



BOSTON COLLEGE

School of Social Work



2024-25

MSW Student Guide



Mission and Goals

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

- To prepare social work professionals with the knowledge, values, and skills needed to initiate and sustain change and provide visionary leadership within a framework that promotes individual dignity, respects diversity, and seeks distributive justice in the Jesuit tradition.
- To cultivate an atmosphere of intellectual discipline that facilitates faculty and student scholarship and research that contributes to the knowledge base of the profession and improves society's understanding of the national and global systems in which people, organizations, and communities thrive.



The goals of the MSW Program are to:

1. Develop leadership skills that enable students to develop and sustain interventions in the Jesuit tradition of service to others.
2. Foster interdisciplinary/transdisciplinary approaches to seeking, developing, and translating empirical knowledge to effective practice on a local and global level.
3. Promote students' commitment to social work values, and understanding and utilization of the NASW Code of Ethics.
4. Foster students' ability to respect diversity and to critically assess how individuals, social systems, and institutions construct and interpret diversity and difference; recognize forms of oppression, discrimination, and marginalization; manage their personal biases; and address diversity in the delivery of services.
5. Enhance knowledge, commitment, and skills in utilizing strategies to support individual and institutional efforts to seek distributive justice in the Jesuit tradition, advancing human rights and social, economic, and environmental justice.
6. Facilitate research that contributes to the knowledge base of the profession by applying the principles of scientific inquiry using practice theory to inform research, and translating research evidence into effective practice.
7. Develop students' skills to initiate and sustain change by learning how to identify, analyze, and advocate for social services and policies that promote human rights and social, economic, and environmental justice.
8. Develop skills in promoting individual dignity by utilizing theories of human behavior, cognitive and affective insights, and interpersonal competence to effectively engage with client systems.
9. Help students improve society's understanding of national and global systems by developing assessment skills, utilizing a person-in-environment perspective to reach mutual agreement on goals for intervention.
10. Prepare practitioners with skills to sustain change by identifying and implementing evidence-based interventions that enhance capacities of client systems, as well as those interventions that require the social worker to mediate and advocate for those systems.
11. Prepare social work professionals to contribute to the knowledge base of the profession by critically evaluating interventions and applying evaluation findings to improve practice.



WELCOME TO THE SCHOOL OF SOCIAL WORK

On behalf of Dean Yadama and the faculty and staff, I am pleased to welcome you to the Boston College School of Social Work. As you begin your journey towards achieving the MSW degree, there are University and School resources available to assist you in all aspects of your professional and personal development. The *MSW Student Guide* contains useful information on student resources and services and academic policies of the School and University.

Many University transactions can be performed online. I encourage you to become familiar with the University services available on the [Agora Portal](#) and the School's services available on the Canvas site [Social Work Central](#). Always remember that behind each webpage and phone number is a person who is there to help you navigate the pathways of Boston College.

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

Wishing you a successful and enriching academic year!

Teresa Touhey Schirmer
Associate Dean of Student Experience
Boston College School of Social Work



Scan the QR code to visit Social Work Central where you will find the digital version of this guide and many other important resources, such as course schedules, academic calendars, etc.

SSW STUDENT GUIDE

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Part I: Student Resources & Services

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PART I: STUDENT RESOURCES & SERVICES

ADVISING CENTER

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

The Advising Center provides services to MSW students through walk-in appointments or scheduled appointments by calling 617-552-2610 or by e-mailing Liz Cinquino, mary.cinquino@bc.edu, Director of Student Services and Advising. Visit the [Advising Center website](#) for resources available.

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

AGORA PORTAL

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

For example, a Boston College student can access information from Student Services, Library Services, and Dining Services and display the information from these three sources in a single location. To utilize Agora, you must be a member of the Boston College Community. You must have a **BC username** and **password**. See more [information](#) on getting started.

BC BOOKSTORE

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

Shop, a smaller location on the first floor of Maloney Hall. For more information, call 1-800-978-0978 or 617-552-3591 (fax). You can also visit the [Bookstore's website](#).

BUS/SHUTTLE SERVICES

Boston College provides regular bus service between Newton and Chestnut Hill campuses, several of the off-campus apartment areas, and to the Reservoir T-Stop. The buses operate on a daily basis according to a [schedule](#) issued by the Housing Office. For more information, contact shuttle@bc.edu or 617-552-0151. For maps of the campus, see the [interactive maps](#) and the [Chestnut Hill campus map](#).

CAMPUS MINISTRY

The University Campus Ministry provides a variety of opportunities for graduate students in worship, community service projects, and personal counseling. Campus Ministry offices are located in McElroy Commons, Room 233. For appointments, liturgy schedules, or more information, call 617-552-3475 or visit the [Ministry's website](#).

CAMPUS SAFETY

The [Boston College Police Department](#) (BCPD) has set up a variety of resources for members of our community to seek assistance in escort services, traffic and parking issues, lost property on campus, etc. BCPD is located in Maloney Hall.

For further information:
617-552-4440 (business)
617-552-4444 (emergency)
617-552-0090 (fax)

CAMPUS SUPPORT SERVICES FOR DIVERSITY AND INCLUSION

Boston College Campus Life Diversity Website

The [Boston College Campus Life Diversity website](#) provides a central location for university news, current initiatives, campus events, resources, and departments that foster and promote a culture of diversity, equity, and inclusion to all members of the Boston College community.

Hate Crimes and Bias-Related Incidents Protocol

Boston College students may report any suspected violations of the [University's "bias motivated conduct" policy](#) that involves other students by

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calling the Division of Student Affairs at 617-552-3470, by emailing studentconduct@bc.edu or by filing a [report](#). If the alleged "bias-motivated conduct" involves a faculty or staff member, please go to the [Office of Institutional Diversity's](#) website to learn more about the Bias-Related Incident Protocol. Students who believe they have been a target or a witness of a hate crime are encouraged to [fill out a report here](#). If you have any questions about the form, its use or the Hate Crimes and Bias-Related Incident Protocol, please contact the Office for Institutional Diversity at 617-552-2323 or visit [Hate Crime and Bias-Related Incident Website](#).

The Institute for the Study of Race and Culture (ISRC)

The Institute offers pragmatic information about teaching, conducting research, and applying interventions intended to promote the benefits of racial and ethnic cultural diversity and resolve related social problems. The Institute is unique in its emphasis on addressing psychological issues related to race and ethnic culture from an interdisciplinary perspective. Visit the [ISRC website](#) for more information.

Office of Institutional Diversity

In support of the University and its goals, the mission of the [Office for Institutional Diversity](#) is to facilitate efforts to advance and sustain an organizational culture and climate that welcomes diversity, equity, and inclusion for all members of the Boston College community. Our objective, through effective management of diversity, is to create a competitive advantage for the University, and at the same time to help us live out the social justice imperatives inherent in our Jesuit and Catholic heritage. To learn more, call 617-552-2323 or e-mail diversity@bc.edu.

University Counseling Services (UCS)

Along with services for students, UCS offers [online resources](#) for parents and faculty, with links to authoritative information from sources such as the American Psychological Association (on identifying and coping with discrimination) and the Institute for the Study and Promotion of Race and Culture (on racial trauma). Students can visit Gasson 001 or schedule an appointment at 617-552-3310.

Thea Bowman AHANA (African, Hispanic, Asian, and Native American) and Intercultural Center

With a vision to "promote equity, build community, and support opportunity," the [Bowman Center](#) offers [several programs](#) to foster positive racial identity and cultural competency, including the RIDE (Racial Identity

Development Experience) weekend retreat, the AHANA Summit, and Community Advocacy and Research Engagement Program. Students can use the lounge space to study, find support, or simply gather with friends.

CAREER SERVICES

The Office of Career Services at the Boston College School of Social Work is available to assist SSW students and alumni in identifying career goals and conducting a successful job search. Individual appointments, resume review, a recruitment fair, and a series of job search workshops on topics such as licensure, resume/cover letter writing, and networking are offered throughout the year. An [online job listings database](#) for full-time, part-time, and summer employment for MSW students, alumni, and doctoral students is available.

CENTER FOR HEALTH AND WELLNESS

Taking care of your physical, mental, and social health is essential to getting the most out of your college experience. Our staff, wellness coaches, programs, and events in the [Center for Student Wellness](#) are here to help you reflect on your personal wellness, develop skills to maintain a well-balanced lifestyle, and make informed, healthy choices that will stay with you long after graduation.

COMPUTERS IN THE SSW & ON CAMPUS

Social Work Library

The [Social Work Library](#), located on the lower level of McGuinn Hall, houses a distinctive and comprehensive collection of materials focusing on professional social work. The Mackey Computer Lab is available for all SSW students to use during library hours. There is wireless internet access and black & white/color printing available. To print in the library you need your Eagle One card or knowledge of your Eagle ID number. The library has two Macs and two Dell desktops connected to an HP flatbed scanner for anyone to use, there is also a KIC scanner and two monitors for dual screens. Thanks to the generosity of the Boston College School of Social Work, there are 16 laptops (12 Dells, 4 Macs) available for a two-week loan period exclusively for the BCSSW community. Also available are adaptors, headphones, DVD drives, USB-C chargers, and calculators.

O'Neill Library

Computers are distributed throughout the library. Computers with general productivity and research software are on the third floor behind the Reference Desk. Multimedia software and hardware are available in O'Neill 205. Additional printers have been added on the first and third floors. Study rooms may be reserved [online](#).

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Doctoral Student Computers

There are computers and printers available for doctoral students in the doctoral lounge and the 6th floor study area in McGuinn Hall.

Walk-In Help Desk

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

The [online Help Center](#) is a resource that was developed by Information Technology Services to provide members of the Boston College Community with one source for technology information on campus.

Help Center

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

Computing Tutoring Services

The Help Center offers private tutoring on popular software usage (Adobe Photoshop, Microsoft Word, Microsoft Excel and Microsoft Powerpoint). The computing tutoring service is a "peer" tutoring service; EagleTech student staff have been chosen to be tutors based on their expertise and knowledge of most of the popular software programs. For more information, contact the Help Center via telephone at 617-552-HELP (4357) or email help.center@bc.edu. Social work students are welcome at all other BC libraries and computer labs. Labs specifically for graduate students are available in the Bapst Library and in Murray Graduate Center.

For complete information about computing services at BC, consult the [Computer Help Center](#).

Boston College students are also eligible to download [selected software packages](#).

An additional resource, the [BC Application Server](#) allows members of the BC community to access and use certain licensed applications from any computer with a network connection.

COUNSELING SERVICES

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

DINING SERVICES

[Boston College Dining Services](#) offers a variety of quality food options. There are nine BC campus dining rooms, each with its own menu and style. Check the [dining website](#) for hours and offerings.

HINT - Place "Eagle bucks" on your student Eagle-One/ID card; money will be subtracted from the balance for food purchases on campus. You can place money on your card at [Agora Portal](#).

DIRECTORY

For a listing of SSW deans, faculty and staff contact information, please visit [Social Work Central/Directories](#).

DISABILITY SERVICES OFFICE (DSO)

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

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

The Disability Services Office serves undergraduate and graduate students with hearing, visual, mobility, medical, psychiatric, and temporary

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disabilities. Students receive assistance in gaining access to Boston College programs and activities and in arranging reasonable accommodations with professors. For eligibility guidelines and procedures, visit the [website](#) or contact:

Office of Student Outreach and Support Services
Maloney Hall, Suite 448
Phone: 617-552-3470
TTY: 617-552-8914

Students requesting modifications of the SSW program due to disabilities should register with the Disability Services Office (DSO) and will receive notifications from the DSO delineating their accommodations to provide to the SSW Associate Dean of Student Experience and their professors. For clarification on accommodations for extended exam time and/or alternative location of an exam please contact the SSW Associate Dean of Student Experience.

EAGLE BUCKS

Eagle Bucks is a convenient, pre-paid declining balance account designed for graduate students, undergraduate students, faculty, and staff that allows card holders to make purchases everywhere the Eagle-One Card is accepted. Anyone with an Eagle-One Card may open an Eagle Bucks account. *Where it works*—Eagle Bucks gives you spending flexibility at all University restaurants, BC bookstores, as well as at participating off-campus restaurants, food delivery services, convenience stores, dry cleaners, and other retail locations.

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

EAGLE-ONE CARDS

The Eagle-One Card is the official Boston College ID (\$50 fee for card, additional \$30 fee for replacement card). It allows you access to facilities and services all over campus including computer labs, libraries, and the Recreational Complex.

ELECTRONIC COMMUNICATION AND LISTSERVS

The School of Social Work publishes the SSW Weekly Update, an e-

newsletter that communicates important time-sensitive notices to students via their Boston College e-mail address.

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

Computing Policy Reminder

Any person who engages in any kind of computer or systems misuse as described in the [University Policies](#) or [University Code of Student Conduct](#) may be subject to disciplinary action, including the loss of computer privileges and/or dismissal from the University, and to criminal prosecution under the applicable state and/or federal laws.

E-MAIL ACCOUNTS

E-mail accounts are automatically created for all graduate students. As soon as you are formally transferred to student status, you will receive a letter containing your BC username and BC password. Use your BC password to sign in to Agora Portal to create your Secondary Password, which is used to sign in to your BC email. If you lost or did not receive the letter containing this information, visit the Walk-In Help Desk in O'Neill 316 or contact the Help Center at help.center@bc.edu or 617-552-HELP (4357). If you already have a Gmail account, you can link it to your BC Google account or forward it. For more information, see [bc.edu/email](#) or call the Help Desk at 617-552-4357.

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

FACILITIES

MSW Student Lounge

The MSW Student Lounge is located in McGuinn 128. It is a place where students can eat lunch, study, or meet in small groups. General announcements are posted here.

Doctoral Student Lounge

The doctoral students use McGuinn 204 as their lounge and informal gathering place. The lounge houses the student mailboxes, and is a place

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where students can eat lunch, study or meet in small groups. Three computer terminals are available to access e-mail accounts. A phone is available to make local calls only. Doctoral lunches and workshops are often held in the doctoral lounge.

Doctoral Student Sixth Floor Study Area (for Doctoral students only)

On the sixth floor of McGuinn Hall there are desks, computers, and a printer for doctoral students to use. A list of available software on each machine can be found on the Canvas doctoral site. To access the sixth floor, take the elevator to the fifth floor and walk up the stairs. First year students will be given a key to access this area. There will be a charge for lost keys.

McGuinn Hall

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

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

HEALTH INSURANCE

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

All Waiver Forms must be submitted by **September 20, 2024** for the first semester, and for newly enrolled students for the second semester by **January 24, 2025**. Students who do not complete a Waiver Form by the deadline will be billed the "Student Only" premium and enrolled in the Plan. If you waive the insurance at the beginning of the first semester it will be waived for the entire year. If you wish to obtain the Boston College Student Injury and Sickness Insurance Plan for the spring semester, you must go to Student Services prior to the spring semester waiver deadline and request to

have the waiver removed by completing a Petition to Add form. The petition may be granted under specific circumstances outlined in the [waiver section](#). The student health insurance plan for the 2024–2025 policy year, effective August 7, 2024, will continue to be provided by UnitedHealthcare underwritten by Harvard Pilgrim. For more details about coverage, please refer to the [Summary of Benefits and Coverage](#) or contact UnitedHealth Care at 866-948-8472 or http://customerservice@uhcsr.com/bc. Here is the [full list of contact information](#).

Students on Boston College's medical insurance policy may be eligible to continue their health insurance the semester in which they take a **medical leave of absence** and the following semester. For more information and to see if you qualify, please contact Office of Student Services, Lyons Hall 103, phone: 617-552-3300 or 800-294-0294, email studentservices@bc.edu.

HEALTH SERVICES

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

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

Membership in the University Health Services is optional for [graduate students](#). A graduate student may access the Boston College Health Services in **two** ways:

1. **Payment of Health/Infirmary Fee:** This is a \$586 fee for the year and allows you unlimited visits to Health Services (excludes immunizations). **(NOT TO BE CONFUSED WITH BOSTON COLLEGE STUDENT INJURY AND SICKNESS INSURANCE PLAN--see *HEALTH INSURANCE* for required coverage information).**

2. **Fee-for-service:** Graduate students may also be seen during the academic year on a fee-for-service basis at a charge of \$105.00 per primary care clinic

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visit, \$115.00 per specialty clinic visit. The fee is reasonable when compared to outside services. No care is available on campus for family members.

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

If you have purchased the Boston College Student Injury and Sickness Insurance Plan, the BC Primary Care Center's fee-for-service charge for each visit may be reimbursed at 80%. You must submit a **claim form** to the insurance company for reimbursement. The \$150 out-of-network deductible will be waived for a visit to the Boston College Primary Care Health Center.

