



**BSW Program
Student Handbook
2010-2011
Academic Year**

**Department of Social Work
The University of North Carolina
Charlotte**

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Welcome and Introduction

Welcome to the Department of Social Work Baccalaureate of Social Work (BSW) Program! Social Work education at UNC Charlotte is a long-standing tradition. Social work courses were first offered as supplemental courses in the Sociology major in 1970. By 1989 a full BSW Degree program was established. The UNC Charlotte BSW major achieved national accreditation through the Council on Social Work Education (CSWE) in 1992, and the BSW Program has been nationally accredited ever since. Beginning in 2000, a Master of Social Work (MSW) Program was added to the Department. In the summer of 2006, the Department began its Advanced Standing Program, allowing those holding the BSW to obtain their MSW in one full calendar year (May to May). This is an exciting new opportunity for UNCC BSWs and for community members who already possess the BSW degree.

UNC Charlotte graduates are employed in areas such as family preservation, mental health, mental retardation, gerontology, child protective services, substance abuse treatment, hospitals, youth and children services, criminal justice, adoptions/foster care, hospice, and long term care. They work from the coast to the mountains of North Carolina as well as across the United States. In earning the BSW degree at UNC Charlotte, you will join the ranks of influential professional social workers who have gone on to make a difference in the lives of thousands of people. Welcome to the challenge!

This Student Handbook contains information about the BSW major and the UNC Charlotte Department of Social Work. Departmental policies and procedures for entering the major, navigating the curriculum, and proceeding successfully toward graduation are included. Please do read the Handbook in its entirety; a bit of time spent now will greatly enhance your experience in the program.

Please note: The BSW program requires students to use their UNCC e-mail accounts, and to check their accounts at least twice a week while school is in session (including summer sessions, if students are indeed attending). This facilitates good communication between the Department and students.

The Mission of The University of North Carolina at Charlotte is: UNC Charlotte is the only Doctoral/Research University – Intensive in the Charlotte region, fully engaged in the discovery, dissemination, synthesis, and application of knowledge. It provides for the educational, economic, social, and cultural advancement of the people of North Carolina through on- and off-campus programs, continuing personal and professional education opportunities, research, and collaborative relationships with private, public, and nonprofit institutions. UNC Charlotte has a special responsibility to build the intellectual capital of this area. As such it serves the research and doctoral education needs of the greater Charlotte metropolitan region.

The primary commitment of UNC Charlotte is to extend educational opportunities and to ensure success for qualified students of diverse backgrounds through informed and effective teaching in the liberal arts and sciences and in selected professional programs offered through Colleges of Architecture, Arts and Sciences, Business Administration, Education, Engineering, Information Technology, and Health and Human Services, and through programs and services designed to support students' intellectual and personal development. The University offers an extensive array of baccalaureate and master's programs and a number of doctoral programs.

With a broad institutional commitment to liberal education as the foundation for constructive citizenship, professional practice, and lifelong learning, UNC Charlotte is prepared to focus interdisciplinary resources to address seven broad areas of concern to the Charlotte region: 1) Liberal Education; 2) Business and Finance; 3) Urban and Regional Development; 4) Children, Families, and Schools; 5) Health Care and Health Policy; 6) International Understanding and Involvement; and 7) Applied Sciences and Technologies.

The Mission of The College of Health and Human Services at the University of North Carolina is: The College of Health and Human Services offers professionally recognized and accessible undergraduate and graduate programs that are nationally and globally relevant, and responsive to changing needs of health care and human services in the state and region. The College achieves excellence through informed and effective teaching in its degree programs, community partnerships, professional activities and research to advance science and practice in the health and human service professions.

The Mission of the Social Work Department at the University of North Carolina at Charlotte is to prepare competent and effective social work professionals at both beginning generalist and advanced specialist levels, to develop social work knowledge, and to provide leadership in the development and evaluation of service delivery systems. This mission will be pursued with special attention to the region's most vulnerable populations and with a commitment to, and vision of a just and caring society, free of prejudice and oppression.

Social Work as a Profession

The UNC Charlotte Department of Social Work philosophically aligns itself with the social work profession as depicted by the professional associations of the National Association of Social Workers (NASW) and the Council on Social Work Education (CSWE). According to the NASW Code of Ethics (National Association of Social Workers, 1999), the primary mission of the social work profession is to:

Enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience. (p. 1)

CSWE (Council on Social Work Education, 2003) identifies the purposes of social work as follows:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures. (p. 15)

Social Work Education

Generalist Social Work Practice

The Department of Social Work at UNC Charlotte defines generalist social work practice as the professionally responsible application of knowledge, research findings, and skills with a commitment to working with clients and implementing interventions at multiple levels (e.g. individuals, families, groups, organizations, communities, and society).

BSW Program Mission, Goals, and Objectives

This section will address the UNC Charlotte BSW Program mission, goals, and objectives. Each of these is in keeping with University, College, and Departmental missions as well as with CSWE policies and standards for accreditation of baccalaureate social work programs.

BSW Program Mission

The mission of the UNC Charlotte BSW Program is to provide a learning environment conducive to preparing generalist social work professionals to serve the diverse populations of the Charlotte metropolitan region.

Program Goals

The goals of the UNC Charlotte BSW Program are:

1. To prepare students for entry level generalist social work practice involving work with diverse individuals, families, groups, communities, organizations, and society.
2. To prepare students interested in pursuing graduate studies in social work with a generalist practice foundation of knowledge.

Program Objectives

In order to achieve its mission and goals, the UNC Charlotte BSW Program pursues a range of objectives congruent with CSWE educational standards. BSW graduates are expected to demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies

- of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
 6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
 7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
 8. Analyze, formulate, and influence social policies.
 9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
 10. Use communication skills differentially across client populations, colleagues, and communities.
 11. Use supervision and consultation appropriate to social work practice.
 12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

BSW Degree Requirements

The major in Social Work is based on a liberal arts foundation, augmented by social work and social work-related courses. In addition to completing all University general education requirements, the BSW major requires that students complete 76 credits made up of 53 credits in required SOWK courses and 23 credits in required courses from other disciplines. The core SOWK courses for the social work major are: SOWK 1101, 2182, 2183, 3100, 3120, 3181, 3182, 3184, 3201, 3202, 3482, 3484, 3683, and 3685, one social work elective and one other social work or gerontology elective. Other required courses for the social work major are SOCY 1101, BIOL 1110, BIOL 1110L; PSYC 1101, POLS 1110, PSYC 3151, SOCY 4156 & Lab, and Foreign Language at the 2050 or 2201 level. Students must acquire a minimum of 120 total credits in order to graduate from UNC Charlotte.

A sample curriculum layout for the major in social work is listed on the following page.

Note: Social work courses can only be used for the major if they have been obtained within the last five years. Social Work is a professional program, with changes in the field occurring frequently.

Overview of the BSW Curriculum

The primary goal of the BSW Social Work Program is to prepare students for beginning level, generalist social work practice. The Department of Social Work at UNC Charlotte *defines generalist social work practice as the professionally responsible application of knowledge, research findings, and skills with a commitment to working with clients and implementing interventions at multiple levels (e.g. individuals, families, groups, organizations, communities, and society)*. The term “professionally responsible application” refers to ethical practice based on the values (e.g., the NASW Code of Ethics), knowledge, and skills as endorsed by our profession.

A second goal is to prepare students for graduate education in social work. Consistent with the Department's Mission, particular attention in the BSW curriculum is given to the region's most vulnerable populations and with a commitment to and vision of a just and caring society, free of prejudice and oppression.

The curriculum is designed so that students complete most of the liberal arts foundation courses during the first two years. Students begin taking social work courses during the second year, including the Introductory course (SOWK 1101) and the Human Behavior and Social Environment (SOWK 2182, 2183) Content Area courses. From the beginning, introductory (second year) social work courses expose students to the Diversity, Populations-at-Risk and Social and Economic Justice, and Values and Ethics, which are either infused or integrated into the other courses. "Infused" refers to incorporating the Content Area in all courses, while "integrated" refers to incorporating the Content Area in many but not necessarily all of the courses.

The curriculum is integrated vertically as it builds from the second to third to final year. The HBSE courses, which are taken in the second year, provide a broad base of knowledge and conceptual material that is utilized in the other Content Areas that follow. Examples include systems theory, theories relevant to various system levels, human diversity, life cycle theory, and social justice concerns. Other Content Areas (Diversity, Policy, Populations-at-Risk and Social and Economic Justice, and Research) are either introduced or elaborated upon during the third year emphasizing social welfare, policy, and social work electives. The research methods, practice courses, and field education (Practicum and Seminar) are offered in the final year where students integrate and apply their learning from content areas in a field setting as a generalist social worker. In the field seminars, students are required to complete assignments that build upon learning in previous courses: case analyses, an agency analysis paper, a practice evaluation assignment, and an integrative journal. Transfer students typically follow the same pattern described for four-year students, with the exception that most or all of their first two years of liberal arts foundation have already been completed.

