of writing in this statement will be evaluated as evidence of the Candidate’s potential for professional written communication.

D. Materials must be submitted by the application deadline of February 15th for the next academic year.

II. Who Can Apply
Applicants for the Social Work major may include Social Work Interest majors, students transferring from other majors such as sociology or psychology, or students transferring from other institutions. All applicants must complete the BA Social Work application (described above) which is reviewed by members of the admissions panel. Transfer students who have completed the Introduction to Social Work course, or equivalent course at another institution, are required to submit a completed reference form from that course instructor. No other references will be accepted. Applicants who are not accepted on their first attempt may apply the following year. There is a maximum of two attempts to apply to the BA program.
Social Work Interest Majors

Students interested in applying to the School of Social Work may declare 42P (Social Work Interest) through the University's Academic Programs Office at any point during the first 3 years in her or his academic program but usually when sufficient time remains to complete the program within the normal four-year schedule. Students who have earned more than 72 hours are not permitted to declare 42P. The pre-major declaration qualifies them to be advised by Social Work faculty (once they have at least sophomore standing) and to participate in the Student Association and other activities of the School, but they are not permitted to register for required social work major courses. (Freshman students are advised by The Academic Counseling Center. The BA Program Director and/or Program Administrator confer with these advisors upon request and meet annually with the advising staff to provide updates on social work requirements.) The student will remain a Social Work Interest major until formal admission to the BA Social Work major or until they exceed 72 hours when they must declare another major to register for classes. Students are expected to enroll in SSW:2222(042:022) Intro to Social Work and apply to the major in their sophomore year. Juniors are permitted to apply and if they do so, it is with the expectation that at least one additional summer semester of coursework will be necessary to complete all of the requirements of the major, due, in part, to the sequencing of social work courses.

Transfer students

Transfer students should follow the admissions process delineated above, noting the Feb. 15th, deadline for application. If the transfer student has taken the introductory social work course at another institution, the student shall obtain a completed reference form from a social work instructor at the previous institution. The completed reference should be sent to Admissions Coordinator: Tomeka Petersen, UI School of Social Work, 308 North Hall, Iowa City IA 52242 prior to the Feb. 15th deadline.

Upon admission to the College of Liberal Arts and Sciences, transfer students’ transcripts are evaluated by Undergraduate Admissions and the Registrars’ Office and the student is informed of their remaining general educational requirements by the University's Office of Admissions Degree Evaluation form. Transfer students who have taken an equivalent introductory social work course elsewhere may apply to be reviewed for admission during the annual review period. Previously earned credits which may apply to the major are evaluated by the Undergraduate Program Director on a case-by-case basis for applicability to the Social Work major. Generally, courses earned more than 10 years ago will not be accepted. Transfer students are expected to present a transcript and syllabi of courses for which they are requesting social work course requirement equivalency or waiver. The BA Program Director or Program Administrator meets individually with each student to determine if equivalent course content has been covered. A plan is developed, based upon this review and filed for the student and student’s advisor’s information. In the case of social work courses, only courses earned in a CSWE accredited program are considered equivalent, except for the Intro to Social Work course. If sufficient similar course content has been covered, an individual study may be designed or waiver granted but the hours must be taken in social work.
III. Admission Decisions
The applicant will be notified prior to the early registration period in the spring of his/her acceptance or non-acceptance. Decisions regarding applicants who are currently enrolled in but have not yet completed the introductory social work course, or for applicants who do not meet the minimum GPA, may be delayed until the spring semester’s grades have been submitted. Effort is made to assure representation of persons underrepresented in social work practice and from a diversity of social, cultural, and economic groups. Diversity includes, but is not limited to, gender, ethnicity, age, religion, sexual orientation, ability, and socioeconomic class.

IV. Records
All admission materials will be retained until the student graduates, at which time they will be destroyed. All materials submitted by a non-accepted student will be retained for two years.

V. Review Procedures
The admission criteria, policies, and procedures are reviewed annually by the Program Administrator. Major changes in policies or procedures are reviewed by the Admissions Committee and reported to the Faculty of the Whole. Questions regarding the Undergraduate Admissions Policy should be directed to the Program Administrator, Kate Kemp, 319-335-1254, or email: kate-kemp@uiowa.edu

College of Liberal Arts and Sciences Criteria for Admission for students beginning the program in fall 2018

Applicants to the BA Social Work program must have met the College of Liberal Arts and Sciences (CLAS) requirements and be admitted to CLAS. Students are admitted to the CLAS on the basis of three criteria: completion of a set of high school unit requirements; high school class rank or college transfer grade-point average; and ACT/SAT results or a combination of high school/college records and standardized test scores. These requirements are further explained on the web: https://admissions.uiowa.edu/undergraduate-programs/first-year-admission-college-liberal-arts-and-sciences and in the current University of Iowa General Catalog: http://catalog.registrar.uiowa.edu/registrar/catalog/liberalartsandsciences/socialwork/ Applicants to the School of Social Work must meet additional criteria detailed below. Due to class size restrictions, not all students who meet the criteria are admitted when the applicant pool is large.

I. School of Social Work Criteria for Selective Admission for BA Social Work
A. Academic qualifications

3. A cumulative GPA of 2.50 (on a 4.0 scale) at the time of admission. Applicants who do not meet the minimum GPA but demonstrate strengths/potential in other areas may be granted consideration for admission on an individual basis.
4. A grade of C or above in SSW:1022 Social Justice and Social Welfare in the United States, or SSW:2222 Introduction to Social Work or comparable course(s) taken in another college and approved by the School of Social Work.

B. Application deadline February 15th for enrollment in the next academic year.

Applicants will complete an application which is in a writable pdf format. It includes demographic and academic information, a series of essays and a table of volunteer or work experiences. Transfer students also submit a letter of reference.

The review committee will be assessing the applicant’s personal qualities and values that are considered essential for the professional practice of social work, including: good intellectual capacity and analytical skills combined with an ability to work constructively with others; good communication skills, judgment, adaptability, sense of responsibility, resourcefulness, caring and compassionate qualities; and a personal commitment to social justice, empowering individuals, and serving underrepresented groups. Applicants’ willingness and interest in addressing social justice issues that affect human beings as a consequence of oppression, poverty, marginalization and alienation because of the intersection of multiple factors, including those identified by CSWE: class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, sex, sexual orientation, and religious, non-religious or spiritual beliefs is fundamental to a successful experience in the School. These qualities are to be evidenced in the application.

The application includes providing demographic and academic information, essays and providing details about relevant social work experience(s) in a table format.

**Demographic and Academic Information**
Complete these sections in the writable pdf application.

**Essays**
These essays are your opportunity to help us understand more about you, who you are, and what you hope to accomplish as part of our School of Social Work and in your career.

**Instructions for writing your essay**

There are four required essays for all applicants, an optional essay, and one reapplication essay required for students who have previously applied to the School of Social Work.

The optional essay is an additional opportunity for you to distinguish yourself and enhance your application. Although it is optional to complete, this statement helps the admissions committee understand why you are a good fit for the School of Social Work so we strongly encourage you to include this statement.

Each response is limited to 1,250 characters or approximately 250 words. It is your responsibility to limit your responses to the 1,250 characters, including spaces and
punctuation, for each question.

The accuracy and quality of writing in this statement will be evaluated as evidence of the Candidate’s potential for professional written communication.

• Compose your statements in a word-processing program to take advantage of spelling and grammar tools, as well as character counters.

• Once you are satisfied with your essays, save them and paste them into the space provided on the writable pdf. Proofread once more to make sure no odd characters or line breaks have appeared.

If you are reapplying to the School of Social Work, your responses should be different from those previously submitted. The admissions committee will review your prior application and statements.

Please answer the following in essay format.

**Required Essay 1**
We are interested in how you selected social work as your academic and career path. Reflect on things you have done or experienced that have helped you make an informed decision to pursue a social work career. There is a 250 word limit to this essay.

**Required Essay 2**
Choose one of the following ethical situations and write how you would respond. Discuss how your response is congruent with the Social Work Code of Ethics*. Be sure to site the code and how it applies to your response. *Code of Ethics may be found online: [www.socialworkers.org/pubs/Code/code.asp](http://www.socialworkers.org/pubs/Code/code.asp). There is a 250 word limit to this essay.

- You notice that you and one of your clients have mutual friends on social media. You and this client recently started discussion about termination. The client is requesting permission to connect and communicate with you through one of your personal social media accounts, such as a “Friend” request in Facebook.” What would you do? How does the code guide you with this decision?

- You are in a social setting and your friend starts gossiping about one of her co-workers. This co-worker is one of your clients and the gossip is around issues that your client is dealing with during therapy sessions. This “making fun” gossip is potentially hurtful to your client’s reputation. What would you do? How does the code guide you with this decision?

**Required Essay 3**
Tell us about a time you persevered in the face of failure or significant challenges. What problem-solving skills or personal attributes did you use to get through the situation?
What did you learn about yourself from the experience? There is a 250 word limit to this essay.

**Required Essay 4**
Describe an experience you have had with someone from a different background (e.g., racial, ethnic, cultural, religious, socio-economic class, sexual orientation, age, dis/ability) that impacted you either positively or negatively. What happened and what did you learn from the experience? There is a 250 word limit to this essay.

**Optional Essay**
Please include anything else about yourself that is not found elsewhere in your application that you feel would be important for us to consider. There is a 250 word limit to this essay.

**Reapplication Essay** *(Respond to this prompt only if you have applied for admission to the School of Social Work in the past.)*
Describe what you have done to strengthen your social work application since your last application. Include relevant academic, volunteer, employment, and personal experiences. There is a 250 word limit to this essay.

**Volunteer/Work Experience Table (in writable pdf application)**
We are interested in relevant social service experiences you’ve had that have informed your decision to become a social worker. There are two tables, the first focuses on volunteer and professional experience(s) for positions that have been longer term (lasted over a period of two months or more), the second table focuses on volunteer and professional experiences that have been short term but you feel are important.

**II. Who Can Apply**
Applicants for the Social Work major may include Social Work Interest majors, students transferring from other majors such as sociology or psychology, or students transferring from other institutions. All applicants must complete the BA Social Work application (described above) which is reviewed by members of the admissions panel. Transfer students who have completed Introduction to Social Work or equivalent course at another institution are required to submit a completed reference form from that course instructor. No other references will be accepted. Applicants who are not accepted on their first attempt may apply the following year. There is a maximum of two attempts to apply to the BA program.

**Social Work Interest Majors**
Students interested in applying to the School of Social Work may declare 42P (Social Work Interest) through the University's Academic Programs Office at any point during the first 3 years in her or his academic program but usually when sufficient time remains to complete the program within the normal four-year schedule. Students who have earned more than 72 hours are not permitted to declare 42P. The pre-major declaration qualifies students to participate in the Student Association and other activities of the School, but
they are not permitted to register for required social work major courses. (Freshman students are advised by The Academic Counseling Center. Social Work Interest students with more than 24 semester hours and until admitted to the major are advised by CLAS Senior Academic Advisor Tiffany Phillips: tiffany-b-phillips@uiowa.edu, 319-335-2487, in W149 Seashore Hall. The BA Program Director and/or Program Administrator confer with these advisors upon request and meet annually with the advising staff to provide updates on social work requirements.) The student will remain a Social Work Interest major until formal admission to the BA Social Work major or until they exceed 72 hours when they must declare another major to register for classes. Students are expected to enroll in SSW:1022 Social Justice and Social Welfare in the United States, or SSW:2222 Intro to Social Work, and apply to the major in their sophomore year. Juniors are permitted to apply and if they do so, it is with the expectation that at least one additional summer semester of coursework will be necessary to complete all of the requirements of the major, due, in part, to the sequencing of social work courses.

Transfer students

Transfer students should follow the admissions process delineated above, noting the February 15th deadline for application. If the transfer student has taken the introductory level social work course at another institution, the student shall obtain that instructor’s completed reference form. Substitute references must be pre-approved. The completed reference should be sent to Admissions Coordinator: Tomeka Petersen, UI School of Social Work, 308 North Hall, Iowa City IA 52242 prior to the February 15th deadline. The form may be emailed to tomeka-petersen@uiowa.edu or faxed 319-335-1711 by the deadline.

Upon admission to the College of Liberal Arts and Sciences, transfer students’ transcripts are evaluated by Undergraduate Admissions and the Registrars’ Office and the student is informed of their remaining general educational requirements by the University's Office of Admissions Degree Evaluation form. Transfer students who have taken an equivalent introductory social work course elsewhere may apply to be reviewed for admission during the annual review period. Previously earned credits which may apply to the major are evaluated by the Undergraduate Program Director on a case-by-case basis for applicability to the Social Work major. Generally, courses earned more than 10 years ago will not be accepted. Transfer students are expected to present a transcript and syllabi of courses for which they are requesting social work course requirement equivalency or waiver. The BA Program Director or Program Administrator meets individually with each student to determine if equivalent course content has been covered. A plan is developed, based upon this review and filed for the student and student’s advisor’s information. In the case of social work courses, only courses earned in a CSWE accredited program are considered equivalent, except for the Intro to Social Work course. If sufficient similar course content has been covered, an individual study may be designed or waiver granted but the hours must be taken in social work.

