

Department of Rehabilitation, Social Work & Addictions



→ **Social Work**
Student Handbook



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Purpose of Handbook

The purpose of this handbook is to address general information critical to your success in the completion of the Bachelors of Social Work degree at the University of North Texas, as well as help guide and orient you to the field of social work. Included in this material is information about the degree program, policies and procedures, admissions, practicum, advising, curriculum and general information to help you progress through the program. This handbook supplements information that is provided to you in the University Catalog, class schedule and other UNT policies and procedural manuals. However, it does not represent a binding agreement. Information in the current UNT Undergraduate Catalogue and current University policies/procedures take precedence over information presented in this handbook. This document is not intended to include everything you need to know; you are responsible for knowledge of all university policies and procedures that may affect your educational experience. While it is always good to talk to your colleagues and fellow students, and to help each other keep up with requirements and deadlines, different students may be under different degree plans—so don't take another student's advice as the final word. You are encouraged to come in to the department for assistance to address any issues/concerns at any time.

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DISCOVER THE POWER OF IDEAS

UNT Social Workers have...
A perceptive eye,
A resourceful mind,
An understanding heart
And a commitment to action!

College of Public Affairs & Community Service (PACS) and the Department of Rehabilitation, Social Work & Addictions (DRSWA)

The Social Work Program is located in the Department of Rehabilitation, Social Work & Addictions (DRSWA), in the College of Public Affairs & Community Service (PACS). The College is composed of six academic departments and several centers and institutes. Undergraduate and graduate degree programs in the school focus primarily on applied behavioral and social sciences including programs in rehabilitation, addictions, aging, criminal justice, emergency management, and behavior analysis. In the PACS, you have a chance to augment social work skills with training in special populations and settings where you might decide to work such as child welfare and aging. The sociology and anthropology programs also provide opportunities for in-depth studies in human diversity and different cultural perspectives. If you take advantage of these opportunities, you can have a truly rich and extensive educational experience.

Profession of Social Work

Social work is a growing, dynamic profession with many challenges and rewards. Social work is rooted in efforts to improve the lives of individuals, families, groups, organizations, and communities, experiencing difficulties in social functioning and the demands of living. It is part of the mission of the social work profession to ensure that people have equal access to resources, services, and opportunities within the environment. The profession is dedicated to social change, facilitating positive relationships including person-to-person relationships and relationships between people and social institutions. Social workers place great importance on honoring the dignity and worth of individuals and recognize the right of all people to make basic choices about their lives and the services they receive.

The true strength of social work lies in the commitment of individuals who have made it their profession. Social workers are individually responsible for maintaining high standards of ethical conduct and for assuring high quality services guided by current knowledge and well developed skills. They are careful to show respect for the unique characteristics of diverse populations. The social work profession therefore requires a significant commitment on the part of those individuals who choose to become social work professionals.

Social Workers are in great demand in a number of human service settings and fields. Upon graduation, you will be qualified for positions in a variety of human service settings, including family service agencies, mental health and mental retardation centers, hospitals, rehabilitation programs, child welfare settings, neighborhood centers, correctional facilities, aging programs, community living facilities, private nonprofit human service programs and substance abuse programs, among others. Labor market trends forecast continued growth in human service professions.

Social Work Program at UNT

The University of North Texas is a great place to get a Social Work Degree. The program is designed so that you gain a solid foundation in social work knowledge, skills and values you will need for competent practice. The Bachelor of Social Work Degree (BSW) is designed to prepare you for a beginning generalist level of practice in social work. You are provided opportunities to get out into the community to practice skills, test knowledge, and to get involved in social work organizations and

networks from the beginning of your educational experience. This major also prepares you for entry into graduate schools of social work, often with advanced standing, or for entry into graduate programs in other professional or academic fields.

UNT's undergraduate social work program is fully accredited by the Council on Social Work Education (CSWE), assuring that it meets or exceeds minimum national standards and provides a quality education. The UNT program has been continuously accredited since 1974.

As a social work major, you will take courses which include content in social policy, law, economics, human behavior, social services, and racial and ethnic diversity. You will gain skills in advocacy, interpersonal communication and problem solving and learn about intervention techniques. These courses prepare you with a beginning generalist perspective. Extensive practical experience in community placements is combined with comprehensive classroom curricula to build an in-depth and well-rounded program. It is our hope that your experience at UNT will be challenging and rewarding. A social work degree does more than give you an education; it opens the door to a profession. Because this is true, you will be expected to practice professional behavior and attitudes as you progress through the program.

Program Mission

The overarching mission for the University of North Texas social work program is to equip students with the values, skills and knowledge necessary to become competent and caring beginning generalist social work professionals, preparing them to work flexibly and with discipline with individuals, families, small groups, organizations and communities.

Program Goals

If the program is successful, graduates will

Hold a strong commitment to self-development, client-development and societal-development;

Be able to work productively within a variety of social service contexts, confident of their skills and of the vital role which social work can play, yet willing to learn from and share with other disciplines;

Understand how social systems function and be willing to work to change those systems when such change will promote greater opportunity and equality among all segments of society;

Value the partnership role with the client, working with confidence in the knowledge and skills which they possess, but always within a context which supports diversity and fosters client autonomy and growth; and

Hold fast to the ethics and values, which under gird and sustain the social work profession.

BSW Program Objectives

The following objectives and educational outcomes are guided by the program goals:

- A. Apply critical thinking skills within the context of professional social work practice with diverse populations across the lifespan.
- B. Practice within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity as it is manifested in the interrelationships of gender, race, class, ethnicity, disability, age, sexual orientation, and religious and political viewpoints, with people of all ages.
- C. Demonstrate the professional use of self.
- D. Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice in regard to diverse populations of all ages.
- E. Understand the history of the social work profession and its current structures and issues.
- F. Apply the knowledge and skills of generalist social work to practice with systems of all sizes and with people of all ages.
- G. Apply knowledge of bio-psycho-social variables that affect individual development and behavior across the lifespan, and use theoretical frameworks to understand the interactions among diverse individuals of all ages and the interactions between those individuals and the surrounding social systems (i.e., families, groups, organizations and communities).
- H. Analyze social policies and their impact on diverse populations across the lifespan, as they are embodied in social systems and agency structures.
- I. Evaluate research studies and apply findings to practice, and under supervision, evaluate their own practice interventions and those of other relevant systems.
- J. Use communication skills differentially with diverse people of all ages, including clients, colleagues, and other members of the community.
- K. Use supervision appropriate to generalist practice.
- L. Function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change.