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

[Health Services](#) are accessible 24 hours a day. On weekdays at the Outpatient Medical Center and after hours at the Inpatient Unit, medical help is available at any time of the day or night.

LACTATION ROOMS

Boston College is committed to providing support for mothers and will strive to provide space to meet a nursing mother's needs on a timely basis. There are lactation rooms for the use of employees, students and visitors. See [website](#) for list of lactation rooms on campus and the process on how to reserve a time.

For questions regarding use of rooms or concerns with location, contact Anthoula Gounalakis, Assistant Director, Office for Institutional Diversity at lactation@bc.edu.

LEARNING DISABILITIES

The Connors Family Learning Center provides academic support services and accommodations to undergraduate and graduate students with learning disabilities. For more information, please visit the [website](#) or contact:

Kathleen M. Duggan, PhD
Director, The Connors Family Learning Center
O'Neill Library, Room 200
Phone: 617-552-8093
kathleen.duggan@bc.edu

Students requesting modifications of the SSW program due to disabilities should have Dr. Kathleen Duggan contact Teresa Schirmer, SSW Associate Dean of Student Experience. For clarification on accommodations and scheduling extended exam time and/or alternative location of exam, please contact Teresa Schirmer, teresa.schirmer@bc.edu, Associate Dean of Student Experience.

LIBRARY

The [Social Work Library](#), located on the lower level of McGuinn Hall, houses a distinctive and comprehensive collection of materials focusing on professional social work. With over 35,000 books, media, and access to thousands of electronic journal titles, it is the only library dedicated to Social Work in New England. Four full-time staff members are available to assist social work students with their research needs, projects, and class assignments. Reference assistance is available in person, Google Meet, Zoom, phone, or email.

The library has a variety of seating and study spaces available, including tables, booths, study carrels with electrical and network connections for laptop use, and two study rooms that can only be reserved by Social Work Students. To reserve a study room as a BCSSW community member, go to the Social Work Central Canvas site.

The gallery space features collaborations with BCSSW faculty, staff, and student artists contributing to a rotating collection of photography, paintings, and other visual art. Regular exhibitions highlight works related to social issues, mental health, and human rights. Author's Corner, hosted by the BCSSW, celebrates the diverse voices and profound insights of our faculty, staff, and alumni. From riveting narratives to groundbreaking research, this space in the Social Work Library serves as a dynamic showcase for the remarkable talents within our BCSSW community.

The Mackey Computer Lab is available for all SSW students to use during regular library hours. The library has two Macs and two Dell desktops connected to an HP flatbed scanner for anyone to use. There is also a KIC scanner and two monitors for dual screens. Thanks to the generosity of the Boston College School of Social Work, there are 16 laptops (12 Dells, 4 Macs) available for a two-week loan period exclusively for the BCSSW community.

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Check out laptops, iPads, chargers, adapters and calculators. We have computer workstations, black and white and color printers, and two scanners. Students can print 500 B&W pages per semester for free.

Research Guides are designed specifically to assist you with your coursework. Each guide contains links to texts, databases, and other resources that can be helpful while writing papers and completing assignments for courses.

The Social Work Library supports the course reserve readings for all social work courses. In Canvas, click on Course Resources. Lists can include e-books, articles, chapters, films, etc. Physical items, such as books or DVDs, can usually be checked out at the library's service desk and used for 2 hours at a time. Social work students are welcome to use the other Boston College libraries.

The O'Neill Library is the largest library for the University and houses collections related to the study of social work, including: psychology, psychiatry, sociology, political science, management, education, nursing, and other disciplines. The Boston College Libraries provides access to a robust collection of research databases, over 40,000 online full-text journals and newspapers, and over 1 million ebooks. All of these can be used by BC students on or off-campus.

For complete information about the BC Libraries' resources and services, visit the [BC Libraries homepage](#). Boston College is a member of the Boston Library Consortium (BLC) serving 22 public and private universities, liberal arts colleges, state libraries, special research libraries, and public libraries in the northeastern United States. See information on [borrowing materials from BLC libraries](#).

The Social Work Library hours during Fall and Spring semesters are:
Mon-Thurs: 8 a.m. to 10 p.m.
Friday: 8 a.m. to 5 p.m.
Sunday: 1 p.m. to 9 p.m.
Hours vary during breaks and holidays. Visit the website for the most up to date hours.

For more information visit the library website <https://library.bc.edu/socialwork>, call 617-552-0109, or visit their contact page <https://libguides.bc.edu/socialwork/contact>.

LOST AND FOUND

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

THE MARGOT CONNELL RECREATION CENTER

The building is named in honor of one of BC's most generous benefactors. This new 244,000 square-foot, four-story facility includes a fitness center, rock climbing wall, jogging track, aquatics center, wood-floor basketball courts, tennis courts, multi-activity courts, multi-purpose rooms for spin, yoga, and fitness classes, and more. For information on membership fees, classes, hours etc. visit their [website](#).

McMULLEN MUSEUM OF ART

A gateway to Boston College, the [McMullen Museum of Art](#) welcomes you to its new, expanded home in the renovated Renaissance Revival Palazzo at 2101 Commonwealth Avenue in Boston.

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

MURRAY GRADUATE CENTER

The [John Courtney Murray, S.J. House](#) is dedicated to the support and enrichment of graduate student life at Boston College. Its primary purpose is to build a sense of community among the entire graduate student population and cultivate a sense of belonging to the University as a whole. Murray House is located across Beacon Street at 292 Hammond Street. Its amenities include free coffee and tea daily, study rooms, a computer lab/printing area, kitchen, deck, patio space, and more! Throughout the year, the house hosts programs organized by the Office of Graduate Student Life and graduate

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student groups. All members of the BC community are encouraged to reserve a space at the center for events of interest to graduate students.

Keep an eye out for the Office of Graduate Student Life bi-monthly newsletter to learn about events, programs, and resources for BC graduate students. You can also learn more by visiting the staff at the Murray House.

Murray House Academic Year Hours*

Monday - Thursday: 9:00 AM - 6:00 PM

Friday: 9:00 AM - 5:00 PM

Saturday - Sunday: Closed

*The Murray House is closed during student holidays.

NON-GENDERED BATHROOMS AND CHANGING TABLES

BC Facilities Management has helpfully created [this inventory](#) of changing stations and BC restrooms. It is current as of February 2020. It may change without notice.

NOTARIES PUBLIC

Here is [a listing](#) of Boston College employees who are Notaries Public.

PARKING

Access to Boston College

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

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

Handicapped Access

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

Parking at Boston College is a privilege and regulations are strictly enforced. For more details, please see [Transportation and Parking website](#).

Graduate Student Permits

There are [three types of permits](#) available for graduate students. You can choose the permit that best suits the times you will be on campus:

1. Purchase a one-year S-GS permit for \$380 which allows parking throughout the day from 6:00 a.m.-2:00 a.m., daily.
2. Purchase a one-year S-E permit for \$184 which allows parking from 3:00 p.m.-2:00 a.m., Monday-Friday and 8:00 a.m.-2:00 a.m. Saturday & Sunday.
3. Purchase a one-year POOL permit for \$191 (divisible by carpool members) which allows parking from 6:00 a.m.-2:00 a.m. in assigned carpool areas.

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

Permit Holder's Agreement

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

Finding Authorized Space

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

Space Availability

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

Visitor Parking

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

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pay by credit card on foot at the pay station prior to retrieving your vehicle or at the gate on the way out. Please see [garage parking rates](#).

There is **NO** overnight parking by visitors in the garages.

For additional questions or information please email transportation@bc.edu.

Regulations

Regulations are in place to ensure the safety and convenience of the University community and to effectively utilize available parking spaces. They will be enforced by the Boston College Police.

Sanctions include ticketing, towing, tire-booting, administrative action, and revocation of parking privileges. The University reserves the right to change parking regulations when necessary and without warning.

Please refer to [Code of Regulations](#).

Parking Advisory Council

The Parking Advisory Council is designed to be an impartial body representing all segments of the University community. It is composed of faculty, staff and students. Boston College Police are members of the Advisory Council but do not have a vote in a decision concerning the appeal. However, they may be consulted in regard to questions concerning the interpretation of regulations or the specific violation.

The Parking Advisory Council meets once a month. All decisions of the Parking Advisory Council are final. Appellants will be advised of these decisions in writing as promptly as possible after each session.

Appeal Regulations:

All appeals must be submitted through our online appeal system. Please wait two business days before paying or appealing a citation. Please see [Online Appeal](#). Failure to file within 14 calendar days of violation date will result in forfeiture of appeal privileges. No appeal will be accepted after this period.

POST OFFICE

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

[Campus mail services](#) are provided by the Campus Mail Rooms located next to the U.S. Post Office in McElroy Commons and in Stuart House on the

Newton Campus. Campus mail should be brought to the University Mailroom. A U.S. Mailbox is located outside Carney Hall.

Call 617-552-3523 for Mail Services at the Chestnut Hill Campus, 617-552-4426 for the Newton Campus, or email mail.room@bc.edu.

PROFESSIONAL ORGANIZATIONS

There are many social work organizations that represent professionals in many fields of Social Work. To explore organizations for career, education, and licensing see socialworklicensure.org and the [National Association of Social Workers](#).

STUDENT ORGANIZATIONS

The Student Collective

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

The Student Collective, comprised of all students, has six elected officers who comprise the Leadership Council. The Student Collective is the governing body of the School of Social Work students. The primary purpose of the Collective is to enhance the quality of the BC SSW student life through programs, activities, and open meetings. It also serves as liaison between students and BCSSW administration. Visit SW Central for a [list of Collective Student Leaders and Committees](#).

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

Opportunities for involvement include Social Workers for Social Justice and Social Events Committee, which function under the auspices of the Student Collective Leadership Council, and various student interest groups: Macro Social Work Group, Social Work and Spirituality, Spectrum, Three-Year Program Group, Umoja, as well as the Doctoral Outreach and Community Group. Students also have the opportunity to be elected to the SSW Executive Board, the legislative body of the SSW that is comprised of five student representatives and faculty and administrators.

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Macro Social Work Group

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

Social Work and Spirituality

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

Spectrum

Spectrum is a student group for LGBTQIA+ students and allies, serving primarily as a space for the community to connect and support each other. The group also works to educate and mobilize the Boston College School of Social Work around issues that disproportionately impact the LGBTQIA+ community.

Three-Year and Four-Year Program Group

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

Umoja (Organization for People of Color)

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

Unides (Spanish word for United)

The Unides group is the student organization for people who want to share their Latino/a/e/x cultures, center shared experiences, intersecting identities and different outlooks to provide a supportive group and strives to increase the awareness of the SSW community around issues related to the Latino/a/e/x experience.

DOC: Doctoral Outreach and Community

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

Graduate Student Association of Boston College

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

The GSA exists to provide academic support in the form of conference grants and special group funding to host social, cultural, and academic programs for graduates, and to inform the graduate community of matters of interest to them. The GSA also advocates for graduate student interests within the University.

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

TRANSPORTATION/MBTA DISCOUNT PASSES

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

Visit the website for [BC shuttle Service](#) information and [maps and other “T” information](#).

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

The FALL Semester Pass (September-December) order deadline is **August 09, 2024** and can be purchased online or in Lyons Hall, Room 103.

The SPRING Semester Pass package order deadline (February-May) is usually the first week in December, and will be announced in early fall. For more information, please see [website](#).

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TUTORS FOR WRITING AND RESEARCH

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

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

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

In the same way that sending an e-mail differs from face-to-face conversation, online tutoring differs from in-person tutoring. Rather than comment upon the sentence level, your OWL tutor will **emphasize broader, more global, conceptual, and rhetorical issues**. Such comments may include affirmation of parts of your writing that work well, questions to consider as you revise, and advice about general ways of improving your work. Papers may be [submitted online](#).

An additional writing resource is the **SSW Writing Tutors** who are available for online assistance. BCSSW Graduate Assistant Writing Tutors are an added service available to members of the BCSSW community.

Tutors will provide feedback on:

- Conceptualization
- Logical development of ideas
- Organizational structure

Writing Tutor Contact: swwritingtutors@bc.edu

Availability: SW Writing Tutors are primarily available via email Tuesday through Sunday during the academic year. They will respond within 48hrs to email submissions of paper.

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

Research Tutors are also available to assist students in course assignments for SCWK 7747 Research Methods in SW Practice or SCWK 8841 Program Evaluation. Contact information will be posted in the Student Lounge and on the [Social Work Library website](#).

WOMEN'S CENTER

The mission of the [Boston College Women's Center](#) is to cultivate a campus culture that fosters the advancement of women and inspires all students to discover and embrace their full potential. One of its programs is the [Sexual Assault Network](#) (SANet). Its mission is to support those who have been directly or indirectly affected by sexual violence and/or intimate partner violence. The Women's Center is open to all students, faculty, and staff and offers a comfortable atmosphere to seek information, to participate in programming, and to find peer support. It is located in Maloney 441 and is open from 9:00 a.m. to 5:00 p.m. weekdays throughout the academic year.

ZIPCARS

As part of its efforts to offer the Boston College community transportation alternatives, the University has created a partnership with [Zipcar](#), a vehicle sharing service. Zipcar provides cars by the hour or the day with gas, maintenance and parking included. Through its partnership with the University, Zipcar offers BC employees and students discounted annual memberships. To join, enter the group name “Boston College,” or call 1-866-4-ZIPCAR.

Part II: SSW Policies and Procedures

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PART II: SSW POLICIES AND PROCEDURES*

Boston College School of Social Work

COMMUNITY STANDARDS

Please see a detailed explanation of [Community Standards and Policies](#) and complete policies and procedures in the [Boston College Student Code of Conduct](#).

STATEMENT OF RIGHTS AND RESPONSIBILITIES

Source: Office of Student Conduct

All student members of the Boston College community have certain [rights](#). These include:

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

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

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

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

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

The right to have access to a process through which to resolve deprivations of rights and, in the case of disciplinary procedures, the right to be informed of any charges of misconduct, the right to adequate time to prepare a response to the charges, the right to hear evidence in support of the charges, the right to present evidence against the charges, the right to an advisor, the right to a fair procedure which is appropriate to the circumstances and the

right to be informed of the outcome of any proceeding.

All student members of the Boston College community have certain [responsibilities](#) to the institution and to its members.

These include:

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

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

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

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

The responsibility for the avoidance of disruption. Certain kinds of conduct can convert the expression of opinion into disruption. The Student Demonstration Policy describes the procedures and limitations appropriate to the public expression of opinion. For more information, see the [Boston College Student Code of Conduct](#).

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

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

**The policies and procedures described herein are subject to periodic review and change (see Appendix D).*

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The obligation to respect the environment of Boston College, which includes respect for the physical features of the campus and its facilities as well as the special needs of an institution of learning, such as quiet and privacy.

The obligation to provide proper identification whenever requested to do so by a representative of the University. All students are expected to carry their

Boston College identification card at all times and to produce the identification card when requested.

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

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

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ACADEMIC INTEGRITY

Policy and Procedures

The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Similarly, the educational process requires that individuals present their own ideas and insights for evaluation, critique, and eventual reformulation. Presentation of others' work as one's own is not only intellectual dishonesty, but also undermines the educational process. Cases of falsification, fabrication, and plagiarism that occur in the course of research are also subject to [Boston College's research misconduct policy](#).

Standards

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

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

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

Plagiarism is the act of taking the words, ideas, data, illustrations, or statements of another person or source and presenting them as one's own. This includes using the assistance of artificial intelligence (A.I.) text generators to perform central requirements of an assignment (i.e. reading, synthesizing, interpreting, writing, coding, programming, etc.) without both the explicit permission of the instructor and complete attribution and citation of A.I. assisted components. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.

Other breaches of academic integrity include:

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

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

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Promoting Academic Integrity: Roles of Community Members

A. Student Roles in Maintaining Academic Integrity

Students have a responsibility to maintain high standards of academic integrity in their own work, and thereby to maintain the integrity of their degree. It is their responsibility to be familiar with, and understand, the University policy on academic integrity.

Students who become aware of a violation of academic integrity by a fellow student should respond in one of the following ways:

- Students may discuss their concerns with the student whom they suspect of a violation. Direct contact by another student may be the best means of resolving the problem. Repeated demonstration of student concern for academic integrity will in the long run build a peer-regulated community.
- If the incident is a major violation or part of a repeated pattern of violations, students should bring their concerns to the attention of the instructor, or to the Chair of Academic Standards Review Committee or the Associate Dean of Academic Planning /MSW Program Director. Suspected violations by students reported to members of the faculty or to the Chair of Academic Standards Review Committee will be handled according to the procedures set forth below.

