

# Worden School of Social Service Our Lady of the Lake University



## **Bachelor of Social Work Student Handbook**

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February 2022

**WORDEN SCHOOL OF SOCIAL SERVICE**  
**BSW PROGRAM STUDENT HANDBOOK**  
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## WORDEN SCHOOL OF SOCIAL SERVICE

### BSW Program Student Handbook

#### 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 their assigned academic advisor, SSC, or the BSW Program Director 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.

**Our Lady of the Lake University will not discriminate against any employee, applicant for employment, student in our educational programs or activities or applicant for admission on the basis of race, color, sex, pregnancy, religion, national origin, citizen status, disability, age, marital status, gender, gender identity or expression, sexual orientation, veteran or military status (including disabled veterans, Vietnam-era veterans or recently separated veterans), predisposing genetic characteristics, domestic violence victims status, or any other protected category under applicable local, state, and federal laws, including protections for those opposing discrimination or participating in any allegation process on campus or within the Equal Employment Opportunity Commission or other human rights agencies. These types of discrimination are prohibited by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable laws as well as university policies.**

## Worden Director Welcome

Karina Gil, Ph.D., MSW/ [kegil@ollusa.edu](mailto:kegil@ollusa.edu) / 210-528-7062



Karina Gil is Director of the Worden School of Social Service and an Associate Professor at Our Lady of the Lake University. She holds a Doctor 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 semifinalists for the 2013 Outstanding Dissertation Competition of the American Association of Hispanics in Higher Education, Inc.

Additionally, Dr. Gil was awarded a Wiley Faculty Fellowship.

Fellows are selected from a national pool of Wiley 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 multicity 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 the Master and Ph.D. levels.

## **BSW Director Welcome**

Kimberly Gallegos, Ph.D., MSW / [kgallegos@ollusa.edu](mailto:kgallegos@ollusa.edu) / 210-528-6735



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 began to serve as the BSW Program Director in 2019. Dr. Gallegos earned both her Master and Ph.D. in Social Work from the University of Texas at Austin. Her areas of interest and research include human trafficking, the military, and program evaluation. She has been teaching both undergraduate and graduate social work for over 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](mailto: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 New Mexico to pursue a graduate level degree in Social Work. He received his MSW from New Mexico State University in 2012 and spent the next 10 years there 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; and
- 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.

### **Worden BSW 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 <https://www.cswe.org/Accreditation/Standards-andPolicies/2015-EPAS> ).

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 Goals

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 (2015) as follows:

*Generalist practice is grounded in the liberal arts and the person-in environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage 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. (EPAS 2.0)*

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 considers 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 and multiple courses in the professional major. The BSW Degree requires completion of 120 credit hours.

BSW students enroll in 40 hours in the Worden School, take 37-38 hours of General Education Program (liberal arts) credits, and the remaining required 42-43 elective credit hours may be applied toward completion of a second degree, a minor, and/or a certificate. 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 Academic Catalog* for further information on the prerequisites for the required social work courses identified in Table 1 below:

<b>Table 1: Required BSW Program Social Work Courses</b>	
<b>SOWK 1300</b>	<b>Introduction to Social Work:</b> 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.

<b>SOWK 2300</b>	<b>Social Welfare Policy: Programs and Services:</b> 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.
<b>SOWK 3311</b>	<b>Principles of Social Work Generalist Practice I:</b> 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.
<b>SOWK 3312</b>	<b>Principles of Social Work Generalist Practice II:</b> 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.
<b>SOWK 3321</b>	<b>Social Welfare Policy: Analysis and Practice:</b> Study of social welfare policy, the processes that influence social policy, and on developing conceptual tools for social policy analysis. Prerequisite: SOWK 1300 and 2300.
<b>SOWK 3331</b>	<b>Human Behavior: Individuals and Families:</b> Focus on the process of human growth and development from pre-conception through death; cultural systems, family process and development are integrated. Open to all students.
<b>SOWK3332</b>	<b>Human Behavior: Groups, Organizations, and Communities:</b> Study of human behavior in groups, organizations and communities within the context of political, social, economic, global and cultural systems. Open to all student
<b>SOWK3333</b>	<b>Human Behavior and Diverse Populations:</b> 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.
<b>SOWK4483</b>	<b>Social Work Research Methods:</b> 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. Introduction to quantitative and qualitative statistical analysis. Prerequisites: Admission to BSW Program