BSW Major Curriculum Plan

Year 1
Fall / Spring

SOCY 1101 Intro Soc (3) PSYC 1101 Gen Psyc (3) BIOL 1110 Prin Bio I (3) Math (3)	POLS 1110 Intro Amer Pol (3) ENGL 1101 English Comp I (3) BIOL 1110L Prin Bio I Lab (1) LBST 1100 Series (3)	ENGL 1102 English Comp II (3) Math or Stat or PHIL 2105 (3) LBST 2101 (3)
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Year 2
Fall / Spring

Apply to Upper Division

SOWK 1101 Field of SW (3) SOWK 2183 HBSE II (3) SOWK 2182 HBSE I (3) Elective (3)	Foreign Language 1101 or 1201 (3) Writing Intensive (3) LBST 2200 Series (3)	LBST 2102 (3) Elective (3) Elective (3)
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Summer 1 / Summer 2

Junior Level Transfer Students- Summer Entry Option

SOWK 1101 Field of SW (3) POLS 1110 Intro Amer Pol (3) (If needed)	SOWK 2183 HBSE II	SOWK 2182 HBSE I (3)
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Year 3
Fall / Spring

SOWK 3120 Div & Pop at Risk (3) SOWK 3201 Found. Social Welfare (3) SOWK Elective (3)	SOWK 3202 Soc. Wel. Policy (3) SOWK or GRNT Elective (3) SOCY 4156L Quan Anay Lab (1)	SOCY 4156 Quan Analy (3) PSYC 3151 Abn Psyc (3) Foreign Lang 2050 or 2201 (3)
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Year 4
Fall / Spring

SOWK 3482 Field Placement I (6) SOWK 3683 Field Seminar I (1) SOWK 3685 Field Seminar II (1)	SOWK 3181 Practice Methods I (3) SOWK 3100 Res Methods (3) SOWK 3184 Practice Methods III (3)	SOWK 3484 Field Placement II (9) SOWK 3182 Practice Methods II (3)
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Total Hours in Social Work Major = 76
 Total Hours in Curriculum Layout = 121

Social Work Course Descriptions

SOWK course descriptions are listed in this section. Descriptions for required related-discipline courses may be found in the University Undergraduate Catalog.

SOWK 1101. The Field of Social Work. (3) Historical development and philosophy of social work as a profession: personal and societal needs; methods and organizational arrangements; and roles and tasks of social workers. *(Fall, Spring, Summer)*

SOWK 2182. Human Behavior and the Social Environment I. (3). Prerequisite: BIOL 1110, BIOL 1110 Lab, SOCY 1101, and PSYC 1101. Prerequisite or corequisite: SOWK 1101. Human behavior in the social environment in relation to developmental theory and transitions across the life span. *(Fall, Summer)*

SOWK 2183. Human Behavior and the Social Environment II (3). Prerequisite: SOWK 2182. Human behavior in the social environment in relation to interactions among individuals, families, communities, and larger social systems. *(Fall, Summer)*

SOWK 3090. Topics in Social Work. (1-3). Specialized topics in social work. May be repeated for credit as topics vary. (A list of specific courses offered each term is available through campus course listings.) *(Fall, Spring, Summer)*

SOWK 3100. Social Work Research. (3). Prerequisite: Upper Division standing. Introduction to research methods and skills used in social work. *(Fall)*

SOWK 3120. Diversity and Populations-at-Risk. (3). Prerequisite: Upper Division standing. Issues of race, ethnicity, gender, sexual orientation, social class, age, and ability in social work practice. *(Fall)*

SOWK 3181. Practice Methods I. (3). Prerequisite: Upper Division standing. Corequisite: SOWK 3482, SOWK 3683. Generalist social work practice methods with an emphasis on working with individuals. *(Fall)*

SOWK 3182. Practice Methods II. (3). Prerequisite: Upper Division standing, SOWK 3181. Corequisite: SOWK 3484, SOWK 3685. Generalist social work practice methods with an emphasis on working with families and groups. *(Spring)*

SOWK 3184. Practice Methods III. (3). Prerequisite: Upper Division standing and SOWK 3181. Corequisite: SOWK 3484, SOWK 3685. Generalist social work practice methods with an emphasis on working with communities and large systems. *(Spring)*

SOWK 3201. Foundations of Social Welfare. (3) (W). Prerequisite: Upper Division standing. History of and current trends in social welfare; values and conflicts that influence social welfare programming. *(Fall)*

SOWK 3202. Social Welfare Policy. (3). Prerequisite: Upper Division standing and SOWK 3201. Nature and development of social welfare policy; implications of policy for program design and service delivery. (*Spring*)

SOWK 3482. Field Placement I. (6). Prerequisite: Upper Division standing. Corequisite: SOWK 3181. Directed field experience two days per week under supervision in selected community agencies. (*Fall*)

SOWK 3484. Field Placement II (9). Prerequisite: Upper Division standing, SOWK 3181, SOWK 3482, SOWK 3683. A continuation of SOWK 3482, directed field experience three days per week under supervision in selected community agencies. (*Spring*).

SOWK 3683. Field Seminar I (1). Prerequisite: Upper Division standing. Corequisite: SOWK 3181. Classroom analysis and discussion of the student field placement experience. (*Fall*)

SOWK 3685. Field Seminar II (1). Prerequisite: Upper Division standing, SOWK 3181, SOWK 3482, SOWK 3683. Corequisite: SOWK 3182, SOWK 3184. A continuation of SOWK 3683, classroom analysis and discussion of the student field placement experience. (*Spring*)

SOWK 3895. Directed Individual Study. (1-4). Prerequisite: Consent of the Department. Supervised investigation of a special problem or area of practice. May be repeated for credit. (*Fall Spring, Summer*)

SOWK 4101. Social Work Practice with Older Adults. Prerequisite: Consent of the Department. Social work practice with older adults with an emphasis on assessment, intervention planning, and implementation. (*On demand*)

Admission to the Social Work Major

The BSW major is designed as a full-time academic program. There are two levels of admission to the BSW major: Lower Division Admission and Upper Division Admission. This section will describe each of those levels.

Lower Division Admission

Students who are in good academic standing at the University are eligible to declare Social Work as their major. In so doing, they enter into Lower Division admission status in the major. Lower Division students are eligible to enroll in General Education courses as well the following courses required for the Social Work major:

- SOCY 1101: Introduction to Sociology (3 cr.)
- PSYC 1101: General Psychology (3 cr.)
- BIOL 1110: Principles of Biology I (3 cr.)

- BIOL 110L: Principles of Biology I Lab (3 cr.)
- POLS 1110: Introduction to American Politics (3 cr.)
- Foreign Language through the 2050 or 2201 Level
- SOWK 1101: The Field of Social Work
- SOWK 2182: Human Behavior and the Social Environment I
- SOWK 2183: Human Behavior and the Social Environment II
- Social Work Elective Courses

All Lower Division students are assigned an Academic Advisor in the College of Health and Human Services Student Services office. Lower Division students are required to meet with their academic advisor to develop a plan for successfully navigating the social work curriculum.

Lower Division Student Advising

Lower Division Social Work majors receive academic advising through the Office of Student Services (OSS) in the College of Health and Human Services (CHHS) located in Colvard 2009. Lower division students are not formally advised by Social Work faculty.

Lower Division students are required to complete an advising and curriculum planning session with an OSS Academic Advisor prior to applying for Upper Division admission. OSS advisors assist students in developing plans for meeting the course requirements of the Social Work major as well as the course requirements of the University General Education program. Lower Division students are responsible for meeting regularly with their OSS advisor to assure they remain on track with course requirements. Resources that can assist students and advisors with the advising and curriculum planning process include this Student Handbook, OSS course planning documents (both for General Education requirements and Social Work major requirements), and the University Undergraduate Catalog (available in hard copy at the University Bookstore and in electronic form on the University web site).

Upper Division Admission

Admission to Upper Division must be granted before students are permitted to take Upper Division courses in the BSW major. Admission to Upper Division is predicated upon students agreeing to full-time enrollment in Upper Division courses. Upper Division Admission is a selective process. Applications for Admission to Upper Division (available in Appendix A of this Handbook) are accepted twice per year—January and July—in order to fill an Upper Division cohort that will begin classes in the Fall. January applications are due on the first day of Spring semester, and July applications are due on the first day of Second Summer Session. Students ordinarily apply for Upper Division in conjunction with taking SOWK 2182: Human Behavior in the Social Environment I. Upper Division applications are reviewed in relation to the following criteria:

1. Completion of a majority of the University General Education requirements and Social Work Lower Division courses.
2. A minimum overall GPA of 2.0 or higher.