Liberal Arts Foundation

The Core Curriculum of UNT (55 credit hours) provides a liberal arts foundation as required by CSWE, the accreditation body for the profession. The liberal arts foundation builds the general knowledge necessary for entry into social work courses and allows you to gain a broad and balanced educational background upon which you can build professional knowledge and skills. These courses will contribute to your understanding of human functioning, how individuals act in the environment and with various social systems, different worldviews, critical reflection, institutional structures and processes, historical movements and societal issues. You will gain basic competence in critical thinking and communication, and build a foundation of knowledge in history, society, politics, the arts, economics, math and science. The UNT core is explained in the “academics” portion of the undergraduate catalogue.

Pre-Major Courses

If you intend to declare Social Work as a major, but have not yet been accepted into the program, you can develop a pre-major degree plan to help in planning the sequence of courses needed for your degree. You may indicate an intention of majoring in social work at any point during your academic career. Pre-major courses allow you to make an early determination about whether this program is right for you and ensures that you have the necessary preparation to perform in social work courses. You are encouraged to consult with the social work program and College of Community Affairs & Community Service (PACS) advisers regarding degree requirements at any time.

You must complete the pre-major courses or get specific permission from the program director, before taking courses in the major. Performance in the pre-major is used as one means to evaluate you for formal admission to the major.

Pre-major courses are as follows:

- SOWK 1450 Introduction to Social Work (with a minimum grade of C)
- SOCW 2430 Policies, Issues and Programs in Social Welfare (with a minimum grade of C)
- RHAB 3000 Microcounseling
- SOCI 1520 Contemporary Social Problems
- BIOL 1110 & 1115 Animal and Human Biology
- PSYC 1630 General Psychology I

Upon completion of the pre-major courses, you are then ready to make application for formal admission to the social work program. Application to the major should occur within 30 days of the beginning of the spring or fall semester. Formal acceptance into the social work program is not guaranteed upon completion of the pre-major requirements.

Admission Procedures

Each student who desires to major in social work at UNT must make a formal application for admission. Enrollment in some upper level social work courses is restricted to majors only, so admission typically occurs late in the sophomore year or early in the junior year.

Application Requirements

Application for the social work program requires:

1. Substantial completion of the University Core Curriculum. These are the general education courses and Liberal Arts base that enhances the educational experience of the social work major
2. Satisfactory completion all pre-major requirements that support the major
3. A grade of C or better in Introduction to Social Work (SOCW 1450) and Policy (SOCW 2430)
4. A minimum overall Grade Point Average of 2.25

5. Demonstration of beginning level competence for the knowledge, values and skills appropriate to the social work profession (interpersonal skills)
6. Demonstration of responsible behavior in meeting program and course requirements
7. Submission of a written statement

If you do not meet these admissions criteria, you may petition for an exception. This should be included with the admissions packet. However, typically you must wait until all requirements are met.

Packet Materials Required

The process of admission requires completion and **submitting the following** for consideration:

1. An application Form (Applications are available in the social work office and School of Community Service Advising Office)
2. The Cover Sheet for the application
3. The semester-by-semester plan for the completion of the degree. (This plan must be developed in consultation with a social work faculty member)
4. A personal self assessment addressing these questions:
 - a. *What makes a good social worker?*
 - b. *What strengths do you possess that will make you a good social worker? Give evidence to support your statements. What additional strengths do you need to cultivate? How do you expect to cultivate those strengths? What challenges do you face? How will you address those challenges?*
 - c. *What do you see as the most important social problem(s) facing your country today? What should a good social worker do to respond to the problem(s)? (Foreign applicants may choose to address issues in the U.S. or their home country)*

Recommendation Criteria

Admission to the social work program is selective with a limited number of slots, so admission may be restricted. An Admission's Committee comprised of social work faculty will review and evaluate your application packet with the utmost care. The professional judgment of the social work faculty plays an important role in ranking candidates and making formal recommendations for admission to the program. You should take care in preparing the application to provide the social work faculty with adequate information to assess the your readiness and appropriateness for the profession. If additional questions should arise, or if an interview is required, you will be contacted by the Admissions Committee.

Decisions regarding admission are made based on criteria such as:

- a. Demonstration of college-level writing
- b. Motivation to pursue a career in social work
- c. Potential for commitment to social work values and the Code of Ethics
- d. Basic level of self awareness regarding one's own strengths and needs for further development
- e. Demonstration of responsible behavior (keeping appointments, on-time, respectful of peers and instructors)
- f. Appropriate interpersonal and communication skills

- g. Performance in the pre-major courses (grades, attendance, timely submission of work, faculty feedback, quality of work)
- h. Capacity and commitment to work with oppressed and diverse populations

Admissions Status

Upon completion of the evaluation of your Admissions Packet, the admissions committee will assign one of the following statuses:

- 1. Unconditional Admission:** The student has satisfactorily completed all requirements for admission and is ranked high enough to be accepted into the program.

- 2. Conditional Admission:** The student has substantially met the requirements for admission, with one or more of the following deficiencies:
 - a. The student has not completed all the pre-major courses, but will have completed them by the end of the semester in which they are enrolled at the time of application.

 - b. The student has a GPA which falls slightly below the minimum requirements for admission, but recent work indicates that it will be above the minimum by the end of the semester in which they are enrolled at the time of application.

 - c. The student has received a grade of “D” in no more than one social work course and the student is in the process of repeating that course. The grade must be raised to at least a C by the end of the semester in which they are enrolled at the time of application.