<p><b>SOWK 4452 &amp; SOWK 4552</b></p>	<p><b>Social Work Field Education:</b> 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 450 agency-based clock hours must be completed. Pass/Fail only. Must be taken concurrently with SOWK 5314. Prerequisites: successful completion of 28 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.</p>
<p><b>SOWK 5314</b></p>	<p><b>Generalist Practice in Direct Service:</b> 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: successful completion of 28 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. Must be taken concurrently with SOWK 4452 and SOWK 4552</p>

**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. Course sequencing will vary by individual student.

	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
HBSE		3331, 3333	3332	
SWPS	1300, 2300	3321		
Practice		3311	3312	
Research			4483	
Field Education				4452, 4552 & 5314

## **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 recommended 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 require that students must be formally admitted to the social work program before registering for them. Consult the *BSW Degree Plan* for descriptions of the social work courses and the prerequisites for each. Any student petitioning for exemptions to Worden School policy must complete the Worden School Exemption Form, which can be obtained in the Worden School Administration Office or from their Academic Advisor.

## **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, 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 academic semesters 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. Prior to enrolling in remaining SOWK courses, students must be formally admitted to the program. Formal admission requires: completion of SOWK 1300 & 2300 with a "C" or better; completion of 6 SOWK hours at WSSS with a "C" or better; an overall GPA of 2.0 and SOWK GPA of 2.5; attended/viewed BSW Orientation; signed Student Code of Conduct; Personal Student Statement; and one Faculty Letter of Recommendation.

The Worden School of Social Service considers students for admission to the BSW Program twice a year, with application deadlines of September 15th (Fall) and February 15th (Spring). An email to all self-declared social work majors will be sent out at the beginning of each fall and spring term informing students of the application deadline, the date of BSW Orientation, and the application packet.

Applications are reviewed by two members of the BSW Committee (except for the student representative(s) and other faculty volunteers who will review and recommend that the student be admitted to the program, admitted to the program with conditions, or denied admission. The BSW Committee Chair will compile the completed reviews and present them for discussion at the October and March meetings and vote on all student applicants. The BSW Committee Chair will notify each student in writing of the decision by the end of October and March.

Students must maintain a minimum GPA of 2.5 in social work courses taken after 12 semester hours in the major. A GPA of 2.5 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.

### **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.

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 misconduct, which includes sexual harassment, and violence, including acts of sexual assault, dating violence, domestic violence, and stalking, and you are a student, please visit the Title IX website to contact a Deputy Coordinator: [www.ollusa.edu/titleix](http://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 F and the OLLU Student Handbook*. 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 completed by all students during their Field Course. BSW students will not have their degree conferred unless this is completed. The Secondary Assessment includes skill and knowledge questions on all 9 competencies specified by the Council on Social Work Education. While the assessment does not affect a student's course grade, students are given feedback and a score to use for improvement.

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**

The University Attendance Policy can be found at:

<http://catalog.ollusa.edu/content.php?catoid=8&navoid=514#class-attendance>

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 log-in 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.

### **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 academic grievances. See *Appendix F* for more information.

An academic grievance is an allegation that something has occurred that violates existing University academic policy or established practices or is intrinsically wrong. Such 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 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, 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 dismissed 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 who is dismissed from the program will be notified in writing by the BSW Program Director and offered guidance and counsel as it pertains to academic options within the University. The BSW Committee must approve readmission to the program or exceptions to this policy.

### **Enforced Scholastic Withdrawal (ESW)**

Students who are dismissed from the University will be issued an ESW (Enforced Scholastic Withdrawal) by the Registrar's Office. Should a student choose to appeal the decision, they must follow the OLLU Policy which can be found in the OLLU Student Handbook. 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 and/or BSW policies and procedures by meeting with the BSW Director or Worden Director via appointment. Students can also meet with either Director as a group to provide student perspectives on Worden School or BSW policies and procedures. Both Directors 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 Student Code of Conduct
- Violations of the NASW Code of Ethics

### **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. The Directors and

Faculty have the responsibility to ensure that future social work professionals at the bachelor's level conduct themselves in accordance with the standards set forth in the Worden Student Code of Conduct (*Appendix D*), which is based on the National Association of Social Workers (NASW) Code of Ethics.

Violations of the Worden School Student Code of Conduct (*Appendix D*) or of the NASW Code of Ethics may be indicators of lack of suitability for the social work profession. In such cases, faculty will follow the Worden Student Code of Conduct Policy and begin a Tier 2 review (*Appendix E*). Through this policy, students and faculty alike can assess areas of growth and areas requiring improvement to ensure students are well equipped to enter the profession. When necessary, the BSW Program Director will convene a Faculty Review Committee (FRC) in accordance with a Tier 3 review (*Appendix E*). The student will have an opportunity to participate in the review process, meet with the FRC, and work collaboratively to find a plan for a positive resolution.