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

B. Faculty Roles in Fostering Academic Integrity

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

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

Faculty should promote academic integrity in the following specific ways:

- At the beginning of each course, instructors should discuss academic integrity in order to promote an ongoing dialogue about academic integrity and to set the tone and establish guidelines for academic integrity within the context of the course, e.g., the extent to which collaborative work is appropriate. Where relevant, instructors should discuss why, when, and how students must cite sources in their written work.
- Instructors should provide students with a written syllabus that states course requirements and, when available, examination dates and times.
- Instructors are encouraged to prepare new examinations and assignments where appropriate each semester in order to ensure that no student obtains an unfair advantage over their classmates by reviewing exams or assignments from prior semesters. If previous examinations are available to some students, faculty members should insure that all students in the course have similar access. Course examinations should be designed to minimize the possibility of cheating, and course paper assignments should be designed to minimize the possibility of plagiarism.
- Proctors should be present at all examinations, including the final examination, and should provide students with an environment that encourages honesty and prevents dishonesty.
- Faculty should be careful to respect students' intellectual property and the confidentiality of student academic information.
- Assignment of grades, which is the sole responsibility of the instructor, should be awarded in a manner fair to all students.

C. Academic Deans

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

- promoting an environment where academic integrity is a priority for both students and faculty,
- ensuring that students who are honest are not placed at an unfair disadvantage, and
- establishing procedures to adjudicate charges of academic dishonesty and to protect the rights of all parties.

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Procedures

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

The Office of the Vice Provost for Research now offers access to iThenticate for use by faculty. iThenticate is used to help researchers and publishers check the originality of unpublished written work by comparing manuscripts against an extensive database of journals, books, magazines, periodicals, and websites. For an iThenticate account or have any questions, please email vproffice@bc.edu.

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

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

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

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

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

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

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

Appeal of the Academic Integrity board's decision may be made by written request to the Associate Dean of Academic Planning/MSW Program Director not later than ten days following notice of the board's decision, and the Associate Dean's decision will be final.

ADVISING

The objective of advising is to help students optimize learning, integrate theory and practice, and to realize their potential as social workers. Students are assigned an Advisor with whom to confer in regard to their overall educational program. The SSW Advising Center is also available to all current MSW students.

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

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

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Services, the Connors Family Learning Center, or the Disabilities Services Office.

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

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

ATTENDANCE

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

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

A student who is absent from class is responsible for obtaining knowledge of what happened in class, especially information about announced tests, papers, or other assignments. In cases of prolonged absence, the student or a family member should communicate with the Associate Dean of Student Experience as soon as the prospect of extended absence becomes clear. The

academic arrangements for the student's return to classes should be made with the Associate Dean of Student Experience as soon as the student's health and other circumstances permit.

AUDITS

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

CODE OF ETHICS AND CLIENT CONFIDENTIALITY

Students should understand that the confidentiality of material entrusted to them by clients and agencies must be maintained and respected. Students are expected to be guided by the [Code of Ethics](#) adopted by the National Association of Social Workers. A copy is available [online](#) and through the local National Association of Social Workers office.

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

CONFIDENTIALITY OF STUDENT RECORDS

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

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

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

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

COURSE PROGRAMS

Curriculum: MSW

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

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

Two-Year Program

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

Specialized Practice courses, related human behavior and social environment courses, and social policy courses are required in the first year. Advanced Practice (in the student's selected Field-of-Practice) and Advanced Policy courses, Research Methods, Program Evaluation, and Electives are required in the final year.

Electives are taken in the final year of study, two of which must be in the area of specialized practice (Clinical or Macro), and one of those must be taken concurrently with Field Education IV. The function of elective courses is to have students share in defining their own educational goals. Students should work closely with their advisors to develop a set of electives that fit their individual needs, interests, and/or career plans. In addition to the electives offered through the SSW, students are allowed to

register for one elective course per semester through cross-registration with another graduate school or department within Boston College or through the Consortium (see **CROSS-REGISTRATION** for more information). Electives taken outside of the SSW must be relevant to Social Work and approved by the Associate Dean of Student Experience.

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

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

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

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

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

Clinical students employed in supervised case-carrying positions and Macro students engaged in intervention-related tasks in appropriate agencies have two additional options for completing their first field practicum. Qualified students can fulfill their first field practicum with:

- 1) an approved 6-credit summer block placement after the second year, or
- 2) an approved employment-based practicum during the second academic year.

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

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In the final year of the Three-Year Program students will enroll in 16 credits (class and field) during the Fall semester and 13 credits the Spring semester if two electives are taken in the summer. The field practicum in the third year is scheduled for three days a week. Students have the option of taking electives during the Summer Session to reduce their course load in the final year.

The total academic program (class and field) must be completed within five years of initial registration (*see Time-to-Degree Policy*).

A Four-Year Program is available and must be planned by students with their advisors, and approved in advance by the Academic Standards Review Committee. Appendix I provides a sample four-year plan.

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

Certificate Programs

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

Twelve certificate options are offered on a space available basis in the areas of Advanced Research; Aging Populations and Gerontology; Black Leadership; Child Welfare; Design Thinking; Global Humanitarian Practice; Latinx Leadership; Leaders for Equity & Justice in the Workplace; Neuroscience & Social Work; Refugees & Immigrants; School Social Work; and Trauma. Certificate course offerings are subject to change each semester.

Certificates require the completion of three specified courses within a chosen area. Students have the opportunity to earn up to two certificates in addition to their Specialization (Clinical or Macro) and their Field-of-Practice (Afrocentric; Children, Youth & Families; Global Practice; Health; Latinx Communities; & Mental Health). Specific program and course requirements are listed under each certificate description. (See Appendix K)

CROSS-REGISTRATION AND CONSORTIUM

With concurrence of the Associate Dean of Student Experience a student may cross-register for one Social Work-related elective per semester in other graduate schools of the Consortium (Boston University, Brandeis, Tufts, and Consortium for Graduate Studies in Gender, Culture, Women, And Sexuality at MIT). Note that cross-registration through the Consortium is not available during the summer session. For complete information, please see [Cross Registration Guide](#).

Please also see [University cross-registration information](#) to submit the [Petition for Cross Registration Form](#).

To cross-register for an elective in another school or department within Boston College, see listings of all courses at Boston College found in Agora under Eagle Apps Course Information and Schedule.

Once you have located a graduate level, 3 credit course in another Boston College graduate program, email the course description and the rationale for the course to count as an elective for the MSW degree to Associate Dean of Student Experience, Teresa Schirmer, teresa.schirmer@bc.edu. Associate Dean Schirmer will discuss the next steps for registration following approval of the course.

ENROLLMENT STATUS

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

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

EXAMINATIONS AND PAPERS

Final (Semester) Examinations must be scheduled during the period stipulated by the University. The Examination Schedule is set before classes begin. It is available to the public, and students are responsible for consulting it. A student who misses a final examination is not entitled, as a matter of right, to a makeup examination except for serious illness and/or family emergency. Students should not make travel arrangements which are at odds with their examination schedule.

A final exam is required in the course SCWK 7722.

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Individual instructors may allow retake examinations and/or papers but the grade so earned can be no higher than a B-. Any retake examination or paper must be completed at the discretion of the instructor within 30 days of the original grade deadline. Students are expected to use the American Psychological Association (APA) format when writing papers.

FILES OF STUDENTS AND GRADUATES

The University recognizes the privacy interests of its students and the need to protect the confidentiality of student records. The [Student Education Records policy](#) describes how the University manages student education records in compliance with the Family Educational Rights and Privacy Act of 1974 (20 USC 1232g) (“FERPA”) and its implementing regulations (34 CFR 99) and summarizes a student’s rights under FERPA with respect to his or her education records at the University.

In accordance with University regulations, the record of grades, withdrawals, leave of absences and dismissals etc. shall be maintained by the Office of Student Services. The office of the Registrar provides support and service to parents, alumni, faculty and administrators of Boston College in the areas of records, registration, reporting, transcripts, graduation, scanning services for classroom assessment, classroom management and scheduling.

Files of graduates are retained by the School of Social Work for licensing purposes. Such files will contain:

1. Student's undergraduate transcript
2. Student's Performance Evaluations and end-of-year summaries in Field Education
3. Proficiency exam results if passed
4. Transfer credit approval

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

Access to student files shall include:

- 1) the student
- 2) the Dean
- 3) the Associate Dean of Student Experience
- 4) the Associate Dean of Enrollment Management
- 5) and those designated by the Dean who may have access to the files for specific educational purposes

Graduates should reach out to the Associate Dean of Student Experience if they wish to read their files.

FINANCIAL AID

There are different types of financial aid available to SSW students: Federal, Institutional, and alternative loan borrowing. Federal funding is administered through the University's Student Services Office which determines a student’s eligibility for Direct Stafford loans, Work-Study, and Perkins loans. Institutional funding is determined by the SSW. In addition, students also may choose to finance the balance of their education (budget minus financial aid) through alternative loan borrowing available through banks, the Department of Education for a GradPLUS Loan, and other lenders. See [website](#) for the most comprehensive financial aid information for graduate students.

SSW Financial Aid

The SSW administers a number of grants and awards, which vary each year depending upon the allocation of federal and University funds.

The School generally renews the amount of scholarship awarded in the previous year as long as the student has maintained satisfactory performance and there has been no change in financial status and number of credits to be earned; hence, no formal application is required. Scholarship awards will not be finalized until the summer.

Graduate Assistant positions are normally reserved for Final Year students. These awards are based on a formula encompassing academic performance, financial need, and outstanding educational loan debt. Graduate Assistants are expected to provide 6 hours per week in various activities related to SSW assignments for 30 weeks. The application for SSW Graduate Assistantships will be emailed to students during the Spring semester.

Criteria for Granting Awards within the School

The following are criteria utilized in granting awards:

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

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

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GOOD STANDING

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

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

Students who are admitted on academic probation are reviewed by the Academic Standards Review Committee after completing four courses, and achieving a 3.0 GPA or higher that they will no longer remain on probation. The Academic Standards Review Committee reviews student performance each semester and recommends decisions to the Dean regarding warnings, probation, or dismissal. Students are notified in writing when placed on academic probation, and, if appropriate, are asked to meet with the Academic Standards Review Committee.

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

GRADUATE STUDENT WORK HOURS

It is a Boston College [Policy](#) that Graduate Students, Undergraduate Students, and Non-BC Students may work no more than a total of 20 hours per week for Boston College during the academic year. This aggregate limit applies to all assistantships, stipends in compensation for services, and hourly positions. Students may work more than 20 hours per week (but less than 30 hours) between semesters and during school breaks.

During the summer period a student may work more than 30 hours per week (to a maximum of 40 hours), but any period during which a student averages 30 or more hours per week may not exceed 12 weeks per year. Ph.D. students receiving a service stipend are being compensated for 20 hours of departmental service each week. By exception to the generally applicable Boston College policy, these students can accept part-time employment at the University outside of their departmental service responsibilities that averages up to 9 additional hours per week. Graduate

program directors are responsible for ensuring that graduate students (in Ph.D. programs or masters' programs) with multiple positions at Boston College are not being compensated for more than 29 hours of Boston College work each week.

With the permission of the GPD, a Ph.D. student may accept a part-time position at the University that requires more than an average of 9 hours of work each week so long as the additional hours are understood to be included as part of the student's 20-hour departmental service responsibilities and, therefore, are not subject to compensation beyond the normal stipend.

Under immigration rules, international students on a student visa are not permitted to work more than 20 hours per week during the academic year. Therefore, international students are not permitted to accept part-time employment on or off campus beyond their service stipend. Ph.D. students who are receiving a non-service stipend are expected to be focusing their full-time efforts on their academic work. No additional part-time position at Boston College should be accepted without the approval of the GPD and the Associate Dean for Academic Affairs, and the additional work should average no more than 9 hours per week.

Doctoral students who are ABD but beyond their years of stipend funding are sometimes hired to teach courses on a part-time basis. By university policy, colleagues teaching on a per course part-time basis (including beyonders) are limited to teaching 2 courses per semester. Exceptions allowing a third course to be taught in a given semester have on occasion been made when exigent circumstances exist. On those rare occasions when this sort of exception is granted, the department must ensure that the part-time colleague's multiple assignments are not providing compensation for more than 29 hours of Boston College work each week.

GRADING

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

Grade	Range	GPA
A	94-100	4.00
A-	90-93	3.67
B+	87-89	3.33
B	84-86	3.00
B-	80-83	2.67
C	70-79	2.00

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P	70 or above	0.00
F	Below 70	0.00
I	Incomplete	0.00

Incomplete and Deferred Grades

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

A student who has not completed the research or written work for a course taken in the fall, spring, or summer semester or is absent from the course examination in any semester, may, with adequate reason and at the discretion of the instructor, receive a temporary grade of Incomplete (I). A grade of Incomplete must be removed within a period of 21 days from the final date of classes in the respective semester. All incompletes must be resolved by the beginning of the next semester. This includes students who enroll in the summer session that they must have all Incompletes resolved by the Summer Session Drop/Add deadline. If a grade of Incomplete has not been resolved, the courses will be dropped.

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

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

January 13, 2025 (Fall semester, 2024)

May 19, 2025 (Spring semester, 2025—if enrolled in summer courses)

June 09, 2025 (Spring semester, 2025—if not enrolled in summer courses)

Students should be aware that a passing grade is required in all courses that are prerequisites for other courses. A grade of F in a prerequisite course will result in the student needing to drop any courses that are affected by the failed prerequisite. Situations where the student is in disagreement with faculty evaluation should follow the procedures outlined in the Grievance Policy (see below).

Incompletes in Field

The grade of Incomplete may be granted for the Field Education courses upon agreement between the advisor, student and if pertinent, agency supervisor. The practicum may be extended to allow a student to complete minimum hours, to complete Field Education course requirements, such as Practicum Reflections, or to allow for additional learning to meet competency expectations, as example. This extension will include feedback from the supervisor, if pertinent to the learning needs. If the time needed exceeds the 21-day extension period at the close of each semester, a written plan will be developed to outline the expectations and target end date. A Program Modification form may also be necessary to extend the Incomplete grade and approve the extension plan.

MSW Grading

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

Individual instructors may allow retake examinations and/or papers but the grade earned can be no higher than a B-. Any retake examination or paper must be completed at the discretion of the instructor within 30 days of the original grade deadline.

Grade Change

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

Pass/Fail Grades

Students may elect to take a maximum of 4 courses Pass/Fail not to exceed 1 per semester. Independent Study courses are restricted to Pass/Fail; however, students in Group Independent Study courses receive letter grades unless students exercise their Pass/Fail option. Group Independent Study courses are not automatically designated as Pass/Fail.

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The following required methods courses (SCWK 7762, SCWK 8800, SCWK 8855, SCWK 8856, SCWK 8833, SCWK 8888) are not eligible for Pass/Fail. No other course may be taken on a Pass/Fail basis during the semester in which an independent study is taken except Field Education (see Appendix F).

The Pass/ Fail grade for Field Education does not count toward the one per semester OR the maximum of 4 Pass/ Fails.

Forms for the Pass/Fail are available on Canvas, Social Work Central, and must be completed prior to the deadline chosen by the University and posted on the School of Social Work Academic Calendar. The option cannot be initiated or rescinded after the semester deadline. Courses taken as a part of the Consortium or from other Boston College graduate programs cannot be taken Pass/ Fail.

Note: A missing grade is recorded as an Administrative F. Procedures for removal are the same as those listed above for Incompletes. The grading system for Field Education is Pass, Fail or Incomplete. A grade of Incomplete is based on less than satisfactory performance or extenuating circumstances, e.g., long absence due to illness. Students receiving an Incomplete grade may be asked to extend their field placement. The length of time will be determined by the learning needs of the individual as recommended by the Academic Standards Review Committee (see Appendix D).

GRADUATION

The University awards degrees in May, August, and December of each year except to students in the Law School where degrees are conferred in May and December. Commencement ceremonies are held only in May. Students who have completed all requirements for the degree before a specific graduation date are eligible to receive the degree as of the university's next official graduation date. A diploma will not be dated before all work is completed. Students who graduate in December or August may participate in commencement exercises the following May. In order to ensure timely clearance, all students who plan to graduate should [confirm their diploma names online](#) via Agora.

In order to participate in the May Commencement Ceremony without receiving a diploma, the student must have no more than two courses remaining to take in their program of study upon successful completion of the courses for which they are currently registered. The student must be aware that it is an expectation that they complete their final courses during

the semester immediately following commencement. Degrees are officially awarded upon completion of the student's final courses.

