

SOCIAL WORK STUDENT **HANDBOOK**



COUNCIL ON
SOCIAL WORK
EDUCATION

Department of Social Work
College of Health and Human Sciences
(513)745-4262
Fall 2026

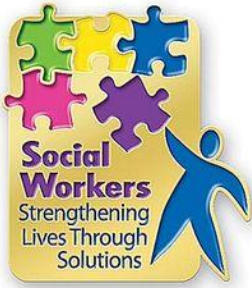


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[This handbook contains current guidelines and policies of the University and the Department. The University and the Department reserve the right to revise these policies and guidelines with or without prior notice, and to depart from the policies and guidelines in individual circumstances where it is deemed advisable to do so. The provisions of this handbook do not constitute a contract between the student and the University or the Department.]



**BACCALAUREATE SOCIAL WORK (BSW) PROGRAM
STUDENT HANDBOOK
DEPARTMENT OF SOCIAL WORK
XAVIER UNIVERSITY**

Social Work at Xavier

As one of the oldest bachelor degree-level programs in the nation, the Xavier Department of Social Work offers the Bachelor of Social Work (BSW) degree. The BSW program has been continuously accredited by the Council on Social Work Education (CSWE) since 1980.

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social, racial, economic, and environmental justice, the creation of conditions that facilitate the realization of human rights, the elimination of poverty, and the enhancement of the quality of life for all people, locally and globally. (CSWE, 2022, p. 14)

Mission Statement

Xavier University's Department of Social Work seeks to educate and prepare students for competent generalist practice with individuals, families, groups, organizations and communities. The department fosters an academic environment of critical thinking with specific attention to Ignatian belonging and solidarity, social justice, and the values and ethics of the social work profession.

Generalist Practice

The BSW program prepares students for generalist practice.

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities, based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, racial, economic, and environmental justice. They recognize, support, and build on the strengths and resiliency

of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. (CSWE, 2022, p. 17)

Accreditation

The Xavier Department of Social Work offers the Bachelor of Social Work (BSW) degree. In 1980, Xavier University acquired Edgecliff College which included a social work program. The Social Work Department at Xavier was established from that program and was initially accredited by the [Council on Social Work Education](#) (CSWE). in 1980. Reaffirmation of accreditation occurred in 1987, 1994, 2002, 2010, and again in 2018. All programs accredited by CSWE are required to report their assessment plan and recent summary outcomes (insert link).

“Field education is the signature pedagogy for social work” (CSWE, 2022, p. 20). As the signature pedagogy of BSW programs, field education serves as the central vehicle through which students integrate the classroom curriculum with supervised practice experiences and real client systems and are socialized to the profession. For both semesters in the senior year, students are engaged 14 hours per week in a supervised practicum placement. The Field Director guides students through an extensive matching process during spring semester of the junior year to choose their placement site.

Accreditation is important for licensure and graduate social work programs. Licensure requirements vary by state but in many states including Ohio, students graduating with a BSW from an accredited program can take the licensure exam as early as spring of their senior year to prepare for employment opportunities or graduate school. In some states, you must have a MSW to be licensed. Additionally, graduates of accredited programs may receive advanced standing for social work graduate programs. Advanced standing means that a student can finish an MSW degree in one year instead of two.



Social Work Education at Xavier

Service and justice are values shared by Xavier and the profession of social work. In addition to these core values, Xavier’s focus on reflection and discernment and cura personalis (care of the whole person) will undergird your education and preparation as a social worker. Jesuit education and Ignatian pedagogy emphasizes lifelong learning and solidarity to develop competent, conscientious, and compassionate students. According to Peter Kolvenback, S.J., “(s)olidarity is learned through “contact” rather than through “concepts,” ...When the heart is touched by direct experience, the mind may be challenged to change”.

College of Health and Human Sciences

Social work is one of 16 undergraduate majors in the College of Health and Human Sciences, united across diverse areas by the shared mission of changing human lives for the better. The College of Health and Human Sciences educates future educators, healthcare providers, and social scientists who are driven to lead compassionately and make a difference in the lives of others.

ACCREDITED BY THE



Board of Accreditation



Declaring the Major

Upon admission to the University, students can simply declare a major in social work. Once at Xavier, students who wish to change their major to social work must have a 2.5 or higher GPA and meet with the Chair of the Department to help them discern if the social work major will be a good fit for them and to complete an Orientation to the Major which is detailed in the Orientation to the Social Work Major Checklist. After that meeting, the official change of major through the registrar's office will be initiated by the department administrative assistant, and an Academic advisor from the Social Work Department will be assigned.

Full Acceptance into the Program

During the Junior year, students may be fully accepted into the program. In order to be eligible for the full acceptance into the social work program you must:

- be a declared Social Work major;
- have completed at least three social work courses;
- have a minimum GPA of 2.5 or better in the major and 2.0 or better overall GPA;
- complete and turn in the Petition to Enter Practicum and Full Acceptance into the Social Work Program

Petitioning to Enter Practicum and Full Acceptance into the Social Work Program allows both the students and faculty to pause and assess if they are ready to proceed in the BSW program. The Petition to Enter Practicum and Full Acceptance into the Social Work Program has 3 sections:

1. Curriculum,
2. Student Self-Assessment of Readiness for Practicum, and
3. Resume.

All faculty review the petition and determine admission. The program has two possible admission types:

1. Full Acceptance into the Social Work Program,
2. Provisional Acceptance into the Social Work Program.

Students are notified about the status of their petition, via email and in writing.

Those who have not yet achieved a minimum 2.5 GPA in social work and a minimum 2.0 GPA overall, or who have not yet completed three SOCW courses at Xavier University, will be accepted provisionally. Provisional petitions are automatically reviewed by the Department faculty at the start of Spring semester as most students have met the criteria then. If not, students will have until the end of the spring semester of junior year to meet all requirements and obtain full acceptance. A student may appeal the 2.5 GPA policy by submitting a written to the Department Chair that includes a plan outlining the steps they will take to address areas of concern and improve academic performance. The department has the right to deny or grant any such request.

Only students who are fully accepted into the program may enter Practicum.

Bachelor of Social Work (BSW) Curriculum

Social work at Xavier is a four-year undergraduate program grounded in the liberal arts which grants the student a bachelor of social work degree (BSW). Students graduate with the knowledge, values, and skills necessary to practice as a generalist social worker. To be an effective generalist practitioner, the student must acquire knowledge of social work theory and develop his or her skills as a practitioner under professional supervision.