### **Unsatisfactory Performance in Field Education Courses**

Field placement students adhere to the Student Code of Conduct and professionalism of the agency, and to professional social work ethics and values, particularly with respect to issues of confidentiality, inter-agency communication, referral policies, and client contact. Violation of this responsibility may result in termination from the field education program, failure of the field placement course and failure of the field placement courses. 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**

See the NASW Code of Ethics Summary of Ethical Principles in *Appendix B*. Copies of the *NASW Code of Ethics* can be found in English at:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-EthicsEnglish>

or in Spanish at:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-Spanish>

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

Violations of the Worden School Student Code of Conduct, found in *Appendix D*, may result in dismissal from the BSW Program. Students are expected to know, understand, and abide by the Worden School Student Code of Conduct and the NASW Code of Ethics 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 Provost of OLLU. All appeals must be submitted in writing within 10 days of the student's dismissal. 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 questions, including 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 field placement sites increasingly require a criminal background check in order to secure placement.

In addition, students need to understand licensing rules of the state in which they reside. The Association of Social Work Boards maintains links to statutes and/or administrative rules for every state and province, which can be found at <https://www.aswb.org/regulation/laws-and-regulations-database/>

## **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> 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:

- American Psychological Association. (2019). *Publication manual of the American psychological association*. (7th ed.). Washington, DC: Author.

## **ACADEMIC ADVISING AND REGISTRATION**

### **Role of Academic Advisors**

Each student is assigned an academic advisor upon admission to the University. First time freshmen and new transfer students are advised by the OLLU Academic Advising Office. Freshmen Social Work majors will be referred to the Worden School for assignment of a faculty advisor after completing 30 credit hours. New transfer students will be referred to the Worden School for assignment of a faculty advisor at during their first semester.

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
- Grant students' permission to register
- Assist in completion of required Worden or OLLU forms related to registration and courses
- 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 such as the Academic Center for Excellence, the Counseling Center, or the Students Disabilities Office.

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 adviser 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. Students must receive approval from their advisor to register for courses. Students who fail to meet with their advisor risk being unable to register and being unable to take needed courses in a timely manner.

Every attempt is made to maintain student/advisor continuity. From time to time, however, changes are necessary; in such cases, students will be informed. 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.

## **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 Course Catalog* lists all required prerequisites in the course descriptions. Prerequisites for social work courses are listed in the *OLLU Course Catalog and this Handbook*, 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 withdraw from a course(s) but should be mindful of dates to withdraw for full refund, partial refund, or no refund. These dates can be found for each term on the Narrative Calendars posted on the Registrar’s website, which is

<https://myollu.ollusa.edu/StudentAdminServices/RegistrarOffice/Pages/default.aspx>

Students are encouraged to contact the Student Business Office prior to withdrawing from any course to determine what, if any, impact doing so will have on their Financial Aid. Students should also consult with their advisor prior to taking such action to see what impact it will have on their progress towards graduation.

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. Faculty may also withdraw a student from a course if a student has ceased attending or has never attended a class.

### **Directed Studies**

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,” and “Directed Reading.”. Every such Directed 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. Directed study, then, in addition to increasing student's store of knowledge, will enhance the student's skill in "learning to learn."

Since Directed Study requires well-developed study skills, familiarity with the content and methodology of the discipline, advisors should carefully evaluate a student's readiness for such an undertaking before signing the "Directed Study Form." Directed 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.
- A Directed 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.*** Directed 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 directed study, therefore, must have the "Directed 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/syllabus and submit for appropriate approval within the 100% refund period of the term and provide appropriate direction and evaluation for the student. The Directed Study Form is available from the Registrar.

***Course Outline.*** The regular University course syllabus/outline form is to be used for directed 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 directed 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 directed study courses.

***Regulations.*** Directed 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 Registrar reviews all BSW student files and identifies those students who, pending successful completion of the current semester's courses, will be ready for Fall and Spring graduation at the end of the semester. 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**

### **Social Work Licensure**

Graduates of the BSW Program may be eligible for licensure. Students are encouraged to understand licensing regulations for the state in which they reside. According to the Association of Social Work Boards (ASWB), "social work regulation is grounded in clear requirements for licensure, certification, or registration - qualifications and standards that ensure entry-level competence and practice standards that ensure safe, ethical practice".

The ASWB maintains links to statutes and/or administrative rules for every state and province, which can be found at <https://www.aswb.org/regulation/laws-and-regulations-database/>

### **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. According to the NASW website "students who join NASW before graduation save up to 75% on regular membership dues". See <https://www.socialworkers.org/Membership> for more information.

