Worden School of Social Service

Our Lady of the Lake University

Bachelor of Social Work (BSW) Program Student Handbook

Revised
February 2020
WORDEN SCHOOL OF SOCIAL SERVICE
BSW PROGRAM STUDENT HANDBOOK
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Prologue

This *Handbook* is intended to serve as a resource for students enrolled in the Worden School of Social Service Bachelor of Social Work (BSW) Program. Please keep in mind that each student is responsible for understanding the policies identified in this *Handbook* and other related documents noted below. It is each student's responsibility to know and understand the BSW degree requirements and enrollment criteria to fulfill the requirements of a BSW degree. Students are strongly encouraged to seek help from the BSW Program Director or their assigned academic advisor for any questions not covered in this publication.

As a student at Our Lady of the Lake University (OLLU), it is important for students to familiarize themselves with the *Our Lady of the Lake University Student Handbook*. Most questions regarding OLLU and the BSW Program requirements, policies, student and faculty responsibilities, and expectations are answered in these documents. These resources are available online by visiting the OLLU website [www.ollusa.edu](http://www.ollusa.edu).

WSSS is interested in learning whether this publication provides necessary information if there are pitfalls or other topics, inaccuracies, or gaps students believe should be included in the next publication of this *Handbook* please submit any feedback to the BSW Program Director or the Worden School Business Office staff.

**OLLU does not discriminate in either the provision of educational services or in employment practices on the basis of any characteristic protected by local, state or federal law.**

**Our Lady of the Lake University believes in equal access to education and does not discriminate against members of any group because of their race, color, religion, sex, national origin, or disability. The University follows the Department of Education guidelines: Executive Order 11246 of October 1, 1972; Title IX of the Educational Amendments of 1972; and subsequently issued federal guidelines and regulations.**
Karina Gil is Director of the Worden School of Social Service and an Assistant Professor at Our Lady of the Lake University. She holds a Doctorate of Philosophy in Leadership Studies from Our Lady of the Lake University and a Master’s Degree in Social Work with political concentration from the University of Houston. Her dissertation titled “Leadership Preferences of Latino Leaders in the United States” looked at the levels of assimilation of national Latino leaders to the main dominant culture and its effect on their leadership preferences. It was selected as one of the 10 semi-finalists for the 2013 Outstanding Dissertation Competition of the American Association of Hispanics in Higher Education, Inc.

Additionally, Dr. Gil was awarded a Willey Faculty Fellowship. Fellows are selected from a national pool of Willey partner schools and share in a distinguished record of accomplishment in their profession and enthusiasm for new pedagogical and technological approaches to their instruction. In 2017, she was selected by the Council in Social Work Education into the Programs Director Academy.

Dr. Gil has over 10 years of experience working with diverse populations in coalition building, managing multi-city campaigns, grassroots, community organizing and policy efforts. She has coordinated numerous citizenship and Get out to Vote campaigns. Her areas of expertise include multicultural competence, community organizing, issues affecting Latinos, women and other minorities, acculturation and leadership.

Prior to joining the Worden School, she was a Lecturer for the School of Business and Leadership at Our Lady of the Lake University and the Graduate School of Social Work at the University of Texas at San Antonio, where she taught several foundational and advanced courses to students at a Master's and Ph.D. levels.

Kimberly Gallegos, Ph.D., LCSW has been an Assistant Professor with the Worden School of Social Service at Our Lady of the Lake University since Fall 2018. She recently began to serve as the BSW Program Director. Dr. Gallegos earned both her Master’s and Ph.D. in Social Work from the University of Texas at Austin. Her areas of interest include human trafficking, the military, as well as research and program evaluation. She has been teaching both undergraduate and graduate social work for almost ten years. She also has extensive experience as a clinical social worker in health care and spent five years in private practice, primarily working with active duty service members and military veterans. She has also been a field instructor, field liaison, and adjunct faculty at Baylor University and the University of Mary Hardin Baylor.
Director of Field Education Welcome

Jacob Lomas Sanchez, LMSW / jlsanchez@ollusa.edu / 210-528-6844

Jacob Sanchez is a native San Antonian and has over 18 years working in the field of Social Services. Graduating with a Criminal Justice degree from the University of Texas at San Antonio in 2001 he worked in the Bexar County community implementing gang activity prevention and intervention programs for opportunity youth until he joined Child Protective Services as a Conservatorship Specialist and finished his career in Texas in the private sector of foster and adoption services. In 2008 Mr. Sanchez moved to NM to pursue a graduate level degree in Social Work. He received his MSW from New Mexico State University in 2012 and has spent the last 10 years in NM supporting macro level policy and advocacy strategies impacting the fields of Health, Education, Government, and Workforce Development systems and has also served as a private consultant for Nonprofit and Non-Governmental Organizations both domestic and international.

OLLU Mission Statement

As a Catholic university sponsored by the Sisters of Divine Providence, Our Lady of the Lake University is a community whose members are committed to students by:

- Ensuring quality undergraduate and graduate learning experiences
- Fostering spiritual, personal, and professional growth
- Preparing students for success and continued service

OLLU Vision Statement

Inspired by Catholic values and the heritage of the founding Congregation of Divine Providence, Our Lady of the Lake University is a community called to transform individuals as they discover their purpose in life.

We aspire to be nationally recognized for our distinctive programs, our expertise in Mexican American culture, and our diverse graduates who lead and serve with faith and wisdom to improve the world.

Worden School of Social Service

Social work, the longest established of the human service professions, is rooted in the Judeo-Christian faith, in the value of the individual and the tradition of caring for those in need. The professional knowledge base is founded on a humanistic liberal arts education that reflects the educational philosophy of Our Lady of the Lake University (OLLU).

At OLLU, the social work program is offered under the auspices of the Worden School of Social Service, the oldest professional social work school in Texas. A Bachelor of Social Work (BSW) degree is awarded upon the completion of the four-year program. Professionally, the baccalaureate degree is regarded as the point of entry into the social work profession.

The program is fully accredited by the national accrediting body, the Council on Social Work Education (CSWE). See Appendix A for the Council on Social Work Educational Policy and Accreditation Standards.
Graduates are eligible for licensure by the state of Texas, and for membership in the National Association of Social Workers (NASW) and the Academy of Certified Bachelor Social Workers (ACBSW). Graduates may also be eligible for advanced standing in the graduate social work program at the Worden School and other graduate schools of social work.

Mission Statement

In accordance with the Catholic teachings of social justice and the philosophy and purposes of Our Lady of the Lake University, and in adherence to the purposes of social work education articulated by the Council on Social Work Education, the mission of the Worden School of Social Service BSW Program is:

- To develop competent social workers for specialized intervention in direct practice with Hispanic/Latin@ children and families for generalist practice in social work at the bachelor’s level;
- To prepare social workers for professional practice in culturally diverse settings, especially agencies that serve clients from economically disadvantaged backgrounds for generalist practice in social work at the bachelor’s level; and
- To generate and disseminate knowledge that advances social and economic justice, enhances human well-being, and promotes effective practice with Hispanic/Latin@ children and families for generalist practice in social work at the bachelor’s level.

Accreditation

The Worden School offers programs accredited by the Council on Social Work Education (CSWE) leading to the degree of Bachelor of Social Work (BSW) and the degree of Master of Social Work (MSW). The CSWE Educational Policy Standards, which help guide the Worden School BSW degree program, are included in Appendix A (complete document available at http://www.cswe.org/file.aspx?icl=13780).

The baccalaureate program in social work (BSW) was accredited by the CSWE in 1975. Our Lake of the Lake University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award baccalaureate, a master and doctoral degrees. In 1923, OLLU became the first institution in San Antonio to receive regional accreditation.

BSW Program Goal

To prepare professionally social workers for generalist practice with diverse populations in a way that fosters culturally competent practice with emphasis on Hispanic families and children.

BSW Program Curriculum: Structure and Design

Students who have completed the Bachelor of Social Work curriculum are capable of generalist practice at a beginning professional level. 'Generalist practice' is defined by the Council on Social Work Education in its Educational Policy and Accreditation Standards (2009) as follows:

*Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and*
build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies (EPAS B 2.2)

Consistent with the Worden School of Social Service's mission, generalist practice for students includes a commitment to serving the needs of oppressed populations, especially Hispanic/Latin and children and families, as well as a commitment to seek social and economic justice for oppressed populations.

This approach takes into account that our students will encounter client systems whose needs require intervention with more than one type of system; having a generalist approach to practice at the Worden School of Social Service means that our students will be client-centered in their approaches to interventions. This means that our students will determine with the client system, based upon the unique needs of that client system, at which systemic level or levels to intervene.

**Liberal Arts as Foundation to BSW Coursework**

The program is built on a foundation of liberal arts, which both provides the intellectual framework within which courses are designed and the base from which student knowledge is developed towards professionalization in social work. From this liberal arts foundation, the explicit curriculum enables the BSW student to acquire ten core social work practice competencies, as well as social work knowledge and practice behaviors that prepare the student for beginning practice with emphasis on Hispanic children and families.

**Course Requirements**

The BSW Program at the Worden School is a four-year program with a liberal arts base, core content in behavioral sciences, and courses in the professional major.