III. Admission Decisions

The applicant will be notified prior to the early registration period in the spring of his/her acceptance or non-acceptance. Decisions regarding applicants who are currently enrolled
in but have not yet completed the introductory social work course, or for applicants who do not meet the minimum GPA, may be delayed until the spring semester’s grades have been submitted. Effort is made to assure representation of persons underrepresented in social work practice and from a diversity of social, cultural, and economic groups. Diversity includes, but is not limited to, gender, ethnicity, age, religion, sexual orientation, ability, and socioeconomic class.

IV. Records
All admission materials will be retained until the student graduates; at which time they will be destroyed. All materials submitted by a non-accepted student will be retained for two years.

V. Review Procedures
The admission criteria, policies, and procedures are reviewed annually by the Program Administrator. Major changes in policies or procedures are reviewed by the Admissions Committee and reported to the Faculty of the Whole. Questions regarding the Undergraduate Admissions Policy should be directed to the Program Administrator, Kate Kemp, 319-335-1254, or email: kate-kemp@uiowa.edu.

Tips for Writing the Essays of Your Social Work Application

1. In thinking about your life experiences and attitudes that have shaped your interest in the Social Work profession, you might consider such questions as:

   • Who has most influenced my choice of the profession? How did they influence my choice?
   • What life events, both positive and negative, have influenced my choice of the profession? What did I learn from these experiences?
   • Balance the Personal with the Professional. For example, it is appropriate to discuss personal challenges that you have experienced. However, these challenges should be used, for example, to demonstrate how they increased your knowledge or skills, or as a basis for understanding your motivation and commitment to the Social Work program and profession.
   • How have my experiences with persons who are different from me (by color, gender, sexual orientation, age, belief systems, etc.) influenced my choice of the profession?
   • How have my paid or volunteer experiences influenced my choice of the profession? What important lessons about a choice of Social Work as a career did I learn from these experiences?
   • Using the Code of Ethics of the National Association of Social Workers and its Preamble, how are your values consistent with the Code?
   • What are my strengths and in what areas do I hope to grow as a student in this Program?
   • What issues or experiences have I experienced (or are currently experiencing) that may affect my choice of the profession and/or ability to complete the degree requirements?
   • What are my short term and long term goals as a professional social worker? Do I have special interests in working with a particular problem (such as homelessness, violence, substance abuse, etc) or with a particular population (youth, the elderly, etc.)? How do these interests influence my choice of goals?
2. Because of the word limit of each essay, (approximately 250 words), be selective in the material you present. Obviously you cannot respond to every question posed above; they are questions to ponder as you reflect on what material you will write about.

3. No Bad Grammar Please. The essays will be used to evaluate your written communication skill. Make sure your grammar and spelling are correct. Use topic sentences to begin paragraphs. If you have difficulty with your writing skills, get help from a Writing Lab on-campus. These skills are important not only in writing your essays, they will be invaluable as you write papers for your Social Work courses and as you write reports in the future as a professional Social Worker.

4. Get feedback. Ask someone to read the essays, with directions, and give you critical feedback about its organization and content. Because members of the Admission Committee cannot read and give you feedback about your Essay in advance of your submitting it, other possible feedback might be obtained from other social workers with whom you might have contact in your volunteer placement etc.

5. Do not wait until the night before it’s due to write this application! Give yourself time to reflect on the point you want to make. Seek information that you need from books, websites, etc. Write a draft. Sleep on it. Re-write the draft as a polished product. Get feedback. Re-write as necessary to improve the organization or content.

The University of Iowa prohibits discrimination in employment, educational programs, and activities on the basis of race, creed, color, religion, national origin, age, sex, pregnancy, disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, gender identity, associational preferences, or any other classification that deprives the person of consideration as an individual. The University also affirms its commitment to providing equal opportunities and equal access to University facilities. For additional information https://diversity.uiowa.edu/office/equal-opportunity-and-diversity (319) 335-0705.

Individuals with disabilities are encouraged to attend all University of Iowa-sponsored events. If you are a person with a disability who requires a reasonable accommodation in order to participate in this program, please contact School of Social Work Student Services Center, in advance at: ssw_office@iowa.uiowa.edu or phone: 319 335-1250.
POLICY ON STUDENT ADVANCEMENT IN THE SOCIAL WORK MAJOR

Social workers’ professional actions and decisions impact the lives of vulnerable persons. Because the BASW is a professional degree, meeting academic performance standards is a necessary, but not sufficient, outcome for ensuring advancement in the social work program. As future social work professionals, social work students must meet the academic standards (knowledge, skills, and competencies) and professional behavior standards of the program which are based on, but not limited to the requirements of the NASW Code of Ethics and the University of Iowa’s Code of Student Life.

Undergraduate social work students are advanced from one semester to the next based upon meeting both satisfactory academic progress and professional behavior standards each semester. The BA Program Director consults with faculty members each semester to review students' academic progress in classroom courses and in the field experience. The BA Program Director also informally consults with faculty about student concerns that may arise at any time during the semester. Students will be notified each semester, by letter sent to their University email account, whether they are advanced to the next semester. Students who receive an unconditional advancement are permitted to continue their progress through the program. If the faculty review raises concerns about a student’s academic performance or professional behavior, the student will be notified per the procedures described in the PROCEDURES FOR STUDENT ADVANCEMENT AND PROBLEM RESOLUTION section of this document about the process for remediating the concerns.

ACADEMIC STANDARDS OF THE PROGRAM

Undergraduate social work students are expected to demonstrate the integration and application of the competencies stipulated by the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS) described in the BA Social Work handbook. Each course in the curriculum is designed to address multiple competencies through methods including lecture content, in class and written assignments, presentations, group projects, exams, and skill practice.

Academic Performance:

- Students are expected to maintain an overall cumulative 3.0 GPA in letter-graded courses in the major and a satisfactory (S) grade in non-letter graded courses in the major.
- Students must maintain an overall 2.0 GPA. The minimum GPA of 2.0 is consistent with CLAS policy and includes a grade point average of 2.0 (C) in all college work attempted and all work undertaken at the University of Iowa.
- Students are expected to demonstrate honesty and integrity in all aspects of their academic program and adhere to the CLAS Code of Academic Honesty (http://clas.uiowa.edu/students/handbook/academic-fraud-honor-code).

PROFESSIONAL BEHAVIOR STANDARDS OF THE PROGRAM:

Students’ professional behaviors and student impairment (as discussed below) are also issues to be considered when advancing students in the BSW program. Students are expected to adhere to the University of Iowa Code of Student Life (see II-A at https://dos.uiowa.edu/policies/code-of-student-life-15-16/), the UI Policy on Sexual Harassment and all other CLAS and University policies governing student behavior. Social Work students are also bound by the NASW Code of Ethics in their interactions in the program and field placement. Additional or more specific descriptions of professional behavior are provided below. Students are expected to meet these behavioral standards in the classroom, the field setting, in interactions with faculty and peers, and when representing the School of Social Work in the community or outreach activities.

Professional Behavior and Violations:

- **Attendance**: Students are expected to abide by class attendance policies. Students are also expected to attend all required meetings requested by faculty or related to class group projects and program and field orientations. Students are expected to follow the course policy regarding notifying their instructors about absences.
Mild violation: Example: The student misses a class, field day, or a required meeting that is not in keeping with the attendance policy or expectations for that course or activity, and does not provide ample notice and rationale for the absence.

Moderate to severe violation: Example: A pattern of missing class, field, or other required meetings to the extent that the student may not be able to meet the course competencies, regardless of whether the absence meets University policy for excused absences.

- **Punctuality:** Students are expected to arrive to class, advising appointments, field placement, and other meetings on time. Students are also expected to complete assignments and other departmental or University requirements on time.
  
  *Mild violation:* Example: Student has some instances of arriving late to class, field placement, appointments or meetings or turns in required materials late.
  
  *Moderate to severe violation:* Example: A pattern of being late to class, field placement, appointments or meetings, and/or turning in assignments late or requesting extensions for class work.

- **Responding to Program-Related Communication:** Students are expected to respond to correspondence from faculty and classmates with whom they are working on projects in a timely manner. This includes regularly checking their UIOWA email account, the Record, and student mailboxes for program or course information. All written communication should be done in a professional manner.
  
  *Mild violation:* Example: Student does not respond to email requests from faculty or classmates related to course work in a timely manner. Student has a single incident of responding in a less than professional way to faculty or classmates.
  
  *Moderate to severe violation:* Example: Student exhibits a pattern of not responding to communication in a timely manner which is determined by the nature or urgency of the communication or course policy. The student routinely communicates in an unprofessional way in their program-related communication.

- **Respectful Communication:** Students are to treat classmates, faculty, future clients, and others in a respectful and non-judgmental fashion. This expectation for respectful communication applies in the classroom, the field setting, in interactions with faculty and peers outside the classroom, and when representing the School of Social Work in community or outreach activities.
  
  *Mild violation:* Example: All forms of disrespectful communication are considered moderate to severe violations.
  
  *Moderate to severe violation:* Example: Interrupting when others are speaking; having sidebar conversations in class; using a tone of voice that is irritable or hostile; eye rolling or other non-verbal forms of communicating disrespect; expressing disagreement with others' opinions and views in a disrespectful manner.

- **Engagement:** Students are expected to be engaged in their courses, field placement, and other program requirements. Students should also refrain from behaviors that may impact the engagement of others, such as the use of personal cell phones, social networking sites, or other forms of technology that may disrupt the learning of others.
  
  *Mild violation:* Example: Infrequent but inappropriate use of technology in the classroom or field setting such as texting, emailing, and/or surfing the web.
  
  *Moderate to severe violation:* Example: Student exhibits a pattern of sleeping in class; and/or a pattern of engaging in activities that exhibit inattentiveness such as texting, checking emails or social media, and/or surfing the web during class.

- **Acceptance of Feedback:** Students will respond to suggested feedback by faculty and field supervisors and will then take steps to integrate the feedback into their professional conduct. Students will use the feedback as a tool to help strengthen their practice and awareness of self.
  
  *Mild violation:* Example: Student exhibits some defensiveness, anger, or a lack of ownership when receiving constructive feedback from others.
  
  *Moderate to severe violation:* Example: Student exhibits a pattern of defensiveness, anger, denial or a lack of ownership when receiving constructive feedback from others or fails to integrate this feedback in to their professional conduct.
• **Professional Attire:** Students will dress in a fashion that is appropriate for professional situations, including field placement, meetings, interviews and interactions with current or future colleagues.

  *Mild violation:* Example: Student occasionally dresses in a manner that is not considered professional for the particular context or setting.

  *Moderate to severe violation:* Example: Student exhibits a pattern of dressing in a way that is not considered professional for the particular context or setting.

• **Reliability and dependability:** Students will complete all assignments and tasks by the assigned deadline for classes, group projects, committees, meetings, and/or field requirements. Students will actively participate in professional situations by attending meetings on time and being prepared to engage and participate in the agenda.

  *Mild violation:* Example: Student has an occasion where work is incomplete or inadequate or disregards deadlines for assignments.

  *Moderate to severe violation:* Example: Student exhibits a pattern of producing incomplete or inadequate work or disregarding deadlines for assignments.

**Student Impairment:**

The National Association of Social Worker’s Code of Ethics, Section 4.05, addresses social worker impairment that may interfere with professional social work practice and requires social workers to take necessary steps to address the impairment. Impairment may be reflected in a student’s inability or unwillingness to control psychosocial stress, mental health issues, substance abuse, or other personal problems that interfere with professional functioning. Students who are impaired show signs of being unable or unwilling to comprehend and resolve their personal issues in a manner that does not interfere with their professional responsibilities (Bemak, Epp & Keys, 1999; Lamb, Presser, Pfost, Baum, Jackson & Jarvis, 1987). Students are encouraged to contact the University Counseling Service -- [https://counseling.uiowa.edu/](https://counseling.uiowa.edu/) -- for assistance with any problems they experience.

**PROCEDURES FOR STUDENT ADVANCEMENT AND PROBLEM RESOLUTION**

A student’s academic problems or professional behavior violations or impairment may be self-identified or be observed by a student, faculty member, field instructor, adjunct instructor, faculty mentor, staff person, agency field supervisor, agency colleague, or client. Concerns must initially be reported to the BA Program Director. If the concern is being brought by a faculty or staff member of the School, the faculty or staff member will serve as the school representative for the concern process. If the concern is brought by another student or an individual outside the School, the BA Program Director will serve as the designated school representative who will address the student concern process. If the BA Program Director, in his or her judgment, has a conflict of interest, the Director of the School will appoint an acting BA Program Director to serve in the role to address that particular concern.

Student advancement issues can be addressed through an **informal** or **formal** concern process depending on the seriousness of the concern. At any procedural point, the student may begin a grievance process (please refer to the Appeal/Grievance Policies and Procedures Policy on page C-12 of this document).

