



UNC CHARLOTTE  
College of Health and Human Services

**BSW Program  
Student Handbook<sup>1</sup>  
2014-2015  
Academic Year**

**This version is for BSW students who started the program  
either in Fall 2013 or Fall 2014.**

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<sup>1</sup> We try very hard to make this Handbook usable and correct. Undoubtedly, we'll make some mistakes. Let us know if you spot any errors or if something seems confusing. The Handbook is not a contract.

# Department of Social Work

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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. As a graduate of the BSW Program at UNC Charlotte, you will join the ranks of influential professional social workers that 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 read the Handbook in its entirety; a bit of time spent now will greatly enhance your experience in the program.

BSW students must comply with University policies as well. They are not reproduced in this handbook, and you remain responsible for knowing about and complying with all University policies.

Please note: The BSW Program requires students to use their UNCC e-mail accounts, and to check their accounts frequently. Members of the Department are required to use the UNCC email system when communicating with you (and not personal email addresses). Checking and responding to email 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 at Charlotte 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 UNC Charlotte Department of Social Work is to prepare competent social workers and promote community well-being and social justice through teaching, scholarship, and service with special attention to vulnerable populations.**

## **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, 2008), 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 promotes 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). 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.

#### **BSW Program Mission, Goals, Competencies and Practice Behaviors**

*(The BSW Program Mission and Goals are being revisited during fall semester 2014. Any changes that are made will be posted on the Program’s website.)*

The UNC Charlotte BSW Program mission, goals, and objectives are 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.

#### **Competencies and Practice Behaviors<sup>2</sup>**

Graduates of the BSW Program will, at a minimum, leave with the competencies listed below. There are several “practice behaviors” under each competency. Practice behaviors (the bulleted items) are specific operationalizations of the competencies and they are listed under the relevant competency. Competencies have been numbered in the same manner as they are numbered in the CSWE Educational Policy and Accreditation Standards.

##### **2.1.1—Identify as a professional social worker and conduct oneself accordingly.**

- Advocate for client access to the services of social work;

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<sup>2</sup> The Council on Social Work Education mandates the competencies and associated practice behaviors. The Program must be able to demonstrate that graduates are able to perform the practice behaviors in order for the Program to maintain its accreditation.

- Practice personal reflection and self-correction to assure continual professional development;
- Attend to professional roles and boundaries;
- Demonstrate professional demeanor in behavior, appearance, and communication;
- Engage in career-long learning; and
- Use supervision and consultation.

**2.1.2—Apply social work ethical principles to guide professional practice.**

- Recognize and manage personal values in a way that allows professional values to guide practice;
- Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- Tolerate ambiguity in resolving ethical conflicts; and
- Apply strategies of ethical reasoning to arrive at principled decisions.

**2.1.3—Apply critical thinking to inform and communicate professional judgments.**

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation; and
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**2.1.4—Engage diversity and difference in practice**

- □recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- View themselves as learners and engage those with whom they work as informants.

**2.1.5—Advance human rights and social and economic justice.**

- Understand the forms and mechanisms of oppression and discrimination;
- Advocate for human rights and social and economic justice; and
- Engage in practices that advance social and economic justice.

**2.1.6—Engage in research-informed practice and practice-informed research.**

- Use practice experience to inform scientific inquiry and
- Use research evidence to inform practice.

**2.1.7—Apply knowledge of human behavior and the social environment.**

- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and

- Critique and apply knowledge to understand person and environment.

**2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

- Analyze, formulate, and advocate for policies that advance social well-being; and
- Collaborate with colleagues and clients for effective policy action.

**2.1.9—Respond to contexts that shape practice.**

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**2.1.10(a)—Engagement with individuals, families, groups, organizations, and communities.**

- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- Use empathy and other interpersonal skills; and
- Develop a mutually agreed-on focus of work and desired outcomes.

**2.1.10(b)—Assessment with individuals, families, groups, organizations, and communities.**

- Collect, organize, and interpret client data;
- Assess client strengths and limitations;
- Develop mutually agreed-on intervention goals and objectives; and
- Select appropriate intervention strategies.

**2.1.10(c)—Intervention with individuals, families, groups, organizations, and communities.**

- Initiate actions to achieve organizational goals;
- Implement prevention interventions that enhance client capacities;
- Help clients resolve problems;
- Negotiate, mediate, and advocate for clients; and
- Facilitate transitions and endings.