BSW students enroll in 39 hours in the Worden School and take 51-52 hours of General Education Program (liberal arts) credits, and 6 hours of social and behavioral core courses. Of the 120 hours (or 128 if prior to 2010) credit hours required for graduation, the remaining credit hours are used for electives. The required 39 semester hours are heavily concentrated over the last two years. With the exception of two courses (SOWK. 1300 and SOWK 2300), the required social work classes are upper division. Each course serves a specific purpose in the social work curriculum, both in terms of supporting the program's goals and objectives, and supporting primary content areas. Students should refer to the *OLLU Undergraduate Bulletin* for further information on the prerequisites for the required social work courses identified in Table 1 below:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>SOWK 1300</td>
<td><strong>Introduction to Social Work:</strong> Overview of social work, its historical roots, the profession's principles and values, fields of practice, and methods of intervention. Open to all students. Required before taking all other SOWK courses except SOWK 2300. Offered: Fall, Spring.</td>
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<tr>
<td>SOWK 2300</td>
<td><strong>Social Welfare Policy: Programs and Services:</strong> Descriptive overview of historical and contemporary social welfare policies and programs, and the role of social work in policy development and implementation. Open to all students.</td>
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<tr>
<td>SOWK 3311</td>
<td><strong>Principles of Social Work Generalist Practice I:</strong> Introduction to general social work practice with micro, mezzo, and macro systems. Emphasis on basic skill building, the need for culturally sensitive practice and theory-driven intervention. Prerequisites: Admission to the BSW program.</td>
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<tr>
<td>SOWK 3312</td>
<td><strong>Principles of Social Work Generalist Practice II:</strong> Application of general social work practice knowledge, skills and values to professional intervention with individuals, families, and small groups. Emphasis on culturally sensitive practice, theory-driven intervention and evaluation of practice. Prerequisites: SOWK 3311 and admission to the BSW Program.</td>
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<tr>
<td>SOWK 3321</td>
<td><strong>Social Welfare Policy: Analysis and Practice:</strong> Study of social welfare policy, the processes that influence social policy, and on developing conceptual tools for social policy analysis. Prerequisite: SOWK 2300.</td>
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<tr>
<td>SOWK 3331</td>
<td><strong>Human Behavior: Individuals and Families:</strong> Focus on the process of human growth and development from pre-conception through death; cultural systems, family process and development are integrated. Student may not receive credit for SOWK 3331 and PSYC 2355. Open to all students. Prerequisites: SOWK 1300 or equivalent.</td>
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<tr>
<td>SOWK 3332</td>
<td><strong>Human Behavior: Groups, Organizations, and Communities:</strong> Study of human behavior in groups, organizations and communities within the context of political, social, economic, global and cultural systems. Open to all students. Prerequisite: SOWK 1300 or equivalent.</td>
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<tr>
<td>SOWK 3333</td>
<td><strong>Human Behavior and Diverse Populations:</strong> Emphasis on theoretical content focusing on diverse populations. Historical, political, and economic factors that contribute to privilege, power, oppression, and social injustices. Open to all students.</td>
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<tr>
<td>SOWK 4383</td>
<td><strong>Social Work Research Methods:</strong> Introduction to quantitative and qualitative social work research methods and ethics including the political and cultural context impacting research studies and findings. Attention to assessment of social work practice and evaluation of social programs. Prerequisites: Admission to BSW Program; successful completion of PSYC 3381 or SOCI 3311.</td>
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<tr>
<td>SOWK 4452 &amp; SOWK 4552</td>
<td><strong>Social Work Field Education:</strong> Field placement in a human service organization under the instruction and supervision of a licensed master level social worker. Emphasis on effective application of general social work practice, values, skills and knowledge in an agency setting. A minimum of 510 agency-based clock hours must be completed. Pass/Fail only. Must be taken concurrently with SOWK 5314. Prerequisites: successful completion of 27 hours in social work; social work GPA of 2.5 or higher; overall GPA of 2.0 or higher; and completion of all other requirements for an OLLU degree.</td>
<td></td>
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<tr>
<td>SOWK 5314</td>
<td><strong>Generalist Practice in Direct Service:</strong> Integrative capstone course with emphasis on application of knowledge, values and skills necessary for generalist social work practice. Emphasis on context, cultural diversity, and evaluation of practice. May not be taken Pass/Fail. Prerequisite: Must be taken concurrently with SOWK 4452 and SOWK 4552.</td>
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BSW Curriculum Area and Year in Program

The following table outlines social work courses and the core curriculum area managed by the year in which students should plan to take each course. Each student’s specific program of study will be established when the student meets with a faculty advisor at the Worden School.

<table>
<thead>
<tr>
<th>Table 2: BSW Program Curriculum Area and Student Status</th>
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<tbody>
<tr>
<td><strong>BSW Curriculum Area</strong></td>
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<td>HBSE</td>
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<td>SWPS</td>
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<td>Research</td>
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<tr>
<td>Field Education</td>
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Scheduling of Courses

It is recommended that students complete all required General Education Program courses (or equivalents) as early as possible in their program of study. Keep in mind that OLLU policy requires students to meet with their academic advisor prior to registration. Students are strongly encouraged to meet with their academic advisor regularly.

Students may take the lower division social work courses, SOWK 1300 and SOWK 2300, at any time, but these courses must be completed before enrolling for upper division social work courses. Table 2 above outlines social work courses, on a preferred timeline, that students should take; however, there is no required semester schedule that social work students must take. As students, with the assistance of their academic advisors, develop a course schedule, they need to keep in mind that: (a) some upper level social work courses have prerequisites that must be met; and (b) some upper level courses are open to social work majors only, therefore, students must be formally admitted to the social work program before registering for these courses. Consult the BSW Degree Plan for descriptions of the social work courses and the prerequisites for each.

General Education Program Curriculum

The General Education Program curriculum is designed to support the goals and objectives specified for the program. In doing so, it models critical thinking and reasoning in the disciplines covered, requires students to engage actively in the learning process, infuses values and skills of the disciplines, and focuses on skills and knowledge students will need as citizens of a 21st century democracy.

In order to attain these goals, the OLLU General Education Program focuses on the following curriculum areas: English composition, communication, foreign language or multicultural understanding, science, mathematics, social science, religion, philosophy, literature, fine arts, history, and technology. Specifics regarding the OLLU General Program Education requirements are found in the Undergraduate Catalog, which is available online at http://www.ollusa.edu

Since the liberal arts courses are viewed as a part of the General Education Program requirement, students in social work are expected to focus on completing most of these courses before advancing to courses in their major. Enrollment in social work field education courses requires successful completion of all General Education Program courses, all social work courses through the 4000 level, and all social work (core) prerequisites. A minimum G.P.A. of 2.5 in the major is also required to register for field education courses.
Social Work Field Education

Enrollment in social work Field Education courses requires prior successful completion of all General Education Program courses, all social work courses through the 4000 level, all core courses, a minimum G.P.A. of 2.5 in the major, and a minimum overall G.P.A. of 2.0.

During each student's final semester, the student is assigned to complete 450-hours at a social service agency. The student's social work placement would be under the supervision of a social work agency-based Field Instructor. Every student is also assigned a Worden School faculty member who serves as Field Liaison between the Worden School and the placement. While Field Education courses are regular courses for academic credit, special procedures are required to structure students' learning experiences at the field placement.

Students should feel free to discuss Field Education placement possibilities with their academic advisor or with the Field Education Office at any time. Note: assignment into field placement is pending the official recording of grades for all courses in progress.

The procedure for enrollment in Field Education courses is described in the *BSW Program Field Education Manual*, which is available online. Four hundred fifty hours (450) in field placement are required for the Field Education courses.

Students enrolled in the Field Education courses should not work or enroll in classes other than SOWK 5314 during agency hours. Please make certain that there are not any conflicts that interfere with Field Education placement. Field Education placement requirements must be met with a Pass grade in order to be awarded an undergraduate BSW degree.

Life or work experience credit is not given for the social work Field Education courses.

Only Pass/Fail grades are given for the Field Education courses. Field placement is full-time (approximately 28-30 hours/week) and can be taken only during the regular academic semester in accordance with the University calendar and the established schedule. For additional information and exceptions please see *BSW Program Field Education Manual*.

Certificate in Violence Prevention and Intervention

Students may earn a certificate in Violence Prevention and Intervention with their degree in Social Work by completing the following requirements:

21 semester hours consisting of:
- SOWK 3311 Principles of Generalist Social Work Practice I
- SOWK 3312 Principles of Generalist Social Work Practice II
- SOWK 4452 Social Work Practicum
- SOWK 4552 Social Work Practicum

And two (2) of the following:
- SOCI 4330 Violence in Communities and Families
- PSYC 5330 Violence Prevention and Intervention
- SOWK 5315 Child Welfare
- SOWK 5316 Services to Women and Children Exposed to Violence
ACADEMIC POLICIES AND PROCEDURES

Admission to the Social Work Major

Students wishing to declare social work as a major can do so with the OLLU Registrar. Self-declared majors may enroll for a maximum of 18 semester hours of social work courses: SOWK 1300, SOWK 2300, SOWK 3321, SOWK 3331, SOWK 3332, or SOWK 3333.

The admission requirements for the BSW Program are as follows: once a student has completed a minimum of six (6) credit hours of social work courses at OLLU, the student may apply for admission to the social work major. The student’s faculty advisor will complete a checklist with the student that outlines the admission criteria. The student must have an overall GPA of 2.0 and a Social Work GPA of 2.5, the student must have completed a minimum of 6 credit hours of social work courses to include SOWK 1300 and SOWK 2300, the student must have attended the BSW orientation, and the student must sign the BSW Code of Conduct. After the student’s advisor completes that checklist verifying that the student has completed all of those action items, the advisor will make a recommendation to admit the student into the BSW program or not.

