The mission of the Boston College School of Social Work is twofold:

• To prepare social work professionals with the knowledge, values, and skills needed to initiate and sustain change and provide visionary leadership within a framework that promotes individual dignity, respects diversity, and seeks distributive justice in the Jesuit tradition.

• To cultivate an atmosphere of intellectual discipline that facilitates faculty and student scholarship and research that contributes to the knowledge base of the profession and improves society’s understanding of the national and global systems in which people, organizations, and communities thrive.

The goals of the MSW Program are:

1. To develop students’ professional identity as a social worker, reflecting the knowledge of, and commitment to, the ethics and values of social work as exhibited in their relationships with client systems, colleagues, and employing organizations.

2. To promote critical thinking as students learn to explore and integrate multiple sources of knowledge including evidence-based practice and practice wisdom in identifying intervention strategies.

3. To cultivate students’ abilities to critically assess the influence of diversity on client systems that may include oppression, privilege, or marginalization.

4. To enhance professional commitment to supporting individual and institutional efforts to achieve social and economic justice.

5. To develop practice skills in the application of the principles of evidence-based practice to support or revise conventional practice wisdom in development of interventions with client systems.

6. To develop practice skills in the critical application of theories of biopsychosocial development to guide the development of practice interventions.

7. To enhance skills in identifying, analyzing, and changing social policies to promote macro-level changes for client systems.

8. To promote an informed response to professional practice in a context of continuous change, attending to differences in client populations and social trends, with the intent to promote sustainable change.

9. To develop the practice skills needed to engage client systems in the change effort.

10. To develop practice skills needed to assess client systems, identify client strengths and challenges, and reach a mutual agreement on goals for intervention.

11. To prepare practitioners who are capable of identifying appropriate interventions that enhance client systems’ capabilities as well as those interventions that requires the social worker to mediate and advocate for those systems.

12. To prepare social work professionals who are able to critically analyze, monitor, and evaluate interventions.
On behalf of Dean Yadama and the faculty and staff, I am pleased to welcome you to the Boston College School of Social Work. As you begin your journey towards achieving the MSW degree, there are University and School resources available to assist you in all aspects of your professional and personal development. The SSW Student Guide contains useful information on student resources and services and academic policies of the School and University.

Many University transactions can be performed online. I encourage you to become familiar with the University services available at <portal.bc.edu> and the School’s services available at <www.bc.edu/socialwork>. Always remember that behind each webpage and phone number is a person who is there to help you navigate the pathways of Boston College.

As you learn how to effectively serve your clients and communities, do not forget to ask for help for yourself—from faculty, advisors, administrators and staff. It is important to all of us who work at the School of Social Work that you have a challenging and rewarding experience.

Wishing you a successful and enriching academic year!

Teresa Touhey Schirmer
Associate Dean for Academic and Student Services
Boston College School of Social Work
# SSW Student Guide

## Table of Contents

**MISSION STATEMENT OF THE SSW** ........................................ INSIDE FRONT COVER

**PART I: STUDENT RESOURCES & SERVICES** ............................ 1

- Advising Center ........................................................................... 1
- Agora Portal ................................................................................. 1
- BC Bookstore ............................................................................. 1
- Bus/SHUTTLE Services ................................................................. 1
- Campus Ministry ......................................................................... 1
- Campus Safety ............................................................................ 1
- Career Services .......................................................................... 1
- Computers in the SSW & On Campus ........................................ 2
- Counseling Services .................................................................... 2
- Dining Services .......................................................................... 3
- Disability Services Office (DSO) ................................................ 3
- Eagle-One Cards ......................................................................... 4
- Eagle Bucks ................................................................................ 4
- Electronic Communication and Listservs ..................................... 4
- E-mail Accounts .......................................................................... 4
- Facilities ................................................................................. 4
- Health Insurance ........................................................................ 5
- Health Services .......................................................................... 5
- Learning Disabilities ................................................................... 6
- Library ....................................................................................... 6
- Lockers ..................................................................................... 7
- Lost and Found ......................................................................... 7
- Murray Graduate Center ............................................................ 7
- McMullen Museum of Art .......................................................... 7
- Notaries Public ........................................................................... 8
- Parking ....................................................................................... 8
- Post Office ................................................................................ 9
- Professional Organizations ......................................................... 9
- Recreational Facilities ................................................................ 9
- Student Organizations ............................................................... 9
- Transportation/MBTA Discount Passes ....................................... 10
- Tutors for Writing and Research ................................................ 11
- Zipcars ..................................................................................... 11

**PART II: SSW POLICIES AND PROCEDURES** ....................... 12

- Community Standards ................................................................ 12
- Statement of Rights and Responsibilities .................................... 12
- Advising & Career Mentor .......................................................... 14
- Advising ..................................................................................... 16

**ATTENDANCE** ........................................................................... 17
**AUDITS** .................................................................................... 17
**CODE OF ETHICS AND CLIENT CONFIDENTIALITY** ............ 17
**CONFIDENTIALITY OF STUDENT RECORDS** ...................... 17
**COURSE PROGRAMS** ............................................................... 18
**CROSS-REGISTRATION AND CONSORTIUM** ....................... 19
**ENROLLMENT STATUS** ............................................................. 19
**EXAMINATIONS AND PAPERS** ............................................. 19
**FILES OF STUDENTS AND GRADUATES** ............................. 20
**FINANCIAL AID** ...................................................................... 20
**GOOD STANDING** .................................................................. 21
**GRADING** ................................................................................ 21
**GRIEVANCE POLICY** ............................................................... 22
**LEAVE OF ABSENCE** ............................................................... 24
**PROFICIENCY EXAMINATIONS (TESTOUTS)** ......................... 25
**PROGRAM MODIFICATION** ..................................................... 25
**READMISSION** ....................................................................... 25
**TIME-TO-DEGREE** ................................................................. 25
**TRANSCRIPT/DIPLOMA HOLDS** ............................................ 25
**TRANSFER OF CREDIT** ......................................................... 25
**TUITION REFUND SCHEDULE 2015-2016** ............................ 25
**UNIVERSITY COMMUNICATION POLICIES AND STUDENT** 26
**RESPONSIBILITIES** ................................................................. 26
**WITHDRAWAL** ....................................................................... 26

**APPENDICES**

A. Notice of Non-Discrimination .................................................... 28
B. Student Rights under FERPA ..................................................... 29
C. Academic Standards Review Committee ................................... 30
D. Guidelines for Field Education .................................................. 33
E. Guidelines for an Independent Study ......................................... 35
F. SSW Constitution and Bylaws .................................................... 36
G. Student Collective Constitution and Bylaws ............................ 39
H. Curriculum Plans ...................................................................... 44
I. Field-of-Practice Concentrations .............................................. 61
J. Certificate Programs: ................................................................. 62
K. Use of Boston College Indicia .................................................... 63
L. Policy for the Protection of Human Research Participants (IRB) 63
M. Competencies and Practice Behaviors ..................................... 64

**IMPORTANT BC TELEPHONE NUMBERS & WEBSITES** .... INSIDE BACK COVER
Part I: Student Resources & Services
PART I: STUDENT RESOURCES & SERVICES

ADVISING CENTER
The SSW Advising Center is a welcoming space located in McGuinn 221B where students can come to obtain academic advising. The Center’s goal is to provide prompt, accurate information with a focus on integrating the full educational experience from entering the program through graduation to launching a career as a professional social worker. When necessary, the Center staff will refer students to the appropriate person or office at Boston College or the SSW.

The Advising Center provides services to MSW students through walk-in appointments or scheduled appointments by calling 617-552-2610 or by emailing Liz Cinquino, Director, SSW Advising Center at <mary.cinquino@bc.edu>. For resources available in the Advising Center, see also <http://www.bc.edu/schools/gssw/academics/advising.html>.

Topics of discussion students might go to the Advising Center for include course and intervention method selection, change of status/modified academic plan, needing remedial help or questions about disabilities, deciding whether to select a Pass/Fail on a course or questions about registration.

AGORA PORTAL
The Agora Portal is Boston College's service-based intranet, allowing Boston College students, faculty and staff to access and interact with personal information and perform University transactions related to their role in the University. It is a central place where a wide variety of information or services from multiple sources are accessible. The information available in the Agora Portal is based on your role(s) (e.g., faculty, staff, or student) at Boston College. Your role(s) determines your access for reading, searching, updating, and personalizing the information and services in your portal.

For example, a Boston College student can access information from Student Services, Library Services, and Dining Services and display the information from these three sources in a single location.

To utilize Agora, you must be a member of the Boston College Community. You must have a BC username and password.

For more information, see: <www.bc.edu/offices/help/getstarted/portal/faq.html>.

BC BOOKSTORE
The BC Bookstore is located on the first floor of McElroy Commons. The Bookstore sells course textbooks, reference books, and best sellers, as well as sportswear, stationery and office supplies. You can also visit the Hillside Shop, a smaller location on the first floor of Maloney Hall.

For more information, call 1-800-978-0978 or 617-552-3520. You can visit the Bookstore's website at: <www.bcbookstore.com>.

BUS/SHUTTLE SERVICES
Boston College provides regular bus service between Newton and Chestnut Hill campuses and several of the off-campus apartment areas and to the Reservoir T-Stop. The buses operate on a daily basis according to a schedule issued by the Housing Office <www.bc.edu/shuttle>. For more information, contact: <shuttle@bc.edu> or 617-552-0151.

CAMPUS MINISTRY
The University Campus Ministry provides a variety of opportunities for graduate students in worship, community service projects and personal counseling. Campus Ministry offices are located in McElroy Commons, Room 233. For appointments, liturgy schedules or more information, call 617-552-3475 or <http://www.bc.edu/campus-ministry>.

CAMPUS SAFETY
The Boston College Police Department has set up a variety of resources for members of our community to seek assistance in escort services, traffic and parking issues, lost property on campus, etc.

For further information:
617-552-4440 (business)
617-552-4444 (emergency)
617-552-2480 (fax)
<www.bc.edu/offices/bcpd>

CAREER SERVICES
The Office of Career Services at the Boston College School of Social Work is available to assist SSW students and alumni in identifying career goals and conducting a successful job search. Individual appointments, resume review, a recruitment fair, and a series of job search workshops on topics such as licensure, resume/cover letter writing, and networking are offered throughout the year. An online job listings database for full-time, part-time and summer
employment for MSW students, alumni, and doctoral students is available at:
<http://www.bc.edu/schools/gssw/careers/resources.html>.

COMPUTERS IN THE SSW & ON CAMPUS

Social Work Library
The Mackey Computer Lab, located in the Social Work Library, is available for all SSW students to use during regular library hours. The Social Work Library has a total of 24 computer workstations. At the front of the library are four Macs and four PCs, with one that is connected to an HP flatbed scanner. In the back are 16 PCs reserved exclusively for SSW students. In addition, there are 20 laptops (10 Macs, 10 PCs), video cameras, power cords, printers, a KIC scanner, and Mac HDMI adaptors for your use. Wireless internet access, printing, and photocopying are available. Study carrels in the library have electrical and network connections for laptop use. Wireless access to the BC computer network is available in most locations on campus, including the library and most classrooms. To print in the computer lab you must have your Eagle One card with you. For information, call 617-552-0109.

O'Neill Library
Computers are distributed throughout the library. Computers with general productivity and research software are on the third floor behind the Reference Desk. Multimedia software and hardware are available in O'Neill 205. Additional printers have been added on the first and third floors.

Doctoral Student Computers
There are computers and printers available for doctoral students in the doctoral lounge and the 6th floor study area.

Walk-In Help Desk
The Student Help Desk is located within the computer lab in O'Neill 316. Staff is available to assist students when they encounter computer problems such as software, networking, virus removal, and computer rebuild/reimage.

The online Help Center <http://www.bc.edu/offices/help/> is a resource that was developed by Information Technology Services to provide members of the Boston College Community with one source for technology information on campus.

Help Center
Provides technical support to the user community via phone, 617-552-HELP (4357) and email, <help.center@bc.edu>. Assistance is available with all University standard software, as well as email, access problems, networking, voicemail, PIN, and Password.

Computing Tutoring Services
The Help Center offers private tutoring on popular software usage (Adobe Photoshop, Microsoft Word, Microsoft Excel and Microsoft Powerpoint).
The computing tutoring service is a "peer" tutoring service; EagleTech student staff have been chosen to be tutors based on their expertise and knowledge of most of the popular software programs. Sign up forms can be found at: <http://www.bc.edu/content/bc/offices/its/crtc/tutoring.html>.

Social work students are welcome at all other BC libraries and computer labs. Labs specifically for graduate students are available in the Bapst Library and in Murray Graduate Center.

For complete information about computing services at BC, consult the Computer Help Center pages at <www.bc.edu/offices/help>.

Boston College students are also eligible to download selected software packages <http://www.bc.edu/content/bc/software/applications.html>.

An additional resource, the BC Application Server allows members of the BC community to access and use certain licensed applications from any computer with a network connection <https://www.bc.edu/content/bc/offices/help/teaching/app_server.html>.

COUNSELING SERVICES

The mission of University Counseling Services (UCS) is to address the mental health needs of the Boston College community. Services available include individual counseling and psychotherapy, group counseling, consultation, evaluation, self-help assistance, and referral. Appointments can be made by calling 617-552-3310 or visiting Gasson 001 during regular office hours of Monday through Friday 8:45 a.m. to 4:45 p.m. Please bring your Eagle One card (BC ID) when you schedule an appointment.
For further information, visit <www.bc.edu/counseling>.
Dining Services

Boston College Dining Services offers a variety of restaurant quality entrees ranging from comfort foods to trendy exotics. There are nine BC campus dining rooms, each with its own menu and style. For a tour, see <www.bc.edu/offices/dining>.

McElroy

*The Eagle’s Nest, 2nd floor:* made-to-order premium deli sandwiches, wraps, the salad bar and daily soup specials.

*Carney Dining Room, 3rd floor:* continental breakfast, international entrees at lunch and dinner, vegetarian dishes, traditional recipes made with low-fat ingredients, pizza, grab and go items and a salad bar.

*On The Fly @ McElroy, 3rd floor:* snacks, beverages, fresh and frozen entrees, ice cream, yogurt, dorm room food staples, candy, and cereal.

Lyons

*Welch Dining Room, Lower level:* quick, fast food lunch items--burger, fries and a variety of hot and cold wrap sandwiches, salads and sushi to go.

Fulton

*Bean Counter, lobby:* hot and cold beverages and of pre-made sandwiches as well as chips and other snacks.

Hillside Café

*Maloney Hall, Ground floor:* unique sandwiches, soups and salads, grab and go items and features a full-service coffee bar.

Corcoran Commons (next to Robsham Theater)

*Lower Live:* hot entrees and sandwiches such as chicken stir-fry and veggie pita sandwiches, portabella mushroom burgers. It also offers a full salad bar.

*On The Fly @ Corcoran (2nd floor):* snacks, beverages, fresh and frozen entrees, ice cream, yogurt, dorm room food staples, candy, and cereal.

*The Loft:* home to organic, local, and artisan products and foods.

*The Shack (outside plaza):* “Meatball Obsession” and BBQ grill offering burgers, hot dogs, and veggie burgers. Open seasonally.

Snacks and Drinks

McGuinn has vending machines on the first floor by the back entrance.

Stokes Hall

*The Chocolate Bar:* coffee, pastries and ice cream.

*HINT* - Place “Eagle bucks” on your student Eagle-One/ID card; money will be subtracted from the balance for food purchases on campus. You can place money on your card at <portal.bc.edu>.

Disability Services Office (DSO)

The mission of the Disability Services Office is to assist students with disabilities at Boston College in achieving their educational, career, and personal goals through the full range of institutional and community resources. The office ensures that students with disabilities receive support services and accommodations that allow them equal access to all Boston College programs and the opportunity to realize their potential and develop effective self-advocacy skills.

Boston College is committed to providing equal and integrated access for students with disabilities to all available academic, social, and recreational programs and activities. The Disability Services Office at Boston College, as required by the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, ensures that students with disabilities receive appropriate accommodations and assistance in order to participate fully in University programs.

The Disability Services Office serves undergraduate and graduate students with hearing, visual, mobility, medical, psychiatric, and temporary disabilities. Students receive assistance in gaining access to Boston College programs and activities and in arranging reasonable accommodations with professors. For eligibility guidelines and procedures see <http://www.bc.edu/disability> or contact:

Paulette Durrett, MSW, L.C.S.W.
Assistant Dean for Students with Disabilities
Maloney Hall, Suite 448
Phone: 617-552-3470
TTY: 617-552-8914
<paulette.durrett@bc.edu>

Students requesting modifications of the SSW program due to disabilities should register with the Disability Services Office (DSO) and will receive notifications from the DOS delineating their accommodations to provide to the SSW Associate Dean of Academic and Student Services and their professors. For clarification on accommodations for extended exam time and/or alternative location of an exam please contact the SSW Associate Dean of Academic and Student Services.
EAGLE-ONE CARDS
The Eagle-One Card is the official Boston College ID ($30 fee for card, additional $25 fee for replacement card). It allows you access to facilities and services all over campus including computer labs, libraries and the Recreational Complex.

EAGLE BUCKS
Eagle Bucks is a convenient, pre-paid declining balance account designed for graduate students, undergraduate students, faculty and staff that allows card holders to make purchases everywhere the Eagle-One Card is accepted. Anyone with an Eagle-One Card may open an Eagle Bucks account.

Where it works—Eagle Bucks gives you spending flexibility at all University restaurants, BC bookstores, as well as at participating off-campus restaurants, food delivery services, convenience stores, dry cleaners, and other retail locations.

To add funds—There is a minimum initial deposit of $20. Additional deposits may be made at any time during the year electronically through <portal.bc.edu> (secure site). Money may be added to this account by credit card, eCheck (electronic funds transfer from your bank account), or through your Student Account (up to $100). Visit <portal.bc.edu> to add money to this account.

ELECTRONIC COMMUNICATION AND LISTSERVS
The School of Social Work publishes the SSW Update, an e-newsletter that communicates important time-sensitive notices to students via their Boston College e-mail address.

An MSW listserv <studentcoll@listserv.bc.edu> has been established for more informal communication and can be utilized for student-to-student contact around topics like selling books, housing search, and social events, etc. Students can send an email to the Student Collective Executive Coordinator to distribute to this informal listserv. MSW students will be subscribed to this listserv. If you encounter a problem, please contact Liz Cinquino <mary.cinquino@bc.edu> or 617-552-2610.

A Doctoral Program listserv <gsswdoc@listserv.bc.edu> has been established for more informal communication and can be utilized for student-to-student contact around topics like selling books, housing search, and social events, etc. Students can send an email to the student collective executive coordinator to distribute to this informal listserv.

Computing Policy Reminder
Any person who engages in any kind of computer or systems misuse as described in the University Policies:
http://www.bc.edu/offices/help/getstarted/policies.html
University Code of Student Conduct:
<http://www.bc.edu/publications/studentguide/behavioralpolicies.html>
may be subject to disciplinary action, including the loss of computer privileges and/or dismissal from the University, and to criminal prosecution under the applicable state and/or federal laws.

E-MAIL ACCOUNTS
E-mail accounts are automatically created for all graduate students. BC students access their email through Google Apps for Education. Students must first set up and use a “Password2” in their Agora Portal to access BC Gmail. Go to <g.bc.edu> to access Boston College's login page for Google Apps or in Agora, under “Common Services”, click on “Enter Gmail”. Log in using your BC username (do NOT use username@bc.edu or firstname.lastname@bc.edu) and enter your Password2. If you already have a Gmail account, you can link it to your BC Google account or forward it. For more information, see <bc.edu/studentemail> or call the Help Desk at 617-552-4357.

Please note that all notifications from Boston College will be sent to your BC email account.

FACILITIES
MSW Student Lounge
The MSW Student Lounge is located in McGuinn 128. It is a place where students can eat lunch, study or meet in small groups. Computer terminals are available to access email accounts. There is a phone to make local calls only. General announcements are posted here.

Doctoral Student Lounge
The doctoral students use McGuinn 204 as their lounge and informal gathering place. The lounge houses the student mailboxes, and is a place where students can eat lunch, study, or meet in small groups. Two computer terminals are available to access e-mail accounts. A phone is available to make local calls only. General announcements are posted here, such as calls for papers, conference information, and University events.
Doctoral Student Sixth Floor Study Area (for Doctoral students only)
On the sixth floor of McGuinn Hall there are desks, computers and a printer for doctoral students to use. A list of available software on each machine can be found on the Canvas doctoral site. To access the sixth floor, take the elevator to the fifth floor and walk up the stairs. First year students will be given a key to access this area. There will be a charge for lost keys.

McGuinn Hall
Administrative and faculty offices of the School of Social Work are located in McGuinn Hall, which was named after the co-founder and first Dean of the School, Rev. Walter McGuinn, S.J.

The Dorothy Book Room (McGuinn 130) is used for official School of Social Work meetings. It is named for the co-founder and second Dean of the School.

Rooms for formal student meetings on campus should be reserved by emailing Kellyann Stewart, Program Assistant at <kellyann.stewart@bc.edu> and including the individual group’s faculty or staff advisor on the email request.

HEALTH INSURANCE
Massachusetts law requires all students to be covered by health insurance in order to be protected in case of hospitalization or other costly outside medical services. For students who do not carry such a policy of their own, Boston College is required by law to provide access to a health insurance policy so that students may comply with the state mandate. All students enrolled in a degree program, regardless of credit hours, and non-degree students enrolled at least 75% of full-time will be automatically enrolled in and billed for the Student Health Insurance Plan unless waiver information is submitted. This waiver must be completed at <portal.bc.edu>.

All Waiver Forms must be submitted by September 23, 2016 for the first semester, and for newly enrolled students for the second semester by January 27, 2017. Students who do not complete a Waiver Form by the deadline will be billed the "Student Only" premium and enrolled in the Plan. If you waive the insurance at the beginning of the first semester it will be waived for the entire year. If you wish to obtain the Boston College Student Injury and Sickness Insurance Plan for the spring semester, you must go to Student Services prior to the spring semester waiver deadline and request to have the waiver removed by completing a Petition to Add form. The petition may be granted under specific circumstances outlined in the form <www.bc.edu/offices/stserv/forms.html#medical>.

