



George Williams School of Social Work
Baccalaureate Social Work Program
Student Handbook
AY 2026-2027

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INTRODUCTION

This *BSW Handbook* describes the specific policies, procedures, and curriculum of the Bachelor of Social Work (BSW) program of the George Williams School of Social Work at Aurora University. It serves as a reference to assist students in understanding the course of professional study and development upon which they have embarked. The handbook serves as a supplement to Aurora University's Undergraduate Catalog, the George Williams School of Social Work Field Manual, and the University's Student "A" Book.

Statement/Reservation of Rights

This Academic Catalog/Program Policy serves to familiarize all undergraduate, graduate, and doctoral students with Aurora University's academic policies and procedures as of the date of this Catalog/Policy. A department or program may adopt more specific policies or procedures applicable to the particular program of study. Together, the policies and procedures set forth in this Catalog and in program-specific policies constitute your resource guides regarding the academic requirements of Aurora University.

The policies and procedures in this Catalog/Policy/Handbook are subject to modification, revision, and updates at the discretion of the University or the program in question, to comply with evolving accreditation standards and best practices in the best interests of the University community. These policies and procedures do not constitute a contract, do not reflect binding commitments by the University, and may not be relied upon as such. The University/program will notify students when policies or procedures are revised, but students also have a responsibility to stay current on the applicable policies and procedures for their particular degree or certification programs.

\ The University reserves the right to change or alter its programs, services, methods of delivering course content, schedules, safety guidelines, and operations to respond to the evolving needs of the campus community. This changes may include: (1) adjusting the method of delivering course content, curricula, or services, including the conversion of some or all coursework or University business to remote instruction or remote operations; (2) modifying, postponing, or temporarily eliminating academic course offerings, program requirements, clinical assignments or experiential learning, access to facilities, student activities, and other services; (3) postponing or adjusting extracurricular activities and offerings, including athletics opportunities; (4) changing or adjusting semester schedules, examination schedules, teaching and academic counseling assignments, and grading protocols; and (5) otherwise changing or adjusting academic operations and student activities when such modifications are deemed to be in the best interests of the students and the greater campus community.

CHAPTER 1: GEORGE WILLIAMS SCHOOL OF SOCIAL WORK

Accreditation and Certification

The Bachelors of Social Work (BSW) program of Aurora University is fully accredited by the Council on Social Work Education (CSWE). This accreditation enables students with the BSW Degree from Aurora University to sit for applicable state-based professional licensure exams and to apply for advanced standing in the graduate social work program. Aurora University is accredited by the North Central Association of Colleges and Schools.

Non-Discrimination

Every aspect of the program's organization and implementation is conducted without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, disability, or political or sexual orientation. Furthermore, the program seeks to make continuous efforts to assure the enrichment of the educational experience it offers by reflecting racial, ethnic, gender and cultural diversity throughout the curriculum and in all aspects of the program. The advancement of social justice and equity are driving principles that influence the programmatic structure and curriculum.

SCHOOL MISSION

Aurora University Mission

At Aurora University, our singular goal is to empower students to achieve lasting personal and professional success. We do this by being an inclusive community dedicated to the transformative power of learning. As a teaching-centered institution, we encourage undergraduate and graduate students to discover what it takes to build meaningful and purposeful lives.

Core values

We are committed to student success through **collaboration**, working across departments and eliminating silos to help students realize their personal and professional aspirations.

We commit ourselves to **continuous learning** by adapting and growing along with our students. We are dedicated to helping students achieve their full potential through lifelong support that provides opportunities to learn and grow.

We define **inclusivity** broadly so that all members of our community are welcome and authentically belong, and we actively work to foster understanding and appreciation of diversity as an institutional strength.

We adhere to the highest standards of **integrity** in every aspect of institutional practice and operation. Through this proven dedication to honesty, fairness, and ethical conduct, we lead by example and inspire our students to do the same.

We are committed to shaping the future with our students and our community through **innovation** that sparks creative solutions to encourage continuous improvement, adaptation, and evolution in a rapidly changing world.

George Williams School of Bachelor of Social Work Program Mission

The **AU BSW program mission** statement was derived directly from the School of Social Work mission statement which follows: *The Bachelors of Social Work Program in the George Williams School of Social Work empowers students through holistic and transformative education. Our inclusive learning community works to prepare social workers to competently build justice and systematic change for individuals, families, groups, organizations, and communities while guiding students toward professional engagement.*

CHAPTER 2: THE BSW PROGRAM

BSW Program Goals

The goals of the BSW program are:

1. Provide curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
2. Facilitate curricula that builds on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
3. Promote continual professional development of students, faculty, and practitioners.
4. Prepare social workers to engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities to enhance well-being.
5. Support professional capacity to ethically practice social work at multiple systems levels.
6. Build student knowledge and skills necessary to competently practice using scientific inquiry and the reciprocal evidence-based practice process.
7. Enable social workers to center their practice with cultural humility and emphasis on equity, by building awareness and respect of clients' diverse identities.
8. Equip social workers to alleviate poverty, oppression, and other forms of social injustice.
9. Develop professional readiness to recognize the global and interconnected systems of social work practice.
10. Prepare social workers to formulate and influence social policies and social work services in diverse political contexts.

Program Outcomes

The Bachelor of Social Work program aims to provide quality educational preparation for entry into beginning level, generalist social work practice with communities, organizations, groups, families, and individuals. Field placements in social service agencies working with individuals, families, and/or groups are an integral part of the learning experience. Students are taught to examine problems from an ecological perspective and to effectively intervene in ways that are preventive, build on strengths, and promote healing.

Professional Foundation Objectives

In the foundation curriculum, students will learn the following knowledge, values, and skills, which are fundamental to all social workers. Graduates demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice;

2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly;
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation;
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social, environmental, and economic justice;
5. Understand and interpret the history of the social work profession and its contemporary structures and issues;
6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes;
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities;
8. Analyze, formulate, and influence social policies;
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions;
10. Use communication skills differentially across client populations, colleagues, and communities;
11. Use supervision and consultation appropriate to social work practice;
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

Admission to the BSW Program

Once students are admitted to Aurora University, they must formally apply for admission to the BSW program, after completing approximately 60 semester hours of general education course work.

Applicants must meet the following conditions to be accepted into the BSW program:

- Cumulative grade point average of 2.5 on a 4.0-point scale;
- Earned approximately 60 semester hours of general education;
- In addition to meeting the General Education requirements of the University, specific liberal arts courses are also required to support the social work required (foundation) coursework.

These include:

PSY 1100: General Psychology (or suitable transfer course)

SOC 1100: Introduction to Society (or suitable transfer course)

- PSC 1300: Introduction to US Government (or suitable transfer course)
- Self-reflective narrative that conveys the following:
 - Commitment to high standards of personal and professional conduct, as reflected in the NASW Code of Ethics;
 - Career goal that is consistent with the BSW program's philosophy and curriculum.
- Completion of the required background check.

After all materials, including application, transcripts, and background check are received, an applicant's file will be reviewed in alignment with the criteria outlined above. After the file review, applicants will be notified, via email, of the admission determination: full admission, provisional admission, conditional admission or denial.

Statement of Background Check Notification

Aurora University reserves the right to deny admission to its undergraduate, graduate and non-degree programs based on application materials, previous academic record and records of past conduct, including but not limited to the results of a criminal background check or registration of a sex offense.

BSW applicants are required to complete a national background check with their application to the BSW program. The BSW program may deny admission based on the results of a criminal background check. The school may refuse or revoke admission for the following: misrepresentation of self, criminal behavior, results of the national background check, and/or behavior that interferes with performing professional duties.