For continuation in the BSW Program, a student must maintain a minimum grade point average of 2.5 in social work courses taken after 12 semester hours in the major. A student's academic records are reviewed at the end of each grading period. Enrollment in field education courses requires successful completion of 27 hours in social work courses with a GPA of 2.5. A GPA of in the social work major is also required for graduation. Courses in the major and minor must be taken for letter grades. A Pass/Fail grade can only be taken for the field education courses.

A student who fails to maintain a satisfactory performance level will be notified in writing by the Registrar's Office of termination from the social work program. A social work faculty panel must approve re-admission to the BSW program. Students who have been identified as to lacking suitability for the BSW major will be offered guidance and counsel as it pertains to academic options within the University.

Grades in Social Work Major and the Social and Behavioral Science Core

All courses in the major as well as the social and behavioral core must be taken for a letter grade and students must have at least a grade of “C” or better in those courses. A grade of “D” or “F” in any of these courses requires students to repeat the course. It is advisable that if a class is to be repeated it be done as soon as possible since a delay in satisfactorily completing the course may result in getting out of sequence and delaying movement toward graduation.

Grades of “D” are not automatically transferred. After admission, the student and their advisor should evaluate courses with grades of “D”. A request to the Registrar's Office may be made to transfer in courses with grades of "D" provided that these courses are not part of the student's major, minor, freshman English and teacher certification courses AND that there are offsetting credits in transferable courses in which “A” and “B” grades were earned from the same institution. Once admitted, student and his or her adviser will determine which “D” grades should be transferred and request that the Registrar's Office update of record.

Other than General Education Program courses, the only courses in which social work students may take a Pass/Fail grade in the major are the field education courses. No Pass/Fail grades will be recognized in the social and behavioral science core.

Policies Affecting Transfer Students

Social work credit is granted to students transferring from a CSWE accredited program if the courses are equivalent to those required by the Worden School. Each course to be transferred is evaluated by review of
course description and objectives of the course that the student is requesting to be transferred. A total of 72 hours can be transferred over. Field education credit cannot be transferred. Non-equivalent courses may be used for elective credits. Students petitioning for exemptions to Worden School or OLLU policy must complete the Worden School Exemption Form, which can be obtained in the Worden School Administration Office.

The Worden School's policy is that no transfer credit from non-CSWE accredited programs is granted for social work credit. If students believe that a class they have completed in another program is similar to one required in the BSW Program at the Worden School, students should submit a written request to the BSW Program Director. Along with the written request, the students are required to provide a copy of the college catalog, a course outline and the textbook. The material will be evaluated, and if it is found that the course is similar to one taught at the Worden School, an exemption to the policy might be made. The BSW Program Director will make a notation on the student’s degree plan and notify the University Registrar of the exemption. Transferred courses must be equivalent in every way. No more than six credit hours of non-practice courses can be accepted from non-accredited programs.

Statement on Positive Learning Environment

Our Lady of the Lake places a high commitment to the core values of community, integrity, trust, and service, and it is our policy to provide an educational experience free of sexual harassment, misconduct, violence or discrimination. Faculty members are considered “responsible employees” who must report all incidents of sexual misconduct with full detail within 72 hours of learning of the event. If you believe you are the victim of sexual harassment, misconduct, violence or discrimination, and you are a student, please visit the Title IX website to contact a Deputy Coordinator: www.ollusa.edu/titleix.

Academic Dishonesty and Plagiarism

Academic Dishonesty refers to student conduct in academic assignments or situations, which violates the norms of the academic community of students and scholars. In practice, it usually refers to academic cheating or plagiarism. Our Lady of the Lake University distinguishes between Academic Dishonesty, which is handled through the Academic Affairs Division, and other violations of the Student Code of Conduct, which are dealt with by the Office of Student Life. Penalties for academic dishonesty may include expulsion or suspension from the University, failure or grade reduction in the affected course or assignment, or a lesser penalty as appropriate.

Due to the need for the highest standards of integrity among social workers, the Worden School of Social Service has adopted a policy that requires the instructor to submit a completed “Academic Integrity Violation Report” to the Vice President for Academic Affairs within 10 working days for every violation of academic integrity.

Grading System

In order to receive course credit, students must be able to demonstrate attainment of the course’s specified academic outcomes. Faculty members may use various kinds of evaluative tasks for this purpose, including quizzes, examinations, papers, presentations, laboratory work, special projects and external assessments. Students are expected to meet faculty specifications and deadlines for these assessment activities. Students who are unsatisfied with their course grades can follow the Academic Grievance Procedure located in Appendix G. The grade point average is obtained by dividing the grade points earned by the semester/term hours attempted. The cumulative grade point average used for most records is based on the total grade points earned at Our Lady of the Lake University. Although faculty may at their discretion add pluses or minuses to letter grades, these distinctions are not calculated in the grade point average.

Grading scale: A = 100 - 90, B = 89 - 80, C = 79 - 70, D = 69 - 60, F = 59 or below.
Methods of Assessment

A variety of assessment methods are employed in social work courses. Each course syllabus will specify methods of assessment and means of arriving at the course grade. All social work faculty are willing to clarify assessment methods, should students have questions about individual courses.

The goal for the BSW Program system of assessment is two-fold: (1) to retrieve data on achievement of the program objectives and the adopted competencies; and (2) to provide evaluative data for the faculty’s use as part of its process of review and continuous improvement of the BSW Program.

The Worden School BSW Program system of assessment includes summative and normative assessments to help determine whether the competencies are acquired and demonstrated by students. Through course-specific assignments, formative assessments are conducted in each course. The faculty implemented a requirement that individual course syllabus include the —means of assessment that clearly links each course-specific assignment with each of the course-specific academic outcomes. The instructor must also be explicit about how the assignments are scored. This formative process also involves a review of course syllabi each semester by the BSW Program Director for content related to the objectives of the program and the competencies.

The summative assessment for the BSW Program includes two direct outcome measures: the field instructor’s end-of-semester Field Education evaluation of the student and a 90 question, multiple choice secondary assessment is provided to all students during their Field Course. BSW students will not have their degree conferred unless this is completed. The test assesses on skill and knowledge and covers all 9 competencies. While the test does not affect their course grade, students are given feedback and a score to use for improvement. All social work students are required to complete a secondary assessment, in the form of multiple-choice questions, during their field courses. Students not completing the secondary assessment will not be able to graduate.

All competencies are measured by both the multiple-choice assessment and by the field instructor’s end of semester evaluation. This happens at during field education, which is the last semester of study for BSW students so that they have had the opportunity to learn all competencies. The multiple-choice assessment occurs during the field course while the field instructor evaluation occurs at the end of field education.

Life /Work Experience

Credit for life/work experience is NOT awarded for any social work courses, including Field Education courses.

Attendance

In addition to the University Attendance policy, http://catalog.ollusa.edu/content.php?catoid=8&navoid=514#class-attendance, Worden policy includes:

Worden School policy requires that students attend a minimum of 80% of scheduled class sessions (or the equivalent participation in an online course) in order to receive a passing grade for any course. This policy is in effect regardless of the reason for the absence. Online attendance means that a student has logged into a class. Online students are required to login a class weekly; merely logging in does not mean that you have fulfilled participation requirements. If a student does not log-in for any two weeks, they may be dropped from the class at the instructor’s discretion. There is no exception made to this policy.

Participation

Engaged, active participation is essential given the purpose and design of courses. Participation is observed and gauged through thoughtful, purposeful, and effective interaction by students. Students have the opportunity to participate through multiple outlets, which can include both synchronous and asynchronous discussions, audio/video discussions, team collaboration, and independent assignments.
Grade Appeal and Grievance Procedures

Our Lady of the Lake University provides a uniform method by which students can pursue grievable academic issues. See Appendix G for more information.

Definition: An academic grievance is an allegation that something has occurred that violates existing University academic policy or established practices, or is intrinsically wrong. Grievable academic issues include but are not limited to complaints about alleged violations of the institution's academic policies (e.g., application of grading policies), unfairness in the application of policies (e.g., accusation of plagiarism or cheating), or other academic matters.

Evaluation of a student’s academic performance in a course or program of the University, when conducted by a faculty member, is presumed to be valid unless there is proof that the evaluation was significantly and adversely affected by prejudice (bias against the student as an individual or as a member of a group or class) and/or capriciousness (unjustifiable deviation from generally acceptable academic standards or procedures, or from explicit understandings established for the course or through the course syllabus, which is the de facto contract for course objectives, requirements and expectations).

Students must follow each step of the Academic Grievance Procedure as detailed in order to be reviewed. These policies are published in the OLLU Student Handbook. A student with a legitimate complaint or grievance should first discuss the matter with the instructor and then use the proper channels for seeking satisfaction.

Failure to Maintain Satisfactory GPA

If the student is unable to maintain a satisfactory grade point average, in University courses (2.0) or Worden School courses (2.5), they can be dropped from the program. If the student's overall grade point average falls below 2.0, the University policy is to place the student on scholastic probation. The student is given one semester to raise the average to 2.0. If the student is unsuccessful the student is placed on Enforced Scholastic Withdrawal (ESW). Students on ESW are not eligible to return to the University for two semesters. For the student to return they must be readmitted to the University and the Social Work Program.