**Informal Concern Process**

If the student is experiencing an academic problem that appears temporary or the student’s professional behavior expectations constitute a ‘mild violation’, the individual raising the concern will notify the BA Program Director. The BA Program Director may respond to the concern directly or collaborate with the school representative or others regarding an appropriate response.

In most cases, the school representative or Program Director will request a meeting with the student to discuss the concern. In some situations, simply informing the student of the concern is sufficient at this informal level. An outcome of this meeting could also be a determination that the student has not violated a professional behavior standard and no further action is required. In circumstances involving a minor academic concern or a mild violation of professional behavior standards, the school representative or Program Director and student can identify a plan for addressing the concerns. The school representative or Program Director will normally document the discussion about the concern in an email to the student, which will be copied to the BA Program Director, and if resolved, no further action is needed and the student continues to advance through the program.
Formal Concern Process

If the conduct addressed in an informal meeting cannot be resolved informally, the concern falls within the “moderate to severe” violation category, or there is reason to believe the student is impaired, the BA Program Director may designate the issue for resolution by the formal concern process. The purpose of this process is to address academic standards or professional behavior standards before the concern results in dismissal.

1. Immediate Dismissal

If the school representative has a concern about a student’s conduct or impairment that he or she believes is so egregious as to be grounds for immediate dismissal, the school representative will notify the BA Program Director and the Director of the School of this concern. The school representative will write a summary description of the concern. If the Program and School Directors concur that the circumstance meets grounds for immediate dismissal, the BA Program Director will write a letter of dismissal to the student. The letter will specify in what way(s) the student is not meeting the School’s standards. The letter will be sent to the student by email (UI account) and by mail, with restricted delivery (requires a signature). The student has a right to grieve this dismissal decision through the process described below.

2. Letter of Concern, Departmental probation and the Advancement Meeting

A letter of concern is the means by which the School notifies a student that the student is not meeting a standard for advancement.

a. Letter of Concern. When the BA Program Director designates an issue for resolution by the Formal Concern Process, he or she will ask the school representative to write a letter of concern to the student. The letter will specify in what way(s) the author of the letter believes that the student is not meeting the School’s standards. The letter will be sent to the student by email (UI account) and by mail, and copied to the student’s faculty mentor and the BA Program Director.

Upon receipt of the Letter of Concern, the student must contact the school representative to schedule the Advancement Meeting described below with the school representative, the student’s faculty mentor, and the BA Program Director. If the student fails to respond to the letter within two weeks of the date it was sent, the school representative may notify the BA Program Director who may initiate the dismissal process described below.

b. Advancement Meeting and Remediation Contract. The school representative will meet with the student, the student’s faculty mentor, and the BA Program Director, to develop and agree to a plan to assist the student in addressing or remediating the concern. The BA Program Director or designee will write a remediation contract, obtain signatures and place the contract in the student’s file. The contract will state

i. the nature of the concern(s) in an appropriate level of detail

ii. the actions to be taken by the student and, if applicable, others

iii. the dates by which each action must be completed.

iv. the date by which the BA Program Director and the school representative will review the contract to determine whether all actions were completed on time

v. the student is on departmental probation until the terms of the contract are met

The contract must be signed by the student, the BA Program Director (or designee), and the school representative.

c. Refusal to Meet or to Sign the Contract. By signing the remediation contract, all of the signatories agree to the terms of the contract. If a student is unwilling to meet to develop a remediation contract or is unwilling to sign the contract, the School may conclude the student has not demonstrated sufficient commitment to progress in the program and may be dismissed. If the student does not agree to sign the contract and the School takes some action as a result, the student can initiate a grievance process with regards to the School’s action by providing written notification to the Director of the School within two weeks of any such action. Such written notification should conform with the requirements of the Grievance Policy and Procedures below.
d. Departmental probation and Letter of Advancement with Departmental probation. Students who have a remediation contract are on departmental probation. When a student has an approved remediation contract that extends past the current semester, the BA Program Director will write a letter of advancement with departmental probation, stating the student is advanced to the next semester on a departmental probationary basis. A student on departmental probation may be restricted from entering the field placement until the concern is sufficiently resolved.

e. Remediation Contract Evaluation. The school representative, on or before the date specified in the contract, will meet with BA Program Director to discuss the student's progress meeting the conditions of the remediation contract. If the student has satisfied the contract requirements by the agreed-upon dates, the BA Program Director will notify the student by email to the student’s University account, with a copy to the student’s file.

If the school representative and BA Program Director determine that the student has not fulfilled the remediation contract requirements, subject to the guidance set forth below in subsection (f), the BA Program Director will notify the student by email of the unfulfilled contract terms and the potential for dismissal (see Section 2 below, "Letter of Dismissal or Alternative Action").

f. Failure to Fulfill the Remediation Contract Requirements. When the student does not meet all action steps in their remediation contract by stated deadlines, the BA Program Director will begin the dismissal process described in Section 2 below. This dismissal process pertains only to the School of Social Work. A student dismissed from the School is not dismissed from the University unless the reason for dismissal meets the CLAS criteria (see [http://clas.uiowa.edu/students/handbook/dismissal](http://clas.uiowa.edu/students/handbook/dismissal)).

The school recognizes three potential circumstances in which the failure to meet remediation contract requirements may not warrant dismissal:

(a) If the student renegotiated the remediation contract PRIOR to deadlines. Renegotiation includes meeting with members of the advancement committee, rewriting the remediation contract and obtaining signatures;

(b) If the student can document an emergency that prevented him or her from renegotiating the remediation contract before deadlines stated in the contract or that prevented him or her from completing an action in the contract before its' deadline; and/or

An emergency may, but need not, involve the student's physical or mental health; family, such as caring for a parent or child with a health condition; maternity; finances; and military or religious service. Students must speak with the BA Program Director and their faculty mentor to discuss how to document the emergency.

(c) If the student believes someone violated, misinterpreted or improperly applied a University, College, or School procedure, rule, regulation, or policy during the advancement process that prevented him or her from meeting the remediation contract action steps and/or from renegotiating a new contract before the deadlines stated in the contract.

2. Letter of Dismissal, or Alternative Action.

If the BA Program Director concludes the student has not met the conditions of the remediation contract and should be dismissed from the program, the BA Program Director will send an email to the student’s University of Iowa email account informing the student of the dismissal decision and instructing the student that he or she can meet with the BA Program Director. If the student does not contact the BA Program Director to schedule an appointment within one week of the email, the BA Program Director will write and send the letter of dismissal.

At the meeting with the student, the BA Program Director and the school representative will discuss the unfulfilled remediation contract provisions and hear any evidence that the student may offer relating to why the student believes he or she should be permitted to remain in the program. Following this meeting, the BA Program Director will take one of two actions: dismiss or an alternative action.

Dismiss. If the BA Program Director has determined that the student did NOT complete all actions on time, and the BA Program Director does not believe that the evidence proffered by the student at the meeting warrants the student's continuation in the program, the BA Program Director will write a letter of dismissal to the student stating the student has not met all conditions of the program and/or remediation contract, is not advanced to the next semester, and will not be permitted to re-
register. A copy of the dismissal letter is sent to the student, the Director of the School, the school representative, the student's faculty mentor, and the College.

The letter will be sent to the student by email (UI account) and by mail. The letter will state that the student has two weeks to initiate the grievance process by notifying the Director of the School in accordance with the grievance policy below.

**Alternative Action.** If the Report concluded the student did NOT complete all actions on time, but the BA Program Director concludes that good cause exists for the student to remain in the program, the BA Program Director will prescribe any additional conditions required for the student to remain in the program through alternative action, and the timeframe by which those conditions will be met. The BA Program Director will notify the student of his/her decision by letter, with a copy to the school representative and the student's faculty mentor. The letter will also state whether the student remains on departmental probation while an alternative action is being taken.

**Dismissal, Confidentiality and Letters of Recommendation**

All faculty, staff and other school representatives will abide by all applicable privacy rules and FERPA regulations regarding the disclosure of the fact that a student was dismissed from the social work program.

When students ask for letters of recommendation, **staff or faculty members** will
a. ask for the request in writing,
b. ask the student to state whether the student waives the right to read the letter prior to the staff or faculty member submitting it, and
c. inform the student that a faculty or staff member can decline to provide a letter of reference for the student.
School of Social Work Advancement and Grievance Outcomes

School Representative identifies a standard unmet or unlikely to be met

BA Program Director informed of concern

School Representative writes letter of concern and sends to student and also sends a copy to the faculty mentor and Program Director

Concern addressed informally

Student’s failure to respond to the letter may result in dismissal

Failure to sign the contract may result in dismissal

Advance Meeting, Remediation Contract and Departmental probation

Contract fulfilled, student advanced

Letter of Advancement

Contract not fulfilled

Alternative action, departmental probation extended

Contract fulfilled, student advanced

Contract not fulfilled

Letter of Dismissal
<table>
<thead>
<tr>
<th>Name of Document</th>
<th>Written by . . .</th>
<th>Sent to . . .</th>
<th>Includes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter of Concern</td>
<td>BA Program Director or other school representative</td>
<td>● Student&lt;br&gt;● Copy to BA Program Director, faculty advisor/mentor, student's file&lt;br&gt;● If plagiarism is alleged, the College must receive the letter</td>
<td>● Concern&lt;br&gt;● Request for advancement meeting</td>
</tr>
<tr>
<td>Remediation Contract</td>
<td>BA Program Director or designee</td>
<td>Copy to school representative, faculty advisor/mentor, student, student's file</td>
<td>See narrative</td>
</tr>
<tr>
<td>Letter of Advancement with Departmental probation</td>
<td>BA Program Director if the remediation contract exceeds one semester</td>
<td>● Student&lt;br&gt;● Copy to faculty advisor/mentor, student, student's file</td>
<td>Decision to advance on departmental probation</td>
</tr>
<tr>
<td>Remediation Contract Evaluation</td>
<td>BA Program Director</td>
<td>● BA Program Director&lt;br&gt;● Copy to faculty advisor/mentor, student, student's file</td>
<td>● Satisfactory completion or;&lt;br&gt;● Request for dismissal or alternative action</td>
</tr>
<tr>
<td>Letter of Advancement or Alternative Action</td>
<td>BA Program Director</td>
<td>● Student&lt;br&gt;● Copy to Director of the School, school representative, faculty advisor/mentor, student's file</td>
<td>Decision to advance or alternative action</td>
</tr>
<tr>
<td>Letter of Dismissal</td>
<td>BA Program Director</td>
<td>● Student&lt;br&gt;● Copy to Director of the School, school representative, faculty advisor/mentor, student's file&lt;br&gt;● CLAS</td>
<td>Decision to dismiss</td>
</tr>
</tbody>
</table>
Problem Resolution

The problem resolution process in the School of Social Work is used to address problems involving dismissal and problems not involving dismissal. Information on students' rights and responsibilities in the College of Liberal Arts & Sciences can be found at http://clas.uiowa.edu/students/handbook/student-rights-responsibilities. Notwithstanding the grievance procedure set forth below, students and faculty are at all times encouraged to resolve problems on an informal basis.

Grievance Policy and Procedures

Issues that may be appropriate for a grievance at the School level include a violation, misinterpretation, or improper application of University, College of Liberal Arts & Sciences, or School procedures, rules, regulations, or policies governing the BA program, including dismissal from the program when there may have been a procedural error in the advancement process or a violation of University policy. To initiate a grievance, the student must first notify the Director of the School in writing within two weeks of the action that is the subject of the student's complain. The student's written notification to the Director of the School must describe:

(a) the facts and circumstances of the alleged violation,
(b) the University, College, or School procedure, rule, regulation, or policy allegedly violated,
(c) the person or persons alleged to be in violation,
(d) the date(s) of the alleged violation, and
(e) the preferred remedy sought by the student.

Upon receipt of the student's written notification, the Director of the School will schedule a meeting with the student at which time the student will present all evidence in support of the student's claim(s). The Director of the School may request submission of documents in advance of the meeting. The Director of the School also has the discretion to approve or deny the presence of student representatives at this meeting.

Following the meeting, the Director of the School may solicit information from any other individual who may have information pertinent to the grievance. The Director of the School may also schedule a follow-up meeting with the student if appropriate. At the conclusion of this evidence-gathering process and depending on the nature of the issue, the Director of the School will

(a) take action within his or her authority to resolve the issue and provide to the student a written response explaining the rationale for such action,
(b) refer the student to the College or to another office (e.g., Office of the Ombudsperson), or
(c) determine that the issue is grievable at the School level and proceed as described below.

If the Director of the School determines, in his or her sole discretion, that the issue is grievable at the School level, the Director of the School will appoint a grievance committee of three faculty members, one of whom will be appointed by the Director of the School to serve as the committee moderator. The Director of the School will attempt to appoint members who were not directly involved in the student's allegation. The Director of the School will send an email to the student's University of Iowa email account informing the student of the committee's membership.

The Director of the School will provide the committee with the written grievance materials. The committee will meet to review the materials and may seek additional information from the Director of the School, the student, or others who may have pertinent information. Upon reaching a decision, the committee will make a recommendation to the Director of the School in writing and accompanied by its rationale.