If admitted to the BSW program, any applicant or student with a criminal background may not be eligible for some field instruction placements. In addition, the applicant or student may not be eligible for licensure after completing the requirements for the BSW degree. Many agencies require criminal background checks as a condition for accepting a placement in their program. It is the student's responsibility to inquire with the applicable state regulatory body, such as the Illinois Department of Professional Regulation or the Wisconsin Department of Safety and Professional Services, to determine their licensure eligibility.

Once admitted to the BSW program, students must adhere to the Professional Standards of the University and the George Williams School of Social Work. Students must meet the criteria for professional and ethical behavior as set forth by the George Williams School of Social Work.

Semester Hour Requirement for Admission

The BSW program accepts students who have completed slightly below 60 semester hours, provided they are willing to make up the necessary course work before the beginning of their senior year. This allowance enables students beginning the BSW course work with fewer than 60 semester hours to meet the University's 120 semester hour graduation requirement within their junior and senior year.

Pre-Social Work to Social Work Major

Transfer students declare their intention to pursue the BSW degree at the time they submit the University application forms. *Once accepted into the University*, the transfer student may complete the *BSW program application* materials that can be found on the AU web site. BSW application materials should be submitted during the semester preceding the student's junior year. Traditional

freshman and sophomore students at Aurora University are assigned an academic advisor once they have declared “pre-social work” as their major. The academic advisor assists the student during their freshman and sophomore year in preparing for the social work program. Once students have been formally and fully accepted into the George Williams School of Social Work, their intended major is changed from “pre-social work or PSW” to “social work or BSW.” The academic advisor will continue to assist the BSW student as they progress toward graduation.

Admission Interviews

After submission of the BSW admission materials, applicants may be contacted to arrange an interview with the George Williams School of Social Work Admissions Committee in the George Williams School of Social Work. During the interview, the applicant’s admission materials are reviewed and questions regarding the BSW program are answered. Applicants are asked to elaborate on their written responses on their application materials. Students who meet the George Williams School of Social Work’s criteria for admission are informed of their acceptance into the program. This acceptance is confirmed in an email sent after the interview.

Provisional Acceptance

Students may be admitted into the BSW program provisionally. Provisional acceptance may be granted in situations when the applicant has not completed the equivalent of 60 semester hours at the time of application for the BSW program or is missing completion of a pre-requisite, but anticipates doing so prior to beginning the BSW junior year course work. Students are notified of provisional acceptance status, and corresponding requirements, via their admission email. In this situation, students are granted full acceptance once their final transcript reflects fulfilled the acceptance criteria.

Conditional Acceptance

On occasion, an applicant may be accepted into the program conditionally. Conditional acceptance may be granted in situations when the applicant’s admission materials (mini autobiography) indicate the applicant is not writing at a college level. Conditional admissions may be considered in other circumstances impacting eligibility, such as a GPA slightly below indicated requirement or outstanding pre-reqs that will be fully completed by the end of the first semester of the junior year. If the applicant is admitted conditionally based on academic standing, they will be instructed to utilize applicable academic resources and demonstrate readiness for the academic success either prior to beginning the social work foundation course work or during their junior year in the program. Often, the conditionally accepted student is monitored in their first semester in the program for academic progress.

Applicants being accepted conditionally are notified in writing of the necessary conditions that must be addressed prior to full acceptance being granted. Full acceptance is required if students are to be permitted to continue in the BSW program beyond the initial term. Students are notified after the first term if they have successfully met the required conditions and have attained full acceptance.

BSW Program Orientation

Junior BSW students are invited to engage in an orientation process during their first semester in the program. Students will receive an email with applicable details of the orientation. The BSW Orientation gives students an opportunity to learn more about the BSW program and connect with

George Williams School of Social Work faculty. Information regarding admission, curriculum, student organizations, field instruction, and other pertinent topics for BSW students is addressed.

BSW Program Format Options

The BSW program is available to a wide variety of students, in accordance with the admission standards for the major. Currently, the BSW program is delivered to traditional, full-time Aurora students in daytime courses, extending 16 weeks or full semesters. Also, students are able to complete the BSW degree in an 8 week course structure, with some 16 week courses, offered in an evening schedule through our University Center campus. Finally, the BSW program is offered in an online format, with mostly 8 week courses and some 16 week courses. Each of these formats offers the same courses, and assesses students with the same competencies and practice behaviors. Students identify the format in which they intend to complete the degree at the time of their admission into the BSW program.

Instructional Modalities

Aurora University recognizes the following course modalities: face-to-face, web-enhanced, , hybrid and online. (All modalities may include some online components aimed to enhance learning.)

- Face-to-face: Face-to-face courses feature traditional instruction wherein classes meet in-person in assigned classrooms at pre-arranged times.
- Web-Enhanced: Web-Enhanced courses feature mostly face-to-face and some online instruction. The online or web-based activities may not exceed 25% of the course.
- Hybrid courses: Hybrid courses also consist of face-to-face and online instruction. Not less than 25% and not more than 75% of the time devoted to instruction must be online.
- Online courses: Online courses at Aurora University are delivered fully online either asynchronously (Online) or synchronously (Remote).

CHAPTER 3: CURRICULUM POLICIES

Supportive Liberal Arts Requirements

In addition to meeting the General Education requirements of the University, specific liberal arts courses are also required to support the social work required (foundation) coursework. These include:
PSY 1100: General Psychology (or suitable transfer course)
SOC 1100: Introduction to Society (or suitable transfer course)
PSC 1300: Intro to US Government (or suitable transfer course)

BSW Foundation Curriculum – Required Coursework

Social Welfare Policy (8.0 sh)

SWK 2500 Survey of Contemporary Social Work (4.0)
SWK 3150 Social Welfare Institutions & Policies (4.0)

Human Behavior in the Social Environment (8.0 sh)

SWK 3160 HBSE I: Building Social Work Competence (4.0)
SWK 3170 HBSE II: Life Course Development (4.0)

Social Work Practice Theory & Practice Methods (16.0 sh)

SWK 3140	SW Practice with Groups (4.0)
SWK 4010	SW Practice with Communities & Organizations (4.0)
SWK 4110	SW Practice with Individuals (4.0)
SWK 4140	SW Practice with Families (4.0)

Research (4.0 sh)

SWK 4200	Research Methods in Social Work (4.0)
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Field Instruction (8.0 sh)

SWK 4210	Field Instruction I (4.0)
SWK 4220	Field Instruction II (4.0)

Social Work Elective Courses

Social Work elective courses are available in fall, spring and summer terms for students choosing to explore specialized social work material.

Optional Tracks

The specialized track curriculums in the BSW program are optional. Each track has specific course and internship requirements, and is led by a coordinator responsible for guiding students in the track. Students who wish to complete a specialized track must work with their advisor to complete a track declaration form declaring their interest in a track to ensure eligibility. The following collection of courses satisfy track requirements. Note that a "B" or better in each course is required to utilize the courses toward the track. *Options differ depending on campus/modality.*

Addictions

Online, Aurora & University Center Campuses

Required Coursework (offered as electives) (12.0 sh)

SWK 2050 Drugs & Human Behavior

SWK 3750 Addictions Counseling I

SWK 4700 Addictions Counseling II

*Internship must be completed in an approved addictions setting with a minimum of 500 hours in SWK 4210 and SWK 4220

Child Welfare

Online, Aurora & University Center Campuses

Required Coursework (offered as electives) (12.0 sh)

SWK 3760 Effects of Trauma on Children

SWK 4720 Social Work with Vulnerable Children & Families

SWK 4725 Child Welfare Services

*Internship must be completed in an approved child welfare agency in SWK 4210 and SWK 4220

Transfer Course Work

The Council on Social Work Education requires that all foundation social work course work beyond the introductory course be taken in a CSWE social work program. Transfer courses taken at another accredited BSW program must also meet AU BSW Program's academic standards: taken within the last five years, earned a grade of a "C" or higher, and must be judged as equivalent to Aurora

University's core foundation social work courses by either the BSW Program Chair or the BSW Curriculum Committee. Transfer courses are not accepted from other accredited schools of social work for the Field Instruction course sequence.