Social work majors need to maintain a cumulative grade point average of 2.5 in the major after the first 12 semester hours of social work courses. If the student's average drops below 2.5 for one semester, the student is placed on Academic Probation. During this time the student is asked to schedule an appointment with their academic advisor to review the course work and create a plan to raise the grade point average within a semester. If the grades do not improve during the next semester, the student is dropped from the Social Work Program. Students without a 2.5 grade point average are not allowed to enroll in field education courses or to graduate with a BSW degree.

A student dropped from the Social Work Program due to G.P.A. has various alternatives: they can transfer to another major; appeal the suspension; or sit out for one semester and re-apply. The BSW committee panel must approve readmission to the BSW Program.

Enforced Scholastic Withdrawal (ESW)

In addition to OLLU ESW Policy: http://catalog.ollusa.edu/content.php?catoid=8&navoid=514#enforced-scholastic-withdrawal-appeal-process. Worden policy includes:

A grade of “F” in a graduate course results in Enforced Scholastic Withdrawal (ESW) without a prior period of Scholastic Probation, and discontinuance in the program except upon special recommendation of the Program.
A student dropped from the program for failing a course may submit a formal written appeal to a committee consisting of MSW Faculty and Staff. The student must submit a professionally written personal statement, which meets academic standards addressing all the following:

- Reason for the appeal; Indicate if you have previously requested an appeal
- Describe in detail the circumstances that contributed to/were responsible for/led to the lack of maintaining minimum standards
- Being detailed and specific, include problem solving techniques and specific actions you will take for improving the identified circumstances
- Other information/documentation which may be useful in supporting your request

The appeal must also include a statement from the instructor who issued the “F” regarding your appeal. The statement does not have to be supportive of the appeal but must be included. Appeals will be reviewed only if both statements (Student and Faculty) have been submitted. Incomplete statements will not be reviewed.

The student's appeal will be reviewed within 10 days of receipt.

Students should be aware that if an appeal is granted it may be granted with conditions. If the student does not follow the conditions outlined they may be removed from the program.

**Students' Rights**

Students have the right to convey individual perspectives and concerns regarding Worden School policies and procedures by meeting with the Director via appointment. Students can also meet with the Director as a group to provide student perspectives on Worden School policies and procedures. The meeting is not confidential or anonymous, but the Director facilitates a safe meeting for students to openly discuss their concerns.

The Worden School highly values excellence in education for its students. Students should expect Faculty to spend considerable time and effort in creating courses that are rich educational opportunities of learning for students. Faculty will present materials in the coursework that is relevant to the topic being taught, informed by current theoretical work and supported by empirical evidence from the social science literature.

**Termination of Enrollment in the BSW Program**

Enrollment into the BSW Program may be terminated based on any of the factors indicated below:

- Failure to maintain satisfactory grade point average
- Lack of suitability for the profession
- Unsatisfactory performance in field education
- Violations of the University's Code of Conduct
- Violations of the Worden School of Social Service Code of Conduct
- Violations of the NASW Code of Ethics
- Failure to adhere to the Fitness to Practice (FTP) standards

**Lack of Suitability for the Profession**

During the course of academic studies, certain issues may emerge that raise questions about a student's suitability for the social work profession. Issues of suitability for the profession may arise during completion of required social work courses or during the field education placement. Violations of the OLLU Student Code of Conduct (*Appendix D*) or of the NASW Code of Ethics (*Appendix B*) or Fitness to Practice (*Appendix E*) are also indicators of lack of suitability for the social work profession. Fitness to Practice (FTP) is a set of competencies, which guide ethical social work practice. Students and faculty
alike are able to assess areas of growth and areas requiring improvement to ensure students are well equipped to enter the profession. If in the event it has been determined that a student has demonstrated a lack of suitability to the profession, the observed faculty member or instructor will complete a standardized FTP assessment and submit the form to the BSW Director. After such time, a faculty review committee will convene to review the fitness to practice issues that have been identified during your time in the program. As a part of this process students will have an opportunity to participate in the review process and work collaboratively to find a resolution and discuss alternative options for the student.

**Unsatisfactory Performance in Field Education Courses**

During the social work field education courses, it may become clear that the student is not well suited for the profession or has failed to perform satisfactorily. In accordance with policies established by the Field Education Office, steps may be taken to remove the student from field education courses. See the *BSW Program Field Education Manual*. Failing field education courses is grounds for dismissal from the BSW Program.

**Violations of University Code of Conduct**

Violations of the University Code of Student Conduct may result in dismissal from the University and/or the Social Work Program. See the *OLLU Student Handbook*.

**Violations of the NASW Code of Ethics**

Violations of the NASW Code of Ethics or the Texas Social Work Code of Conduct will result in dismissal from the BSW Program. The *NASW Code of Ethics* encodes social work values and represents the standards of ethical behavior for social workers. It guides relationship with clients, colleagues, employers, communities, and society. See the NASW Code of Ethics in *Appendix B*. Copies of the *NASW Code of Ethics* can be found at the NASW Internet site or purchased directly from the NASW.

**Violations of the Worden School Student Code of Conduct**

Violations of the Worden School Student Code of Conduct, found in *Appendix E*, may result in dismissal from the BSW Program. Students are expected to know, understand, and abide by the Worden School Student Code of Conduct at the Worden School, in Field Education placement, and in any other academically related activity, including interaction with other students in academic endeavors.

**Appeals**

Students are eligible to appeal their dismissal from the Social Work Program by petitioning first the BSW Program Director; second, the Director of the Worden School; and third, the Dean of the College of Professional Studies. All appeals must be submitted in writing. Those wishing to re-enroll in the Social Work Program after meeting the conditions of their dismissal are able to do so by reapplying to the Program. A panel consisting of the Worden School Director, the BSW Program Director and the student’s former academic advisor, or another faculty person appointed by the Director, acts on the student’s request for readmission.

**Students with Criminal Records**

Please be aware that in order to enter Field Education courses, all students are required to be enrolled in the group professional liability policy that the Worden School carries. Students are required to answer a number of questions, one of which asks about charges or conviction for criminal acts in any state or country. If a student has been convicted of a crime, the insurance company may refuse to enroll the student in the policy. Should this
occur, the student would not be permitted to engage in Field Education courses required for completion of the BSW degree. Also, students should be aware that, increasingly, a number of field placement sites require a criminal background check in order to carry out an internship at the site.

In addition, in accordance with Article 6252-Ba, Texas Civil Statutes, the Texas State Board of Social Work Examiners may suspend or revoke a social work license or refuse to issue a social work license to a person who has been convicted of a felony or misdemeanor for a crime which is directly related to the duties and responsibilities of the social work profession (See Article and 781.31 of the Texas Professional Social Work Act and Chapter 50 Human Resources Code).

**Email Use Policy**

University offices including Communications, Financial Aid, the Student Business Office and Faculty use OLLU e-mail as the official means of communicating with all students.

It is important that all students check their OLLU email regularly by logging in at [http://student.ollusa.edu](http://student.ollusa.edu) from most any computer with an Internet browser: any campus lab, kiosk or residence hall room, or any home, office or public computer with an Internet connection.

Basic instructions and policies are available on the LITS web pages. While using this account, students agree to abide by the current “Statement on Acceptable Use of University Computing Resources,” found on the LITS web page under “policies.” Students should also be aware that their OLLU e-mail address is considered “directory information.” Though not encouraged, offices may release that information without a student's consent, unless the student has followed the Registrar's procedures to withhold the release of directory information. See the Registrar's FERPA information web page for details.

**APA Writing Style**

The Worden School has adopted the APA writing style. All papers must follow APA guidelines for citations, references, and quotations. It is recommended that APA style also be used for punctuation, abbreviations, headings, and other elements of the manuscript, unless the instructor indicates otherwise. **IMPORTANT:** Be aware that the only acceptable APA manual is:


**ACADEMIC ADVISING AND REGISTRATION**

**Role of Academic Advisors**

Each student is assigned an academic advisor upon admission to the University. First time freshmen, and transfer students with less than the OLLU Academic Counseling Office advises two semesters at OLLU. Self-declared social work majors, including self-declared social work transfer students with more than two OLLU semesters, are advised by the Worden School faculty.

Social work faculties advise social work students. The academic advisor will:

- Develop a degree plan with the student
- Help the student develop a class schedule for the upcoming semester at registration time
- Sign the Registration Approval Form, Course/Grade Basis Change Form, and other required forms
- Provide authorization for online registration
- Work with the student to resolve any academic problems that may arise
- Engage in career guidance

In short, the academic advisor is the student's major link with the University faculty and is the channel for communication with the University administration. Additionally, if necessary, the academic advisor will refer the student to appropriate OLLU resources for personal counseling.

While the academic advisor makes every effort to be available, they may not always be immediately accessible. It is usually best to make appointments with the assigned academic advisor. Students are strongly encouraged to seek help from the academic advisor as needed. Even if there are no outstanding problems, students need to keep in touch with their academic advisor. Two to three weeks prior to pre-registration, the academic advisor will post a schedule for advisement times. Please sign up for an appointment during the designated time periods. Students should make every effort to keep the appointment and prepare a tentative course schedule ahead of time.