3. A minimum of a grade of C or higher in the following courses: SOWK 1101: The Field of Social Work; and SOWK 2182: Human Behavior in the Social Environment.
4. A completed Admission to Upper Division Application (located in Appendix A of this Handbook), a unofficial University transcript (and unofficial transfer transcripts if applicable), a statement of prior human services-related experience (paid or voluntary), and a written narrative statement (see Application) where students have an opportunity to demonstrate their writing skills and their understanding of professional social work values.

Please note: The above listed grade point average is the minimum requirement, and does not guarantee admission into the program. In assessing students' applications, the Admissions Committee also takes into account the quality of the writing in students' personal statement, and their potential fit for the major. When questions about fit occur, the Admissions Committee may consult with faculty about the quality of a student's work, and their sense of a student's appropriateness for the major. In rare instances, the Admissions Committee may ask a student to appear for a personal interview.

After their deliberation, the Admissions Committee makes a recommendation to the BSW Coordinator who will make the final decision about students' acceptance or denial into the program. Students accepted into Upper Division will be eligible to progress into Upper Division coursework in the major. Students not accepted into Upper Division are encouraged to meet with their Lower Division CHHS academic advisor for further academic planning. Students not accepted into Upper Division may reapply once. Those declined admission a second time are not eligible to apply again. Those who do not continue in the BSW major have the option of declaring another major and, if they desire, pursuing a minor in Social Work.

Upper Division Student Advising

Upper Division students receive academic advising through the Department of Social Work. Upon entering Upper Division status, students will be assigned a member of the Social Work faculty as their academic advisor. Upper Division students are responsible for meeting as needed with their Upper Division advisor to assure they remain on track for completing all social work major requirements for the BSW Degree. We encourage students to contact their advisor early each semester and arrange a mutually agreeable time to meet. Students should continue to use the Office of Student Services in Colvard 2009 for advising on General Education course requirements and for overall curriculum review and checks prior to graduation.

Upper Division advisors may also become involved with students whenever formal concerns are raised about a student's academic and professional/ethical performance in the Program (see the section on Review of Academic Performance). Upper Division advisors are also available to meet with students in the capacity of professional advising (i.e., helping students understand and explore the intricacies of being a professional social worker). Students' advisors are one of the most important resources available to them in

the Department; we encourage students to see their advisors frequently (by appointment, with most faculty preferring to be contacted via e-mail addresses, which are listed on the Department's website). Resources available to assist students and advisors with Upper Division advising include this Student Handbook, the University Undergraduate Catalog (available in hard copy at the University Bookstore and in electronic form on the University web site), students' Lower Division advising records, and the Office of Student Services.

Upper Division Progression

In order to promote the progression of competent students through the Upper Division component of the social work major and eventually into the social work profession:

1. Grade Point Average. Students must maintain an overall GPA of at least 2.25 and a GPA of at least 2.25 in the social work major. Failure to maintain minimum GPA requirements will result in dismissal from the major.
2. Course Grades. Students must receive a grade of C or better in every Upper Division SOWK course, including field practicum. Students who receive two grades of D or F during matriculation in Upper Division will be dismissed from the major.
3. Course Repeat. Students who earn a grade of D or F are permitted one course repeat (i.e., students may pursue a course repeat on one occasion only during matriculation in Upper Division). Students who repeat a course and achieve a grade of C or higher may continue to progress in Upper Division. Students who receive a grade of D or F for a course repeat will be dismissed from the major.
4. Field Repeat. Students are permitted to apply to repeat a field practicum course only once, with the permission of the Field Committee. The Field Committee will review the student's application to repeat field, as well as their overall performance in the Program, and then render a decision as to whether the student will be permitted to repeat the field practicum course. Field Committee denial decisions for repeating a field practicum course will result in a student's dismissal from the major. In addition, a student who is permitted to repeat a field practicum course and does not achieve a grade of C will be dismissed from the major. Additionally, students must obtain a C in their seminar courses (SOWK 3683 & 3685), which are matched to their field placements. These courses must be taken together; students failing one must repeat both courses.

Field Education

This section introduces students to field education in the BSW Program. Please see the BSW Program Student Field Manual for details regarding the field education experience.

Field education is a critical component of the BSW major and occurs during the fall and spring semesters of the senior year. **Students are required to complete an application for field education during the semester prior to entering field placement (see Appendix B for the Application for Field Placement).** The Director of Field Education reviews all applications and meets with students to plan their field education experience.

To the extent feasible, efforts are made to place students in field settings that are congruent with their professional social work practice interests. All field placement agencies must be located within a 50 mile radius of the University. In addition, all field placement settings must provide generalist practice learning opportunities and meet the UNC Charlotte Department of Social Work requirements for BSW field instruction.

Students are not permitted to make contacts with potential field agencies or potential field instructors without the approval of the Field Director. All placement arrangements must be initiated by the Field Director.

Field Practicum Interview

Once the Director of Field Education has made initial contacts for arranging the practicum placement for a student, he or she will give the student permission to engage in a formal interview with the agency and prospective field instructor or designee. Students are expected to have a professional resume ready and available for this interview. They are also expected to dress according to standards that would be expected for a professional job interview. The focus of the interview will be on helping the student learn more about the prospective field practicum experience and assessing the goodness of fit between the student, the practicum field instructor or designee, and the agency. Securing permission does not guarantee a placement. Final decisions regarding placement will be made by the Field Director.

Field Practicum Course Sequence

During fall semester of the senior year, students will enroll in SOWK 3482: Field Placement I and SOWK 3683: Field Seminar I. A corequisite with these field courses is SOWK 3181: Practice Methods I. Under the supervision of an agency-based field instructor and a Department faculty liaison, students will complete a field practicum in the assigned agency setting two days per week while simultaneously taking required course work on campus.

During the spring semester of the senior year, students enroll in SOWK 3483: Field Placement II and SOWK 3685: Field Seminar II. Prerequisites for these field courses are SOWK 3482, SOWK 3683, and SOWK 3181. Corequisites for these field courses are SOWK 3182: Practice Methods II and SOWK 3184: Practice Methods III. This second field semester is typically a continuation of the first semester field practicum in the same agency setting. Field education during this last semester, however, intensifies in that students are placed in the agency setting for three days per week while simultaneously completing their related required course work on campus.

Liability Insurance Requirements

All students engaged in field education are required to secure liability insurance coverage. Coverage is arranged through the University system of the State of North Carolina for student interns, and administered by the North Carolina Association of Insurance Agents, P.O. Box 10097, Raleigh, North Carolina.

North Carolina Child Welfare Education Collaborative

The Collaborative seeks to increase the number of professionally educated social workers in public child welfare in North Carolina. The annual turnover rate for NC county child welfare workers is 44%, and only 30% of current NC child welfare staff has social work degrees. The University of North Carolina at Charlotte Department of Social Work began participating in the Collaborative during the fall 2002 as a “waiver” school and has since received funding to support students.

Students interested in the Collaborative should contact Professor Sue Marchetti.

Non-discrimination Policy

The Department of Social Work is committed to equality of opportunity and does not discriminate in recruiting or admitting students, or in the hiring or promoting of faculty and staff, based on race, color, national origin, religion, gender, sexual orientation, age, or ability/disability.

Transfer Credit

The University Admissions Office initially determines which courses can be transferred from other colleges and universities. A minimum course grade of a “C” at the previous institution is a basic requirement for every transfer course. The BSW Program determines whether transferred courses may exempt students from taking courses required in the Social Work major. Social work courses are waived only when the Program determines that a transferred course is equivalent to a required course.

All field courses (SOWK 3482, 3484, 3683, and 3685) and practice methods courses (SOWK 3181, 3182, and 3184) must be taken at UNC Charlotte.

Credit for Life and Work Experience

The BSW Program does not give credit for previous work or life experiences.

Residency Requirement

In accordance with University policy, students must earn the last 25% (30 credits) of baccalaureate degree requirements at UNC Charlotte, including a minimum of the last 12 semester hours in the major.

Grade of Incomplete

In accordance with University policy, a grade of “I” (Incomplete) is assigned *at the discretion of the instructor* when a student who is otherwise passing has not, due to circumstances beyond his or her control, completed all the work in the course. The missing work must be completed by the deadline specified *by the instructor* or during the next semester (fall or spring) in residence, but no later than 12 months after the term in which the “I” was assigned, whichever comes first. If the “I” is not removed during the specified time, a grade of F, U, or N as appropriate is automatically assigned. *The grade of “I” cannot be removed by enrolling again in the same course.*

BSW Program Standards for Social Work Education

The UNC Charlotte Department of Social Work Standards for Social Work Education sets forth the policies that apply to students enrolled in the BSW major. Because of the nature of professional social work practice, the Department of Social Work has different expectations of students than do non-professional programs. The standards are linked to students’ abilities to become effective social work professionals and are provided so that students and faculty can be clear about the expectations and procedures with which to address academic performance concerns. The ultimate goal of the Standards is to help students have a successful experience in the BSW Program. **[Note: The official standards policy is located on the web at http://www.health.uncc.edu/sowk/files/bsw_standards_education_0203.pdf.]**

Persons who teach and supervise students, along with the Program Coordinator, will assess student academic performance and apply their professional judgment to determine if standards are being met during a student’s educational career. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession as would be expected for a social work professional. It also represents the application of knowledge, values, and skills to making decisions in a helping process.