Academic credit for social work degree requirements cannot be given for work or life experience according to the Council on Social Work Education's guidelines that regulate all accredited BSW programs.

Students should consult the *Aurora University Regulations and Policy Catalog* for current University policies.

Policy Regarding Course Incompletes

Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. A grade of "I" may be assigned only in cases of illness, accident, or other catastrophic occurrence beyond the student's control. It is the responsibility of the student to formally request an incomplete in writing and to complete, with the instructor, the required Petition for Incomplete Grade form. The form must be submitted to the academic administration prior to week 14 for 16-week courses or week 6 for 8-week courses.

All work must be completed by the deadline specified by the instructor, which must be on or before the last day of the fourth week of classes in the next term, excluding summer session. Students who do not complete the Petition for Incomplete Grade, or who fail to complete the required work, will be assigned a grade of "F."

Leave of Absence

If a student wishes to take a leave of absence of more than one semester, excluding summer, a request for leave of absence must be made. A "Leave of Absence" should be coordinated according to University processes and policies, as outlined in the [Aurora University A-book](#). Students are to notify the BSW Program Chair.

Without fulfilling these conditions, a student who is not enrolled each semester of the academic year is considered to have terminated the program, and must re-apply for admission to continue in the program. For more specific regulations please consult with the Registrar's Office, 630-844-5462.

Programmatic Fees

Students will be charged a field instruction fee of \$50 per field credit hour. The field fee covers the cost of insuring the student in the placement, the processing of affiliation contracts, management of the field instruction program information system, and assessment tools.

Field Instruction

Field Instruction provides students with the opportunity to apply their learning experiences from the classroom into the community. Social work as a discipline relies on the competent application of theoretical principles in practice. Field experiences support development of the 9 Core Competencies outlined by the Educational Policy and Accreditation Standards (EPAS) from the Council on Social Work Education (CSWE) in 2022. Key among these objectives is the development of skills common to

generalist practice and the development of a professional identity with an appropriate degree of autonomy. Due to the central importance of field work in the preparation of capable social workers, field education is considered the signature pedagogy of social work education.

*Note: The **Field Instruction Manual** is to be reviewed by each social work student and field instructor participating in the field instruction experience. All students enrolled in field instruction are subjected to policies outlined in the Field Manual.*

BSW Field Instruction Overview

- Registration in SWK 4210 and SWK 4220 required
- 450 minimum cumulative hours* **
- Recommended 225 hours each semester
- Required supervision by AU approved site supervisor
 - Liaison Plus available by assignment through the Field Department
- Supervision Recommendations
 - 1 hour/week
 - Structured/planned
 - Reflective Style vs. Solely Task Based
 - Consistent
 - Provides ongoing feedback and education
 - Student intern expected to have learning experiences that align with the CSWE Core Competencies

**Addictions Track (as applicable) requires 500 minimum cumulative field hours, a CADIC credentialed on-site supervisor, and ICB learning objectives.*

Field Registration Requirements

Students pursuing an internship must be enrolled in the field course prior to completing any field placement hours. Field placement hours cannot be completed without registration in a field course. If students wish to complete hours over semester breaks, students must be registered in SWK 4220 to be covered by malpractice/ liability insurance. Therefore, disruption in registration will result in immediate suspension of placement hours. If a student is alerted to a change of their registration status in their field course, it is their responsibility to contact the applicable field coordinator immediately to address this. Registration in a field course does not equate to confirmation or “approval” to begin hours at a placement. See Field Instruction Manual for more information regarding internship approvals.

Field Course Registration Requirements:

BSW students must be enrolled in BSW Field Instruction I (SWK 4210) for their first semester and BSW Field Instruction II (SWK 4220) for their second semester internship.

Sequence of Field Courses

Students enrolled in the BSW program are required to complete one internship spanning through two 16-week semesters during their senior, or final, year. Students will be consecutively enrolled in BSW Field Instruction I (SWK 4210) and BSW Field Instruction II (SWK 4220). The Aurora Campus, University Center Campus, and Online program have different processes in place related to field course offerings. It will be important for students to review program materials and be in contact with their respective academic and/or field coordinator to ensure they understand the timeline for their program. Coordinator contact info can be found below:

Aurora Campus BSW Program: Sandra Perez Avila (sperezavila@aurora.edu)

UC Campus BSW Program: Amy Ceshker (aceshker@aurora.edu)

Online BSW Program: Amy Ceshker (aceshker@aurora.edu)

Process for Securing a Field Placement

A primary principle of the social work profession is to employ effective communication to build meaningful professional networks. The securing of a field placement allows students to build on this skill set. Students are responsible for their own field placement review and selection process, based on their professional interests and goals. Students will be the primary facilitators in researching and contacting agencies, completing interviews, and submitting the required field documentation. Aurora University can provide professional support through the Career Services Department, to include coaching and resume assistance. Additionally, the faculty mentors and SSW Field Department can consult with students regarding the field experience, to guide towards a placement that will align with their professional goals. Students are empowered to be selective in choosing a field placement that will provide desired learning experiences. For details regarding the field placement search process, students can reference the Field [Manual](#) other resources provided on the applicable field Brightspace page. Students are expected to adhere to field application deadlines, as outlined on the applicable field Brightspace page. A delayed search may jeopardize the completion of the field course, which may result in a delay of graduation from the degree or certificate program. Students should be aware of the potential implications of a delay in the process of securing a placement.

Once a field application is submitted, this initiates processing by the field office, and students are not permitted to seek a different placement. The finalization of approval from the Field Department will result in an official confirmation notice sent to the student through their Experiential Learning Cloud (formerly Tevera) notifications. Under no circumstances is a student to begin a field placement until they have received the confirmation notice from the SSW Field Department. Until a confirmation notice is received, a field student may not be covered by malpractice/ liability insurance. Any hours completed before the official confirmation notice has been sent from the SSW Field Department, or before the approved dates in the field application, are not considered part of the SSW Field Program and will not count towards the minimum cumulative hour requirement

Negotiating a Field Placement with an Unaffiliated Agency

All field placement sites need to meet the School's criteria for affiliation before being approved for a field placement. New sites will need to be vetted to ensure they will meet the affiliation criteria and will meet the learning objectives of the field education program. Students interested in pursuing a field placement with a non-affiliated site should contact their respective field coordinator to begin the agency approval process. The vetting and legal affiliation agreement process can increase the application

approval time significantly; students should plan accordingly. It is recommended a student allow up to 16 weeks for a new agency to be approved and fully affiliated with the University.

Employment Site/Previous Internship used for Field Placement

Students may request to use a current or recent employment/internship site as field placements. Students will indicate this request through the field application. Assessment and approval of this option will be based on:

- **Role:** The field placement role should be completely different from any other role the student has had within the organization. If employed at the organization, each relationship, the field placement and the employment, is not contingent on one another, and the student is not a risk to lose one based on the status of the other.
- **Supervision:** The field placement should be supervised by someone other than a current/previous supervisor for the student.
- **Time:** Field placement hours may be completed separate from employment hours or in a dual capacity. Both scenarios require an additional application which must be approved by the Field Department as part of the internship application process.

Field Instructor Requirements

Field Instructors will be approved in accordance with CSWE mandates and professional best practices. Ideally, students will be supervised by a 2-year post-graduate supervisor with a minimum of a BSW degree. However, an agency/organization may identify a field instructor who is able to assist students in developing skills within the 9 Core Competencies, but does not employ someone with an applicable social work degree. When this occurs, the University will coordinate additional support in order to reinforce the social work perspective, per CSWE guidelines. This additional educational support will be referred to as Liaison Plus. Students will indicate qualifications of their proposed field instructor within their field application, which will be verified using the field instructor's professional resume. Students and Field instructors will work with the SSW Field Department to coordinate applicable requirements.