### **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**

Council on Social Work Education, Commission on Accreditation. (2015). Educational Policy and Accreditation Standards. [https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS\\_Web\\_FINAL.pdf.aspx](https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx)

#### **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.

## CSWE EPAS Core Competencies (2105)

### **Competency 1: Demonstrate Ethical and Professional Behavior**

- a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- d. Use technology ethically and appropriately to facilitate practice outcomes.

### **Competency 2: Engage Diversity and Difference in Practice**

- a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro level.
- b. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

- a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- b. Engage in practices that advance social, economic, and environmental justice.

### **Competency 4: Engage In Practice-Informed Research and Research-Informed Practice**

- a. Use practice experience and theory to inform scientific inquiry and research.
- b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- c. Use and translate research evidence to inform and improve practice, policy, and service delivery.

### **Competency 5: Engage in Policy Practice**

- a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- b. Assess how social welfare and economic policies impact the delivery of and access to social services.
- c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

### **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

- a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

- b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

- a. Collect and organize data and apply critical thinking to interpret information from clients and constituencies.
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- 800. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

- a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- e. Facilitate effective transitions and endings that advance mutually agreed-on goals.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

- a. Select and use appropriate methods for evaluation of outcomes.
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

## APPENDIX B

### NASW Code of Ethics Summary of Ethical Principle

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

Social workers place service to others above 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

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

The Worden School of Social Service admits students who show academic excellence and professionalism to actualize the Worden Mission in the classroom and the community. To assist students to achieve their maximum potential as both students and future social workers, the faculty utilize this Student Code of Conduct to ensure that all students are familiar with the standards by which all students are expected to adhere. These standards align with the NASW Code of Ethics, which can be found at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English> and are set forth in the Student Code of Conduct policy, which can be found in both the BSW and MSW Student Handbooks. Please initial all the sections below and then sign and date at the bottom.

\_\_\_\_\_ **Exhibits Professional Behavior and Follows Ethical and Legal Considerations:** The Worden School of Social Service Faculty uphold the NASW Code of Ethics for themselves, field education instructors, and students. Students are expected to abide by the NASW Code of Ethics and 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, and 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, demonstrate awareness of personal values, and refrain from imposing personal values on others. This conduct is expected in all settings including the classroom, field education settings, and social media.

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 appropriate permission. This includes sharing or posting about clients and agencies on any social media in which confidentiality could be breached.

\_\_\_\_\_ **Displays Multicultural Competence:** Accepting differences and new ways of seeing the world is part of this readiness and is based on the NASW Code of Ethics. This includes a recognition of strengths within all cultures and readiness to serve all people, regardless of race, ethnicity, national origin, gender, sexual orientation, disability, religion, creed, age, or socioeconomic status.

\_\_\_\_\_ **Open to New Ideas:** Social workers continually strive to increase their professional knowledge and skills in various settings with diverse populations. This includes openly discussing diverse perspectives other than their own in a respectful manner consistent with the NASW Code of Ethics. Ongoing self-awareness of personal values in conjunction with openness to diverse viewpoints and perspectives is essential to competent, professional social work practice.

\_\_\_\_\_ **Aware of Own Impact on Others:** Students will recognize how their own words and actions impact others and demonstrate respect towards their peers, supervisors, instructors, faculty and/or staff. Students will take responsibility and demonstrate awareness and concern of their role in problems. Students will understand professionalism in line with the NASW Code of Ethics which includes, but is not limited to, honesty; acceptance; representing qualifications clearly; maintaining professional boundaries; avoiding conflicts of interests; and treating peers, staff, instructors, faculty, and supervisors with respect, courtesy, fairness, and good faith. Students are expected to conduct themselves with respect and dignity when using social media such as Facebook, Instagram and Twitter. Students will practice appropriate self-advocacy and understand that assaultive or

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

\_\_\_\_\_ **Responsive, Adaptable, and Cooperative:** Students will be able to adjust behaviors in response to changes in professional & interpersonal contexts, tolerate change in programmatic, academic, clinical, field, or supervisory settings, be thoughtful and reflective in responses and open to compromise and collaboration while refraining from reactionary and defensive responses. Students must engage in learning in all coursework and assignments in a manner that demonstrates a willingness and readiness to acquire new knowledge and skills deemed vital to professional social work practice.