GRIEVANCE POLICY

Academic Standards Review Committee Function and Purpose

The Academic Standards Review Committee (ASRC) is a committee appointed annually by the Dean, and is advisory to the Dean. Its responsibilities include the evaluation of performance, the oversight of program modifications, and review of grievances from faculty and students. The evaluation of student performance is considered an ongoing process at the School of Social Work. Questions about the ASRC can be directed to the Chair of the Committee, Professor Robin Warsh, Robin.Warsh@bc.edu. At least once each semester, the Academic Standards Review Committee shall conduct a formal review of performance. The Committee also may be requested by faculty or students to call a formal review as needed at any time during the academic year. That review focuses on student performance, issues of integrity, requests to modify the usual program of study, or grievances related to the rights and responsibilities of students including, but not limited to, grade grievances.

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

Procedures for Grievances

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

- a. The student shall arrange to meet with the faculty member involved and attempt to resolve the differences/difficulty;
- b. The student shall notify the advisor and instructor of a continuing difference/difficulty;
- c. The student's advisor shall discuss the situations with the student and with the instructor and shall try to assist in resolving the difference/difficulty;
- d. The Academic Standards Review Committee shall be notified in writing by the student if additional input into resolving the difference/difficulty is sought or if attempts at resolution are unsatisfactory;

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- e. Description of the difference/difficulty, attempts to resolve the difference/difficulty and the present state of affairs shall be forwarded to the Committee by the student prior to any formal review;
- f. Faculty involved in the difference/difficulty are free to submit written material to the Committee.

Timeline for Grievances

Students who believe they have a grievance should communicate with the faculty member involved as soon as possible after the action being grieved, but no later than the close of the semester immediately following the semester in which the action giving rise to the complaint occurred. A grade grievance beyond a year is rarely, if ever, considered.

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

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

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

Conflict of Interest

If members of the Academic Standards Review Committee have a conflict of interest, they will recuse themselves from consideration of the matter under review.

Decisions

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

Appeal of Academic Standards Review Committee Decision

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

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

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final decision in writing. The Dean of SSW will also be informed of the final decision.

LEAVE OF ABSENCE

Voluntary Leave of Absence

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

Students may obtain a [personal or medical leave of absence form online](#) through the Boston College Office of Student Services and submit it to the Associate Dean of Student Experience for approval.

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

Personal Leave of Absence

Students on an approved personal leave of absence should contact the Associate Dean of Student Experience twelve (12) weeks prior to the semester in which they expect to reenroll. The Associate Dean of Student Experience will discuss with the Associate Dean of Academic Planning/MSW Program Director and the Academic Standards Review Committee and then a decision on readmission will be rendered.

Medical Leave of Absence

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

The University reserves the right to impose conditions on readmission from a medical leave, which may include the submission of documentation from the student's health care provider, the student's consent for the provider to

discuss the student's condition with University clinicians, and/or an independent evaluation of the student's condition by University clinicians. Students seeking to return from leave are encouraged to contact the SSW Associate Dean of Student Experience as soon as possible prior to seeking readmission, but not later than twelve (12) weeks prior to the desired readmission date. Students seeking to return to a field education placement must contact the SSW Associate Dean of Student Experience expressing the intent to seek readmission at least a full semester before the desired return. At the time of requesting a medical leave, the student should consult the Associate Dean of Student Experience with regard to school policy concerning funding upon return. Students on Boston College's medical insurance policy may be eligible to continue their health insurance the semester in which they take a medical leave of absence and the following semester. Students should consult with Student Services and learn more about the [medical insurance policy](#). Students granted a medical leave may be entitled to a semester's tuition credit to be provided upon readmission, and should consult their school's policy regarding the tuition credit.

Involuntary Leave of Absence

Students may be separated from the University for academic reasons (*see Appendix D*) or for reasons of health, safety, or when a student's continuance at Boston College poses significant risk to the student or others (from [BC Student Code of Conduct](#); please review for additional information).

PARENTAL AND ADOPTION ACCOMMODATION POLICY

Boston College recognizes the importance of family obligations to its graduate students. Any full-time graduate student in good academic standing who is the parent of a newborn child or an adoptive child under the age of 13 newly placed in the home is eligible for an accommodation. This student accommodation is not an employee medical leave or a leave of absence from the academic program.

Following the birth of a child, a graduate student who is the parent of the child is eligible for an accommodation extending for a period of up to twelve consecutive weeks. A graduate student who is the parent of an adoptive child under the age of 13 newly placed in the home is eligible for an accommodation extending for a period of up to twelve consecutive weeks immediately following the placement of the child in the home. The accommodation must be taken within the 12-month period following birth or placement of the child.

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During the accommodation period, the graduate student will be relieved of the service requirements that accompany his or her funding. During the remainder of the semester (before and/or after the accommodation period), the student's program will assign service duties consistent with the academic nature of a graduate assistantship.

During the accommodation period, the graduate student may attend classes and work on course assignments to the extent possible. The student and graduate program director should work with the professors in these courses to adjust, to the extent reasonably possible, attendance requirements, assignment deadlines, and exam dates during the accommodation period. Graduate program directors and professors should work with graduate students to establish appropriate timetables for completing course work and exams during the semester in which the accommodation is taken. Funding provided by the University, including funding for health insurance, will continue during the accommodation period. In addition:

- The accommodation policy will not extend the total number of years of funding available to a student.
- Students who receive an accommodation under this policy will receive automatically a one semester extension to their maximum time to complete their degree for every childbirth or adoption placement. Total extensions invoked under this policy will ordinarily not exceed a year.
- For students with 9-month stipends, funding is for the academic year only.

Students funded by government grants or other external sources must follow the policies of their funding agency. If external funding is suspended or reduced during the accommodation period, the University will assume funding responsibility for the accommodation period. Details of the arrangement should be worked out in writing between the student, graduate program director and the Associate Dean for Graduate Academic Affairs, and reported to the Vice Provost for Faculties before the accommodation period begins.

Graduate students anticipating a childbirth or adoption accommodation must notify their advisor and submit a written request to their graduate program director and the Associate Dean. The Associate Dean will inform the Vice Provost for Faculties of all such requests. Requests for accommodation should be made as soon as practicable and ideally no less than three months before the expected start of the accommodation period in order to allow appropriate arrangements to be made to cover any teaching, teaching assistantship, or research responsibilities. Departments are

encouraged to work out specific arrangements with students, on a case-by-case basis, within the broad framework of this policy.

PROFICIENCY EXAMINATIONS (TESTOUTS)

To avoid repetition of course content taken elsewhere, students are given an opportunity to test out of the following foundation courses:

SCWK 7701 Social Welfare System
SCWK 7721 Human Behavior and the Social Environment
SCWK 7747 Research Methods in Social Work Practice

These "Proficiency Examinations" are scheduled prior to the fall semester (SCWK 7721), in September (SCWK7701) or in March (SCWK 7747). To succeed in having any of these requirements waived, one must achieve a grade of 80 or above on the respective exam. Students are able to take the proficiency exam only once, under no circumstances can the exam be repeated. Students who pass a proficiency exam are exempt from taking the course but must substitute an elective in its place.

PROGRAM MODIFICATION

A student can request a program modification for the following reasons: change in intervention method; extension to complete degree; extension of an incomplete grade beyond 30 days; early start or late extension of field placement; or other curriculum plan adjustments. The forms can be found on Canvas under [Social Work Central](#) and must be submitted electronically to Liz Cinquino, Director of the Advising Center. The student should discuss the requested change with their Advisor prior to submission. The form will be checked and then sent to the Dean's Administrative Assistant. The Academic Standards Review Committee meets every 2 weeks during the academic year to review each request. Final approval rests with the Dean. Students will be emailed a signed copy of the decision.

READMISSION

Students requesting readmission to the School of Social Work must contact the Associate Dean of Student Experience at least one semester before their intended return to ensure appropriate class and field placement. The readmission decision will include a review of the students' prior academic and field performance, the length of their absence, current admission policies, enrollment, and changes in the program or degree requirements that may have taken place during the period of absence. The decision will be based on a consideration of the best interests of both the student and the University. Students who have taken a medical leave of absence may be

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required to provide current documentation from a medical care provider for review by Health Services or University Counseling Services prior to readmission.

SSW SOCIAL MEDIA POLICY

The National Association of Social Workers (NASW) Code of Ethics and Council on Social Work Education (CSWE) EPAS competencies provide guidance on the use of social media related to: dual relationships, privacy and confidentiality, professional boundaries, conflict of interest, professional image, informed consent, appropriate self-disclosure etc. While social media is a powerful tool for communication and connection, students should be mindful of its use, especially in defining the boundary between the professional and the personal.

In making decisions about your online presence as a social work student, students should:

1. Abide by all Field agency guidelines and policies regarding the use of technology in the delivery of services, such as email correspondence, confidentiality, etc.
2. Consult with your Field supervisor before you accept or offer access to your personal social networking site to a client, colleague, or other individual at your placement. It is largely discouraged as it insinuates a non-professional relationship.
3. Refrain from making comments about an agency, supervisor, project and most especially clients on social networking sites.
4. Refrain from photographing and posting items that might identify a client, community, or other entity without their consent.
5. Consider any posts you make of a personal nature that may impact your professional presentation, as social networking sites are public domain and may be accessed by anyone.
6. Students should consider their online communication as a representation of themselves, their Field agency, the Boston College School of Social Work and the social work profession itself. All online communication should be professional and respectful in tone and nature.

TIME-TO-DEGREE

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

TRANSCRIPT/DIPLOMA HOLDS

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

TRANSFER OF CREDIT

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

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

TUITION REFUND SCHEDULE

Fees are not refundable. Tuition is cancelled subject to the following conditions:

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

The [cancellation schedule](#) that follows will apply to students withdrawing voluntarily, as well as to students who are dismissed from the University for academic or disciplinary reasons.

First Semester

- by Sept. 4, 2024: 100% of tuition charged is canceled
- by Sept. 6, 2024: 80% of tuition charged is canceled
- by Sept. 13, 2024: 60% of tuition charged is canceled
- by Sept. 20, 2024: 40% of tuition charged is canceled

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- by Sept. 27, 2024: 20% of tuition charged is canceled
- Second Semester
- by Jan. 22, 2025: 100% of tuition charged is canceled
 - by Jan. 24, 2025: 80% of tuition charged is canceled
 - by Jan. 31, 2025: 60% of tuition charged is canceled
 - by Feb. 7, 2025: 40% of tuition charged is canceled
 - by Feb. 14, 2025: 20% of tuition charged is canceled

No cancellations are made after the fifth week of classes.

Once a class officially begins, you have until the add/drop deadline for your specific summer term to drop the course and receive a 100% refund. After the add/drop deadline, there is no cancellation of tuition for withdrawing from a course.

UNIVERSITY COMMUNICATION POLICIES AND STUDENT RESPONSIBILITIES

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

Postal Service and Campus Mail

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

Email

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

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

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

WITHDRAWAL

Course Withdrawal

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

Withdrawal from University

MSW students who wish to withdraw from Boston College and are in Good Standing are required to file a [withdrawal/leave of absence form](#) in the office of the Associate Dean of Student Experience. In the case of students who are dismissed for academic or disciplinary reasons, the Associate Dean of Student Experience will process the withdrawal. The student's advisor will write a summary evaluation of the student indicating both an evaluation of the student's performance and reason for withdrawal or dismissal.

The total MSW academic program (course work and field placement) must be completed within five years of initial registration.

Appendices

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APPENDICES

A. NOTICE OF NON-DISCRIMINATION

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

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

To this end, Boston College has designated its Associate Vice President for Institutional Diversity to coordinate its efforts to prevent discrimination in accordance with this notice and applicable laws. Individuals are welcome to raise any questions regarding this notice and the requirements of state and federal nondiscrimination laws with the Associate Vice President for Institutional Diversity:

Boston College Office for Institutional Diversity (OID)
140 Commonwealth Avenue (Office location: 129 Lake Street)
Chestnut Hill, MA 02467

Patricia Lowe,
Associate Vice President for Institutional Diversity/Title IX Coordinator
patricia.lowe@bc.edu
Phone: 617-552-3334
Email: TitleIXCoordinator@bc.edu

The Associate Vice President for Institutional Diversity oversees the efforts of the following additional Title IX coordinators: (i) Melinda Stoops, Associate Vice President for Student Affairs and Student Affairs Title IX Coordinator (for student sexual harassment complaints), Maloney Hall, Chestnut Hill, MA 02467 (617-552-3482); (ii) Marie Elena Gioiella, University Harassment Counselor, 129 Lake Street, Brighton, MA (617-552-3340); and (iii) Reshauna Cobb, Senior Associate Director Athletics, Internal Operations, 310 Conte Forum, Chestnut Hill, MA 02467 (617-552-8303).

The following federal laws and regulations require the University not to discriminate on the basis of race, color, national origin, disability, sex, or age in treatment, employment, admission or access to Boston College and its educational programs and activities: Title VI of the Civil Rights Act of 1964 (Title VI), Section 504 of the Rehabilitation Act of 1973 (Section 504), Title IX of the Education Amendments of 1972 (Title IX), the Age Discrimination Act of 1975 (Age Act), and their respective implementing regulations at 34 C.F.R. Parts 100, 104, 106, and 110. Inquiries concerning the application to Boston College of each of the statutes and implementing regulations outlined above may be referred to the U.S. Department of Education, Office for Civil Rights, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921 (617-289-0111).

See full [Title IX Harassment Policy](#).

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B. CONSENSUAL RELATIONSHIP POLICY

Purpose and Intent

The University strives to foster an environment that is respectful, fair, and free of harassment and discrimination. In keeping with this commitment, and to avoid potential conflicts of interest, favoritism, coercion, abuse, and breaches of professional standards, the University prohibits romantic or sexual relationships between members of the community who are otherwise associated through supervisory, teaching, advisory, or evaluative roles. Examples of prohibited relationships and conduct include, but are not limited to, those specifically described below.

Prohibited Conduct

The University prohibits any faculty member, employee, graduate assistant, or undergraduate teaching assistant from engaging in a romantic or sexual relationship or in any romantic or sexual conduct with any individual whom he or she supervises, teaches, advises, evaluates, counsels, or coaches.

Furthermore, the University prohibits any faculty member or other employee from engaging in a romantic or sexual relationship or in any romantic or sexual conduct with any student currently enrolled as an undergraduate at Boston College.

The University also prohibits any faculty member from engaging in a romantic or sexual relationship or in any romantic or sexual conduct with a graduate student who is enrolled in any academic program (e.g., JD or MSW) or department in which the faculty member participates.

Reporting and Response

Any member of the University community who becomes aware of any conduct prohibited by this policy should report the conduct to the Vice President of Human Resources or his or her designee (if the involved individual is a staff member) or the Provost or his or her designee (if the involved individual is a faculty member, graduate assistant, or other student). The responsible office, working with other University administrators, will investigate the report and determine the appropriate response.

Members of the University community who violate this policy (meaning, in each case, the individual with greater authority who engages in a relationship or conduct prohibited above with a student or employee with less authority) will be subject to discipline, up to and including termination.

Relationship to Other Policies

This policy is intended to be an addition to existing University policies and does not alter or modify any existing policies, including, without limitation, the University Statutes, the Discriminatory Harassment Policy, and the Professional Standards and Business Conduct Policy.

If any complaint of harassment or discrimination is made, the existence of a consensual relationship in violation of this policy shall not be a defense in any University process or response.

Exclusions and Exceptions

This policy is not intended to apply to: (a) relationships between spouses in cases in which the spouse of faculty member or employee enrolls as a student in a University course or program; or (b) relationships between undergraduate students, provided in each case that the relationship described in (a) or (b) does not involve individuals who are otherwise associated through supervisory, teaching, advisory, or evaluative roles.

Requests for exceptions to this policy may be considered on a limited, case-by-case basis by the Vice Provost for Faculties (in cases involving faculty or students) or the Vice President of Human Resources (for all non-faculty employees). Questions about the application or effect of this policy to an existing or potential relationship should also be directed to the Vice Provost for Faculties or the Vice President of Human Resources.

Policy updated May 2019

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C. STUDENT RIGHTS UNDER FERPA

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

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

Any student who wishes to inspect and review information contained in an education record maintained by any office of the University may, with proper identification, request access to the record from the office responsible for maintaining that record. Unless the circumstances require the existence of a formal request, an oral request may be honored.

Whenever an office responsible for maintaining education records is unable to respond, the student may submit to the Office of Student Services, dean, academic department head, or other appropriate official a written request that identifies the record he or she wishes to inspect. The University official shall provide access within 45 days after the University receives the request, and shall notify the student of the time and place the record may be inspected. If the record is not maintained by the University official to whom the request is submitted, that official is to advise the student of the correct official to whom the request is to be addressed.