Liaison Plus

Students whose field instructor does not hold a BSW degree are referred to as "Liaison Plus". Students will work with their assigned Field Liaison, the faculty member who teaches SWK 4210 and SWK 4220, to complete monthly Brightspace forums that reinforce the 9 Core Competencies. If you are unsure if you qualify as a Liaison Plus student, it is your responsibility to inquire with your field liaison.

Field Site Prerequisites

Aurora University requires all sites to hold a legal affiliation agreement between the site and university before any field placement hours can begin. In accordance with the affiliation agreement, some students will be required by the site to complete certain requirements (i.e., pre-requisites) before they will be approved to begin their field placement. It is the responsibility of the student to inform the field office of

these requirements and complete them in a timely manner. Examples of prerequisites include: obtaining and verifying health insurance, CPR certification, Hepatitis B vaccination, blood borne pathogen training, flu vaccination, HIPPA training, criminal background check (which must be done through AU's background check program), drug screens, immunizations, TB test, etc.

Field Curriculum & Assignments

In addition to the minimum cumulative placement hours, Field Instruction courses require the completion of the following activities:

- Learning Agreement will be utilized to outline the learning activities which will align with the 9 Core Competencies and will be completed utilizing the Experiential Learning Cloud (formerly Tevera) platform within the first 75 hours of placement.
- Field Evaluations will assess student progress toward learning objectives. Field evaluations are to be completed utilizing the Experiential Learning Cloud (formerly Tevera) platform.
- Supportive curriculum as assigned within course syllabus and/or by field team.
- CADC Evaluation, as applicable, will assess the CADC learning standards.
- **Liaison Plus**, as applicable, students whose supervisor does not meet the degree requirements outlined by CSWE will be required to participate in monthly Brightspace forum posts. Students can confirm their participation with their Field Liaison.

Experiential Learning Cloud (formerly Tevera): Field

Students are required to utilize Experiential Learning Cloud (formerly Tevera) for completion of the aforementioned assignments. Resources to support access and user guides can be found in the applicable Field Brightspace shell.

Field Placement Hours

The minimum required field hours align with programmatic requirements. Please note, some agencies will have a requirement which exceeds the minimum cumulative hours required by the educational program. When this is outlined by the agency, students will be expected to fulfill the requirements outlined by the agency.

- BSW: 450 minimum cumulative hours
- CADC: 500 minimum cumulative hours

Tracking Hours: Students are required to log hours completed at their placement in Tevera. These hours will need to be approved by their Field Instructor. Field Instructors can approve or reject log submissions in Tevera. Cumulative hours will be totaled through this log function, within the applicable field course.

Training and Orientation: Students are permitted to count time spent in training and/or orientation at their field placement site within their cumulative field hours. It is recommended that students clarify this policy with their field instructor to ensure this aligns with the policy of the field agency.

Completion of Minimum Cumulative Hours: It is the responsibility of the student and the agency to coordinate an agreed upon schedule, in order to facilitate the completion of the minimum cumulative hours by the end of the second semester. If the minimum will not be met by the end of the second

semester, it is the responsibility of the student to contact the SSW Field Department as soon as possible to discuss the possibility of an extension through an “X” grade.

All field assignments are to be completed by deadlines communicated by the SSW Field Department.

Termination of Field Placement

Students are given the opportunity to choose a placement that best fits their learning plan. It is the expectation of the George Williams School of Social Work that students act in a careful, deliberate manner when securing a field placement as they will be required to stay with this agency until full completion of the internship. Under rare conditions will students be allowed to terminate their internship. Doing so without school approval may lead to disciplinary action. Any requests for termination of field placement must follow the problem-solving procedures as outlined in the field manual.

Unless a safety concern is present, it is the expectation that the student continues completing hours and duties at their field placement unless/until otherwise directed by the SSW Field Department.

Field placement sites have the right to terminate field instruction students without notice if there is evidence the student is harming the placement’s clients or programming. Field instructors are required to contact the field liaison with all concerns related to field placement terminations. In situations where there is not cause for immediate termination, the field instructor should follow the problem-solving procedures as outlined in the Field Manual.

In the event of a placement termination, the student will work with the SSW Field Department to determine options for the completion of field requirements.

Field Attendance Policy

Students are expected to follow their Field Agencies guidance in regards to in-person vs. remote attendance. Those students unable to attend are responsible for notifying the field instructor in advance by phone explaining the need for absence. Students are expected to arrive or log on remotely on time for the start of each class session and field experience. Excessive absences, or tardiness, will affect the overall evaluation of the student. An academic alert and/or field problem-solving processes will be implemented to address attendance issues as necessary. If a student has any concerns attending their internship in person, the student should reach out to their Field Liaison to discuss further.

Field Instruction Dress Code

While enrolled in Field Instruction I and Field Instruction II, students are expected to respect and adhere to the dress code of the field placement agency. The appropriate dress may range from business attire to business casual. The George Williams School of Social Work expects students to wear modest and professional attire while working at the Field Agency and when representing the field of social work. Some academic course work may require business casual attire, such as field trips to community agencies or classroom presentations made by students. Expectations of professional attire for academic coursework will be communicated by the course instructor.

Field Placement Hold

BSW students are not permitted to begin the required field placement when their cumulative grade point average is below 2.5, and/or their social work grade point average is below a 2.8. Students with a field

placement hold are required to develop an academic corrective action plan with the chair/program coordinator and field coordinator in order to begin the field placement.

Field Review Policy

A field review may be held in the event of concerns regarding the student or experiences of students in field work. The purpose of the meeting will be exploratory and fact finding. Such a review may be requested by the student, field instructor, field liaison, BSW Program Chair, Field Director, Assistant Field Director, or the Dean of the George Williams School of Social Work.

Considerations that may be considered in a review are professionalism, ethical practice and the efficacy of learning experience. Involved students will be asked to be present at the review. The review shall be scheduled by the (Assistant) Field Director and attended by the Chair as well as appropriate faculty members. Should it be determined that actions are indicated, a written plan will be produced and communicated within two weeks.

Petition and Exceptions to Degree Regulations

Petitions to exempt or substitute course work or to forego compliance with an academic regulation policy are subject to review by the BSW Program Chair, or by the Registrar in the case of general degree regulations or general education requirements. In general, if the student wishes to be exempted from a required course she/he should:

- Discuss the issue(s) with her/his academic advisor.
- Arrange a meeting with the BSW Program Chair, if the issue is related to a social work requirement.
- Submit a completed General Petition form signed by the academic advisor to the Registrar's Office if the issue is related to an overall or general education requirement. General Petition forms can be obtained in the Center for Student Success.

For a complete policy regarding petitions and exceptions to degree regulations, please refer to the AU Undergraduate Catalog (available at www.aurora.edu).

Retaking Social Work Course Work

Students are permitted to retake a social work course without administrative approval only once. Students who have failed to meet the academic standards of the program after repeating a social work course work are not permitted to continue in the BSW program without administrative approval. Students will be required to meet with the BSW administrative team, which may include the BSW Program Chair, AUO Online leadership, an academic advisor and/or the George Williams School of Social Work Dean to discuss options for progression in the program. A determination regarding conditions of continuing in the program will be made and provided to the student in writing after the meeting.