For information regarding eligibility, please visit <http://www.bc.edu/offices/stserv/financial/medinsurance.html>

For an outline of the policy including dental, prescription, and mental health benefits see: <http://www.bc.edu/content/dam/files/offices/stserv/financial/pdf/1415_bce_student_blue.pdf>

This plan is underwritten by: Blue Cross Blue Shield Blue Care Elect Preferred PPO. For general information on benefits, on how to enroll or service issues, please contact:
Koster Insurance Agency, Inc.,
Quincy, MA 02169.
Phone: 1-800-394-4026;
Email: <BCstudentinsurance@gallagherkoster.com>

Students on Boston College’s medical insurance policy may be eligible to continue their health insurance the semester in which they take a medical leave of absence and the following semester. For more information and to see if you qualify, please contact Pamela Fraser, Office of Student Services: <pamela.fraser@bc.edu>.

HEALTH SERVICES
The primary goal of University Health Services is to provide confidential medical/nursing care and educational programs to safeguard the physical well-being and mental health of the student body. The Department is located in 2150 Commonwealth Avenue on the Main Campus and can be contacted by calling 617-552-3225.

The Outpatient Unit staff includes full-time primary care physicians, nurse practitioners and on-site specialty consultants. The 24-hour Inpatient Unit provides care for students requiring observation and frequent physician/nurse assessments. The staff also provides urgent outpatient nursing assessments when the Outpatient Center is closed and can be reached at 617-552-3225.

Membership in the University Health Services is optional for graduate students. A graduate student may access the Boston College Health Services in two ways:

1. Payment of Health/Infirmary Fee: This is a $460 fee for the year and allows you unlimited visits to Health Services (excludes immunizations).
2. Fee-for-service: Graduate students may also be seen during the academic year on a fee-for-service basis at a charge of $95.00 per primary care clinic visit, $105.00 per specialty clinic visit. The fee is reasonable when compared to outside services. No care is available on campus for family members.

All charges, including fee-for-service, will be added to your student account, and you will be billed by the University on your student account statement. Payment to the University is your responsibility.

If you have purchased the Boston College Student Injury and Sickness Insurance Plan, the BC Primary Care Center's fee-for-service charge for each visit may be reimbursed at 80%. You must submit a claim form to the insurance company for reimbursement. The $250 out-of-network deductible will be waived for a visit to the Boston College Primary Care Health Center.

All students may have access to the facilities for first aid or in case of an emergency. Health Services are comprehensive, but if you need specialty care, a referral will be provided.

Health Services are accessible 24 hours a day. On weekdays at the Outpatient Medical Center and after hours at the Inpatient Unit, medical help is available at any time of the day or night. For more information, contact <www.bc.edu/offices/uhs/services/graduate.html>.

LEARNING DISABILITIES
The Connors Family Learning Center provides academic support services and accommodations to undergraduate and graduate students with learning disabilities. For more information, please visit the website at <www.bc.edu/libraries/help/tutoring/specialservices.html> or contact:
Kathleen M. Duggan, PhD
Associate Director, The Connors Family Learning Center
O'Neill Library, Room 200
Phone: 617-552-8093
<kathleen.duggan@bc.edu>

Students requesting modifications of the SSW program due to disabilities should have Dr. Kathleen Duggan contact the SSW Associate Dean of Academic and Student Services. For clarification on accommodations for extended exam time and/or alternative location of exam, please contact the SSW Associate Dean of Academic and Student Services.

LIBRARY
The Social Work Library, located on the lower level of McGuinn Hall, houses a distinctive and comprehensive collection of materials focusing on professional social work. With over approximately 40,000 books, media, and access to thousands of electronic journal titles, it is the only free-standing social work library in New England. Four full-time staff members, including two professional librarians, are available to assist social work students with their research needs. Reference assistance is available in person, by phone, and by email.

The Social Work Library supports the course reserve readings for all social work courses. Books required by the course are available for 2-hour use. Required journal article readings are posted online for access from any computer with an Internet connection. Library staff also assists in maintaining Canvas course management sites for all social work courses.

Social work students are welcome to use the other Boston College libraries. The O'Neill Library is the largest library for the University and houses collections related to the study of social work, including: psychology, psychiatry, sociology, political science, management, education, nursing, and other disciplines.

Boston College Libraries provide access to over 700 online research databases, over 44,000 online full-text journals and newspapers, and more than 600,000 e-books. All of these can be used by BC students on campus or from any off-campus.

Information about all the library collections in print, electronic and audiovisual format is available at the BC Libraries' homepage at library.bc.edu. <http://libguides.bc.edu/socialworkportal>.

Boston College is a member of the Boston Library Consortium (BLC), an association of 18 academic and research libraries in New England. Students may request a BLC borrower card, which will allow them to visit and check out books at participating libraries.
The Social Work library hours during Fall and Spring semesters are:
Mon-Thurs: 8 a.m. to 10 p.m.
Friday: 8 a.m. to 5 p.m.
Saturday: 10 a.m. to 6 p.m.
Sunday: 1 p.m. to 9 p.m.

For complete information about library resources and services, consult the Social Work Library web site: <www.bc.edu/swlib>.

LOCKERS
Locker space is available on a first-come, first-serve basis. McGuinn lockers are located on the second floor and in the basement. A deposit for a combination lock is required. The deposit is refunded upon return of the lock. Contact Kellyann Stewart, Program Assistant, at <kellyannstewart@bc.edu> to arrange for lockers.

Graduate students may request use of a locker in the lounge area of Bapst Library. Lockers are assigned on a first-come, first-serve basis at the Information Desk, Bapst Art Library.

LOST AND FOUND
A Lost and Found is maintained at the Boston College Police Headquarters, located at Maloney Hall. Articles such as clothing, books, notebooks, keys, wallets, jewelry, etc., are turned in and held until the end of each semester. Every effort is made to restore lost items to their rightful owners, however, it is the owner's responsibility to report and/or claim lost articles. For further information, call the Boston College Police Department 617-552-4440 or visit their website at <www.bc.edu/offices/bcpd>.

MURRAY GRADUATE CENTER
The John C. Murray, S.J. Graduate Center was established in 1997 to provide a facility dedicated to graduate students in their pursuit of academic excellence at Boston College. One of only a handful of graduate student centers around the country, the Murray Center is located across Beacon Street at 292 Hammond Street.

During the academic year the Graduate Center is open:
Mon-Thurs: 9 a.m. to 7 p.m.
Friday: 9 a.m. to 5 p.m.
Saturday: Closed.
Sunday: 12 p.m. to 5 p.m.

The Center will be closed during student holidays.

The amenities available include daily newspapers, computing facilities (Windows-compatible, Macintosh and wireless) with laser printing, daily beverage service, television viewing areas, study rooms/meeting rooms, game area (billiard and ping pong as well as other board games are available for check out), and much more. A DVD player has been added to the Center along with over 500 titles in a growing DVD library available to graduate students free of charge. You can reserve a space online at <http://www.bc.edu/offices/gsc/mgc/space-reservations.html>. For more information about reserving space for a meeting, seminar or social, please contact the Murray Graduate Center via e-mail at <gsc@bc.edu>, or call 617-552-1855.

For a calendar of events, the latest Graduate Student Life Newsletter, and links to University and Boston-area websites of interest to graduate students, see <www.bc.edu/offices/gsc>.

McMULLEN MUSEUM OF ART
A gateway to Boston College, the McMullen Museum of Art welcomes you to its new, expanded home in the renovated Renaissance Revival Palazzo at 2101 Commonwealth Avenue in Boston, beginning September 2016.

From its inception in 1996, the McMullen has departed from practices of other university museums by linking its mission to faculty research across disciplines and methodological frontiers and to sharing what is normally the private enterprise of new faculty scholarship with a wide audience. As a teaching museum in a research university, the McMullen remains committed to the highest standards of scholarship and installation and to contributing to the evolution of ideas informed by works of art and material culture. They invite students, faculty, and staff, as well as regional and international audiences, to participate in the discourse. For more information, visit: <www.bc.edu/artmuseum>.

HOURS OF OPERATION:
Mon. Tues, Fri: 10 a.m. to 5 p.m.
Wed, Thurs: 10a.m. to 8 p.m.
Sat-Sun: Noon to 5 p.m.
NOTARIES PUBLIC
A listing of Boston College employees who are Notaries Public can be found at <www.bc.edu/offices/hr/resources/campusinfo/notaries.html>.

PARKING
Access to Boston College
Boston College properties are private and the University reserves the right to control access at all times. In order to ensure the safety, security and control of its properties and to provide optimal use of parking resources for community members, access is strictly controlled.

Parking is by permit only at all times. Visitors to the University must use the Beacon Street Garage or limited designated spaces arranged in advance.

Handicapped Access
Faculty, staff and students with a state handicapped placard and a BC permit may park in HP spaces that are located within the parking lots assigned by their specific parking permit type. The parking permits can be obtained through the existing parking system. Faculty, staff, and students with disabilities may apply for additional parking accommodations on a case-by-case basis.

Parking at Boston College is a privilege and regulations are strictly enforced. For more details, please see <www.bc.edu/transportation>.

Graduate Student Permits
There are three types of permits available for graduate students. You can choose the permit that best suits the times you will be on campus:
1. Purchase a one-year S-GS permit for $321 which allows parking throughout the day from 6:00 a.m.-2:00 a.m., daily.
2. Purchase a one-year S-E permit for $150 which allows parking from 3:00 p.m.-2:00 a.m., Monday-Friday and 8:00 a.m.-2:00 a.m. Saturday & Sunday.
3. Purchase a one-year POOL permit for $126 (divisible by carpool members) which allows parking from 6:00 a.m.-2:00 a.m. in assigned carpool areas.

The S-GS and S-E permits allow parking in non-restricted areas on the Lower and Newton campuses and in the Beacon Street and Commonwealth Avenue garages. The POOL permit is restricted to assigned carpool areas.

Permit Holder's Agreement
Upon qualifying for and accepting a parking permit, all permit holders agree that they fully understand and agree to abide by all Boston College parking and traffic regulations.

Finding Authorized Space
The responsibility of finding an authorized parking space rests with the driver. Lack of parking space, mechanical problems, or inclement weather conditions are not considered valid excuses for failure to comply with traffic and parking regulations.

Space Availability
A parking permit does not guarantee the holder a parking space. Drivers should be aware that the spaces in prime locations tend to fill up first (e.g., Commonwealth Avenue Garage, Linden Lane and Gasson Circle). Depending on the time of arrival, perimeter lots may be the best choice for parking.

Visitor Parking
Visitor parking is limited to the Beacon Street garage, which is most easily accessed by the Beacon Street gate (all day), and the Commonwealth Avenue garage (after 2:00 pm only). All single day visitors to Boston College will be required to pay for parking in either garage. Visitors will be directed to either garage by our security attendants. Upon entry to the garage, all visitors must take a ticket. A validated (paid) ticket is required to exit the garage. You may pay by credit card on foot at the pay station prior to retrieving your vehicle or at the gate on the way out.

Visitor Parking Rates
FREE - First 20 minutes
$5.00 - 20 minutes--2 hours
$5.00 every hour thereafter
$25.00 - Daily maximum

There is NO overnight parking by visitors in the garages.
For additional questions or information please contact: <transportation@bc.edu>.
Regulations
Regulations are in place to ensure the safety and convenience of the University community and to effectively utilize available parking spaces. They will be enforced by the Boston College Police.

Sanctions include ticketing, towing, tire-booting, administrative action and revocation of parking privileges. The University reserves the right to change parking regulations when necessary and without warning.
See Code of Regulations available at: <www.bc.edu/offices/transportation/parking>.

Parking Board of Appeals
The Parking Board of Appeals is designed to be an impartial body representing all segments of the University community.

POST OFFICE
Students have a full-service U.S. Post Office located on campus adjacent to the University Mailroom on the second floor of McElroy Commons. The Post Office handles first, second and third class mail, as well as packages, express, certified and registered mail.

Campus mail services are provided by the Campus Mail Rooms located next to the U.S. Post Office in McElroy Commons and in Stuart House on the Newton Campus. Campus Mail must be placed in either the slot at the University Mailroom or in the brown mailboxes located at various locations around campus, including outside McGuinn Hall, Carney Hall, Lyons Hall, and on the sidewalk between Cushing and Higgins Halls. A U.S. Mailbox is located outside Carney Hall.

Call 617-552-3993 for Mail Services at the Chestnut Hill Campus.

PROFESSIONAL ORGANIZATIONS
There are many social work organizations that represent professionals in many fields of Social Work. To explore organizations for career, education and licensing see www.socialworklicensure.org. As well as the National Association of Social Workers www.naswma.org.

RECREATIONAL FACILITIES
The William J. Flynn Recreational Facility has available a 1/8 mile track, indoor and outdoor tennis courts, basketball courts, volleyball court, saunas, squash courts, racquetball courts, lap pool, diving pool, and heated spa.

Areas in all of the facilities are always open for recreational use even when programs are taking place. This gives all members the opportunity to run, swim, lift weights, play tennis, etc. at all times.

One may take advantage of the wide range of recreational, instructional and competitive programs as well. For membership, fees, and hours of operation see: <www.bc.edu/plex>.

2016-2017 Graduate Student Fees
$155  One Semester
$310  Academic Year
$340  Annual (includes summer)
$100  Summer

STUDENT ORGANIZATIONS
The Student Collective
The student representative organization for the School of Social Work is known as the School of Social Work (SSW) Student Collective (see Appendix G).

The Student Collective, comprised of all students, has four elected officers who comprise the Leadership Council. The Student Collective is the governing body of the School of Social Work students. The primary purpose of the Collective is to enhance the quality of the BC SSW student life through programs, activities, and open meetings. It also serves as liaison between students and BC SSW administration.

The Collective works with a budget that comes from the graduate student activities fee and uses the fee to plan events including student/faculty socials, colloquia, films, graduation activities and other special events. There is an effort on behalf of the Collective to keep the SSW in contact with other graduate students at Boston College through social and academic events and through involvement with the Graduate Student Association.

Opportunities for involvement include Social Workers for Social Justice and Social Events Committee, which function under the auspices of the Student
Collective Leadership Council, and various student interest groups: Social Work and Spirituality, Spectrum, Global Forum on Social Issues, and Umoja, as well as the Doctoral Outreach and Community Group.

Global Forum on Social Issues
The Global Forum on Social Issues is a student group aimed at creating a platform for students to engage in current global social issues and develop individual and collective action.

Macro Social Work Student Group
The Macro Social Work Student Group is a gathering place for macro and clinical students to discuss topics of relevance for macro social work including: opportunities for professional growth and activities in which students can get involved on campus and in the community.

Social Events Committee
The Social Events Committee plans the social events within the SSW community and is overseen by the Social Events Coordinator(s). These events may include barbecues at the beginning and end of the year, holiday celebrations and monthly activities that foster a sense of community.

Social Work and Spirituality
Social Work and Spirituality provides a forum for students of various spiritual backgrounds to come together to discuss and explore the intersection between their personal spiritual beliefs and practices and their professional practice as social workers.

Social Workers for Social Justice
Social Workers for Social Justice promotes student involvement in social justice activities within student community.

Spectrum
Spectrum is a student group for Lesbian, Gay, Bisexual, Transgender and Queer students and their allies. The purpose of Spectrum is to educate and inform the larger social work community about diversity, transphobia, homophobia, and heterosexism and to provide space for students to discuss a variety of issues related to sexual orientation and gender identity.

Three-Year Program Student Group
Student group that provides support to students who are in the three and four-year programs of study.

Umoja (Student Organization for People of Color)
Umoja, an African word meaning unity, is the student organization for people of color. The organization functions primarily as a support group for its members and strives to increase the BC SSW community's awareness of issues that relate to all people of color.

DOC: Doctoral Outreach and Community
The DOC: Doctoral Outreach and Community has the goal of enhancing the overall well-being of doctoral students at all stages in the academic program. The group seeks to build community among doctoral students by providing social and academic events.

Graduate Student Association of Boston College
The Graduate Student Association (GSA) of Boston College is an autonomous organization that serves the Morrissey College of Arts and Sciences, Lynch School of Education, Connell School of Nursing, School of Social Work, and the Carroll Graduate School of Management.

The GSA exists to provide academic support in the form of conference grants and special group funding to host social, cultural and academic programs for graduates, and to inform the graduate community of matters of interest to them. The GSA also advocates for graduate student interests within the University. For more information see: <www.bc.edu/gsa>.

A $45 fee is collected from each graduate student each semester to defray operating expenses, to provide social and organizational activities, and to provide each school with some budgetary independence (those taking fewer than seven credits pay $30 per semester). A percentage of the total collected from each graduate student will be returned to that school for its student body's own use.

TRANSPORTATION/MBTA DISCOUNT PASSES
The transit system, called the “T”, is convenient to most places in the city. Parking in Boston can be difficult, so the T is a great option. The Green Line has three branches that go to BC: B-Line (BC stop), which makes frequent
stops; C-Line (Cleveland Circle stop), which has access to regular BC shuttle bus service; and D-Line (Chestnut Hill stop), which is a 10-15 minute walk from campus.

For BC shuttle Service: <www.bc.edu/shuttle>

For maps and other “T” information, see:
<www.bc.edu/offices/transportation/commuting/mbta.html>

Order forms for the discount Semester Pass are available online. Passes must be purchased for the entire semester in advance. Individual monthly passes must be picked up each month during the semester with the exception of a Link Pass. Link Passes are now distributed as a Charlie Card, only once per semester.

The FALL Semester Pass (September-December) order deadline is **August 9, 2016** and can be purchased online at: <https://commerce.cashnet.com/ssmbta> or in Lyons Hall, Room 103.

The SPRING Semester Pass package order deadline (February-May) is usually the first week in December, and will be announced in early fall. For more information see: <www.bc.edu/offices/transportation/commuting/mbta.html>

**TUTORS FOR WRITING AND RESEARCH**

Writing is an essential skill in professional social work practice. The SSW requires the use of the American Psychological Association (APA) format in all course assignments.

Free tutoring services are available at the Connors Family Learning Center, located on the second floor of the O’Neill Library. Writing Tutors are available to help students improve their writing at the global level, with attention to argument, organization, and effectiveness, rather than extensive grammatical and syntactical revisions. If English is not a student’s first language, the Connors Family Learning Center provides ESL writing help. These appointments focus on correcting English grammar mistakes and improving English composition. ESL Conversation tutors are also available.

Students who are unable to meet with tutors in the Connors Family Learning Center may submit their papers electronically. The Online Writing Lab (OWL) limits submissions in any discipline to **8 double-spaced pages or less**. If you are working on a longer writing project, you may wish to send only a portion of your draft. Long research papers, theses, and dissertations are not eligible, nor are assignments designated as "take-home" midterm or final exams.

In the same way that sending an e-mail differs from face-to-face conversation, online tutoring differs from in-person tutoring. Rather than comment upon the sentence level, your OWL tutor will **emphasize broader, more global, conceptual and rhetorical issues**. Such comments may include affirmation of parts of your writing that work well, questions to consider as you revise, and advice about general ways of improving your work. Papers may be submitted at: <www.bc.edu/libraries/help/tutoring/writing/owl.html>.

An additional writing resource is the **SSW Writing Tutors** who are available for online assistance. To make submit a paper to a writing tutor, send a message to <swtutors@bc.edu>.

Please note—the tutors are NOT editors or proofreaders. They will give feedback about sentence structure, grammatical usage and APA style, but they will not make corrections. Each student is responsible for learning and using APA format appropriately.

**Research Tutors** are also available to assist students in course assignments for SCWK 7747 Research Methods in SW Practice or SCWK 8841 Program Evaluation. Contact information will be posted in the Student Lounge and at <www.bc.edu/swlib>.

**ZIPCARS**

As part of its efforts to offer the Boston College community transportation alternatives, the University has created a partnership with Zipcar, a vehicle sharing service. Zipcar provides cars by the hour or the day with gas, maintenance and parking included. Through its partnership with the University, Zipcar offers BC employees and students a discounted annual membership of $25. To learn more and find locations, visit: <www.zipcar.com/bc>. To join, visit: <www.zipcar.com/bc> and enter the group name “Boston College,” or call 1-866-4-ZIPCAR.
Part II: SSW Policies and Procedures
PART II: SSW POLICIES AND PROCEDURES*
Boston College School of Social Work

COMMUNITY STANDARDS

STATEMENT OF RIGHTS AND RESPONSIBILITIES
Source: Office of the Dean for Student Development

All student members of the Boston College community have certain rights. These include:

The right to learn, which includes the right of access to ideas, the right of access to facts and opinions, the right to express ideas and the right to discuss those ideas with others.

The right of peaceful coexistence, which includes the right to be free from violence, force, threats and abuse and the right to move about freely.

The right to be free of any action that unduly interferes with a student’s rights and/or learning environment.

The right to express opinion, which includes the right to state agreement or disagreement with the opinions of others and the right to an appropriate forum for the expression of opinion.

The right of privacy, which includes the right to be free of unauthorized search of personal spaces.

The right to have access to a process through which to resolve deprivations of rights and, in the case of disciplinary procedures, the right to be informed of any charges of misconduct, the right to adequate time to prepare a response to the charges, the right to hear evidence in support of the charges, the right to present evidence against the charges, the right to an advisor, the right to a fair procedure which is appropriate to the circumstances and the right to be informed of the outcome of any proceeding. All student members of the Boston College community have certain responsibilities to the institution and to its members. These include:

Respect for the rights of others, which includes the obligation to refrain from conduct, which violates or adversely affects the rights of other members of the Boston College community.

The obligation to refrain from conduct in the general community which adversely affects Boston College.

The obligation to refrain from interfering with the freedom of expression of others. This would include such activities as newspaper thefts, attempting to shout down speakers, and intentional jamming of computer networks.

The responsibility for the avoidance of force, violence, threat or harassment.

The responsibility for the avoidance of disruption. Certain kinds of conduct can convert the expression of opinion into disruption. The Student Demonstration Policy describes the procedures and limitations appropriate to the public expression of opinion. For more information: <www.bc.edu/publications/studentguide/behavioralpolicies.html#demonstrations>.

The responsibility for the compliance with state, federal and municipal laws and regulations. Student members of the Boston College community must be aware that they continue to be subject to the obligations of all citizens while they attend the University. The University is committed to the observance of the laws. Boston College students, as adults, are fully expected to comply with all state, local, and federal laws and bear the ultimate responsibility for their actions. There is no immunity on its campus from the prohibitions of state and federal law.

The obligation to ensure that the conduct of others who come to the University through a student’s invitation or permission complies with the rules and regulations of the University.

*The policies and procedures described herein are subject to periodic review and change (see Appendix C).
The obligation to respect the environment of Boston College, which includes respect for the physical features of the campus and its facilities as well as the special needs of an institution of learning, such as quiet and privacy.

The obligation to provide proper identification whenever requested to do so by a representative of the University. All students are expected to carry their Boston College identification card at all times and to produce the identification card when requested.

The responsibility to cooperate with University officials in the performance of their duties.