 - d. If there is sufficient space in the program for additional admissions, the faculty may extend conditional admission to students who will complete the deficiencies outlined in “a” to “c” above to the semester following application to the program. In those cases, students whose deficiencies fall under “a” above will be given precedence over those with “b” deficiencies and both “a” and “b” will be give precedence over “c” deficiencies. The number of classes remaining in the pre-major and the specific GPA may also be considered in extending the conditional admissions.

 - e. If the student exhibits poor writing skills or if there is cause for concern in other areas, admission may be made on a conditional basis. This determination is based on the severity based on the severity and the nature of the concern.

Upon completion of the requirements, the student's status will be changed from conditional to unconditional automatically; the student will not be required to reapply for admission. If the student fails to rectify the deficiencies within the time frames noted, s/he will be required to reapply for admission.

3. Denial of Admission: This status is given to applicants who do not meet the requirements for admission and do not show evidence of the potential to meet those requirements by the time frames specified above.

This status shall also be given to applicants who meet the requirements for admission but whose ranking by the faculty falls below that required to place them in one of the available slots in the program.

If you are denied admission to the program, you will be assisted in accessing Student Services for the exploration of other career options. However, in most instances you may reapply to the program. You will receive notification of the status of your application, in writing, within 30 days following the admissions deadline. If you receive conditional admission, you will be clearly told of the deficiencies identified in the admission process.

You may contact the designated social work faculty member regarding any questions about these procedures or your status in the program. If you are not admitted into the program, you may meet with your advisor to discuss the possibility for re-submission. You are eligible to follow set UNT grievance procedures if you remain dissatisfied with the admissions decision. You will receive a copy of the procedures for appeal as requested.

If you receive a second “D” or “F” upon re-taking a social work class will not be admitted to the program.

Admissions Deadline

The application deadline is 30 days after the beginning of the **SPRING** or **FALL** semester in which you will complete the pre-major requirements. The completed application and all required materials should be submitted to the DRSWA. Please be sure to maintain your own personal copies of all materials submitted.

Curriculum Requirements for Bachelor of Science in Social Work (BSW)

Curriculum requirements for the Bachelor of Science in Social Work are based on university requirements related to the Core Curriculum (requiring a minimum of 47 hours) and determined by the program’s mission, goals and objectives. In addition, the curriculum is organized in accordance to the standards and policies for content as specified by the CSWE Curriculum Policy statement. This includes specifications for a professional foundation for social work education (see Appendix A).

Course work for the social work major is offered at the junior and senior level. It is expected that you gain the knowledge, skills, and values in these foundation areas to become a social worker. Each course provides essential content necessary to perform as a beginning generalist practitioner. All requirements must be completed by graduation. You are required to become very familiar with all university and department requirements in order to fulfill graduation requirements. Requirements for the Bachelor of Social Work degree include the following. (See Appendix B for typical sequencing of course work).

1. Hours Required and General School Requirements: A minimum of 124 semester hours, of which 42 must be advanced, and fulfillment of degree requirements for the Bachelor of Social Work degree as specified in the "General University Requirements " in the Academics section of this catalog and the School of Community Service requirements. A Grade of "C" or better is required in all social work courses.

2. Academic Foundations/Core Curriculum: Fifty-five semester credit hours of basic course work offer you a broad educational background. You gain basic competence in critical thinking and communication and build a foundation of knowledge in history, society, politics, the arts, economics, math and science.

3. Major in Social Work: Social Work is a complex and evolving professional field requiring a number of different skills, including the capacity to develop and change as the professional knowledge base expands. Social workers are strongly committed to lifelong learning and the development of practice skills. The content in the social work major is organized around five professional foundation areas. Together, these foundation areas form the basis for competent practice. You can also expect content in professional ethics and values and content related to human diversity to be addressed throughout the social work curriculum (see Appendix C for detailed course descriptions). The five professional foundation areas are:

1. Human Behavior and the Social Environment
2. Social Welfare Policy and Services
3. Social Work Practice
4. Research
5. Field Practicum

Life or work credit is also not given to replace any of the professional foundation courses. In addition, the department does not have proficiency examinations or a means to "test out" of social work courses.

4. Pre-Major Requirements: The following courses are specified as pre-requisites for admission --

Introduction to Social Work (SOWK 1450)
Social Welfare Policy (SOWK 2430)
Microcounseling (RHAB 3000)
Biology & Laboratory (BIOL 1110/1115)
Social Problems (SOWK 1520)
Psychology (PSYC 1630)

5. Minor Requirements: A minor field of study is optional for completion of a degree in social work. The respective department specifies completion of all requirements for a minor. There is no option to minor in social work, but a minor in human services is available through the School of Community Service.

6. Electives: Any approved UNT courses you and adviser deem appropriate to the degree may be selected. Caution must be exercised to ensure that you fulfill the university requirement of 42 hours of advanced-level course work. While a Foreign Language is not required for the BSW, it is strongly

recommended that you be proficient in either Spanish or American Sign Language. There are many courses within the university that can enhance your preparation as a social work professional, ask your advisor for assistance in this area. The availability of electives vary from semester to semester depending on interest, resources, community demand.

7. Other Requirements: Quantitative Methods of Social Research (SOCI 4880)

Dual major: Social Work and Gerontology

Social work students at UNT are fortunate to have an opportunity to complete a double major in Social Work and Gerontology. It is expected that number of Americans over the age of 65 will double in the next few decades, and only 5% of those will live in nursing homes. This trend presents many exciting practice opportunities for social workers in a wide variety of settings. UNT is committed to training social workers to meet the needs of an aging society.

The dual major in Social Work and Gerontology prepares students to practice as generalist social workers in aging settings. Students complete the Social Work program and take 24 hours of coursework in the aging program, including courses in aging and sexuality, minority aging, the psychology of death and dying, and others. At the end of the dual program, students participate in a practicum in an appropriate agency. Graduates with the dual major are highly sought after and jobs are plentiful.

Academic Advising

Advising is a very important component of your educational process. A comparatively low faculty/student ratio at UNT allows you to receive highly individualized academic advising and professional interaction. This plays a significant role in the development of a degree plan that meets your individual needs and interests.