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

Any student who believes that information contained in his or her education record is inaccurate, misleading, or in violation of his or her rights of privacy is to write to the University official

responsible for the record, clearly identifying the part of the record he or she wants changed, and specifying why the record should be amended.

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

- The right to consent to the disclosure of personally identifiable information contained in the student's education record, except to the extent permitted under FERPA. One exception that permits disclosure without consent is disclosure to University officials with legitimate educational interests, which may include employees in administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); members of the Board of Trustees; and students serving on an official committees, such as a disciplinary or grievance committees, or assisting another University officials in performing their tasks. University officials may also be contractors, consultants, volunteers or other outside parties to whom the University has outsourced institutional services or functions that would ordinarily be performed by University employees. The University may disclose education records without consent to officials of other educational institutions that have requested the records and in which a student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. Written complaints may be directed to the Family Policy Compliance Office, U.S. Department., 400 Maryland Avenue, SW, Washington, D.C., 20202-4605.

Please note that as part of the Solomon Amendment, Boston College is required by law to provide branches of the military access to certain student directory information which normally would be denied to them under the Family Educational Rights and Privacy Act (FERPA).

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D. ACADEMIC STANDARDS REVIEW COMMITTEE POLICY AND PROCEDURES

Adopted: December 10, 1971

Revised: April 1978, April 1991, October 2001, July 2012, July 2024

Introduction

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

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

Function and Purpose

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

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

The purposes of a formal review are:

1. To assist students in their professional growth;
2. To maintain the standards of the School and of the profession;
3. To make recommendation to the Associate Dean of Academic Planning/MSW Program Director in regard to the issues under review.

Expectations

1. Performance

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

2. Integrity

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

3. Rights

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

Procedures

If students experience difficulty in any area at any time during their program of studies, the following process should be followed:

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

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

- a. The student's advisor shall discuss the student's situation with the instructor and with the student and shall try to assist the student in overcoming the difficulty, if possible.
- b. The Academic Standards Review Committee shall be notified in writing if additional input into resolving the problem is sought or if any segment of the student's performance continues at an unsatisfactory level beyond the semester's end.
- c. A statement of the students' present performance in their field placement and in all classroom work, as well as efforts to resolve the problem, shall be forwarded to the Committee by the advisor prior to any formal review.
- d. The student is free to submit written material to the Committee.

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

- a. The Academic Standards Review Committee shall be notified in writing by the advisor of a student's questionable field performance. A plan to facilitate improvement or factors negating such planning shall accompany the notification to the Committee.
- b. A statement of the student's performance in their field placement and in all classroom work as well as efforts to resolve the problem shall be forwarded to the Committee by the advisor prior to any formal review.
- c. The student is free to submit written material to the Committee.

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

4. Situations requiring exceptions to the usual program of academic and field study because of extraordinary circumstance¹ shall be referred to the Committee for action. These exceptions include:

- a. Deferment of basic foundation courses;
- b. Modification in the usual combination of class and field experience;
- c. Enrollment in core or foundation courses outside the School;
- d. Enrollment in elective courses outside the School during time periods other than the usual academic semesters.

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

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

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

Request for Review

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

Decisions

During deliberations, only members of the Academic Standards Review Committee shall be present. The Committee shall determine the seriousness and/or validity of the student's difficulties and/or grievances. After considering any recommendations made by the advisor, the student and/or relevant others, the Committee must recommend to Associate Dean of

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

1. onset of serious illness of student;
2. serious illness or death of immediate family member;

3. unanticipated severe financial strain;
4. language difficulty where English is a second language;
5. unanticipated care giving responsibilities;
6. hardship caused by travel time/distance in combination with other factors.

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Academic Planning/ MSW Program Director a course of action to be followed. Their recommendation may include no action, probation, dismissal, program modification or action as seems warranted. When the difficulty or disagreement appears to be amenable to remedy, a specific time period shall be established for overcoming the issue under deliberation. At the end of this period, the Committee shall again review the situation and recommend appropriate action. The Associate Dean of Academic Planning/ MSW Program Director shall notify the student of the final decision in writing. The Dean of the SSW will also be informed of the decision.

The advisor shall assume responsibility for:

1. notifying other faculty involved with the student of the Committee's planning and recommendation, and
2. including a well-defined and delineated statement of the student's difficulty, present status and any plans for overcoming the difficulty.

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

Appeal of Academic Standards Review Committee Decision

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

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

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

In presenting to the Appeals Committee, the student shall introduce material of a substantiating nature and may request additional information from specific sources or individuals having knowledge relevant to the issue under appeal. Once a decision is made by the Appeals Committee, the Associate Dean of Academic Planning/MSW Program Director will inform the student of this final decision in writing. The Dean of SSW will also be informed of the final decision.

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E. GUIDELINES FOR FIELD EDUCATION

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

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

Field Placement Schedules – Academic Year

Hours	Days	Weeks	Total Hours
First Field Year – SCWK9921 & SCWK9932/9942			
16 per week	Mondays, Tuesdays	15 each semester	480 per year
Final Field Year – SCWK9933/9943 & SCWK 9934/9944			
24 per week	Mondays, Tuesdays & Wednesdays	15 each semester	720 per year
Advanced Standing Students should consult the school curriculum plans for their recommended schedules			

Field Placement Matching Process

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

Assessment of Readiness for Field Placement Policy

If a match is not made following a field placement interview because the agency contact with whom the student interviewed raised concerns

regarding the student's suitability and/or readiness for field education, the Assistant Dean of Field Education will meet with the student and develop a plan of action. The purpose of this meeting will be to review feedback from the agency contact, assist the student in addressing the concerns, and make either a referral for another placement interview or a referral to the Academic Standards Review Committee (ASRC). In instances where a student fails to be placed after a third interview due to suitability or readiness issues, a referral will automatically be made to the Academic Standards Review Committee.

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

Student Performance

If the agency supervisor has concerns about the student's performance or behavior, it should be brought to the student's attention in a timely manner. Those concerns may include but are not limited to ethical violations of privacy or boundaries; failure to follow direction in supervision; inability to complete assigned documentation, which affects client care and project outcomes; providing care or services that are beyond the scope of the intern's role. The agency supervisor should also consult with the advisor. Every effort should be made to remediate the situation and improve performance and compliance. If the student does not respond adequately to the issues raised, a more formal process of review can be initiated. Please refer to Practicum Status Review process below. Agency personnel should not unilaterally end a placement unless there are extenuating circumstances that are shared with the advisor and the Field Education administration as soon as possible. Dismissal for student performance or behavior by the Field agency may put a student at risk of failing the Field Education course, which directly impacts a student's ability to remain in good standing at the school.

Agency Compliance

If students have concerns about the placement, they should first discuss these concerns with the agency supervisor or other administrator. The student should also communicate with the advisor. To address the student's concerns, as well as issues of agency compliance with the policy and procedures of a Field placement, the advisor will communicate with the agency supervisor and/or administration. Every effort should be made to remediate and improve the situation. If after a reasonable period of time, the concerns are not adequately addressed, the advisor and student should

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utilize Practicum Status Review process to evaluate the situation and determine if reassignment is necessary. Students should not unilaterally end a placement unless there are extenuating circumstances that are shared with the advisor and the Field Education administration.

Practicum Status Review Process

1. The advisor should immediately notify their assigned Field Education Point of Contact (POC) and outline the concerns presented. The assigned POC will be available to consult with the advisor as they gather information for the review.
 - a. If the concerns are pressing, the Assistant Dean for Field Education should also be informed/consulted.
 - b. Under extenuating circumstances, members of the Field Education team (e.g. Assistant Directors or Assistant Dean) may be involved directly with the student and/or agency supervisors and administration.
2. The advisor will communicate with both the supervisor and the student to complete a review of the situation. This review should be completed in a timely manner, but no longer than two weeks.
3. The advisor submits a report to the Assistant Dean by email. The report should include a brief summary of the situation, assessment of the salient issues and recommendations. All support documents and email exchanges should be attached.
4. A Practicum Status Review meeting will be scheduled with the student, advisor and Assistant Dean, to review the report and formulate the best course of action. Additional information, such as documents, emails, agreements, etc. should be presented at that time.
5. The outcome of that Practicum Status Review has the following options:
 - a) Student remains at the setting. A probationary period is established and a performance improvement plan is developed. All parties will monitor this plan for an agreed upon time period. Outcomes will be shared among all parties and if the situation is improved, the placement will continue. If these efforts are not

successful, there will be another Review meeting, which may involve the steps listed next.

- b) Reassign the student to a new setting. The student and advisor will work with current agency staff to determine an appropriate termination plan. Field Education staff will then find an alternative placement.

A reassignment will consider the Field requirements that have been achieved in the current placement, namely the number of hours completed and the papers submitted. However, it is not guaranteed that all hours and work completed will be accepted into the new placement, as it is dependent on the student's achievement/progress as well as the agency's expectations and structure. A plan will be devised that sets out what requirements will be met in the new placement.

- c) Refer the student to the Academic Standards Review Committee if their behavior or performance is of a significant level of concern. See the section in the MSW Student Guide under **ACADEMIC INTEGRITY** for information on the Academic Standards Review Committee policies and procedures.

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F. GUIDELINES FOR AN INDEPENDENT STUDY

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

Procedures for Developing an Independent Study

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

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

In collaboration with the supervising faculty member, students must develop a syllabus of the proposed study which includes a course description and a set of learning dimensions for the course including the knowledge, skills, values, and cognitive and affective processes, consistent

with the composition of regular course offerings by the School. The proposal should include a rationale for the independent study and a discussion of the relevance of the topic for social work practice, policy, or research.

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

The work products must reflect a comparable effort to that expected in a regular course. Independent studies are graded on a Pass/Fail basis only.

No other course may be taken on a Pass/Fail basis during the semester in which the independent study is taken. Group Independent Study courses are not automatically designated as Pass/Fail.

The proposal for an independent study course must be submitted to the Associate Dean of Academic Planning/MSW Program Director for approval by October 11, 2024 for spring 2025, March 07, 2025 for summer 2025, and March 28, 2025 for fall 2025. The Associate Dean of Academic Planning/MSW Program Director must approve the course before it becomes part of the student's curriculum plan. The availability of faculty to supervise independent studies is, in part, contingent on staffing needs for regularly scheduled required and elective courses. It is recommended that the student meet with the Associate Dean of Academic Planning/MSW Program Director prior to developing the course syllabus.

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G. SSW CONSTITUTION AND BYLAWS ***Boston College School of Social Work***

Adopted: May 7, 1969

*Approved by the Board of Directors and Trustees of Boston College:
October 18, 1969*

Amended: May 3, 1974

Amendments Approved by Board of Trustees of Boston College

ARTICLE I. PURPOSE

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

ARTICLE II. EXECUTIVE BOARD

1. The purpose of the Executive Board is to encourage and stimulate excellence in the continuing development of the School of Social Work. The Board, in cooperation with the Dean, shall be responsible and have authority for all academic matters in the quality of instruction and the intellectual climate of the School. The Executive Board shall be the legislative body for the School of Social Work and shall initiate, design and act on policy decisions for the direction of the School.
2. The Board recognizes that final authority and responsibility to implement the institutional objectives of the University rests by law

in the Board of Trustees established by charter granted by the General Court of the Commonwealth of Massachusetts.

3. A motion of the Board becomes effective if a majority of the members present (providing there is a quorum) and the Dean vote for its implementation. A motion not approved by the Dean can be overridden by a vote of two-thirds of the Executive Board members. All decisions of this Board are subject to review by the Board of Trustees.

ARTICLE III. MEMBERSHIP

1. The Executive Board shall be composed of seven faculty members, five students, two alumni and Dean. The Dean shall serve as Chairperson.
 - a) seven faculty members shall be selected in a manner determined by the faculty.
 - b) two alumni members shall be selected in a manner determined by the Executive Committee of the Alumni Association.
 - c) five students shall be selected in a manner determined by the students.
2. The term of a faculty member shall be for two years and a faculty member may not serve for more than six consecutive years.
3. The term of an alumni member shall be for two years and an alumnus may not serve for more than four consecutive years. The first alumni selected on the Executive Board will be assigned one-year and two-year terms by lot and, thereafter, one alumni member will be selected each year.
4. The term of a student member will be for one year. Students may serve for two consecutive terms.
5. Vacancies occasioned by separation from the University by leave of absence or sabbatical for a whole semester or by death or resignation from the Executive Board shall be filled by the Executive Board to serve out the balance of the year. Such vacancies shall be filled within fourteen days of the resignation or separation of the member. In the case of vacancies of members whose term extends beyond the year, the balance of the unexpired term shall be filled at the time of the next election or appointment. Such individuals shall serve out the balance of the unexpired term.

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ARTICLE IV. MEETINGS, QUORUM AND MINUTES

1. The Executive Board shall hold regular meetings at least four times each academic year.
2. A special meeting of the Executive Board may be called by the Dean or at written request of twenty percent of the faculty, students, Alumni Association Executive Committee or a combination of these or one-third of the members of the Executive Board.
3. A majority of the membership shall constitute a quorum for the transaction of business.
4. Minutes of regular and special meetings shall be sent to all members of the Board, the faculty, officers of the student government, and president of the Alumni Association Executive Committee and shall be available for access and use by students and faculty.
5. The procedure of Board Meetings shall be governed by Roberts' Rules of Order, revised.

ARTICLE V. COMMITTEES

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

ARTICLE VI. AMENDMENTS

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

ARTICLE VII. BYLAWS

1. The Executive Board, by majority vote of all its members may enact, amend, or repeal Bylaws to the School's Constitution and establish rules for the conduct of its affairs where such rules are not specifically provided by the Constitution.

2. The agenda for the Executive Board of the School of Social Work is the order of business to be considered at any of its meetings. The agenda shall be in two parts:

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

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under "Review of agenda items for the meeting."

- G. Final reports from committees and requests for items to be included on the agenda shall be typed and copies shall be available for distribution to Executive Board members upon request.
- 3. Meetings of the Executive Board shall be open except when a majority votes that a meeting, or any part thereof, is in executive session.
- 4. Admissions Policy Committee: There shall be an Admissions Policy Committee, the purpose of which is to recommend policies and procedures regarding recruitment and admission of students to

BCSSW. The Committee shall be composed of four faculty members, including one from each method sequence, the Associate Dean of Enrollment Management, two students, and one alumnus/a. The Associate Dean of Enrollment Management shall serve as Chairperson. The Committee shall meet at least three times per academic year; the date and time of such meetings shall be at the discretion of the Associate Dean of Enrollment Management. The term of office shall be as follows:

- a. faculty - two years
- b. Associate Dean of Enrollment Management - no limit
- c. students - determined by the student government
- d. alumnus/a - determined by the Alumni Association

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H. STUDENT COLLECTIVE CONSTITUTION AND BYLAWS

Boston College School of Social Work

Adopted: 1994; Revised: 2011

ARTICLE I. NAME

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

ARTICLE II. PURPOSE

The purpose of the organization shall be to:

- Enhance the quality of the BC SSW student life through programs, activities, and open meetings.
- Serve as liaison between students and BC SSW administration.

ARTICLE III. MEMBERSHIP

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

ARTICLE IV. LEADERSHIP COUNCIL

1. Leadership Council Membership

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

2. Duties & Powers

a. Executive Coordinator:

- Utilizes various forms of media to inform all BC SSW students about Student Collective meetings.

- Facilitates SSW Student Collective meetings in accordance with prepared agenda or delegates responsibility to another Leadership Council member when unable to attend the meeting.
- Coordinates student groups and committees to facilitate scheduling and budgeting for all events.
- Coordinates the process of group creation and dissolution.
- Serves as the spokesperson for the SSW Student Collective to the administration of BC SSW.
- Serves as liaison to the Graduate Student Association (GSA) and attends monthly GSA meetings, or delegates responsibility to other Leadership Council members.
- Oversees the election process in March.

b. Budget Secretary:

- Oversees allocation and administration of SSW Student Collective funds dispersed by the Graduate Student Association, according to procedures described in bylaws.
- Prepares a quarterly budget summary and reports to the SSW Student Collective.
- Obtains and maintains documentation that funds were spent appropriately.
- Takes minutes at SSW Student Collective meetings and provides those to SSW Student Collective members within one (1) week of each meeting.
- Assist Executive Coordinator as necessary.

c. Social Events Coordinator:

- Recruits other students to form Social Events Committee, which is responsible for planning orientation week social events and at least 1 BC SSW-wide social event each semester.
- Leads at least one open meeting each semester.
- Coordinates social events advertising, scheduling, reservations and budgeting.