The responsibility to respect the values and traditions of Boston College as a Jesuit, Catholic institution.
ACADEMIC INTEGRITY

Policy and Procedures
The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Similarly, the educational process requires that individuals present their own ideas and insights for evaluation, critique, and eventual reformulation. Presentation of others' work as one's own is not only intellectual dishonesty, but also undermines the educational process.

Standards
Academic integrity is violated by any dishonest act which is committed in an academic context including, but not restricted to the following:

Cheating
is the fraudulent or dishonest presentation of work. Cheating includes but is not limited to:

- the use or attempted use of unauthorized aids in examinations or other academic exercises submitted for evaluation;
- fabrication, falsification, or misrepresentation of data, results, sources for papers or reports, or in clinical practice, as in reporting experiments, measurements, statistical analyses, tests, or other studies never performed; manipulating or altering data or other manifestations of research to achieve a desired result; selective reporting, including the deliberate suppression of conflicting or unwanted data;
- falsification of papers, official records, or reports;
- copying from another student's work;
- actions that destroy or alter the work of another student;
- unauthorized cooperation in completing assignments or during an examination;
- the use of purchased essays or term papers, or of purchased preparatory research for such papers;
- submission of the same written work in more than one course without prior written approval from the instructors involved;
- dishonesty in requests for make-up exams, for extensions of deadlines for submitting papers, and in any other matter relating to a course.

Plagiarism
is the act of taking the words, ideas, data, illustrations, or statements of another person or source, and presenting them as one's own. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.

Other breaches of academic integrity include:

- the misrepresentation of one's own or another's identity for academic purposes;
- the misrepresentation of material facts or circumstances in relation to examinations, papers, or other evaluative activities;
- the sale of papers, essays, or research for fraudulent use;
- the alteration or falsification of official University records;
- the unauthorized use of University academic facilities or equipment, including computer accounts and files;
- the unauthorized recording, sale, purchase, or use of academic lectures, academic computer software, or other instructional materials;
- the expropriation or abuse of ideas and preliminary data obtained during the process of editorial or peer review of work submitted to journals, or in proposals for funding by agency panels or by internal University committees;
- the expropriation and/or inappropriate dissemination of personally-identifying human subject data;
- the unauthorized removal, mutilation, or deliberate concealment of materials in University libraries, media, or academic resource centers.

Collusion
is defined as assistance or an attempt to assist another student in an act of academic dishonesty. Collusion is distinct from collaborative learning, which may be a valuable component of students' scholarly development. Acceptable levels of collaboration vary in different courses, and students are expected to consult with their instructor if they are uncertain whether their cooperative activities are acceptable.

Promoting Academic Integrity: Roles of Community Members

A. Student Roles in Maintaining Academic Integrity

Students have a responsibility to maintain high standards of academic integrity in their own work, and thereby to maintain the integrity of their degree. It is their responsibility to be familiar with, and understand, the University policy on academic integrity.
Students who become aware of a violation of academic integrity by a fellow student should respond in one of the following ways:

- Students may discuss their concerns with the student whom they suspect of a violation. Direct contact by another student may be the best means of resolving the problem. Repeated demonstration of student concern for academic integrity will in the long run build a peer-regulated community.

- If the incident is a major violation or part of a repeated pattern of violations, students should bring their concerns to the attention of the instructor, or to the Chair of Academic Standards Review Committee or the Associate Dean, Chair, MSW Program. Suspected violations by students reported to members of the faculty or to the Chair of Academic Standards Review Committee will be handled according to the procedures set forth below.

Students who have serious concern that a faculty member is not living up to his or her responsibility to safeguard and promote academic integrity should speak with the faculty member directly, or should bring their concern to the attention of the Chair of Academic Standards Review Committee or the Associate Dean, Chair, MSW Program.

B. Faculty Roles in Fostering Academic Integrity

Faculty members should provide students with a positive environment for learning and intellectual growth and, by their words and actions, promote conditions that foster academic integrity.

Faculty should be concerned about the impact of their behavior on students. Students are sensitive to messages communicated in informal discussions and in casual faculty remarks about personal decisions and value judgments. Students are perhaps most sensitive to how responsibly faculty members fulfill their obligations to them in the careful preparation of classes and in their supervision of research and clinical placements, in the serious evaluation of student achievement, and in their genuine interest in and availability to students.

Faculty should promote academic integrity in the following specific ways:

- At the beginning of each course, instructors should discuss academic integrity in order to promote an ongoing dialogue about academic integrity and to set the tone and establish guidelines for academic integrity within the context of the course, e.g., the extent to which collaborative work is appropriate. Where relevant, instructors should discuss why, when, and how students must cite sources in their written work.

- Instructors should provide students with a written syllabus that states course requirements and, when available, examination dates and times.

- Instructors are encouraged to prepare new examinations and assignments where appropriate each semester in order to ensure that no student obtains an unfair advantage over his or her classmates by reviewing exams or assignments from prior semesters. If previous examinations are available to some students, faculty members should assure that all students in the course have similar access. Course examinations should be designed to minimize the possibility of cheating, and course paper assignments should be designed to minimize the possibility of plagiarism.

- Proctors should be present at all examinations, including the final examination, and should provide students with an environment that encourages honesty and prevents dishonesty.

- Faculty should be careful to respect students' intellectual property and the confidentiality of student academic information.

- Assignment of grades, which is the sole responsibility of the instructor, should be awarded in a manner fair to all students.

C. Academic Deans

Academic deans have overall responsibility for academic integrity within their schools. In particular, deans' responsibilities include the following:

- promoting an environment where academic integrity is a priority for both students and faculty,

- ensuring that students who are honest are not placed at an unfair disadvantage, and

- establishing procedures to adjudicate charges of academic dishonesty and to protect the rights of all parties.

Procedures

A Committee on Academic Integrity with both faculty and student members is to be constituted annually.

When a faculty member determines that a student’s work violates the standards of academic integrity, that faculty member should discuss the
violation with the student. If the faculty member decides to impose a grading penalty, a letter of notification describing the incident and the grading penalty is to be sent to the SSW Chair of the Academic Standards Review Committee (ASRC), who will convene the Committee on Academic Integrity and serve as Chair.

On receipt of such a notification the Chair of the Academic Standards Review Committee will notify the student of the allegation and the grading penalty imposed by the faculty member. The student will be given an opportunity to respond to the faculty member’s notification in writing. While a case is pending, the student may not withdraw from or change status in the course.

Each reported violation of the standards of academic integrity will be reviewed by the Committee on Academic Integrity of the student's school. In cases involving students from more than one school, or students in joint or dual degree programs, the Committees on Academic Integrity of the pertinent schools will cooperate in their review.

The Chair of the Academic Standards Review Committee will maintain the Committee on Academic Integrity’s record of notifications and relevant materials.

The faculty member bringing the accusation and the student will be notified that the case is under review by the Academic Integrity Committee. The student will be given an opportunity to respond to the faculty member’s notification letter in writing. The board at its discretion may interview any individual with knowledge pertinent to the case.

The board will decide a case by simple majority vote, and the Chair of the Academic Standards Review Committee will convey to the faculty member and the student the board’s findings as to responsibility and recommended sanctions. The Chair of the Academic Standards Review Committee will compile a complete file of each case, to be kept confidential in the office of the Associate Dean for Academic and Student Services. Files on students found not responsible will be destroyed.

Penalties for students found responsible for violations will depend upon the seriousness and circumstances of the violation, the degree of premeditation involved, and the student’s previous record of violations. The committee may simply affirm the faculty member’s penalty and issue the student a “warning”, which will be kept in a confidential file in the office of the Associate Dean for Academic and Student Services until the student graduates and will not be reportable to professional schools or outside agencies; or it may recommend a different grading penalty and/or impose additional administrative penalties. Such penalties may include University probation, suspension or expulsion, all of which become part of a student’s academic record and are reportable to graduate/professional schools and outside agencies.

Appeal of the board's decision may be made by written request to the Dean of the school not later than ten days following notice of the board's decision, and the Dean's decision will be final.

ADVISING
The objective of advising is to help the student optimize learning, integrate theory and practice, and to realize his/her potential as a social worker. Each student is assigned an Advisor with whom to confer in regard to his/her overall educational program. The SSW Advising Center is also available to all current MSW students.

The student should schedule an initial conference with his/her Advisor early in the semester. In the fall semester, Advisors are responsible for discussing with their advisees the selection of a Field-of-Practice concentration for the final year of the program.

When a student's grade in any course falls below a B, the class instructor notifies the respective Advisor who then reviews the area of difficulty with the student and the instructor. If necessary, consideration is given to any personal problems of students, which may hinder their progress and development, and appropriate referral is made to University Counseling Services, the Connors Family Learning Center or the Disabilities Services Office.

For students in field placements the Advisor serves as a liaison between the agency and the School.

The Advisor has the responsibility of: a) reviewing the student's progress in the field with the student and the Agency Supervisor at least once a semester; and b) reviewing the student's written field evaluation at the end of the semester in order to assign a grade for field work.

When there are concerns around student performance in a field placement or agency compliance with Field Education requirements, it is the...
responsibility of the Advisor to review the situation with the student and the Agency Supervisor and, if necessary, present the material to the Academic Standards Review Committee (see Boston College School of Social Work Field Education Guide and Appendix C and D). The Advisor is responsible for the preparation of a student progress report which is forwarded to the second year agency; for preparation of the Final Student Report which is kept on each graduate; and for rating final year students on their Competency Assignment Portfolios.

ATTENDANCE
Students are expected to attend classes regularly, take tests, and submit papers and other work at the times specified by the professor on the course syllabus. Students who are absent repeatedly from class or practica will be evaluated by faculty responsible for the course to ascertain their ability to achieve the course objectives and to continue in the course. Professors may include, as part of the semester's grades, marks for the quality and quantity of the student's participation in class.

Professors will announce, reasonably well in advance, tests and examinations based on material covered in class lectures and discussions, as well as other assigned material. A student who is absent from class on the day of a previously announced examination including the final examination is not entitled, as a matter of right, to make up what was missed. The professor involved is free to decide whether a make-up will be allowed.

A student who is absent from class is responsible for obtaining knowledge of what happened in class, especially information about announced tests, papers, or other assignments. In cases of prolonged absence, the student or a family member should communicate with the Associate Dean of Academic and Student Services as soon as the prospect of extended absence becomes clear. The academic arrangements for the student's return to classes should be made with the Associate Dean of Academic and Student Services as soon as the student's health and other circumstances permit.

AUDITS
Students must consult the professor of record and the Associate Dean of Academic and Student Services before they can audit a course. Only students in the final year of the program are eligible to audit a course, and no more than one audit per semester is allowed. All students who audit a course must pay the one and a half credit fee.

CODE OF ETHICS AND CLIENT CONFIDENTIALITY
Students should understand that the confidentiality of material entrusted to them by clients and agencies must be maintained and respected. Students are expected to be guided by the Code of Ethics adopted by the National Association of Social Workers available at <http://www.socialworkers.org/pubs/code/default.asp> and through the local National Association of Social Workers office.

Taping or recording of interviews or segments thereof without the client's informed consent is a violation of the profession's ethical standards. Every effort must be made to safeguard the privacy of the clients when discussing or writing about case material either in or out of class.

CONFIDENTIALITY OF STUDENT RECORDS
Certain personally identifiable information from a student's education record, designated by Boston College as directory information, may be released without the student's prior consent. This information includes name, term, home, local, and electronic mail addresses, telephone number, date and place of birth, photograph, major field of study, enrollment status, grade level, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, school/college of enrollment, anticipated date of graduation, degrees and awards received, the most recent previous educational agency or institution attended, and other similar information.

Electronic access to selected directory information is available to both the Boston College community and the general public. A student who so wishes has the right to prevent the release of all directory information including verification of enrollment or of suppressing selected directory information either to the Boston College community or to the general public. In order to do this, students must enter their Agora Portal <portal.bc.edu> account by the end of their first week of enrollment to suppress the release of all or selected directory information. Suppression is available by selecting Privacy Preferences.

Student directory information will not be blocked from faculty and staff conducting official University business.

All non-directory information is considered confidential and will not be released to outside inquiries without the express written consent of the student.
COURSE PROGRAMS

Curriculum: MSW

The MSW program is divided into four areas: a core of foundation courses required of all students; courses specific to each of the intervention methods—Clinical or Macro; Field-of-Practice Concentrations; and electives (see Appendix H). Two field practica are also required. Information on field education is found in Appendix D and the Boston College School of Social Work Field Education Guide.

It is expected that all foundation and required methods courses will be taken at the Boston College School of Social Work. With concurrence of the Advisor, a student may cross-register for one Social Work-related elective per semester in other graduate schools of Boston College or the Consortium (see CROSS-REGISTRATION for more information).

Two-Year Program

Since foundation courses serve as prerequisites for most advanced courses, students are expected to complete the foundation courses in their first year (with the exception of Research Methods which is taken in the final year). Exceptions to this policy require recommendation of the Advisor and permission of the Academic Standards Review Committee (see Appendix C).

Intervention method courses, related human behavior and social environment courses, and social policy courses are required in the first year. Advanced Practice and Policy courses specific to the selected Field-of-Practice Concentration, Research Methods, Program Evaluation, and Electives are required in the final year.

Electives are taken in the final year of study. The function of elective courses is to have students share in defining their own educational goals. Students should work closely with their advisors to develop a set of electives that fit their individual needs, interests, and career plans. In addition to the electives offered through the SSW, students are allowed to register for one elective course per semester through cross-registration with another graduate school or department within Boston College or through the Consortium (see CROSS-REGISTRATION for more information).

Students may apply to do an Independent Study as an elective. An Independent Study course offers students an opportunity to examine in depth a subject area that is of special interest and not included in elective or required courses in the school curriculum. The effort reflected in Independent Study by a student should be equivalent to that required of a typical course including a rigorous agenda of required readings, regular meetings with the supervising full-time faculty member, and the production of significant written or oral work (see Appendix E).

Three-Year and Four-Year Programs (See Appendix H)

The Three-Year Program allows students to earn their MSW in six semesters. If the student is eligible for a summer block field placement (see below) or elects to enroll in one summer session, they can choose to add a 7th semester in the summer to further lighten their course load during the academic year.

In the first year, students take two courses (3 credits each) in the fall and two courses (3 credits each) in the spring semester.

In the second year, students again take two courses (3 credits each) plus a 3-credit field practicum in the fall and spring semesters. The first field practicum for most students in the Three-Year Program is two days per week during their third and fourth semesters. This schedule is necessary as intervention methods courses taken in the second year require concurrent caseload and/or field assignments.

Clinical students employed in supervised case-carrying positions and Macro students engaged in intervention-related tasks in appropriate agencies have two additional options for completing their first field practicum. Qualified students can fulfill their first field practicum with:
1) an approved 6-credit summer block placement after the second year, or
2) an approved employment-based practicum during the second academic year.

Students should meet with their Advisors in the first semester of the first year to determine if they qualify for these field options.

In the final year of the Three-Year Program students will enroll in 16 credits (class and field) during the Fall semester and 13 credits the Spring semester if two electives are taken in the summer. The field practicum in the third year is scheduled for three days a week. Students have the option of taking electives during the Summer Session to reduce their course load in the final year.
The total academic program (class and field) must be completed within five years of initial registration (see Time-to-Degree Policy).

A Four-Year Program is available and must be planned by the student with his/her advisor, and approved in advance by the Academic Standards Review Committee. Appendix H provides a sample four-year plan.

**Note:** The standard three-year and four-year curriculum plans do not apply to Global Practice Concentration students. Global Practice students must adhere to the Global Practice curriculum plan that requires the student to take courses in the summer preceding the final year (see Global Curriculum Plan, Appendix H).

**Curriculum: MSW/PhD**

The combined MSW/PhD program provides an integrated educational program for exceptionally talented students to embark on their doctoral course work before completing the MSW program. The combined program eliminates redundancy between the MSW and PhD programs saving the student approximately one year compared to the time normally required to complete the two degrees separately.

**Certificate Programs**

A Certificates Program is offered within the MSW Program that gives students the opportunity to engage in concentrated study in subject-specific areas of social work practice and expertise, allowing for enhanced skill sets and practice options.

Eight certificate options are offered on a space available basis in the areas of Child Welfare; Latino Leadership; Neuroscience & Social Work; Policy & Community Organizing; Refugees & Immigrants; School Social Work; Trauma; and Veterans & Military Families. Certificate course offerings are subject to change each semester.

Certificates require the completion of three specified courses within a chosen area. Students have the opportunity to earn up to two certificates in addition to their specialization (Clinical or Macro) and their Field-of-Practice Concentration (Children, Youth & Families; Global Practice; Health & Mental Health; Older Adults & Families; or Individualized). Specific program and course requirements are listed under each certificate description. (see appendix J)

**CROSS-REGISTRATION AND CONSORTIUM**

With concurrence of the Advisor, a student may cross-register for one Social Work-related elective per semester in other graduate schools of the Consortium (Boston University, Brandeis and Tufts) or the Graduate Consortium in Women's Studies (GCWS) (Radcliffe, Boston College, Brandeis, Harvard, Northeastern, MIT, and Tufts). Graduate students enrolled in degree programs at Boston College may take GCWS seminars and should follow the cross-registration procedures described below. Note that cross-registration through the Consortium or GCWS is not available during the summer session.

To cross-register follow the procedures below:

- Obtain the Cross Registration form in Lyons 101
- Obtain authorization from the SSW Associate Dean of Academic and Student Services in McGuinn 136
- Have the form signed by the host institution and host registrar
- Return the form to University Student Services in Lyons 101 by September 7 (Fall semester) or January 25 (Spring semester)
- You will not receive credit for the class without returning the signed Cross-Registration Form

To cross-register for an elective in another school or department within Boston College, see the SSW Associate Dean, Academic & Student Services, in McGuinn 136 for approval.

**ENROLLMENT STATUS**

Full-time enrollment is 9 or more credits. All students are considered half-time with 6 credits.

The credit amounts listed above are used to determine a student's University enrollment status for loan deferments, immunizations, and verifications requested by other organizations.

**EXAMINATIONS AND PAPERS**

Final (Semester) Examinations must be scheduled during the period stipulated by the University. The Examination Schedule is set before classes begin. It is available to the public, and students are responsible for consulting it. A student who misses a final examination is not entitled, as a matter of right, to a makeup examination except for serious illness and/or family emergency. No student should make travel arrangements which are at odds with his or her examination schedule.

Final exams are required in the following courses: SCWK 7722 and SCWK 8856.
Individual instructors may allow retake examinations and/or papers but the grade so earned can be no higher than a B-. Any retake examination or paper must be completed at the discretion of the instructor within 30 days of the original grade deadline.

Students are expected to use the American Psychological Association (APA) format when writing papers.

FILES OF STUDENTS AND GRADUATES
Files of candidates for the degree will be maintained and accessed by the office of the Associate Dean for Academic and Student Services and will contain:

1) Application summary page
2) Transcript(s)
3) Memoranda regarding testing out of courses
4) Field Placement evaluations
5) Summary of field placement experiences
6) Disciplinary findings of probation, suspension, and/or expulsion

In accordance with University regulations, the record of grades shall be maintained by the Office of Student Services.

The School shall retain files of degree candidates who have withdrawn or are dismissed. The files are retained for five years. Additionally, a copy of the completed University withdrawal form is included in the file, and the original of this form is transmitted to the University’s Office of Student Services.

Individuals who are permitted access to a student file shall request the file from the Associate Dean of Academic and Students Services, who shall maintain a record of who has the file and for what period of time.

Students wishing to read their file shall read it in the office where it is kept. If a student has waived their right of access to letters of references, all reference material will be removed from the file prior to a student’s review.

Files of graduates are retained by the School. Such files will contain:

1) Application summary page
2) Previous transcripts
3) Summary of field placement experience
4) Field Placement evaluations

Statistical information may be maintained in the Dean's Office. This information shall be used only for analyzing trends and shall be reported aggregately.

Access to student files shall include:

1) the student
2) the Dean
3) the Director of Admissions
4) and those designated by the Dean who may have access to the files for specific educational purposes

Students wishing to read their file shall read it in the office where it is kept. If a student has waived their right of access to letters of references, all reference material will be removed from the file prior to a student’s review.

FINANCIAL AID
There are different types of financial aid available to SSW students: Federal, Institutional, and alternative loan borrowing. Federal funding is administered through the University's Student Services Office which determines a student’s eligibility for Direct Stafford loans, Work-Study, and Perkins loans. Institutional funding is determined by the SSW. In addition, students also may choose to finance the balance of their education (budget minus financial aid) through alternative loan borrowing available through banks, the Department of Education for a GradPLUS Loan, and other lenders. The most comprehensive information for graduate students can be found at <http://www.bc.edu/offices/stserv/financial/finaid/grad.html>

SSW Financial Aid
The SSW administers a number of grants and awards, which vary each year depending upon the allocation of federal and University funds. The School generally renews the amount of scholarship awarded in the previous year as long as the student has maintained satisfactory performance and there has been no change in financial status and number of credits to be earned; hence, no formal application is required. Scholarship awards will not be finalized until the summer.

Graduate Assistant positions are normally reserved for Final Year students. These awards are based on a formula encompassing academic performance, financial need, and outstanding educational loan debt. Graduate Assistants are expected to provide 6 hours per week in various activities related to SSW assignments for 26 weeks. The application for SSW Graduate Assistantships will be emailed to students during the Spring semester.
Criteria for Granting Awards within the School

The following are criteria utilized in granting awards:

- Financial Need
- Academic Performance
- Leadership Potential
- Career Interests

Affirmative Action and U.S. Department of Health and Human Services (USDHHS) regulations are applied in awarding grants and stipends.

GOOD STANDING

In the School of Social Work, a student is expected to maintain a minimum cumulative average of 3.0 and satisfactory performance in field education, when the student is enrolled in field education. Failure to maintain either of these requirements will result in the student being placed on probation or being required to withdraw. A grade of F in a required course is grounds for review by the Academic Standards Review Committee and possible dismissal from the School of Social Work.

In order to remain in good standing, the student is expected to maintain normal progress toward fulfilling degree requirements.

Students who are admitted on academic probation are reviewed by the Academic Standards Review Committee after completing four courses, and notified in writing of achieving a 3.0 GPA or higher or remaining on probation. The Academic Standards Review Committee reviews student performance each semester and recommends decisions to the Dean regarding warnings, probation or dismissal. Students are notified in writing when placed on academic probation, and, if appropriate, are asked to meet with the Academic Standards Review Committee.

The Dean reserves the right to dismiss a student from the school because of failure to meet requirements for education in the profession of social work. The policy regarding student review and evaluation is contained in Appendix C.