During each student's final semester, the student is assigned to complete 450-hours at a social service agency. The student's social work placement would be under the supervision of a social work agency-based Field Instructor. All BSW majors are assigned for one semester to a social service agency for a social work placement under the supervision of a social work agency-based Field Instructor. Every attempt is made to maintain student/adviser continuity. From time to time, however, changes are necessary. Students will be informed of changes.

If a student is encountering difficulty with a particular course, the problem should first be discussed with the instructor of that course. If the difficulty cannot be worked out, the academic advisor should be consulted.

For procedures to deal with grade disputes see the OLLU Student Handbook.

Registration

Students may register for classes either through the Office of the Registrar or by using the online registration process. In order to register for courses, each student must receive approval from their academic advisor. Academic advisors routinely post an advising schedule and students are encouraged to schedule an appointment as soon as the OLLU course schedules are available. During this meeting, you and your advisor will select courses that will help fulfill your degree requirements.

Please note, if you do not register for the courses recommended by your advisor, be aware that you assume full responsibility if the changes result in delaying your degree completion date or enrollment in courses not fulfilling specific degree requirements.

During the advising process, the academic advisor will review the number of hours the student has earned. Your academic advisor will also check to make sure you have any prerequisites required for the courses the student plans to take. If you chose not to register online, the OLLU Registration Form has an area designated for you to write other courses in case your first-choice courses are not available. Registration forms are available at the Registrar Office and in the Worden School Business Office.

Prerequisites

Many courses require prerequisites. Prerequisites are established by the School/Department in which the courses are taught and are required because the student must have been exposed to the course content in the prerequisite course in order to understand the course content in the more advanced course. The OLLU Undergraduate Bulletin lists all required prerequisites in the course descriptions. Prerequisites for social work courses are listed in the OLLU Undergraduate Bulletin, which can be accessed online. Students will not be
allowed to register for courses until all prerequisites have been completed.

**Adding/Dropping Courses**

A student may initiate a withdrawal from a class only by presenting the properly signed withdrawal forms to the Office of the Registrar. An informal notice to faculty only does not cancel registration for the course nor cancel the student's contract with the student business office. The form for dropping or adding courses is available from the Office of the Registrar and the Worden School Business Office.

**Course Transfers from Other Institutions**

A student may not transfer more than a total of 72 semester hours from other academic institutions. Grades of “D” are not automatically transferred. After admission, the student and their advisor should evaluate courses with grades of “D”. A request to the Registrar's Office may be made to transfer in courses with grades of “D” provided that these courses are not part of the student’s major, minor, freshman English and teacher certification courses AND that there are offsetting credits in transferable courses in which “A” and “B” grades were earned from the same institution. Once admitted, student and adviser will determine which “D” grades should be transferred and request that the Registrar's Office update of record. The final decision regarding transfer credits, however, is the Registrar's.

**Withdrawals**

A student may initiate a withdrawal from a class only by presenting the properly signed withdrawal forms to the Office of the Registrar. Informal notice to faculty neither cancels registration nor the student's contract with the Student Accounts Office.

The University may initiate an institutional withdrawal for disciplinary reasons or for students who are delinquent or in default of payment due the University. Students on institutional withdrawal are proscribed by University policy from continuing their coursework.

The University is required to monitor attendance by certain categories of students, such as those attending on Veterans Administration benefits, and to report these attendance records to the agency concerned. This is typically accomplished via class attendance rosters maintained by the faculty teaching courses.

**Independent Study Policy**

Our Lady of the Lake University believes that students should experience a variety of approaches to learning, including independent problem-solving study and research. Within the regular curriculum of the University, therefore, are many courses with such titles as “Problems,” “Directed Reading,” study. Every such independent study course should be designed in such a way that it affords the student the opportunity to seek out, interpret, apply, and evaluate knowledge in a specific area or for a specific purpose. Independent study, then, in addition to increasing student's store of knowledge, will enhance the student's skill in “learning to learn.”

Since independent study requires well-developed study skills, familiarity with the content and methodology of the discipline, advisors should carefully evaluate a student's readiness for independent study before signing the “Independent Study Form.” Independent Studies at the Worden School may be used under the following circumstances:

- A needed course required for graduation is not being offered in the final semester of a student's course of study
- A required course included in the student's initial Education Plan is no longer being taught as part of the regular curriculum. An Independent Study will be used only if there is no comparable course in
the current curriculum

- A student identifies a particular area of interest, not specifically addressed in the curriculum, for in depth exploration

**Approval by Faculty Member and Director.** Independent study courses may be undertaken only if there is a faculty member qualified, willing, and authorized to direct the course. Students wanting to register for independent study, therefore, must have the “Independent Study Form” filled out by the faculty member. In addition to supplying the registration information required, the faculty member must agree to develop an appropriate course outline and submit it to the student and the school dean within the 100% refund period of the term and to provide appropriate direction and evaluation for the student. The Dean's signature will indicate that the course has been approved as part of the faculty member's workload. The Independent Study Form is available from the Worden School Business Office.

**Course Outline.** The regular University course syllabus/outline form is to be used for independent study courses, and all the usual information (student academic outcomes, means of assessment, special requirements for “A” and “B” grades, topical outline, etc.) must be supplied. Deadlines for completion of learning activities and for evaluations should be specified in the outline. The student is responsible for making all appropriate contacts with the faculty member and for observing all deadlines. All work for independent study courses should be completed and evaluated by the date on which term grades are due at the Registrar's Office. Ordinarily, “I” grades are not given in independent study courses.

**Regulations.** Independent study courses are governed by the same regulations as regular courses in regard to semester calendar, tuition and fee charges, refund period, grades, examinations, scholarly ethics, registration, withdrawal, financial aid, and academic discipline.

**Graduation Application**

All OLLU students anticipating graduation must complete and file an application for degree with the Office of the Registrar. The form is available online (visit the OLLU website, Registrar link), or from the Registrar. A cumulative grade point average (GPA) of 2.0 is required for undergraduate degrees with a 2.5 GPA in social work courses.

At the start of each semester, the BSW Program Director reviews all BSW student files and identifies those students who, pending successful completion of the current semester's courses, are ready for graduation at the end of the semester (for spring graduations both May and August graduates are identified). Students are asked to sign a current copy of the Academic Evaluation, which is prepared by the Registrar. The Academic Evaluations are then sent to the Registrar's Office, which triggers a formal degree audit.

**Graduation Completion Requirements**

Bachelor's degree candidates must have completed all Prior Learning Assessment (e.g., credit by exam, CLEP, portfolios) and corresponding courses prior to the semester in which they plan to graduate.

Degree candidates who are taking courses at other institutions in their final term must make arrangements with the faculty at the other institution(s) to have final grades into the Our Lady of the Lake University Registrar's Office by the deadline specified in the University calendar.

For students completing courses at other institutions, participation in graduation may be permitted, but letters of completion, verification of degree and Our Lady of the Lake University transcripts will not be released until official transcripts from the other institutions have been received in the Registrar's Office. Students should check with the Registrar to ensure that all required information is received prior to graduation.
STUDENT PROFESSIONAL DEVELOPMENT OPPORTUNITIES

State of Texas Licensure for Social Workers

Graduates of the BSW Program are eligible for licensure by the State of Texas. The Texas State Board of Social Worker Examiners (TSBSWE) regulates the profession of Social Work in Texas. The TSBSWE is the State agency with rule-making authority governed by a nine member board appointed by the Governor, and is administratively attached to the Texas Department of Health.

Texas Law requires licensure of social workers. For information on state licensure, visit the Board's web page or contact them at:

Texas State Board of Social Work Examiners
1100 West 49th St.
Austin, TX 78756-3183
(800) 232-3162
(512) 719-3521

National Association of Social Workers

The National Association of Social Workers (NASW) is the largest professional social work organization in the United States. The NASW offers networking opportunities, continuing education opportunities, scholarship opportunities, and job announcements. The NASW also provides opportunities for advocacy on behalf of the social work profession and social work clientele to create fair and equitable laws and policies. Students are eligible for membership in NASW at a reduced rate before graduation. Information about joining NASW can be found in the Worden School Student Lounge and on the NASW web page.

Phi Alpha National Honor Society

“Through knowledge - the challenge to serve” is the motto of the Phi Alpha National Honor Society for social work students. Membership in the Worden School of Social Service Delta Delta chapter of Phi Alpha is open to graduate and undergraduate social work students who have demonstrated excellence in academic achievement and are willing to promote social work goals and ideals through volunteer activities in the local San Antonio community. The Delta Delta chapter accepts applications for membership two times per academic year. Invitation notices and requirements for membership are posted and emailed to all students once in the fall semester and spring semester.

The Worden Student Social Work Organization (WSWO)

The Worden Student Social Work Organization (WSWO) is the organization of social work graduate and undergraduate students officially recognized by the University. Every student who has been admitted to the BSW or MSW program is automatically a member. Other students, however, who have an interest in social work, are welcome to participate. Students will receive notices of meetings through their OLLU email accounts and are urged to become involved in all activities. Typical activities include: feedback on curriculum and policies of the School, fundraising projects, holiday parties, collection of canned goods for needy families, and other social and civic activities. The Constitution of the Organization is on file in the OLLU Student Life Office.

Students elect officers each year. Officers include: President, Vice-President, Secretary, Treasurer, and two marketing reps. A list of individual officer responsibilities is described in the Constitution of the Organization. Officer meetings are held monthly and meetings are arranged according to the time that best fit all schedules.
involved. All students, undergraduate and graduate students are encouraged to participate.