**2.1.10(d)—Evaluation with individuals, families, groups, organizations, and communities.**

- Social workers critically analyze, monitor, and evaluate interventions.

## **BSW Degree Requirements**

Admission to the BSW Program is a competitive process, and, unfortunately, we are unable to accommodate all interested students. (See the Department’s webpage for information about the application process.)

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 50 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, 3120, 3181, 3182, 3184, 3201, 3202, 3482, 3484, 3683, 3685, 3900, and 3988. In addition, four courses on “vulnerable population groups must be taken. (See the appendix for a list of pre-approved “population courses”). Other required courses for the social work major are SOCY 1101, BIOL 1110, BIOL 1110L; PSYC 1101, POLS 1110, LBST 1100, 2101, 2102, and 2200. Students must acquire a minimum of 120 total credits in order to graduate from UNC Charlotte.<sup>3</sup>

The following is a sample curriculum layout for a social work major. It is important to note that 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. Whether “older” courses are equivalent to those currently in the curriculum is determined by the Program Director. The same is true of courses taken at other institutions.

### **BSW Major Curriculum Plan**

#### **Fall, First Year**

UWRT 1101 Writing and Inquiry in Academic Contexts I (3)

SOCY 1101 Introduction to Sociology (3)

Mathematics Course (3)

HAHS 1000 (1-3) or elective<sup>4</sup>

PSYC 1101 General Psychology (3)

#### **Spring, First Year**

UWRT 1102 Writing and Inquiry in Academic Contexts II (3)

STAT 1222 Introduction to Statistics (3)

BIOL 1101 Principles of Biology I (3)

BIOL 1101L Principles of Biology I Laboratory (1)

LBST 1100 Series Course (Arts and Society) (3)

Elective (3)

#### **Fall, Second Year**

SOWK 1101 The Field of Social Work (3)

SOWK 2182 Human Behavior in the Social Environment I (3)

LBST 2101 Western Culture and Historical Awareness (3)

POLS 1110 American Politics (3)

Population Group (3)

Writing Intensive course outside Social Work (W) (3)

#### **Spring, Second Year**

SOWK 2183 Human Behavior in the Social Environment II (3)

LBST 2102 Series Global and Intercultural Connections (3)

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<sup>3</sup> Until fall 2016 but not during, Foreign Language at the 2050 and 2201 level will be accepted.

<sup>4</sup> HAHS 1000 is a freshman course only. Transfer students will need to substitute and elective in its place.

LBST 2210 Series  
Population Group (3)  
Elective (3)

**Fall, Third Year**

SOWK 3120 Diversity and Populations-at-Risk (3)  
SOWK 3133 (3) Community Engagement and Outreach  
SOWK 3199 (3) Research I  
SOWK 3201 Foundations of Social Welfare (3)  
Population Group (3)

**Spring, Third Year**

SOWK 3181 Practice Methods I (3)  
SOWK 3202 Social Welfare Policy (3)  
SOWK 3900 Social Work Research (3)  
PSYC 3151 Abnormal Psychology (3)  
Population Group (3)

**Fall, Fourth Year**

SOWK 3182 Practice Methods II (3)  
SOWK 3482 Field Placement I. (5)  
SOWK 3988 Research II (3)  
Elective (3)

**Spring, Fourth Year**

SOWK 3184 Practice Methods III (3)  
SOWK 3484 Field Placement II (6)  
Elective (3)  
Elective (3)

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.

It is possible for students enrolled in North Carolina’s community colleges to transfer to UNCC with most, if not all, of their General Education requirements met. In most cases, transfer students must attend the first summer session and take SOWK 1101 and 2182, which are required for admission to the Program. Students take SOWK 2183 in the second summer session, and it is during this time period when applications to the BSW Program are submitted.

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. Field education (Practicum and Seminar) occurs in the final year when students integrate and apply learning from content areas to 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.

## **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 Room 103 of the CHHS Building. 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 Student Advising** is provided by faculty members in 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 CHHS 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.