BSW Academic & Student Affairs Policy Engagement

All BSW students have a responsibility to engage in the AU community through regular appraisal and attention to policies, practices, and procedures that support the functioning of the community. Students remain informed of such standards and updates through the review of handbooks, catalogs, and their student emails. Students are expected to model professional ethical behavior, as outlined in the NASW

Code of Ethics, sections 5.01 and 3.07, by responding to administrative contexts that misalign with social work values by communicating with program personnel about their concerns. Students also are encouraged to participate actively in providing feedback that informs academic and student affairs policies through the following feedback qualitative and quantitative methods: 1) Course Evaluations; 2) Program and University Surveys; 3) Participation in focus groups and/or town hall meetings; 4) Communication with a student representation within the SSW Student Advisory Committee.

Petitioning for Program Policy Changes

Students can request that program policy or procedure issues (formulation or modification) related to academic and/or student affairs be addressed by presenting such request to the BSW Program Chair.

Once a policy change is requested, the faculty of the School considers the request. A recommendation regarding the proposed policy change or initiative is made by the faculty to the Dean of the George Williams School of Social Work. The Dean of the George Williams School of Social Work makes the final decision on proposed policy changes.

CHAPTER 4: ACADEMIC STANDARDS

Academic Performance

The BSW program maintains high academic standards as do all professional programs where the well-being of future clients is of concern. In accordance with Aurora University regulations, the George Williams School of Social Work reserves the right to maintain academic standards for admission and retention in the social work program at both the BSW and MSW levels, above and beyond compliance with the general academic standards of the University.

Students are expected to maintain a cumulative grade point average of 2.8 in their required and elective social work courses and maintain a cumulative grade point average of 2.5 in their other course work (non-social work). Students dropping below this standard are placed on academic probation. Each student's grade point average is reviewed after each academic term. Students must have met the academic standard in order to receive the social work baccalaureate degree.

Academic Probation

Students dropping below the cumulative grade point average of 2.8 in their required social work courses and/or drop below the cumulative grade point average of 2.5 in their University GPA at the end of any semester are officially informed that they have fallen below the BSW academic standard and have been placed on academic probation. Students on probation are given the following term, excluding summer, to raise their grade point average to meet the program's academic standard. Based on assessment of academic performance, students may be required to meet with the BSW Program Chair to discuss their plans for addressing their probationary academic status. Students who do not meet the grade point average standard at the end of the probationary term, will be required to retake required social work courses in which they have earned a "C" or below grade to remain in the BSW program. Such students are not permitted to take additional required or elective social work courses until the academic standard has been achieved. Seniors, who do not meet the academic standard at the end of the spring term prior to graduation, may retake social work course work to meet the program's academic standard in order to be eligible to be awarded the BSW degree.

Students on academic probation at the end of their junior year may not be permitted to begin an internship until they have met the program's academic standards. Such students can continue taking other social work course work while on academic probation, and having met the required academic standard, may begin an internship during the next approved semester. Students, who are placed on academic probation a second time, are required to meet with the University advisement office to discuss an alternative academic major.

Any other academic standards required of all students in the University are binding on BSW students in the George Williams School of Social Work. Students may refer to the University Undergraduate Catalog (available online at www.aurora.edu).

Academic Advising/Course Registration

Each student is assigned an academic advisor to support their academic success and trajectory planning. It is the student's responsibility to be certain that all course prerequisites, track requirements (when applicable) and degree requirements are met. Attention to proper program planning through early and ongoing consultation with the academic advisor and the BSW Program Chair is essential.

Students should consult degree plans for guidance on course scheduling. Students are reminded that to deviate from the structured program plan may result in a delay in completing the program since courses may be offered at specific times according to program/modality structure. Degree plans can be accessed through the applicable academic advising department and by the student within their evaluation in Self-Service.

Class Attendance & Engaged Learning Policy

Consistent engagement will be necessary to support the attainment of social work competency and course outcomes. Therefore, continuous engagement with course content will be expected throughout the semester. Those students unable to attend a scheduled class session are responsible for notifying the instructor in advance through email the need for absence. Concerns regarding course engagement may result in an academic alert. A lapse in course engagement may have grade implications, per the policy in the syllabus. Course instructors will notify students of grade reduction due to inadequate attendance via academic warning.

Grade Requirements

Students are required to complete each social work course (required or elective) with a grade of "C" or above. Students who receive a grade below a "C" in a social work course will be required to retake the course. Students are permitted to retake a social work course only once without administrative approval. Students who have failed to meet the academic standards of the program after repeating social work course work are not permitted to continue in the BSW program without administrative approval. See section "Retaking Social Work Course" for more information regarding the retake process.

If a student must re-take a course, depending on whether the course is sequential, the student may be required to drop one or more courses and thus extend their completion of the BSW program. A grade point average of 2.8 within social work courses is required for graduation. A student with all of their courses completed, but a social work grade point average below 2.8 will be required to retake coursework in order to raise the grade point average and graduate.

Grade Appeal

A student has the right to appeal a course grade if they feel that the grade had been assigned capriciously. Capricious grading is the only rationale for a grade appeal. A student may not appeal a grade based on a disagreement about grading criteria or concerns about the judgment of the faculty member. The students had been led to reasonably expect would be used to judge their work.

Procedures for Student Use in Appealing Allegedly Capricious Term Grades for Students:

- a) The following procedures are available only for review of alleged capricious grading, and
- b) not for review of the judgment of an instructor in assessing the quality of a student's work.
- c) Capricious grading, as that term is used herein, is limited to one or more of the following:
 - 1. The assignment of a grade on some basis other than performance in the course
 - 2. The assignment of a grade to a particular student by different standards than were applied to other students in that course
 - 3. The assignment of a grade using standards other than those that the students had been led to reasonably expect would be used to judge their work
- d) The assessment of the quality of a student's academic performance is one of the major
- e) professional responsibilities of University faculty members and is solely and properly their responsibility. It is essential for the standards of the academic programs at Aurora University and the integrity of the degrees conferred by this University that the professional judgments of faculty members are not subject to pressures or other interference from any source.
- f) It is necessary, however, that any term grade be based on evidence of the student's performance in a course, that the student have access to the evidence, that the instructor be willing to explain and interpret the evidence to the student, and that a grade be determined in accordance with announced guidelines.

These guidelines should be announced in and put in writing for each class at the beginning of each term.
Appeal Procedures

- a) A student who believes his/her term grade is capricious may seek clarification and, where appropriate, redress, as follows:
- b) The student shall confer with the instructor by email, a meeting or a Zoom call, informing the instructor of questions concerning the grade, and seeking to understand fully the grounds and procedures the instructor has used in determining the grade. The aim of such a conference is to reach mutual understanding about the grade, the process by which it was assigned, and to correct errors, if any, in the grade. The student should do this within two weeks of receiving his/her final grade.

- c) If, after consultation with the instructor, the student believes that a grade is capricious, the student shall submit in writing a petition to appeal the grade to the BSW Chair who shall consult and advise with both the instructor and student separately or together, in an effort to reach an understanding and resolution of the matter.
- d) If Steps One or Two do not resolve the problem, the student may submit a petition in writing via Petition to Appeal Course Grade (from the Academic Forms Request) to the Dean of the College of Education and Social Work. This petition must be submitted to the Dean no later than the end of the fourth week of the term following that for which the grade is being appealed, excluding the summer term. Evidence of communication with the instructor and chair should be included with the petition.
- e) The student shall request a meeting with the Dean and shall present evidence that the grade is capricious as defined above, and shall present the student's arguments which substantiate his/her conclusions. The Dean shall refer the petition to the instructor and secure from the instructor a response in writing, setting forth the instructor's position on the matter.
- f) On the basis of a consideration of the student's petition and the instructor's response, the Dean shall conduct an inquiry which shall include a meeting with the student and the instructor i) separately or together and ascertain and consider relevant facts. (The instructor and/or student may bring an advocate if he/she so chooses. If an advocate is to be present at a meeting, the Dean must be informed prior to the meeting.)