The Center for Service Learning and Volunteerism (CSLV)

The Center for Service Learning and Volunteerism promotes student success and personal development by cultivating meaningful service-learning partnerships between Our Lady of the Lake University students, faculty, staff members and the community. The office advocates for University-wide participation in community service and other socially responsible activities. Acting as a resource clearinghouse on community agencies, service opportunities, service-learning and other means of public service, the office empowers the University community to become leaders in effecting social change and to develop a lifelong commitment to service.
APPENDIX A

Council on Social Work Education Educational Policy and Accreditation Standards
Core Competencies

**Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards**

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

**Program Mission and Goals Educational Policy - Program Mission and Goals**

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

**Educational Policy 1.1 - Values**

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

**Educational Policy 1.2 - Program Context**

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.
Educational Policy 2.0 - The Social Work Curriculum and Professional Practice

The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1 - Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1-EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1 - Identify as a professional social worker and conduct oneself accordingly

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers
  • advocate for client access to the services of social work;
  • practice personal reflection and self-correction to assure continual professional development;
  • attend to professional roles and boundaries;
  • demonstrate professional demeanor in behavior, appearance, and communication;
  • engage in career-long learning; and
  • use supervision and consultation.

Educational Policy 2.1.2 - Apply social work ethical principles to guide professional practice

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers
  • recognize and manage personal values in a way that allows professional values to guide practice;
  • make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
  • tolerate ambiguity in resolving ethical conflicts;
  • and apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3 - Apply critical thinking to inform and communicate professional judgments

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers
• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
• analyze models of assessment, prevention, intervention, and evaluation; and
• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4 - Engage diversity and difference in practice

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers
• recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
• gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
• recognize and communicate their understanding of the importance of difference in shaping life experiences; and
• view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5 - Advance human rights and social and economic justice

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

Educational Policy 2.1.6 - Engage in research-informed practice and practice-informed research

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

Educational Policy 2.1.7 - Apply knowledge of human behavior and the social environment

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers
• utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
• critique and apply knowledge to understand person and environment.
Educational Policy 2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers
  • analyze, formulate, and advocate for policies that advance social well-being; and
  • collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9 - Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers
  • continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
  • provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10 (a)-(d) - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

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

Educational Policy 2.1.10 (a) – Engagement

Social workers
  • substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
  • use empathy and other interpersonal skills; and
  • develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10 (b) – Assessment

Social workers
  • collect, organize, and interpret client data;
  • assess client strengths and limitations;
  • develop mutually agreed-on intervention goals and objectives; and
  • select appropriate intervention strategies.

Educational Policy 2.1.10 (c) - Intervention

Social workers
  • initiate actions to achieve organizational goals;
• implement prevention interventions that enhance client capacities;
• help clients resolve problems;
• negotiate, mediate, and advocate for clients; and
• facilitate transitions and endings.

Educational Policy 2.1.10 (d) - Evaluation

Social workers
• critically analyze, monitor, and evaluate interventions
APPENDIX B

NASW Code of Ethics Summary of Ethical Principle
NASW Code of Ethics Summary of Ethical Principles

**Ethical Principle:** *Social workers primary goal is to help people in need and to address social problems.*

Social workers place service to others about self-interest and use their knowledge and skills to help people in need and to address social problems.

**Ethical Principle:** *Social workers challenge social injustice.*

Social workers pursue social change that is needed to bring about change that improves the quality of life particularly for vulnerable and oppressed individuals and groups of people.

**Ethical Principle:** *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a manner, which reflects respect for their individual differences and cultural and ethnic diversity.

**Ethical Principle:** *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change and use these relationships as a means of bringing needed change about.

**Ethical Principle:** *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them.

**Ethical Principle:** *Social workers practice within the areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice.
APPENDIX C

Texas State Board of Social Work Examiners Code of Conduct and Professional Standards of Practice
Texas State Board of Social Work Examiners Code of Conduct and Professional Standards of Practice

Code of Conduct

1. A social worker must observe and comply with the code of conduct and standards of practice set forth in this subchapter. Any violation of the code of conduct or standards of practice will constitute unethical conduct or conduct that discredits or tends to discredit the profession of social work and is grounds for disciplinary action.

2. A social worker shall not refuse to perform any act or service for which the person is licensed solely based on a client's age, gender, race, color, religion, national origin, disability, sexual orientation, gender identity and expression, or political affiliation.

3. A social worker shall truthfully report her or his services, professional credentials and qualifications to clients or potential clients. A social worker shall not advertise or claim a degree from a college or university, which is not accredited by the Council on Higher Education Accreditation.

4. A social worker shall only offer those services that are within his or her professional competency, and shall provide services within accepted professional standards of practice, appropriate to the client's needs.

5. A social worker shall strive to maintain and improve her or his professional knowledge, skills and abilities.

6. A social worker shall base all services on an assessment, evaluation or diagnosis of the client.

7. A social worker shall provide the client with a clear description of services, schedules, fees and billing at the initiation of services.

8. A social worker shall safeguard the client's rights to confidentiality within the limits of the law.

9. A social worker shall be responsible for setting and maintaining professional boundaries.

10. A social worker shall not have sexual contact with a client or a person who has been a client.

11. A social worker shall refrain from providing services while impaired by physical health, mental health, medical condition, or by medication, drugs or alcohol.

12. A social worker shall not exploit his or her position of trust with a client or former client.

13. A social worker shall evaluate a client's progress on a continuing basis to guide service delivery and will make use of supervision and consultation as indicated by the client's needs.

14. A social worker shall refer a client for those services that the social worker is unable to meet, and shall terminate services to a client when continuing to provide services is no longer in the client's best interest.

15. The grounds for disciplinary action of a social worker shall be based on the code of conduct or standards of practice in effect at the time of the violation.

16. If you have a question about the professional performance of a social worker licensed by the Texas State Board of Social Worker Examiners call toll-free at 1-800-232-3162. In Austin, call (512) 719-3521 or write to:

Texas State Board of Social Work Examiners
1100 West 49th St.
Austin, TX 78756-3183
(800) 232-3162
(512) 719-3521
APPENDIX D

Worden School of Social Service Student Code of Conduct
Worden School Student Code of Conduct

In order to fulfill its Mission, the Worden School of Social Service matriculates students who show the greatest academic and social work professional promise to actualize the Mission in the classroom and the community. In order to assist students to achieve their maximum potential as both student and future social worker, the Faculty enforces this Student Code of Conduct as an enhancement of the OLLU Student Handbook policies. Students are expected to act ethically, morally, and honestly in all facets of their life as a student. The Faculty therefore set out the following codes of behavior:

**Readiness and Willingness to Learn:** Students must engage in learning in all coursework, and all assignments within courses, in a manner that demonstrates a willingness and readiness to acquire new knowledge and skills deemed vital to professional social work practice by the Faculty. Accepting differences and new ways of seeing the world is part of this readiness and is based in the NASW Code of Ethics. This includes, in particular, the readiness to serve all people, regardless of race, ethnicity, national origin, gender, sexual orientation, disability, religion, creed, age, or socioeconomic status.

**Academic Performance.** Students must meet grade requirements, as established in the BSW and MSW Handbooks and in the OLLU Undergraduate and Graduate Bulletins. Students not maintaining these requirements or engaging in academic misconduct, which includes but is not limited to plagiarism, are subject to immediate consequences, which can result in dismissal from the School's academic programs. Plagiarism includes, but is not limited to: copying others' work and claiming it as one's own, failing to use citations properly, cheating on tests and homework assignments, using a single paper in multiple courses without explicit permission and copying or purchasing papers from the internet or other sources.

**Attendance.** Students must attend all academic functions prescribed in course syllabi. The Worden School of Social Service details its attendance policy in the BSW and MSW Student Handbooks, as well as in each course syllabus. Attendance includes being present in class, prepared to learn and willing to engage in learning. In the classroom, electronic devices such as computer laptops and audio recorders are only to be used for educational purposes.

**Professional Behavior.** The Worden School of Social Service Faculty uphold the NASW Code of Ethics for themselves, field education instructors, and students. Students are provided a copy of the NASW Code of Ethics and are expected to abide by its tenets. The NASW Code of Ethics includes, but is not limited to, honesty; acceptance; representing qualifications clearly; maintaining professional boundaries; avoiding conflicts of interests; and treating peers, agency staff, or faculty with respect, courtesy, fairness, and good faith. Students aspiring to join the profession of Social Work, which is guided by the NASW Code of Ethics, are expected to conduct themselves with respect and dignity when using social media such as Facebook.

Assaultive or threatening behavior will not be tolerated at Worden, in classes, through email, on the phone or other virtual communication or in the building in any capacity. This is not acceptable whether it is directed at clients, colleagues, staff members or instructors. This includes verbal hostility, intimidation, abusive verbalization, profanity in all its forms, and any physical threats, intimidation, or abusive behaviors.

Students completing Field Education are expected to safeguard confidentiality of clients and agency information that is not public knowledge. This means students should not discuss information acquired as a result of their placement that would be deemed private or confidential by the agency without the express permission of their field instructor. This includes sharing or posting about clients and agencies on Facebook or other types of social media in which confidentiality could be breached.
Behavior with Clients. Students are expected to interact professionally with clients at all times, maintaining confidentiality, and keeping appropriate boundaries in all capacities. This includes advocating for and supporting the clients(s)' civil or legal rights, respecting their right to self-determination, and honoring the worth and dignity of each individual or group being served.