GRADING

The grading scale for courses in the School of Social Work is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
<td>2.67</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>2.00</td>
</tr>
<tr>
<td>P</td>
<td>70 or above</td>
<td>0.00</td>
</tr>
<tr>
<td>F</td>
<td>Below 70</td>
<td>0.00</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Incomplete and Deferred Grades

The grade I (Incomplete) is recorded at the discretion of the instructor when because of extenuating circumstances such as illness; the requirements of the course have not been completed by the end of the semester in which the course was initiated. The grade of Incomplete can be given only upon request by the student to the instructor.

A student who has not completed the research or written work for a course taken in the fall, spring, or summer semester or is absent from the course examination in any semester, may, with adequate reason and at the discretion of the instructor, receive a temporary grade of Incomplete (I). A grade of Incomplete must be removed within a period of 30 days from the final date grades are due in the respective semester. However, students who enroll in the summer session must have all Incompletes resolved by the Summer Session Drop/Add deadline (May 20, 2017). If a grade of Incomplete has not been resolved, the summer courses will be dropped. Students not enrolled in summer courses will have thirty days to resolve the Incomplete.

Following this thirty-day period, all such “I” grades will automatically be changed to a grade of “F”. In extraordinary cases, the student may petition the Academic Standards Review Committee for an exception prior to the deadline (see Appendix C).

Please note the following deadlines for changing a grade of Incomplete:

- January 23, 2017 (Fall semester, 2016)
- May 22, 2017 (Spring semester, 2017—if enrolled in summer courses)
- June 16, 2017 (Spring semester, 2017—if not enrolled in summer courses)
- July 27, 2017 (Summer semester, 2017)
Students should be aware that a passing grade is required in all courses that are prerequisites for other courses. A grade of F in a prerequisite course will result in the student needing to drop any courses that are affected by the failed prerequisite. Situations where the student is in disagreement with faculty evaluation should follow the procedures outlined in the Grievance Policy (see below).

**MSW Grading**
The high passing grade of A is awarded for superior work. The passing grade of B is awarded for work that clearly is satisfactory at the graduate level. The low passing grade of C is awarded for work that is minimally acceptable at the graduate level. The failing grade of F is awarded for work that is unsatisfactory.

**Grade Change**
Grade changes should be made only for exceptional reasons. For all students, the grades submitted by faculty at the end of each semester are considered final unless the faculty member has granted the student an Incomplete to provide time to finish his or her course work. Incompletes should only be granted for serious reasons such as illness, and only when the student has been able to complete most of the course work but is missing a specific assignment (e.g. a final paper or examination). Incompletes are not to be granted to allow the student to complete a major portion of the course work after the end of the semester.

**Pass/Fail Grades**
In consultation with the Advisor, students may elect to take a maximum of 25% of their courses (i.e., two per academic year for full-time students, one per year for students following the Three-Year or Four-Year curriculum plan) on a Pass/Fail basis. The academic year begins with the fall semester and extends through the following summer semester. A Three-Year student is eligible to take only one course as Pass/Fail in either the fall, spring or summer semester of the first two years of study. Full-time students who take a course P/F in both the fall and spring semesters would not be eligible to take a course P/F in the summer.

Independent Study courses are restricted to Pass/Fail; however, students in Group Independent Study courses receive letter grades unless a student exercises his/her Pass/Fail option. Group Independent Study courses are not automatically designated as Pass/Fail. The maximum allowable number of Pass/Fail grades is four.

The following required methods courses (SCWK 7762, SCWK 8800, SCWK 8855, SCWK 8856, SCWK 8886, SCWK 8889) are not eligible for Pass/Fail. No other course may be taken on a Pass/Fail basis during the semester in which an independent study is taken (see Appendix E). Forms for the Pass/Fail are available online at <http://www.bc.edu/schools/gssw/current-students.html> or in McGuinn 221B and must be completed during the Registration Period for the relevant semester. The option cannot be initiated or rescinded later in the semester.

**Note:** A missing grade is recorded as an Administrative F. Procedures for removal are the same as those listed above for Incompletes.

The grading system for Field Education is Pass, Fail or Incomplete. A grade of Incomplete is based on less than satisfactory performance or extenuating circumstances, e.g., long absence due to illness. A student receiving an Incomplete grade may be asked to extend his/her field placement. The length of time will be determined by the learning needs of the individual as recommended by of the Academic Standards Review Committee (see Appendix C).

**GRIEVANCE POLICY**

*Academic Standards Review Committee Function and Purpose*
The Academic Standards Review Committee (ASRC) is a committee appointed annually by the Dean, and is advisory to the Dean. Its responsibilities include the evaluation of performance, the oversight of program modifications, and review of grievances from faculty and students. The evaluation of student performance is considered an ongoing process at the School of Social Work.

At least once each semester, the Academic Standards Review Committee shall conduct a formal review of performance. The Committee also may be requested by faculty or students to call a formal review as needed at any time during the academic year. That review focuses on student performance, issues of integrity, requests to modify the usual program of study, or grievances related to the rights and responsibilities of students including, but not limited to, grade grievances.

The review is considered an essential part of the ongoing evaluation process and provides opportunity for the student involved to participate in the process. Any matter requiring formal Committee review shall be brought to the Committee's attention as soon after its identification as is practicable.
All requests for review shall be submitted in writing to the Committee Chairperson at least two weeks, if possible, before a formal review meeting.

Procedures for Grievances
Situations where the student is in disagreement with faculty evaluation and/or program planning or assesses a violation of rights should be approached in the following manner:

a. The student shall arrange to meet with the faculty member involved and attempt to resolve the differences/difficulty;
b. The student shall notify the advisor and instructor of a continuing difference/difficulty;
c. The student's advisor shall discuss the situations with the student and with the instructor and shall try to assist in resolving the difference/difficulty;
d. The Academic Standards Review Committee shall be notified in writing by the student if additional input into resolving the difference/difficulty is sought or if attempts at resolution are unsatisfactory;
e. Description of the difference/difficulty, attempts to resolve the difference/difficulty and the present state of affairs shall be forwarded to the Committee by the student prior to any formal review;
f. Faculty involved in the difference/difficulty are free to submit written material to the Committee.

Timeline for Grievances
Any student who believes she or he has a grievance should communicate with the faculty member involved as soon as possible after the action being grieved, but no later than the close of the semester immediately following the semester in which the action giving rise to the complaint occurred. A grade grievance beyond a year is rarely, if ever, considered.

During the academic year the faculty member should communicate within two weeks of the student’s request to discuss the grievance. If the matter cannot be resolved, the student should notify the advisor in writing of the grievance specifying the nature of the complaint and the remedy requested. Within two weeks of receiving the complaint, the student's advisor shall discuss the situation with the student and with the instructor and shall try to assist in resolving the difference/difficulty. If a mutually acceptable solution cannot be reached, the student shall notify the Academic Standards Review Committee in writing if additional input into resolving the difference/difficulty is sought or if attempts at resolution are unsatisfactory.

In matters of student grievance, the Committee shall assume responsibility for notifying all parties involved of the scheduled review. The advisor and the student shall attend the Committee meeting and present a summary of the difficulty or grievance, efforts presently underway or previously undertaken for resolution of the difficulty or grievance, and their recommendations. The Committee, the advisor or the student may request additional information from specific individuals having knowledge relevant to the situation.

The Committee shall meet within two weeks of a written request and shall notify both faculty and student verbally and in writing, if possible, ten days in advance of the meeting.

Conflict of Interest
If a member of the Academic Standards Review Committee has a conflict of interest, he/she will recuse themselves from consideration of the matter under review.

Decisions
During deliberations, only members of the Academic Standards Review Committee shall be present. The Committee shall determine the seriousness and/or validity of the student's difficulties and/or grievances. After considering any recommendations made by the advisor, the student and/or relevant others, the Committee must recommend to the Dean a course of action to be followed. Their recommendation may include no action, probation, dismissal, program modification or action as seems warranted regarding a grade grievance. When the difficulty or disagreement appears to be amenable to remedy, a specific time period shall be established for overcoming the issue under deliberation. At the end of this period, the Committee shall again review the situation and recommend appropriate action. The Dean shall notify the student of the final decision in writing.

Appeal of Academic Standards Review Committee Decision
The student has the right to request an appeal of the action on a grievance in cases where there has been a procedural violation or a demonstrable mistake of fact. A written petition of appeal must be submitted to the Dean within ten working days of written notification of the action on a grievance. The petition should succinctly state all facts relevant to procedural violations or factual errors.
If a petition for appeal is accepted by the Dean, the Dean shall appoint an Ad Hoc Appeals Committee to review the decision. The Appeals Committee shall be composed of three faculty members (not members of the Academic Standards Review Committee) and the Dean.

The Dean, who shall act as chairperson, shall be a non-voting member. The student has the right to challenge, for cause, any individual member appointed to the Appeals Committee. The final decision on membership rests with the Dean. In presenting to the Appeals Committee, the student shall introduce material of a substantiating nature and may request additional information from specific sources or individuals having knowledge relevant to the issue under appeal.

**LEAVE OF ABSENCE**

*Voluntary Leave of Absence*
Graduate students who do not register for course work, Thesis or Dissertation Direction, or Interim Study in any given semester must request a leave of absence for that semester. Leaves of absence are not usually granted for more than two semesters at a time, and are rarely granted for students on Doctoral Continuation. Students may apply for a personal or medical leave of absence. As described below, appropriate documentation is required for a medical leave of absence.

Students may obtain a personal or medical leave of absence form online through the Boston College Office of Student Services at [http://bc.edu/offices/stserv/forms.html](http://bc.edu/offices/stserv/forms.html) and submit it to the Associate Dean of Academic and Student Services for approval.

Leave time for either a personal or medical leave of absence will normally be considered a portion of the total time limit for the degree unless the contrary is decided upon initially between the student and the Associate Dean.

*Personal Leave of Absence*
Students on an approved personal leave of absence should contact the Associate Dean of Academic and Student Services at least six weeks prior to the semester in which they expect to reenroll. The Associate Dean of Academic and Student Services will discuss with Dean, and then a decision on readmission will be rendered.

*Medical Leave of Absence*
If a student is unable to complete the coursework or other course of study for a semester due to medical reasons, the student may request a medical leave of absence. Medical leave, whether requested for mental health or physical health reasons, must be supported by appropriate documentation from a licensed care provider. The student must submit this documentation to Counseling Services or Health Services as applicable, who will review it in confidence and make a recommendation to the SSW Associate Dean of Academic and Student Services, who must approve the leave.

The University reserves the right to impose conditions on readmission from a medical leave, which may include the submission of documentation from the student's health care provider, the student's consent for the provider to discuss the student's condition with University clinicians, and/or an independent evaluation of the student's condition by University clinicians. Students seeking to return from leave are encouraged to contact the SSW Associate Dean of Academic and Student Services as soon as possible prior to seeking readmission, but in no event later than eight (8) weeks prior to the desired readmission date. Students seeking to return to a field education placement must contact the SSW Associate Dean of Academic and Student Services expressing the intent to seek readmission at least a full semester before the desired return.

At the time of requesting a medical leave, please consult the Associate Dean of Academic and Student Services with regard to school policy concerning funding upon return.

Students on Boston College’s medical insurance policy may be eligible to continue their health insurance the semester in which they take a medical leave of absence and the following semester. Students should consult with Student Services and can learn more about this policy at [http://www.bc.edu/medinsurance](http://www.bc.edu/medinsurance). Students granted a medical leave may be entitled to a semester’s tuition credit to be provided upon readmission, and should consult their school’s policy regarding the tuition credit.

*Involuntary Leave of Absence*
Students may be separated from the University for academic reasons (see Appendix C) or for reasons of health, safety, or when a student's continuance at Boston College poses significant risk to the student or others (from [http://www.bc.edu/publications/studentguide/judicial](http://www.bc.edu/publications/studentguide/judicial); please review for additional information).
PROFICIENCY EXAMINATIONS (TESTOUTS)
To avoid repetition of course content taken elsewhere, students are given an opportunity to test out of the following foundation courses:

SCWK 7701 Social Welfare System
SCWK 7721 Human Behavior and the Social Environment
SCWK 7723 Diversity and Cross-Cultural Issues
SCWK 7747 Research Methods in Social Work Practice

These "Proficiency Examinations" are scheduled prior to the fall semester (SCWK 7701, SCWK 7721 and SCWK 7723) or in March (SCWK 7747). To succeed in having any of these requirements waived, one must achieve a grade of 80 or above on the respective exam. Students are able to take the proficiency exam only once, under no circumstances can the exam be repeated. If a student passes a proficiency exam, s/he is exempt from taking the course but must substitute an elective in its place.

PROGRAM MODIFICATION
A student can request a program modification for the following reasons: change in intervention method; extension to complete degree; extension of an incomplete grade beyond 30 days; early start or late extension of field placement; or other curriculum plan adjustments. The forms can be found on the SSW website <http://www.bc.edu/schools/gssw/current-students.html> or at the SSW Advising Center (McGuinn 221B) and must be submitted with an advisor’s signature. The form must be delivered to the Dean’s Administrative Assistant in McGuinn 129. The Academic Standards and Review Committee meets every 2 weeks during the academic year to review each request. Final approval rests with the Dean. Students will be mailed a signed copy of the decision.

READMISSION
Students requesting readmission to the School of Social Work must contact the Associate Dean of Academic and Student Services at least one semester before their intended return to ensure appropriate class and field placement. The readmission decision will include a review of the student's prior academic and field performance, the length of his/her absence, current admission policies, enrollment, and changes in the program or degree requirements that may have taken place during the period of absence. The decision will be based on a consideration of the best interests of both the student and the University. Students who have taken a medical leave of absence may be required to provide current documentation from a medical care provider for review by Health Services or University Counseling Services prior to readmission.

TIME-TO-DEGREE
The maximum time-to-degree for Master’s students is five years. A student who has not completed the degree requirements within the maximum time limit is not allowed to continue in the program without an approved extension by the Dean.

TRANSCRIPT/DIPLOMA HOLDS
Diplomas will not be issued, nor transcript requests honored, for any student with an outstanding financial obligation to the University. The same policy applies to any student who does not complete the required loan exit interview.

TRANSFER OF CREDIT
Students, with the exceptions noted below, may request transfer of not more than six graduate credits taken prior to admission. Only courses in which a student has received a grade of B or better, and which have not been applied to a prior degree, will be accepted. If approved, the transfer course and credit, but not the grade, will be recorded on the student's academic record. Credit received for courses completed five years prior to a student’s admission to his or her current degree program are not acceptable for transfer. Requests for transfer credit must be made prior to program enrollment.

MSW students who earned a B.S.W. degree from an accredited Council of Social Work Education program within the previous five years may apply for advanced standing equal to a maximum of 21 credits. Students who earned course and/or field work credits in an accredited MSW program may receive up to the equivalent of one-half of the total credits needed for graduation. Only courses in which a student has received a grade of B or better will be accepted.

TUITION REFUND SCHEDULE 2016-2017
Fees are not refundable. Tuition is cancelled subject to the following conditions:

- Notice of withdrawal must be made in writing to the Associate Dean of Academic and Student Services.
- The date of receipt of written notice of withdrawal by the Dean's Office determines the amount of tuition cancelled.

The cancellation schedule that follows will apply to students withdrawing voluntarily, as well as to students who are dismissed from the University for academic or disciplinary reasons.
Fall Semester
by Sept. 7, 2016: 100% of tuition charged is canceled
by Sept. 9, 2016: 80% of tuition charged is canceled
by Sept. 16, 2016: 60% of tuition charged is canceled
by Sept. 23, 2016: 40% of tuition charged is canceled
by Sept. 30, 2016: 20% of tuition charged is canceled

Spring Semester
by Jan. 25, 2017: 100% of tuition charged is canceled
by Jan. 27, 2017: 80% of tuition charged is canceled
by Feb. 3, 2017: 60% of tuition charged is canceled
by Feb. 10, 2017: 40% of tuition charged is canceled
by Feb. 17, 2017: 20% of tuition charged is canceled

No cancellations are made after the 5th week of classes.

Summer Session
Prior to the second class meeting, 100% of tuition charged is cancelled. No
cancellation of tuition is made after the second class meeting due to the
shorter length of the SSW summer session.

UNIVERSITY COMMUNICATION POLICIES AND STUDENT
RESPONSIBILITIES

Official communications of the University with its currently enrolled
students, including notices of academic and administrative matters and
communications from faculty and administrative staff may be sent via
postal service, campus mail, or email. To assure that these communications
arrive in a timely manner, all enrolled students have the following
responsibilities:

Postal Service and Campus Mail
For purposes of written communication, the student's local and permanent
addresses on record at Student Services will be regarded as the student's
official local and permanent residences. All students have a responsibility to
provide both local and permanent mailing addresses and to enter corrections
through Agora Portal <portal.bc.edu> if the addresses are not accurate in
University records. Students should review their address record for
accuracy at the beginning of each semester and again soon after submitting
any corrections.

Email
The University recognizes and uses electronic mail as an appropriate
medium for official communication. The University provides all enrolled
students with email accounts as well as access to email services from
computer stations at various locations on campus. All students are expected
to access their email accounts regularly to check for official University
communications and to respond as necessary to such communications.

Students may forward their email messages from their University email
accounts to non-university email systems. In such cases, students shall be
solely responsible for all consequences arising from such forwarding
arrangements, including any failure by the non-university system to deliver
or retain official University communications. Students should send test
messages to and from their University email account on a regular basis to
confirm that their email service is functioning reliably.

All student responses to official email communications from the University
must contain the student's University email address in the "From:" and
"Reply To:" lines and should originate from the student's University email
account, to assure that the response can be recognized as a message from a
member of the University community.

WITHDRAWAL

Course Withdrawal
Graduate students who withdraw from a course after the drop/add period
will have a “W” recorded in the grade column of their academic record.
To withdraw from a course all students must go to the Forms page of the
Student Services website, print the withdrawal form, and submit the form to
the SSW Associate Dean of Academic and Student Services in McGuinn
136. Students will not be permitted to withdraw from courses after the
published deadline. Students who are still registered at this point will
receive a final grade for the semester.

Withdrawal from University
MSW students who wish to withdraw from Boston College in good
standing are required to file a Withdrawal Form in the office of the
Associate Dean of Academic and Student Services. In the case of students
who are dismissed for academic or disciplinary reasons, the Associate Dean
of Academic and Student Services will process the withdrawal. The
student's advisor will write a summary evaluation of the student indicating
both an evaluation of the student's performance and reason for withdrawal
or dismissal.
The total MSW academic program (course work and field placement) must be completed within five years of initial registration.
Appendices
NOTICE OF NON-DISCRIMINATION

Founded by the Society of Jesus in 1863, Boston College is dedicated to intellectual excellence and to its Jesuit, Catholic heritage. Boston College recognizes the essential contribution a diverse community of students, faculty and staff makes to the advancement of its goals and ideals in an atmosphere of respect for one another and for the University’s mission and heritage. Accordingly, Boston College commits itself to maintaining a welcoming environment for all people and extends its welcome in particular to those who may be vulnerable to discrimination on the basis of their race, color, national origin, sex, religion, disability, age, marital or parental status, sexual orientation, military status, or other legally protected status.

Boston College rejects and condemns all forms of harassment, wrongful discrimination and disrespect. It has developed procedures to respond to incidents of harassment whatever the basis or circumstance. Moreover, it is the policy of Boston College, while reserving its lawful rights where appropriate to take actions designed to promote the Jesuit, Catholic principles that sustain its mission and heritage, to comply with all state and federal laws prohibiting discrimination in employment and in its educational programs on the basis of a person’s race, color, national origin, sex, religion, disability, age, marital or parental status, genetic information or family medical history, or military status, and to comply with state law prohibiting discrimination on the basis of a person’s sexual orientation.

To this end, Boston College has designated its Executive Director for Institutional Diversity to coordinate its efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws, including Title VI, Title IX, Section 504 and the ADA. Any applicant for admission or employment, and all students, faculty members and employees, are welcome to raise any questions regarding this notice with the Executive Director for Institutional Diversity:

Boston College Office for Institutional Diversity (OID)
129 Lake Street, Room 211, Brighton Campus
140 Commonwealth Avenue
Chestnut Hill, MA 02467
Phone: 617-552-2323
Email: <diversity@bc.edu>

The Executive Director for Institutional Diversity oversees the efforts of the following additional Title IX coordinators: (i) Student Affairs Title IX Coordinator (for student sexual harassment complaints), 260 Maloney Hall, Chestnut Hill, MA 02467, reachable at 617-552-3482 or <odair@bc.edu>; (ii) University Harassment Counselor, reachable via OID (see above contact information); and (iii) Athletics Title IX Coordinator, the Senior Women’s Administrator, 310 Conte Forum, Chestnut Hill, MA 02467, reachable at 617-552-3334 or <patricia.lowe@bc.edu>.

In addition, any person who believes that an act of unlawful discrimination has occurred at Boston College may raise this issue with the Assistant Secretary for Civil Rights of the United States Department of Education.
APPENDIX B

STUDENT RIGHTS UNDER FERPA

Boston College maintains a large number of records regarding its students in the administration of its educational programs, as well as its housing, athletics, and extracurricular programs. The University also maintains employment and financial records for its own use and to comply with state and federal regulations. Boston College is committed to protecting the privacy interests of its students and to maintaining the confidentiality of student records in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA).

These rights are as follows:

- The right to inspect and review the student's education record within 45 days of the day the University receives a request for access.

- Any student who wishes to inspect and review information contained in an education record maintained by any office of the University may, with proper identification, request access to the record from the office responsible for maintaining that record. In general, and absent an exception under FERPA, the student is to be granted access to the record as soon as possible and, unless the circumstances require the existence of a formal request, an oral request may be honored.

- Whenever an office responsible for maintaining education records is unable to respond at once, the student may submit to the Office of Student Services, dean, academic department head, or other appropriate official a written request that identifies the record he or she wishes to inspect. The University official is to make arrangements for access, and is to notify the student of the time and place the record may be inspected. If the record is not maintained by the University official to whom the request is submitted, that official is to advise the student of the correct official to whom the request is to be addressed.

- The right to request the amendment of the student's education record if the student believes that information contained in his or her record is inaccurate, misleading or in violation of his or her rights of privacy.

- Any student who believes that information contained in his or her education record is inaccurate, misleading, or in violation of his or her rights of privacy is to write to the University official responsible for the record, clearly identifying the part of the record he or she wants changed, and specifying why the record should be amended.

- If the University concludes that the record should not be amended as requested, the University will notify the student, advise the student of his or her right to a hearing and provide information about the hearing process.