The Director of the School will either accept or reject the committee's recommendation or direct the committee to clarify their decision within one week of receiving the initial recommendation.
The Director of the School will provide a copy of the committee's recommendation and rationale, along with his or her final decision to the student by email (UI account) and by mail. If the allegation is rejected, the letter will describe additional actions the student can take to address his or her issue.

If the basis of the grievance was dismissal, the letter will state whether the student is advanced, dismissed or on departmental probation. If the student is placed on departmental probation, then an advancement meeting will be scheduled with the student.
The College’s mission is to prepare all students to be knowledgeable citizens of the twenty-first century and empower
them to meet the challenges of a rapidly changing world. This can only occur in an environment that contributes to
scholarship and to creative work.
Students have the right to a classroom environment that encourages learning. As a part of a community of learners,
students and instructors should work together to create an environment of trust and mutual respect.

Student rights
All students at The University of Iowa have the following rights:

- **Students have the right of respect** from all instructors and staff at the College, regardless of their “race,
  creed, color, national origin, age, sex, disability, sexual orientation, gender identity, or any other
  classification” (see the University’s Operations Manual, Part II, Chapter 3: Human Rights).
- **Students have the right to expect certain practices of their instructors.** These include establishing
  clear course objectives and requirements through the use of the syllabus, clearly stating grading scale and
  criteria, evaluating students fairly, holding regularly scheduled office hours, acknowledging student
  contributions to an instructor's personal academic work, and protecting students’ intellectual freedom. Read
  more about faculty members' responsibilities to students.
- **Students have the right to file complaints.** Complaints may concern inappropriate instructor conduct,
  incompetence in oral communication, scheduling of exams other than at the authorized examination times,
  failure to provide disability accommodations, grading grievances, and other such issues. Students should
  bring any complaints to the attention of the instructor, departmental head, and/or the Associate Dean (see
  process below) as soon as possible. Only in extraordinary cases may a procedure involving a
  complaint begin more than six months after the incident.

If you have a concern about sexual harassment, disregard the steps outlined below and immediately schedule an
appointment with the Office of the Ombudsperson or the University Counseling Service or the Women’s
Resource and Action Center, or with any University administrative officer to discuss your concerns and identify
possible courses of action. Learn more about sexual harassment and how to receive immediate help at the UI
Sexual Harassment website.

If you have a complaint about any other aspect of a course, such as the classroom environment, the instructor,
the course’s grading system, or class activities (including online and out-of-class activities), please take the
following steps:

1. Talk with your instructor about the situation.
2. If you do not feel comfortable approaching the instructor directly or if the problem continues, you should next
talk to the course supervisor (if one exists).
3. Again, if the problem is not resolved or if you are not comfortable talking to the course supervisor, talk
immediately to the department’s DEO (Departmental Executive Officer, also referred to as the department
chair).
4. If this does not resolve the situation, you may make an appointment to talk with Kathryn Hall to discuss the
complaint and the CLAS appeal process in the Office of the Academic Programs and Student Development,
120 Schaeffer Hall, 319-335-2633.
5. The student may then write a formal letter of appeal to Associate Dean Helena Dettmer, which should outline the situation as well as the student's attempts to resolve the issue. Please provide copies of appropriate materials to support your complaint. Students with grading grievances are responsible for providing completed assignments, tests, quizzes, and all other documentation, except for grade records. (Departments keep all grade records; grades cannot be changed without the permission of the department concerned.) The letter may be sent by email or may be mailed to Associate Dean Helena Dettmer, 120 Schaeffer Hall, The University of Iowa, Iowa City, 52242-1409.

6. In attempting to resolve your complaint, the Associate Dean may convene a special committee to recommend appropriate action. The Associate Dean will notify you of the outcome of your complaint via University e-mail.

7. Any CLAS student, after receiving a decision about a complaint from the Associate Dean of the College of Liberal Arts and Sciences, may appeal this decision through the Office of the Associate Provost for Undergraduate Education.

Students with complaints about discrimination may also contact the Office of Equal Opportunity and Diversity. Students with complaints about disability accommodation should notify Student Disability Services in addition to the offices listed above, and may be counseled to file a complaint with the Office of Equal Opportunity and Diversity. Read more about Disability Resources and Campus Accessibility.

Students may also wish to speak with the University Ombudsperson. The Ombudsperson is a specially trained University official who provides informal conflict resolution services for all members of the University community. All meetings are informal and confidential.

If you have a concern about sexual harassment, please immediately schedule an appointment with the Office of the Ombudsperson or with University Counseling Service or Women's Resource and Action Center or with any University administrative officer to discuss your concerns and identify possible courses of action. Learn more about sexual harassment (definitions, policies, resources, etc.) at the UI's Sexual Harassment Resource website.

Student responsibilities

- All students are expected to abide by the UI Code of Student Life and by the CLAS Code of Academic Honesty.
- All students are expected to be engaged during class time. Students who sleep in class or read non-class materials during class disrupt the course, as do students who engage in other non-class activities such as using a cell phone and working on an assignment for another course. This behavior disrupts the learning environment for all involved and compromises the learning process.
- The use of abusive or disrespectful language also damages the classroom environment. Inappropriate classroom behavior by students is a violation of the Code of Student Life. Instructors may take immediate disciplinary action against students who are physically or verbally disruptive in a class, or they may refer the matter to the Dean of Students.
- Students are responsible for seeking help from University faculty and staff and for using the provided resources to meet the requirements of their major(s) and minor(s). All students should meet with an academic advisor at least once per semester to discuss the progress they are making toward their chosen degree.
- Students are responsible for making sure that they will complete their degree requirements. This includes meeting both academic and administrative requirements set by the major and outlined in this manual. Faculty and other professionals will make every effort to guide you toward completion of all requirements, but the ultimate responsibility for satisfying these requirements is yours. You are responsible for being aware of the requirements, for meeting with your advisor to discuss your progress on a regular basis, and for asking questions about information that is not clear to you.
• Students are responsible for familiarizing themselves with the information in the academic handbook. Failure to read this handbook will not excuse you from the responsibility to abide by the rules and procedures contained within it. If you would like to file an exception to any College rule or procedure, you must petition the Student Academic Standards Committee through the Office of Academic Programs & Student Development. Exceptions may be approved or denied.

Code of Academic Honesty
"I pledge to do my own academic work and to excel to the best of my abilities, upholding the IOWA Challenge. I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others, nor will I help fellow students to violate the Code of Academic Honesty."

Honesty is an essential value of our academic community.
You are here to learn, and learning depends upon hard work and academic honesty.
Your instructors set high standards and expect you to do your very best, completing your work honestly.
Any student who registers for courses in the College of Liberal Arts and Sciences has, in essence, agreed to the value of learning and thus to the importance of the College’s Code of Academic Honesty.
Students who choose not to live up to the Code are asked to leave the College.

Consequences for Academic Misconduct

Academic dishonesty diminishes your education and the classroom experience for other students, undermining the mission of serving all students fairly and equally.
Instructors in the College of Liberal Arts and Sciences (CLAS) fail any assignment showing evidence of academic dishonesty. Instructors may also fail a student for the course for academic misconduct with prior permission and in consultation with the College.
Instructors report all incidents of academic fraud to the College of Liberal Arts and Sciences; these reports are shared with other undergraduate colleges at UI.

The College assigns the student additional consequences, listed below, based on the offense and the number of offenses by the student previously reported to the College.
Additional information on being expelled is available here.
For information on the appeal process, please refer to the information below. For appealing an expulsion, please see the above link on being expelled.

First Offense
If found responsible for a first incident of academic misconduct, the student will be assigned to complete an online seminar requiring substantial time (around 18-20 hours) and a fee of $100. The seminar is not offered by UI and the cost of the seminar is not included in UI tuition. The seminar requires essay answers based on readings drawn from current events, literature, historical documents, and other sources designed to help the student better understand the effects of the misconduct. A student may not register for additional UI courses until the student completes the seminar; a "hold" is placed on the registration and is only removed once the student successfully passes this seminar. Each undergraduate college carefully tracks offenses on a shared tracking system, and these reports are shared across colleges. If a student transfers to another UI undergraduate college or is already a member of that college, the associate dean will be notified of the misconduct. The report is kept internally for five years or until the student graduates.

Second Offense
Students with a second offense are placed on disciplinary probation and are suspended by the College, even if the first offense occurred while the student was enrolled in another UI undergraduate college. The suspension is recorded on the student's record during the time of the suspension. When the period of suspension ends, the report is removed from the record but is kept internally in case another offense occurs.
Third Offense
A student is expelled for a third offense from the University of Iowa and from the College of Liberal Arts and Sciences. This is added to the student's permanent record and is visible on the transcript. The student is not allowed to enroll in courses at UI or to graduate from the institution.
Note: At times, the above sanctions are modified or combined based on the particulars of a situation.

Contact Information
All students in CLAS are invited to discuss academic misconduct and its consequences as well as how to appeal a decision made by the College. Please call 319-335-2633 or visit 120 Schaffer Hall and request an appointment with Kathryn Hall about the academic misconduct policy.

Examples of Offenses against the Code of Academic Honesty
The following are examples of offenses against the Code of Academic Honesty in the College of Liberal Arts and Sciences. Many of these categories overlap. Offenses are not limited to this list and include other types of cheating, misrepresentation, and dishonesty.

Cheating on Quizzes and Exams

- Using notes, books, calculators, phones, photos, computers, web sites, tweets, social media, or other aids during a quiz or an exam when not allowed by the instructor
- Talking during a quiz or exam when told by the instructor talking is not permitted
- Looking at another student’s exam or quiz during the testing period
- Continuing to work on a quiz or exam after the instructor has notified students that time for the test has ended
- Stealing, reproducing, circulating, or otherwise gaining access to a quiz, exam, or homework materials prior to the time authorized by an instructor
- Ignoring the guidelines specified by the instructor for an assignment or for a “take home” test and instead using materials or study aids that the instructor has forbidden

Plagiarism

- Using the words, sentences, arguments, rhetorical structures, and ideas of another without proper citation and acknowledgment
- Copying data, facts, graphs, computer programs, spreadsheets, images, photos, film/video, or other materials and using them without proper citation or acknowledgment
- Copying homework, quiz, or exam answers from an answer key, solution manual, textbook, web site, or other items from another student, thus presenting another’s work as your own
- Failing to use quotation marks properly or when needed
- Failing to give a source for quoted materials
- Failing to paraphrase language completely
- Failing to give a source for paraphrases
- Failing to cite sources correctly and completely

Unauthorized Collaboration

- Receiving help with homework, reports, labs, paper, data collection, or other activities when not allowed by the instructor
- Accepting credit for a group project without doing your share of the work
• Helping others with their homework or other assignments when not allowed by the instructor
• Allowing others to view your answers or copy part of your homework, lab, quiz answers, exam answers, or other related work when not permitted to do so by the instructor.
• A group doing another student's work on a group project, lab, presentation, report, or other activity while presenting the work as if done by the entire group equally

Willful Misrepresentation

• Fabricating quotations
• Fabricating sources
• Fabricating, dishonestly adjusting, omitting, or otherwise misrepresenting research results and records, including information, data, statistics, research facts, and its analysis
• Engaging in selective reporting or omission of conflicting data for deceptive purposes
• Altering graded work, then resubmitting it for new grade
• Providing false information about reasons for class absences or late work when requesting a make-up quiz or exam or an extension for homework
• Submitting the same paper in more than one class without the approval of the instructors involved
• Submitting a paper from a previous semester for a current class without the approval from the instructor
• Failing to provide required or requested information regarding academic performance or enrollments at previous institutions
• Intentionally obstructing or interfering with other students' academic work, or otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students' academic work.
• Altering documents affecting academic records, such as falsifying information on an official academic document, form, grade report, letter of permission, clinical record, student ID cards, or any other official document.
• Providing false information to others about academic performance, leadership activities, or membership in student organizations.
• Falsification of information records
• Recording hours not actually worked
• Submitting an altered or fabricated preceptor evaluation
• Altering a score, grade, or schedule change on an academic record.
• Forging the signature of an instructor, advisor, dean, or another student without proper authorization
• Creating false university, college, or other official correspondences (such as medical documentation)

Facilitating Academic Dishonesty of Others

• Writing a paper for another student
• Allowing another student to use your past homework assignments, papers, labs, or similar items
• Sharing homework with another student when told collaboration is not allowed
• Allowing or helping another student to look at your exam or quiz during a test
• Sharing with other students your notes, books, calculators, phones, photos, computers, web sites, tweets, social media, or other aids during a quiz or an exam when not allowed by the instructor
• Completing another student's exam or quiz by filling in the student's scantron card or other answer sheet or by attending the exam in place of the other student
• Providing any materials, information, or assistance to another person with the knowledge or reasonable expectation that such would be used for dishonest purposes

Appeals
All students have the right to file an appeal about a CLAS decision related to academic misconduct. Student rights and responsibilities are also discussed at this related page.