All social work students are expected to read and follow the Department of Social Work’s Standards for Social Work Education. They are also expected to read and follow the National Association of Social Workers (NASW) Code of Ethics located in Appendix C of this Handbook (also on the web at <http://www.naswdc.org/pubs/code/code.asp>).

Student Conduct

Students in the Department of Social Work are bound by three codes of student and/or professional conduct: The University’s regulations regarding student conduct (<http://legal.uncc.edu/policies/ps-104.pdf>), the Department of Social Work Standards for Social Work Education (see below), and the National Association of Social Workers

(NASW) Code of Ethics (<http://www.socialworkers.org/pubs/code/code.asp>). The Standards for Social Work Education in particular are viewed as a support to both students and faculty in professional development. Students should pay special attention to Section 2, “Criteria for Evaluating Academic Performance,” for clarity on professional conduct expectations. A student may be dismissed from the program for violation of these codes even if he or she has demonstrated satisfactory scholastic performance. Students should also note their rights and responsibilities in Section 3, “Policies and Procedures for Review of Academic Performance” and Section 4, “Academic and Non-Academic Grievances”.

It is the student’s responsibility to know current University regulations and those of the Social Work Program, as well as to know the NASW Code of Ethics. The University’s regulations regarding student conduct, consisting of the Code of Student Responsibility and Code of Student Academic Integrity, are available through the UNC Charlotte website and in the Undergraduate and Graduate Student Handbooks.

Standards for Social Work Education

Adapted from “Criteria for Evaluating Academic Performance, Policies and Procedures for Review of Academic Performance and Academic Grievances” School of Social Work, University of Texas at Austin. (with permission of Charlene Urwin, MSW, PhD).

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Criteria for Evaluating Academic Performance, Policies and Procedures for Review of Academic Performance, and Academic Grievances

1.0 Introduction

This document sets out Standards for Social Work Education that apply to students enrolled in the Department of Social Work the University of North Carolina at Charlotte. Because of the nature of professional social work practice, the School of Social Work has different expectations of students than do non-professional programs. The standards are linked to students' abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns. The ultimate goal of the Standards is to help students have a successful experience in the BSW and MSW Social Work Programs. Since becoming a professional is a gradual process, not all criteria are expected to be met at all times. Persons who teach and supervise students, along with program coordinators, will assess student academic performance and apply their professional judgment to determine if standards are being met during a student's educational career. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process. All social work students will be provided with and are expected to read the Standards for Social Work Education and the National Association of Social Workers (NASW) Code of Ethics included in the BSW and MSW Student Handbooks.

2.0 Criteria for Evaluating Academic Performance in BSW and MSW Programs

In order to meet its responsibilities to provide quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the Department of Social Work evaluates the academic performance of its students in four general areas: 1) Basic Abilities to Acquire Professional Skills; 2) Mental and Emotional Abilities; 3) Professional Performance Skills; and 4) Scholastic Performance. Meeting the criteria for scholastic achievement is necessary but not sufficient to ensure continued enrollment in a program. Both professional behavior and scholastic performance comprise academic standards.

2.1 Basic Abilities Necessary to Acquire Professional Skills:

2.1.1 Communication Skills

Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings:

- a) **Written:** Writes clearly, uses correct grammar and spelling. And applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty. Note: students may be required to attend the Writing Resource Center to enhance written communication skills.
- b) **Oral:** Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.

2.1.2 Interpersonal Skills

Demonstrates the interpersonal skills needed to relate effectively with other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for own actions and considers the impact of these on others.

2.1.3 Cognitive Skills

Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field. Demonstrates grounding in relevant social, behavioral, and biological science knowledge and research-including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

2.1.4 Physical Skills

Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations. (See section on Accommodations for Disabilities for clarification. The Office of Disability Services must be contacted to arrange for accommodations.)

2.2 Emotional and Mental Abilities Necessary for Performance in the Program and Professional Practice

2.2.1 Stress Management

Demonstrates ability to recognize and to deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and developing appropriate supportive relationships with colleagues, peers, and others.

2.2.2 Emotional and Mental Capacities

Uses sound judgment. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. Students are encouraged to utilize the Counseling Center at UNC Charlotte for treatment and/or referral. Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health issues do any of the following:

- Compromise scholastic and other performance, or
- Interfere with professional judgment and behavior, or
- Jeopardize the best interests of those to whom the social work student has a professional responsibility as outlined in the current Code of Ethics by the National Association of Social Workers and the North Carolina State Board of Social Worker Examiners for Social Work Licensure.

2.3 Professional Performance Skills Necessary for Work with Clients and Professional Practice

2.3.1 Professional Commitment

Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics. Demonstrates commitment to the essential values of social work that includes the respect for the dignity and the worth of every individual and his/her right to a just share of society's resources (social justice).

2.3.2 Professional Behavior

Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in the classroom, University community, field, and community at-large. Appearance, dress, and general demeanor reflect a professional manner. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner. Works effectively with others, regardless of level of authority. Advocates for him/herself in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.

2.3.3 Self Awareness

Exhibits knowledge of how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Shows awareness of self and how

one is perceived by others. Reflects on one's own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

2.3.4 Ethical Obligations

Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics and the Code of Ethics for Social Work Licensure in North Carolina, Ethical behaviors include:

- Adherence to the NASW Code of Ethics and the Code of Ethics for Social Work Licensure in North Carolina.
- No history of charges and/or convictions of an offense that is contrary to professional practice.
- Systematic evaluation of clients and their situations in an unbiased, factual way. Suspension of personal biases during interactions with others.
- Comprehension of another individual's way of life and values. Empathic communication and support of the client as a basis for a productive professional relationship.
- Appreciation of the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.
- Demonstration of respect for the rights of others. Commitment to client's freedom of choice and self-determination.
- Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.
- Demonstration of honesty and integrity by being truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.
- Demonstration of clear, appropriate, and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interests may exist.

2.4 Scholastic Performance

2.4.1 Undergraduate Students

Students are considered to be in academic difficulty if their GPA drops below 2.0. Students will be advised to withdraw from the program if their grade point average falls below 2.0 overall or 2.25 in the Social Work major. Students must maintain a passing grade in any social work course, including field placement, to graduate from the program. A Level II review (see section 3.2) will be called if a student earns a D or F in any required social work course. An overall GPA of 2.0 is required for graduation in the undergraduate program. Students must complete the prerequisites outlined in their appropriate courses of study, as outlined in the course catalog. Students may not have grades of incomplete (I) in any prerequisites if they are to continue course work.

2.4.2 Graduate Students

An accumulation of three marginal grades (C) will result in termination of the student's enrollment in the UNC Charlotte graduate school. Please see the Graduate Student Handbook and the UNC Charlotte Graduate Catalogue for University grading policy. MSW students are considered to be in academic difficulty if their GPA drops below 3.0. Students will be encouraged to withdraw from the program in order to avoid mandatory dismissal if their grade point average falls below 2.5. Failure to maintain a passing grade in field placement in any semester will result in an automatic Level III review (see section 3.2). A Level II review may be called if a student earns a C or below in any required social work course. An overall GPA of 3.0 is required for graduation in the graduate program.

2.5 Sources of Evidence for Academic Performance Criteria

Evidence of meeting academic performance criteria in the Department of Social Work may include but is not limited to any of the following:

- Feedback or reference letters from faculty, work supervisors, or supervisors of volunteer human service activity or other field experiences.
- Feedback from agency-based field instructors.
- Observations of classroom, volunteer, or field behaviors.
- Performance in oral and written assignments, examinations, social work skills lab, or other appropriate coursework.
- Student personal statements or self-assessments
- Interviews with faculty or other professionals.
- Taped interview situations (audio or video.)
- Feedback from students, staff, university (UNC Charlotte or other colleges and universities), helping professionals, or community.
- Feedback from faculty in other social work programs that student may have attended.
- Signed confidentiality statements, scholastic honesty statements, contract to adhere to the NASW Code of Ethics or the Standards, other contracts between the University and the student.

2.6 Accommodations for Disabilities

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the Department of Social Work. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation to provide equal opportunity to meet academic criteria for professional behavior and scholastic performance. Any otherwise qualified student with a protected disability who requests a reasonable accommodation must notify the UNC Charlotte Office of Disability Services and provide documentation as needed. The Office of Disability Services will work with the faculty member(s) on how to accommodate the student.