- The right to consent to the disclosure of personally identifiable information contained in the student's education record, except to the extent permitted under FERPA. One exception that permits disclosure without consent is disclosure to University officials with legitimate educational interests, which may include employees in administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); members of the Board of Trustees; and students serving on an official committees, such as a disciplinary or grievance committees, or assisting another University officials in performing their tasks. University officials may also be contractors, consultants, volunteers or other outside parties to whom the University has outsourced institutional services or functions that would ordinarily be performed by University employees. The University may disclose education records without consent to officials of other educational institutions that have requested the records and in which a student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. Written complaints may be directed to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C., 20202-8520.
APPENDIX C

ACADEMIC STANDARDS REVIEW COMMITTEE:
POLICY AND PROCEDURES

Adopted: December 10, 1971

Introduction
The Academic Standards Review Committee (ASRC) is a committee of faculty appointed by the Dean, and is advisory to the Dean. Its responsibilities include the evaluation of performance, the oversight of program modifications, and review of grievances from faculty and students. The evaluation of student performance is considered an ongoing process at the School of Social Work.

Advisors, agency supervisors, and classroom faculty are directly involved in defining expectations for performance and in assisting students in meeting these expectations. That involvement presupposes mutual activities between student and faculty in identifying standards and expectations while at the same time facilitating student fulfillment of expectations.

Function and Purpose
At least once each semester, the Academic Standards Review Committee shall conduct a formal review of performance. The Committee also may be requested by faculty or students to call a formal review as needed at any time during the academic year. That review focuses on student performance, issues of integrity, requests to modify the usual program of study, or grievances related to the rights and responsibilities of students.

The review is considered an essential part of the ongoing evaluation process and provides opportunity for the student involved to participate in the process. Any matter requiring formal Committee review shall be brought to the Committee's attention as soon after its identification as is practicable. All requests for review shall be submitted in writing to the Committee Chairperson at least two weeks, if possible, before a formal review meeting.

The purposes of a formal review are:
1. To assist the student in his/her professional growth;
2. To maintain the standards of the School and of the profession;
3. To make recommendation to the Dean in regard to the issues under review.

Expectations
1. Performance
The student is responsible for maintaining a satisfactory level of performance each semester in meeting class (B average) and field (Pass) requirements. In order to remain in good standing, the student is expected to maintain normal progress toward fulfilling degree requirements.

2. Integrity
The student must maintain high standards of integrity and ethical behavior. Any student who cheats or plagiarizes on examinations or assignments, or any student who violates the ethical standards of the profession of social work is subject to immediate dismissal from the School of Social Work.

3. Rights
The student should be free to express differing views or reserved judgment in matters of opinion on content offered in either the classroom or the practice agency. He/she is also afforded protection from prejudicial or capricious evaluation and should expect the usual exercise of confidentiality. However, the student remains responsible for learning course content and fulfilling course requirements.

Procedures
If a student is experiencing difficulty in any area at any time during his/her program of studies, the following process should be followed:

1. Classroom instructors may meet with each student whose performance is not satisfactory. Student and instructor may try to develop a plan to improve the student's performance.

Classroom instructors shall notify the student's advisor when a student receives a Grade of B- or less or has not completed course requirements.

a. The student's advisor shall discuss the student's situation with the instructor and with the student and shall try to assist the student in overcoming the difficulty, if possible.

b. The Academic Standards Review Committee shall be notified in writing if additional input into resolving the problem is sought or if any segment of the student's performance continues at an unsatisfactory level beyond the semester’s end.

c. A statement of the student's present performance in his/her field placement and in all classroom work, as well as efforts to resolve the problem, shall be forwarded to the Committee by the advisor prior to any formal review.

d. The student is free to submit written material to the Committee.
2. The advisor shall maintain regular contact (see **ADVISING**) with agency supervisor and shall discuss the student's field performance with the student. If the student's performance is questionable, a plan shall be developed by advisor, agency supervisor and student to facilitate improvement where possible.

a. The Academic Standards Review Committee shall be notified in writing by the advisor of a student's questionable field performance. A plan to facilitate improvement or factors negating such planning shall accompany the notification to the Committee.

b. A statement of the student's performance in his/her field placement and in all classroom work as well as efforts to resolve the problem shall be forwarded to the Committee by the advisor prior to any formal review.

c. The student is free to submit written material to the Committee.

3. Situations involving academic and professional integrity or ethical violations (see **ACADEMIC INTEGRITY** and **CODE OF ETHICS**) shall be referred immediately to the Committee for review and recommendation. Any member of the School community having knowledge of such violations is expected to refer them to the Committee.

4. Situations requiring exceptions to the usual program of academic and field study because of extraordinary circumstance \(^1\) shall be referred to the Committee for action. These exceptions include:

a. Deferment of basic foundation courses;

b. Modification in the usual combination of class and field experience;

c. Enrollment in core or foundation courses outside the School;

d. Enrollment in elective courses outside the School during time periods other than the usual academic semesters.

\(^1\) Extraordinary is not to be interpreted as inconvenience or the normal range of family obligations. Extraordinary circumstances are interpreted as events or situations that interfere with progress in student learning. Extraordinary circumstances may include but are not limited to:

1. onset of serious illness of student;
2. serious illness or death of immediate family member;
3. unanticipated severe financial strain;
4. language difficulty where English is a second language;
5. unanticipated care giving responsibilities;
6. hardship caused by travel time/distance in combination with other factors.

5. Situations where the student is in disagreement with faculty evaluation and/or program planning or assesses a violation of rights should follow the process as outlined in the Grievance Policy (see **GRIEVANCE**).

The Committee shall meet within two weeks of a written request and shall notify both faculty and student verbally and in writing, if possible, ten days in advance of the meeting.

Although attendance is not required during the Committee’s deliberations of a program modification request the student initiating the request may be present. The student should contact the Chair of the Committee for the date of the scheduled review. During deliberations, only members of the Academic Standards Review Committee shall be present.

**Request for Review**

The Academic Standards Review Committee is responsible for notifying faculty and students at least ten days in advance of a regularly scheduled review period. Requests for a formal review by the Academic Standards Review Committee may be presented to the Committee Chairperson by either faculty or student. In matters of performance and/or integrity, faculty shall assume primary responsibility for involving the Committee. In matters of program modification, faculty and student shall be equally involved. In matters of grievance, the student shall assume primary responsibility for involving the Committee and demonstrating a need for intervention. In matters of performance, integrity and program, the advisor shall notify the student of the review both verbally and in writing at least ten days, if possible, in advance of the Committee meeting. In matters of student grievance, the Committee shall assume responsibility for notifying all parties involved of the scheduled review. The advisor and the student shall attend the Committee meeting and present a summary of the difficulty or grievance, efforts presently underway or previously undertaken for resolution of the difficulty or grievance, and their recommendations. The Committee, the advisor or the student may request additional information from specific individuals having knowledge relevant to the situation.

**Decisions**

During deliberations, only members of the Academic Standards Review Committee shall be present. The Committee shall determine the seriousness and/or validity of the student's difficulties and/or grievances. After considering any recommendations made by the advisor, the student and/or relevant others, the Committee must recommend to the Dean a course of action to be followed. Their recommendation may include no action, probation, dismissal, program modification or action as seems warranted. When the difficulty or disagreement appears to be amenable to remedy, a specific time period shall be established for overcoming the issue under
deliberation. At the end of this period, the Committee shall again review the situation and recommend appropriate action. The Dean shall notify the student of the final decision in writing.

The advisor shall assume responsibility for:

1. notifying other faculty involved with the student of the Committee's planning and recommendation, and

2. including a well-defined and delineated statement of the student's difficulty, present status and any plans for overcoming the difficulty.

The advisor shall have responsibility for notifying the Director of Field Education of placement issues having ramifications for field practicum assignment. In this manner, adequate planning and discussion with field agencies can take place prior to assigning the student to his/her next field placement.

---

**Appeal of Academic Standards Review Committee Decision**

The student has the right to request an appeal of the decision of probation or dismissal or action on a grievance in cases where there has been a procedural violation or a demonstrable mistake of fact. A written petition of appeal must be submitted to the Dean within ten working days of written notification of probation or dismissal or action on a grievance. The petition should succinctly state all facts relevant to procedural violations or factual errors.

If a petition for appeal is accepted by the Dean, the Dean shall appoint an Ad Hoc Appeals Committee to review the decision. The Appeals Committee shall be composed of three faculty members (not members of the Academic Standards Review Committee) and the Dean.

The Dean, who shall act as chairperson, shall be a non-voting member. The student has the right to challenge, for cause, any individual member appointed to the Appeals Committee. The final decision on membership rests with the Dean.

In presenting to the Appeals Committee, the student shall introduce material of a substantiating nature and may request additional information from specific sources or individuals having knowledge relevant to the issue under appeal.
APPENDIX D

GUIDELINES FOR FIELD EDUCATION

Field Education provides opportunities for students to apply classroom knowledge in actual practice situations with individuals, families, and groups, within communities and organizations. The Field Education curriculum is carefully structured to provide a varied, individualized, and practical learning experience for each student. Students will develop an understanding of the professional roles, values and ethics of the social work profession over the course of two different practicum assignments.

Students should refer to the Field Education Guide which provides the description of the Field Education courses and requirements.

Field Placement Schedules – Academic Year

<table>
<thead>
<tr>
<th>Hours</th>
<th>Days</th>
<th>Weeks</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation (First) Field Year</td>
<td>16 per week</td>
<td>Mondays, Tuesdays</td>
<td>480 per year</td>
</tr>
<tr>
<td>Advanced (Final) Year</td>
<td>24 per week</td>
<td>Mondays, Tuesdays &amp; Wednesdays</td>
<td>720 per year</td>
</tr>
</tbody>
</table>

Field Placement Matching Process

The matching process for the student and prospective placement is a collaborative one that begins at least one semester before the intended start date. Students will submit an online application with an attached résumé that will be provided to prospective settings after consultation with the Field Education team. Students will be informed if they have been confirmed for a particular placement. The student will then complete all required documentation (immunizations, CORI, etc.) for that placement with the agency administrative team.

Assessment of Readiness for Field Placement Policy

If a match is not made following a field placement interview because the agency contact with whom the student interviewed raised concerns regarding the student’s suitability and/or readiness for field education, the Field Education Specialist and Director/Assistant Director of Field Education will meet with the student and develop a plan of action. The purpose of this meeting will be to review feedback from the agency contact, assist the student in addressing the concerns, and make either a referral for another placement interview or a referral to the Academic Standards Review Committee (ASRC). In instances where a student fails to be placed after a third interview due to suitability or readiness issues, a referral will automatically be made to the Academic Standards Review Committee.

Students should refer to the sections in the MSW Student Guide regarding ACADEMIC INTEGRITY and CODE OF ETHICS as they also apply to Field Education. Please see the following if any concerns should arise in the practicum:

Student Performance

If the Agency Supervisor has concerns about the student’s performance, it should be brought to the student’s attention early in the evaluation process. The Agency Supervisor should also consult with the Advisor. Every effort should be made to remediate the situation and improve performance and compliance. If the student does not respond adequately to the issues raised, a more formal process of review can be initiated. Please refer to Placement Review Process below. Agency personnel cannot unilaterally end a placement without consultation with the Field Education administration.

Agency Compliance

If a student has concerns about the placement, s/he should first discuss these concerns with the Agency Supervisor. The student should also consult with the Advisor before or after discussing the issues with the agency Supervisor. If there is an issue of agency compliance with the policy and procedures of a field placement, the Advisor should communicate with the Agency Supervisor and complete a review. Again, every effort should be made to remediate and improve the situation. If after a reasonable period of time, the compliance issues are not adequately addressed, the Advisor and student should utilize the Placement Review Process to review the situation and determine if reassignment is necessary. Students cannot unilaterally end a placement without consultation with the Field Education Administration.

Placement Review Process

1. The Advisor should immediately notify the assigned Field Education staff Point of Contact (POC) and outline any significant situations with a student and/or agency. The assigned POC will be available to consult with the Advisor as he/she gathers information for the review.
2. The Advisor meets with both the Agency Supervisor and the student to complete a review of the situation. This review should be completed quickly, but no longer than two weeks. There will be no decision to end placement without a review and discussion with the Field Education Administration.

3. The Advisor submits a written report to the Director of Field Education. The report should include a brief summary of the situation, assessment of the salient issues and recommendations. Any support documents and email exchanges should be submitted. A Placement Review Meeting will be scheduled to review the situation.

4. The Placement Review Meeting is held within a week to review the report and make a decision regarding the best course of action. The student, Advisor, the POC and the Director should attend this meeting. Any supporting documents, emails, agreements, etc. should be reviewed at that time.

5. The Placement Review Committee can decide:
   a) to establish a probationary period and develop a plan of action to improve the situation. The Advisor should closely monitor this plan.
   b) to reassign the student. Field Education staff will then find an alternative placement. The student and Advisor will work with agency staff to determine an appropriate termination plan.
   c) to refer the student to the Academic Standards Review Committee if their behavior or performance indicates a need to do so. See Appendix C for information on the Academic Standards Review Committee policies and procedures.
GUIDELINES FOR AN INDEPENDENT STUDY

An independent study course offers students an opportunity to examine in depth a subject area that is of special interest that is not included in elective or required courses in the School curriculum. More than exploring a topic of special interest, the Independent Study must include the opportunity to acquire knowledge and skills that are not covered in the curriculum (e.g., advanced statistical analysis, meta-analysis, advanced policy analysis, etc.). The effort reflected in independent study by a student should be equivalent to that required of a typical course including a rigorous agenda of required readings, regular meetings with the supervising full-time faculty member, and the production of significant written or oral work.

Procedures for Developing an Independent Study

An independent study course is developed in collaboration with a full-time faculty member or administrator who has expertise in the subject area and is willing to supervise the course work. While the faculty member serves an essential role in directing a student’s independent work, the main responsibility for developing the course belongs to the student.

Independent studies must involve a plan for the development of critical thinking skills, an analytical consideration of appropriate theories for the area of social work practice, policy, or research under study, and strong evidence that the subject under study demands disciplined, scholarly inquiry.

In collaboration with the supervising faculty member, students must develop a syllabus of the proposed study which includes a description and a set of objectives for the course including the knowledge, skills, and value objectives, consistent with the composition of regular course offerings by the School. The proposal should include a rationale for the independent study and a discussion of the relevance of the topic for social work practice, policy, or research.

A preliminary bibliography should be developed, identifying relevant texts and supplementary readings in the subject area. The student and supervising faculty member should also identify the learning activities included in the independent study, a plan for regular meetings between the student and faculty member, and the work products (such as papers, reports, or presentations) expected to result from the course.

The work products must reflect a comparable effort to that expected in a regular course. Independent studies are graded on a Pass/Fail basis only. No other course may be taken on a Pass/Fail basis during the semester in which the independent study is taken. Group Independent Study courses are not automatically designated as Pass/Fail.

The proposal for an independent study course must be submitted to the Associate Dean for approval by October 31, 2016 for Spring 2017; March 27, 2017 for Summer 2017; and April 10, 2017 for Fall 2017. The Associate Dean must approve the course before it becomes part of the student’s curriculum plan. The availability of faculty to supervise independent studies is, in part, contingent on staffing needs for regularly scheduled required and elective courses.
SSW STUDENT GUIDE

APPENDIX F

SSW CONSTITUTION AND BYLAWS
Boston College School of Social Work

Adopted: May 7, 1969
Approved by the Board of Directors and Trustees of Boston College:
October 18, 1969
Amended: May 3, 1974
Amendments Approved by Board of Trustees of Boston College

ARTICLE I. PURPOSE
1. The purposes of the Constitution and Bylaws are:
   a) to provide a means whereby faculty, students and alumni can aid in fulfilling the goals both of the School of Social Work and the University;
   b) to provide a means of governance of the School of Social Work;
   c) to provide a definition of rights and responsibilities of faculty, students and alumni in governing the School of Social Work.
   d) to provide a method for the formulation and implementation of policies internal to the School of Social Work.
   e) to provide a method for facilitating the continued professional, intellectual and personal growth of the faculty, students and alumni.
2. This Constitution and Bylaws are designed, moreover, to fulfill and facilitate the rights and privileges of faculty and students. It is hoped that faculty and students through their own organizations and associations will cooperate, assist, and advise the Executive Board and its Committees in the governance of the School.

ARTICLE II. EXECUTIVE BOARD
1. The purpose of the Executive Board is to encourage and stimulate excellence in the continuing development of the School of Social Work. The Board, in cooperation with the Dean, shall be responsible and have authority for all academic matters in the quality of instruction and the intellectual climate of the School. The Executive Board shall be the legislative body for the School of Social Work and shall initiate, design and act on policy decisions for the direction of the School.
2. The Board recognizes that final authority and responsibility to implement the institutional objectives of the University rests by law in the Board of Trustees established by charter granted by the General Court of the Commonwealth of Massachusetts.
3. A motion of the Board becomes effective if a majority of the members present (providing there is a quorum) and the Dean vote for its implementation. A motion not approved by the Dean can be overridden by a vote of two-thirds of the Executive Board members. All decisions of this Board are subject to review by the Board of Trustees.

ARTICLE III. MEMBERSHIP
1. The Executive Board shall be composed of seven faculty members, five students, two alumni and Dean. The Dean shall serve as Chairperson.
   a) seven faculty members shall be selected in a manner determined by the faculty.
   b) two alumni members shall be selected in a manner determined by the Executive Committee of the Alumni Association.
   c) five students shall be selected in a manner determined by the students.
2. The term of a faculty member shall be for two years and a faculty member may not serve for more than six consecutive years.
3. The term of an alumni member shall be for two years and an alumnus may not serve for more than four consecutive years. The first alumni selected on the Executive Board will be assigned one-year and two-year terms by lot and, thereafter, one alumni member will be selected each year.
4. The term of a student member will be for one year. Students may serve for two consecutive terms.
5. Vacancies occasioned by separation from the University by leave of absence or sabbatical for a whole semester or by death or resignation from the Executive Board shall be filled by the Executive Board to serve out the balance of the year. Such vacancies shall be filled within fourteen days of the resignation or separation of the member. In the case of vacancies of members whose term extends beyond the year, the balance of the unexpired term shall be filled at the time of the next election or appointment. Such individuals shall serve out the balance of the unexpired term.
ARTICLE IV. MEETINGS, QUORUM AND MINUTES
1. The Executive Board shall hold regular meetings at least four times each academic year.
2. A special meeting of the Executive Board may be called by the Dean or at written request of twenty percent of the faculty, students, Alumni Association Executive Committee or a combination of these or one-third of the members of the Executive Board.
3. A majority of the membership shall constitute a quorum for the transaction of business.
4. Minutes of regular and special meetings shall be sent to all members of the Board, the faculty, officers of the student government, and president of the Alumni Association Executive Committee and shall be available for access and use by students and faculty.
5. The procedure of Board Meetings shall be governed by Roberts' Rules of Order, revised.

ARTICLE V. COMMITTEES
The Executive Board shall establish standing and/or special committees for the conduct of its business.

ARTICLE VI. AMENDMENTS
1. Proposals to amend this Constitution shall require a petition signed by one- third of the faculty; or one-fifth of the students; or one-fifth of the two groups combined; or two-thirds of the members of the Executive Board.
2. Proposals to amend the Constitution shall be posted in a place conspicuous to both students and faculty for at least fourteen days prior to a vote on such proposals.
3. Amendments to the Constitution shall be effective upon adoption by a majority of the faculty voting, a majority of the students voting, and approval of the Board of Trustees of Boston College, providing that one-third of the total students and one-third of the faculty have cast a vote.

ARTICLE VII. BYLAWS
1. The Executive Board, by majority vote of all its members may enact, amend, or repeal Bylaws to the School's Constitution and establish rules for the conduct of its affairs where such rules are not specifically provided by the Constitution.
2. The agenda for the Executive Board of the School of Social Work is the order of business to be considered at any of its meetings. The agenda shall be in two parts:
   A. Part I contains the permanent agenda items which are:
      1. approval of the minutes of the previous meeting, providing that two weeks shall have elapsed since the last meeting. Where two weeks have not elapsed, the minutes shall be approved at the next regularly scheduled meeting;
      2. when necessary, a report from the Dean on the progress of implementation of reports, recommendations, and/or studies passed by the Executive Board;
      3. review of agenda items for the meeting.
   B. Part II of the agenda shall contain the business items to be considered at any of the Executive Board meetings. These shall include:
      1. reports from standing committees
      2. reports from special or Ad Hoc Committees
      3. unfinished business
      4. new business
   C. Agenda items may be submitted under new business by any member of the Executive Board or any constituent member of the School of Social Work providing that such items shall be submitted to the Dean at least twelve days in advance of the scheduled meeting.
   D. The agenda for the regular meetings of the Executive Board shall be posted in an area convenient for faculty and students at least seven days prior to the meeting. After such postings, the agenda shall be considered the order of business for the Executive Board.
   E. Notice of special meetings of the Executive Board shall be posted in a manner as stated above except that the requirement of the seven days notice is waived.
   F. Any items submitted as new business for the agenda in less than twelve days may be considered by the Executive Board.
providing that two-thirds of the members present vote to consider the item. Such items will be voted for consideration under "Review of agenda items for the meeting."

G. Final reports from committees and requests for items to be included on the agenda shall be typed and copies shall be available for distribution to Executive Board members upon request.

3. Meetings of the Executive Board shall be open except when a majority votes that a meeting, or any part thereof, is in executive session.

4. Admissions Policy Committee: There shall be an Admissions Policy Committee, the purpose of which is to recommend policies and procedures regarding recruitment and admission of students to BCSSW. The Committee shall be composed of four faculty members, including one from each method sequence, the Director of Admissions, two students, and one alumnus/a. The Director of Admissions shall serve as Chairperson. The Committee shall meet at least three times per academic year; the date and time of such meetings shall be at the discretion of the Director of Admission. The term of office shall be as follows:

a. faculty - two years
b. Director of Admissions - no limit
c. students - determined by the student government
d. alumnus/a - determined by the Alumni Association
STUDENT COLLECTIVE CONSTITUTION AND BYLAWS
Boston College School of Social Work

Adopted: 1994; Revised: 2011

ARTICLE I. NAME
The governing body of the Boston College School of Social Work (BC SSW) student organization shall be called the School of Social Work (SSW) Student Collective.

ARTICLE II. PURPOSE
The purpose of the organization shall be to:
- Enhance the quality of the BC SSW student life through programs, activities, and open meetings.
- Serve as liaison between students and BC SSW administration.