\_\_\_\_\_ **Receptive to and Uses Feedback:** In order to achieve effective performance, students will be responsive, open, and receptive to feedback. Students are expected to demonstrate sufficient levels of effective performance and evidence of progress by incorporating and implementing feedback and refrain from responding with defensiveness, anger and/or denial to constructive criticism. Maintaining such levels of effective performance will help the student achieve and master the necessary skills for interpersonal and professional helping.

\_\_\_\_\_ **Responds to Conflict Appropriately:** Students will strive to actively participate in problem-solving efforts. When faced with conflict, students will examine their own role in the conflict and maintain an awareness of how to address conflicts with individuals directly involved. When conflict does arise, students will appropriately and professionally express emotions and behaviors. Assaultive or threatening behavior, as a result of conflict or in any circumstance, will not be tolerated at Worden. This includes behavior in classes, through email, on the phone or other virtual communication, or on campus in any capacity. This is not acceptable whether it is directed at peers, 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

\_\_\_\_\_ **Accepts Personal Responsibility:** Reflection is a large part of the learning process. During and after conflict, it is important for students to reflect on the role they played in the problem. Students should show a willingness to admit mistakes, examine their own contributions to problems and identify corrective action. Academic success or failure is largely dictated by a student's own actions. Lying, minimizing, or embellishing the truth to extricate themselves from a problem is not acceptable

\_\_\_\_\_ **Expresses Feelings Effectively and Appropriately:** Students are expected to express their own feelings, including negative ones, appropriately, as well as recognize and acknowledge the feelings of others. Students are in the role of a learner and should take constructive feedback or recommendations to address concerns as opportunities for growth.

\_\_\_\_\_ **Dependable in Meeting Obligations:** Students must abide by attendance policies in the respective BSW & MSW Student Handbooks and the BSW & MSW Field Education Manuals. Students are expected to arrive on-time for all scheduled program obligations (e.g., classes, meetings, advising, field internship), to meet all deadlines on or before the due date, and to fully complete all required paperwork, applications, and other instructions. When something arises that impedes this ability, students should notify the appropriate persons in advance whenever possible.

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. In addition, students are expected to be familiar with and abide by any applicable state codes of conduct. By signing below, I acknowledge that I have read and understand this document. If I do not abide by the above standards, the Worden Student Code of Conduct Policy will be followed; this policy can be found in the BSW & MSW Student Handbooks, as well as the BSW & MSW Field Manuals.

---

Student Signature

Date

---

Printed Student Name

Student ID

## APPENDIX D

### Worden Student Code of Conduct Policy

The Worden Directors and Faculty in the Worden School of Social Service (WSSS) affirm the belief that current or future social work clients deserve the best services. In accordance with this, the Directors and Faculty have the responsibility to ensure that future social work professionals at the bachelor's and master's levels conduct themselves in accordance with the standards set forth in the Worden Student Code of Conduct, which is based on the National Association of Social Workers (NASW) Code of Ethics. Students are expected to conduct themselves in an ethical, responsible, and professional manner at all times. This conduct is evaluated through the Student Code of Conduct Policy and applies to BSW and MSW students enrolled in the Worden School of Social Service.

This policy monitors students' academic and professional development on 10 standards to ensure student demonstration of appropriate progress towards achievement of necessary behaviors, attitudes, and skills to practice as a social worker. The Worden Directors, Faculty, and students themselves shall assess students' using these standards and, when issues arise, initiate procedures for supportive and corrective action in a timely manner.

Upon admission to their respective academic program, students read, sign, and reflect on the Worden Student Code of Conduct. Additionally, some courses will include the use of the Student Code of Conduct in course work. To successfully complete the BSW or MSW Program and be endorsed for any relevant certifications or licensure, students must demonstrate appropriate behaviors and interactions with others on the following 10 standards in all settings, including classes, advising sessions, internship sites, and all verbal and written communication, including:

1. Follows ethical and legal considerations
2. Displays multicultural competence
3. Open to new ideas
4. Aware of own impact on others
5. Responsive, adaptable, and cooperative
6. Receptive to and uses feedback
7. Responds to conflict appropriately
8. Accepts personal responsibility
9. Expresses feelings effectively and appropriately
10. Dependable in meeting obligations

The following levels of review for this policy:

#### **Tier 1 – Student Reflection & Self-Assessment**

To ensure that all students are familiar with the policy, students must read, sign, and reflect on the Worden Student Code of Conduct, which is based on these standards, during admission to the BSW

and MSW Programs. All students will also complete self-assessment on the Code of Conduct during regular coursework as follows:

- BSW students will complete self-assessments using the Student Code of Conduct in SOWK 3311 and SOWK 3312.
- MSW students will complete self-assessments using the Student Code of Conduct in SOWK 6315.
- Instructors in all SOWK courses may choose to utilize the Student Code of Conduct as a course resource.