- If a student believes that the finding of academic misconduct is in error or the grade assigned by the instructor unjust, the student should first arrange a meeting with the instructor (and/or the instructor's supervisor) and then, if needed, with the head of the department or program to discuss the matter. **If a misunderstanding has occurred, it can be clarified by speaking with the instructor first, and thus all students are encouraged to meet with their instructor before pursuing any other appeal process.**
- If the student is dissatisfied with the result of these meetings, the student should make an appointment to discuss the matter informally with the College. The student may call 319-335-2633 and schedule an appointment with Kathryn Hall to discuss policies related to academic misconduct.
- After this meeting, the student will be asked to submit an informal summary of the discussion in writing, requesting a reconsideration of the consequences assigned by the College.
- If the student is not satisfied with the result of this informal process, the student may request a formal appeal. The appeal must be sent within 14 business days of the student's receipt of the official email from the College stating the sanction given by the College concerning the academic misconduct. The student should write a letter with a detailed rationale for the appeal. The Associate Dean for Undergraduate Programs and Curriculum will review the case, meeting with the student if so requested.
- If the student is not satisfied with the results from this formal appeal, the student may request that the case be reviewed by the Committee to Resolve Student Grievances. The Committee to Resolve Student Grievances is a committee composed of student members. It is constituted when a student requests a hearing to reconsider a finding or penalty pertaining to a student complaint.
- If the student is not satisfied with the results of this investigation, the student may then request a review by the Associate Provost for Undergraduate Education. The request must be written and should be addressed to Associate Provost Lon Moeller.

Additional information on resources to help students file a complaint, such as the University Ombudsperson or the special steps to take when confronting sexual misconduct, are available at the indicated links.

Students are encouraged to review the UI Code of Student Life for university-wide expectations for student behavior.
Committee and Administrative Structure of the School of Social Work

The University of Iowa, School of Social Work is a School housed within the College of Liberal Arts and Sciences (CLAS). The School offers the BA in Social Work (BA), the Masters of Social Work (MSW) and the PhD. The BA is conferred by CLAS and the MSW and PhD degrees are conferred by the Graduate College. The BA and MSW are acknowledged as professional degree programs, and the PhD primarily prepares students for scholarship and teaching. The School's policies and procedures must be consistent with CLAS policies for the BA program and the Graduate College and CLAS policies for the MSW and PhD programs.

The Director of the School of Social Work. The Director of the School is also the Departmental Executive Officer (DEO) of the Department of Social Work in CLAS. Our Director, Sara Sanders, is currently in her third year of service. The Director is recommended by the School’s Faculty of the Whole to the CLAS Associate Dean for Faculty who approves the appointment, and mentors and supervises the DEO. The Director serves as liaison between the School and CLAS and the Graduate College. The appointment is typically a 3-5 year term, which is renewable. The Dean asks the Faculty to evaluate the Director upon completion of the first 3 year term. For the upcoming reappointment and review, the term will be 5 years to provide greater continuity and stability for the School.

The Director provides leadership to the faculty, staff, and the School's constituent groups in pursuit of the School's mission and goals. The CLAS defines the DEO's role to include:

- Vision, Leadership, and Administration
- Managing Resources Creatively
- Guiding Faculty Development
- Directing Faculty Reviews
- Supervising the Delivery of Departmental Courses
- Developing the Departmental Curriculum
- Administering Personnel Policies and Supervising Staff Resources
- DEO Meetings

To fulfill these expectations, our Director is very engaged in both the administrative and programmatic functions of the School. She meets with the Program Directors, Administrator and Program and Admissions Administrator on a regular basis and convenes the tenured senior faculty as needed to elicit input regarding leadership of the School and direction on current and future issues. The Director oversees the development and implementation of the School’s Strategic Plan.

Major administrative positions in the School are filled by faculty and professional staff. In addition to the Director of the School, faculty serve as MSW Director, BA Director, Field Director, Distance Education Administrator, Doctoral Studies Program Director, Director of the National Resource Center for Family Centered Practice (NRC), Aging and Longevity Studies Coordinator, and Critical Cultural Competence Certificate Coordinator. In addition, two professional staff have major administrative positions: the Administrator and the Program and Admissions Administrator. Providing support to the School are four additional professional staff positions: Operations Coordinator, Program and Admission Coordinator, Des Moines Center and MSW Online Program Coordinator, and Development Specialist. Providing support for NRC are professional staff, research assistants and student employees. Finally, there are a number of other administrative and committee chair positions filled by faculty either through deployment as service to the School or by election of the faculty. This discussion will focus upon the BA and MSW program leadership and administrative processes.

BA Program. The BA Director oversees the BA program of the School, both in Iowa City and Des Moines, with the assistance of a faculty liaison in Des Moines. The duties include orienting new students, serving as a liaison to academic advisors of students interested in social work and faculty advisors/mentors within the School, co-chairing the Curriculum Committee and Assessment Subcommittee, and serving on the BA
The Field Director administers field education across all BA and MSW program options at all centers and provides supervision to Field Program, recommending students for advancement each semester. This person also administers the Student Advancement Policy, overseeing students' academic progress and recommending students for advancement each semester.

**MSW Program.** The MSW Director oversees all the MSW program options in the School. The duties include orienting new students, serving as a liaison to faculty advisors/mentors, co-chairing the Curriculum Committee and Assessment Subcommittee, and serving on the MSW admissions panel. The MSW Director is responsible for resolving graduate student educational problems or requests for policy waivers and may include review and approval of students' requests for revisions to their program sequence, transfers from full-time to part-time status or vice versa, and transfers between centers. This person also serves as liaison to the MSW Student Association (GSWSA). The MSW Director works closely with the Distance Education Administrator to ensure that policy and procedures are monitored across all learning centers, and with regard to the use of technology for course delivery. The MSW Director is supported by the Program and Admissions Administrator for matters pertaining to the Iowa City, Sioux City and Quad Cities programs, and the Des Moines Center and MSW Online Program Coordinator for matters pertaining to the Des Moines and online program options. The MSW Director submits monthly reports to the Faculty of the Whole and convenes the MSW faculty advisors/mentors once per semester. This person also administers the Student Advancement Policy, overseeing students' academic progress and recommending students for advancement each semester.

**Field Program.** The Field Director administers field education across all BA and MSW program options at all centers and provides supervision to Field Administrators who oversee field in our distance education sites. In this role, the Field Director interprets CSWE and School policies for field administrators, consults and directs field administrators with any student issues in practica, provides feedback to field coordinators about their performance in conjunction with the Director of the School, and oversees practicum orientation processes in the learning centers and online. Orientations are conducted by the Field Director, or the learning center Field Administrator, in which the various roles and expectations of the School regarding all involved with practicum (students, agency-instructors, coordinators, faculty, Field Administrators, and the Director of Field) are explained, as well as practicum policies and procedures. The Field Director assists the Program and Admissions Administrator with planning and budgeting for field course offerings and field coordination across all locations. The Field Director submits a monthly report to the Faculty of the Whole, meets with Field Administrators each semester, and convenes a faculty retreat for field faculty in the summer. As the Iowa City Field Administrator, the Field Director convenes all Iowa City faculty involved in field coordination and seminars on a regular basis. Field Administrators at all sites report to the Field Director. The Field Director supervises a ¼ time graduate teaching assistant who assists with field administration, information dissemination and works with students in the planning process for field placement. This individual also supervises a work-study student who assists with maintaining accurate agency placement information and documentation.

**Distance Education Administrator:** The Distance Education Administrator works closely with the Director of the School, BA and MSW Program Directors, and the Field Director to ensure that the academic needs of students in all distance centers (Des Moines, Sioux City, Quad Cities, and in 2018 the Online program) are met. The responsibilities of the Distance Education Administrator include:

- Being a liaison between the School of Social Work and the Division of Continuing Education and with off campus partners, such as the Quad Cities Graduate Center, and Briar Cliff University in Sioux City;
- Conducting off-campus faculty and adjunct faculty meetings;
- Assisting the Director with linkages to Professional Advisory Committees in off-campus locations;
- Serving on the Administrative Team. Diversity and Social Justice, Curriculum Committees and BA and MSW Admissions Panels; and
- Coordinating the School’s ongoing development in the use of various technologies for teaching and engagement with distance partners.

Six professional staff have administrative positions that substantially contribute to our ability to achieve the program's mission and goals: Administrator, Program and Admissions Administrator, Operations Coordinator, Admissions and Program Coordinator, Des Moines Center and Online Program Coordinator, and Development Specialist.

**Administrator.** The Administrator is responsible for the School’s operational functions including financial, budgetary and human resources functions along with supervising most of the support staff. The Administrator provides budgetary and human resource updates to the Director.
and Administrative Team and makes recommendations to the Director on how best to allocate resources. The Administrator also serves as a liaison between the School and the College, serving on College committees, including Staff Council, College and University search committees, and Administrative Services Group (ASG). The Administrator also represents the director at some meetings with the Provost's office or Dean's office should she be unable to attend.

**Program and Admissions Administrator.** The Program and Admissions Administrator reports to the Director and supports the Program Directors in planning and coordinating the School of Social Work's educational programs (undergraduate, graduate, on and off-campus.) This person is a member of the Administrative Team; Curriculum, Diversity and Social Justice Committees; and meets with the BA and MSW Program Directors on a regular basis. She oversees the admissions process for the BA and MSW program, conducts recruiting/informational meetings, and supports the PhD admissions process as requested. The Program and Admissions Administrator also provides oversight for, adherence to, and information about educational policies as delineated by the University, CLAS, Graduate College, Division of Continuing Education, CSWE, and the School. She is the designated Departmental Graduate Coordinator (DGC) for the Graduate College and is the primary School liaison to the registrar's office. She serves as the School’s principal source of information concerning educational activities and programs and disseminates this information to faculty, students, staff and other constituencies. She provides support to the Director in contracting with adjunct faculty, and supports adjunct faculty with course management. She staffs the Iowa City Professional Advisory Committee. The Program and Admissions Administrator is responsible for updating and submitting curriculum information to various audiences and outlets including the University Catalog, University Schedule of Courses, CLAS Guide, Graduate Center Schedule of Courses, Faculty Handbook, and student handbooks. She is the professional academic advisor for BA social work students.

**Des Moines Center and MSW Online Program Coordinator:** The Des Moines Center and MSW Online Program Coordinator provides instructional support for the School of Social Work’s students, adjunct faculty and regular faculty at the Des Moines Center, including enhanced use of distance education strategies/technologies. This position provides on-going developmental activities to sustain and grow the MSW and BA programs in Des Moines; and provides office coordination and management for the Des Moines Center. The Des Moines Center and MSW Online Program Coordinator is responsible for recruiting and providing guidance to prospective BA and MSW students, assisting with course scheduling and monitoring course enrollments for the Des Moines Center. She is also responsible for developing plans of study and advising admitted BA and MSW in their plans of study as well as planning and organizing new student orientation for BA and MSW students in Des Moines.

**Admissions and Programs Coordinator.** The Admissions and Programs Coordinator manages the Student Services Office, coordinates and disseminates information regarding the admissions process and procedures for BA, MSW, PhD programs, and manages applicant files and data. She conducts recruiting sessions for prospective BA and MSW students. This person coordinates and manages the registration, course enrollment, and course evaluation process for BA major courses and all MSW courses and in accordance with Program and University policy. She staffs the Admissions Panels and maintains the applicant and student databases. She also provides general support to the Program and Admissions Administrator and Program Directors. She is a resource for current students with advising or scheduling questions or changes. She hires and supervises work-study students in the Student Services Office as noted on the organizational chart.

**Development Specialist.** The Development Specialist is responsible for creating marketing materials (web, video, and paper) for the BA, MSW and PhD programs and coordinating the continuing education programs for alumni and community members. She represents the School on committees and boards of a variety of different diversity organizations. She is also responsible for coordinating the Professional Advisory Committees at the Distance Education Centers, organizing special events such as graduations, and supervising the School’s living, learning laboratory (Bill’s Coffee Shop), including student managers as noted in the organizational chart.

**Operations Coordinator.** The Operations Coordinator is responsible for supporting the School’s Director and Administrator, overseeing classroom and equipment, initiating purchasing, monitoring inventory, and supporting faculty as needed.
**STUDENT EMPLOYEES**

**DISTANCE EDUCATION ADMINISTRATOR**

- **MSW PROGRAM DIRECTOR***
- **FIELD EDUCATION DIRECTOR (BA AND MSW)**
- **BA PROGRAM DIRECTOR ***
- **PHD PROGRAM DIRECTOR**
- **AGING STUDIES AND CRITICAL CULTURAL COMPETENCE CERTIFICATE COORDINATORS**

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**FIGURE 1: PROGRAM ADMINISTRATION ORGANIZATIONAL CHART**

- **DIRECTOR SCHOOL OF SOCIAL WORK**
- **DISTANCE EDUCATION ADMINISTRATOR**

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**DES MOINES CENTER AND MSW ONLINE PROGRAM**

- **PROGRAM AND ADMISSIONS ADMINISTRATOR**

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**FIELD EDUCATION DIRECTOR (BA AND MSW)**

- **ADMIS SIONS AND PROGRAMS COORDINATOR**

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**ADMINISTRATOR**

- **OPERATIONS COORDINATOR**

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**DEVELOPMENT SPECIALIST**

- **STUDENT EMPLOYEES**

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**DESIGNATES THE ADMINISTRATIVE TEAM**

- **MSW online program faculty coordinator will receive release for program coordination and will report to MSW Director**
- **DM BA faculty liaison has one course release and reports to the BA Director**

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**Iowa City—Field Director is the Field Administrator-75% release**
- Des Moines—MSW: two course release for practicum administration annually
- Des Moines—BA: one course release for administration
- Sioux City—one course release each semester in practicum years
- Quad Cities—adjunct—
- MSW online program—one course release each semester in practicum years
The BA and MSW Programs’ Mission and Goals are achieved through the designation of the leadership just described, and through a participatory governance system that engages the Faculty of the Whole. See Governance of Program Chart (Figure 2) for more information.
Faculty of the Whole. All tenure-track, clinical, Lecturers and visiting faculty persons are voting members, and all professional staff are non-voting members. The Faculty of the Whole acts on recommendations from its subcommittees concerning policy, procedures, and plans for the School, and reviews student advancement. The Faculty of the Whole elects two faculty members to serve as Faculty Representatives (see description below).