ARTICLE III. MEMBERSHIP
Membership in the SSW Student Collective shall be open to all students currently enrolled at the Boston College School of Social Work and who pay a graduate student activities fee.

ARTICLE IV. LEADERSHIP COUNCIL
1. Leadership Council Membership
   a. The Leadership Council is the senior leadership body of the SSW Student Collective.
   b. The Leadership Council consists of the Executive Coordinator, Budget Secretary, Social Events Coordinator, and Social Justice Coordinator.
   c. The Leadership Council members shall be elected at-large by members of the SSW Student Collective in an annual election, outlined in the SSW Student Collective bylaws, and shall hold their offices for a term of 12 months beginning in May.

2. Duties & Powers
   a. Executive Coordinator:
      - Utilizes various forms of media to inform all BC SSW students about Student Collective meetings.
      - Facilitates SSW Student Collective meetings in accordance with prepared agenda or delegates responsibility to another Leadership Council member when unable to attend the meeting.
      - Coordinates student groups and committees to facilitate scheduling and budgeting for all events.
      - Coordinates the process of group creation and dissolution.
      - Serves as the spokesperson for the SSW Student Collective to the administration of BC SSW.
      - Serves as liaison to the Graduate Student Association (GSA) and attends monthly GSA meetings, or delegates responsibility to other Leadership Council members.
      - Oversees the election process in March.
   b. Budget Secretary:
      - Oversees allocation and administration of SSW Student Collective funds dispersed by the Graduate Student Association, according to procedures described in bylaws.
      - Prepares a quarterly budget summary and reports to the SSW Student Collective.
      - Obtains and maintains documentation that funds were spent appropriately.
      - Takes minutes at SSW Student Collective meetings and provides those to SSW Student Collective members within one (1) week of each meeting.
      - Assist Executive Coordinator as necessary.
   c. Social Events Coordinator:
      - Recruits other students to form Social Events Committee, which is responsible for planning orientation week social events and at least 1 BC SSW-wide social event each semester.
      - Leads at least one open meeting each semester.
      - Coordinates social events advertising, scheduling, reservations and budgeting.
SSW STUDENT GUIDE

- Elicits student ideas for social programming and works with students to secure activity approval and budgeting from the SSW Student Collective.
- Assists Executive Coordinator as necessary.

d. Social Justice Coordinator:
   - Recruits other students to form Social Justice Committee which is responsible for planning community volunteering, advocacy, and academic enrichment events, including at least 1 BC SSW-wide event each semester.
   - Leads at least one open meeting each semester.
   - Coordinates community action event advertising, scheduling, reservations and budgeting.
   - Elicits student ideas for community action related programming and works with students to secure activity approval and budgeting from the SSW Student Collective.
   - Assists Executive Coordinator as necessary.

ARTICLE V. STUDENT GROUPS
The SSW Student Collective supports opportunities that enhance the experience of Boston College School of Social Work students, and, in doing so, supports the activities of student groups that provide these opportunities. Student groups may be formed to address social justice issues, to provide a forum for dialogue around a particular topic, to create academic enrichment opportunities, or to promote the quality of life of SSW students. The SSW Student Collective will support groups through funding of group activities and through assistance in organizing, advertising, and securing space for events.

1. Group Membership:
   a. All SSW student groups shall be open to all SSW students.

2. Group Leaders:
   a. Shall be appointed as described in the bylaws.
   b. Shall be SSW students who, with support from a faculty advisor, serve as the liaison between the student group and the SSW Student Collective.
   c. Shall coordinate group activity scheduling and budgeting.
   d. Shall present information about ongoing and upcoming group activities at monthly SSW Student Collective meeting as determined by the Executive Coordinator.

3. Group Development:
   a. Any SSW student may propose the creation of a new student group by presenting the idea to the SSW Student Collective Leadership Council and supporting the need for the group’s creation, as described in the SSW Student Collective bylaws.
   b. Groups approved by the Leadership Council will be shown to:
      i. Meet needs unmet by any other student group.
      ii. Be open to all SSW students.
      iii. Appeal to a sufficient number of students, as described in the bylaws.

4. Group Inactivity and Dissolution:
   a. Student groups that are deemed by the SSW Student Collective as lacking student interest or in conflict with the SSW Student Collective’s policy on inclusion of all SSW students will be deemed inactive, as described in the SSW Student Collective bylaws.
   b. Groups that are deemed inactive for two consecutive academic years will be dissolved.

ARTICLE VI. ADVISOR
1. Role of Advisor to Leadership Council (ALC)
   a. The Advisor to the SSW Student Collective Leadership Council (ALC) is the Associate Dean of Academic and Student Services.
   b. The ALC serves as the primary resource to the Leadership Council and ensures that the SSW Student Collective functions in compliance with the rules and regulations of Boston College and the mission of the University.
   c. The ALC, or when necessary the designated representative of the ALC, attends and assists in the development of SSW Student Collective meetings, functions, and events.
   d. The ALC does not vote on SSW Student Collective matters, but will hold the SSW Student Collective to the tenets of the
Constitution and to Boston College’s principles, policies, and procedures.

2. Role of Advisor(s) to Student Groups (ASG)
   a. Each Student Group shall have an Advisor.
   b. The ASG is a resource regarding group issues, including programming, budgeting, membership, and group dissolution.
   c. The ASG does not vote on issues, but will hold each Student Group to the tenets of the Constitution and to Boston College’s principles, policies, and procedures.

ARTICLE VII. MEETINGS
1. Purpose
   a. SSW Student Collective meetings shall occur six to eight times per academic year and serve the purposes of:
      i. Informing the SSW student body of ongoing events and opportunities for involvement.
      ii. Gathering ideas and feedback from SSW students regarding the SSW and SSW Student Collective programming.
      iii. Providing academic, professional, or social enrichment experiences.

2. Attendance
   a. SSW Student Collective meetings shall be open to all SSW students.
   b. To ensure inclusion of students who are unable to attend regularly scheduled meetings, alternative scheduling shall be considered.

ARTICLE VIII. FUNDS
1. A budget for each semester will be prepared, as further described in the SSW Student Collective bylaws, by the Budget/Secretary, in consultation with the Leadership Council.

2. The budget shall include allocations to student groups, committees, and to miscellaneous expenditures, including but not limited to, supplies and conference grants.

3. Student Activities Funds may only be used for activities serving the SSW student body, and may not be donated to organizations external to the SSW Student Collective.

ARTICLE IX. IMPEACHMENT
Members of the Leadership Council and Group Leaders shall be impeached if they are unable to fulfill their duties as described herein. The impeachment process is further described in the SSW Student Collective bylaws.

ARTICLE X. AMENDMENTS
Amendments or revisions shall be made to this Constitution pending approval by a two-thirds majority of the SSW Student Collective. The procedure for introducing amendments or revisions is described in the SSW Student Collective bylaws.

BYLAWS
ARTICLE I. LEADERSHIP COUNCIL ELECTIONS
1. Candidacy
   a. All Candidates must be SSW students in good standing, as established by Boston College School of Social Work (BC SSW) policy.
   b. At least 15 days prior to elections, the Leadership Council shall announce a call for candidates to all members of the SSW community.
   c. Candidates shall be asked to prepare a written statement regarding their candidacy to be posted with the ballot.

2. Election proceedings
   a. Elections shall be held in March.
   b. All SSW students shall have the opportunity to vote electronically in Leadership Council elections.
   c. A plurality, defined as the largest number of votes received by any individual candidate, will be required for a candidate to be elected.

ARTICLE II. STUDENT GROUPS
1. Student Group Leadership
a. Student group leaders shall be selected by April for the next academic year within the student group, as follows:
   i. Incumbent leaders shall announce a call for candidates for leadership at a group meeting and by email to group members in the Spring semester.
   ii. If more than one group member is interested in leading the group, a secret election shall be held where all group members have the opportunity to vote on the candidates.
   iii. Candidates shall be elected by simple majority.

b. If a student group member believes the leader is not performing the duties outlined in the Constitution, the member may arrange for an impeachment, pending a two-thirds majority vote by group members, defined as at least two-thirds of votes placed.

2. Creation of Student Group
   a. Students interested in creating a student group shall submit a written proposal to the SSW Student Collective Executive Coordinator.
   b. The written proposal shall include:
      i. The purpose of the group and the need it will fulfill
      ii. Description of student interest surrounding the group
      iii. Ideas regarding programming or activities within the group
   c. The Leadership Council shall consider all proposals for student groups and shall approve the creation of groups that:
      i. Enhance SSW student life in a unique way.
      ii. Are inclusive of all SSW students.
      iii. Have demonstrable student interest.

3. Group Inactivity and Dissolution Procedure
   a. In the case that no student demonstrates interest in leading a group or that no student demonstrates interest in being a member of a group by April, the group shall be deemed inactive for the next school year.
   b. There will be a call for interest by the Executive Coordinator in leadership and membership of inactive groups through email in September and at the first SSW Student Collective meeting.
   i. If there is no interest in leadership or membership for two consecutive years, the group shall be dissolved and there will no longer be a call for interest regarding the group.
   ii. If there is demonstrable interest in membership, as determined by the Leadership Council, and interest in leadership by at least one student, the group will be deemed active and will follow the bylaws governing student groups.
   iii. If there is interest in leadership by more than one student and the students are not interested in co-leadership, a secret election shall be held during the SSW Student Collective meeting and a simple majority will be required for the election of one candidate.

ARTICLE III. FUNDING

1. Student Groups and Committees
   a. At the beginning of each academic year, all student groups and committees will be invited to submit a budget proposal for both semesters to the Budget Secretary, who will provide group leaders with information regarding appropriate spending.
   b. After analysis of all budget proposals received and in consultation with the Leadership Council, the Budget Secretary shall allocate funds for each semester and inform each student group or committee leader of the group or committee’s budget.
   c. All groups must request approval from the Budget Secretary for any expenditure above $150.

2. Individual Student Research or Conference Funds
   a. Each year, the Budget Secretary will allocate a portion of the SSW Student Collective budget to student research or conference funds and will advertise the application process to all SSW students each semester.
   b. Students may request funds for conference or research-related expenses, pending approval by the Budget Secretary.
   c. In order to receive research or conference funds, students will be requested to complete an application provided by the Budget Secretary.
3. Miscellaneous expenses
   a. The SSW Student Collective may fund miscellaneous expenses related to SSW student life, including but not limited to supplies in the MSW and Doctoral student lounges.

ARTICLE IV. IMPEACHMENT
1. Any member of the SSW Student Collective who believes a Leadership Council member is unable to perform the duties described in the Constitution shall contact another Leadership Council member regarding their intention to impeach the aforementioned party.

2. Impeachment shall require a two-thirds majority vote, defined as at least 2/3 of votes placed, in an electronic election that is open to all SSW members.

ARTICLE V. CHANGES TO THE CONSTITUTION AND BYLAWS
1. Changes to the SSW Student Collective Constitution or Bylaws may be proposed by any SSW student.

2. Changes must be voted upon in an electronic election, open to all SSW students, and must be approved by a simple majority, defined as more than half of the votes placed.
APPENDIX H

CURRICULUM PLANS
- Two-Year Clinical
- Two-Year Macro
- Three-Year Clinical
- Three-Year Macro
- Four-Year Clinical
- Four-Year Macro
- Global Practice (Clinical and Macro)

FINAL YEAR CURRICULUM PLANS
- Children, Youth & Families
- Global Practice
- Health
- Mental Health
- Older Adults & Families

ADVANCED STANDING
- Students Starting June 2016
- Students Starting January 2017

MSW/PHD
- Students Starting September 2016
<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th>Fall</th>
<th>CR HRS</th>
<th>Spring</th>
<th>CR HRS</th>
<th>Summer (optional)</th>
<th>CR HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCWK 7721</td>
<td>Human Behavior &amp; the Social Environment</td>
<td>3</td>
<td>SCWK 7701</td>
<td>Social Welfare System</td>
<td>3</td>
<td>Elective</td>
</tr>
<tr>
<td>SCWK 7723</td>
<td>Diversity &amp; Cross-Cultural Issues</td>
<td>3</td>
<td>SCWK 7722</td>
<td>Psychosocial Pathology</td>
<td>3</td>
<td>Elective</td>
</tr>
<tr>
<td>SCWK 7762</td>
<td>Basic Skills in Clinical Social Work</td>
<td>3</td>
<td>SCWK 8855</td>
<td>Clinical Practice with Children &amp; Families: Assessment, Intervention &amp; Evidence-Based Practice</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SCWK 8800</td>
<td>Basic Skills in Macro Social Work</td>
<td>3</td>
<td>SCWK 8856</td>
<td>Clinical Practice with Adults: Assessment, Intervention &amp; Evidence-Based Practice</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SCWK 9921</td>
<td>Field Education I*</td>
<td>3</td>
<td>SCWK 9932</td>
<td>Field Education II-CSW*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FINAL YEAR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCWK 7747</td>
<td>Research Methods in SW Practice</td>
<td>3</td>
<td>SCWK 8841</td>
<td>Program Evaluation</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Advanced Practice</td>
<td>in Concentration***</td>
<td>3</td>
<td>Advanced Policy</td>
<td>in Concentration***</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>(if not taken during summer)</td>
<td>3</td>
<td>Elective</td>
<td>(if not taken during summer)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SCWK 9933</td>
<td>Field Education III-CSW**</td>
<td>4</td>
<td>SCWK 9934</td>
<td>Field Education IV-CSW**</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

* Field 2 days per week in first year.
** Field 3 days per week in final year.
***See Final Year curriculum plans for concentration requirements
# TWO-YEAR CURRICULUM PLAN
## MACRO SOCIAL WORK

### FIRST YEAR

<table>
<thead>
<tr>
<th>Fall</th>
<th>CR HRS</th>
<th>Spring</th>
<th>CR HRS</th>
<th>Summer (optional)</th>
<th>CR HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCWK 7721 Human Behavior &amp; the Social Environment</td>
<td>3</td>
<td>SCWK 7701 Social Welfare System</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 7723 Diversity &amp; Cross-Cultural Issues</td>
<td>3</td>
<td>SCWK 8833 Leadership &amp; Social Transformation</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 7762 Basic Skills in Clinical Social Work</td>
<td>3</td>
<td>SCWK 8886 Financial Management and Resource Development</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCWK 8800 Basic Skills in Macro Social Work</td>
<td>3</td>
<td>SCWK 8889 Social Innovation</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCWK 9921 Field Education I*</td>
<td>3</td>
<td>SCWK 9942 Field Education II-Macro*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### FINAL YEAR

<table>
<thead>
<tr>
<th>Final</th>
<th>CR HRS</th>
<th></th>
<th>CR HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCWK 7747 Research Methods in SW Practice</td>
<td>3</td>
<td>SCWK 8841 Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Practice in Concentration***</td>
<td>3</td>
<td>Advanced Policy in Concentration***</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective (if not taken during summer)</td>
<td>3</td>
<td>Elective (if not taken during summer)</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 9943 Field Education III-Macro**</td>
<td>4</td>
<td>SCWK 9944 Field Education IV-Macro**</td>
<td>4</td>
</tr>
</tbody>
</table>

* Field 2 days per week in first year.
** Field 3 days per week in final year.
***See Final Year curriculum plans for concentration requirements
# THREE-YEAR CURRICULUM PLAN
## CLINICAL SOCIAL WORK

### FIRST YEAR

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>CR HRS</th>
<th>Spring</th>
<th>CR HRS</th>
<th>Summer (optional)</th>
<th>CR HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCWK 7721 Human Behavior &amp; the Social Environment</td>
<td>3</td>
<td></td>
<td>SCWK 7701 Social Welfare System</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCWK 7723 Diversity &amp; Cross-Cultural Issues</td>
<td>3</td>
<td></td>
<td>SCWK 7722 Psychosocial Pathology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SECOND YEAR

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>CR HRS</th>
<th>Spring</th>
<th>CR HRS</th>
<th>Summer (optional)</th>
<th>CR HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCWK 7762 Basic Skills in Clinical Social Work</td>
<td>3</td>
<td></td>
<td>SCWK 8855 Clinical Practice with Children &amp; Families: Assessment, Intervention &amp; Evidence-Based Practice</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 8800 Basic Skills in Macro Social Work</td>
<td>3</td>
<td></td>
<td>SCWK 8856 Clinical Practice with Adults: Assessment, Intervention &amp; Evidence-Based Practice</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 9921 Field Education I*</td>
<td>3</td>
<td></td>
<td>SCWK 9932 Field Education II-CSW*</td>
<td>3</td>
<td><strong>Option to do Field Education I &amp; II as a summer block for students employed in an appropriate human service position with Field Dept. approval.</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

### FINAL YEAR

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>CR HRS</th>
<th>Spring</th>
<th>CR HRS</th>
<th>Summer (optional)</th>
<th>CR HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCWK 7747 Research Methods in SW Practice</td>
<td>3</td>
<td></td>
<td>SCWK 8841 Program Evaluation</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Practice in Concentration***</td>
<td>3</td>
<td></td>
<td>Advanced Policy in Concentration***</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td>Elective (if not taken during summer)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective (if not taken during summer)</td>
<td>3</td>
<td></td>
<td>SCWK 9933 Field Education III-CSW+</td>
<td>4</td>
<td>SCWK 9934 Field Education IV-CSW+</td>
<td>4</td>
</tr>
</tbody>
</table>

---

*Field 2 days per week in second year.

**Summer block field placement is 5 days a week for 12 weeks for eligible students.

***See Final Year curriculum plans for concentration requirements

+Field 3 days per week in final year.
# THREE-YEAR CURRICULUM PLAN
## MACRO SOCIAL WORK

### FIRST YEAR

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>CR HRS</th>
<th>Spring</th>
<th>CR HRS</th>
<th>Summer (optional)</th>
<th>CR HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCWK 7721</td>
<td>Human Behavior &amp; the Social Environment</td>
<td>3</td>
<td>SCWK 7701 Social Welfare System</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCWK 7723</td>
<td>Diversity &amp; Cross-Cultural Issues</td>
<td>3</td>
<td>SCWK 8833 Leadership &amp; Social Transformation</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SECOND YEAR

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>CR HRS</th>
<th>Spring</th>
<th>CR HRS</th>
<th>Elective</th>
<th>CR HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCWK 7762</td>
<td>Basic Skills in Clinical Social Work</td>
<td>3</td>
<td>SCWK 8866 Financial Management &amp; Resource Development</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 8800</td>
<td>Basic Skills in Macro Social Work</td>
<td>3</td>
<td>SCWK 8889 Social Innovation</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 9921</td>
<td>Field Education I*</td>
<td>3</td>
<td>SCWK 9942 Field Education II-Macro*</td>
<td>3</td>
<td>**Option to do Field Education I &amp; II as a summer block for students employed in an appropriate human service position with Field Dept. approval.</td>
<td></td>
</tr>
</tbody>
</table>

### FINAL YEAR

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>CR HRS</th>
<th>Spring</th>
<th>CR HRS</th>
<th>Elective</th>
<th>CR HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCWK 7747</td>
<td>Research Methods in SW Practice</td>
<td>3</td>
<td>SCWK 841 Program Evaluation</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Practice in Concentration***</td>
<td>3</td>
<td>Advanced Policy in Concentration***</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
<td>Elective (if not taken during summer)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCWK 9943</td>
<td>Field Education III-Macro+</td>
<td>4</td>
<td>SCWK 9944 Field Education IV-Macro+</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Field 2 days per week in second year.
**Summer block field placement is 5 days a week for 12 weeks for eligible students.
***See Final Year curriculum plans for concentration requirements
+Field 3 days per week in final year.
# Four-Year Curriculum Plan

## Clinical Social Work

### First Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>CR HRS</th>
<th>Spring</th>
<th>CR HRS</th>
<th>Summer (optional)</th>
<th>CRHRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCWK 7721 Human Behavior &amp; the Social Environment</td>
<td>3</td>
<td>SCWK 7701 Social Welfare System</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCWK 7723 Diversity &amp; Cross-Cultural Issues</td>
<td>3</td>
<td>SCWK 7722 Psychosocial Pathology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Second Year

| SCWK 7762 Basic Skills in Clinical Social Work                        | 3      | SCWK 8855 Clinical Practice with Children & Families: Assessment, Intervention & Evidence-Based Practice | 3 Elective |                   |       |
| SCWK 8800 Basic Skills in Macro Social Work                          | 3      | SCWK 8856 Clinical Practice with Adults: Assessment, Intervention & Evidence-Based Practice | 3 Elective |                   |       |
| SCWK 9921 Field Education I*                                          | 3      | SCWK 9932 Field Education II-CSW*           | 3 **Option to do Field Education I & II as a summer block for students employed in an appropriate human service position with Field Dept. approval. | | |

### Third Year ~

| SCWK 7747 Research Methods in SW Practice                           | 3      | SCWK 8841 Program Evaluation                | 3      |                   |       |
| Elective                                                            | 3      | Elective                                   | 3      |                   |       |
| Elective                                                            | 3      |                                           |        |                   |       |

### Fourth Year ~

| Advanced Practice in Concentration***                               | 3      | Advanced Policy in Concentration***         | 3      |                   |       |
| Elective (if not taken during summer)                               | 3      | Elective (if not taken during summer)       | 3      |                   |       |
| SCWK 9933 Field Education III-CSW+                                  | 4      | SCWK 9934 Field Education IV-CSW +          | 4      |                   |       |

* Field 2 days per week in second year.
** Summer block field placement is 5 days a week for 12 weeks.
*** See Final Year curriculum plans for concentration requirements

+ Field 3 days per week in third or final year.
~ Third and fourth year schedules may be alternated.
## Four-Year Curriculum Plan

### Macro Social Work

#### First Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>CR HRS</th>
<th>Course Code</th>
<th>Course Title</th>
<th>CR HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCWK 7721</td>
<td>Human Behavior &amp; the Social Environment</td>
<td>3</td>
<td>SCWK 7701</td>
<td>Social Welfare System</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 7723</td>
<td>Diversity &amp; Cross-Cultural Issues</td>
<td>3</td>
<td>SCWK 8833</td>
<td>Leadership &amp; Social Transformation</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Second Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>CR HRS</th>
<th>Course Code</th>
<th>Course Title</th>
<th>CR HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCWK 7762</td>
<td>Basic Skills in Clinical Social Work</td>
<td>3</td>
<td>SCWK 8886</td>
<td>Financial Management &amp; Resource Development</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 8800</td>
<td>Basic Skills in Macro Social Work</td>
<td>3</td>
<td>SCWK 8889</td>
<td>Social Innovation</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 9921</td>
<td>Field Education I*</td>
<td>3</td>
<td>SCWK 9942</td>
<td>Field Education II-Macro*</td>
<td>3</td>
</tr>
</tbody>
</table>