3.0 Policies and Procedures for Review of Academic Performance

Three levels of review can occur at the Department of Social Work in reviewing student's academic performance. The level of review depends upon the potential severity of the concern. Information disclosed during student meetings with faculty, program coordinators, or school administrators will not be kept confidential if the information raises concerns about professional performance. Faculty and/or program coordinators will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problem solving about the concerns. They will follow University procedures related to student performance issues.

3.1 Performance that may Result in a Review and/or Possible Dismissal from the Department of Social Work

Student reviews can occur under any of the following circumstances:

- Failure to meet or maintain academic requirements as stated under Scholastic Performance
- Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair academic advantage to the student. For complete University policy and procedures, **see the UNC Charlotte Undergraduate Catalogue and the Graduate Catalogue**, Please note the Code of Student Responsibility as well as policies related to the illegal use of drugs or alcohol, sexual orientation, sexual harassment, and “fighting words” harassment.

http://www.uncc.edu/catalog/http://www.uncc.edu/gradmiss/grad_cat

- Behavior judged to be in violation of the current NASW Code of Ethics
- Any threat or attempt to harm oneself or someone else
- Commission of a criminal act that is contrary to professional practice, occurring during the course of study or occurring prior to admission to the Department of Social Work and becoming known after admission.
- Consistent pattern of unprofessional behavior
- Failure to meet any of the Standards for Social Work Education: Department of Social Work Criteria for Evaluation of Academic Performance

3.2 The Three Levels of Review

Level I

A Level I review involves a faculty member and a student. When a faculty member has concerns about a student enrolled in the social work program meeting any of the academic criteria, whether related to professional behavior or scholastic performance, that faculty member will:

- Discuss those concerns directly with the student and seek to work with the student to resolve the difficulties.
- Apprise the student's advisor and the Program Coordinator (or Coordinator or Assistant Coordinator of Field Education if field related) of the concerns in order to identify potential patterns and issues related to the student
- The faculty member initiating the concern will document dates and content of meetings with students.
- If a problem arises in field, the agency-based field instructor will discuss concerns directly with the student and with the faculty liaison. It is the responsibility of the faculty liaison to apprise the Coordinator or Assistant Coordinator of Field Education.
- The Coordinator of Field Education may coordinate administrative adjustments in the student's placement such as changing field instructors due to agency issues or field sites due to tasks assignments. Substantial concerns about student field performance are moved to a Level II review. In many instances, meetings between faculty and students resolve the concerns and do not necessarily lead to further reviews, pursuant to this section.

Level II

A Level II review involves the faculty member, student, Program Coordinator, and student advisor. Faculty and Program Coordinator will meet with the student; the student's advisor will attend at the student's request. If field related, the Coordinator or Assistant Coordinator of Field Education, the faculty liaison, and the field instructor also attend the meeting with the student. A Level II review is appropriate:

- When the student is not meeting or following program or University standards, policies, and procedures, or
- When concerns have not been resolved following a Level I review.

In the information gathering process, the Program Coordinator will:

- Determine the nature of the concern and gather sufficient information to develop a plan to address that concern, if one is needed.
- No further action may be required, or the student may be asked, in writing, to modify his or her behavior and/or seek appropriate help.
- This process is designed to assist students in dealing with identified concerns that have an impact on their performance.
- If a problem arises in field, the agency-based field instructor, faculty liaison, and Coordinator or Assistant Coordinator of Field Education will compile and share information about the student at the meeting. The Coordinator or Assistant Coordinator of Field Education is responsible for applying the policies of field education and recommending a course of action.
- The Program Coordinator and the Coordinator (or Assistant Coordinator) of Field Education, if field related, assess the nature of these concerns with appropriate faculty, maintain documentation, and decide if it is necessary to conduct a more comprehensive review pursuant to the Level III review procedures.

Level III

A Level III review involves the faculty member, student, Program Coordinator, student advisor, and faculty who had direct experience with the student in classroom or field. There are three reasons that a Level III review is called:

- When problematic patterns are identified with students, or
- When the issues are serious enough to require formal consultation with the student, or
- When concerns have not been resolved in prior reviews; when issues relate to a student not meeting the criteria for academic performance or professional or ethical behaviors as outlined in Section 2, “Criteria for Evaluating Academic Performance,” or when the student is being considered for recommendation for termination from the Graduate School or discontinuance from the Program.

In most instances, a Level III review is sufficient to deal with student performance and is the last decision making step in the review process at the Department of Social Work level. When a Level III review is called, the Program Coordinator and the student advisor will convene a meeting with the appropriate faculty and the student to gather information, determine the nature of the problem (if one is confirmed to exist), and identify alternatives for its remediation. Appropriate faculty to be involved in a review will include but are not limited to those who have direct knowledge and experience with the student. The student will be notified in writing of the concerns and meeting date, with sufficient time to prepare for and attend the meeting. After the review meeting has occurred, the Program Coordinator will consult with the Chair of the Department of Social Work to discuss the problem situation and make recommendations regarding the student. Based on the review, conference with the Chair, and an objective assessment of the information provided, the Chair shall inform the student of the decision.

The following are the potential outcomes of a Level III review:

- Continue the student in the program with no conditions.
In these situations, the concern has been addressed and no further action by the student or program required.
- Establish formal conditions for the student’s continuance in the program.
In these situations, specific conditions must be met in order for Department of Social Work to endorse the student’s continued enrollment in the program. Action may include establishing goals, a plan, a timeline, and appropriate monitoring; providing mentoring and support; placing the student on probation and monitoring the student during the probationary period; referring the student to counseling and/or advising services; allowing the student to follow a reduced course load or delay entry to the field practicum; or advising the student to withdraw from the program and reapply at a later time.
- Consult and/or refer to the Dean of Students
In some instances, depending on the nature of the problem, the University’s Office of the Dean of Students may be consulted. If a referral is made to that Office after consultation, the student will be notified in writing about the nature of the concern and that fact that the referral is taking place. Situations which may result in referral to the Office of the Dean of Students include, but are not limited to, scholastic dishonesty, hazing, racial or sexual harassment, illegal drug use,

alcohol abuse, trafficking in illegal drugs, illegal possession of drugs, or use of firearms or other weapons on University property, damage or destruction off University property, and conduct that endangers the health or safety of any University student, employee, or campus visitor.

- Counsel the student to change majors/degree programs and/or discontinue the student from the BSW program or recommend termination to the Graduate School for students in the MSW Program.

Following a Level III review, it is the responsibility of the Chair to communicate the decision to the student. Students must be notified of the decision in writing within fourteen (14) University business days of the review. Such decision will include reasoning for the decision and instructions on how to appeal the decision, if applicable.

4.0 Academic Grievances

Students enrolled in the Social Work Program have the right to redress grievances related to academic matters. Students are assured freedom from reprisals for bringing a grievance.

4.1 Procedures for Handling Academic Grievances

Undergraduate and graduate students with an academic grievance should follow the College of Health and Human Services (CHHS) Academic Grievance Policy & Procedure outlined in the CHHS Student Handbook. That Policy and Procedure provides as follows:

- The student shall first meet with the involved faculty/staff member(s) for discussion.
- If this discussion does not resolve the situation, the student/faculty member(s) may request the Chair to become involved.
- If the grievance still has not been resolved, the student may submit the grievance in writing to the CHHS Associate Dean for Academic Affairs who will obtain input from the involved faculty or staff member(s) and may appoint an ad hoc committee of faculty not involved in the course to investigate the grievance and give written advice to the Associate Dean for Academic Affairs.
- The grievance document submitted by the student to the Associate Dean for Academic Affairs shall include:
 - substance of the grievance
 - what steps have been taken
 - desired resolution
- The Associate Dean for Academic Affairs shall communicate in writing her/his recommendation to the involved faculty, student and academic advisor.
- In cases where progression is not an issue, the timeframe may be more flexible, but in all cases the grievance procedure shall be completed by the end of the next academic semester.

Final course grade appeals should be conducted in accordance with the University's Policy and Procedures for Student Appeals of Final Course Grades, available at <http://www.legal.uncc.edu/policies/GradeAppeal.html>.

MSW students who have been terminated from the Graduate School as a result of a Level III review may have grounds to appeal their termination. Such appeals should be conducted in accordance with the termination appeal procedures outlined in the Graduate Catalogue.

4.2 Non-Academic Grievances

Student-initiated grievances that are not academic in nature should be conducted in accordance with the University's Student Grievance Procedure, available at <http://www.legal.uncc.edu/StudentGrievanceProcedure.html>.

Grievance Policy

In addition to the Department's Standards for Social Work Education located on the web at http://www.health.uncc.edu/sowk/files/bsw_standards_education_0203.pdf, please refer to Procedures for Undergraduate Student Grievances in the University Undergraduate Catalogue located on the web at <http://www.uncc.edu/catalog/>.