The Faculty of the Whole and staff assembles monthly for a two hour meeting. At the first faculty meeting of the year (August), the faculty vote to approve the academic year meeting calendar for the Faculty of the Whole and committee meetings. The faculty representatives solicit agenda items for the monthly faculty meetings. Any faculty or staff member may submit items and the faculty representative determines the order/time allotment, etc. Standing agenda items include the Director’s report, committee reports, and reports from each academic program. Additional agenda items often include discussion of department or college policy changes, curriculum revisions, CSWE accreditation or collegiate review, admissions updates, academic advising, and student reviews. Meetings are governed by Roberts Rules of Order and a simple majority vote. Policy votes require a quorum (2/3 of voting faculty). Voting during faculty meeting may be by show of acclamation, show of hands, or ballot, which is agreed upon by the faculty prior to the vote. On some occasions, faculty connecting from distance education sites by Zoom vote by email. Faculty are permitted to submit their viewpoints in writing and vote in absentia if they cannot attend a meeting.

Faculty Representatives (elected). The Faculty of the Whole elect two members each year to serve as faculty representatives. Faculty Representatives solicit faculty meeting agenda items and convene and facilitate the monthly faculty meetings. The Faculty Representatives also convene additional or special faculty meetings as needed, and solicit faculty feedback for the review of the DEO.

The School’s areas of autonomy for our programs include the following administrative processes and committees:

- Designation of leadership positions – the Director appoints faculty to the major program administrative positions as part of their overall teaching/administrative/service assignment.
- Professional Advisory Committees – the Director convenes meetings as least annually in each learning center. The School determines membership and function. This committee is not required by any University policy, but is useful to the BA and MSW program goals for reasons described below.
- Continuing education/Alumni outreach
- Administrative Team: Manages the administrative operations of the School
- Admissions Panels and process: Selective admissions criteria and process for BA and MSW programs are determined by the Programs.
- Curriculum Committee: the participatory structure of the Curriculum Committee was created and is implemented by the Faculty of the Whole and is not required by the University.
- Social Justice and Diversity Committee: Enhances and implements the Implicit and Explicit competencies of BA and MSW programs. This committee is not required by any University policy, but is useful to the BA and MSW program goals for reasons described below.
- Faculty Search Committee – Faculty conduct the search and hiring process, in accordance with University policy.
- Staff Search Process – The Director, Administrator, and Program Administrator meet to discuss the position needs. The Administrator drafts a job description, receives feedback from faculty and staff, and then provides it to Human Resources in CLAS for approval. A search committee is formed and the Director and Administrator work with Human Resources to make an offer.
- Faculty Promotion, Tenure and Review Committees: These processes are conducted by the Faculty and Director in accordance with CLAS and University policy.

Each of these committees or processes will be described in detail in the following section.

Designation of Program Leadership: The Director of the School negotiates teaching, administrative, and departmental service expectations for each faculty member annually. These decisions are made in context of the faculty member’s annual review, which includes consideration of the faculty member’s teaching, research, and service priorities. BA and MSW Program Director
positions are rotated as needed, with the request that each position serves at least a three year term. The Field Director and Distance Education Administrator positions were filled to meet specific search criteria that included these major roles as part of the expectation of these positions.

**Professional Advisory Committees.** Community practitioners in social work and allied fields serve on four advisory committees, one in each program location (Iowa City, Des Moines, Sioux City, Quad Cities). The committees are advisory to the Director, the Distance Education Administrator, and Program Directors. Members represent a wide range of practice areas. Participants provide input and feedback regarding the School's educational programs and engagement with the practice community, emerging issues in the field, and policy issues state-wide, which inform the direction of the School including curricular recommendations, responses to policy issues impacting social workers, and areas of growth and change. This committee also provides information on the “pulse of the field” and issues associated with practice that may impact future graduates or alumni. This feedback is also useful to the Continuing Education offerings the School sponsors statewide. For instance, the PAC recommended a CEU on professional boundaries and technology in Sioux City which was delivered fall 2017. Each committee meets once or twice each year, depending upon the needs of the School in any given year. The Director of the School facilitates the PAC meetings. Also attending are the Program Directors or Program and Admissions Administrator (Iowa City), the Distance Education Administrator and the Development Specialist (distance learning sites), and the Field Director or Field Administrator. The Director shares feedback from these groups with the Faculty of the Whole, Curriculum Committee, Social Justice and Diversity Committee or to enhance continuing education offerings, as relevant.

**Continuing Education/Alumni Outreach.** The Development Specialist works with the Director and the Administrative Team to offer continuing education events across the State on a regular basis, often partnering with other entities, such as the Iowa Chapter of the National Association of Social Workers. These events are important to the ongoing education of our alumni and agency supervisors, for faculty dissemination of research and best practices, and to our connection with the practice community for input regarding needs of social work consumers and the impact on education of our students. This effort is completely autonomous of CLAS or Graduate College oversight and the funds generated are available to the School to support its program’s mission and goals. For example, in 2016, the School sponsored a conference on the Grand Challenges for Social Work. The focus was on how the Grand Challenges relate to Iowa and the changing climate of the state. Presenters were alumni from across the state who worked in the 12 areas of the Grand Challenges and students were present to record next steps and ideas for moving forward.

**Administrative Team.** The Director convenes the Administrative Team weekly. This group is composed of the Administrator, Distance Education Administrator, Program and Admissions Administrator, and Development Specialist. The Administrative team reviews overall management of the School including personnel and financial operations, space, and equipment at all program locations, marketing, student recruitment, and policy updates, including CLAS and Graduate College policy. The Program and Admissions Administrator and Distance Education Administrator serve as liaisons representing the educational programs to this management team.

**Curriculum Committee.** The authority over the curriculum policy decisions rests with School of Social Work faculty. The structure of our programs and course offerings are entirely within the authority of the faculty, except for an increase or reduction in required hours of the BA major or MSW, which would go to CLAS or Graduate College policy committees. The Curriculum Committee has primary responsibility for reviewing curriculum policy and recommending curriculum revisions. The MSW and BA Program Directors co-chair the committee. Other members who serve are: Field Director, Family Centered Practice Chair, Integrated Practice Chair, Sequence Chairs (as needed), Diversity Chair, Program and Admissions Administrator, 2 graduate students (one from each concentration), 1 BA student, and two practitioners who are usually practicum instructors (one representing MSW, one representing BA). The Curriculum Committee provides monthly reports to the Faculty of the Whole. Major policy or curriculum changes are brought to the Faculty of the Whole for a vote. The Assessment Committee is a subcommittee of the Curriculum Committee.

**Admissions Panels:**

**BA Program:** The major in Social Work is a selective admissions major, which is rare in the College of Liberal Arts and Sciences. It is recognized that as a professional degree program, determination of candidate fit for the profession is necessary, as well as resource capacity for faculty/student ratios and quality field placements. The faculty have established the admission criteria and process, and the Program and Admissions Administrator is charged with oversight of the process, on behalf of the BA Program
Director. The application materials are reviewed by an admissions panel composed of two reviewers, at least one of whom is a faculty member and the other may be the Program and Admissions Administrator or the Des Moines Center Coordinator (professional staff). Faculty reviewers include the BA Program Director and others appointed annually as service assignments by the Director of the School. The review process includes independently scoring the elements of the application and making a recommendation: Must Admit, Good Admit, Admit, Discuss or Do Not Admit. In the Iowa City center, because we have more applicants than our resources allow, we have to decline potentially qualified applicants. The Program and Admissions Administrator compiles the information received through the review process. The admission panel ranks the applicants and meets as a group to make the final decision. If the scores are markedly different for an applicant, the two reviewers discuss the candidate and sometimes a 3rd reviewer will be assigned. Admission is offered to 45 students, and a short wait list is created in the event that someone in the admitted pool declines the admission offer. In the Des Moines center, because we are still building the applicant pool, action is taken immediately after the decision is made and students are informed of the decision shortly after applying. The decisions of the panel are reported to the BA Director and the Director before informing the University’s undergraduate admissions office of the decisions. The criteria for admission and process is more fully detailed in Standard 3.1 Student Development.

MSW Program: Admission to the MSW program is conducted through a selective admissions process. The faculty have established the admission criteria and process, and the Program and Admissions Administrator is charged with oversight of the process, on behalf of the MSW Program Director. Candidates must first apply to the University of Iowa’s Graduate College and meet basic entrance criteria. They then submit the additional materials required for consideration by the MSW Program. Candidates for each program option are reviewed by a designated admissions panel. The panel is composed of faculty and professional staff, and in Iowa City, a community practitioner may also serve. The MSW Program Director serves on designated panels, one faculty member serves as elected by the Faculty of the Whole, and all other appointments are made by the Director of the School as service assignments. At least two members (at least one of whom is a faculty member) of the Admissions Panel read each application and make recommendations to the Program and Admissions Administrator. The Program and Admissions Administrator will make the final recommendation to the MSW Director, Director of the School and to the Graduate College. The detailed criteria for admission and the process are described in Standard 2.1 Student Development.

Diversity and Social Justice Committee. The Diversity and Social Justice Committee guides the School’s intervention plan for increasing the cultural competence of the School of Social Work (faculty, staff, and students), and ensuring that the implicit and explicit CSWE curriculum goals are met and exceeded. The committee’s goals are to: increase cultural competence in the social work profession, foster a culture of inclusion, and provide consultation to the curriculum committee of the school on matters related to cultural competence content, including immersion/service learning opportunities. Their task includes recruitment and retention of faculty and students who will contribute to the diversity of the School. The committee is advisory to the Director, Faculty of the Whole, and the Program Directors. Recognizing the importance of inclusion of all constituents of the School, committee is comprised of interested faculty, staff, students and community members. The faculty chair is generally deployed by the Director as a service assignment. In Academic Year 2017-2018, the School’s Director is co-chairing the committee.

The School is the home of The National Resource Center for Family Centered Practice (following its predecessors, the National Clearinghouse for Home Based Services [1977-1981] and the National Resource Center on Family Based Services [1981-1994]). The Center was one of the first organizations in the country to promote home-based, family centered services, which became known as “family preservation.” From 2009-2014 the Center served as the National Resource Center for In-Home Services for the Children’s Bureau of the U.S. Department of Health and Human Services, providing technical assistance to states and tribes throughout the country to strengthen their capacity to keep children at home and families together. The Center and its staff, technical assistance and training consultants have worked in all 50 states and internationally. Their work encompasses many facets of child welfare research, evaluation, training and program development, including in-home services and placement prevention, family reunification and permanency, paternal involvement, family group decision making, positive youth development, reducing the over-representation of minority children and families in the child welfare and juvenile justice systems, and child welfare supervision and workforce development. The NRC has also expanded its work into public health, early childhood and family support, and community development, collaborating with state and local partners to prepare grant proposals, assess community needs, and implement and evaluate initiatives. Prominent training programs that NRC offers include family development specialist certification, supervision for family support and child welfare, cultural competence, ethics, peer support and family peer support. Students have access to faculty and staff who
conduct research and provide training and technical assistance in a variety of content areas. BA, foundation and advanced MSW students may also complete a practicum placement at the NRC, or work on research projects with faculty and staff. https://clas.uiowa.edu/nrcfcp/
### Departmental Forms for Student Use

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<tr>
<td>Honors Options Handout</td>
<td></td>
</tr>
</tbody>
</table>
This contract is your agreement with the instructor; it does not register you for the class. You must also add on MyUI Registration before the semester begins, or process a Change of Registration form, if registering after the 1st day of classes.

**Iowa City BA** students register for: SSW: 3191:0IND.
**Iowa City MSW** students register for: SSW: 7271:0IND.

If the instructor name does not appear in the drop down menu when you register: contact Kate Kemp kate-kemp@uiowa.edu 308 North Hall for help.

Check Course Deadlines for additional requirements. Contact Tomeka Petersen: tomeka-petersen@uiowa.edu 308 North Hall for assistance.