**Field Education I*: 2 days per week in second year.

**Field Education II-Macro*: 3 days per week in third or final year.

#### Third Year ~

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>CR HRS</th>
<th>Course Code</th>
<th>Course Title</th>
<th>CR HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCWK 7747</td>
<td>Research Methods in SW Practice</td>
<td>3</td>
<td>SCWK 8841</td>
<td>Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Fourth Year ~

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>CR HRS</th>
<th>Course Code</th>
<th>Course Title</th>
<th>CR HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Practice in Concentration***</td>
<td>3</td>
<td>Advanced Policy in Concentration***</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective (if not taken during summer)</td>
<td>3</td>
<td>Elective (if not taken during summer)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCWK 9943</td>
<td>Field Education III-Macro +</td>
<td>4</td>
<td>SCWK 9944</td>
<td>Field Education IV-Macro +</td>
<td>4</td>
</tr>
</tbody>
</table>

**Field 2 days per week in second year.

**Summer block field placement is 5 days a week for 12 weeks.

*** See Final Year curriculum plans for concentration requirements

~ Third and fourth year schedules may be alternated.
# TWO-YEAR CURRICULUM PLAN FOR GLOBAL PRACTICE
(SEPARATE APPLICATION PROCESS NECESSARY)
CLINICAL OR MACRO SOCIAL WORK

## FIRST YEAR

<table>
<thead>
<tr>
<th>Fall</th>
<th>CR HRS</th>
<th>Spring</th>
<th>CR HRS</th>
<th>Summer (Required)</th>
<th>CR HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCWK 7721</strong> Human Behavior &amp; the Social Environment</td>
<td>3</td>
<td>SCWK 7701 Social Welfare System</td>
<td>3</td>
<td>SCWK 7747</td>
<td>3</td>
</tr>
<tr>
<td><strong>SCWK 7723</strong> Diversity &amp; Cross-Cultural Issues</td>
<td>3</td>
<td>SCWK 7722 Psychosocial Pathology (Clinical students) OR SCWK 8833 Leadership &amp; Social Transformation (Macro students)</td>
<td>3</td>
<td>SCWK 7797 Frameworks and Tools for Global Practice</td>
<td>3</td>
</tr>
<tr>
<td><strong>SCWK 7762</strong> Basic Skills in Clinical Social Work</td>
<td>3</td>
<td>SCWK 8856 Clinical Practice with Adults (Clinical students) OR SCWK 8886 Social Innovation (Macro students)</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>SCWK 8800</strong> Basic Skills in Macro Social Work</td>
<td>3</td>
<td>SCWK 8855 Clinical Practice with Children &amp; Families (Clinical students) OR SCWK 8889 Social Change: Financial Management and Resource Development (Macro students)</td>
<td>3</td>
<td>Elective (optional)</td>
<td>3</td>
</tr>
<tr>
<td><strong>SCWK 9921</strong> Field Education I*</td>
<td>3</td>
<td>SCWK 9932 Field Education II--CSW* OR SCWK 9942 Field Education II--Macro*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## FINAL YEAR

| SCWK 8806 Global Policy Issues & Implications | 3      |                              |        |                   |        |
| SCWK 8841 Program Evaluation                 | 3      |                              |        |                   |        |
| Elective                                    | 3      |                              |        |                   |        |
| Elective                                    | 3      |                              |        |                   |        |
| Elective (if not taken during the summer)    | 3      |                              |        |                   |        |
| **Elective (if not taken during the summer)**| 3      | SCWK 9933 (4 CR) & SCWK 9934 (4 CR) Field Education III & IV-CSW OR SCWK 9943 (4 CR) & SCWK 9944 (4 CR) Field Education III & IV-Macro** | 8      |                   |        |

* Field 2 days per week in first year.  
** International Field Placement for accepted students.
## CLINICAL SOCIAL WORK PRACTICE

<table>
<thead>
<tr>
<th>Summer</th>
<th>CR HRS</th>
<th>Fall</th>
<th>CR HRS</th>
<th>Spring</th>
<th>CR HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective (optional)</td>
<td>3</td>
<td><strong>SCWK 7747</strong> Research Methods in SW Practice</td>
<td>3</td>
<td><strong>SCWK 8841</strong> Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>Elective (optional)</td>
<td>3</td>
<td><strong>SCWK 8872</strong> Advanced Clinical Interventions with Children, Youth and Families</td>
<td>3</td>
<td><strong>SCWK 8805</strong> Policy Issues in Family &amp; Children’s Services</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td><strong>SCWK 8872</strong> Advanced Clinical Interventions with Children, Youth and Families</td>
<td>3</td>
<td><strong>SCWK 8805</strong> Policy Issues in Family &amp; Children’s Services</td>
<td>3</td>
</tr>
<tr>
<td>Elective (if not taken during the summer)</td>
<td>3</td>
<td><strong>SCWK 9933</strong> Field Education III-CSW*</td>
<td>4</td>
<td><strong>SCWK 9934</strong> Field Education IV-CSW*</td>
<td>4</td>
</tr>
</tbody>
</table>

## MACRO SOCIAL WORK PRACTICE

| Elective (optional)     | 3      | **SCWK 7747** Research Methods in SW Practice | 3      | **SCWK 8841** Program Evaluation            | 3      |
| Elective (optional)     | 3      | **SCWK 8885** Management of Organizations Serving Children, Youth and Families | 3      | **SCWK 8805** Policy Issues in Family & Children’s Services | 3      |
| Elective                | 3      | **SCWK 8805** Policy Issues in Family & Children’s Services | 3      | **SCWK 8805** Policy Issues in Family & Children’s Services | 3      |
| Elective (if not taken during the summer) | 3      | **SCWK 9943** Field Education III-Macro* | 4      | **SCWK 9944** Field Education IV-Macro* | 4      |

*Field 3 days per week in final year.*
### Clinical Social Work Practice

<table>
<thead>
<tr>
<th></th>
<th>Summer (required)</th>
<th>CR HRS</th>
<th>Fall</th>
<th>CR HRS</th>
<th>Spring</th>
<th>CR HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCWK 7747</td>
<td>Research Methods in Social Work Practice</td>
<td>3</td>
<td>SCWK 8806 Global Policy Issues &amp; Implications</td>
<td>3</td>
<td>SCWK 9933 (4cr) &amp; SW 9934 (4cr) Field Education III &amp; IV-CSW**</td>
<td>8</td>
</tr>
<tr>
<td>SCWK 7797</td>
<td>Frameworks and Tools for Global Practice</td>
<td>3</td>
<td>SCWK 8841 Program Evaluation</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective (optional)</td>
<td></td>
<td>3</td>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Elective (if not taken during the summer)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Macro Social Work Practice

<table>
<thead>
<tr>
<th></th>
<th>Summer (required)</th>
<th>CR HRS</th>
<th>Fall</th>
<th>CR HRS</th>
<th>Spring</th>
<th>CR HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCWK 7747</td>
<td>Research Methods in Social Work Practice</td>
<td>3</td>
<td>SCWK 8806 Global Policy Issues &amp; Implications</td>
<td>3</td>
<td>SCWK 9943 (4cr) &amp; SW 9944 (4cr) Field Education III &amp; IV-Macro**</td>
<td>8</td>
</tr>
<tr>
<td>SCWK 7797</td>
<td>Frameworks and Tools for Global Practice</td>
<td>3</td>
<td>SCWK 8841 Program Evaluation</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective (optional)</td>
<td></td>
<td>3</td>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Elective (if not taken during the summer)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** International Field Placement for accepted students.
# HEALTH CONCENTRATION

## FINAL YEAR CLINICAL OR MACRO CURRICULUM

### CLINICAL SOCIAL WORK PRACTICE

<table>
<thead>
<tr>
<th>Summer</th>
<th>CR HRS</th>
<th>Fall</th>
<th>CR HRS</th>
<th>Spring</th>
<th>CR HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective (optional)</td>
<td>3</td>
<td>SCWK 7747 Research Methods in SW Practice</td>
<td>3</td>
<td>SCWK 8841 Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>Elective (optional)</td>
<td>3</td>
<td>SCWK 8873 Psychosocial Dimensions of Health &amp; Medical Care Practice</td>
<td>3</td>
<td>SCWK 8817 Health &amp; Mental Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective (if not taken during the summer)</td>
<td>3</td>
<td>Elective (if not taken during the summer)</td>
<td>3</td>
<td>Elective (if not taken during the summer)</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 9933 Field Education III –CSW*</td>
<td>4</td>
<td>SCWK 9934 Field Education IV–CSW*</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### MACRO SOCIAL WORK PRACTICE

| Elective (optional) | 3 | SCWK 7747 Research Methods in SW Practice | 3 | SCWK 8841 Program Evaluation | 3 |
| Elective (optional) | 3 | SCWK 8897 Planning for Health & Mental Health Services | 3 | SCWK 8817 Health & Mental Health Policy | 3 |
| Elective | 3 | Elective | 3 | Elective | 3 |
| Elective (if not taken during the summer) | 3 | Elective (if not taken during the summer) | 3 | Elective (if not taken during the summer) | 3 |
| SCWK 9943 Field Education III –Macro* | 4 | SCWK 9944 Field Education IV –Macro* | 4 | |

* Field 3 days per week in final year.
### CLINICAL SOCIAL WORK PRACTICE

<table>
<thead>
<tr>
<th>Summer</th>
<th>CR HRS</th>
<th>Fall</th>
<th>CR HRS</th>
<th>Spring</th>
<th>CR HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective (optional)</td>
<td>3</td>
<td>SCWK 7747 Research Methods in SW Practice</td>
<td>3</td>
<td>SCWK 8841 Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>Elective (optional)</td>
<td>3</td>
<td>SCWK 8865 Family Therapy</td>
<td>3</td>
<td>SCWK 8817 Health &amp; Mental Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective (if not taken during the summer)</td>
<td>3</td>
<td>Elective (if not taken during the summer)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCWK 9933 Field Education III –CSW*</td>
<td>4</td>
<td>SCWK 9934 Field Education IV –CSW*</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### MACRO SOCIAL WORK PRACTICE

<table>
<thead>
<tr>
<th>Summer</th>
<th>CR HRS</th>
<th>Fall</th>
<th>CR HRS</th>
<th>Spring</th>
<th>CR HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective (optional)</td>
<td>3</td>
<td>SCWK 7747 Research Methods in SW Practice</td>
<td>3</td>
<td>SCWK 8841 Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>Elective (optional)</td>
<td>3</td>
<td>SCWK 8897 Planning for Health &amp; Mental Health Services</td>
<td>3</td>
<td>SCWK 8817 Health &amp; Mental Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective (if not taken during the summer)</td>
<td>3</td>
<td>Elective (if not taken during the summer)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCWK 9943 Field Education III –Macro*</td>
<td>4</td>
<td>SCWK 9944 Field Education IV –Macro*</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Field 3 days per week in final year.*
## CLINICAL SOCIAL WORK PRACTICE

<table>
<thead>
<tr>
<th></th>
<th>CR HRS</th>
<th>Fall</th>
<th>CR HRS</th>
<th>Spring</th>
<th>CR HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective (optional)</td>
<td>3</td>
<td>SCWK 7747 Research Methods in SW Practice</td>
<td>3</td>
<td>SCWK 8841 Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>Elective (optional)</td>
<td>3</td>
<td>SCWK 8823 Practice in Health &amp; Mental Health Settings with Older Adults</td>
<td>3</td>
<td>SCWK 8802 Policy for an Aging Society: Issues &amp; Options</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective (if not taken during the summer)</td>
<td>3</td>
<td>Elective (if not taken during the summer)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCWK 9933 Field Education III-CSW*</td>
<td>4</td>
<td></td>
<td></td>
<td>SCWK 9934 Field Education IV-CSW*</td>
<td>4</td>
</tr>
</tbody>
</table>

## MACRO SOCIAL WORK PRACTICE

<table>
<thead>
<tr>
<th></th>
<th>CR HRS</th>
<th>Fall</th>
<th>CR HRS</th>
<th>Spring</th>
<th>CR HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective (optional)</td>
<td>3</td>
<td>SCWK 7747 Research Methods in SW Practice</td>
<td>3</td>
<td>SCWK 8841 Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>Elective (optional)</td>
<td>3</td>
<td>SCWK 8823 Practice in Health &amp; Mental Health Settings with Older Adults</td>
<td>3</td>
<td>SCWK 8802 Policy for an Aging Society: Issues &amp; Options</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective (if not taken during the summer)</td>
<td>3</td>
<td>Elective (if not taken during the summer)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCWK 9943 Field Education III-Macro*</td>
<td>4</td>
<td></td>
<td></td>
<td>SCWK 9944 Field Education IV-Macro*</td>
<td>4</td>
</tr>
</tbody>
</table>

* Field 3 days per week in final year.
## ADVANCED STANDING CURRICULUM PLAN
### CLINICAL SOCIAL WORK
#### STUDENTS STARTING IN JUNE

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>FINAL YEAR</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summer</td>
<td>CR HRS</td>
<td>Fall</td>
<td>CR HRS</td>
<td>Spring</td>
<td>CR HRS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCWK 7722</td>
<td>Psychosocial Pathology</td>
<td>3</td>
<td>Advanced Practice in Concentration***</td>
<td>3</td>
<td>Advanced Policy in Concentration ***</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCWK 8855</td>
<td>Clinical Practice with Children &amp; Families: Assessment, Intervention &amp; Evaluation Research</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
<td>SCWK 8841</td>
<td>Program Evaluation</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SCWK 8856</td>
<td>Clinical Practice with Adults: Assessment, Intervention &amp; Evaluation Research</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCWK 9932</td>
<td>Field Education II-CSW*</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCWK 9933</td>
<td>Field Education III-CSW**</td>
<td>4</td>
<td>SCWK 9934</td>
<td>Field Education IV-CSW**</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Field 24 hours per week from June to August
** Field 3 days per week in final year.
***See Final Year curriculum plans for concentration requirements
# ADVANCED STANDING CURRICULUM PLAN

## CLINICAL OR MACRO SOCIAL WORK

STUDENTS STARTING IN JANUARY

### FIRST YEAR

<table>
<thead>
<tr>
<th></th>
<th>Fall CR HRS</th>
<th>Spring CR HRS</th>
<th>Summer (optional)*** CR HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td><strong>Spring</strong></td>
<td></td>
</tr>
<tr>
<td>SCWK 7722 Psychosocial Pathology (Clinical) OR SCWK 8833 Leadership &amp; Social Transformation (Macro)</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 8855 Clinical Practice with Children &amp; Families: Assessment, Intervention &amp; Evidence-Based Practice (Clinical) OR SCWK 8886 Social Change: Financial Management and Resource Development (Macro)</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 8856 Clinical Practice with Adults: Assessment, Intervention &amp; Evidence-Based Practice (Clinical) OR SCWK 8889 Social Innovation (Macro)</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 9932 Field Education II-CSW* OR SCWK 9942 Field Education II-Macro*</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### FINAL YEAR

<table>
<thead>
<tr>
<th></th>
<th>CR HRS</th>
<th></th>
<th>CR HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td>3</td>
<td>SCWK 8841 Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Practice in Concentration</td>
<td>3</td>
<td>Advanced Policy in Concentration</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective (if not taken during summer)</td>
<td>3</td>
<td>Elective (if not taken during summer)</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 9933 Field Education III-CSW** OR SCWK 9943 Field Education III-Macro**</td>
<td>4</td>
<td>SCWK 9934 Field Education IV-CSW** OR SCWK 9944 Field Education IV-Macro**</td>
<td>4</td>
</tr>
</tbody>
</table>

Field 2 days per week in first year.
** Field 3 days per week in final year.
*** If accepted into Global Practice, see Global Practice Curriculum Plan

Please note: all students must have 5 electives to meet degree requirements
## MSW/PhD CURRICULUM PLAN
STUDENTS STARTING SEPTEMBER 2016
(RECOMMENDED STUDY PLAN)

<table>
<thead>
<tr>
<th><strong>FIRST YEAR</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL</strong></td>
</tr>
<tr>
<td>SCWK7721 Human Behavior &amp; the Social Environment</td>
</tr>
<tr>
<td>SCWK7723 Diversity &amp; Cross-Cultural Issues</td>
</tr>
<tr>
<td>SCWK7762 Basic Skills in Clinical Social Work</td>
</tr>
<tr>
<td>SCWK8800 Basic Skills in Macro Social Work</td>
</tr>
<tr>
<td>SCWK9921 Field Education I*</td>
</tr>
</tbody>
</table>

* Field 2 days per week in first year
### SECOND YEAR

<table>
<thead>
<tr>
<th>FALL</th>
<th>CR HRS</th>
<th>SPRING</th>
<th>CR HRS</th>
<th>SUMMER</th>
<th>CR HRS</th>
<th>REQUIREMENTS COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Practice in Concentration</td>
<td>3</td>
<td>Advanced Policy in Concentration</td>
<td>3</td>
<td>Independent Study: Collaborative Research in the Community</td>
<td>3</td>
<td>- Written Comprehensive Exam passed</td>
</tr>
<tr>
<td>SCWK9951 Survey of Research Methods in Social and Behavioral Science</td>
<td>3</td>
<td>Elective ♦</td>
<td>3</td>
<td></td>
<td></td>
<td>- Research Internship Plan Approved (optional)</td>
</tr>
<tr>
<td>SCWK9952 Tools for Scholarship ♦ (meets periodically as outlined in syllabus)</td>
<td>1</td>
<td>SCWK9960 Regression Analyses for Social &amp; Behavioral Sciences ♦</td>
<td>3</td>
<td></td>
<td></td>
<td>- Study Plan Filed</td>
</tr>
<tr>
<td>SCWK9980 History &amp; Philosophy of Social Welfare in the US ♦</td>
<td>3</td>
<td>Social and Behavioral Science Theory Elective</td>
<td>3</td>
<td>Electro: Tools for Research ♦</td>
<td>1</td>
<td>- Required 65 Credits in Courses &amp; Field Education Completed to earn MSW</td>
</tr>
<tr>
<td>Elective: Intro to Statistics and Data Analysis</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCWK9933 Field Education III – Clinical** OR SCWK9943 Field Education III – Macro**</td>
<td>4</td>
<td>SCWK9934 Field Education IV – Clinical** OR SCWK9944 Field Education IV – Macro**</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### THIRD YEAR

| SCWK9961 Introduction to Structural Equation Modeling                | 3      | SCWK9992 Theories & Methods of Teaching in Professional Education (must be taken with SCWK9991) | 3      |                                                                       |        | - Research Assistantship for 5 hrs/per week                                           |
| Social and Behavioral Science Theory Elective                       | 3      | SCWK9991 Doctoral Teaching Practicum (must be taken with SCWK9992)      | 1      |                                                                       |        | - File Revised Study Plan                                                               |
| Elective: Independent Study: Pro Seminar                            | 1      | Elective                                                               | 3      |                                                                       |        | - Scholarly Paper Approved & Defended by end of summer                                 |
| Elective                                                            | 3      | SCWK9959 Doctoral Publishable Paper Writing Project                    | 0      |                                                                       |        |                                                                                        |

Suggested Electives: SCWK 9973 Theories & Research in Behavioral Science; Research Internship; Advanced Seminars on Selected Social Welfare Topics or Advanced Research Design or Statistics Course offered at BC, BU, Brandeis or Tufts.

### FOURTH YEAR

| SCWK9994 Dissertation Preparation Seminar (meets periodically as outlined in syllabus) | 1      | SCWK9995 Dissertation Direction I                                     | 3      |                                                                       |        | - Teaching Assistantship for 5 hrs/per week                                             |
| Elective                                                             | 3      |                                                                       |        |                                                                       |        | - Teaching Practicum Plan Approved (optional)                                            |
| Elective                                                             | 1-3    |                                                                       |        |                                                                       |        | - Required 92 Credits in Courses & Field Completed                                        |

### FIFTH YEAR

| SCWK9966 Dissertation Direction II                                   | 3      | SCWK9911 Doctoral Continuation                                         | 1      |                                                                       |        | - Dissertation Defended & Filed                                                        |

** Field 3 days per week in the second year unless an early start is requested. ♦ Applied to both MSW and PhD. Must be completed to confer the MSW. ◆ Indicates an online course.
SSW STUDENT GUIDE

APPENDIX I

FIELD-OF-PRACTICE CONCENTRATIONS

CHILDREN YOUTH AND FAMILIES
The Children, Youth, and Families Concentration prepares students for professional practice with children, adolescents, and families seen across multiple settings. Clinical students will be proficient in practice with child and adolescent mental health intervention, including individual, group, and family modalities. Macro students will develop competence in leadership and administration, including personnel management, grant writing, and financial management within the context of community-based nonprofit organizations and public bureaucratic systems.

GLOBAL PRACTICE
The Global Practice Concentration exposes students to the skills necessary to becoming effective international social workers. Students learn how to collaborate with local partners around issues of humanitarian aid, social development and capacity building. Guiding principles are human rights, global justice, and diversity. Final year field placements will be managed in partnership with international organizations from around the globe.

HEALTH
The Health Concentration prepares students for clinical or macro practice in health or mental health settings by providing specialized knowledge in assessment, intervention, and health & mental health policy. Clinical students who wish to specialize in the area of health will study the psychosocial issues related to illness and the interventions to assist patients and families in coping with these issues. Macro students will specialize in the leadership and administration of non-profit and public organizations, including transformational approaches to organizational change, financial management, and social innovation.

MENTAL HEALTH
Mental Health Concentration prepares students for clinical or macro practice in health or mental health settings by providing specialized knowledge in assessment, intervention, and health & mental health policy. Clinical students specializing in mental health services will focus on treatment with individuals, couples, families, and small groups and develop skills in assessment and intervention that are relevant to the particular problem and cultural context. Macro students will specialize in the leadership and administration of non-profit and public organizations, including transformational approaches to organizational change, financial management, and social innovation.