BSW Student Association

The UNC Charlotte BSW Student Association is open to all Social Work majors at both the Lower Division and Upper Division levels. The purpose of the Association is to bring together students sharing a common interest in Social Work. The Association is comprised of student leaders supported by a designated faculty advisor. The Association elects officers annually from its membership. Student appointees from the Association are eligible to participate on a range of Department Committees (e.g., BSW Committee, Student Services Committee, Curriculum Committee, Field Committee, Field Advisory Board, Community Advisory Board, etc.). Meetings are held monthly. Speakers are invited to present information on topics of interest and the Association also sponsors community service projects.

Honors and Awards

There are a number of honors and awards available for BSW students of excellence. This section describes each of those.

Dean's List

The Dean's List recognizes full-time undergraduate students who, during the fall or spring semester, earn a grade point average of at least 3.4 and not more than 3.79 in 12 or more semester hours of credit graded A, B, or C, with no grade less than C. A part-time student must earn a combined fall and spring grade point average of at least 3.4 and not more than 3.79 in 12 or more semester hours of credit graded A, B, or C, with no grade less than C.

Chancellor's List

The Chancellor's List recognizes full-time undergraduate students who, during the fall or spring semester, earn a grade point average of at least 3.8 in 12 or more semester hours of credit graded A, B, or C, with no grade less than C. A part-time student must earn a combined fall and spring grade point average of at least 3.8 in 12 or more semester hours of credit graded A, B, or C, with no grade less than C.

Commencement Marshals

At each commencement ceremony, the University honors the juniors with the highest grade point averages by inviting them to serve as the marshals who lead the processions of graduates, faculty members, and the platform party. To select students for this honor, the University considers juniors who have completed 75 hours of degree work, have been enrolled full-time (12 or more hours per semester) during the two most recent semesters, and are able to attend the ceremony.

Graduation with Distinction

Graduating students whose grade point average is 4.0 will be awarded their degree *Summa Cum Laude*. Those graduating with a grade point average of at least 3.8 but less than 4.0 will be awarded their degree *Magna Cum Laude*. And, students graduating with a grade point average of at least 3.4 but less than 3.8 will be awarded their degree *Cum Laude*. To be eligible to graduate with distinction, a student must have a grade point average computed on at least 48 semester hours of credit completed in residence at UNC Charlotte.

Phi Alpha

Phi Alpha is the academic honor society for BSW students of excellence. Its purpose is to recognize and advance academic excellence and scholarship in social work practice. Membership eligibility is open only to Upper Division social work majors and is based on academic excellence (3.5 GPA or higher), leadership ability, and a high standard of personal behavior and dedication to the social work profession. Students who meet the above criteria will be sent a letter of invitation to join Phi Alpha. A recognition ceremony is held each April.

Outstanding Field Student Award

The Outstanding Field Student Award recognizes the most outstanding field student of the year. Recipients must demonstrate excellent social work practice skills and outstanding ethics and professional demeanor in working with clients, field instructors, Department faculty, and agency staff. This award is made annually by an appointed committee of the Social Work Field Advisory Board.

Cyril G. Harper Award

The Cyril G. Harper Award is in honor of former senior BSW student, Cyril Harper, who died tragically in 2000. To honor his memory, Mr. Harper's peers initiated a fund-raising effort which resulted in the development of a \$200 annual scholarship award known as the Cyril G. Harper Scholarship. The award is targeted toward Upper Division social work students devoted to community service and social justice. Upper Division BSW students may apply for the award by submitting a one to two page summary of their scholastic achievements, community service experiences, and commitment to social justice.

Application letters are due by January 20 of each academic year and should be sent to: The Cyril Harper Award, c/o Ms. Gay Jordan, MSW, LCSW, Coordinator of Student Services, Department of Social Work, UNC Charlotte, 9201 University City Boulevard, Charlotte, NC 28223.

The 7 Waters Book Fund

The 7 Waters Book Fund, is an annual book scholarship to promote awareness of the significance of service to others in the local community and the importance of continued education. Social Work students may apply for the \$250 annual award.

Students should submit to the College of Health and Human Services Advising Center, Room 103, a two-page, double-spaced essay in response to the following:

- a.) Describe your commitment to being a contributing citizen in the local community through the provision of service to others and your commitment to continued education.
- b.) Describe your financial need for this award in terms of the financial sacrifices that you have made to pursue your degree and how this award will help to lessen your financial burden.
- c.) Describe you future career plans upon graduation.

Students should also include a current UNC Charlotte transcript.

Edwin H. Chapin Social Work Scholarship

The Edwin H. Chapin Social Work Scholarship is an annual scholarship awarded to an undergraduate or graduate student who has been admitted into the BSW or MSW program in the College of Health and Human Services. BSW students who accept this scholarship must agree that they will continue their Social Work education to attain a Master of Social Work (MSW) degree. Recipients must be in good academic standing and demonstrate financial need by the Student Aid Report (SAR) from completion of the FAFSA.

Student should submit by March 31st the following to the CHHS Advising Center, College of Health and Human Services Room 103:

1. Application. It is available for download on the Scholarship webpage. You will need to insert the name of this scholarship.
2. References from 2 faculty that address criteria 1 – 3 and an undergraduates ability to pursue a MSW degree.
3. Student must submit their individual SAR and undergraduate students must agree to continue their education towards a MSW degree (criteria #2).
4. Student must declare whether or not s/he is employed by the Department of Social Services
5. Current UNCC Transcript

Social Work Community Advisory Board Scholarship

The Social Work Community Board Scholarship is an annual scholarship awarded to an undergraduate or graduate student who has been admitted into the BSW or MSW program in the College of Health and Human Services. Students must demonstrate financial need as determined by the Financial Aid Office. If there are no Financial Aid students who qualify for the scholarship, then applicants need to describe their financial need in terms of financial sacrifices that they have made to pursue their Social Work degree. Applicants must also demonstrate a commitment to Social Work through community service and have a GPA of 3.0 or above.

Student should submit by March 31st, the following to the CHHS Advising Center, College of Health and Human Services, room 103.

1. Completed Application Form: Is available for download on the Advising Center - Scholarships webpage.
2. References from 2 faculty that address criteria 1, 3 & 4: Reference forms are available for download on the Advising Center – Scholarships webpage.
3. Completion of the Free Application for Federal Student Aid (FAFSA) application and copy of the Student Aid Report (SAR): Available through UNC Charlotte Financial Aid Office/website.
4. If student cannot demonstrate financial need per the FAFSA or SAR, please describe financial need in terms of financial sacrifices made to pursue your Social Work degree within one page.
5. Current UNC Charlotte transcript

Appendices

- A. Application for Admission to Upper Division**
- B. Application for Field Education**
- C. Code of Ethics of the National Association of Social Workers**
- D. Council on Social Work Education Educational Policy and Accreditation Standards**

**Appendix A
The University of North Carolina at Charlotte
BSW Program**

Application for Admission to Upper Division

**Application Due Dates: For January Applications: First Day of Spring Semester
For July Applications: First Day of Second Summer Session
[Note: Late applications will not be accepted.]**

Date of Application _____

Name _____
(Last) (First) (Middle)

Student ID Number _____

Mailing Address: _____

Phone: _____

Email: _____

Please respond to each of the following items:

1. Have you ever been convicted of a felony? YES _____ NO _____

If yes, please describe _____

2. Have you ever been convicted of a misdemeanor other than a traffic ticket? YES _____ NO _____

If yes, please describe _____

College/University Education

4. Complete the table below regarding your college/university history.

Note: Copies of unofficial transcripts from UNCC Charlotte and from all other institutions attended must be attached to this application. Applications without attached transcripts will not be considered.

Institution Attended	Dates Attended	Overall GPA	Number of Credits Earned
UNC Charlotte			

Please list the total semester hours you have completed (including transfer credits)

[Please note that if your overall GPA at UNC Charlotte is less than 2.0, you are not eligible for admission.]

4. Please list your grade for each of the following courses:

SOCY 1101 _____
 PSYC 1101 _____
 BIOL 1110 _____
 BIOL 1110L _____
 SOWK 1101 _____
 SOWK 2182 _____

[Please note that if you received a grade lower than “C” in either SOWK 1101 or 2182, you are not eligible for admission to Upper Division.]

5. If you have taken SOWK elective courses, please list those below and your grade for each

(note: SOWK electives are not a requirement for admission):

6. Have you applied to Upper Division in the past? Yes _____ No _____

If YES, please list the date you applied and explain what happened:

7. Have you attended a formal BSW advising and curriculum planning session through the College of Health and Human Services Office of Student Services (Colvard 2009)?

Yes _____

No _____

(Note: Students are required to attend a BSW advising and curriculum planning session prior to applying to Upper Division.)