**Student Eligibility:** Only students in good standing may enroll for independent study.

**Faculty Eligibility:** Faculty (tenure-track, clinical-track, or visiting) at the rank of assistant professor or higher and faculty at the rank of lecturer may supervise independent study courses.

### Fill out this information completely:

**Student Information:**

- ☐ BA Student
- ☐ Grad Student
- Center: ☐ IC ☐ DM ☐ QC ☐ SC

Student Name-Please Print ________________________________

ID # ________________________________

UI Email address ________________________________@uiowa.edu

Advisor

**I am requesting permission to register for:**

- Dept#: ________________________________
- Course#: ________________________________
- Instructor: ________________________________
- Semester Hrs*: ________________________________
- Session and Year of Course: ________________________________

*A semester long Individual Study project may range from 1 to 3 semester hours. 9-semester hours total is the maximum allowed by CLAS toward a BA degree.

**I am requesting that this Individual Study be:**

- ☐ Letter Graded
- ☐ S/U, P/N, (non-letter graded)

**Attach Additional Details or print clearly on reverse side:**

**Outline of Activities:** [note: this will be negotiated by the student and the instructor, but should be completed before the course begins]

My **Title** for Individual Study is as follows:

**Rationale** for Individual Study:

**Description** of Plan (or activity) and products:

__________________________

Signature of Student

Date

I have agreed to direct the Individual Study described above.

__________________________

Signature of Instructor

Date

__________________________

Signature of Advisor

Date

**AFTER all signatures obtained**, turn in to the Programs Coordinator in 308 NH for scanning and departmental processing:

- ☐ Programs Coordinator for Student file
- ☐ Adm file
- e-cc: ☐ MAUI Advisor notes
- ☐ Instructor, ☐ Student,

Tomeka Petersen
tp8/1/2017

F-1
SCHOOL OF SOCIAL WORK
CHANGE OF FACULTY MENTOR REQUEST

Student Information:
(Fill out completely)

□ Grad Student       Center: □ IC  □ DM  □ QC  □ SC

Student Name-Please Print ___________________________ ID # ___________________________

Phone numbers where I may be reached – list home, work, cell, etc…
_________________________________________________________________________________________________

@uiowa.edu Semester

Students may request a change in advisor if they have identified a faculty member who has agreed to serve as their advisor. Students requesting a change in advisor but who have not identified an advisor who will agree to advise them, (or when a change in advisor needs to be made because the present advisor will not be available), the student should obtain a list of advisors who are available (by areas of interest and by numbers of advisees currently being served) from the Program Administrator. The student may select one advisor from this list. The student fills out and signs this Change of Advisor Request form, which is signed by the new advisor and the Program Administrator, then submitted to the Programs Coordinator for copies, database updates, MAUI updates, and file.

The Graduate Program Director serves as “back-up” to Graduate Advisors absent for one semester or less.

I wish to change my advisor:

From: _____________________________________                       To: _____________________________________

Previous Advisor       New Advisor
___________________________________________________________________________

Approved  Denied
Signature: Student       Date

Approved  Denied
Signature: New Advisor    Date

Approved  Denied
Signature: Program Administrator    Date

Updated in IPT

AFTER all signatures obtained, turn in to the Programs Coordinator in 308 NH for scanning and departmental processing:
original: □ Programs Coordinator/Student file: □ db. □ MAUI POS Advisor □ MAUI Advisor Notes

Tomeka Petersen  tp8/1/2017
SCHOOL OF SOCIAL WORK
CONTRACT FOR REQUESTING A GRADE OF INCOMPLETE

Student Information:  □ BA  □ MSW  □ PhD  Center: □ IC  □ DM  □ QC  □ SC
(Fill out completely)

_____________________________________________________   ____________________   _____________________
Student Name-Please Print  UI-ID#   Advisor name-Please Print
__________________________________________________________________________________________________

Phone numbers where I may be reached – list home, work, cell, etc…
__________________________________________________________________________________________________

Email addresses
SSW:________:________    ______/_______         _________________________________________________________
Course :          Section              Semester and Year                   Course Title

Incomplete grades will be submitted only when there is a written contract completed by the student and instructor together, specifying the following:

1. The student's circumstances that meet the criteria for an incomplete:

2. The specific work left outstanding that the student needs to complete:

3. The date by which the student must complete the work:

4. The following consequences will be initiated if the student does not complete the work by the agreed upon date:
   F grade, dropped from a subsequent course because the incomplete course is a prerequisite, and/or initiate the advancement policy. See policies and procedures on other side of this page.

   *Student: initial that you have read and understand statement #4 above:    __________

Instructor Signature         Date                  Student Signature*         Date
*Student’s signature is not required for this contract to be binding.

Turn in to the Programs Coordinator in 308 NH for copies and departmental processing:
original:  □ Programs Coordinator/Student file     cc:  □ MAUI Advisor notes  □ Program Administrator
Tomeka Petersen

(OVER)
Incomplete grades will be submitted only when there is a contract signed by student and instructor specifying the following:

1. The student's circumstances that meet the criteria for an incomplete grade:
   - **Undergrad Students***: Instructors may report a mark of I (incomplete) only if the unfinished part of the student's work, in a course other than research, thesis, or independent study, is small; the work is unfinished for reasons acceptable to the instructor; and the student's standing in the course is satisfactory.
   - **Graduate Students**: The grade of I is to be used only when a student's work during a session cannot be completed because of illness, accident, or other circumstances beyond the student's control.

2. The specific work left outstanding that the student needs to complete
   A course may not be repeated to remove a grade of Incomplete; the grade must be removed by completing the unfinished part of the work.

3. The date by which the student must complete the work
   Students who receive the mark of I must remove that mark within the first session of registration after the session for which it is given; otherwise the grade becomes F. For a spring semester course, the deadline would be the second week of the fall semester. The specific deadline for the submission of student work to the faculty will be determined by the instructor, taking into consideration reasonable time for the grading and the grade submission process. The change of grade must be submitted to the Social Work office by the faculty at least 1 week prior to the registrar's final grade deadline for the semester.
   If the course is a prerequisite for a course the following semester, the deadline for completion of the work for the class will be no later than the second week of the following semester. If the student has not completed the work to remove the incomplete by that date, the student will be required to drop the second course and take it when the course is offered again after the incomplete grade has been removed.

4. The consequences if the student does not complete the work by the agreed upon date
   The instructor and student will complete a contract prior to submitting an incomplete grade. The completed original form will be turned into the programs coordinator in 308 NH. The original form will be put in the student's file, copy filed in MAUI advisor notes, copy to program administrator.

*Undergraduate students may also refer to UI policies. See “Grading” / “Incomplete Grades.”  [http://clas.uiowa.edu/students/handbook](http://clas.uiowa.edu/students/handbook)
SCHOOL OF SOCIAL WORK
CONTRACT FOR BASW HONORS PROJECT

Student Information (Fill out completely): Date: _________________ For Semesters: ___________ & ___________
_____________________________________________________________ _________________________________
Student Name-Please Print ID #
____________________________________________@uiowa.edu
UI Email address

This contract will specify the Learning Goals, Objectives, timeframe and parameters of the product and identify the Honors Option that is being used to guide the project. It must be signed by the student, their faculty supervisor, and the School of Social Work Honors Program coordinator.

You may also print on back of form or attach additional page:
Project Title:

Learning Goal(s) of the Honors Project:

Learning Objectives of the Honors Project:

Timeframe for completion of Honors Project:
1st Semester:

2nd Semester:

Expectations for the final product:

Which Option(s) will be used for this project: (See “Honors Options” handout):

Student: ____________________________________________________________________
Signature Date

Faculty Supervisor: ___________________________________________________________
Signature Date □Approved □Denied

Honors Coordinator: __________________________________________________________
Signature Date □Approved □Denied

Turn in to the Programs Coordinator in 308 NH for copies and departmental processing:
□Original/Programs Coordinator for student file cc: □Student □MAUI Advisor Notes

Tomeka Petersen

tp8/1/2017

F-4
HONORS OPTIONS

Students who are identified as Honors students at The University of Iowa (those with GPA’s of 3.33 or higher) are encouraged to register for Honors in Social Work. By successfully completing an Honors Project under the supervision of a faculty member in the School of Social Work, students will graduate with “Honors in Social Work”. Simply taking honors courses or being a member of The University of Iowa Honors program does NOT qualify for an “Honors” designation at graduation, nor can a student use that designation on their resumes after graduation. To have graduated “with honors in social work at The University of Iowa,” students MUST register for, and complete, an Honors project and submit the required paperwork to the Registrar’s Office prior to graduation. Only students who are admitted to the School of Social Work can undertake an Honors project and register for this course.

Students should give serious consideration to an Honors Project in Social Work in the Spring semester of their junior year and approach a faculty member about their interest in completing the project during the Fall and Spring semesters of their senior year. Because of the heavy course demands of students entering the program as seniors (15 hours are required in their Fall semester), it would be difficult for a student entering as a senior to undertake and complete the Honors Project.

Students who wish to undertake an Honors Project will register for 3 hours of “Honors in Social Work SSW:4192” in the Fall semester and register for another 3 hours for this course in the Spring semester. Students who earn the 6 hours and satisfactorily complete the Honors Project (as determined by their faculty supervisor of the Honors Project) will earn the Bachelor of Arts with Honors in Social Work. At the same time that students are completing the Honors Project, they must maintain a GPA of 3.33 or otherwise have a GPA of 3.33 at the time of graduation. If they do not have the 3.33, they cannot graduate “with Honors”.

Note: Although most students will register for the Honors Project in the Fall semester of their Senior year, selected students may begin their projects in the Spring semester of their Junior year with the approval of their Honors Project faculty supervisor. The negotiation of the timeline for the project must be approved by the faculty supervisor, dependent on their availability to monitor the project activities.

Although there are insufficient students at this time to warrant an Honors Seminar for undergraduate students, this is an important consideration for future planning and deployment of faculty. Ideally, students who are completing an Honors Project would also participate in an Honors Seminar and provide an end-of-year showcase of their Projects for classmates, friends, family and faculty of the School.

The five options for Honors projects in the School of Social Work:

1. A research study completed under the supervision of the faculty member that has agreed to supervise this study. The research study can be an original idea developed and implemented by the student or may be part of a larger study of a faculty member that the student takes responsibility for.
   - The Honors paper would follow the outline of traditional research papers, including the Introduction, Method Section, Results, and Discussion.
   - Studies can be either quantitative or qualitative. They must follow the generally prescribed methods of data collection and analysis. The sophistication of the analysis will be determined between the student and his/her faculty supervisor. Descriptive studies are certainly appropriate, although hypothesis-testing may be possible if the student has sufficient knowledge for this level of analysis.
   - The Honors paper would follow the guidelines of APA in format. Anticipated length: 35-40 pages.

2. Students can complete an Honors project that addresses a research question of interest, but does not require original data collection, nor conventional statistical analysis. For example, a student might address a question such as “When can children be reasonably expected to be left unsupervised by a parent for more than a short time?” This represents a research question that was pursued by a former Honors student in Social Work. The student examined the issue of “latchkey children” and examined expectations of children when they are left home unsupervised between the time they finish their school day and their working parents return home. The student obtained and critiqued different evaluation results and...
tools to establish the criteria for judging the competence of children to be left unsupervised. There are many, many research questions that can be posed and answered by students that do not require original data collection and analysis.

Many questions can be answered by a thorough review of the literature and examination of social work practices with the population of interest.

- The student and supervising faculty member agree on the research question and frame the study and project without an expectation of data collection and analysis.
- APA guidelines are followed for this paper. Anticipated length: 35-40 pages.

3. The third option is a policy analysis or historical analysis. In either of these two instances, the Honors student and his/her faculty supervisor agree on the social welfare policy or historical event/personage that will serve as the basis for the Honors paper.

- These papers will follow the conventional formats of papers devoted to subjects of policy or history.
- APA guidelines are followed for this paper. Anticipated length: 35-40 pages.

4. The fourth option is a project whose product involves both a creative “media” effort and an explanatory paper. By “media,” it is understood that a video (VHS), DVD, CD-ROM, photographic exhibit, PowerPoint presentation, or an internet website will be produced on the topic of interest. Topics, of course, must be social work-specific and the subject of the video, etc. must be agreed upon between the Honors student and the faculty supervisor.

For example, a student might produce a video on organizing and leading a protest action about an issue that represents social injustice that can be used in the Social Processes course. The student might have in interest in services for persons with disabilities and plan and produce a video on this element of social work practice that can be shown in the Introduction to Social Work course. There are many, many ideas for videos and other electronic formats that can be developed and implemented by students.

- In addition to the audio-visual product, the student must prepare a 15-20-page paper in which they review the literature attendant to the topic of interest and present information about the development and utilization of the audiovisual material they developed.
- APA guidelines are followed for this paper.

5. The fifth option is a project whose product involves the development of a curriculum, handbook, training manual, grant, or conference that addresses an issue of concern to social work and an explanatory paper. For example, a student might develop an agency handbook for survivors of sexual assault, an educational curriculum for high school students about eating disorders, a grant for funding a smoking cessation program at a substance abuse treatment center, a statewide conference on domestic violence. Possibilities for these projects – like all those described in #1-4 above, are only limited by the agreement of the product between the student and their faculty supervisor. In every instance, the student must clearly play a leadership role in the development of each product and the product should not have been used in any previous (or current) class that a student is enrolled in.