Grade Appeal Decision

In response to a grade appeal, the Dean of the College of Education and Social Work shall make one of these decisions:

1. That the grade was not assigned capriciously and shall stand as assigned.
2. That the grade was assigned capriciously and should be changed. The Dean shall then, as a result of his/her consideration, assign a grade different from the grade decided to be capricious. The Dean shall authorize the Registrar to make the grade change and such a decision shall be final.

Social Work Honor Society

Aurora University has a chapter of the Phi Alpha Honor Society known as Zeta Epsilon. This national social work honor society offers membership to students who excel academically in the BSW program. BSW students who have completed at least 16 semester hours of required social work courses qualify for membership in Zeta Epsilon provided that they have achieved standing in the top 35% of the social work class. Cumulative grade point averages are calculated by the University on academic credit earned at Aurora University only. Notification of eligibility and induction will take place each Spring semester.

Writing Standard

Professional social workers are often judged by others based upon the quality of their written work. A poorly written professional report suggests mistakes in the substance of the social worker's recommendations. The devaluing of a social worker's work on behalf of a client can result in poor service to the client. Standards of academic writing are aligned with expectations of professional

writing in the field of social work. Written academic assignments unless otherwise stipulated by the instructor are expected to be typed and edited and to follow the American Psychological Association (APA) writing style, which is used for all professional social work writing. Students are encouraged to utilize the Academic Support Services office of Aurora University for assistance in writing for academic assignments throughout the BSW program.

CHAPTER 5: PROFESSIONAL STANDARDS

Professional Conduct

Professional social work education requires high standards of academic, personal, and professional conduct. The educational program at both the undergraduate (BSW) and graduate levels (MSW) requires the development of ethics and values as well as knowledge and skills. Students are expected to exhibit values and behaviors that are compatible with the NASW Code of Ethics, which regulates not only professional conduct in relation to clients, but also in relation to colleagues.

Students should conduct themselves as professionals in relation to the class session and assignments. It is not acceptable to be late for classes except in unusual circumstances. Respect for the opinions of others is expected. Opinions expressed should be supported by data or carefully reasoned argument. Asking questions per se, or offering opinions that do not reflect the readings assigned for the class do not constitute “prepared participation.” Any use of consciousness altering substances before, during, or between class sessions obviously impairs learning, and is unacceptable. Frequent lateness or professional unbecoming class conduct are likely to result in a lowered grade.

Recognizing that there are professional competencies and conduct not measurable by academic achievement alone, the George Williams School of Social Work reserves the right to make decisions regarding admission and retention based on high standards of personal and professional conduct demonstrated both in and out of the classroom. Students in the BSW program are evaluated, and may be suspended or dismissed from the program, on the basis of standards of personal and professional behavior, adherence to ethical standards, and on the basis on certain civil and criminal records.

Because social work education involves a significant amount of internship experience, and preparation for helping vulnerable populations, student evaluation will honor not only the rights of students, but also the rights and well-being of clients and others to whom students relate in a professional role.

Social Work Pledge

When students enter the BSW program, they receive the BSW Pledge. This Pledge document broadly articulates the behavioral expectations students are required to adhere to throughout their programs of study – in the classroom, on field trips, during the internship, and in any other academic or professional setting. The Pledge follows.

George Williams School of Social Work

BSW Pledge

All programs in the George Williams School of Social Work (GWSSW) are grounded in Aurora University's commitment to integrity, citizenship, continuous learning, and excellence. The social work degrees are accredited by the Council on Social Work Education (CSWE) and are dedicated to advancing quality clinical specialization education. The curriculum is designed to include an emphasis on the mission of AU and the GWSSW, CSWE Competencies and Dimensions, the National Association of Social Work (NASW), Grand Challenges of Social Work, and the American Social Work Board (ASWB) Knowledge, Skills and Abilities.

This Pledge document broadly articulates the behavioral expectations students are required to adhere to throughout their programs of study – in the classroom, on field trips, during the internship, and in any other academic or professional setting. By understanding these guidelines and following them inside and outside of the classroom, students will develop human capital relating to the knowledge and practice of professional behavior. Accumulating this human capital will contribute positively to students' professional reputations – one vitally important component of career success.

Students pledge to **behave ethically**. Specifically, students pledge to:

- Adhere to Aurora University's [Code of Academic Integrity](#) and the NASW Code of Ethics.
- Understand the components of the disposition form.
- Follow the policies and procedures of the internship site as they relate to the ethical conduct of interns.
- Follow all ethical practices as outlined by appropriate professional and disciplinary associations.
- Bring ethical concerns to the attention of appropriate personnel in a timely manner.

Students pledge to be **prepared, respectful, and attentive**. Specifically, students pledge to:

- Attend and be on time for all professional events.
 - Professional events include class sessions, professional development activities, meetings, interviews, and internship workdays.
 - Avoidable absences or tardiness are not to occur. Please do not schedule vacations or other non-emergency appointments during the semester.
 - Absences or tardiness due to sickness or other emergency circumstances are to be communicated to the appropriate supervisor (e.g., professor or internship site supervisor) as soon as possible, ideally in advance.
 - Students are not to leave class, professional development events, or their internship workdays early except due to emergency circumstances, having discussed the situation with their instructors or supervisors in advance if possible.
 - Be prepared and engaged in professional activities.
 - Preparation requires the thoughtful completion of all tasks assigned by the instructor or supervisor prior to the deadline.
 - Engagement means that students actively participate by taking notes when appropriate, contribute to class discussions and meetings and shoulder an equal share of the workload when in a team environment.
- Follow communication etiquette

- Students are to communicate with instructors and supervisors using the methods, format, and style identified by those individuals.
- During classes, professional development events, and internships, students are to refrain from using electronic devices except in emergencies or when used for professional purposes.
- Students are to use critical thinking skills to determine the best course of communication and will allow for appropriate response times to any inquiries of faculty, staff, or fellow students
- Be respectful in all settings
 - Students are to recognize the validity of diverging viewpoints and treat everyone with tact and courtesy.
 - Students are not to use language or behave in a manner that may be perceived as discriminatory in any respect.
- Dress professionally
 - The norms of professional dress vary by setting. Students are to identify and adhere to these norms as they are defined in each setting.

Students pledge to act with integrity at all times, but especially with respect to internships.

Specifically, students pledge to:

- Actively participate in the internship placement process.
 - Although Aurora University will assist students in navigating the internship placement process, the student is solely responsible for securing an internship that meets the approval of the university.
- Attend scheduled interviews or cancel more than twenty-four hours prior to the appointment.
- Commit themselves to an internship once an offer has been accepted. Students are to terminate the internship search once an internship has been accepted.
- Satisfy the duties and responsibilities of the internship as agreed to by the student, internship site, and university
 - Except due to egregious circumstances, students are to remain in their internships for the duration of the period agreed to by the student, site, and university.
 - Students should not terminate their internships before the end of the semester without prior approval from the Dean, Director of Graduate Studies, Director Field Education, Internship Coordinator, and Site Supervisor.

This Pledge does not replace or supersede state or federal law or other Aurora University policies. Nevertheless, students recognize and agree that their failure to abide by the preceding might result in disciplinary action, up to and including removal from the program at the discretion of the Dean and Program Director/Chair. Your signature is an expected behavior to remain in good standing in the program.

Classroom Conduct Policy

Students enrolled in AU courses have the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in class or internship setting that interfere with the

departmental operation or the learning experience at a physical campus or in an online learning classroom are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the class by the instructor and will be referred to the School Dean for consideration of further action, up to and including dismissal from the institution in serious instances.