- Academic credit is not granted for life experience or previous work experience.
- The University requires 120 credit hours with a minimum overall GPA of 2.0 to graduate with any bachelor's degree. To graduate with the BSW degree students must also earn:
 - Full acceptance into the program.
 - A minimum 2.5GPA in the SOCW major
 - This GPA is based on the 57 required social work credit hours plus the 9 credits of electives.
 - It does not include the 12 CR of coursework required outside the department: intro to sociology, intro to psychology, human biology, and statistics.
 - Satisfactory completion (C or better) of all SOCW required courses
 - This rule applies to the 57 required social work credit hours
 - the 12 CR of coursework required outside the department: intro to sociology, intro to psychology, human biology, and statistics.
 - This policy does not apply to courses fulfilling the required 9 CR of social work electives.
- Students must complete Xavier's liberal arts core curriculum requirements. Social work students primarily complete their university core curriculum requirements during their incoming and sophomore years. This includes some core courses that are specifically required for the social work major such as certain biology, psychology, sociology and statistics courses.
- Most required social work courses for the major are upper-level courses taken together with your cohort during the junior and senior years.
- During both semesters of the senior year, students are engaged in a supervised practicum for 14 hours per week.

Termination from Social Work Major

Students who cannot progress in the BSW program are encouraged to meet with their academic advisor to explore alternate majors or academic pathways. In rare circumstances, the department may terminate a student from the BSW program. More often, students who cannot progress in the BSW program choose to change their major once they understand their options.

Purpose

This policy outlines the standards for academic and professional performance required of all Bachelor of Social Work (BSW) students and establishes procedures for addressing concerns and, when necessary, terminating a student from the major.

Grounds for Termination

Termination is a serious action and is determined collectively by the social work faculty. Students may be terminated from the social work major at any time after declaring the major for reasons that include, but are not limited to:

1. **Academic performance**
2. **Academic misconduct**
3. **Professional misconduct**
4. **Behaviors incompatible with practicum**

1. Academic Performance Standards

Students must demonstrate satisfactory academic progress toward the BSW degree. Termination for reasons of academic performance refers to a student's inability to progress in the curriculum towards a BSW degree. Specifically, problems achieving:

- Full acceptance into the program.
- A minimum 2.5GPA in the SOCW major
 - This GPA is based on the 57 required social work credit hours plus the 9 credits of electives.
 - Excluding the 12 CR of coursework required outside the department: intro to sociology, intro to psychology, human biology, and statistics.
- Satisfactory completion (C or better) of all SOCW required courses. This rule applies to:
 - the 57 required social work credit hours
 - the 12 CR of coursework required outside the department: intro to sociology, intro to psychology, human biology, and statistics.
 - Excluding courses fulfilling the required 9 CR of social work electives.

GPA Probation:

Fully accepted majors whose SOCW GPA falls below 2.5 will be placed on **one probationary semester** to return to good standing. Failure to achieve a 2.5 SOCW GPA after that semester results in termination from the major.

2. Academic Misconduct

Incidents of academic dishonesty are governed by the University's Academic Integrity Policy (see Xavier University Catalog). In addition to university-imposed sanctions, the program may also terminate the student from the major based on the seriousness or pattern of misconduct.

3. Professional Misconduct

Professional and ethical behavior is an essential expectation in social work. The program has an ethical obligation to protect future client systems and the integrity of the profession.

Professional misconduct includes, but is not limited to:

- Violations of the **NASW Code of Ethics**
- Evidence of criminal activity
- Assault or threats
- Inappropriate, unethical, or disruptive behavior toward faculty, staff, students, or practicum personnel

4. Behaviors incompatible with practicum

In some instances, students may not be appropriate for social work practicum or placement due to behaviors that indicate the student should not work directly with vulnerable persons. While not exhaustive, the following list contains examples of behaviors that may result in dismissal from the major:

- An inability to develop and maintain positive, empathic, interpersonal relationships or communication with clients, field instructors, faculty, or fellow students;
- A resistant attitude towards feedback, learning and/or the values and ethics of the social work profession.

Due Process and Review Procedures

1. **Notification:** The student will receive written notice of the concern and possible consequences.
2. **Documentation:** All meetings and outcomes will be documented and placed in the student's file.
3. **Review Meeting:** A meeting will be held with the student, the Department Chair, and relevant faculty to review the concern, allow the student to respond, and discuss possible ways to resolve the concerns.
4. **Corrective Action Plan (if applicable):**
 - a. When appropriate, the Chair and student may develop a written contract outlining areas of concern, required steps for improvement, and a clear timeline.
 - b. The Chair may revise the plan as needed.
 - c. A follow-up meeting will determine whether the student has satisfactorily met the terms.
5. **Final Decision:** The Department Chair, in consultation with the College of Professional Sciences Office of the Dean, makes the final determination regarding termination.
6. **Written Outcome:** The student will be notified in writing of the final decision.
7. **Appeal:** The student has the option of appealing the termination to the Dean of the College of Professional Sciences and the determination is final. In some cases, students may appeal a decision to the Xavier University Professional Review Board (PRB)

Xavier University Professional Review Board (PRB)

A number of programs offered by the University qualify graduates to stand for certificates to practice professions involving vulnerable individuals (children, the ill, the mentally or physically challenged). Besides having academic knowledge and skills, they must also have the capacity to serve and help their future clients through intimate human contact.

When a student is found by their program or department to lack interpersonal skills necessary for activity as a professional, this Review Board, made up of certified, practicing professionals, serves as the student's appeal source. Instructors may also appeal to the Board if they are dissatisfied with their department's or program's lack of concern about an individual student's behavior.

FIELD EDUCATION

"Field education is the signature pedagogy for social work" (CSWE, 2022, p. 20). As the signature pedagogy of BSW programs, field education serves as the central vehicle through which students integrate the classroom curriculum with supervised practice experiences and real client systems and are socialized to the profession. For both semesters in the senior year, students are engaged 14 hours per week in a supervised practicum placement. The Field Director guides students through an extensive matching process during spring semester of the junior year to choose their placement site. The Process includes:

Fall of Junior Year	
Practicum Placement Orientation	A mandatory meeting to introduce students to the practicum program, petition, and practicum matching processes. Students will be added to the Practicum Placement Canvas Course.
Petitioning to enter practicum and full acceptance into the Social Work Program	Students complete the Petition which has 3 sections: I. Curriculum, II. Student Self-Assessment of Readiness for Practicum, and III. Resume for Practicum Placement.
Spring of Junior Year	
Acceptance into practicum and full acceptance into the Social Work Program	After department faculty review the application, they vote on acceptance for each student. Students are notified about the status of their petition, via email and/or in writing.
Practicum Panel and Interview Preferences	Discern possible placements that will offer the best learning opportunities for the student by reviewing the Practicum Opportunities list, attending the agency panel and completing survey noting top 3 preferred agencies for interviewing.
Practicum Education Manual Acknowledgement	Sign and return the completed signature page of this Practicum Education Manual ensuring that you have read manual in full.
Practicum Interviews	Student is responsible for arranging interviews at agencies after conferring with Director of Field Education to collaboratively determine your three interview sites. A Practicum Interview Form should be completed for each interview.
Practicum Match	When student, Practicum Supervisor and Director of Field Education agree that a proposed placement is a match the student is assigned to the agency by Director of Field Education. If a “match” does not occur, the process is repeated for another round of interviews to secure a suitable placement.
Spring of Junior Year: Practicum Confirmation Process and Documentation	
Practicum Placement Confirmation Form	Student and Practicum Supervisor complete form and sign verifying practicum placement and Practicum Supervisor.
Cooperative Agreement	Student, Practicum Supervisor and Director of Field Education review and sign.
Student Confirmation Email	Student sends confirmation e-mail to Practicum Supervisor and cc’s Director of Field Education, confirming practicum placement, starting date, schedule, and dates to know.
Fall of Senior Year	
Mandatory Practicum Supervisor Orientation	Practicum supervisors attend mandatory orientation.