## **Social Work Course Descriptions**

**SOWK 1101. The Field of Social Work. (3)** Introduction to the social work profession, including its history, values, and areas of professional practice. *(Fall, Spring, Summer)*

**SOWK 2182. Human Behavior in the Social Environment I. (3)** Pre-requisites: BIOL 1110, BIOL 1101L, SOCY 1101, and PSYC 1101. Pre- or co-requisite: SOWK 1101. Human development within the biological, psychological, and social structure as it occurs throughout the lifespan. *(Fall, Summer)*

**SOWK 2183. Human Behavior in the Social Environment II. (3) Prerequisite:** SOWK 2182. The foundational framework for understanding human interaction between individuals, families, communities, and larger social systems. *(Spring, Summer)*

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

**SOWK 3133. Community Engagement and Outreach. (3)** Prerequisite: Upper Division standing. Corequisites: SOWK 3120 and SOWK 3199. Students engage in experiential learning in order to effectively prepare for social work practice with vulnerable populations, and specifically to enhance their ability to build relationships and facilitate access. *(Fall)*

**SOWK 3181. Practice Methods I. (3) Prerequisite:** Upper Division standing. Co-requisite: SOWK 3900. Development of competencies within generalist social work practice methods with an emphasis on working with individuals. *(Fall)*

**SOWK 3182. Practice Methods II. (3) Prerequisites:** Upper Division standing and SOWK 3181. Co-requisite: SOWK 3482. Development of competencies within 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, SOWK 3181. Co-requisite: SOWK 3484. Development of competencies within generalist social work practice methods with an emphasis on working with communities and large systems. *(Spring)*

**SOWK 3199. Professional Behaviors, Ethics, and Communication. (3) Prerequisite:** Upper Division standing. Corequisites: SOWK 3120 and SOWK 3133. Issues related to professional values, professional identity, continual learning, and best practices for social workers in a variety of practice situations. *(Fall)*

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

**SOWK 3202. Social Welfare Policy. (3)** Prerequisites: Upper Division standing and SOWK 3201. Critical analysis of social welfare policy, including policy development and reform processes and outcomes. *(Spring)*

**SOWK 3482. Field Practicum I. (5) (O)** Prerequisites: Upper Division standing and SOWK 3181. Co-requisite: SOWK 3182. Students complete an approved supervised field experience 16 hours per week. Students concurrently participate in a field seminar to reinforce and enhance their field experience. *(Fall)*

**SOWK 3484. Field Practicum II. (6) (O)** Prerequisites: Upper Division standing, SOWK 3182, and SOWK 3482. Co-requisite: SOWK 3184. Students complete an approved supervised field experience and concurrently participate in a field seminar to reinforce and enhance their field experiences. *(Spring)*

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

**SOWK 3900. Social Work Research I. (3)** Prerequisite: Upper Division standing. Introduction to research methods and skills used in social work. *(Fall)*

**SOWK 3988. Social Work Research II. (3)** Prerequisites: Upper Division standing and SOWK 3900. Corequisites: SOWK 3182 and SOWK 3482. Quantitative and qualitative research and the understanding of scientific and ethical approaches to building knowledge. *(Fall)*

## 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 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.
2. **Course Grades.** Students must receive a grade of C or better in every Upper Division SOWK course, including practicum. A Level II review will be called if a student earns a D or F in any required social work course. 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 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 will decide whether the student will be permitted to repeat the field practicum course. Field Committee denial decisions for repeating practicum will result in a student's dismissal from the major. In addition, a student who is permitted to repeat practicum and

does not achieve a grade of C will be dismissed from the major.

### **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 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.*

## **North Carolina Child Welfare Education Collaborative**

The North Carolina Child Welfare Education Collaborative was established in 1999 to improve public child welfare services in North Carolina and is administered by the Jordan Institute for Families at UNC Chapel Hill. Schools participating in the Collaboration offer curricula that not only meet the state's pre-service competency requirements, but also include specialized, in-depth training in child welfare best practices and theory.