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

ARTICLE V. STUDENT GROUPS

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

1. Group Membership:
 - a. All SSW student groups shall be open to all SSW students.
2. Group Leaders:
 - a. Shall be appointed as described in the bylaws.
 - b. Shall be SSW students who, with support from a faculty advisor, serve as the liaison between the student group and the SSW Student Collective.
 - c. Shall coordinate group activity scheduling and budgeting.

- d. Shall present information about ongoing and upcoming group activities at monthly SSW Student Collective meeting as determined by the Executive Coordinator.
3. Group Development:
 - a. Any SSW student may propose the creation of a new student group by presenting the idea to the SSW Student Collective Leadership Council and supporting the need for the group's creation, as described in the SSW Student Collective bylaws.
 - b. Groups approved by the Leadership Council will be shown to:
 - i. Meet needs unmet by any other student group.
 - ii. Be open to all SSW students.
 - iii. Appeal to a sufficient number of students, as described in the bylaws.
 4. Group Inactivity and Dissolution:
 - a. Student groups that are deemed by the SSW Student Collective as lacking student interest or in conflict with the SSW Student Collective's policy on inclusion of all SSW students will be deemed inactive, as described in the SSW Student Collective bylaws.
 - b. Groups that are deemed inactive for two consecutive academic years will be dissolved.

ARTICLE VI. ADVISOR

1. Role of Advisor to Leadership Council (ALC)
 - a. The Advisor to the SSW Student Collective Leadership Council (ALC) is the Associate Dean of Student Experience.
 - b. The ALC serves as the primary resource to the Leadership Council and assures that the SSW Student Collective functions in compliance with the rules and regulations of Boston College and the mission of the University.
 - c. The ALC, or when necessary the designated representative of the ALC, attends and assists in the development of SSW Student Collective meetings, functions, and events.
 - d. The ALC does not vote on SSW Student Collective matters, but will hold the SSW Student Collective to the tenets of the

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Constitution and to Boston College's principles, policies, and procedures.

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

ARTICLE VII. MEETINGS

1. Purpose
 - a. SSW Student Collective meetings shall occur six to eight times per academic year and serve the purposes of:
 - i. Informing the SSW student body of ongoing events and opportunities for involvement.
 - ii. Gathering ideas and feedback from SSW students regarding the SSW and SSW Student Collective programming.
 - iii. Providing academic, professional, or social enrichment experiences.
2. Attendance
 - a. SSW Student Collective meetings shall be open to all SSW students.
 - b. To ensure inclusion of students who are unable to attend regularly scheduled meetings, alternative scheduling shall be considered.

ARTICLE VIII. FUNDS

1. A budget for each semester will be prepared, as further described in the SSW Student Collective bylaws, by the Budget/Secretary, in consultation with the Leadership Council.
2. The budget shall include allocations to student groups, committees, and to miscellaneous expenditures, including but not limited to, supplies and conference grants.

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

ARTICLE IX. IMPEACHMENT

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

ARTICLE X. AMENDMENTS

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

BYLAWS

ARTICLE I. LEADERSHIP COUNCIL ELECTIONS

1. Candidacy
 - a. All Candidates must be SSW students in good standing, as established by Boston College School of Social Work (BC SSW) policy.
 - b. At least 15 days prior to elections, the Leadership Council shall announce a call for candidates to all members of the SSW community.
 - c. Candidates shall be asked to prepare a written statement regarding their candidacy to be posted with the ballot.
2. Election proceedings
 - a. Elections shall be held in March.
 - b. All SSW students shall have the opportunity to vote electronically in Leadership Council elections.
 - c. A plurality, defined as the largest number of votes received by any individual candidate, will be required for a candidate to be elected.

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ARTICLE II. STUDENT GROUPS

1. Student Group Leadership
 - a. Student group leaders shall be selected by April for the next academic year within the student group, as follows:
 - i. Incumbent leaders shall announce a call for candidates for leadership at a group meeting and by email to group members in the Spring semester.
 - ii. If more than one group member is interested in leading the group, a secret election shall be held where all group members have the opportunity to vote on the candidates.
 - iii. Candidates shall be elected by simple majority.
 - b. If a student group member believes the leader is not performing the duties outlined in the Constitution, the member may arrange for an impeachment, pending a two-thirds majority vote by group members, defined as at least two-thirds of votes placed.
2. Creation of Student Group
 - a. Students interested in creating a student group shall submit a written proposal to the SSW Student Collective Executive Coordinator.
 - b. The written proposal shall include:
 - i. The purpose of the group and the need it will fulfill
 - ii. Description of student interest surrounding the group
 - iii. Ideas regarding programming or activities within the group
 - c. The Leadership Council shall consider all proposals for student groups and shall approve the creation of groups that:
 - i. Enhance SSW student life in a unique way.
 - ii. Are inclusive of all SSW students.
 - iii. Have demonstrable student interest.
3. Group Inactivity and Dissolution Procedure
 - a. In the case that no student demonstrates interest in leading a group or that no student demonstrates interest in being a member of a group by April, the group shall be deemed inactive for the next school year.

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

ARTICLE III. FUNDING

1. Student Groups and Committees
 - a. At the beginning of each academic year, all student groups and committees will be invited to submit a budget proposal for both semesters to the Budget Secretary, who will provide group leaders with information regarding appropriate spending.
 - b. After analysis of all budget proposals received and in consultation with the Leadership Council, the Budget Secretary shall allocate funds for each semester and inform each student group or committee leader of the group or committee's budget.
 - c. All groups must request approval from the Budget Secretary for any expenditure above \$150.
2. Individual Student Research or Conference Funds
 - a. Each year, the Budget Secretary will allocate a portion of the SSW Student Collective budget to student research or conference funds and will advertise the application process to all SSW students each semester.
 - b. Students may request funds for conference or research-related expenses, pending approval by the Budget Secretary.

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- c. In order to receive research or conference funds, students will be requested to complete an application provided by the Budget Secretary.
3. Miscellaneous expenses
 - a. The SSW Student Collective may fund miscellaneous expenses related to SSW student life, including but not limited to supplies in the MSW and Doctoral student lounges.

ARTICLE IV. IMPEACHMENT

1. Any member of the SSW Student Collective who believes a Leadership Council member is unable to perform the duties described in the

Constitution shall contact another Leadership Council member regarding their intention to impeach the aforementioned party.

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

ARTICLE V. CHANGES TO THE CONSTITUTION AND BYLAWS

1. Changes to the SSW Student Collective Constitution or Bylaws may be proposed by any SSW student.
2. Changes must be voted upon in an electronic election, open to all SSW students, and must be approved by a simple majority, defined as more than half of the votes placed

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I. CURRICULUM PLANS

CURRICULUM PLANS

- Two-Year Clinical
- Two-Year Macro
- Three-Year Clinical
- Three-Year Macro
- Four-Year Clinical
- Four-Year Macro

FINAL YEAR CURRICULUM PLANS

- Afrocentric Social Work
- Children, Youth & Families
- Global Practice
- Health
- Latinx Communities
- Mental Health

ADVANCED STANDING

- Students Starting in May
- Students Starting in January

All Curriculum Plans, as well as Course Descriptions, can be found on Canvas, in [Social Work Central](#).



FIRST YEAR					
Fall	CR HRS	Spring	CR HRS	Summer (optional)	CR HRS
SCWK 7721 Human Behavior & the Social Environment	3	SCWK 7701 Social Welfare System	3	Elective	3
SCWK 7723 Re-thinking Diversity: Systems of Oppression & Privilege	3	SCWK 7722 Psychosocial Pathology	3	Elective	3
SCWK 7762 Basic Skills in Clinical Social Work	3	SCWK 8855 Clinical Practice with Children & Families: Assessment, Intervention & Evidence-Based Practice	3		
SCWK 8800 Basic Skills in Macro Social Work	3	SCWK 8856 Clinical Practice with Adults: Assessment, Intervention & Evidence-Based Practice	3		
SCWK 9921 Field Education I*	3	SCWK 9932 Field Education II-CSW*	3		
FINAL YEAR					
SCWK 7747 Research Methods in SW Practice	3	SCWK 8841 Program Evaluation	3		
Advanced Practice in Field-of-Practice**	3	Advanced Policy**	3		
Elective (Clinical)***	3	Elective (Clinical)***	3		
Elective	3				
Elective (if not taken during summer)	3	Elective (if not taken during summer)	3		
SCWK 9933 Field Education III-CSW****	4	SCWK 9934 Field Education IV-CSW****	4		

* Field 2 days per week in first year.

** See Final Year curriculum plans for Field-of-Practice requirements

*** 2 out of 5 electives must be taken in student's specialized practice (Clinical or Macro), 1 of which must be taken concurrent with Field Education IV-CSW

**** Field 3 days per week in final year.



FIRST YEAR					
Fall	CR HRS	Spring	CR HRS	Summer (optional)	CR HRS
SCWK 7721 Human Behavior & the Social Environment	3	SCWK 7701 Social Welfare System	3	Elective	3
SCWK 7723 Re-thinking Diversity: Systems of Oppression & Privilege	3	SCWK 8833 Leadership & Social Transformation	3	Elective	3
SCWK 7762 Basic Skills in Clinical Social Work	3	SCWK 8888 Community Engagement for Social Change	3		
SCWK 8800 Basic Skills in Macro Social Work	3	SCWK 8889 Social Innovation	3		
SCWK 9921 Field Education I*	3	SCWK 9942 Field Education II-Macro*	3		
FINAL YEAR					
SCWK 7747 Research Methods in SW Practice	3	SCWK 8841 Program Evaluation	3		
Advanced Practice in Field-of-Practice**	3	Advanced Policy**	3		
Elective (Macro) ***	3	Elective (Macro)***	3		
Elective	3				
Elective (if not taken during summer)	3	Elective (if not taken during summer)	3		
SCWK 9943 Field Education III-Macro****	4	SCWK 9944 Field Education IV-Macro****	4		

* Field 2 days per week in first year.

** See Final Year curriculum plans for Field-of-Practice requirements

*** 2 out of 5 electives must be taken in student's specialized practice (Clinical or Macro), 1 of which must be taken concurrent with Field Education IV-Macro

**** Field 3 days per week in final year.



FIRST YEAR					
Fall	CR HRS	Spring	CR HRS	Summer (optional)	CR HRS
SCWK 7721 Human Behavior & the Social Environment	3	SCWK 7701 Social Welfare System	3		
SCWK 7723 Re-thinking Diversity: Systems of Oppression & Privilege	3	SCWK 7722 Psychosocial Pathology	3		
SECOND YEAR					
SCWK 7762 Basic Skills in Clinical Social Work	3	SCWK 8855 Clinical Practice with Children & Families: Assessment, Intervention & Evidence-Based Practice	3	Elective	3
SCWK 8800 Basic Skills in Macro Social Work	3	SCWK 8856 Clinical Practice with Adults: Assessment, Intervention & Evidence-Based Practice	3	Elective	3
SCWK 9921 Field Education I*	3	SCWK 9932 Field Education II-CSW*	3	**Option to do Field Education I & II as a summer block for students employed in an appropriate human service position with Field Dept. approval.	
FINAL YEAR					
SCWK 7747 Research Methods in SW Practice	3	SCWK 8841 Program Evaluation	3		
Advanced Practice in Field-of-Practice***	3	Advanced Policy***	3		
Elective (Clinical)****	3	Elective (Clinical)****	3		
Elective	3				
Elective (if not taken during summer)	3	Elective (if not taken during summer)	3		
SCWK 9933 Field Education III-CSW+	4	SCWK 9934 Field Education IV-CSW+	4		

*Field 2 days per week in second year.

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

***See Final Year curriculum plans for Field-of-Practice requirements

**** 2 out of 5 electives must be taken in student's specialized practice (Clinical or Macro), 1 of which must be taken concurrent with Field Education IV-CSW

+Field 3 days per week in final year.



FIRST YEAR					
Fall	CR HRS	Spring	CR HRS	Summer (optional)	CR HRS
SCWK 7721 Human Behavior & the Social Environment	3	SCWK 7701 Social Welfare System	3		
SCWK 7723 Re-thinking Diversity: Systems of Oppression & Privilege	3	SCWK 8889 Social Innovation	3		
SECOND YEAR					
SCWK 7762 Basic Skills in Clinical Social Work	3	SCWK 8833 Leadership & Social Transformation	3	Elective	3
SCWK 8800 Basic Skills in Macro Social Work	3	SCWK 8888 Community Engagement for Social Change	3	Elective	3
SCWK 9921 Field Education I*	3	SCWK 9942 Field Education II-Macro*	3	**Option to do Field Education I & II as a summer block for students employed in an appropriate human service position with Field Dept. approval.	
FINAL YEAR					
SCWK 7747 Research Methods in SW Practice	3	SCWK 8841 Program Evaluation	3		
Advanced Practice in Field-of-Practice***	3	Advanced Policy ***	3		
Elective (Macro)****	3	Elective (Macro)****	3		
Elective	3				
Elective (if not taken during summer)	3	Elective (if not taken during summer)	3		
SCWK 9943 Field Education III-Macro+	4	SCWK 9944 Field Education IV-Macro+	4		

*Field 2 days per week in second year.

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

***See Final Year curriculum plans for Field-of-Practice requirements

**** 2 out of 5 electives must be taken in student's specialized practice (Clinical or Macro), 1 of which must be taken concurrent with Field Education IV-Macro

+Field 3 days per week in final year.



FIRST YEAR					
Fall	CR HRS	Spring	CR HRS	Summer (optional)	CR HRS
SCWK 7721 Human Behavior & the Social Environment	3	SCWK 7701 Social Welfare System	3		
SCWK 7723 Re-thinking Diversity: Systems of Oppression & Privilege	3	SCWK 7722 Psychosocial Pathology	3		
SECOND YEAR					
SCWK 7762 Basic Skills in Clinical Social Work	3	SCWK 8855 Clinical Practice with Children & Families: Assessment, Intervention & Evidence-Based Practice	3	Elective	3
SCWK 8800 Basic Skills in Macro Social Work	3	SCWK 8856 Clinical Practice with Adults: Assessment, Intervention & Evidence-Based Practice	3	Elective	3
SCWK 9921 Field Education I*	3	SCWK 9932 Field Education II-CSW*	3	**Option to do Field Education I & II as a summer block for students employed in an appropriate human service position with Field Dept. approval.	
THIRD YEAR (3rd & 4th year schedules may be alternated)					
SCWK 7747 Research Methods in SW Practice	3	SCWK 8841 Program Evaluation	3		
Elective	3	Advanced Policy***	3		
FOURTH YEAR					
Advanced Practice in Field-of-Practice***	3				
Elective (Clinical)****	3	Elective (Clinical)****	3		
SCWK 9933 Field Education III-CSW+	4	SCWK 9934 Field Education IV-CSW +	4		

*Field 2 days per week in second year.

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

***See Final Year curriculum plans for Field-of-Practice requirements

**** 2 out of 5 electives must be taken in student's specialized practice (Clinical or Macro), 1 of which must be taken concurrent with Field Education IV-CSW

+Field 3 days per week in final year.



FIRST YEAR					
Fall	CR HRS	Spring	CR HRS	Summer (optional)	CR HRS
SCWK 7721 Human Behavior & the Social Environment	3	SCWK 7701 Social Welfare System	3		
SCWK 7723 Re-thinking Diversity: Systems of Oppression & Privilege	3	SCWK 8889 Social Innovation	3		
SECOND YEAR					
SCWK 7762 Basic Skills in Clinical Social Work	3	SCWK 8833 Leadership & Social Transformation	3	Elective	3
SCWK 8800 Basic Skills in Macro Social Work	3	SCWK 8888 Community Engagement for Social Change	3	Elective	3
SCWK 9921 Field Education I*	3	SCWK 9942 Field Education II-Macro*	3	**Option to do Field Education I & II as a summer block for students employed in an appropriate human service position with Field Dept. approval.	
THIRD YEAR (3rd & 4th year schedules may be alternated)					
SCWK 7747 Research Methods in SW Practice	3	SCWK 8841 Program Evaluation	3		
Elective	3	Advanced Policy***	3		
FOURTH YEAR					
Advanced Practice in Field-of-Practice***	3				
Elective (Macro)****	3	Elective (Macro)****	3		
SCWK 9943 Field Education III-Macro +	4	SCWK 9944 Field Education IV-Macro +	4		

*Field 2 days per week in second year.