Mandatory Student Practicum Orientation	Mandatory Practicum Orientation is held during the first week of classes both Fall and Spring of Senior Year.
Assumption of Risk and Release	Student completes and signs XAVIER UNIVERSITY – RISK MANAGEMENT & INSURANCE AOR 106 - Student Professional Field Experience.
Ethical Guidelines in Practicum Activity	Student, Practicum Supervisor and Director of Field Education review and sign.
Practicum Education Safety Activity	Student completes and reviews with Practicum Supervisor and signs. Director of Field Education reviews and signs.
Learning Plan	Student completes with support from Director of Field Education and Practicum Supervisor and submits for approval by the end of week 5 of the semester.
Site Visit	Director of Field Education conducts in person site visit with student and Practicum Supervisor.
Practicum Supervisor and Site Evaluation	Student completed evaluation of practicum supervisor and site.
Fall Semester Final Field Evaluation	Practicum Supervisor completes Fall Semester Final Practicum Evaluation and reviews with student.
Spring of Senior Year	
Mandatory Student Practicum Orientation	Mandatory Practicum Orientation held during the first week of classes in Spring Semester of Senior Year.
Learning Plan	Student completes with support from Director of Field Education and Practicum Supervisor and submits for approval by the end of week 4 of the semester.
Site Visit	Director of Field Education conducts virtual or in person site visits with students and Practicum Supervisor.
Practicum Supervisor and Site Evaluation	Student completed evaluation of practicum supervisor and site.
Final Field Evaluation	Practicum Supervisor completes Spring Semester Final Field Evaluation and reviews with student.

Like most undergraduate professional programs at Xavier, the social work program and field placement are designed primarily for full time students. Students should understand that they will be in practicum 14 hours per week, usually two days a week (Tuesdays and Thursdays), seven hours per day, throughout their entire senior year. This can present a challenge for students who are trying to manage other employment at the same time. As well, although access to a working car on a regular basis during senior year is not necessary, having one will increase the field placement sites available to students. There are limited options within walking distance of the campus or on a city bus line.

Textbook Recommendations

In certain courses, professors strongly recommend that students buy and keep their textbooks. Several texts will be used again in a later course. In addition, use of textbooks (especially practice texts) after graduation is a major consideration. Certain texts are found to be very useful in social work employment positions, for social work licensure exam preparation, and for reference in graduate school.

SOCIAL WORK DEPARTMENT POLICIES

Academic & Professional Advising

Students are assigned a Faculty Advisor within the Social Work Department. Majors are required to have an advising meeting each semester with their assigned faculty advisor to plan for the next semester. The function of the meeting is to check on academic standing, grades, that academic requirements are being met regarding the social work major and the core curriculum, and to provide professional advising. Students are also advised to select elective courses or other educationally related experiences that will provide depth and breadth to their educational experience and support their professional goals. A registration hold can be placed until students have met with their advisor.

The student and advisor use the department advising checklist form and the registrar's degree evaluation report to monitor academic progress towards completion of the BSW. The plan decided on by the advisor and the student will be recorded by the advisor on the Record of Advising sheet kept in the student's file.

The department chair evaluates if all program requirements have been met for graduation and works closely with the Registrar's office to assess University and program degree requirements. It is the student's responsibility to fulfill all requirements for degree attainment.

Students are expected to work with the same advisor throughout their time in the program which provides strong advising continuity. If a student requests a change in advisors, the change in advisor process is used.

Change in Advisor

In the interest of continuity of advising, changing academic advisors in the department is not recommended. Academic advising is more effectively accomplished when advisor and advisee establish a relationship in which both participate in academic planning with as much information as possible. As well, it is likely that a student may ask her or his advisor for a letter of recommendation regarding employment or graduate school upon graduation. The stronger the advising relationship, the stronger the letter may be.

In the rare circumstance in which a student feels the need to request a change in advisors, the following process can be used:

1. A student wishing to change advisors should consult with her/his advisor first, when feasible, in an effort to resolve whatever differences exist.
2. If differences remain unresolved, a student may submit a request to change advisors in writing to the department chairperson. If the chair is the advisor in question, a student may submit a request to change advisors to the senior faculty member in the department.
3. The chair, or senior faculty member, will meet with the student, review the request, and determine if it should be granted
4. A student may appeal the decision by resubmitting the request in writing with additional information to the department. The department has the right to deny or grant any such request.

C or better

The social work department has a "C or better" grade policy for all courses required by the major. If a student receives a letter grade below a "C", meaning a "C-" or below, in a course required by the social work major, the student must repeat the course.

- a. This policy applies to all SOCW courses and those required courses taught outside the department. (listed in italics in the social work handbook/advising checklist)
- b. This policy DOES NOT apply to courses fulfilling the required 9 CR of social work electives.
- c. A student may appeal the “C or better” grade policy but the department has the right to deny or grant any such request. To submit a request, the student should first discuss this with their academic advisor. To initiate the process the student will send an email to their academic advisor who will then facilitate the request to the rest of the department members for a vote. The written request should include:
 - the course and grade to be considered for waiving of the “C or better rule”;
 - why this request is appropriate or needed;
 - a recognition by the student of any potential issues the waiving of this grade can/will cause for graduate school acceptance in the future.

Diversity Statement

Xavier University’s social work department declares that every person in every social work course brings a valued perspective. The social work department strives to create and maintain a safe space where every student and faculty member commit to the effort of creating a respectful learning environment, both in and out of the classroom. This involves a free exchange of ideas in which it is possible for people to become energized, impassioned, distressed, upset, or offended. As social workers, we value the strengths inherent in diverse opinions and experiences, and we share the responsibility for creating a caring environment where people will likely make mistakes and are also open to hearing the impression that their remarks make on others. Therefore, the social work department asks that students and professors commit to making every effort to defend, protect, and promote this value by engaging in interactions and civil discourse congruent with appreciating peoples’ diversity and difference in all aspects of their being. Although professors are ultimately responsible specifically for the classroom environment, students also share in this responsibility.