There are two advising processes available to assist you:

1. **Professional social work advising.** The Social Work Faculty Advisor deals with issues related to the social work profession. The social work curriculum is highly structured and requires careful sequencing of courses. Any errors may postpone graduation by an entire academic year. The Program Advisor will ensure that you are properly sequenced for social work courses and develop a semester-by-semester plan. If you deviate from the plan, you need to meet with the faculty program advisor to update that plan. Later in the program, the Director of Field Instruction will work with you on finding internships.
2. **Academic advising.** You are assigned an academic advisor upon enrollment to the university based on your pre-major or major. The social work academic advisor is housed in the College of Public Affairs & Community Service (PACS) Student Affairs Department. You will need to meet with your advisor early on in the program to help plan your progress and deal with problems that may arise. You should not drop or add courses without first talking to your advisor. Academic plans should be periodically updated and you are expected to follow the plan if you are to complete the degree program in 4 years.

The advisor assists with the following tasks:

1. Providing information on college requirements and interpreting university/department policies
2. Guiding students in curriculum offerings by developing a degree plan to ensure that courses are selected in proper sequence
3. Assessing the aptitude and performance of students
4. Providing a resource for students having problems or needing additional resources

Field Instruction

Field instruction is an important part of social work education. Professional standards require that you apply what you have learned to actual problems in the field. Therefore, field instruction provides the opportunity for you to practice knowledge, values and skills learned, and develops as a professional in an agency setting. In the process of “Learning by Doing”, you are exposed to a variety of experiences with adequate supervision before you actual practice, protecting you as well as potential clients. You must become very familiar with the requirements and guidelines for Field Instruction by referencing the **UNT Field Manual-2002**.

Application to Field

You may apply for field when you have met the following criteria:

1. Completed and submitted a field application
2. Successfully completed or in the process of completing the practice courses
3. Have an overall GPA of 2.25 prior to being admitted into field

The Director of Field Instruction will disseminate information on requirements for the field process in the semester before you desire to go into practicum.

Field Process

You are required to attend an orientation session about the field process and will receive the Field Education Manual that details step-by-step policies and procedures. You must have two practicum's (one per semester) in order to graduate and will continue with the same agency over the two semesters. Depending on your degree plan, you may enter the internship for a split Fall and Spring (430 hours) placement extending through both semesters or in a block placement in the summer (420 hours), requiring completion of all hours in the summer.

You will negotiate the specific hours for the internship with your Field Supervisor. The hours average 16 hours per week in the split placement and 35 hours per week in the summer block. You generally must arrange your course schedules to ensure availability during daytime hours. You must make proper arrangements (employers, financial aide, ensuring reliable transportation) with these expectations in mind.

Field Courses

You must enroll in the following courses for the field instruction component of social work education:

1. Field Practicum I (SOWK 4820) & Field Practicum II (4830)
2. Senior Seminar - You are required to attend a weekly Field Practicum Seminar as a part of 4820/4830 while you are in field placement. This course is related to practice, problems, and application of social work theory to professional practice.

Agency Selection

Placement settings are based on your needs and interests, availability of placements, supervision, agency commitment to partner with UNT, practical considerations, and agency needs. You will complete an application that includes questions regarding your preferences in field of practice, but agency assignment *cannot* be guaranteed. Agency sites encompass a number of social service agencies in the DFW area. You may not approach agencies without prior approval of the Field Director. The Director of Field Instruction makes the final determination regarding acceptance for field practicum.

Life / Work Experience Credit Policy

Field instruction is of central importance to the educational development of social work students. As such, it integrates the professional foundation of your course work. In accordance with CSWE policy, you are not given academic credit for past life or work experience in lieu of field practicum, or for continued work in a position in which you were previously employed.

Field Practicum Evaluation

The evaluation of your performance in Field Practicum is based on the fulfillment of agency and university accomplishments, completion of learning objectives, and overall professional behavior. You must also complete an integrative project to demonstrate evidence of competencies in the professional foundation social work courses. The UNT seminar instructor will assign you a grade from A – F. Mutual sources of feedback are solicited and you are also provided the opportunity to evaluate your field supervisor.

Transfer Credits

The department's undergraduate program is structured to meet the needs and interests of students transferring from community colleges. As a transfer student, you will receive close advising to facilitate the process in accordance to overall University transfer policies. The evaluation of credits that may transfer to UNT are made by the university advisors to determine if courses are equivalent to UNT courses. You are responsible for providing documentation of previous coursework as necessary (official transcripts, syllabi/or catalog descriptions).

Minor (Optional)

A minor is not required for a degree in social work, however, you may select a minor field of study in consultation with your advisor. A minor requires at least 18-21 semester hours in a given subject, including 6 hours of advanced work. The department offering the minor determines specific course sequences. Minor requirements are listed in the university catalog for each of the degree areas where a minor is offered.

Student Records

Each social work student will have files maintained in the department. Documents in these records will include materials that reflect your progress throughout the program. Records include, but are not limited to, admissions documents, academic histories, correspondence, learning contracts, field evaluations, student conferences and adverse action. The DRSWA observes privacy rights and follows university requirements in the maintenance of student records. The student record is confidential and will not be disclosed without written consent from you. You should maintain personal records of any correspondence in regard to your academic career, including letters of application and acceptance, degree plan, any approved variances in course work, and course syllabi.

Scholarships

The Title IV-E project at UNT provides scholarships to students interested in careers with Child Protective Services. The department has a contract with the Texas Department of Protective and Regulatory Services, Region 3. Decisions on awarding stipends are made based on student interest and are awarded in the senior year. Interested students are required to take a Child Welfare course, meet agency requirements, and agree to employment with the agency upon graduation. Information on the application process for Title IV-E can be obtained from the social work program.

Social Work Student Association

There are 250 different student organizations on the UNT campus ranging from professional to special interest. Participation in campus organizations is encouraged and greatly enhance your education and university experience. The social work association is recognized as a university organization and is provided all voting rights allowed by university. The Social Work Student Association (SWSA) provides you with the opportunity to become involved in campus and community activities that promote social work values, practice and increase the visibility of the profession.

The SWA is made up of both pre-social work and social work majors. The association elects their own officers and determines its goals and function. You are invited to join and should watch for announcements regarding scheduled meetings throughout the semester or contact the social work office for contact information.