Online Learning Presence and Engagement

Aurora University is a student-centered university, where we strive to provide exceptional learning experiences for our students. To that end, faculty and students are strongly encouraged to be fully present and engaged in all courses by doing the following:

1. Log into courses at least four days a week
2. Submit all assignments in a timely manner to meet deadlines
3. Respond to faculty emails in a professional manner
4. Participate in online discussions as an active and professional student
5. Attend to feedback from classmates and faculty
6. Provide informative posts, messages, each week that facilitate learning and promote critical thinking and engagement
7. Attend optional synchronous events, when and where appropriate (Note: Student attendance at synchronous events is always optional)
8. Recognize that on-line learning is a demanding learning format that must be taken seriously

Disposition Assessment

The George Williams School of Social Work faculty and staff will utilize the disposition form when concerns pertaining to behaviors arise. The faculty member will inform the student when the form is completed. The student may request a copy of the form for their personal records. The instructor or staff member of record will submit the disposition forms to the administrative assistant in George Williams School of Social Work to be saved electronically. A student review may be required to review the disposition form and determine next steps.

Disposition Information

The ultimate goal of the disposition process is awareness surrounding the progress toward becoming an exemplary social worker. The disposition framework is aligned to the CSWE and NASW standards, as well as Aurora University's Core Values. In order to support the development of dispositions, faculty and staff members may evaluate their students using this universal assessment. If a faculty/staff member issues a disposition form of "alert", the student will be notified and required to attend a disposition conference with the referring faculty/staff member. A student who receives a disposition of "concern" may be required to attend a disposition conference.

The George Williams School of Social Work faculty and staff will utilize the disposition form when concerns pertaining to behaviors arise. The instructor or staff member of record will submit the disposition forms to the administrative assistant in the George Williams School of Social Work to be saved electronically.

Dispositions Criteria

Acceptable Dispositions:

Form indicates acceptable dispositions on all indicators on the disposition form.

Disposition Concern:

Form indicates a rating of “concern” for one or more indicators on the disposition form.

Disposition Alert: Form(s) indicate a rating of “alert” for one or more indicators on the disposition form. A disposition conference will be conducted.

Disposition Conference

The purpose of the conference will be to review the disposition report issued by the reporting faculty/staff member. The conference will be attended by both the student and the reporting faculty/staff member. The reporting faculty person will arrange the conference with the student and document the outcomes of the conference.

The remediation plan will outline the expected behaviors in all settings, including, but not limited to AU classrooms, field experience settings, email/phone/face-to-face communication with faculty/staff, administration, and other students. A timeline will be established to check the progress of the candidate toward the achievement of the goals. The remediation plan will be monitored by the reporting faculty person.

Student Appeal Process

Students have the opportunity to appeal the disposition form within fourteen days by contacting the following university personnel in the listed order:

1. Reporting Faculty/Staff
2. Department Chairperson
3. Dean of the George Williams School of Social Work

Student Performance Review Committee

When a student has attended 2 disposition conferences in the course of their program of study, and/or is not successful in the achievement of adequate progress, a Student Review (SR) will be scheduled. Any outcomes from this review will become a part of the candidate’s permanent record in the George Williams School of Social Work.

Disposition Form

Aurora University George Williams School of Social Work Disposition Form

Name:		Professor:			
Date:		Course:			
Choose Acceptable, Concern, or Alert for each of the 13 Areas					
	DESCRIPTOR	NO CO NC	CO NC	AL ER T	COMMENTS

		ER N	ER N		
COLLABORATION					
Respect AU CSWE NASW	Consistently demonstrates respect and professionalism in relationships with faculty, administration, staff, and peers. Responds in a respectful manner when under stress. Communicates respect for others face-to-face, electronically, and in all forms of writing.				
Compassion & Understanding AU CSWE NASW	Demonstrates care and understanding in all actions with others. Offers feedback in a constructive manner. Works effectively with others to complete tasks.				
Accepts Constructive Suggestions AU CSWE NASW	Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations. Consistently accepts and responds to comments by faculty, supervisors, cooperating teachers, and other professionals, as well as peers. Is receptive to new ideas. Engages in problem-solving. Accepts and acts upon constructive criticism. Responds appropriately under stress. Copes well with disappointment. Accepts responsibility for actions. Strives for personal growth.				
Collaborative Practice AU CSWE NASW	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. Works well with peers and all personnel settings. Adapts to change. Is skilled at expressing self in groups.				
CURRICULUM					
Preparedness AU CSWE NASW	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.				

	Shows an understanding of professionalism through knowledge of content areas, preparation of materials, punctual arrival, and completion of tasks. Follows instructions				
Communication AU CSWE NASW	Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. Demonstrates responsive listening skills. Demonstrates a willingness and commitment to continually improve communication skills. Communicates professionally in a manner that demonstrates respect for others.				
Continuing Education NASW	Demonstrates a commitment to lifelong learning beyond graduate school through professional networking activities and/or activity in professional organizations.				
COMMUNITY					
Safety AU CSWE NASW	Shows good judgment regarding safety conditions in working with various age groups.				
Integrity AU CSWE NASW	Engages oneself in honorable and ethical conduct as demonstrated through actions of accountability and integrity.				
Advocacy AU CSWE NASW	Engages in support and/or activism for micro and mezzo level needs of students and families				
DIVERSITY					
Systems AU CSWE NASW	Applies and communicates an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.				
Diversity AU CSWE NASW	Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.				

	Presents self as a learner and engages clients and constituencies as experts of their own experiences. Understands the needs of all types of learners and does not exhibit stereotypical behavior towards differences (race, class, ethnic group, gender, ability, etc.). Able to communicate with a variety of audiences. Shows sensitivity to others. Respects individual differences.				
ETHICS					
Ethics AU CSWE NASW	Makes 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 appropriate to the context. Respects the intellectual property of others by giving credit and avoiding violations of academic integrity, including but not limited to, plagiarism, fabrication, or cheating. Demonstrates truthfulness and honesty.				

Ethical Behavior

Students enrolled in the George Williams School of Social Work are required to know the contents of, and are bound by, the University policies and regulations dealing with conduct presented in the University Student Handbook at: <http://www.aurora.edu/academics/resources/abook.html>

Students are required to know the contents of, and are bound by, the Code of Ethics of the National Association of Social Workers (NASW). Social Work students are also bound by the George Williams School of Social Work's specific provisions.

Junior Mentoring

Full-time AU BSW students will be required to take IDS3500 and IDS 3550 Junior Mentoring credits during the junior year. Full-time social work faculty members will serve as mentors to BSW students, following the guidelines set forth by the Aurora University General Education program. Part-time

students are not mandated to participate in mentoring, however, they may choose to meet with faculty for mentoring purposes. Mentoring discussions may involve content on academic strengths and deficits, resume writing, interview skills, and post baccalaureate experiences, such as professional career avenues and graduate school. Online and UC students do not participate in this program.

Inappropriate Behavior that Would Interfere with Performing Professional Duties

Any student who engages in inappropriate behavior that would interfere with performing professional duties and could potentially threaten the well-being of clients, including violent behavior, behavioral indications of substance abuse, or having indicators of physical or psychiatric disorders shall not be admitted to field instruction. Any behavior which may have been influenced by a student's mental state (regardless of the ultimate evaluation) or use of drugs or alcoholic beverages will not in any way limit the responsibility of the student for the consequences of his/her actions.

Legal Matters: Alleged Law Violations

For any student charged with fraud, malpractice, a felony, or misdemeanor, the University may refuse or revoke registration in field instruction activities and classes without prejudice until an official determination has been made.

Legal Matters: Conviction for a Felony or Misdemeanor

Any student who has been convicted of a felony or misdemeanor for conduct that may threaten the well-being of clients shall not be admitted to field instruction, classes, and activities until there is clear evidence of rehabilitation. For this purpose, serving a sentence alone does not necessarily constitute evidence of rehabilitation. The faculty of the George Williams School of Social Work will be the sole judge of rehabilitation. Following such conviction, the student shall be informed in writing of the criteria that the University will use in determining evidence of rehabilitation.