Attendance

Social Work has a department-wide policy requiring students to attend 75% of the SOCW course meetings. If you do not meet the 75% threshold, you may fail the course. A written petition for exception to this attendance requirement must be submitted to the course instructor by the appealing student. The instructor has the right to deny or grant any such petition.

In the written petition for exception, the student must provide the general reason(s) for not meeting the attendance requirement and request an exception. The instructor will evaluate the request, taking into consideration the student’s attendance record and degree of in class course work missed, and respond to the student about the determination of the request. If the exception is granted the final grade will be dropped a level as seen below:

Original final grade:	If exception is granted, final grade will be dropped to:
A 93-100	A-
A- 90-92	B+
B+ 87-92	B
B 80-86	C+

C+ 77-79	C
D+ 67-69	D
D 60-66	F
F 0-59	F

Course Assignments

Social work is a competency-based, professional degree program and course assignments are key to developing and demonstrating competence. In most courses, all assignments must be completed in order to pass the course.

Assignments are designed to scaffold learning so it is important that assignments be completed before their due dates. All assignments are expected to be completed and on time, however sometimes things get in the way and you may choose to hand in an assignment late. In that case:

- There is a 48 hour “no questions asked” grace period on most assignments in which no late points will be deducted. This policy may not apply to an assignment involving an in-class discussion or presentation, or final exam/assignments.
- An assignment that is handed in 3-7 days late (1 week) will have a 10% late deduction factored into the grade.
- An assignment handed in 8 or more days late will have a 20% late deduction factored into the grade.
- All missing and late assignments must be turned in two weeks before last day of class to allow faculty time to grade them. Assignments handed in after that date will receive a 0.

Exams are to be taken at the scheduled time. Arrangements for rescheduling of exams in the event of an emergency must be made prior to exam time. No call/no show for an exam may result in a grade of - 0-.

Incompletes

Course assignments are due at the time specified by the instructor. Extension of time beyond the termination of the course is rarely granted and only for a serious reason. If an extension of time is granted, the grade of “I” (Undergraduate Incomplete) will be assigned and calculated as an “F” in the grade point average. Unless the work is completed and submitted by the fifteenth calendar day of the academic semester following the course, the student will fail the course and the “I” will be permanently changed to an “F” (Summer term is excluded). Exceptions to this policy must be approved in writing by the appropriate dean prior to that date. The faculty member initiates the grade change process once the student has made up the incomplete work. Deadlines for short-term courses may vary; please refer to program handbook or director (from the University catalog).

To request an incomplete in a course the student must email the instructor before the end of the day of the final exam explaining the “serious reason” for the request. A list of missing assignments and a date by which they will be completed should be included. If the instructor grants the extension, they will reply to the email indicating how each of those assignments should be submitted to them.

Note that if no request for an incomplete is sent by the student, the grade earned by the student (likely an F with zeros for missing assignments) will be entered as early as the day following the final exam.

UNIVERSITY POLICIES

Institution-wide policies may change year-to-year. The Xavier University Catalog is the official source of information for the university's academic programs, policies, and procedures.

Student Support & Disability Accommodations

Xavier University and the social work department faculty are committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations and student support services. We recognize that students with or without a documented disability may have trouble participating or effectively demonstrating learning in a course. The university provides and coordinates support services to maximize students' educational potential and develop their independence to the fullest extent possible.

Since disability related information is confidential, however, this is how information is shared. After being granted a Course Accessibility Plan (letter of accommodations) by the Office of Disability Services (ODS), students decide if they want the letter shared with professors. Although the letter is good for as long as students need it, students are responsible for renewing their eligibility each semester. When that occurs and students select that they want professors notified, faculty receive an e-mail from ODS that forwards the letter to faculty. Although it is the student's responsibility to make arrangements for accommodations with each professor for each course by meeting with the professor, faculty can reach out to students after receiving the letter from the ODS. The online system used by ODS is called ClockWork.

- For information regarding eligibility for academic accommodations due to a disability, see PROCESS FOR REQUESTING ACCOMMODATIONS at <https://www.xavier.edu/disability-services/process-for-requesting-accomodations>

In addition, the Office of Academic Support provides free academic support for all Xavier students. These services include:

- Subject Specific Tutoring
- Study Skills Tutoring
- Supplemental Instruction (SI)
- Study Groups

For information about these services, contact the Office of Academic Support at

<https://www.xavier.edu/academic-support/index>

Academic Honesty

Honesty and integrity are essential qualities in the practice and profession of social work, as stated in the National Association of Social Workers Code of Ethics which can be found at <https://www.socialworkers.org/pubs/code/code.asp>.

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration

documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own. You should be aware of the University policy on Academic Honesty, <http://www.xavier.edu/library/xu-tutor/Xaviers-Policy-on-Academic-Honesty.cfm>

Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University" Your instructor may use plagiarism detecting software, such as Turn-It-In, to review your written assignments.

Gender-based Discrimination & Violence

Xavier University seeks to provide an environment that is free from discrimination based on sex and/or gender. If you have experienced sex discrimination, including sexual violence, intimate partner violence, stalking, or sexual harassment, we encourage you to seek support from Xavier's **confidential Advocacy & Prevention Coordinator** and to report to Xavier's [Chief Title IX Officer](#) and/or [Xavier University Police Department](#). Xavier faculty is committed to supporting students and promoting a safe, respectful environment. Therefore, if a student shares information regarding sex discrimination with a Xavier faculty member, that faculty member will share this information with Xavier's Chief Title IX Officer so that she can provide you with comprehensive information on your rights, options, and available resources. When sharing information with a faculty member, you may choose to withhold identifying information until you have spoken to a confidential resource to learn all options and resources. For a list of confidential and non-confidential resources, please see <https://www.xavier.edu/titleix/have-you-experienced-sex-discrimination/index>.

Nondiscrimination Policy

Several federal regulations have been adopted that have as their purpose the protection of students' rights. Of particular interest are the following:

Section 504 of the Rehabilitation Act: This law provides that, "No otherwise qualified individual with a disability in the United States...shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...." Xavier University does not discriminate against qualified individuals with disabilities in its educational programs, admissions policies, activities, or employment opportunities and policies. Students complaining of any type of discrimination or harassment outlined above are encouraged to bring them to the attention of the University via one of the following resources: The Affirmative Action Officer, Office of Human Resources, Alumni Center, Room 132, 3800 Victory Parkway, Cincinnati, Ohio 45207-5400, 513-745-3632; or, The Dean of Students, Gallagher Student Center, Room 302, 3800 Victory Parkway, Cincinnati, Ohio 45207-2120, 513-745-3166.