Some of the benefits to participation in the SWA include:

1. Community service and involvement
2. Student empowerment
3. Gaining organizational skills in the planning of service activities
4. Networking opportunities and collaborating with other students, faculty and the community at large
5. Participation in social events

The website for the Social Work Student Association is <http://orgs.unt.edu/swsa>

Student Participation in School Governance

Student participation in program issues are highly valued and solicited on an ongoing basis. The social work program maintains an ongoing process of program evaluation and policy development with student input. You have the opportunity to serve on task forces that make policy, hire faculty and develop curriculum. You will evaluate each course and instructor at the end of the semester. The program also solicits feedback from a suggestion box available to social work students.

The Program Advisory Committee is composed of students, graduates, community professionals and consumers; providing an opportunity for a feedback loop from community members and student representatives. The Social Work Student Association also provides another means for your participation in governance with the department. Students from this organization will elect students to serve on the Program Advisory Committee or any department committees deemed necessary. The designated faculty liaison with the organization provides support and is available as a resource.

Communication with Students

The department posts information of importance to social work students on its website. All faculty members are also accessible and you can contact faculty members by: phone, email or mail. All professors maintain posted office hours and you are encouraged to make appointments as needed.

Awards & Recognition

The department and School of Community Services offer recognition to students who make a special contribution to the department, university or community. You can get information about award categories from the BSW program office. Recognition ceremonies are usually held in April of each year in the department. In addition, a University wide event is held each year to honor students.

Students Rights & Responsibilities

It is your responsibility to be familiar with and abide by the “Code of Student Conduct” as well as other rules, regulations and guidelines that detail expected behaviors. In addition, you are expected to obey all local, state and federal laws. Ignorance of these guidelines is not an acceptable excuse. Disciplinary procedures are also outlined and a copy of handbook is distributed at new student orientation. (See Appendix D for a summary of some UNT policies and regulations)

Important academic guidelines include:

Academic Standards:

As a UNT student, you are expected to maintain a commitment to intellectual integrity and academic honesty.

Academic misconduct subject to disciplinary action includes, but is not limited to:

1. **Cheating** – Cheating is a violation of academic integrity and is not tolerated. This refers to copying, unauthorized assistance, dual submission of a paper or project, or any other acts designed to give a student an unfair advantage.
2. **Plagiarism** – Involves knowingly using the materials, thoughts or ideas prepared by another, taking credit for work that is not your own, or use of another's work without full and clear acknowledgement.

You are encouraged to become familiar with the academic rights and responsibilities established for UNT students (See Appendix E).

Academic Performance

Scholarly work is expected and academic requirements are set to help students reach the goal of becoming professional social workers. Scholarship standards for the social work program requires that you maintain a C average in all major courses. If you fall below the recommended performance level, you should consult with appropriate faculty members. As per UNT policy, you may repeat most social work courses once. However, if the field practicum is failed, it may not be repeated.

A formal review of academic progress is made upon application to the major and again at the time of application for field. A plan for disciplinary action will occur if the:

1. Student's overall GPA falls below 2.25
2. Student receives a "D" or "F" in any social work class (a failing grade in practicum will automatically result in termination from the program)
3. Student receives an "I" in either of the practicum classes

You may be recommended for academic support if problems become evident.

Professional Conduct

All social work faculty and students should be concerned with maintaining the integrity of the social work profession. Social work is a professional degree and as such, is guided by professional standards of conduct and are to follow university policies and regulations as indicated in the UNT Student Handbook as well.

Social work students must conduct themselves in a manner that is congruent with ethical standards of the profession as specified in the National Association of Social Work (NASW) Code of Ethics and must uphold core social work values. You will receive a copy of the Code of Ethics and sign off on adherence of the code while in field placement.

Due to the professional nature and helping role of social work, impairment in some areas may not be conducive to a career in this field (mental illness, substance abuse, previous felony, child abuse record). If you have concerns that your background may cause difficulty for a career in the profession of social work, you are encouraged to meet with the BSW Director about your concerns. However, it is your responsibility to investigate how this may affect your capacity to be licensed or attain work as a professional social worker.

Once you have been admitted to the program, failure to uphold the NASW and Texas Code of Ethics may result in dismissal from the program.

Adverse Action

Some violations of conduct compromise the student's integrity and ability to perform as a professional social worker.

Areas of Misconduct

Some critical areas of misconduct that require adverse action include, but are not limited to:

- **Professional Ethics.** This involves violations of professional standards (i.e. conflict of interest, sexual activity, sexual harassment, derogatory or unprofessional language, breach of privacy/confidentiality, deceit, misrepresentation, physical/verbal abuse, client endangerment, falsification of records). Disciplinary action will be based on the nature of the violation, circumstances etc).
- **Mental illness/Substance Abuse.** This may include the possession/consumption of alcohol or substances, as well as impairment as result of illness/substance abuse. Although impairment is not in itself reason for dismissal, there is concern regarding the effect any impairment may have on the student's ability to perform. The emotional instability of the student may impede competency and effectiveness with the client system. Consideration of disciplinary action is determined by the nature of student impairment and receptivity to appropriate intervention.
- **Illegal activity.** Violations of law are considered in regards to the extent of the criminal activity and violation of professional values (i.e. fraud, forgery, telephone misuse, theft, unauthorized use of school property). Activity outside the professional role of social worker are considered and reviewed on an individual basis. Circumstances will be reviewed on an individual basis.
- **Classroom/Field behavior.** The disruption of class or field activities are prohibited. Behavior that undermines class progress, other students, field agencies, impedes learning or the assistance client systems is subject to disciplinary action (e.g. failure to use sound judgment in work with clients and oneself, incapacity to communicate effectively, inadequate interviewing and interpersonal skills, violations of personal integrity, failure to adhere to field agency policies & standards, and any behavior that interferes with student function or jeopardizes the welfare of clients/co-workers). Disciplinary recommendations will depend on the nature and severity of disruptive behavior.
- **Academic performance.** Students with grades falling below the recommended performance level of at least a grade of "C" for all social work major courses will face disciplinary action. Efforts will be attempted to assist the student in improving performance.