OLDER ADULTS & FAMILIES
The Older Adults and Families Concentration prepares social work students for an integrated macro and clinical practice approach to working with older adults, their families, and the social policies and programs that affect their lives. Coursework for the concentration encompasses the entire range of health and mental health services from those provided to older adults as they “age in place” in their homes and communities through policy and advocacy functions of the local, state and national aging network.
## APPENDIX J

### CERTIFICATE PROGRAMS:
The following certificates will be offered on a space available basis. For more information:  
< http://www.bc.edu/schools/gssw/academics/msw/certificates-program.html >

<table>
<thead>
<tr>
<th>Certificate Program</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Offered</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SCWK 8822</td>
<td>Impact of Traumatic Victimization on Child &amp; Adolescent Development</td>
<td>Offered: Summer, Fall and Spring semesters</td>
</tr>
<tr>
<td>2. Latino Leadership*</td>
<td>SCWK 7723</td>
<td>Diversity &amp; Cross-Cultural Issues</td>
<td>Offered: Fall semester</td>
<td>SCWK 8839 03</td>
<td>Social Services with Latino Populations in the US</td>
<td>Offered: Fall semester</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SCWK 8839 05</td>
<td>Faith, Culture and Justice in Practice with Latino Populations (taught in Spanish only)</td>
<td>Offered: Spring semester</td>
</tr>
<tr>
<td>3. Policy &amp; Community Organizing</td>
<td>SCWK 7701</td>
<td>Social Welfare System</td>
<td>Offered: Spring semester</td>
<td>SCWK 8888</td>
<td>Community Organizing &amp; Political Strategies</td>
<td>Offered: Summer semester</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SCWK 8851</td>
<td>Policy Analysis for Social Reform</td>
</tr>
<tr>
<td>4. Refugees &amp; Immigrants</td>
<td>SCWK 7723</td>
<td>Diversity &amp; Cross-Cultural Issues</td>
<td>Offered: Fall semester</td>
<td>SCWK 7794</td>
<td>Immigrants &amp; Refugees</td>
<td>Offered: Fall and Spring semesters</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SCWK 7719</td>
<td>Immigrant Integration: A Comparative Study of US &amp; Italy Policy &amp; Practice (or other approved travel course)</td>
</tr>
<tr>
<td>5. School Social Work <em>(For Clinical Students only)</em></td>
<td>SCWK 8855</td>
<td>Clinical Practice with Children &amp; Families</td>
<td>Offered: Spring semester</td>
<td>SCWK 8881</td>
<td>School Social Work: Program Development &amp; Educational Policies</td>
<td>Offered: Summer semester</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SCWK 8858</td>
<td>Clinical Practice in Schools</td>
</tr>
<tr>
<td>6. Trauma <em>(For Clinical Students only)</em></td>
<td>SCWK 8856</td>
<td>Clinical Practice with Adults</td>
<td>Offered: Spring semester</td>
<td>SCWK 8822</td>
<td>Impact of Traumatic Victimization on Child &amp; Adolescent Development</td>
<td>Offered: Summer, Fall and Spring semesters</td>
</tr>
<tr>
<td></td>
<td>SCWK 8855</td>
<td>Clinical Practice with CYF</td>
<td>Offered: Spring semester</td>
<td>SCWK 8874</td>
<td>Adult Psychological Trauma</td>
<td>Offered: Summer, Fall and Spring semesters</td>
</tr>
<tr>
<td>7. Veterans and Military Families <em>(For Clinical Students only)</em></td>
<td>SCWK 8856</td>
<td>Clinical Practice with Adults</td>
<td>Offered: Spring semester</td>
<td>SCWK 7725</td>
<td>Families Impacted by Military Service</td>
<td>Offered: Summer semester</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SCWK 8835</td>
<td>Veterans’ Health &amp; Mental Health</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SCWK 7726</td>
<td>Neuroscience of Human Relationships &amp; Development</td>
</tr>
</tbody>
</table>
APPENDIX K:

USE OF BOSTON COLLEGE INDICIA (University Trademarks and Logos)

Those individuals or student groups that propose to use the University's indicia or the School of Social Work logo for commercial or fundraising purposes, must first consult with the Associate Dean for Academic and Student Services.

For more information, see the Boston College Policies and Procedures Manual at:
<http://www.bc.edu/content/bc/offices/policies/universitypolicies.html>

Use of Boston College Indicia, 1-100-050.

APPENDIX L:

POLICY FOR THE PROTECTION OF HUMAN RESEARCH PARTICIPANTS (IRB)

Federal and University regulations require that all faculty, staff, and student research projects involving human participants and/or materials of human origin be reviewed and approved by the Boston College (BC) Institutional Review Board (BC IRB) before initiation. Basic information about applications and forms can be found at <http://www.bc.edu/research/oric/human.html>

For more information, review the Policy for the Protection of Human Research Participants at:
and the companion document, Standard Operating Procedures for Researchers at:
SSW STUDENT GUIDE

APPENDIX M:

MSW PROGRAM COMPETENCIES

The Council on Social Work Education (CSWE) adopted a competency-based framework as the basis for its educational policy and accreditation standards. As part of the Boston College School of Social Work’s (BCSSW) accreditation process for the CSWE, the BCSSW instructs and assesses students on the MSW Program’s competencies. The following nine social work competencies were established by the CSWE for Generalist Practice, and were extended and enhanced by the BCSSW for the Specialized Practices of Clinical and Macro social work. These competencies are infused throughout the curriculum (as noted on each syllabus), and are assessed via (1) a set of designated course assignments rated by the student’s Advisor and (2) through evaluation by the Field Education Supervisor.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

G1.1 - make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

G1.2 - use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

G1.3 - demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

G1.4 - use technology ethically and appropriately to facilitate practice outcomes; and

G1.5 - use supervision and consultation to guide professional judgment and behavior.

Social Workers with a Clinical Specialization apply the ethical principles of the NASW Code of Ethics to their work with individuals, groups, and families. Clinical social workers are capable of identifying ethical issues within a clinical context and utilizing the NASW Code of Ethics to deal with these issues. Clinical social workers promote self-determination by collaborating with clients in the selection and use of interventions. In keeping with the NASW Code of Ethics, Clinical social workers base their practice on empirically based knowledge. Clinical social workers:

C1.1 - identify ethical issues imbedded in clinical practice settings and determine responsible strategies to resolve these issues in compliance with the NASW Code of Ethics; and

C1.2 - provide services to clients that promote self-determination and empowerment through the knowledge and use of evidenced based clinical interventions.

Social Workers with a Macro Specialization apply the ethical principles of the NASW Code of Ethics to their work with organizations, communities, and/or legislative bodies. Macro social workers are capable of employing the ethical principles of the NASW Code of Ethics when assessing, planning, and implementing macro level changes. Macro social workers utilize a strengths-based perspective when conducting organizational analyses and needs assessments. Macro social workers:

M1.1 - demonstrate an understanding of the NASW Code of Ethics in their work with organizations, communities, associations or governmental bodies in responding to social problems; and
M1.2 – incorporate strengths or asset-based methods when conducting a needs assessment.

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

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- G2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- G2.2 present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- G2.3 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Social Workers with a Clinical Specialization are knowledgeable about cultural contexts, the dynamics of power and privilege within diverse cultures, and are open to learning from their clients about cultural differences. Clinical social workers incorporate knowledge about the client’s cultural context in the clinical assessment process. Clinical social workers demonstrate cultural humility in their interactions with clients, and adapt clinical interventions to the client’s cultural context. Clinical social workers:

- C2.1 incorporate knowledge about the client’s cultural context in clinical assessments; and
- C2.2 demonstrate the capacity for cultural humility by utilizing and adapting clinical intervention models to cultural contexts.

Social Workers with a Macro Specialization understand the significance of cultural contexts in assessing and intervening in organizations and communities. Macro social workers understand the dynamics of power and privilege in working with disenfranchised populations and communities. Macro social workers utilize their knowledge about diversity and difference in effecting change within mezzo and macro level social systems. Macro social workers include an appraisal of diversity within their organization analyses, and advocate to foster increased diversity within organizations. Macro social workers:

- M2.1 utilize their knowledge about diversity, oppression, poverty, marginalization, and alienation in working with organizations, communities, and institutions in understanding social systems; and
- M2.2 analyze for the presence of and promote diversity and cultural awareness within organizations.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- G3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
G3.2 engage in practices that advance social, economic, and environmental justice.

Social Workers with a Clinical Specialization understand the impact of social, economic, and environmental justice issues on the bio-psycho-social development of individuals, and consequently on the well-being of individuals, families, and groups. Clinical social workers are knowledgeable about policies that impact social, economic, and environmental justice and are knowledgeable about advocacy strategies to promote human rights. Clinical social workers:

C3.1 apply knowledge of how social, economic, and environmental justice issues impact bio-psycho-social development; and

C3.2 utilize knowledge of social, economic, and/or environmental issues to advance the human rights of oppressed populations.

Social Workers with a Macro Specialization are guided by a human rights perspective and utilize their knowledge of social, economic, and environmental justice issues to effect change within macro settings. Macro social workers advocate for human rights within macro settings. Macro social workers are knowledgeable and capable of developing programs, policies, and/or practices that foster social, economic, and environmental justice. Macro social workers:

M3.1 identify and support change efforts regarding structural injustices that affect human rights within organizations, communities and institutions; and

M3.2 have the capacity to promote changes in programs, policies, and practices in order to promote social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

G4.1 use practice experience and theory to inform scientific inquiry and research;

G4.2 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

G4.3 use and translate research evidence to inform and improve practice, policy, and service delivery.

Social Workers with a Clinical Specialization understand the significance of research and the critical analysis of professional literature in offering appropriate evidenced-based clinical interventions. Clinical social workers understand how the research process is utilized to advance clinical knowledge, and how practice experience informs new research questions. Clinical social workers use valid and rigorous research findings to plan effective clinical interventions. Clinical social workers are trained in employing research methods to improve clinical practice outcomes. Clinical social workers:

C4.1 utilize research literature, Practice Guidelines, and evidenced-based practices in planning clinical intervention strategies; and

C4.2 have the capacity to engage in research that advances clinical knowledge and practice.

Social Workers with a Macro Specialization utilize research findings, data analysis, and practice experience to inform the social innovation process. Macro social workers understand the significance of employing research methods in the planning, implementation, and evaluation of macro level interventions. Macro social workers employ rigorous research methods in collecting and analyzing macro-level data and outcomes. Macro social workers utilize research data to inform macro-level policy and practice. Macro social workers:

M4.1 use research methods to collect and analyze data regarding organizational, community and system-level outcomes and impact; and
M4.2 critically analyze and employ both data analysis and innovation-based program design methods to inform policy and practice.

**Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- G5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- G5.2 assess how social welfare and economic policies impact the delivery of and access to social services;
- G5.3 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Social Workers with a **Clinical** Specialization are knowledgeable about social policies and understand the significant role that social policies play in impacting the delivery of human services to individuals, families, and groups. Clinical social workers understand how clients are impacted by social policies, and conversely, how clients can impact changes in social policies. Clinical social workers use a person-centered approach in identifying policy issues and recommending policy change in their clinical work with individuals, families, and/or groups. Clinical social workers utilize their knowledge of social policies to inform their clinical interventions. Clinical social workers:

- C5.1 use knowledge gained from clinical practice with individuals, families, and/or groups to propose and/or advocate for policy change; and
- C5.2 apply knowledge of social welfare policies and programs to clinical interventions with individuals, families, and/or groups.

Social Workers with a **Macro** Specialization are knowledgeable about the development, implementation, and analyses of social policies. Macro social workers understand the impact of social policies on the delivery of human services, and are knowledgeable about the process of bringing about changes in social policies. Macro social workers work with organizations and communities on the implementation of policies that improve human rights. Macro social workers can identify specific groups to promote policies that further human rights and social justice. Macro social workers:

- M5.1 work with organizations and/or communities to identify, garner support for, and implement policies that foster human rights and social, economic, and environmental justice; and
- M5.2 are capable of promoting adoption of policies that foster human rights and social justice among target audiences.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:
G6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

G6.2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Social Workers with a Clinical Specialization understand the significance of the therapeutic relationship in the change process. Clinical social workers are knowledgeable about developing a positive therapeutic alliance to facilitate positive therapeutic outcomes. Clinical social workers incorporate a strengths-based approach to empower clients in the clinical assessment and intervention processes. Clinical social workers incorporate self-awareness and cultural-awareness in the process of initiating and sustaining therapeutic relationships. Clinical social workers:

C6.1 engage clients by utilizing a strengths-based approach that empowers clients; and

C6.2 utilize self-reflection and self-awareness to establish a therapeutic relationship that respects the client’s cultural context.

Social Workers with a Macro Specialization are knowledgeable about the processes of engaging diverse individuals, groups, and organizations to work on macro level change initiatives. Macro social workers utilize a strengths-based perspective in their work with organizations and communities. Macro social workers utilize their expertise in bringing together various stakeholders to work collaboratively on macro-level change. Macro social workers:

M6.1 have the capacity to use a strengths-based perspective in working collaboratively with organizations and communities; and

M6.2 utilize their capacity to bring together multiple constituencies in working on mezzo and macro issues across diverse stakeholders.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

G7.1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

G7.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

G7.3 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

G7.4 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Social Workers with a Clinical Specialization have knowledge about bio-psycho-social theories, cultural contexts, and standardized assessment instruments that inform their clinical assessments. Clinical social workers understand how to use bio-psycho-social theories within a person-in-environment context to assess and routinely reassess the client throughout the intervention process. Clinical social workers are trained in identifying and using culturally appropriate standardized assessment instruments in the clinical assessment process. Clinical social workers:

C7.1 identify and are competent in the use of culturally appropriate standardized assessment and diagnostic instruments; and
C7.2 continuously reassess throughout the clinical intervention process utilizing a comprehensive bio-psycho-social assessment.

Social Workers with a Macro Specialization utilize a collaborative, strengths-based approach that includes a variety of stakeholders throughout the process of performing macro level assessments. Macro social workers are capable of conducting both organizational analyses and community needs assessments. Macro social workers rely on the participation of various community stakeholders in their assessments. Macro social workers:

M7.1 produce stakeholder-focused organizational analyses and community needs assessments; and

M7.2 inform the assessment process with the input of community and other stakeholders.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

G8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

G8.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

G8.3 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

G8.4 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

G8.5 facilitate effective transitions and endings that advance mutually agreed-on goals.

Social Workers with a Clinical Specialization are capable of implementing a range of clinical intervention techniques and models. Clinical social workers are knowledgeable about and can critically assess the various levels of evidence that underpin evidenced-based clinical interventions, and utilize this knowledge in recommending interventions. Clinical social workers are knowledgeable about the use of evidenced-based Practice Guidelines as a tool in offering clinical interventions. Clinical social workers:

C8.1 incorporate the use of evidenced-based Practice Guidelines in deciding with the client which intervention strategies to employ; and

C8.2 demonstrate competence in utilizing a range of clinical practice intervention models.

Social Workers with a Macro Specialization are knowledgeable about financial analysis, resource procurement, human resource administration, and social innovation planning and implementation. Macro social workers use collaborative participation to involve stakeholders in the social innovation process. Macro social workers utilize their resource development and management skills to sustain effective social service delivery. Macro social workers:

M8.1 utilize models of participatory engagement, social innovation, and inter-professional collaboration to identify and address human service needs; and

M8.2 utilize skills in financial management, human resource management, and resource development to sustain effective social service delivery.
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

G9.1 select and use appropriate methods for evaluation of outcomes;

G9.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

G9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

G9.4 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Social Workers with a Clinical Specialization understand that evaluation is a crucial component of ongoing clinical assessment and intervention, and are capable of performing evaluations of interventions and programs serving individuals, families, and groups. Clinical social workers utilize their knowledge of research methods to evaluate clinical interventions. Clinical social workers engage clients as active participants in clinical evaluations and modify interventions based on evaluation data. Clinical social workers:

C9.1 evaluate clinical practice and/or programs through the application of research methods; and

C9.2 include the client as an active participant in the evaluation process to modify clinical interventions as needed.

Social Workers with a Macro Specialization understand the significance of including evaluations as an integral part of the assessment and planning process of programs and policies. Macro social workers have the capacity to conduct evaluations as part of the social innovation process, and utilize evaluation methods to inform the change process when working with macro level systems. Macro social workers use their skills in financial and organizational analysis to evaluate human service programs. Macro social workers:

M9.1 conduct evaluations as an integral part of the social change process within organizations, communities and institutions; and

M9.2 utilize financial analysis and assessment of management structures to evaluate the sustainability and/or efficacy of human service programs.
## SSW STUDENT GUIDE

### IMPORTANT BC TELEPHONE NUMBERS & WEBSITES

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics Information &amp; Tickets</td>
<td>617-552-3000</td>
</tr>
<tr>
<td>&lt;www.bceagles.com&gt;</td>
<td></td>
</tr>
<tr>
<td>Bookstore</td>
<td>617-552-3520</td>
</tr>
<tr>
<td><a href="http://www.bkstr.com/bostoncollegestore/home">http://www.bkstr.com/bostoncollegestore/home</a></td>
<td></td>
</tr>
<tr>
<td>Boston College Main Telephone</td>
<td>617-552-8000</td>
</tr>
<tr>
<td>Campus Police</td>
<td></td>
</tr>
<tr>
<td>Emergency</td>
<td>617-552-4444</td>
</tr>
<tr>
<td>Non-emergency</td>
<td>617-552-4440</td>
</tr>
<tr>
<td>Escort Service</td>
<td>617-552-8888</td>
</tr>
<tr>
<td>Dining Services</td>
<td>617-552-2263</td>
</tr>
<tr>
<td>&lt;www.bc.edu/dining&gt;</td>
<td></td>
</tr>
<tr>
<td>School of Social Work</td>
<td>617-552-4020</td>
</tr>
<tr>
<td>&lt;www.bc.edu/socialwork&gt;</td>
<td></td>
</tr>
<tr>
<td>Admissions</td>
<td>617-552-4024</td>
</tr>
<tr>
<td>Career Services</td>
<td>617-552-4035</td>
</tr>
<tr>
<td>Class Schedule/Cancellation</td>
<td>617-552-2610</td>
</tr>
<tr>
<td>Field Placement</td>
<td>617-552-4027</td>
</tr>
<tr>
<td>Graduate Student Association</td>
<td></td>
</tr>
<tr>
<td>Murray Graduate Center</td>
<td>617-552-1855</td>
</tr>
<tr>
<td>&lt;www.bc.edu/gsc&gt;</td>
<td></td>
</tr>
<tr>
<td>Health Services (Cushing Hall)</td>
<td>617-552-3225</td>
</tr>
<tr>
<td>&lt;www.bc.edu/offices/uhs/&gt;</td>
<td></td>
</tr>
<tr>
<td>Inclement Weather</td>
<td>617-552-INFO</td>
</tr>
<tr>
<td>Information Technology</td>
<td>617-552-HELP</td>
</tr>
<tr>
<td>Library, O’Neill</td>
<td>617-552-4472</td>
</tr>
<tr>
<td>Library, Social Work</td>
<td>617-552-0109</td>
</tr>
<tr>
<td>&lt;www.bc.edu/swlib&gt;</td>
<td></td>
</tr>
<tr>
<td>Recreation Complex</td>
<td>617-552-0797</td>
</tr>
<tr>
<td>Boston College Office of Student Services</td>
<td>800-294-0294</td>
</tr>
<tr>
<td>&lt;www.bc.edu/offices/stserv/&gt;</td>
<td></td>
</tr>
<tr>
<td>Agora Portal &lt;portal.bc.edu&gt;</td>
<td></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>800-294-0294</td>
</tr>
<tr>
<td>Grades (8 a.m. - 11 p.m.)</td>
<td>617-552-8801</td>
</tr>
<tr>
<td>Transcripts/Degree Verification</td>
<td>617-552-3300</td>
</tr>
<tr>
<td>U-Dial</td>
<td>617-552-8800</td>
</tr>
<tr>
<td>University Counseling Services</td>
<td>617-552-3310</td>
</tr>
</tbody>
</table>

### QUESTIONS ABOUT:

<table>
<thead>
<tr>
<th>Question</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Username and PIN #</td>
<td>Sally Gillen</td>
</tr>
<tr>
<td>Senior Admissions Assistant</td>
<td>617-552-4024 or <a href="mailto:sally.berry@bc.edu">sally.berry@bc.edu</a></td>
</tr>
<tr>
<td>Transfer credit</td>
<td>Bill Howard</td>
</tr>
<tr>
<td>or SSW financial awards</td>
<td>Assistant Dean, Admissions</td>
</tr>
<tr>
<td></td>
<td>617-552-4025 or <a href="mailto:william.howard@bc.edu">william.howard@bc.edu</a></td>
</tr>
<tr>
<td>Modifying program</td>
<td>Teresa Touhey Schirmer</td>
</tr>
<tr>
<td></td>
<td>Assoc. Dean, Academic &amp; Student Services</td>
</tr>
<tr>
<td></td>
<td>617-552-4762 or <a href="mailto:teresa.schirmer@bc.edu">teresa.schirmer@bc.edu</a></td>
</tr>
<tr>
<td>Supporting program</td>
<td>Robin Warsh</td>
</tr>
<tr>
<td></td>
<td>Chair, Academic Standards and Review Committee</td>
</tr>
<tr>
<td></td>
<td>617-552-2745 or <a href="mailto:robin.warsh@bc.edu">robin.warsh@bc.edu</a></td>
</tr>
<tr>
<td>Class scheduling or Wait list request</td>
<td>Liz Cinquino (MSW students)</td>
</tr>
<tr>
<td></td>
<td>Director of SSW Advising Center</td>
</tr>
<tr>
<td></td>
<td>617-552-2610 or <a href="mailto:mary.cinquino@bc.edu">mary.cinquino@bc.edu</a></td>
</tr>
<tr>
<td>Support services/Field placements</td>
<td>Teresa Touhey Schirmer</td>
</tr>
<tr>
<td></td>
<td>Assoc. Dean, Academic &amp; Student Services</td>
</tr>
<tr>
<td></td>
<td>617-552-4762 or <a href="mailto:teresa.schirmer@bc.edu">teresa.schirmer@bc.edu</a></td>
</tr>
<tr>
<td>Field placements</td>
<td>Susan Coleman</td>
</tr>
<tr>
<td></td>
<td>Director of Field Education</td>
</tr>
<tr>
<td></td>
<td>617-552-0774 or <a href="mailto:susan.coleman@bc.edu">susan.coleman@bc.edu</a></td>
</tr>
<tr>
<td>Problem with placement</td>
<td>Susan Coleman</td>
</tr>
<tr>
<td></td>
<td>Director of Field Education</td>
</tr>
<tr>
<td></td>
<td>617-552-0774 or <a href="mailto:susan.coleman@bc.edu">susan.coleman@bc.edu</a></td>
</tr>
<tr>
<td>Graduation clearance</td>
<td>Teresa Touhey Schirmer</td>
</tr>
<tr>
<td></td>
<td>Assoc. Dean, Academic &amp; Student Services</td>
</tr>
<tr>
<td></td>
<td>617-552-4762 or <a href="mailto:teresa.schirmer@bc.edu">teresa.schirmer@bc.edu</a></td>
</tr>
</tbody>
</table>