Title VI of the Civil Rights Act of 1964: This law provides that, "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...." Xavier University does not discriminate, exclude from participation in, or deny benefits of its educational programs, admission policies, activities, or employment policies and opportunities on the basis of race, color or national origin. Students complaining of any type of discrimination or harassment outlined above are encouraged to bring them to the attention of the University via one of the following resources: Affirmative Action Officer, Office of Human Resources, Alumni Center, Room 132, 3800

Victory Parkway, Cincinnati, Ohio 45207-5400, 513-745-3632; or, The Dean of Students, Gallagher Student Center, Room 302, 3800 Victory Parkway, Cincinnati, Ohio 45207-2120, 513-745-3166.

Title IX of the Education Amendments Act of 1972:

This law provides that, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance....” This includes protection from sexual harassment, sexual violence, domestic violence, dating violence, stalking, and other gender-based and sexual misconduct. Xavier University does not discriminate, exclude from participation in, or deny benefits of its educational programs, admission policies, activities, or employment policies and opportunities on the basis of gender. Xavier’s Title IX Coordinator monitors compliance with this law and coordinates Xavier’s response to complaints of discrimination based on sex, including assisting Complainants in receiving any medical, mental health or other services and facilitating any interim protective measures that may be warranted. More information about Interim Measures and the Title IX Coordinator is available in Sections 3.3 (“Interim Measures for Individuals and/or the Campus Community”) and 3.4 (“Title IX Coordinator – Sex Discrimination Reports”) of this Handbook. Inquiries concerning the application of Title IX, including but not limited to sexual harassment and sexual violence, may be referred to Xavier’s Title IX Coordinator, Gallagher Student Center Room 332, 3800 Victory Parkway, Cincinnati, Ohio 45207-2120, 513-745-3046; or, Office of Civil Rights, Cleveland Office, U.S. Department of Education, 600 Superior Avenue East, Suite 750, Cleveland, OH 44114-2611, 216-522-4970, OCR.Cleveland@ed.gov.

Grievance Procedures

Students may also file an academic grievance if they feel they have been treated unfairly. This process is outlined in the Xavier University Catalog available online at <https://catalog.xavier.edu/index.php?catoid=43>.

STUDY ABROAD

Studying abroad as a social work major requires careful and early planning. It is best planned for a semester other than during the senior year due to field placement requirements. Studying abroad over the summer or other break can be done at any time. Social work's travel abroad program is in Cuernavaca, Mexico each spring semester and is held at partnership with Augsburg University's Center for Global Education and Experience (CGEE). Social work classes are taught as part of this semester abroad and fit nicely into a student's sophomore or junior year.

Cuernavaca, Augsburg CGEE: Social Work in a Latin American Context

- [Program Information](#)
- [Academic Information](#) - Course Offerings

Cuernavaca is the capital of the state of Morelos, located in Central Mexico, and within a 2-hour south-bound commute from Mexico City. Approximately 350,000 people live in the city proper, while the metropolitan area has a population of 800,000. The city has plenty of activities to keep students entertained and immersed in the culture all semester long. Moreover, Cuernavaca is nicknamed the "City of Eternal Springtime" with mild weather around 70 to 80-degrees Fahrenheit year-round. It is also a vibrant city in central Mexico, known for its innovative grassroots organizations, multi-national business, alternative health practices, and history of struggle for the rights of the indigenous people, women, workers, and for environmental sustainability.

Note that applications to study abroad in Spring semester are typically due to Xavier's Center for International Education before October.

Center for International Education
Gallagher Student Center, Room 230
<http://www.xavier.edu/international>
studyabroad@xavier.edu
Phone: 513-745-2864; Fax: 513-745-2876

Xavier's Center for International Education offers other travel abroad opportunities as well. Note that these are best completed in the sophomore year.

Education Abroad offers study abroad opportunities worldwide. Whether you want to go for a year, a semester, a summer, or a two-week program, this office can help you achieve your goals. There are program options that include service learning, research, and internships along with traditional academic courses. The first step to studying abroad is to browse the list of programs available by searching our website. Once you have an idea of where you want to go, meet with a study abroad coordinator who will provide information on the next steps. For further information visit <http://www.xavier.edu/study-abroad/index>.



STUDENT AWARDS

Charlotte Towle Social Work Award

In 1989, the Charlotte Towle Social Work Award was instituted by the social work department. It is presented annually during Honors Assembly just before commencement to the senior(s) in social work who has demonstrated high academic achievement and professional ethics.

Charlotte Towle (1896-1966)

"If the insitutions and agencies established to serve mankind are not to lose [touch] with people,...they must continuously have the breath of human life breathed into them. What is this breath of life? It is basic understanding of individuals, a growing comprehension of their common needs, their behavior motivations, and the factors and forces that shape men to be primitive or civilized in their strivings....Understanding of the common needs of the individual and of the decisive import of individual well-being for the good of society may lead to the formulation of policies that more adequately interpret the law's intent, through leading to critical evaluation of the effect of legal provisions and policies on our services and on the people for whom our help is intended."



Towle, C. (1987). *Common human needs*. (Revised ed., pp. xxvi-xxvii). Silver Spring, MD: National Association of Social Workers



CSWE 2022 EPAS CORE COMPETENCIES

The Council on Social Work Education (CSWE) identifies 9 core competencies and 20 practice behaviors in which students must demonstrate competence in order to become a professional social worker.

<http://www.cswe.org/accreditation/standards/2022-epas/>:

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 effective 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 inter-professional 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:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to context;
- demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

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:

- advocate for human rights at the individual, family, group, organizational, and community levels; and
- engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ACEI) 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:

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

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:

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

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:

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

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 the 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:

- apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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 professional conceptual frameworks, and they critically evaluate and apply this knowledge culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative practice 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:

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

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

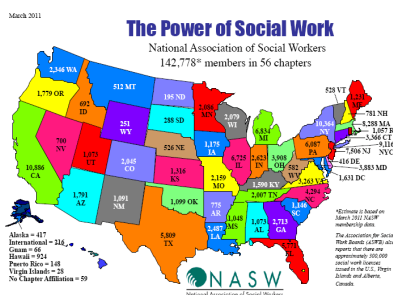
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with client and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

- engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve clients and constituency goals; and
- incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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:

- select and use culturally responsive methods for evaluation of outcomes; and
- critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.



National Association of Social Workers (NASW) Code of Ethics

The *Code* is applicable to all social workers and social work students. “The following broad ethical principles are based on social work’s core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire” (NASW, 2020, p.5) and serve as the foundation of the remainder of the Code which can be found online at <https://www.socialworkers.org/about/ethics/code-of-ethics>.