All students are to act as a gatekeeper for the profession. If you observe others violating professional/ethical conduct, you are encouraged to file a complaint in writing. The complaint should include the name of the alleged violator and the nature of the violation. The violating student will be informed of the accusation. The student must respond in 5 days to the report. A committee will be appointed to review the complaint.

Review Process

It is the intent of the social work faculty to find a fair and equitable resolution to problem areas, which protects the student rights, upholds the standards of professional conduct and protect the welfare of future clients. The following is the review process regarding misconduct allegations:

1. Social work faculty is made aware of any violation
2. The issue is brought to the attention of the social work in a faculty meeting and a determination made regarding sufficient evidence supporting the complaint or violation to proceed
3. With sufficient evidence, the faculty will hold a review and discuss the violation/concerns with the student. The student may submit documentation in response to the concerns.
4. The faculty will meet again to consider appropriate action

Based upon evidence presented and discussed, the faculty may initiate the following action:

1. None
2. Corrective Action (i.e. probation, suspension, removal/delay or denial of field practicum, withdrawal/failure from course)
3. Denial of Admission/Termination from social work program (the student will be notified in writing)
4. Referral to the student to the Dean of Students' office / UNT police for investigation
5. Any other action deemed appropriate by the social work faculty

Any adverse action (other than denial of admission or termination from the program) will require a written plan of remediation that is jointly developed by you and the social work faculty. The plan will include the following:

1. Specific remedial action
2. Specific time-frames
3. Specific responsibilities

Problem Resolution

At some time during your time in the program, you may be faced with problems in a number of areas. The following provides a brief overview of how to proceed in various problem situations.

| Type Problem | Resource |
|-------------------------------|--|
| Conflict with another student | Attempt resolution together or with faculty |
| Related to Course | Course instructor, Follow UNT Grade appeal process |
| Related to Academics | Advisor, BSW Director |
| Related to Field Practicum | Field Instructor, Field Liaison, Field Director |
| Program Design, Curriculum | BSW Director, Department Chair |
| UNT Policies, Procedures | Student Development |

Grievance and Appeal Procedures

You may appeal an adverse decision by the faculty, or file a grievance against the program or any employee or representative. The following outlines these procedures:

1. The student submits a written summary of the grievance or appeal to the Social Work Program Director /Chair of DRSWA within fifteen days of the action which prompted the appeal. The student should outline the grounds for the appeal / grievance and provide supporting documentation.
2. The Director must respond to the student in writing within fifteen days, indicating the course of action to be pursued in regard to the appeal or grievance (defining time-frames, opportunities for a formal presentation of the grievance or appeal), the names of those individuals who will participate in the grievance process.
3. If the grievance or appeal is not resolved at this level, it becomes subject to the formal university-wide grievance and appeal procedures. Copies of the university procedures are available through the Division of Student Development. You may also elect to use the Alternative Dispute Resolution Program which is administered through the University Human Resources Department. Use of this alternative program does not preclude the use of formal university grievance procedures.

Licensure Requirements

The social work profession offers the opportunity for professional licensure beginning at the baccalaureate level for individuals graduating from accredited social work programs, like the one at UNT. Licensure is an important part of assuring that qualified professionals deliver social work services.

Graduates apply for licensure as a Licensed Social Worker (LSW) with the Texas Department of Health, State Board of Social Worker Examiners. The licensure process requires that applicants pass an initial examination and then show evidence of continuing education. The course work at UNT will help prepare you for the licensing exam and you will learn more about the licensure process, including its privileges and responsibilities.

The state licensing board may refuse to license someone with a prior felony conviction or any crime including substance abuse violations. These violations may also limit employment opportunities and choices in field placement since some agencies require a background check. Please discuss concerns regarding your background that may be a barrier in attaining a social work degree with the BSW Program Director.

Graduation Requirements

In order to graduate, you must maintain a 2.25 GPA and a minimum grade of C in all major courses except for "Practicum I" and "Practicum II" which require a minimum grade of B.

Graduation application must be submitted in accordance to the UNT catalog guidelines. The university confers degrees in January, May and August.

APPENDIX

APPENDIX

Americans with Disabilities Act
CSWE Curriculum Policy & Standards
Equal Opportunity Policy
Faculty Roster
Non-Discrimination Policy
Professional Foundation Courses
Social Work Courses
Social Work Organizations
Social Work Professional Resources
Student Support Services
Texas Code of Ethics
Typical Sequencing of Curriculum
University Diversity Statement
University Rules, Policies & Procedures

Appendix A
CSWE Curriculum Policy Statement

Curriculum Policy Statement for Baccalaureate Social Work Programs

B1.0 Scope and Intent of the Curriculum Policy Statement

B1.1 This document sets forth the official curriculum policy for the accreditation of baccalaureate (BSW) programs of social work education by the Council on Social Work Education. It supersedes all prior statements of curriculum policy for the baccalaureate program level.

B1.2 The Curriculum Policy Statement establishes mandates for minimum requirements for the curricula of baccalaureate programs to be accredited by the Council. The policy statement specifies certain content areas and requires that they be logically related to each other, to the purposes and values of social work set forth in this document, and to the purposes, mission, resources, and educational context of each professional program. The statement does not prescribe any particular curriculum design.

B1.3 Each program is responsible for making every faculty member, student, field instructor, and administrator associated with the program aware of the content of the Curriculum Policy Statement.

B2.0 Relationship to Accreditation Standards

B2.1 The Commission on Accreditation of the Council develops standards by which social work education programs are evaluated for accreditation. These standards pertain to the organization, administration, and curriculum implementation of programs of social work education. Curriculum standards are derived from and must conform with this Curriculum Policy Statement.

B3.0 Premises Underlying Social Work Education

B3.1 The purpose of social work education is to prepare competent, effective social work professionals who are committed to practice that includes services to the poor and oppressed, and who work to alleviate poverty, oppression, and discrimination.

