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## BA Handbook Appendix A

### POLICIES RELATED TO ACADEMIC PLANNING

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

- **MINORS** - Students graduating from the College of Liberal Arts and Sciences may earn a minor or minors in any degree granting department or approved program in the College outside of their major department and a notation of the minor will be entered on the student's permanent record. Students should consult the department in which they are seeking the minor for clear guidelines. The minor may support or relate directly to the student's major in Social Work. In other cases, the minor might allow students to follow a separate interest from their major(s). Advisors/mentors are helpful in planning such matters.
- **DOUBLE MAJOR** - To double major a student must fulfill the requirements of both departments. A student should have an advisor in both fields. Psychology, Sociology, and Women's Studies are often departments which social work students choose as a complementary major. Students who are double majors must receive clearance to register from their first major department.
- **CERTIFICATE PROGRAMS**: It may be possible for social work students to complete certificate programs while pursuing the BA in Social Work. The School of Social Work is the home department for both the Aging Studies Certificate and the Critical Cultural Competence Certificate. Detailed information about these certificates are available on the School's website, as well as from the Aging Studies Certificate Director (Professor Mercedes Bern-Klug) and the Critical Cultural Competence Certificate Program Coordinator (Professor Motier Haskins).
- **TYPICAL COURSE LOAD** - A normal course load is 15-16 semester hours (s.h.) (fall-spring). To be full time, students must enroll in at least 12 s.h. Maximum allowed is 18 s.h. in a regular semester and 9 s.h. in a summer session. Permission is needed from the student's advisor and the College of Liberal Arts and Sciences Office of Academic Programs, 120 Schaeffer Hall, if the course load exceeds 18 s.h.
- **S/U grading** - There is a 15 semester hour limit on courses that can be non-letter graded. It is especially important for Social Work students to pay careful attention to their degree audit since Field Experience (8-11 hours) and Interpersonal Skills Lab (2 s.h.) are non-letter graded.
- **DROPPING/ADDING** - Deadlines for dropping and adding are on the Registrar's website and require advisor's approval. <http://registrar.uiowa.edu/course-deadline>

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### GRADUATION

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

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## ASSESSMENT OF STUDENTS

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

A+	4.33	B+	3.33	C+	2.33	D+	1.33	F	0.0
A	4.00	B	3.00	C	2.00	D	1.00		
A-	3.67	B-	2.67	C-	1.67	D-	0.67		

Grades of A+ will have a value of 4.33 in calculating a student's GPA, but the averages displayed at the bottom of the grade report will be truncated so as not to exceed 4.00.

- B) Students admitted on conditional status (g.p.a. below 2.50) must achieve regular status within two sessions of registration by obtaining a grade point average of at least 2.5 on a minimum of eight letter graded hours.
- C) Students wishing to take S/U course for letter grade may do so by petitioning the instructor not later than second class meeting. If approved the student shall give a copy to coordinator in charge of grades in the Iowa City Office. This privilege should be allowed only in exceptional circumstances. Please note there are limits to the number of S/U, P/F courses a student may apply to the B.A. degree.
- D) When feasible and appropriate all exams and papers should be submitted with a student identification number instead of student name.
- E) Incompletes are not sanctioned by the University except for work that cannot be graded on time for extenuating reasons. Students must petition the instructor for an incomplete which must be made up before the end of the following semester. Students may not take advanced courses for which they have not met the prerequisites due to incomplete.
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## DIVERSITY RESOURCE COORDINATOR

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

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## PROCEDURE FOR IDENTIFYING AND REFERRING STUDENTS WITH ACADEMIC SKILLS PROBLEMS

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

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## WRITING SKILLS PROBLEMS

Instructors should identify students with writing problems and refer those students to the student's faculty mentor if the problem is serious enough to raise a faculty concern. The students may be referred to the Writing Lab and/or a remediation plan may be developed by the instructor and faculty mentor.

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# Accommodations for Disabilities

Under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, instructors must make reasonable accommodations for students who have physical, mental, or learning disabilities.

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

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

What are the responsibilities of the disabled student?

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

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

More information about providing reasonable accommodations to students with disabilities is available from **Student Disability Services**: <https://sds.studentlife.uiowa.edu/>

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## STATEMENT ON STANDARDS

As part of an academic institution, and in preparation for professional practice, the School of Social Work has some general expectations of which students and faculty should be aware.

1. Papers and other written work should conform to college standards of written English. They should be grammatically correct. Refer to dictionaries for spelling, manuals of style for footnotes, bibliographies, etc. Papers should be typed if possible.
2. Because social work is learned through process as well as content, class discussion and interaction is an integral part of your education in the School. Doing the reading without attending courses will not be sufficient to master the course material. Therefore, students are expected to attend classes or to inform instructors prior to class if unable to attend due to illness or other legitimate reasons.
3. The School of Social Work expects that students entering the profession of social work, as well as faculty and practitioners already in the field, should have a commitment to eliminating discriminatory attitudes and actions, conscious or unconscious, with respect to race, class, sex, age, and sexual preferences, etc. Language often unintentionally expresses institutional racism, sexism, etc. As part of the professional preparation of students and professional development of faculty, students and faculty should sensitize themselves to discriminatory biases and

assumptions in oral and written language, attitudes and behaviors. This concern should guide presentations, papers, and lectures and should influence selection of readings and textbooks.

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

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

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

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## INSTRUCTOR AND STUDENT GUIDELINES FOR CLASSROOM DISCUSSIONS

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

Recognize that we are all at different stages of learning about and accepting the existence of prejudice and discrimination based on race, class, gender, sexual orientation, age, religion, physical and mental differences and other characteristics.

Acknowledge that all of us have learned misinformation about our own group and about members of other groups, whether we belong to a majority or minority group.

Agree not to blame others or ourselves for the misinformation we have learned in the past, but accept responsibility for not repeating misinformation after we have learned otherwise.

Assume that people—both those we study and those in this class—do the best they can.

Recognize that social workers identify with different cultural, political, and religious belief systems, and are free to practice their beliefs within the professional guidelines described by the NASW Code of Ethics.

Never demean, devalue, or in any way "put down" people for their experiences, backgrounds, or statements. This does not mean that you can't disagree, only that you must do so respectfully, and be prepared to clarify your statements with specific information, experiences, and/or examples.

## ACADEMIC HONESTY

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

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

3. Submitting a written assignment prepared for one class as original work for any other class without prior knowledge and permission of the instructor.
4. Representing interactions of clients in written case materials that did not in fact happen or presenting untrue statements in such materials.

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

1. Name of author or authors, correctly spelled and in the form that appears on the work.
2. Edition number for books; volume number, and issue number, if there is one, for periodicals.
3. Complete publication date: month, day (if given), and year for periodicals; year for books.
4. Inclusive page numbers of articles; specific page numbers for cited parts of articles.

Rudolph, J., & Brackstone, D. (1990, April 11). Too many scholars ignore the basic rules of documentation. The Chronicle of Higher Education, p. 12.