Value: Service

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

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: Social Justice

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers’ social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: Dignity and Worth of the Person

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients’ socially responsible self-determination. Social workers seek to enhance clients’ capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients’ interests and the broader society’s interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships

Ethical Principle: *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the wellbeing of individuals, families, social groups, organizations, and communities.

Value: Integrity

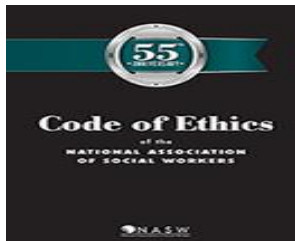
Ethical Principle: *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: Competence

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.



Appendices

Orientation to the Social Work Major Checklist

Three objectives:

1. help students assess if social work is the right major for them
2. orient to the major & profession
3. academic advising

- _____ • What has you interested in social work?
 - Understand differences between sociology, psychology, & social work
 - Answer questions
- _____ • Professional Advising
 - BSW = accredited generalist
 - MSW = specialize
 - Ohio = LSW, LISW
 - Licensure in other states – not reciprocal
 - National licensure exam
 - Advanced standing for MSW programs
 - Employment at both levels
- _____ • Field Education
 - 14 hours/week entire senior year
 - Seminar
 - Petition to enter field and set up during spring junior year
 - Approved settings vary each year – some examples
 - Unique program – high level of student input in choosing
 - Having a car senior year increases accessibility to field placement sites
- _____ • Briefly review student handbook together
 - Review academic policies
 - Importance of academic advising – pros/cons small department – limited course sections
 - NASW Code of Ethics – required to honor it even though not yet a licensed social worker, especially in Field Placement
 - Sign Student Handbook Acknowledgement Form and tear off handbook for file
 - Student keeps Handbook
- _____ • Academic advising
 - Complete academic advising checklist form
 - One copy for official file
 - One copy for student
 - Be sure student knows about DegreeWorks
 - Complete academic advising for next semester and note plan on form

The above has been reviewed with me on _____, 20_____

Student Signature_____

Revised Core Bachelor of Social Work (BSW) Degree Course Framework – effective Fall 2026 (for students entering XU in Fall 2026 or later)

B.S.W. Social Work

This sample block serves as a guideline for progress toward a degree. See your academic advisor.

First Year

First Semester

- ENGL 101 - English Composition or ENGL 115 - Rhetoric
- PHIL 100 - Philosophical Foundations: Ethics
- Second Language I
- CORE 100 - First Year Seminar
- SOCW 167 - Survey of Society Social Work (fulfills core curriculum Solidarity and Kinship requirement)

Second Semester

- THEO 111 - Theological Foundations
- Second Language II
- SOCI 101 - Introduction to Sociology or PSYC 101 - General Psychology or PSYC 130/131 - Psychology Science Perspective/Lab
- Historical Foundations
- SOCW 206 - Intro to Diversity & Intersectionality (fulfills core curriculum E/RS Focus requirement)

Sophomore Year

First Semester

- SOCI 101 - Introduction to Sociology or PSYC 101 - General Psychology or PSYC 130/131 - Psychology Science Perspective/Lab
- SOCW 299 - Child Welfare and Development (fulfills core curriculum Social Science Integrations)
- PHIL 200 - Philosophical Explorations
- CLAS 205 - Classical Lit & Moral Imagination or ENGL 205 - Literature & Moral Imagination or SPAN 205 - Hispanic Lit & Moral Imagination
- Creative Explorations

Second Semester

- SOCW 300 - Adolescence - Older Adulthood
- BIOL 102/103 - Life: Human Biology/Lab or BIOL 106/107 - Biology of Aging/Lab (fulfills core curriculum Natural Science Integrations Requirement)
- SOCW 208 - Economics of Society
- Humanities Integrations
- SOCW Elective #1- Comm 101 recommended

Junior Year

First Semester

- SOCW 392 - Practice I: Individuals
- SOCW 315 - Values, Poverty and Society
- SOCW 321 - Communication Skills
- SOCW390 - Assessment, Diagnosis & Interv (required SOCW Elective-#2)
- General Elective

Second Semester

- MATH 116 - Elementary Stats or MATH156: General Statistics (fulfills core curriculum Mathematical Explorations requirement)
- SOCW 393 - Practice II: Groups & Families
- SOCW 316 - Soc Policy & Contemporary Issu
- SOCW Elective #3
- SOCW318 - Race

Senior Year

First Semester

- SOCW 417 - Social Work Practicum
- SOCW 419 - Social Work Seminar
- SOCW 352 - Research Methodology
- SOCW 394 - Practice III: Comm & Org
- General Elective

Second Semester

- SOCW 418 - Social Work Practicum
- SOCW 420 - Social Work Seminar
- SOCW 425 - Applied Research Methods (fulfills core curriculum Scientific Integrations requirement)
- SOCW 404 - Rel/Ethics & Profession Pract (fulfills core curriculum Theological Explorations requirement)
- General Elective

Revised Core Social Work Major Advising Checklist - effective Fall 2026 (for students entering XU in Fall 2026 or later)

Name _____
 (Last) (First) (M.I.) Pronouns Banner Number

Home Address _____
 (Street) (City) (State) (Zip) Home/alt Phone

Race Veteran CAPS/PT/FT Cell Phone Birthdate

Secondary Email: _____

How did you hear about our major? _____

UNIVERSITY CORE CURRICULUM REQUIREMENTS			Total Courses: 14-16, plus 2 flagged courses Total Credit Hours: 42-48, plus 6 flagged hours
FOUNDATIONS			
Reg	Grade		
		CORE 100 First Year Seminar	
		ENGL 101 Composition or ENGL 115 Rhetoric	
		PHIL 100 Philosophical Foundations: Ethics	
		THEO 111 Theological Foundations	
		Historical Foundations (HIST 100s)	
EXPLORATIONS			
		Creative Explorations	
X	X	Mathematical Explorations (<i>MATH 116 Elem. Statistics required</i>)	
		Philosophical Explorations (PHIL 200)	
X	X	Scientific Explorations (fulfilled by SOCW 425)	
X	X	Theological Explorations (fulfilled by SOCW/THEO 404)	
		Literature & Moral Imagination ENGL 205 (or CLAS/SPAN 205)	
		Second Language: Six credits in a single language from the point of testing placement, or one 202-level course Second Language 101 Second Language 102/103 Second Language 202	
INTEGRATIONS			
		Humanities Integrations: Any Classics, HIST 200+, Literature (except 205), THEO 300+ or PHIL 300+ (NOTE: Cannot double count as E/RS Flag or Theological Explorations)	
X	X	Natural Science Integrations (<i>BIOL 102/103 Life: Human Biology & Lab or BIOL 106/107 BIOL of Aging Required</i>)	
X	X	Solidarity & Kinship Flag (fulfilled by required social work courses: 167, 206, 208, 299, 315, 318, 404)	
X	X	Social Science Integrations (fulfilled by required social work courses: 167, 206, 299)	
X	X	Ethics/Religion and Society (E/RS Flag) (fulfilled by required social work courses: 206, 315, 318, 404)	