B3.2 Social work education is based upon a specific body of knowledge, values, and professional skills. It is grounded in the profession's history and philosophy. Education for the profession promotes the development and advancement of knowledge, practice skills, and services that further the well-being of people and promote social and economic justice. Social work education is responsible for the production and application of research and scholarship aimed at advancing social work practice.

B3.3 Programs of social work education are offered at the baccalaureate, master's, and doctoral levels. Doctoral programs are not accredited by the Council.

B3.4 Programs of social work education maintain close, reciprocal, and ongoing relationships with social work practitioners and with groups and organizations that promote, provide, or seek to influence social policies and social work services. Responsibility for initiating these relationships rests with social work education programs. Effective programs develop and maintain systematic communication with these individuals and groups.

B3.5 The effectiveness of any profession depends on the active engagement of its members in continuous learning. Programs of social work education strive to promote continuing professional development of students and faculty. Programs seek to teach students how to become lifelong learners who are motivated to continue developing new knowledge and skills throughout their careers.

B3.6 Effective social work education programs recognize the interdependence of nations and the need for worldwide professional cooperation.

B3.7 Social work education programs assume a leadership role within the profession by offering curricula that are at the forefront of the new and changing knowledge base of social work and its supporting disciplines.

B4.0 Purpose of Social Work

B4.1 The profession of social work is committed to the enhancement of human well-being and to the alleviation of poverty and oppression. The social work profession receives its sanction from public and private auspices and is the primary profession in the provision of social services. Within its general scope of concern, professional social work is practiced in a wide variety of settings. It has four related purposes:

B4.1.1 The promotion, restoration, maintenance, and enhancement of the functioning of individuals, families, groups, organizations, and communities by helping them to accomplish tasks, prevent and alleviate distress, and use resources.

B4.1.2 The planning, formulation, and implementation of social policies, services, resources, and programs needed to meet basic human needs and support the development of human capacities.

B4.1.3 The pursuit of policies, services, resources, and programs through organizational or administrative advocacy and social or political action, to empower groups at risk and to promote social and economic justice.

B4.1.4 The development and testing of professional knowledge and skills related to these purposes.

B5.0 Purpose and Structure of Baccalaureate Social Work Education

B5.1 The purpose of professional social work education is to enable students to integrate the knowledge, values, and skills of the social work profession into competent practice. The achievement of this purpose requires clarity about learning objectives and expected student outcomes, flexibility in programming and teaching to accommodate a diverse student population, and commitment of sufficient time and resources to their education.

B5.2 Two levels of social work education are accredited by the Council on Social Work Education: the baccalaureate and the master's. The baccalaureate level prepares students for generalist social work practice, and the master's level prepares students for advanced social work practice in an area of concentration. These levels of education differ from each other in the depth, breadth, and specificity of knowledge and skill that students are expected to synthesize and apply in practice.

Both levels of social work education must provide a professional foundation curriculum that contains the common body of the profession's knowledge, values, and skills. This common base is transferable among settings, population groups, and problem areas. The baccalaureate level of social work education must include a liberal arts perspective and the professional foundation content, which prepares students for direct services with client systems of various sizes and types.

B5.3 Professional social work education at the baccalaureate level takes place in accredited baccalaureate degree-granting colleges and universities.

B5.4 All baccalaureate social work programs must:

B5.4.1 Provide content about social work practice with client systems of various sizes and types.

B5.4.2 Prepare graduates to practice with diverse populations.

B5.4.3 Provide content about the social contexts of social work practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change.

B5.4.4 Infuse throughout the curriculum the values and ethics that guide professional social workers in their practice.

B5.4.5 Prepare graduates who are aware of their responsibility to continue their professional growth and development.

B5.5 The baccalaureate curriculum must be based upon a liberal arts perspective and must include the professional foundation.

B5.6 The baccalaureate curriculum must be developed and organized as a coherent and integrated whole.

B5.7 Graduates of a baccalaureate social work program will be able to:

B5.7.1 Apply critical thinking skills within the context of professional social work practice.

B5.7.2 Practice within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity.

B5.7.3 Demonstrate the professional use of self.

B5.7.4 Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.

B5.7.5 Understand the history of the social work profession and its current structures and issues.

B5.7.6 Apply the knowledge and skills of generalist social work to practice with systems of all sizes.

B5.7.7 Apply knowledge of bio-psycho-social variables that affect individual development and, behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities).

B5.7.8 Analyze the impact of social policies on client systems, workers, and agencies.

B5.7.9 Evaluate research studies and apply findings to practice, and, under supervision, to evaluate their own practice interventions and those of other relevant systems.

B5.7.10 Use communication skills differentially with a variety of client populations, colleagues, and members of the community.

B5.7.11 Use supervision appropriate to generalist practice.

B5.7.12 Function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change.

Liberal Arts Perspective

B5.8 A liberal arts perspective enriches understanding of the person-environment context of professional social work practice and is integrally related to the mastery of social work content. The baccalaureate professional program in social work is built upon a liberal arts perspective.

B5.9 A liberal arts perspective provides an understanding of one's cultural heritage in the context of other cultures; the methods and limitations of various systems of inquiry; and the knowledge, attitudes, ways of thinking, and means of communication that are characteristic of a broadly educated person. Students must be capable of thinking critically about society, about people and their problems, and about such expressions of culture as art, literature, science, history, and philosophy. Students must have direct knowledge of social, psychological, and biological determinants of human behavior and of diverse cultures, social conditions, and social problems.

B5.10 Determination of whether students have acquired a liberal arts perspective is left to the judgment of each social work program's faculty. Each program must clearly explicate the requirements for training in a liberal arts perspective and the rationale for those requirements.

B6.0 Baccalaureate Curriculum Content

B6.1 The baccalaureate curriculum must include a liberal arts perspective and the professional foundation. The professional foundation includes content on social work values and ethics, diversity, social and economic justice, populations-at-risk, human behavior and the social environment, social welfare policy and services, social work practice, research, and field practicum. Baccalaureate programs must achieve integration among these professional content areas. Curriculum areas do not need to be taught in discrete courses, but mastery of the professional curriculum must occur through classroom experiences and field practice. The baccalaureate social work curriculum must cover, but is not necessarily limited to, the professional foundation.