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

***See Final Year curriculum plans for Field-of-Practice requirements

**** 2 out of 5 electives must be taken in student's specialized practice (Clinical or Macro), 1 of which must be taken concurrent with Field Education IV-Macro

+Field 3 days per week in final year.



CLINICAL SOCIAL WORK PRACTICE					
Summer	CR HRS	Fall	CR HRS	Spring	CR HRS
Elective (optional)	3	SCWK 7747 Research Methods in SW Practice	3	SCWK 8841 Program Evaluation	3
Elective (optional)	3	SCWK 8846 Advanced Practice in Afrocentric Social Work	3	SCWK 8802 Policy for an Aging Society: Issues & Options OR SCWK 8817 Health & Mental Health Policy OR SCWK 8805 Policy Issues in Family & Children's Services	3
		Elective (Clinical)*	3	Elective (Clinical)*	3
		Elective	3		
		Elective (if not taken during the summer)	3	Elective (if not taken during the summer)	3
		SCWK 9933 Field Education III-CSW**	4	SCWK 9934 Field Education IV-CSW**	4
MACRO SOCIAL WORK PRACTICE					
Elective (optional)	3	SCWK 7747 Research Methods in SW Practice	3	SCWK 8841 Program Evaluation	3
Elective (optional)	3	SCWK 8846 Advanced Practice in Afrocentric Social Work	3	SCWK 8802 Policy for an Aging Society: Issues & Options OR SCWK 8817 Health & Mental Health Policy OR SCWK 8805 Policy Issues in Family & Children's Services	3
		Elective (Macro)*	3	Elective (Macro)*	3
		Elective	3		
		Elective (if not taken during the summer)	3	Elective (if not taken during the summer)	3
		SCWK 9943 Field Education III-Macro**	4	SCWK 9944 Field Education IV-Macro**	4

* 2 out of 5 electives must be taken in student's specialized practice (Clinical or Macro), 1 of which must be taken concurrent with Field Education IV

** Field 3 days per week in final year.



CLINICAL SOCIAL WORK PRACTICE					
Summer	CR HRS	Fall	CR HRS	Spring	CR HRS
Elective (optional)	3	SCWK 7747 Research Methods in SW Practice	3	SCWK 8841 Program Evaluation	3
Elective (optional)	3	SCWK 8872 Advanced Clinical Interventions with Children, Youth and Families	3	SCWK 8805 Policy Issues in Family & Children's Services OR SCWK 8817 Health & Mental Health Policy OR SCWK 8802 Policy for an Aging Society: Issues & Options	3
		Elective (Clinical) *	3	Elective (Clinical) *	3
		Elective	3		
		Elective (if not taken during the summer)	3	Elective (if not taken during the summer)	3
		SCWK 9933 Field Education III-CSW**	4	SCWK 9934 Field Education IV-CSW**	4
MACRO SOCIAL WORK PRACTICE					
Elective (optional)	3	SCWK 7747 Research Methods in SW Practice	3	SCWK 8841 Program Evaluation	3
Elective (optional)	3	SCWK 8885 Management of Organizations Serving Children, Youth and Families	3	SCWK 8805 Policy Issues in Family & Children's Services OR SCWK 8817 Health & Mental Health Policy OR SCWK 8802 Policy for an Aging Society: Issues & Options	3
		Elective (Macro)*	3	Elective (Macro)*	3
		Elective	3		
		Elective (if not taken during the summer)	3	Elective (if not taken during the summer)	3
		SCWK 9943 Field Education III-Macro**	4	SCWK 9944 Field Education IV-Macro**	4

* 2 out of 5 electives must be taken in student's specialized practice (Clinical or Macro), 1 of which must be taken concurrent with Field Education IV

** Field 3 days per week in final year.



**GLOBAL PRACTICE
DOMESTIC/OVERSEAS PLACEMENT *
FINAL YEAR CLINICAL OR MACRO
CURRICULUM**

CLINICAL SOCIAL WORK PRACTICE					
Summer (required)	CR HRS	Fall	CR HRS	Spring	CR HRS
SCWK 7747 Research Methods in Social Work Practice	3	SCWK 8806 Global Policy Issues & Implications	3	SCWK 9933 (4cr) & SW 9934 (4cr) Field Education III & IV-CSW*	8
SCWK 7797 Frameworks and Tools for Global Practice	3	SCWK 8841 Program Evaluation	3		
Elective**	3	Elective**	3		
Elective (optional)	3	Elective	3		
		Elective	3		
		Elective (if not taken during the summer)	3		
MACRO SOCIAL WORK PRACTICE					
SCWK 7747 Research Methods in Social Work Practice	3	SCWK 8806 Global Policy Issues & Implications	3	SCWK 9943 (4cr) & SW 9944 (4cr) Field Education III & IV-Macro*	8
SCWK 7797 Frameworks and Tools for Global Practice	3	SCWK 8841 Program Evaluation	3		
Elective**	3	Elective**	3		
Elective (optional)	3	Elective	3		
		Elective	3		
		Elective (if not taken during the summer)	3		

* **Overseas placements** in the Global Practice Field-of-Practice require additional information and an interview with committee members. This process is required to be considered for overseas placements, or for placements in other parts of the United States. Global classes must be taken during the same academic year as Field III and IV.

**2 out of 5 electives must be taken in student's specialized practice (Clinical or Macro)



**GLOBAL PRACTICE
ACADEMIC YEAR LOCAL PLACEMENT*
FINAL YEAR CLINICAL OR MACRO CURRICULUM**
ONLY FOR INTERNATIONAL, DUAL DEGREE STUDENTS,
AND OTHER STUDENTS ON A CASE-BY-CASE BASIS

CLINICAL SOCIAL WORK PRACTICE					
Summer (required)	CR HRS	Fall	CR HRS	Spring	CR HRS
SCWK 7747 Research Methods in Social Work Practice	3	SCWK 8806 Global Policy Issues & Implications	3	Elective	3
SCWK 7797 Frameworks and Tools for Global Practice	3	SCWK 8841 Program Evaluation	3	Elective	3
Elective (optional)	3	Elective (Clinical)**	3	Elective (Clinical)**	3
		Elective (if not taken during the summer)	3		
		SCWK 9933 Field Education III—CSW***	4	SCWK 9934 Field Education IV-CSW***	4
MACRO SOCIAL WORK PRACTICE					
SCWK 7747 Research Methods in Social Work Practice	3	SCWK 8806 Global Policy Issues & Implications	3	Elective	3
SCWK 7797 Frameworks and Tools for Global Practice	3	SCWK 8841 Program Evaluation	3	Elective	3
Elective (optional)	3	Elective (Macro)**	3	Elective (Macro)**	3
		Elective (if not taken during the summer)	3		
		SCWK 9943 Field Education III—Macro ***	4	SCWK 9944 Field Education IV-Macro***	4

*Global classes must be taken during the same academic year as Field III and IV.

**2 out of 5 electives must be taken in student’s specialized practice (Clinical or Macro), 1 of which must be taken concurrent with Field Education IV

*** Field 3 days per week in final year.



CLINICAL SOCIAL WORK PRACTICE					
Summer	CR HRS	Fall	CR HRS	Spring	CR HRS
Elective (optional)	3	SCWK 7747 Research Methods in SW Practice	3	SCWK 8841 Program Evaluation	3
Elective (optional)	3	SCWK 8873 Integration of Behavioral Health & Medical Care Practice	3	SCWK 8817 Health & Mental Health Policy OR SCWK 8805 Policy Issues in Family & Children's Services OR SCWK 8802 Policy for an Aging Society: Issues & Options	3
		Elective (Clinical)*	3	Elective (Clinical)*	3
		Elective	3		
		Elective (if not taken during the summer)	3	Elective (if not taken during the summer)	3
		SCWK 9933 Field Education III –CSW**	4	SCWK 9934 Field Education IV--CSW**	4
MACRO SOCIAL WORK PRACTICE					
Elective (optional)	3	SCWK 7747 Research Methods in SW Practice	3	SCWK 8841 Program Evaluation	3
Elective (optional)	3	SCWK 8897 Planning for Health & Mental Health Services	3	SCWK 8817 Health & Mental Health Policy OR SCWK 8805 Policy Issues in Family & Children's Services OR SCWK 8802 Policy for an Aging Society: Issues & Options	3
		Elective (Macro)*	3	Elective (Macro)*	3
		Elective	3		
		Elective (if not taken during the summer)	3	Elective (if not taken during the summer)	3
		SCWK 9943 Field Education III –Macro**	4	SCWK 9944 Field Education IV –Macro**	4

* 2 out of 5 electives must be taken in student's specialized practice (Clinical or Macro), 1 of which must be taken concurrent with Field Education IV

** Field 3 days per week in final year



FIRST YEAR					
Fall	CR HRS	Spring	CR HRS	Summer (optional)	CR HRS
SCWK 7721 El Estudio del Comportamiento Humano en su Contexto Social	3	SCWK 7701 El Sistema de Bienestar Social	3	Elective	3
SCWK 7723 Repensando 'Diversidad': Cómo Desmantelar Sistemas de Oposición y Privilegio	3	SCWK 7722 Patología Psicosocial (Clinical) OR SCWK 8833 Leadership & Social Transformation (Macro)	3	Elective	3
SCWK 7762 Habilidades Básicas para La Práctica Clínica	3	SCWK 8855 Clinical Practice with Children & Families (Clinical) OR SCWK 8888 Community Engagement for Social Change (Macro)	3		
SCWK 8800 Habilidades Básicas para La Práctica Macro	3	SCWK 8856 Clinical Practice with Adults (Clinical) OR SCWK 8889 Social Innovation (Macro)	3		
SCWK 9921 Pasantía I*	3	SCWK 9932 Pasantía II-CSW* (Clinical) OR SCWK 9942 Pasantía II-Macro*	3		
FINAL YEAR					
SCWK 7747 Research Methods in SW Practice	3	SCWK 8841 Program Evaluation	3		
SCWK 8837 Social Services with Latinx Populations in the US	3	SCWK 8817 Health & Mental Health Policy OR SCWK 8805 Policy Issues in Family & Children's Services OR SCWK 8802 Policy for an Aging Society: Issues & Options	3		
Elective (in student's specialized practice)**	3	Elective (in student's specialized practice)**	3		
Elective	3				
Elective (if not taken during summer)	3	Elective (if not taken during summer)	3		
SCWK 9933 Pasantía III-CSW*** SCWK 9943 Pasantía III-Macro***	4	SCWK 9934 Pasantía IV-CSW*** SCWK 9944 Pasantía IV-Macro***	4		

* Field 2 days per week in first year.

** 2 out of 5 electives must be taken in student's specialized practice (Clinical or Macro), 1 of which must be taken concurrent with Field Education

*** Field 3 days per week in final year.



CLINICAL SOCIAL WORK PRACTICE					
Summer	CRH RS	Fall	CR HRS	Spring	CR HRS
Elective (optional)	3	SCWK 7747 Research Methods in SW Practice	3	SCWK 8841 Program Evaluation	3
Elective (optional)	3	SCWK 8874 Adult Psychological Trauma	3	SCWK 8817 Health & Mental Health Policy OR SCWK 8805 Policy Issues in Family & Children's Services OR SCWK 8802 Policy for an Aging Society: Issues & Options	3
		Elective (Clinical)*	3	Elective (Clinical)*	3
		Elective	3		
		Elective (if not taken during the summer)	3	Elective (if not taken during the summer)	3
		SCWK 9933 Field Education III –CSW**	4	SCWK 9934 Field Education IV –CSW**	4
MACRO SOCIAL WORK PRACTICE					
Summer	CRH RS	Fall	CR HRS	Spring	CR HRS
Elective (optional)	3	SCWK 7747 Research Methods in SW Practice	3	SCWK 8841 Program Evaluation	3
Elective (optional)	3	SCWK 8897 Planning for Health & Mental Health Services	3	SCWK 8817 Health & Mental Health Policy OR SCWK 8805 Policy Issues in Family & Children's Services OR SCWK 8802 Policy for an Aging Society: Issues & Options	3
		Elective (Macro)*	3	Elective (Macro)*	3
		Elective	3		
		Elective (if not taken during the summer)	3	Elective (if not taken during the summer)	3
		SCWK 9943 Field Education III –Macro**	4	SCWK 9944 Field Education IV –Macro**	4

* 2 out of 5 electives must be taken in student's specialized practice (Clinical or Macro), 1 of which must be taken concurrent with Field Education IV-CSW

** Field 3 days per week in final year.



FIRST YEAR		FINAL YEAR			
Summer	CR HRS	Fall	CR HRS	Spring	CR HRS
SCWK 7722 Psychosocial Pathology	3	Advanced Practice in Field-of Practice**	3	Advanced Policy**	3
SCWK 8855 Clinical Practice with Children & Families: Assessment, Intervention & Evaluation Research	3	Elective	3	SCWK 8841 Program Evaluation	3
SCWK 8856 Clinical Practice with Adults: Assessment, Intervention & Evaluation Research	3	Elective	3	Elective	3
SCWK 9932 Field Education II-CSW*	3	Elective (Clinical)***	3	Elective (Clinical)***	3
		SCWK 9933 Field Education III-CSW+	4	SCWK 9934 Field Education IV-CSW+	4

[^] Curriculum Plan only applies to students who have received credit for SCWK 7721 Human Behavior & the Social Environment, SCWK 7723 Re-thinking Diversity, SCWK 7762 Basic Skills Clinical, SCWK 8800 Basic Skills Macro, SCWK 7701 Social Welfare System, SCWK 7747 Research Methods, and SCWK 9921 Field Education I.

* Field 24 hours per week from June to August

**See Final Year curriculum plans for Field-of-Practice requirements

***2 out of 5 electives must be taken in student's specialized practice (Clinical or Macro), 1 of which must be taken concurrent with Field Education IV-CSW

+ Field 3 days per week in final year.



FIRST YEAR					
Fall	CR HRS	Spring	CR HRS	Summer (optional)+	CR HRS
		SCWK 7722 Psychosocial Pathology (Clinical) OR SCWK 8889 Social Innovation (Macro)	3	Elective	3
		SCWK 8855 Clinical Practice with Children & Families: Assessment, Intervention & Evidence-Based Practice (Clinical) OR SCWK 8833 Leadership & Social Transformation (Macro)	3	Elective	3
		SCWK 8856 Clinical Practice with Adults: Assessment, Intervention & Evidence-Based Practice (Clinical) OR SCWK 8888 Community Engagement for Social Change (Macro)	3		
		SCWK 9932 Field Education II-CSW* OR SCWK 9942 Field Education II-Macro*	3		
FINAL YEAR					
Advanced Practice in Field-of-Practice**	3	Advanced Policy**	3		
Elective	3	SCWK 8841 Program Evaluation	3		
Elective (In student's specialized practice) ***	3	Elective (In student's specialized practice)***	3		
Elective (if not taken during summer)	3	Elective (if not taken during summer)	3		
SCWK 9933 Field Education III-CSW++ OR SCWK 9943 Field Education III-Macro++	4	SCWK 9934 Field Education IV-CSW++ OR SCWK 9944 Field Education IV-Macro++	4		

[^]Curriculum Plan only applies to students who have received credit for SCWK 7721 Human Behavior & the Social Environment, SCWK 7723 Re-thinking Diversity, SCWK 7762 Basic Skills Clinical, SCWK 8800 Basic Skills Macro, SCWK 7701 Social Welfare System, SCWK 7747 Research Methods, and SCWK 9921 Field Education I.

* Field 2 days per week in first year.

+If accepted into Global Practice, see Global Practice Curriculum Plan

**See Final Year curriculum plans for Field-of-Practice requirements

***2 out of 5 electives must be taken in student's specialized practice (Clinical or Macro), 1 of which must be taken concurrent with Field Education IV

++Field 3 days per week in final year.

Please note: all students must have 5 electives to meet degree requirements

SSW STUDENT GUIDE

J. FIELDS-OF-PRACTICE

AFROCENTRIC SOCIAL WORK

The Afrocentric Social Work Field-of-Practice centers on the African Diaspora and Black experiences, inclusive of continental Africa, the Caribbean, Latin America, Central America, and the United States. The Afrocentric perspective places African people as participants and agents shaping their life chances and experiences. It will equip MSW students with a holistic approach towards a critical examination of social work from an African-centered perspective. Students will be exposed to Afrocentric thinking and practice modalities—clinical and macro—that function as staples of social work with Black communities.