SOCIAL WORK MAJOR CURRICULUM REQUIREMENTS FOR THE BSW DEGREE: approximately 72 Credit hours - To graduate with a BSW, students must fulfill all social work degree requirements.		
COURSES TAUGHT OUTSIDE THE DEPARTMENT (12 CR. HRS.) These courses may also fulfill other requirements. The courses denoted by italics are required BSW courses taught outside the department.		Year*
	<i>MATH 116 Elementary Statistics (Mathematical Explorations)</i>	J
	<i>BIOL 102/103 or BIOL 106/107 (Natural Science Integrations)</i>	S

		<i>PSYC 101 General Psychology</i>	F/J
		<i>SOCI 101 Intro. to Sociology</i>	F/J
SOCIAL WORK DEPARTMENT COURSES (57 CR. HRS.)			
Reg	Grade		Year*
		SOCW 167 Survey Society in Social Work (both)	F/S
		SOCW 206 Intro Gender & Diversity Studies (both)	F/S
		SOCW 208 Economics of Society (or EC 201) (spring)	S
		SOCW 299 Child Welfare & Development (fall)	S
		SOCW 300 Adolescence – Older Adulthood (spring)	S
		SOCW 315 Values, Poverty and Society (fall)	J
		SOCW 316 Social Policy (spring)	J
		SOCW 321 Communication Skills (fall)	J
		SOCW 318 Race Relations	J
		SOCW 392 Practice I: Individuals (fall)	J
		SOCW 393 Practice II: Groups & Families (spring)	J
		SOCW 394 Practice III: Communities & Organizations (fall)	G
		SOCW 404 Religion, Ethics & Professional Practice (spring)	G
		SOCW 417 Social Work Practicum (fall)	G
		SOCW 418 Social Work Practicum (spring)	G
		SOCW 419 Social Work Seminar (fall)	G
		SOCW 420 Social Work Seminar (spring)	G
		SOCW 423 Research Methodology (fall)	G
		SOCW 425 Applied Research Methods (spring)	G

*Recommend for: F=First Year, S=Sophomore, J=Junior, G=Senior/Graduating Year

SOCIAL WORK ELECTIVES (9 credit hours) *Students must compile a minimum of 9 hours of social work electives. SOCW 390: Assessment, Diagnosis and Intervention is required as one of them. COMM101: Oral Communication recommended Students may propose any course to count as a social work elective. Possible suggestions include:		
Reg	Grade	
		SOCW 390: Assessment, Diagnosis and Intervention
		CJUS 101 Intro Criminal Justice
		CJUS 260 Current Issues in Criminal Justice
		CJUS 321 Juvenile Justice
		COMM 101 Oral Communication
		COMM 209 Group Dynamics
		POLI 140 American Government and Politics
		POLI 301 Political Philosophy
		PSYC 231 Developmental Psychology
		PSYC 261 Social Psychology (SOCW 261)
		PSYC 277 Abnormal Psychology
		PSYC 367 Psychology of Aging
		SOCW 325 Women/Men
		SOCW 402 Child Maltreat & Fam. Violence
		SOCW 444 Addictive Behaviors
		Other:
		Other:
		Other:

Bachelor of Social Work (BSW) Degree Course Framework- For students entering XU before Fall 2026

SOCIAL WORK GENERAL COURSE FRAMEWORK

General Framework for Full-Time, Four-Year Program.

Italics indicate BSW required courses taught outside the department

Blue = social work requirements

<u>Fall Semester</u>		<u>Spring Semester</u>	
<u>Freshman Year</u>			
SOCW 167 Survey of Society in SW	3	<i>PSYC 101 General Psychology or SOCI 101 Intro to Sociology</i>	3
Second Language I	3	Second Language II	3
ENGLISH 101 or 115 English Composition Or Rhetoric	3	Historical Perspectives	3
PHIL 100 Ethics as an Intro to Philosophy	3	THEO 111 Theological Foundations	3
CORE 100 (First Year Seminar)	3	Creative Perspectives Elective	3
CORE 101 1 st Year Co-Curricular Program	0	CORE 102 1 st Yr. Co-Curr Program	0
	15 CR		15 CR
<u>Sophomore</u>			
SOCW 299 Child Welfare & Development¹	3	SOCW 300 Adolescence-Older Adult	3
SOCW 206 Intro to Diversity & Intersect.²	3	Humanities Elective	3
ENGL 205 Lit & Moral Imagination	3	SOCW 208 Economics of Society	3
PHILOSOPHY200 Philosophy Perspective	3	Oral Communications Flag	3
<i>BIOL 102 or 106 Biology³</i>	2	Social Work Elective #1	3
<i>BIOL 103 or 107 Biology Lab</i>	1		
	15 CR		15 CR
<u>Junior</u>			
<i>PSYC 101 General Psychology or SOCI 101 Intro to Sociology</i>	3	General Elective	3
SOCW 392 Practice I: Individuals	3	SOCW 316 Social Policy	3
SOCW 315 Values, Human Rights, Advo.⁴	3	<i>MATH 116 or 156 Elem Stats/Gen Stats</i>	3
SOCW 321 Communication Skills for...	3	SOCW 393 Practice II: Groups	3
Social Work Elective #2	3	SOCW 318 Race Relations	3
	15 CR		15 CR
<u>Senior</u>			
SOCW 394 Practice III: Comm & Org	3	General Elective	3
SOCW 417 Social Work Practicum	3	SOCW 418 Social Work Practicum	3
SOCW 419 Social Work Seminar	3	SOCW 420 Social Work Seminar	3
SOCW 423 Research Methodology	3	SOCW 425 Applied Research Methods	3
Social Work Elective #3	3	SOCW 404 Religion, Ethics and Prof Prac	3
	15 CR		15 CR
TOTAL CREDITS = 120			

¹ SOCW 299 fulfills the Social Science Elective Requirement

² SOCW 206 fulfills the Diversity Curriculum Requirement (DCR) Flag

³ BIOL 102 w/132 (or 106/107) fulfills the Natural Science Elective Requirement

⁴ SOCW 315 fulfills Ethics, Religion & Society (ERS Focus) Elective Requirement

SOCIAL WORK DEPARTMENT ADVISING CHECKLIST- For students entering XU before Fall 2026

Name _____
 (Last) (First) (M.I.) Pronouns Banner Number

Home Address _____
 (Street) (City) (State) (Zip) Home Phone

Race Veteran CAPS/PT/FT Cell Phone Birthdate

How did you hear about our major? _____

Secondary Email: _____

UNIVERSITY CORE CURRICULUM REQUIREMENTS (up to 51 credit hours plus Flags) 
CORE CURRICULAR: FIRST YEAR EXPERIENCE (3 credit hours)

SOCIAL WORK MAJOR CURRICULUM REQUIREMENTS FOR THE BSW DEGREE:
78 TOTAL Credit Hours required for BSW Degree

		CORE 100 First Year Seminar
		CORE 101 Co-Curricular Program I (0 cr. hrs.)
		CORE 102 Co-Curricular Program II (0 cr. hrs.)