Effective Work with Clients. Students are expected to demonstrate minimal levels of effective performance and give evidence of progress in working with clients, including the adherence to all field education agency policies. Not maintaining such levels of effective performance will be addressed through conferences with the student, behavioral interventions, documented improvement plans and other means to help the student achieve and master the necessary skills for interpersonal and professional helping.

As a social work student in the Worden School of Social Service, I will uphold and abide by this Student Code of Conduct and the NASW Code of Ethics, which I have been provided, read, and understand. Failure to abide by these codes or any sections therein may result in my being dismissed from the Worden School of Social Service and its academic programs.

________________________________________  ________________________________
Student Signature                                      Date

________________________________________  ________________________________
Program Director                                       Date
APPENDIX E

Fitness to Practice Policy, Standards, and Evaluation Process
Fitness to Practice Policy

This policy applies to BSW students enrolled in the Worden School of Social Service. As part of meeting the program objectives set forth in the Student Handbook, students are expected to conduct themselves in an ethical, responsible, and professional manner. This conduct is evaluated through the Fitness to Practice (FTP) policy as an element of students’ academic performance. The purpose of the FTP review process is to regularly monitor students' professional and personal development to ensure students demonstrate appropriate progress towards developing the necessary behaviors, attitudes, and professional competencies to practice as a social worker-in-training. Student progress is routinely monitored and discussed in consultation with other faculty members and director.

At the onset of their academic program, students are directed to review these standards and seek clarification when needed. In order to successfully complete the program and be endorsed for any relevant certifications or licensure, students must demonstrate academic performance meeting or exceeding standards in all settings, including classes, advising sessions, internship sites, and all verbal and written communication, including:

1. Maintain a cumulative GPA of 3.0 or better and present grades of C in no more than two courses, that are to be counted toward the degree,
2. Demonstrate fitness in their interactions with others as measured on the Fitness to Practice Standards, which include the following competencies:
   a. Follows ethical and legal considerations
   b. Displays multicultural competence
   c. Open to new ideas
   d. Aware of own impact on others
   e. Responsive, adaptable, and cooperative
   f. Receptive to and uses feedback
   g. Responds to conflict appropriately
   h. Accepts personal responsibility
   i. Expresses feelings effectively and appropriately
   j. Dependable in meeting obligations, and
   k. Conform with the NASW codes of ethics, Code of Student Conduct and all related national and state licensure and certification boards.
Fitness to Practice Standards
All standards are evaluated based on student performances in programmatic, academic, clinical, field, supervisory, and interpersonal contexts.

1. Follows ethical and legal considerations
   Competence not achieved
   * Displays inappropriate and/or disrespectful boundaries with clients, faculty, supervisors and peers.
   * Does not demonstrate awareness of personal values or imposes personal values on others.
   * Breaches applicable professional social work ethical codes and laws.
   
   Competence achieved
   * Maintains appropriate and respectful boundaries with clients, faculty, supervisor, and peers.
   * Demonstrates awareness of personal values and does not impose personal values on others.
   * Follows applicable professional social work ethical codes and laws.

2. Displays multicultural competence
   Competence not achieved
   * Discriminates or expresses prejudice towards those of a different race, culture, gender, religion, sexual orientation, age, ability status, gender identity, marital status/partnership, language preference, or socioeconomic status than self.
   * Does not demonstrate multicultural social work competencies.
   
   Competence achieved
   * Demonstrates sensitivity to diversity.
   * Demonstrates multicultural social work competencies.

3. Open to new ideas
   Competence not achieved
   * Dogmatic about own perspective and ideas.
   * Unable or unwilling to consider other points of view.
   
   Competence achieved
   * Openly discusses and respects perspectives other than own.
   * Considers other perspectives and points of view.

4. Aware of own impact on others
   Competence not achieved
   * Shows little or no concern for how others are impacted by them.
   * Blames others for problems without self-examination.
   * Disrespectful toward peers, supervisors, and/or instructors (e.g., monopolizes discussions or gossips).
   
   Competence achieved
   * Recognizes how own word and actions impact others.
   * Avoids blaming others and examines own role on problems.
   * Respectful toward peers, supervisors, and/or instructors.

5. Responsive, adaptable, and cooperative
   Competence not achieved
   * Shows little or no effort to adjust behaviors in response to changes in professional & interpersonal contexts.
   * Expresses intolerance of changes in programmatic, academic, clinical, field or supervisory settings.
   * Reactionary and defensive in response
   * Shows little or no engagement in cooperative activities.
   * Monopolizes cooperative activities.
   
   Competence achieved
   * Shows reasonable effort to adjust behaviors in response to changes in professional & interpersonal contexts.
   * Expresses tolerance of change in programmatic, academic, clinical, field or supervisory settings.
   * Thoughtful and reflective in response
* Appropriately cooperates in cooperative activities.
* Compromises in cooperative activities.

6. **Receptive to and uses feedback**
   - **Competence not achieved**
     * Respond to feedback with defensiveness, anger, and/or denial.
     * Shows little or no evidence of incorporating feedback.
   - **Competence achieved**
     * Responsive, open, and receptive to feedback.
     * Appropriately incorporates feedback.

7. **Responds to conflict appropriately**
   - **Competence not achieved**
     * Shows minimal willingness to examine own role in conflict.
     * Displays hostility when conflicts are addressed.
     * Does not address conflict directly with individual(s) involved and addresses with others instead.
   - **Competence achieved**
     * Actively examines and acknowledges own role in conflict
     * Actively participates in problem-solving efforts.
     * Appropriately expresses emotions when conflicts are addressed
     * Addresses conflicts directly with individual(s) involved.

8. **Accepts personal responsibility**
   - **Competence not achieved**
     * Refuses to admit mistakes or examine own contribution to problems.
     * Lies, minimizes, or embellishes the truth to extricate self from problems.
   - **Competence achieved**
     * Examines own role in problems.
     * Accurate & honest in describing own and other roles in problems.
     * Accepts own mistakes and responds to them as opportunity for self-improvement.

9. **Expresses feelings effectively & appropriately**
   - **Competence not achieved**
     * Does not express own feelings appropriately.
     * Does not recognize or acknowledge feeling of others.
     * Acts out negative feelings (through negative behaviors) rather than articulating them.
     * Expression of feelings is inappropriate to the setting.
   - **Competence achieved**
     * Expresses own feelings.
     * Acknowledges other feelings.
     * Acts professionally while experiencing difficult emotion.
     * Expression of own feelings is appropriate to the setting.

10. **Dependable in meeting obligations**
    - **Competence not achieved**
      * Absent from scheduled program obligations (e.g., class, supervision, GA, or field site) and does not notify others in advance.
      * Arrives late for scheduled obligations.
      * Rarely meets deadlines (i.e., practicum and internship paperwork, other assignments) or paperwork is incomplete when submitted.
    - **Competence achieved**
      * Satisfactorily meets attendance requirements and notifies others in advance regarding absences.
      * Arrives on-time for scheduled obligations.
      * Meets deadlines and satisfactorily completes paperwork.
This is to notify you that your professional performance has been evaluated according to the Fitness to Practice (FTP) Review policy in the Student Handbook:

<table>
<thead>
<tr>
<th>Standard</th>
<th>competence not achieved</th>
<th>competence achieved</th>
<th>No opp. to observe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Follows ethical &amp; legal considerations</td>
<td>__0</td>
<td>___1</td>
<td>___N</td>
</tr>
<tr>
<td>2. Displays multicultural competence</td>
<td>__0</td>
<td>___1</td>
<td>___N</td>
</tr>
<tr>
<td>3. Open to new ideas</td>
<td>__0</td>
<td>___1</td>
<td>___N</td>
</tr>
<tr>
<td>4. Aware of own impact on others</td>
<td>__0</td>
<td>___1</td>
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</tr>
<tr>
<td>5. Responsive, adaptable, &amp; cooperative</td>
<td>__0</td>
<td>___1</td>
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<tr>
<td>6. Receptive to &amp; uses feedback</td>
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<td>7. Responds to conflict appropriately</td>
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<td>8. Accepts personal responsibility</td>
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<tr>
<td>9. Expresses feelings effectively &amp; appropriately</td>
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<tr>
<td>10. Dependable in meeting obligations</td>
<td>__0</td>
<td>___1</td>
<td>___N</td>
</tr>
</tbody>
</table>

1. Competence achieved in each FTP Standard Observed?   ____Yes   ____No

If no, describe the specific behavior(s) observed indicating competence not achieved:

What will happen next? (Describe responsibility of student and/or faculty)

___resolved   ___remediation plan   ___Other (explain)

Signature (acknowledge the student received this evaluation):

________________________________________  __________________________________
Student                                                                              Evaluating Faculty

Others in attendance
Fitness to Practice Evaluation Process

Students' competence is evaluated using the Fitness to Practice Standards and documented with the FTP Evaluation Form.

Admission to the program does not guarantee fitness to remain in the program. In addition, a FTP review may be initiated on any student at any time if a faculty member, staff, course instructor, program advisor or field supervisor believes the student has displayed behavior which suggests the student does not possess sufficient competency on one or more FTP criteria. Faculty also may initiate a FTP review at any time for:

a. Students who engage in illegal or unethical behaviors,
b. Students who present a threat to the wellbeing of others, or
c. Students who violate the OLLU Student Code of Conduct, or any other Worden School of Social Service policies or procedures.