8. Please list below all volunteer/community service and paid human services experiences you have had:

Agency or Organization	Name & Phone Number of Supervisor	Approximate Total No. of Hours Worked	Volunteer or Paid (V or P)	Describe Your Duties

Narrative Section

Effective professional social workers must demonstrate, among other things, excellent writing skills and awareness of self. The narrative section of this application provides an opportunity for you to demonstrate your writing and self-awareness skills. Please respond to each of the following items. **Provide no more than a one-page typed response (one inch margins and 12 point font) for each item.**

- 9. Describe why you want to be a social worker and how you have come to the decision to pursue a social work degree.
- 10. As a social work student (and as a professional social worker) you are expected to explore, evaluate, and potentially change your perspective on people who are different from you. You will be asked, for example, to accept and help people with disabilities, older people, lesbians and gay men, people who are poor, women, people of a different race or ethnicity, and people whose religious beliefs differ from yours. For which groups do you feel you may have the most work to do in terms of understanding their situation and being able to become an effective helper? Why? What steps will you take to deal with this/these issue/s?

Optional Other Comments

If there is anything else that you would like the reviewers to know about you that could possibly help us to understand you better, you may briefly share that on a separate page.

YOUR SIGNATURE BELOW INDICATES YOUR AWARENESS THAT UPPER DIVISION STUDENTS ARE EXPECTED TO ENROLL AS FULL-TIME STUDENTS IN THE SOCIAL WORK MAJOR. THE SOCIAL WORK FACULTY WILL USE THIS APPLICATION AS A FIRST STEP IN CONSIDERING YOUR APPROPRIATENESS FOR THE SOCIAL WORK PROFESSION. IF ADMITTED TO THE PROGRAM YOUR PERFORMANCE WILL CONTINUE TO BE EVALUATED AS YOU PROGRESS TOWARD A SOCIAL WORK DEGREE.

Student Signature: _____

Date: _____

SOCIAL WORK FIELD PLACEMENT AGREEMENT
 Department of Social Work
 The University of North Carolina at Charlotte

In consideration of being permitted to participate in the Social Work Field Practicum Program at UNC CHARLOTTE, I, _____, hereby agree:

1. To spend a minimum of **16** hours per week during the fall semester and **24** hours per week during the spring semester during the **2010-11** academic year in a field placement at _____
 (agency)
2. To be in the agency between the hours of **8:00 am** and **5:00pm** on **Thursday/Friday (Fall) and Wednesday, Thursday, Friday (Spring)** beginning on **August 26, 2010** and ending on **April 29, 2011**.
3. To make arrangements with my field instructor for any absences from the agency during the times specified above. I understand that I am expected to be in the agency except for illness or urgent personal business. When possible, I will arrange for absences in advance and make alternative plans for clients and/or any other duties that are pending.
4. To accept the supervision and instruction of the agency representative designated as my Field Instructor. I understand that I am responsible to my Field Instructor while in the agency and that we will have regular and frequent conferences to assess my learning needs and progress. Supervision conferences will occur for one hour each week during the field practicum.
5. To meet with my Field Instructor and Social Work Faculty Liaison at times that may be designated to evaluate my learning needs and progress. I understand that I am expected to evaluate myself and contribute to the evaluation conferences.
6. To follow the policies, practices, and procedures of my agency as I fulfill my responsibilities as a social work student. I will consult with my Field Instructor about policies and procedures I do not understand or find difficult to accept.
7. To arrange with my Field Instructor for use of any materials from agency records to be used in social work Field Placement seminar assignments. I understand that I am not to tape record interviews without special permission from the client, my Field Instructor, and my Social Work Faculty Liaison.
8. To regard all information I receive concerning clients as confidential. I will not use names of clients or other identifying information about them outside the agency.
9. To be responsible for providing my own transportation to and from the agency.

FIELD PLACEMENT AGREEMENT

(continued)

10. The student is **not** to transport clients as part of this field practicum.
11. The student is to assume personal and professional liability by carrying the level of liability insurance deemed appropriate by the agency. I understand that if I use my personal car for agency business I will be reimbursed for travel at the rate of _____ per mile. Insurance premiums may be raised for the student in accordance with the policies of their own insurance company.
12. Any exceptions or additions to the provisions of this agreement which have been agreed to by the social work student, the Field Instructor and the Social Work Faculty Advisor are to be entered below.
13. Field Agency and Field Instructor contact information:

Agency

- Name : _____
- Physical Address : _____
- Mailing Address : _____
- Phone Number : _____
- Fax Number : _____
- Website : _____

Field Instructor (Day To Day)

- Name : _____
- Physical Address : _____
- Mailing Address : _____
- Phone Number : _____
- Extension : _____
- Fax Number : _____
- Email Address : _____

If Field Instructor is not a BSW or MSW, please complete contact information below for the person who will be providing 1 hour/ week Clinical Supervision for BSW Student:

- Name : _____
- Physical Address : _____
- Mailing Address : _____
- Phone Number : _____
- Email Address : _____

Field Instructor Orientation Needed: Y or N (Check Y if you have not attended in the past.)

Agreed this the _____ day of _____, 20_____.

Field Instructor

Social Work Student

Appendix C: Code of Ethics of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.

NC Charlotte, Charlotte, NC 28223

Appendix D: Council on Social Work Education Educational Policy and Accreditation Standards

Below is the text for the Educational Policy and Accreditation Standards, approved in June 2001 and emended several times in 2002. This text also appears as chapter 2 in the 2003 Handbook of Accreditation Standards and Procedures.

Suggested APA-style source citation for the EPAS (electronic and print versions): Council on Social Work Education (2001). *Educational policy and accreditation standards*. Alexandria, VA: Author.

Information on the emendations and the development of the EPAS are available on the [Development of EPAS](#) page.

The full text of EPAS is published below; a printable version is also available for download.

For a printer-friendly version of the document, [download our PDF version](#) (58 KB, Acrobat Reader required). The PDF file contains the full text of the document.

What is PDF? Portable Document Format files are printable files created by Adobe software; they are readable with Adobe's Acrobat software on Windows or Macintosh platforms. You can obtain a free copy of Adobe's Acrobat Reader by following this [link](#).

Note on program reviews: The effective date for implementation of EPAS is July 1, 2002. Programs scheduled for accreditation reviews from October 2002 through October 2003 may use the current (1994) standards to prepare their self-studies. Site team visits would then be conducted under the 1994 standards. Programs that continue to use the current standards should be mindful of the new standards and consider any modifications that may be necessary for compliance at a future time. During this transition time, programs are asked to contact the [director of the Division of Standards and Accreditation](#) (DOSA) to indicate which standards will be used. Programs that have reviews in February 2004 and later are expected to use the new standards. If individual programs scheduled for review in 2004 have concerns about addressing the new standards, they should contact the DOSA director. DOSA's educational specialists will continue to be available for technical assistance. Workshops for training on the new standards (for programs and site visitors) will be conducted at various regional and national meetings.



Council on Social Work Education Educational Policy and Accreditation Standards

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Program Changes

Social work practice promotes human well-being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. The social work profession works to eliminate poverty, discrimination, and oppression. Guided by a person-in-environment perspective and respect for human diversity, the profession works to effect social and economic justice worldwide.

Social work education combines scientific inquiry with the teaching of professional skills to

provide effective and ethical social work services. Social work educators reflect their identification with the profession through their teaching, scholarship, and service. Social work education, from baccalaureate to doctoral levels, employs educational, practice, scholarly, interprofessional, and service delivery models to orient and shape the profession's future in the context of expanding knowledge, changing technologies, and complex human and social concerns.

The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) promotes academic excellence in baccalaureate and master's social work education. The EPAS specifies the curricular content and educational context to prepare students for professional social work practice. The EPAS sets forth basic requirements for these purposes. Beyond these basic requirements of EPAS, individual programs focus on areas relevant to their institutional and program mission, goals, and objectives.

The EPAS permits programs to use time-tested and new models of program design, implementation, and evaluation. It does so by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to respond to changing human, professional, and institutional needs.

The EPAS focuses on assessing the results of a program's development and its continuous improvement. While accreditation is ultimately evaluative, in social work education it is based on a consultative and collaborative process that determines whether a program meets the requirements of the EPAS.

Functions of Educational Policy and Accreditation

1. Educational Policy

The Educational Policy promotes excellence, creativity, and innovation in social work education and practice. It sets forth required content areas that relate to each other and to the purposes, knowledge, and values of the profession. Programs of social work education are offered at the baccalaureate, master's, and doctoral levels. Baccalaureate and master's programs are accredited by CSWE. This document supersedes all prior statements of curriculum policy for baccalaureate and master's program levels.