ETHICS / RELIGION & SOCIETY FOCUS (9 credit hours)

		PHIL 100 Intro to Philosophy
		THEO 111 Theological Foundations
		ENGL 205 Literature & Moral Imagination (or CLAS/SPAN 205)

PERSPECTIVE REQUIREMENTS (18 credit hours)

		Creative Perspectives
		Historical Perspectives (HIST 100s)
X		Mathematical Perspectives (<i>MATH 116 Elem. Statistics required</i>)
		Philosophical Perspectives (PHIL 200)
X		Scientific Perspectives (fulfilled by SOCW 425)
X		Theological Perspectives (fulfilled by SOCW/THEO 404)

SKILLS (9 credit hours)

		ENGL 101 Composition or ENGL 115 Rhetoric
		Foreign Language (201 equivalency)
		___ Foreign Language 101 ___ Foreign Language 102/103 ___ Foreign Language 201

ELECTIVE REQUIREMENTS (9 credit hours.)

		Humanities Elective (Any Classics, HIST 200+, Literature (except 205), THEO 300+ or PHIL 300+) (NOTE: Cannot double count as E/RS Flag or Theological Perspectives)
X		Natural Science (<i>BIOL 102/103 Life: Human Biology & Lab or BIOL 106/107 BIOL of Aging Required</i>)
X		Social Science Elective (fulfilled by required social work course SOCW 206/SOCW 299)

FLAG REQUIREMENTS (15 credit hours.)

(NOTE: No single course can be used to fulfill more than two flags. Flagged courses often double count for other CORE requirements, major requirements, and/or minor requirements, and thus might not add to the total number of credit hours required in the CORE Curriculum.)

X		Diversity Curriculum Requirement (fulfilled by required social work course)
X		Ethics/Religion and Society (E/RS) (fulfilled by required social work course)
		Oral Communication (COMM101 recommended- also counts as SOCW elective)
X		Quantitative Reasoning (SOCW 423)
X		Writing (fulfilled by SOCW 423)

COURSES TAUGHT OUTSIDE THE DEPARTMENT (12 CR. HRS.)				Year*
		<i>MATH 116 Elementary Statistics (see Mathematical Perspectives)</i>	J	
		<i>BIOL 102/103 or BIOL106/107 (see Natural Science Perspectives)</i>	S	
		<i>PSYC 101 General Psychology</i>	F/J	
		<i>SOCI 101 Intro. to Sociology</i>	F/J	

Note: These courses may also fulfill other requirements. The five courses denoted by italics are required BSW courses taught outside the department.

SOCIAL WORK DEPARTMENT COURSES (57 CR. HRS.)				
		SOCW 167 Survey Society in Social Work (both)	F/S	
		SOCW 206 Intro Gender & Diversity Studies (both)	S	
		SOCW 208 Economics of Society (or EC 201) (spring)	S	
		SOCW 299 Child Welfare & Development (fall)	S	
		SOCW 300 Adolescence – Older Adulthood (spring)	S	
		SOCW 315 Values, Poverty and Society (fall)	J	
		SOCW 316 Social Policy (spring)	J	
		SOCW 321 Communication Skills (fall)	J	
		SOCW 318 Race Relations	J	
		SOCW 392 Practice I: Individuals (fall)	J	
		SOCW 393 Practice II: Groups & Families (spring)	J	
		SOCW 394 Practice III: Communities & Organizations (fall)	G	
		SOCW 404 Religion, Ethics & Professional Practice (spring)	G	
		SOCW 417 Social Work Practicum (fall)	G	
		SOCW 418 Social Work Practicum (spring)	G	
		SOCW 419 Social Work Seminar (fall)	G	
		SOCW 420 Social Work Seminar (spring)	G	
		SOCW 423 Research Methodology (fall)	G	
		SOCW 425 Research Methods II (spring)	G	

SOCIAL WORK ELECTIVES (9 credit hours)

*Students must compile a minimum of 9 hours of social work electives. SOCW 390. Assessment, Diagnosis and Intervention is required as one of them. Students may propose any course to count as a social work elective. Other suggestions include:

	CJUS 101 Intro Criminal Justice		PSYC 277 Abnormal Psychology
	CJUS 260 Current Issues in Criminal Justice		PSYC 367 Psychology of Aging
	CJUS 321 Juvenile Justice		SOCW 325 Women/Men
	COMM 101 Oral Communication		SOCW 390 Assessment, Diagnosis, Intervention
	COMM 209 Group Dynamics		SOCW 402 Child Maltreat & Fam. Violence
	POLI 140 American Government and Politics		SOCW 444 Addictive Behaviors
	POLI 301 Political Philosophy		Other:
	PSYC 231 Developmental Psychology		Other:
	PSYC 261 Social Psychology (SOCW 261)		Other:

*Recommend for: F=First Year, S=Sophomore, J=Junior, G=Senior/Graduating Year

To graduate with a bachelor's degree, students must have a minimum of 120 credit hours. To graduate with a BSW, students must fulfill all social work degree requirements.

- ☐ **120 credit hours minimum requirement met (to graduate with a bachelor's degree, students must have a minimum of 120 credit hours)**

Record of Advising

XAVIER UNIVERSITY
DEPARTMENT OF SOCIAL WORK

Student Name: _____ Academic Advisor: _____

Other Majors/Minors: _____

Academic Advising: Register for: Additional options: Professional Advising: Advisor Initials: Date:	Academic Advising: Register for: Additional options: Professional Advising: Advisor Initials: Date:
Academic Advising: Register for: Additional options: Professional Advising: Advisor Initials: Date:	Academic Advising: Register for: Additional options: Professional Advising: Advisor Initials: Date:

STUDENT HANDBOOK ACKNOWLEDGMENT FORM

This handbook contains current guidelines and policies of the University and the Department. The University and the Department reserve the right to revise these policies and guidelines with or without prior notice, and to depart from the policies and guidelines in individual circumstances where it is deemed advisable to do so. The provisions of this handbook do not constitute a contract between the student and the University or the Department.

By signing this form, I hereby acknowledge receipt of the Student Handbook of the Social Work Department at Xavier University. I also acknowledge that it is my responsibility to read this Handbook and abide by its contents.

Student's Name

Student's Signature

Date

Received By

Date