The Collaborative is a joint effort of the NC Division of Social Services, the NC Association of County Directors of Social Services, the National Association of Social Workers NC Chapter, and the following thirteen (13) social work programs in North Carolina as follows:

### **Collaborative Programs:**

- Appalachian State University (BSW)
- East Carolina University (BSW & MSW)
- Fayetteville State University (MSW)
- North Carolina State University (BSW)
- North Carolina Central University (BSW & MSW)
- The Joint MSW Collaborative Scholar Program (MSW), NC A&T SU, and The University of North Carolina at Greensboro
- Methodist University (BSW)
- Shaw University
- The University of North Carolina at Chapel Hill (MSW)
- The University of North Carolina at Charlotte (MSW & BSW)
- The University of North Carolina at Greensboro (BSW)
- The University of North Carolina at Pembroke (BSW)
- The University of North Carolina at Wilmington (BSW)
- Western Carolina University (BSW & MSW)

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. A "waiver school" is one that offers a specialized classroom and field curriculum in public child welfare to BSW and MSW students to prepare for practice in public child welfare.

During the academic year of 2008-2009, UNC Charlotte became a Collaborative Scholar Program and will continue this status during the 2014-2015 academic year. A "scholar school" is one that offers the waiver program (see above), and, also, provides modest stipends to "scholar students."

Upper Division BSW Social Work Majors and MSW students are eligible to apply to the Collaborative as a “waiver” or a “scholar” student. The Department of Social Work at the University of North Carolina at Charlotte requires that each Child Welfare Scholar or Child Welfare Waiver student enroll and complete the UNC Charlotte Child Welfare Class, receive a final grade of a (B), and meet DSS compliance requirements for practicum placement in order to continue in the Child Welfare Collaborative Program. The final requirement is that the student must have a field practicum in a Department of Social Services Agency- Youth and Family Services for a full academic year and receive a grade of at least a (B) for the course.

Practice skills, knowledge and values related to Child Welfare are infused in the curriculum and all Child Welfare students must complete the Transfer of Learning Activities as a component of their field work, review with their field instructor, and a copy is kept on file in the Child Welfare student file at UNC Charlotte

Upon successful completion of the Child Welfare course and Field Placement, along with the other required classes for their degree, “waiver” and “scholar” students receive a certificate indicating they have successfully completed the pre-service training competencies. Waiver students may be hired at a NC county DSS with six (6) months of experience. “Waiver” students are not obligated to work in a county DSS upon graduation.

After getting their degree, **“scholars” provide six months of employment at a North Carolina department of social service for each semester of financial support received from the Collaborative. A minimum employment commitment of one year, in direct practice or supervision of direct practice, is required.** Students completing the program receive a Scholar Completion Certificate. For a better understanding of how the program works, take a look at ["The Path of a Child Welfare Scholar" http://ssw.unc.edu/cwec/materials/path.pdf](http://ssw.unc.edu/cwec/materials/path.pdf)

If students do not work at DSS for the time specified by their awards, the student must repay any funding received with interest. Please contact Dr. Mark Ezell, BSW Program Director, for further information at 704-687-7924 or email at rezell1@uncc.edu

## **BSW Program Standards for Social Work Education**

The UNC Charlotte Department of Social Work Standards for Social Work Education set 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.

Persons who teach and supervise students, along with the Program Director, 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:

1. University's regulations regarding student conduct (<http://legal.uncc.edu/policies/ps-104.pdf>);
2. Department of Social Work Standards for Social Work Education (see below); and
3. 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 applies to students enrolled in the Department of Social Work at 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 comprehension, and/or expressive skills to communicate about ideas and feelings:

- a) **Written:** Writes clearly, uses correct grammar and spelling. 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 all written assignments to standards specified by faculty. Note: Students may be required to attend the Writing Resource Center to enhance written communication skills.
- b) **Expressive:** 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 English comprehension and expression to understand content presented in the program, to complete assignments that involve language expression, 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 personal actions 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.

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\*See Appendix A for a list of courses that are preapproved as Population Group courses.

## 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 or 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](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](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, Awards, and Scholarships**

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 31<sup>st</sup> 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 31<sup>st</sup>, the following to the CHHS Advising Center, College of Health and Human Services, room 103.

Completed Application Form: Is available for download on the Advising Center - Scholarships webpage.

1. References from two members of the faculty that address criteria 1, 3 & 4: Reference forms are available for download on the Advising Center – Scholarships webpage.
2. 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.
3. 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.
4. Current UNC Charlotte transcript

## Useful Websites

### A. Code of Ethics of the National Association of Social Workers

<http://www.socialworkers.org/pubs/code/code.asp>

### B. Council on Social Work Education Educational Policy and Accreditation Standards

[www.cswe.org/File.aspx?id=41861](http://www.cswe.org/File.aspx?id=41861)