Misrepresentation of Self

Evidence of fraud and misrepresentation including, but not limited to false or misleading statements on the application, admissions interview, student and financial aid applications, falsifying degrees or professional credentials subject the student to a student review. Such behavior shall constitute grounds for dismissal.

Plagiarism

Students are prohibited from the following dishonest and unethical behaviors, regardless of intent: Fraud and misrepresentation in course work such as representing any work of another person or created through generative AI as one's own product and achievement; submitting assignments prepared for one class as original work for another without prior knowledge and approval of instructor; representing case materials that did not in fact happen or were untrue. Any alleged violation of plagiarism will be handled according to the procedures for academic dishonesty as set forth in the University's A-Book.

Use of Generative Artificial Intelligence

While generative AI like ChatGPT and Google AI can be valuable for discussions and exploration, it is important to clarify that they cannot be used to complete assignments, including papers and discussion

forums, when not explicitly called for. Students must submit original work. Use of artificial intelligence to craft assignments is considered a violation of academic integrity and will be reported in alignment with the graduate catalog and A-book.

Non-Discrimination

A complaint of program non-compliance with the Non-Discrimination Policy should be directed to the Dean of the George Williams School of Social Work. See Chapter 1 of this handbook for the Non-Discrimination Policy.

Student Confidentiality

The George Williams School of Social Work will maintain electronic documentation of admission materials; academic records, formal communication between Dean, BSW Program Chair, faculty mentor, and the student, as well as field evaluations.

The program honors and complies with the Family Educational Rights and Privacy Act 20 USC Sec. 1232g which requires academic institutions to provide access to academic records to the student, and prohibits the release of any information to another party unless a signed authorization has been obtained.

Student Review Policy

When a serious concern about academic, personal, or professional performance related to any of the program's standards and/or policies has been identified by a faculty member or field supervisor, at any point in the program, and it is deemed a concern warranting immediate attention, the faculty member reports to the BSW Program Chair. The BSW Program Chair personally informs the student that a concern has been identified, seeks information, thoughtfully appraises the student's situation and assesses whether a Student Review is necessary to respond to the concerns. The purpose of a Student Review is to design a helping plan for continuance in the social work program and to determine continuance in the program.

A Student Review is scheduled as needed. It is chaired by the BSW Program Chair or a designee. Applicable faculty, field department personal, academic advisor and/or University staff will be invited to participate as determined by the BSW Program Chair and/or the Dean of the George Williams School of Social Work.

The student will be notified in writing of the commencement and the nature of the student review. The student has a right to attend, bring a support person and present information that the student wishes the committee to consider.

If necessary, the Committee shall continue the conference at a later date for the purpose of obtaining additional relevant information.

Once the committee has completed its review, it will notify the student in writing of its determination along with a summary of its reasons for such determination. The determination can take any of the following forms: (1) a written plan establishing the conditions and requirements that the student must

meet to continue in the program; (2) a temporary suspension of the student from the program, and; (3) a determination to discontinue the student from the program.

If the student wishes to challenge the determination of the Student Review Committee, the student has a right to appeal to the Dean of the George Williams School of Social Work. The request for the appeal must be in writing, identifying the student's grievance(s) within 14 days of the determination.

Program Suspension

Students who are suspended from the BSW program will not be permitted to continue their BSW course work until all conditions of the suspension are met. Students may continue to take non-social work courses while suspended from the BSW program. If a student is suspended from the BSW program, they are notified in writing of the terms of the suspension. If a student has already registered for the next term, he/she will be administratively dropped from the courses. Once the student believes that the terms of the suspension have been met, he/she must meet with the BSW Program Chair to discuss his/her suspension and continuance in the BSW program.

Program Termination

Students who are not permitted to continue within the BSW program are informed in writing. If a student has already registered for the next term, he/she will be administratively dropped from his/her courses and are advised to consult with the Student Success Center, AUO Advising.

Program Termination Appeals

Students who have been terminated from the BSW program can appeal such a decision only on the basis of alleged "capriciousness." The term "capricious" is limited to one or more of the following:

- A decision to terminate a student on some basis other than academic or professional performance, or failure to obtain approval for leaves of absence from a program as stated in this Handbook;
- A decision to terminate a student on more exacting or demanding standards than were applied to other students in the program;
- A substantial departure from the standards and procedures contained in the *BSW Policy Handbook*.

Appeals based upon capriciousness are made to the Dean of the George Williams School of Social Work. The request for appeal must be in writing, identifying the student's grievance(s). Failing a mutually satisfactory resolution at the level of the Dean, the student may appeal the determination to the Vice President of Academic Affairs of the University. The student must appeal in writing, identifying the grievance(s). The Vice President of Academic Affairs is the final level of appeal within the University. The written response of the Vice President of Academic Affairs, communicates the results of the appeal.

Readmission to the BSW Program

A student who leaves or withdraws from the BSW program; is dismissed from the program for poor scholarship or unprofessional behavior; or is terminated for lack of registration or application for leave of absence; or is dismissed from the BSW program and later decides to complete the program, must apply for readmission to the program. Prior records will be re-evaluated and the student, if readmitted, will be held responsible for completing all current degree requirements.

A history of disruption to the learning experience or department operations may prevent a student from being admitted to an MSW or DSW program. Previous behavior is an important indicator of future behaviors. The BSW, MSW and DSW programs at Aurora University have adopted a zero tolerance policy for disruptions to the learning environment.

Handbook Terms of Issue

Every attempt is made to permit students to graduate under the degree requirements in effect when they entered Aurora University and the George Williams School of Social Work, provided that enrollment is continuous from time of matriculation until graduation. However, the George Williams School of Social Work reserves the right to modify academic requirements, curricula, and/or course offerings for all students at any time without prior notice and without incurring obligation of any kind. At the same time, the program attempts to enable students to participate in formulating and modifying policies affecting academic affairs.

Aurora University Academic & Professional Standards

Please refer to the University Student Handbook for all University policies related to academic and professional standards, including (but not limited to):

- Academic and Social Expectations
- Statement of Academic Integrity
- Zero Tolerance Policy
- Statement of Discrimination and Sexual Harassment
- Learning Disabilities Policy
- Privacy Act of 1974 as Amended
- Policy for Grade Appeals
- Graduate Grading System

The University Student Handbook is also located online
<http://www.aurora.edu/academics/resources/abook.html>

AURORA UNIVERSITY GEORGE WILLIAMS SCHOOL OF SOCIAL WORK

ADMINISTRATION

SSW Administrative Leadership

Dean	Brenda Barnwell, DSW, LCSW, CADC
Director of Graduate Studies	Alison Arendt, MSW, LCSW
Field Director	Joanna VanLear, MSW, LCSW
BSW Program Chair	Allison Schuck, MSW, LCSW
Graduate Registration Coordinator	Laura Carlson

Administrative Assistant	Jacqueline Carranza
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<u>SSW Field Department</u>	
Field Director	Joanna VanLear, MSW, LCSW
Assistant Field Director	Megan Suchomel, MSW
Field Coordinator – On Campus BSW	Sandra Perez Avila, MSW, LSW
Field Coordinator – ONL/UC BSW	Amy Ceshker, MSW, LCSW
Field Affiliation Coordinator	Cindy Korso

<u>Track Coordinators</u>	
Addictions	Laura Donavon, LCSW
Child Welfare	Laura Vargas, MSW, LCSW, CWEL

<u>BSW Faculty</u>	
Matthew Murray, LCSW Don Phelps, PhD, LCSW	
Alli Schuck, MSW, LCSW	
Giulia Visconti, DSW, LCSW, ACSW, ACCYF	