In such cases, depending upon the circumstances, the fitness to practice process may result in the student being dismissed from the Worden School of Social Service without the opportunity for remediation. Faculty members, staff, course instructors, program advisors, and field supervisors may evaluate all students according to these standards. Students will have the opportunity to participate and respond at each step of the FTP process.

Performance on the FTP standards will be rated on a scale of 0 (competence not achieved) to 1 (competence achieved) as described in the Fitness to Practice Standards. A rating of 1 on all FTP standards will indicate competence. The FTP Evaluation Form then will be shared with the student and a copy placed in the student’s file. A rating of 0 on any of the FTP standards will initiate the following procedure:

1. The student will be contacted to schedule a meeting to review the FTP Evaluation Form. The meeting will be held with the issuing faculty member, unless the FTP process was initiated because the student engaged in illegal or unethical activities, presented a threat to the wellbeing of others or violate the OLLU Student Code of Conduct (in which case, the meeting will be held with a faculty review committee, as outlined in Step 3 below). The student has five business days to respond to the request to schedule a meeting. If the student does not respond by the close of business on the fifth business day, the matter will proceed to step 3 below.

2. At the meeting, the issuing faculty will review the FTP Evaluation Form with the student and discuss a remediation plan. Within fifteen business days after the meeting, the issuing faculty will provide a final copy of the remediation plan (incorporating any changes agreed upon at the meeting) to the student for review and signature. The student will have ten business days to review, sign, and return the remediation plan. Failure of the student to sign and/or return the remediation plan by the close of business on the tenth business day will not impede the process and may be considered during the fitness to practice process. The remediation plan may include:
   1. Specific competency(ies) from the Fitness to Practice Standards which require(s) remediation,
   2. Specific recommendations to achieve remediation,
   3. Specific requirements to demonstrate remediation efforts have been successful, and
   4. A specific deadline for subsequent monitoring to evaluate progress.

Both the student and issuing faculty may retain copies of the signed FTP Evaluation Form and remediation plan and copies will be placed in the student’s folder.

At any time during the remediation process, the issuing faculty member may refer the student to a faculty review committee.
(3) A faculty review committee will be convened if:

a. The FTP process was initiated because the student engaged in illegal or unethical activities, presented a threat to the wellbeing of others, or violate the OLLU Student Code of Conduct,
b. A student fails to respond to the issuing faculty’s request to schedule a meeting to review the FTP Evaluation Form,
c. A student fails to show reasonable progress in the remediation plan, or
d. A student receives more than one FTP Evaluation Form rated 0 during his or her Program of Study.

The committee will be comprised of three faculty members appointed by the BSW Director. The student will be required to meet with the faculty review committee in accordance with the procedures described in #1 and #2 above.

The faculty review committee may consult with any of the Worden School of Social Service faculty regarding the development of alternative remedial strategies and/or evaluation of the student's fitness for continuation in the Worden School of Social Service. The faculty review committee will monitor the student’s progress on the remediation plan.

If at any time the student is determined not to be making satisfactory progress, the faculty review committee may either modify the remediation plan or dismiss the student from the program.

(4) All faculty review committee decisions for a student's dismissal from the Worden School of Social Service will be forwarded to the BSW Director.

The student may appeal the committee’s decision to the Worden School of Social Service Director.
Appendix F

OLLU Resources at a Glance
Campus Police Walter Student Service Center, Room G04
Emergencies (210) 433-0911
For non-emergencies (210) 431-4022; policeimollusa.edu

Counseling Services Providence Hall, Room 101 210-431-4053
After office hours crisis or emergency, call the Center for Health Care Services Crisis Line at (210) 223-7233 or 1-800-316-9241, or the United Way Help Line at (210) 227-4357 or the Emergency Room at University Hospital at 210-358-2078

Disabilities Services Academic Center for Excellence Sueltenfuss Library 125
(210) 431-4010; ada@ollusa.edu

Financial Aid Walter Student Service Center, Room 105 210-431-3960
800-324-4310; finaid@ollusa.edu

Health Services UWAC Room 112
(210) 431-3919 Direct Line; HealthServices@ollusa.edu

OLLU Office of the Registrar Walter Student Service Center
210-431-3959; Registrar@ollusa.edu

Information Technologies (Help Desk) Walter Student Service Center
Help Desk: (210) 431-3908; Help Desk: 1-800-260-8130
helpdesk@ollusa.edu

Sueltenfuss Library
(210) 431-3923; library@ollusa.edu

OLLU Bookstore Located in OLLU Mall
210-431-3932; jswolf@dfollett.com

OLLU Writing Center Student Success Center Sueltenfuss Library 101
(210) 431-4199; writing@ollusa.edu

Residence Life Pacelli Hall 210-431-3941
800-436-OLLU (6558); residencelife@ollusa.edu

Worden Business Office
Worden 10; 210-431-3969

BSW Program Director – Kimberly Gallegos Ph.D., MSW
210-528-6735; kgallegos@ollusa.edu
Appendix G

Academic Grievance Procedure
http://catalog.ollusa.edu/content.php?catoid=8&navoid=514#student-academic-grievance

Our Lady of the Lake University provides a uniform method by which students can pursue grievable academic issues.

Definition: An academic grievance is an allegation that something has occurred that violates existing University academic policy or established practices, or is intrinsically wrong. Grievable academic issues include but are not limited to complaints about alleged violations of the institution's academic policies (e.g., application of grading policies), unfairness in the application of policies (e.g., accusation of plagiarism or cheating), or other academic matters.

Evaluation of a student’s academic performance in a course or program of the University, when conducted by a faculty member, is presumed to be valid unless there is proof that the evaluation was significantly and adversely affected by prejudice (bias against the student as an individual or as a member of a group or class) and/or capriciousness (unjustifiable deviation from generally acceptable academic standards or procedures, or from explicit understandings established for the course or through the course syllabus, which is the de facto contract for course objectives, requirements and expectations).

Step 1--Informal Resolution

First, the student must talk with the faculty member about his/her complaint within 30 working days1 of the end of the term. The faculty member is required by University policy to confer with a student who requests redress within 10 working days. Adhering to the University’s core values, the intent during this step is to maintain open communication between the student and the faculty member. The student may choose to have a support person accompany her/him but the support person is not allowed to speak on the student’s behalf. If the faculty member does not respond, the student may proceed to Step 2.

Step 2--Academic Grievance

If the student and the faculty member are unable to resolve the matter in good faith, through reexamination of the issues and negotiation, the student must then talk with the faculty member’s department chair or designee appointed by the dean, who will attempt to collaboratively resolve the complaint between the parties. In preparation for and prior to this meeting, the student must submit the academic grievance in writing to the department chair within 10 working days of the meeting in Step 1. The grievance must include all of the following:

A. How the decision or action is unfair and harmful to the grievant.
B. A list of the University policies or state or federal laws that have been violated, if known.
C. The name the respondent parties (the person(s) against whom the grievance was filed). 29
D. A statement as to how the respondents are responsible for the action or decision.
E. Evidence in support of the complaint.
F. A statement of the requested remedy.

The department head is empowered to hear both sides of the matter, to examine all relevant documents and evidence held by either the student or the faculty member, to bring the student and the faculty member together (in person or through electronic communication tools) for further clarification, discussion and negotiation, and to suggest possible compromises or other remediation of the issue. The student may choose to have a support person accompany her/him but the support person is not allowed to speak on the student’s behalf. If the academic grievance concerns the department chairperson or other officials of the department, the student has a right to bypass Step 2 and proceed directly to the College/School Level. If the complaint is not satisfactorily resolved through Steps 1 and 2, a student may proceed to Step 3, Mediation.
Step 3--Mediation

When an academic grievance is not resolved at the level of the department chair, the issue goes to the dean of the school or college to mediate. Similar to the department head, the dean is empowered to hear both sides of the matter, to examine all relevant documents and evidence held by either the student or the faculty member, to bring the student and the faculty member together for further clarification, discussion and negotiation, and to suggest possible compromises or other remediation of the issue. The student may choose to have a support person accompany her/him but the support person is not allowed to speak on the student’s behalf.

The dean, the faculty member, and the student will collaborate to try to resolve the matter within 10 working days of the dean’s receiving the mediation request.

Step 4 – Letter of Appeal and Final Resolution

If the mediating efforts in Step 3 do not satisfactorily resolve the matter at the level of the dean, the student is required to submit a letter of appeal to the Vice President of Academic Affairs (VPAA) requesting a review of the matter by the VPAA or an Academic Affairs delegate within 10 days of the Dean’s decision. The letter of appeal must include all information presented at Steps 1 and 2 and any additional relevant information. The VPAA or delegate will review the materials within 15 working days of receipt of the appeal. This may or may not include a meeting with relevant parties to substantiate or clarify presented information. The student may choose to have a support person accompany her/him to any meetings but the support person is not allowed to speak on the student’s behalf.

Once the VPAA’s decision is made, all parties will be notified in writing of the decision and any actions related to this petition. Communication of the decision ends institutional due process on the grievance, and no further appeal is possible.

1 Working day is defined as a day in which the university is in full operation, excluding Saturday and Sunday.