### **Tier 2 – Faculty and Student Assessment**

Any individual – e.g., faculty, staff, administrator, field instructor, field supervisor, task supervisor, service learning supervisor – with concerns regarding a student’s behaviors or interactions with others will (See Appendix A):

- Identify/document area(s) of concern, arrange to meet with the student to discuss the concerns, and create a Code of Conduct Review with the student to resolve the difficulties. The plan will include:
  1. Specific standard(s) of concern,
  2. Specific recommendations to address the concerns,
  3. Specific requirements for students to demonstrate success towards resolving concerns, and
  4. Specific deadline(s) for subsequent monitoring to evaluate student progress.
- Arrange for any follow-up meetings with the student
- Provide the student with a copy of the Code of Conduct Review
- Provide a copy of the plan to the appropriate Program Director who will place it in a secure student folder.

The student has five (5) business days to respond to each request to meet with the faculty. A meeting will then be scheduled with the student to address the issue(s). If the student does not respond to the request to meet with faculty by the close of business on the fifth (5<sup>th</sup>) business day, the matter will proceed to Tier 3.

Within seven (7) business days of the initial meeting, the issuing faculty will provide a final copy of the Code of Conduct Review (incorporating any changes agreed upon at the meeting) to the student for review and signature. The student will have five (5) business days to review, sign, and return the Code of Conduct Review. Failure of the student to sign and/or return the Code of Conduct Review by the close of business on the fifth (5) business day will result in the case proceeding to Tier 3 and the decision by the student not to sign/return may be considered during the remaining process.

In many instances, meetings between the faculty and student may resolve the concerns and do not necessarily lead to further reviews. If the faculty and student are not able to resolve the issue, the

student is referred to a Tier 3. At any time during the Tier 2 process, the issuing faculty member may refer the student to a faculty review committee (Tier 3).

\*\*\*If a student engaged in illegal or unethical activities or presented a threat to the wellbeing of others, the case will bypass Tier 2 and move immediately to Tier 3. If a student violated the Worden Student Code of Conduct, the NASW Code of Ethics or an OLLU or WSSS Student Handbook policy deemed to be a serious concern, the case may bypass Tier 2 and move immediately to Tier 3.

### **Tier 3 – Faculty Review Committee**

A Tier 3 review involves the faculty who initiated the Tier 2 review, the student, and three faculty members appointed by the respective Program Director. This process is designed to assist students in addressing identified concerns that could negatively impact their progress in the program.

A faculty review committee will be convened if:

- The student engaged in illegal or unethical activities or presented a threat to the wellbeing of others.
- A student violated the Worden Student Code of Conduct, the NASW Code of Ethics or an OLLU or WSSS Student Handbook policy deemed to be a serious concern;
- A student fails to respond to the issuing faculty's request to schedule a Tier 2 meeting;
- A student fails to show reasonable progress on their Tier 2 Code of Conduct Review; or
- A student receives more than one Tier 2 review during the same academic program of study.

The faculty review committee may consult with any WSSS faculty regarding the development of alternative strategies and/or evaluation techniques to create a remediation plan and assess the student's progress and suitability for continuation in their academic program.

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.

All faculty review committee decisions for a student's dismissal from the Worden School of Social Service will be forwarded to the appropriate Worden Director. Students may appeal their dismissal to the Worden School of Social Service Director within 10 business days of receiving notification.

**Appendix A**  
**Tier 2 Code of Conduct Review**

For Tier 2 Code of Conduct Reviews, the Faculty will rate the student on all 10 standards providing an explanation of each. The faculty and student will meet to discuss all “Developing” and “Not Achieved” ratings and devise a Code of Conduct Review plan for each of them.

Student Name:

Student ID:

Date:

**1. Follows ethical and legal considerations**

Standard 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

Developing

- Limited awareness of personal values and impositions made on others but struggles to identify some situations without others intervening
- Lacks appropriate boundaries in some situations

Standard 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

Faculty Assessment (check one):

- Standard achieved
- Developing
- Standard not achieved

Explain:

**2. Displays multicultural competence**

Standard achieved

- Demonstrates sensitivity to diversity
- Demonstrates multicultural social work competencies

Developing

- Limited sensitivity to diversity
- Emerging multicultural competencies

Standard 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

Faculty Assessment (check one):

- Standard achieved
- Developing
- Standard not achieved

Explain:

**3. Open to new ideas**

Standard achieved

- Openly discusses and respects perspectives other than own
- Considers others' perspectives and points of view