CHILDREN YOUTH AND FAMILIES

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

GLOBAL PRACTICE

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

HEALTH

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

LATINIX COMMUNITIES

The Latinx Communities Field-of-Practice trains MSW students to work with Latinx communities in the U.S. and around the world. Our innovative program includes: culturally-centered coursework and field placements, tailored mentoring, self-advocacy training, and career development guidance. From an asset-based approach, students will develop a nuanced understanding of the barriers Latinx populations encounter in accessing equitable education, social services, and health care, as well as a deep understanding of how to implement evidence-based interventions that address systemic inequities. Following a cohort model, students will take core classes taught in Spanish and intern at a field placement with one of our many partners in the Greater Boston area that serve the health, behavioral health, immigration, and educational needs of the Latinx community.

MENTAL HEALTH

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

SSW STUDENT GUIDE

K. CERTIFICATE PROGRAMS

The following certificates will be offered on a space available basis. For more information visit [Social Work Central](#).

1. Advanced Research	SCWK 7747 Research Methods in Social Work Practice Offered: Fall semester	SCWK 9964 Intro to Statistics & Data Analysis (This is a doctoral course. Permission from the instructor is necessary.) Offered: Fall semester	SCWK 9960 Regression Analysis for Social & Behavioral Sciences (This is a doctoral course. Permission from the instructor is necessary.) Offered: Spring semester
2. Aging Populations and Gerontology	SWCK 7721 Human Behavior and the Social Environment Offered: Fall semester	SCWK 8823 Practice in Health and Mental Health Settings with Older Adults Offered: Fall semester	SCWK 8802 Policy for Aging Society: Issues and Options Offered: Spring semester
3. Black Leadership	SCWK 7723 Re-thinking Diversity: Systems of Oppression & Privilege Offered: Fall semester	SCWK 8844 History of Activism in Black Communities Offered: Fall semester	SCWK 8845 Afrocentric Organizations Offered: Spring semester
4. Child Welfare	SCWK 8805 Policy Issues in Family & Children's Services Offered: Spring semester	SCWK 8880 Social Work Practice in Child Welfare Offered: Fall semester	SCWK 8822 Child and Adolescent Trauma: Clinical Assessment and Treatment Offered: Summer and Fall semesters
5. Design Thinking for Social Change	SCWK 8800 Basic Skills in Macro Practice Offered: Fall semester	SCWK 8843 Theories of Design Thinking for Social Change Offered: Summer semester	SCWK 8848 Practicing Design Thinking for Social Change Offered: Fall semester
6. Global Humanitarian Practice	SWCK 7721 Human Behavior and the Social Environment Offered: Fall semester	SCWK 8853 Global Humanitarian Practice Offered: Fall semester	SCWK 8807 Global Migration and Forced Displacement Offered: Spring semester
7. Latinx Leadership	SCWK 7723 Re-thinking Diversity: Systems of Oppression & Privilege Offered: Fall semester	SCWK 8854 Advanced Clinical Practice with Latinx Population (in Spanish) Offered: Summer semester	SCWK 7777 Services to Migrants: A Border Perspective Offered: Spring semester (limited enrollment based on seat availability; travel required)
8. Leaders for Equity & Justice in the Workplace	SCWK 7723 Re-thinking Diversity: Systems of Oppression & Privilege Offered: Fall semester	SCWK 8847 Creating the Inclusive Workplace: Topics in Organizational Justice Offered: Fall semester	SCWK 8838 Dismantling Organizational Bias through Evidence- Based Practice Offered: Spring semester
9. Neuroscience and Social Work	SCWK 7721 Human Behavior and the Social Environment Offered: Fall semester	SCWK 7724 Neurobiology of Stress & Resilience in the Life Course Offered: Summer	SCWK 7726 Neuroscience of Human Relationships & Development Offered: Fall semester
10. Refugees & Immigrants	SCWK 7723 Re-thinking Diversity: Systems of Oppression & Privilege Offered: Fall semester	SCWK 7794 Immigration and Refugees Issues Offered: Fall semester	SCWK 7719 Migration, Politics, and Social Work: The Challenge of Justice and Care Offered: Summer semester OR SCWK 7777 Services to Migrants Offered: Spring semester (limited enrollment based on seat availability; travel required)
11. School Social Work * (For Clinical Students only) * Does not alone meet the requirements for MA Dept. of Ed. School Social Worker license.	SCWK 8855 Clinical Practice with Children & Families Offered: Spring semester	SCWK 8881 School Social Work: Program Development & Educational Policies Offered: Fall semester	SCWK 8858 Clinical Practice in Schools Offered: Spring semester
12. Trauma (For Clinical Students only)	SCWK 8856 Clinical Practice with Adults OR SCWK 8855 Clinical Practice with Children & Families Both offered: Spring semester	SCWK 8822 Child and Adolescent Trauma: Clinical Assessment and Treatment (Requirement for all clinical Mental Health Field-of-Practice students who want this certificate) Offered: Summer and Fall semesters OR SCWK 8874 Adult Psychological Trauma Offered: Fall semester	SCWK 8879 Advanced Trauma Theory and Treatment Modalities Offered: Spring semester

SSW STUDENT GUIDE

L. USE OF BOSTON COLLEGE INDICIA (University Trademarks and Logos)

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

For more information, see the [Boston College Policies and Procedures Manual](#).

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

M. POLICY FOR THE PROTECTION OF HUMAN RESEARCH PARTICIPANTS (IRB)

Federal and University regulations require that all faculty, staff, and student research projects involving human participants and/or materials of human origin be reviewed and approved by the Boston College (BC) Institutional Review Board (BC IRB) before initiation. Basic information about applications and forms can be found [online](#).

For more information, review the [Policy for the Protection of Human Research Participants](#) and the companion document, [Standard Operating Procedures for Researchers](#).

SSW STUDENT GUIDE

N. MSW PROGRAM COMPETENCIES

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

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

G1.a – make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;

G1.b – demonstrate professional behavior; appearance; and oral, written, and electronic communication;

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

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

Social Workers with a Clinical Specialization apply the ethical principles of the NASW Code of Ethics to their work with individuals, groups, and families. Clinical social workers are capable of identifying ethical issues within a clinical context and utilizing the NASW Code of Ethics to deal with these issues. Clinical social workers recognize and manage their personal values when working with individuals, groups, and families. In keeping with the NASW Code of Ethics, Clinical social workers base their practice on empirically based knowledge. Clinical social workers:

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

C1.b – are aware of how their personal experiences and affective reactions impact their clinical judgement and professional behavior.

Social Workers with a Macro Specialization apply the ethical principles of the NASW Code of Ethics to their work with organizations, communities, and/or legislative bodies. Macro social workers are capable of employing the ethical principles of the NASW Code of Ethics when assessing, planning, and implementing macro level changes. Macro social workers recognize and manage their personal values when working with organizations and communities. Macro social workers:

M1.a - demonstrate an understanding of the NASW Code of Ethics in their work with organizations, communities, associations or governmental bodies in responding to social problems; and

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M1.b. - manage the distinction between personal and professional values in their professional behavior with organizations and communities.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. Social workers:

G2.a - advocate for human rights at the individual, family, group, organizational, and community system levels;

G2.b - engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

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

C2.a - apply knowledge of how social, racial, economic, and environmental justice issues impact bio-psycho-social development; and

C2.b - utilize knowledge of social, racial, economic, and/or environmental issues to advance the human rights of oppressed populations.

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

M2.a identify and support change efforts regarding structural injustices that affect human rights within organizations, communities and institutions; and

M2.b have the capacity to promote changes in programs, policies, and practices in order to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

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G3.a - demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

G3.b – demonstrate cultural humility by applying critical reflection, self-awareness and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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

C3.a - incorporate knowledge about how diversity and intersectionality shape human experiences and how the client’s cultural context factors into clinical assessments; and

C3.b - demonstrate the capacity for cultural humility by utilizing and adapting clinical intervention models to cultural contexts.

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

M3.a - utilize their knowledge about diversity, oppression, poverty, marginalization, and alienation in working with organizations, communities, and institutions in understanding social systems; and

M3.b - analyze for the presence of and promote diversity, cultural awareness, and anti-racist and anti-oppressive practice within organizations.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

G4.a - apply research findings to inform and improve practice, policy, and programs; and

G4.b - identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

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

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trained in employing culturally informed research methods to improve clinical practice outcomes. Clinical social workers:

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

C4.b - have the capacity to engage in culturally informed research that advances clinical knowledge and practice.

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

M4.a - use culturally informed research methods to collect and analyze data regarding organizational, community and system-level outcomes and impact; and

M4.b - critically analyze and employ both data analysis and culturally informed, anti-racist, and anti-oppressive innovation-based program design methods to inform policy and practice.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:

G5.a - use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and

G5.b - apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

C5.a - Using anti-racist and anti-oppressive lenses, apply knowledge gained from clinical practice with individuals, families, and/or groups to propose and/or advocate for policy change; and

C5.b - apply knowledge of social welfare policies and programs to clinical interventions with individuals, families, and/or groups to improve well-being, human rights, and access to social services.

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

M5.a - work with organizations and/or communities to identify, garner support for, and implement anti-racist and anti-oppressive policies that foster human rights and social, racial, economic, and environmental justice; and

M5.b - are capable of promoting adoption of anti-racist and anti-

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oppressive policies that foster human rights and social justice among target audiences.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

G6.a - apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and

G6.b - use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

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

C6.b - utilize self-reflection and self-awareness about their personal values and experiences to establish a therapeutic relationship that respects the client's cultural context.

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

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

M6.b - utilize their capacity to bring together multiple constituencies in working with organizations and communities across diverse stakeholders.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:

G7.a - apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and

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G7.b - demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

C7.a - identify and are competent in the use of culturally appropriate standardized assessment and diagnostic instruments; and

C7.b - continuously reassess throughout the clinical intervention process utilizing a comprehensive bio-psycho-social assessment to develop a mutually agreed-upon plan.

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

M7.a - produce culturally responsive stakeholder-focused organizational analyses and community needs assessments; and

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

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and

apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

G8.a - engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and

G8.b - incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

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

C8.b - demonstrate competence in utilizing a range of culturally responsive clinical practice intervention models.

Social Workers with a Macro Specialization are knowledgeable about community engagement, resource procurement, program development and management, and social innovation planning and implementation. Macro social workers use collaborative participation to involve stakeholders in the social innovation process. Macro social workers utilize their resource development and management skills to sustain effective organizations. Macro social workers:

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

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M8.2 utilize skills in community engagement, program development and management, and social innovation planning to sustain effective, culturally responsive programs.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

G9.a - select and use culturally responsive methods for evaluation of outcomes; and

G9.b - critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

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

C9.a - utilize anti-racist and anti-oppressive perspectives to evaluate clinical practice and/or programs through the application of research methods; and

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

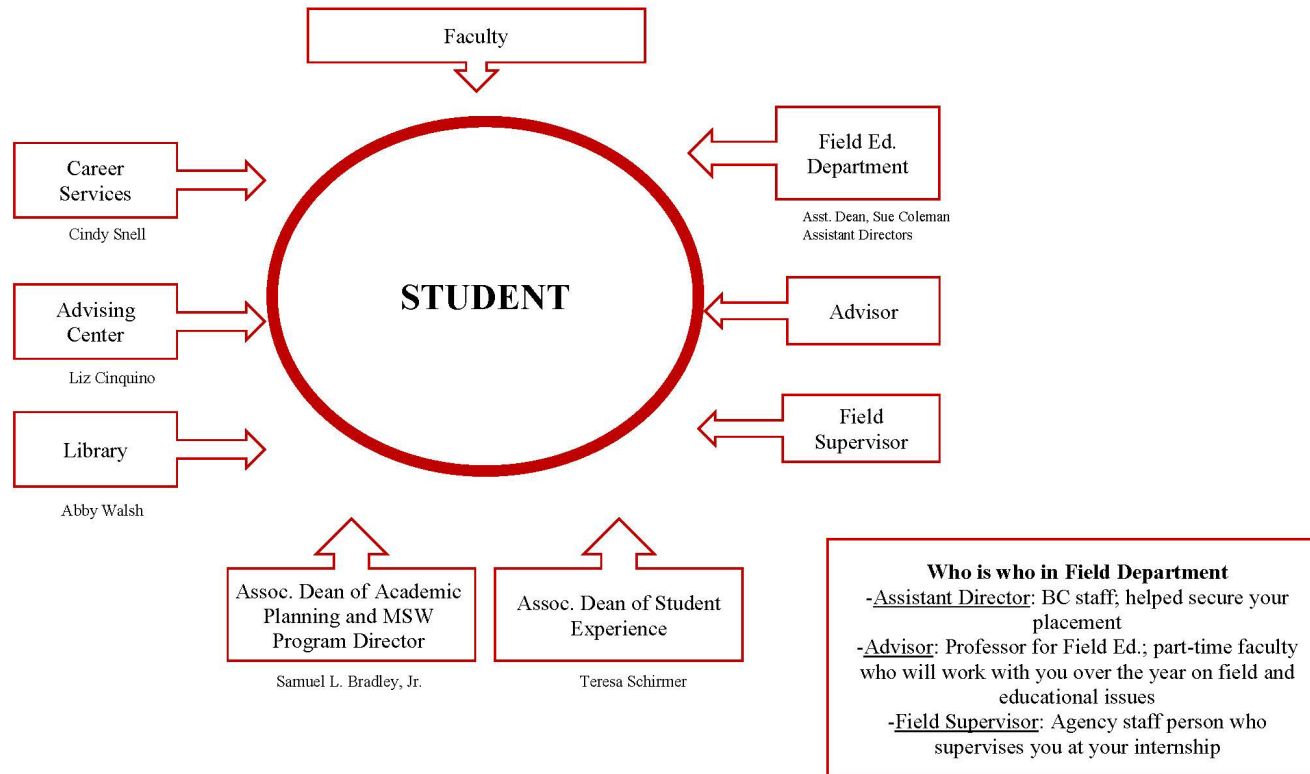
Social Workers with a Macro Specialization understand the significance of including evaluations as an integral part of the assessment and planning process of programs and policies. Macro social workers have the capacity to conduct evaluations as part of the social innovation process, and utilize evaluation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

M9.a utilize anti-racist and anti-oppressive perspectives to conduct evaluations as an integral part of the social change process within organizations, communities and institutions; and

M9.b utilize principles of community engagement and assessment of management structures to evaluate the sustainability and/or efficacy of social change organization or movement.

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IMPORTANT BC TELEPHONE NUMBERS & WEBSITES

- [Athletics Information & Tickets](#) 617-552-3000
- [Bookstore](#) 800-978-0978
- Boston College Main Telephone 617-552-8000
- [Campus Police](#)
 - Emergency 617-552-4444
 - Non-emergency 617-552-4440
 - Escort Service 617-552-8888
- [Dining Services](#) 617-552-2263
- [School of Social Work](#) 617-552-4020
 - Admissions 617-552-4024
 - Career Services 617-552-4035
 - Field Placement 617-552-4027
- [Social Work Central Canvas Site](#)
- [Graduate Student Association](#)
 - [Murray Graduate Center](#) 617-552-1855
- [Health Services](#) (Thomas More Apts.) 617-552-3225
- [Inclement Weather & Emergency](#) 617-552-INFO
- [Information Technology](#) 617-552-HELP
- [Library, O'Neill](#) 617-552-4472
- [Library, Social Work](#) 617-552-0109
- [Margot Connell Recreation Complex](#) 617-552-0797
- [Boston College Office of Student Services](#) 800-294-0294 or 617-552-3300
 - [Agora Portal](#)
 - Financial Aid 800-294-0294
 - Transcripts/Degree Verification 617-552-3300
- [University Counseling Services](#) 617-552-3310

QUESTIONS ABOUT:

CONTACT:

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Transfer credit or SSW financial awards	Paula Coutinho Associate Dean, Enrollment Management 617-552-4025 or paula.coutinho@bc.edu
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Modifying program	Advisor Teresa Touhey Schirmer Associate Dean of Student Experience 617-552-4762 or teresa.schirmer@bc.edu Robin Warsh Chair, Academic Standards and Review Committee 617-552-2745 or robin.warsh@bc.edu
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Class scheduling or Wait list request	Liz Cinquino (MSW students) Director of Student Services and Advising 617-552-2610 or mary.cinquino@bc.edu
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Support services/ Accommodations	Teresa Touhey Schirmer Associate Dean of Student Experience 617-552-4762 or teresa.schirmer@bc.edu
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Field placements	Susan Coleman Assistant Dean of Field Education 617-552-0774 or susan.coleman@bc.edu
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Problem with placement	Advisor Susan Coleman Assistant Dean of Field Education 617-552-0774 or susan.coleman@bc.edu
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Graduation clearance	Teresa Touhey Schirmer Associate Dean of Student Experience 617-552-4762 or teresa.schirmer@bc.edu
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