2. Accreditation

Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master's levels. Accreditation Standards pertain to the following program elements:

- Mission, goals, and objectives
- Curriculum
- Governance, structure, and resources
- Faculty
- Student professional development

- Nondiscrimination and human diversity
- Program renewal
- Program assessment and continuous improvement

3. Relationship of Educational Policy to Accreditation

CSWE uses the EPAS for the accreditation of social work programs. The Educational Policy and the Accreditation Standards are conceptually integrated. Programs use Educational Policy, Section 1 as one important basis for developing program mission, goals, and objectives. Programs use Educational Policy, Section 3 to develop program objectives and Educational Policy, Sections 4 and 5 to develop content for demonstrating attainment of the objectives. The accreditation process reviews the program's self-study document, site team report, and program response to determine compliance with the Educational Policy and Accreditation Standards. Accredited programs meet all standards.

Educational Policy

1. Purposes

1.0 Purposes of the Social Work Profession

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context.

The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.

1.1 Purposes of Social Work Education

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

1.2 Achievement of Purposes

Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.
- Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
- Promoting continual professional development of students, faculty, and practitioners.
- Promoting interprofessional and interdisciplinary collaboration.
- Preparing social workers to engage in prevention activities that promote well-being.
- Preparing social workers to practice with individuals, families, groups, organizations, and communities.
- Preparing social workers to evaluate the processes and effectiveness of practice.
- Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
- Preparing social workers to recognize the global context of social work practice.
- Preparing social workers to formulate and influence social policies and social

work services in diverse political contexts.

2. Structure of Social Work Education

2.0 Structure

Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers.

The baccalaureate and master's levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession. Baccalaureate social work education programs prepare graduates for generalist professional practice. Master's social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master's levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives.

Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

2.1 Program Renewal

Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.

3. Program Objectives

Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master's social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master's social work programs also demonstrate the capacity to meet advanced program objectives.

3.0 Foundation Program Objectives

The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives. Graduates demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
 2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
 3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
 4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
 5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
- B6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.¹
- M6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
 8. Analyze, formulate, and influence social policies.
 9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
 10. Use communication skills differentially across client populations, colleagues, and communities.
 11. Use supervision and consultation appropriate to social work practice.
 12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

[1 Note: Items preceded by a B or M apply only to baccalaureate or master's programs, respectively.]

3.1 Concentration Objectives

Graduates of a master's social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

3.2 Additional Program Objectives

A program may develop additional objectives to cover the required content in relation to its particular mission, goals, and educational level.

4. Foundation Curriculum Content

All social work programs provide foundation content in the areas specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

4.0 Values and Ethics

Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

4.1 Diversity

Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

4.2 Populations-at-Risk and Social and Economic Justice

Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them.

Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

4.3 Human Behavior and the Social Environment

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people

in maintaining or achieving health and well-being.

4.4 Social Welfare Policy and Services

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

4.5 Social Work Practice

Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

4.6 Research

Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

4.7 Field Education

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

5. ADVANCED CURRICULUM CONTENT

The master's curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas (Section 4, 4.0–4.7) are addressed in greater depth, breadth, and specificity and support the program's conception of advanced practice.

1. Program Mission, Goals, and Objectives

1.0 The social work program has a mission appropriate to professional social work education as defined in Educational Policy, Section 1.1. The program's mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution's mission.

1.1 The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section 1.1. Program goals are not limited to these purposes.

1.2 The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).

1.3 The program makes its constituencies aware of its mission, goals, and objectives.

2. Curriculum

2.0 The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.

B2.0.1 The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum identified in Educational Policy, Section 4, and demonstrates how its conception of generalist practice is implemented in all components of the professional curriculum.

M2.0.1 The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy, Sections 4 and 5. The program defines its conception of advanced practice and explains how the advanced curriculum is built from the professional foundation. The master's program has a concentration curriculum that includes (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field education that supports the advanced curriculum. The program demonstrates how the depth, breadth, and specificity of the advanced curriculum are addressed in relation to the professional foundation.

2.1 The social work program administers field education (Educational Policy, Section 4.7 and Section 5) consistent with program goals and objectives that:

2.1.1 Provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.

2.1.2 Admits only those students who have met the program's specified criteria for field education.

2.1.3 Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.

2.1.4 Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's social work degree.² Field instructors for master's students hold a CSWE-accredited master's social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master's social work degree, the program assumes responsibility for reinforcing a social work perspective.

2.1.5 Provides orientation, field instruction training, and continuing dialog with agencies and field instructors.

2.1.6 Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student's employment.

[Note: This and all future references to "CSWE-accredited baccalaureate or master's social work degree" include degrees from CSWE-accredited programs or programs approved by its Foreign Equivalency Determination Service.]

3: Program Governance, Administrative Structure, and Resources

3.0 The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives (Educational Policy, Section 2.0).

3.0.1 The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

3.0.2 The administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

3.0.3 The chief administrator of the social work program has either a CSWE-accredited master's social work degree, with a doctoral degree preferred, or a professional degree in social work from a CSWE-accredited program and a doctoral degree. The chief administrator also has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.

3.0.4 The chief administrator of the social work program has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership. Combined programs designate a social work faculty member and assign this person sufficient time to administer the baccalaureate social work program.

3.0.5 The field education director has a master's degree in social work from a CSWE-

accredited program and at least two years post–baccalaureate or post–master’s social work degree practice experience.

3.0.6 The field education director has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership for field education.

3.1 The social work program has sufficient resources to achieve program goals and objectives.

3.1.1 The program has sufficient support staff, other personnel, and technological resources to support program functioning.

3.1.2 The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.

3.1.3 The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program’s goals and objectives.

3.1.4 The program has sufficient office and classroom space, computer-mediated access, or both to achieve the program’s goals and objectives.

3.1.5 The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning systems)

4. Faculty

4.0 The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The program has a sufficient full-time equivalent faculty-to-student ratio (usually 1:25 for baccalaureate programs and 1:12 for master’s programs) to carry out ongoing functions of the program.

4.1 The program demonstrates how the use of part-time faculty assists in the achievement of the program’s goals and objectives.

4.2 Faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty’s teaching, scholarly, and service responsibilities.

B4.2.1 The baccalaureate social work program has a minimum of two full-time faculty, with master’s social work degrees from a CSWE-accredited program with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree.

M4.2.1 The master’s social work program has a minimum of six full-time faculty with master’s social work degrees from a CSWE-accredited program and whose principal assignment is to the master’s program. The majority of the full-time master’s social work program faculty have a master’s degree in social work and a doctoral degree.

4.3 Faculty who teach required practice courses have a master's social work degree from a CSWE-accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.

4.4 The program has a faculty workload policy that supports the achievement of institutional priorities and the program's goals and objectives.

5. Student Professional Development

5.0 The program has admissions criteria and procedures that reflect the program's goals and objectives.

M5.1 Only candidates who have earned a bachelor's degree are admitted to the master's social work degree program.

5.2 The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.

5.3 In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content.

5.3.1 The program has written policies and procedures concerning the transfer of credits.

M5.3.2 Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE.

5.4 The program has academic and professional advising policies and procedures that are consistent with the program's goals and objectives. Professional advising is provided by social work program faculty, staff, or both.

5.5 The program has policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.

5.6 The program informs students of its criteria for evaluating their academic and professional performance.

5.7 The program has policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

6. Nondiscrimination and Human Diversity

6.0 The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession's fundamental tenets. The program describes how its learning context and educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program leadership; speakers series, seminars, and

special programs; research and other initiatives) and its curriculum model understanding of and respect for diversity.

7. Program Renewal

7.0 The program has ongoing exchanges with external constituencies that may include social work practitioners, social service recipients, advocacy groups, social service agencies, professional associations, regulatory agencies, the academic community, and the community at large.

7.1 The program's faculty engage in the development and dissemination of research, scholarship, or other creative activities relevant to the profession.

7.2 The program seeks opportunities for innovation and provides leadership within the profession and the academic community.

8. Program Assessment and Continuous Improvement

8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.

8.1 The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.

The EPAS supports change necessary to improve the educational quality of a program in relation to its goals and objectives. The EPAS recognizes that such change is ongoing. When a program is granted initial accreditation or its accreditation is reaffirmed, the program is, by that action, accredited only at the level or levels and for the components that existed and were reviewed at the time of that action. Prior to the next scheduled accreditation review, changes may take place within the program. Although it is not necessary to report minor changes, programs notify the Commission on Accreditation (COA) of such changes as new leadership, governance, structure, off-campus programs, etc. Depending on the nature of the change, the COA may request additional information. Prior to the implementation of a substantive change the program submits a proposal and receives approval. Substantive changes are defined as those that require a waiver of one or more aspects of EPAS.

References

Council on Social Work Education. (2003). *Site Visitors Training Manual* (2nd ed.). Alexandria, VA: Author.

National Association of Social Workers. (1999). *Code of Ethics of the National Association of Social Workers*. Washington, DC: Author.

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