Developing

- Awareness of different viewpoints but lacks application to social work
- Engages in limited discussion of perspectives other than own

Standard not achieved

- Dogmatic about own perspective and ideas
- Unable or unwilling to consider others' points of view

Faculty Assessment (check one):

- Standard achieved
- Developing
- Standard not achieved

Explain:

**4. Aware of own impact on others**

Standard achieved

- Recognizes how own words and actions impact others
- Avoids blaming others and examines own role on problems
- Respectful toward peers, supervisors, and/or instructors

Developing

- Limited awareness of how their actions impact others
- Partially acknowledges own role on problems
- Lacks full understanding of professionalism and self-advocacy

Standard 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)

Faculty Assessment (check one):

- Standard achieved
- Developing
- Standard not achieved

Explain:



## 5. Responsive, adaptable, and cooperative

### Standard achieved

- 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
- Collaborates and open to compromise in cooperative activities

### Developing

- Shows reasonable effort to adjust behaviors in response to changes in professional & interpersonal contexts
- Expresses partial tolerance of change in programmatic, academic, clinical, field, or supervisory settings
- Limited cooperation and compromise in activities

### Standard 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
- No engagement in or monopolizes cooperative activities

### Faculty Assessment (check one):

- Standard achieved
- Developing
- Standard not achieved

### Explain:

## 6. Receptive to and uses feedback

### Standard achieved

- Responsive, open, and receptive to feedback
- Appropriately incorporates feedback

### Developing

- Receptive of feedback but lacks application
- Partially incorporates of feedback

### Standard not achieved

- Respond to feedback with defensiveness, anger, and/or denial
- Does not incorporate feedback

### Faculty Assessment (check one):

- Standard achieved
- Developing
- Standard not achieved

Explain:

**7. Responds to conflict appropriately**

Standard 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

Developing

- Shows partial willingness to examine own role in conflict
- Limited participation in problem-solving efforts
- Learning how to express emotions appropriately when conflicts are addressed
- Awareness of how to address conflicts directly with individual(s) involved but lacks application

Standard not achieved

- Shows no willingness to examine own role in conflict
- Does not participate in problem-solving efforts
- Does not express emotions appropriately when conflicts are addressed
- Does not address conflicts directly with individual(s) involved

Faculty Assessment (check one):

- Standard achieved
- Developing
- Standard not achieved

Explain:

**8. Accepts personal responsibility**

Standard achieved

- Examines and acknowledges own role in problems
- Accurate and honest in describing own and others' roles in problems
- Accepts own mistakes and responds to them as opportunity for self-improvement

Developing

- Shows partial willingness to admit mistakes or examine own contribution to problems

Standard not achieved

- Refuses to admit mistakes or examine own contribution to problems
- Lies, minimizes, or embellishes the truth to extricate themselves from problems
- 

Faculty Assessment (check one):

- Standard achieved
- Developing
- Standard not achieved

Explain:

## 9. Expresses feelings effectively and appropriately

### Standard achieved

- Expresses *own* feelings and acknowledges *others'* feelings
- Acts appropriately when conflicts or concerns are addressed
- Expresses negative feelings appropriately
- Expression of own feelings is appropriate to the setting

### Developing

- Learning how to express emotions appropriately when conflicts are addressed
- Learning how to recognize and acknowledge feeling of *others*
- Recognizes negative feelings (and negative behaviors) but lack ability to articulate them
- Learning appropriate expression of feelings in the correct setting

### Standard not achieved

- Does not express own feelings appropriately
- Does not recognize or acknowledge feeling of *others*
- Displays hostility when conflicts or concerns are addressed
- Acts out negative feelings (through negative behaviors) rather than articulating them
- Expression of feelings is inappropriate to the setting

### Faculty Assessment (check one):

- Standard achieved
- Developing
- Competence not achieved

### Explain:

## 10. Dependable in meeting obligations

### Standard achieved

- Satisfactorily meets attendance requirements and notifies others in advance regarding absences
- Arrives on-time for scheduled obligations and meets deadlines and satisfactorily completes paperwork

### Developing

- Partially meets attendance requirements and notifies others in advance regarding absences
- Occasionally late for scheduled obligations and meets deadlines and satisfactorily completes paperwork
- Inconsistent in meeting deadlines (i.e., practicum and internship paperwork, other assignments) or paperwork is incomplete when submitted

### Standard not achieved

- Absent from scheduled program obligations 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

Faculty Assessment (check one):

- Standard achieved
- Developing
- Competence not achieved

Explain:

### Code of Conduct Review

Standard	Achieved	Developing	Not Achieved
Follows ethical and legal considerations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays multicultural competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open to new ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aware of own impact on others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsive, adaptable, & cooperative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receptive to and uses feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to conflict appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts personal responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses feelings effectively and appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dependable in meeting obligations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summarize concerns for developing or not achieved standards:

Specific requirements for student to demonstrate success on developing or not achieved standards:

Specific deadlines for monitoring student progress:

Faculty Signature/Date:

Student Signature/Date:

Once student progress has been reassessed, **the faculty will complete the following:**

*Resolved, No Code of Conduct Review needed*

*Code of Conduct Review created*

*Referred to a Faculty Review Committee*

*(Faculty must send the appropriate Program Director a copy of the Tier 2 Code of Conduct Review).*

*Other (Explain)*

Faculty Signature/Date:

## **Appendix B**

### **Tier 3 Code of Conduct Review**

For Tier 3 Code of Conduct Reviews, upon receipt of the Tier 2 Code of Conduct Review from the issuing faculty member, the respective Program Director will appoint three WSSS faculty to a Faculty Review Committee (FRC), including one chair and two committee members. The chair will invite the student to meet with the FRC; the student has five (5) business days to respond to the request. The student may provide any document they would like to the FRC for consideration. The chair will schedule and convene the meeting to discuss the concerns and listen to student input. If the student does not respond to the request to meet with the FRC by the close of business on the fifth (5<sup>th</sup>) business day, the FCR will meet to discuss the Tier 2 Code of Conduct Review and issue a determination in writing to the Program Director. Within seven (7) business days of the meeting between the student and the FCR, the chair will provide a written summary of the meeting, the determination of the FCR, and a remediation plan if appropriate to the student and Program Director. The FCR may consult with any WSSS faculty regarding the development of alternative strategies to address and/or evaluate student concerns.

If a remediation plan is issued, it must include the following:

Summarize concerns for developing or not achieved standards:

Specific requirements for student to demonstrate success on developing or not achieved standards:

Specific deadlines for monitoring student progress:

FCR Committee Chair Signature/Date:

FCR Committee Member Signature/Date:

FCR Committee Member Signature/Date:

Student Signature/Date:

The FCR will be responsible for monitoring the student's progress on the remediation plan and issuing a final determination in writing to the Program Director. If the FCR recommends termination from the program, the Program Director will notify the student. The student may appeal the decision to the Worden School of Social Service Director within 10 business days.

## APPENDIX E

### OLLU Resources at a Glance

**Campus Police** Walter Student Service Center, Room G04  
**Emergencies** (210) 433-0911; **Non-emergencies** (210) 431-4022

**Counseling Services** Providence Hall, Room 101 210-431-4053

During an emergency if you are unable to come to the Counseling Services, contact Campus Police at (210) 433-0911. Commuter students experiencing emergencies after hours and off campus, please call 911 or go to the nearest emergency room. Please take note of the following emergency numbers:

Center for Health Care Services Crisis Line at (210) 2237233 or 1-800-316-9241

United Way Help Line at (210) 227-4357

Emergency Room at University Hospital at 210-358-2078

**Accessibility Services** Walter Student Service Center, Suite 206, Room 211 (210) 431-4010; [ada@ollusa.edu](mailto:ada@ollusa.edu)

**Financial Aid** Walter Student Service Center, Room 105 210-431-3960 800-324-4310; [финаid@ollusa.edu](mailto:финаid@ollusa.edu)

**Health Services** UWAC Room 112  
(210) 431-3919 Direct Line; [HealthServices@ollusa.edu](mailto:HealthServices@ollusa.edu)

**OLLU Office of the Registrar** Walter Student Service Center Room 104  
210-431-3959; [Registrar@ollusa.edu](mailto:Registrar@ollusa.edu)

**Information Technologies (Help Desk)** Walter Student Service Center  
Help Desk: (210) 431-3908; Help Desk: [helpdesk@ollusa.edu](mailto:helpdesk@ollusa.edu)

**Sueltenfuss Library** 1-800-846-4085; [library@ollusa.edu](mailto:library@ollusa.edu)

**OLLU Bookstore** Located in OLLU Mall  
210-431-3932; [ollu@bkstr.com](mailto:ollu@bkstr.com)

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

**Residence Life** Lakeview Apartments 210-431-3941  
800-436-OLLU (6558); [residencelife@ollusa.edu](mailto:residencelife@ollusa.edu)



## APPENDIX F

### 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 days 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/they, 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).
- 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/they, 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/they, 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/they 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.

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