- In addition to the product, the student must prepare a 15-20 page paper in which they review the literature attendant to the topic of interest and present information about the development and utilization of the material they developed under this option.
- APA guidelines are followed for this paper.

Honors Contract
At the time that students and their faculty supervisors agree to work together on an Honors Project, a “contract” will be established and signed by the student, faculty supervisor and Honors Advisor for the School. This contract will specify the Learning Goals, Objectives, Timeframe, parameters of the intended product, and specifying the Honors Option that is being used to guide the project.
Although most Honors Projects will involve a single option, it may be possible for selective students to combine options across consecutive semesters as long as the final product represents a cohesive effort. For example, if a student was involved in some aspect of a large practice-based research study with their Honors faculty supervisor in the fall semester and wrote an abbreviated Research Report of the findings (Option #1), in their second semester, they might develop a “Practice Manual” for agency social workers (Option #5) that was directly associated with the research findings. The final product—the Honors Thesis—would be a “combined” paper that incorporated both the research study and the practice manual. Guidelines for the submission of the paperwork associated with completion of the Honors Project are found on the website of the Honors Program at The University of Iowa, and the General Catalog.

In addition, or instead of, undertaking and completing one of the above honors projects in the School of Social Work, any student who qualifies for the Honors Program at The University of Iowa, can participate in many of the Honors classes offered by The University of Iowa, can elect to pursue an “honors designation” for non-honors classes (by agreement with the course instructor), participate in an Honors Internship (HONR:3160), participate in Honors Service Learning (HONR:3150), Honors Research Practicum (HONR:3994), or Honors Teaching Practicum (HONR:3100). A discussion of all of these options—and others open to Honors Program members—are presented in publications of the Honors Program and on the Honors Program website (see above).

In March of each year, the undergraduate Honors program advisor in the School of Social Work (currently, the Director of the BASW Program), will convene an informational meeting with interested “junior-status” BASW students and faculty to review these guidelines and promote student participation in Honors Projects in the following academic year.
## APPENDIX – G

### SCHOOL OF SOCIAL WORK CONTACTS

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Des Moines Office - School of Social Work</td>
<td>515-235-4660</td>
<td></td>
</tr>
<tr>
<td>Des Moines Office - School of Social Work Fax#</td>
<td>515-235-4667</td>
<td></td>
</tr>
<tr>
<td>Stephen Cummings, Clinical Assistant Professor</td>
<td>515-235-4665 / 319-335-1331</td>
<td><a href="mailto:stephen-cummings@uiowa.edu">stephen-cummings@uiowa.edu</a></td>
</tr>
<tr>
<td>Distance Education Administrator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christy Thies, Des Moines and Online Program Coordinator</td>
<td>515-235-4662</td>
<td><a href="mailto:christy-thies@uiowa.edu">christy-thies@uiowa.edu</a></td>
</tr>
<tr>
<td>Yvonne Farley, Clinical Assistant Professor</td>
<td>515-235-4668</td>
<td><a href="mailto:yvonne-farley@uiowa.edu">yvonne-farley@uiowa.edu</a></td>
</tr>
<tr>
<td>Billie Marchik, Clinical Assistant Professor</td>
<td>515-235-4664</td>
<td><a href="mailto:billie-marchik@uiowa.edu">billie-marchik@uiowa.edu</a></td>
</tr>
<tr>
<td>Sandra McGee, Clinical Assistant Professor</td>
<td>515-235-4680</td>
<td><a href="mailto:sandra-mcgee@uiowa.edu">sandra-mcgee@uiowa.edu</a></td>
</tr>
<tr>
<td>Amy Butler, Associate Professor, BASW Director</td>
<td>319-335-1277</td>
<td><a href="mailto:amy-c-butler@uiowa.edu">amy-c-butler@uiowa.edu</a></td>
</tr>
<tr>
<td>Julia Kleinschmit, Clinical Associate Professor, MSW Director</td>
<td>712-279-5271</td>
<td><a href="mailto:julia-kleinschmit@uiowa.edu">julia-kleinschmit@uiowa.edu</a></td>
</tr>
<tr>
<td>Iowa City Office - School of Social Work</td>
<td>319-335-1250</td>
<td><a href="mailto:social-work@uiowa.edu">social-work@uiowa.edu</a></td>
</tr>
<tr>
<td>Iowa City Office – School of Social Work Fax#</td>
<td>319-335-1711</td>
<td></td>
</tr>
<tr>
<td>Sara Sanders, Director</td>
<td>319-335-2079</td>
<td><a href="mailto:sara-sanders@uiowa.edu">sara-sanders@uiowa.edu</a></td>
</tr>
<tr>
<td>Kate Kemp, Program and Admissions Administrator</td>
<td>319-335-1254</td>
<td><a href="mailto:kate-kemp@uiowa.edu">kate-kemp@uiowa.edu</a></td>
</tr>
<tr>
<td>Tomeka Petersen, Admissions and Programs Coordinator</td>
<td>319-335-1255</td>
<td><a href="mailto:tomeka-petersen@uiowa.edu">tomeka-petersen@uiowa.edu</a></td>
</tr>
<tr>
<td>Chuck Wieland, Operations Administrator</td>
<td>319-335-1263</td>
<td><a href="mailto:charles-wieland@uiowa.edu">charles-wieland@uiowa.edu</a></td>
</tr>
</tbody>
</table>
OTHER IMPORTANT CONTACTS IN IOWA CITY

SSW Website for upcoming events, online handbook and more
http://clas.uiowa.edu/socialwork/

University Information 319-335-3500
http://www.uiowa.edu University Directory is available online

Registrar 319-335-0238
http://www.registrar.uiowa.edu/

Financial Aid 319-335-1450
http://financialaid.uiowa.edu/

University Billing Office 800-943-4557
http://ubill.fo.uiowa.edu/

Division of Continuing Education 319-335-2049
http://distance.uiowa.edu/

Student Health Insurance 319-335-0230
http://hr.uiowa.edu/benefits/health-insurance

IOWA CENTER FOR HIGHER EDUCATION HOURS. See the posted hours at the main entrance to the Fenton Administration Building.

COMPUTER LAB HOURS. See the posted hours outside the computer lab, room 305, Fenton Administration Building.

REGISTRATION. Each semester, the courses offered in all programs are published on MyUI. The Des Moines Center also publishes a Schedule of Courses for your convenience. Registration is completed online in MyUI after meeting with your advisor. Students must follow the Individual Plan to complete the program that they discussed with their advisor. Modifications to the plan require Advisor approval. Some requests for modification also require Program Director/Field Director and Program Administrator approval. Students may attend elective classes in other centers (including Iowa City) with advisor approval.

If you are registering for a class held on the Iowa City campus, you will need to discuss with your advisor.

DROPPING/ADDING CLASSES. Students can drop and add courses on MyUI.

INDIVIDUAL STUDY. To arrange for an individual study course, find a faculty member willing to work with you on your project and fill out an Individual Study Contract. You register online in MyUI. This process requires instructor approval. If you plan to have the individual study count as an elective in your program, your advisor must also agree.
GUIDED INDEPENDENT STUDY AND ONLINE COURSES. Online and guided independent courses are listed on MyUI each semester.

ADVISORS. You are required to meet with your advisor before registration every semester, and any time you want to make a change to your individual plan to complete the program.

ATTENDANCE. If you cannot avoid an absence from class, it is your responsibility to inform the instructor. All faculty provide a phone number and email address on their course outlines. If adjunct faculty have provided the Des Moines Center office number, Christy Thies will leave your message in that faculty member’s mailbox. Absences may affect your grade in the course or ability to complete the course. Course outlines often include specific attendance policies.

STUDENT RECORDS. If you are changing your name, address or phone number, you will need to do so electronically through MyUI, but please also inform Christy Thies, who will inform the Iowa City office. If you wish to deviate from your approved plan to complete the program, such as changing your concentration or your part-time/full-time status, you must talk with your advisor and complete a change form, accompanied by your revised individual plan to complete the program.

UIOWA EMAIL ADDRESS: STUDENTS ARE EXPECTED TO ACCESS THEIR UNIVERSITY OF IOWA EMAIL ACCOUNT. THIS IS THE PRIMARY WAY OF COMMUNICATING IMPORTANT SCHOOL AND UNIVERSITY INFORMATION TO YOU. All official correspondence with you will be conducted through your U Iowa email account. You can link your personal account with your UI account if you prefer to check one source. This can be done on MyUI.

FACULTY MAILBOXES. Adjunct faculty mailboxes are located in the Social Work office.

HAWK ID/PASSWORD. Use this link to set up your Hawk ID and Password: http://hawkid.uiowa.edu/

STUDENT STEERING COMMITTEE. This is the student/school liaison body. They help with decisions pertaining to the School as well as social functions. This is a great opportunity to get involved with the behind-the-scenes life of the School and make a difference as well as get some great experience. The committee meets once per month. Notices will be sent to you by email and everyone is welcome even if you can’t attend every meeting.

BASW students: contact Sandra McGee, Faculty Liaison, if you have any questions
MSW students: contact Yvonne Farley, Faculty Liaison, if you have any questions.

TUITION AND FEES. For tuition and fees, consult the UI Office of the Registrar’s Tuition and Fee tables located at https://www.maui.uiowa.edu/maui/pub/ tuition/rates.page

BASW choose College of Liberal Arts & Sciences and Iowa Center for Higher Education as your Learning Center

MSW students choose Graduate College and Iowa Center for Higher Ed as your learning center
Off-campus students pay the same rate as on-campus students for tuition and technology fees. The tuition and fees are "capped" at 12 s.h. for BA students and at 9 s.h. for MSW students, which means that any registration above that number does not incur additional tuition or fee assessment. The justification for the technology fee is that Distance Education students utilize UI computer resources such as MyUI online course registration, access to faculty and staff via e-mail, ICON course delivery and the Library InfoHawk. On-campus students also are assessed this Mandatory Technology Fee, as well as other campus related fees that are not charged to off-campus students (unless they also register on-campus, of course).

When registering on MyUI students can immediately view projected Tuition & Fees Assessment. This function is always available via MyUI > Student Information > Financial Aid & Billing (under Finances & Billing subheading).

If you take any combination of Distance Education and on-campus courses, you will be assessed Mandatory Fees on the total semester hours of enrollment, not just the on-campus hours. Please see the table at the web site above for specifics. If you are able to take courses on-campus you also may avail yourself of student services and will therefore be assessed mandatory fees.

UNIVERSITY BILLING OFFICE. Consult http://ubill.fo.uiowa.edu/ for the most up to date info regarding UI billing policies. Review information on payment options here http://ubill.fo.uiowa.edu/payment-options

FINANCIAL AID DEFERRMENTS. First be sure that you have entered your registration for the semester for which you've requested deferment by checking MyUI. Then send your form directly to:

Student Financial Aid Office
The University of Iowa
208 Calvin Hall
Iowa City, IA  52242

BASW students: To be considered for financial aid deferment, you must be registered for at least 6 s.h. (part-time) or 12 s.h. (full-time) in the fall and spring and for at least 3 s.h. (part-time) in the summer.

MSW students: To be considered for financial aid deferment, you must be registered for at least 5 s.h. (part-time) or 9 s.h. (full-time) in the fall and spring and for at least 3 s.h. (part-time) in the summer.

STUDENT IDs. Get your Iowa One Card at the Iowa Center for Higher Education. Contact Carly Bahnsen to schedule: carly-bahnsen@uiowa.edu; 515-235-4000.

UNIVERSITY OF IOWA LIBRARY. Electronic Reserve and Info Hawk. Students can access the University of Iowa Library reference materials, electronic reserves and databases online. Library books may also be requested and mailed to the address provided by the student. A distance education library tutorial will be offered in the fall. Please see the Info Hawk instructions handout. It is your responsibility to return the books to the library by the due date. We do not have regular inter-campus mail but check with Christy Thies to see if there is anyone scheduled to be traveling to Iowa City.
TEXTBOOKS. The Iowa Hawk Shop sells texts for Des Moines social work classes:
http://iowa.verbacompare.com/. You may purchase texts from wherever you choose, just use the posted
information as your guide to ensure you get the correct editions required for your course.

JOURNAL ARTICLES AND OTHER READINGS. Instructors may post additional readings on the course's
ICON site. https://uiowa.instructure.com/

WRITING CENTER. The University of Iowa has created a writing lab to assist students who would benefit
from support with their writing skills. Off-campus students may access the lab electronically. To receive
feedback on a particular paper, you must first “register” with the Center and provide an outline of the
assignment for which you are seeking assistance. You then may electronically submit a draft of the paper.
While the lab staff will not edit or correct your paper, they will provide editorial feedback on how to improve
your writing (e.g., grammar, syntax, etc.) and give suggestions for clarifying and developing your ideas.
The web site address for the Writing Center is: http://writingcenter.uiowa.edu/.