B6.2 The curriculum design of each program must identify a coherent approach for the selection of research and theories offered. Every part of the baccalaureate curriculum must strengthen the student's understanding and appreciation of a scientific, analytic approach to building knowledge for the delivery and evaluation of practice. Content provided in each curricular area must be relevant to the objectives, philosophy, and mission of the individual program and must facilitate the student's understanding of how the knowledge relates to social work practice.

Social Work Values and Ethics

B6.3 Programs of social work education must provide specific knowledge about social work values and their ethical implications and must provide opportunities for students to demonstrate their application in professional practice. Students must be assisted to develop an awareness of their personal values and to clarify conflicting values and ethical dilemmas. Among the values and principles that must be infused throughout every social work curriculum are the following:

B6.3.1 Social workers' professional relationships are built on regard for individual worth and dignity, and advance by mutual participation, acceptance, confidentiality, honesty, and responsible handling of conflict.

B6.3.2 Social workers respect individuals' right to make independent decisions and to participate actively in the helping process.

B6.3.3 Social workers are committed to assisting client systems to obtain needed resources.

B6.3.4 Social workers strive to make social institutions more humane and responsive to human needs.

B6.3.5 Social workers demonstrate respect for and acceptance of the unique characteristics of diverse populations.

B6.3.6 Social workers are responsible for their own ethical conduct, the quality of their practice, and for seeking continuous growth in the knowledge and skills of their profession.

Diversity

B6.4 Professional social work education is committed to preparing students to understand and appreciate human diversity. Programs must provide curriculum content about differences and similarities in the experiences, needs, and beliefs of people. The curriculum must include content about differential assessment and intervention skills that will enable practitioners to serve diverse populations.

Each program is required to include content about population groups that are particularly relevant to the program's mission. These include, but are not limited to, groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental disability, age, and national origin.

Promotion of Social and Economic Justice

B6.5 Programs of social work education must provide an understanding of the dynamics and consequences of social and economic injustice, including all forms of human oppression and discrimination. They must provide students with the skills to promote social change and to implement a wide range of interventions that advance the achievement of individual and collective social and economic justice. Theoretical and practice content must be provided about strategies of intervention for achieving social and economic justice and for combating the causes and effects of institutionalized forms of oppression.

Populations-at-Risk

B6.6 Programs of social work education must present theoretical and practice content about patterns, dynamics, and consequences of discrimination, economic deprivation, and oppression. The curriculum must provide content about people of color, women, and gay and lesbian persons. Such content must emphasize the impact of discrimination, economic deprivation, and oppression upon these groups.

Each program must include content about populations-at-risk that are particularly relevant to its mission. In addition to those mandated above, such groups include, but are not limited to, those distinguished by age, ethnicity, culture, class, religion, and physical or mental disability.

Human Behavior and the Social Environment

B6.7 Programs of social work education must provide content about theories and knowledge of human bio-psycho-social development, including theories and knowledge about the range of social systems in which individuals live (families, groups, organizations, institutions, and communities). The human behavior and the social environment curriculum must provide an understanding of the interactions between and among human biological, social, psychological, and cultural systems as they affect and are affected by human behavior. The impact of social and economic forces on individuals and social systems must be presented. Content must be provided about the ways in which systems promote or deter people in maintaining or achieving optimal health and wellbeing. Content about values and ethical issues related to bio-psycho-social theories must be included. Students must be taught to evaluate theory and apply theory to client situations.

Social Welfare Policy and Services

B6.8 Social welfare policy and services content must include the history, mission, and philosophy of the social work profession. Content must be presented about the history and current patterns of provision of social welfare services, the role of social policy in helping or deterring people in maintaining or achieving optimal health and well-being, and the effect of policy on social work practice. Students must be taught to analyze current social policy within the context of historical and contemporary factors that shape policy. Content must be presented about the political and organizational processes used to influence policy, the process of policy formulation, and the frameworks for analyzing social policies in light of the principles of social and economic justice.

Social Work Practice

B6.9 At the baccalaureate level, professional social work education prepares students for generalist practice with systems of all sizes. Practice content emphasizes professional relationships that are characterized by mutuality, collaboration, and respect for the client. Content on practice assessment focuses on the examination of client strengths and problems in the interactions among individuals and between people and their environments.

Social work practice content must include knowledge, values, and skills to enhance the well-being of people and to help ameliorate the environmental conditions that affect people adversely. Practice content must include the following skills: defining issues; collecting and assessing data; planning and contracting; identifying alternative interventions; selecting and implementing appropriate courses of action; using appropriate research to monitor and evaluate outcomes; applying appropriate research-based knowledge and technological advances; and termination. Practice content also includes approaches to and skills for practice with clients from differing social, cultural, racial, religious, spiritual, and class backgrounds, and with systems of all sizes.

B6.10 Each program must explicate the ways in which students are prepared for generalist practice.

Research

B6.11 The research curriculum must provide an understanding and appreciation of a scientific, analytic approach to building knowledge for practice and to evaluating service delivery in all areas of practice. Ethical standards of scientific inquiry must be included in the research content.

The research content must include quantitative and qualitative research methodologies; analysis of data, including statistical procedures; systematic evaluation of practice; analysis and evaluation of theoretical bases, research questions, methodologies, statistical procedures, and conclusions of research reports; and relevant technological advances.

B6.12 Each program must identify how the research curriculum contributes to the student's use of scientific knowledge for practice.

Field Practicum

B6.13 The field practicum is an integral component of the curriculum in social work education. It engages the student in supervised social work practice and provides opportunities to apply classroom learning in the field setting.

B6.14 Field education at the baccalaureate level requires a minimum of 400 hours in field practicum.

B6.15 Each educational program must establish standards for field practicum settings that define their social work services and practices, field instructor assignments and activities, and student learning expectations and responsibilities. Individual programs may organize their practice in different ways but must ensure educationally directed, coordinated, and monitored practicum experiences for all students. All programs must provide:

- a. A placement that is based upon the objectives of the educational program and the learning needs of each student.
- b. Structured learning opportunities that enable students to compare their practice experiences, integrate knowledge acquired in the classroom, and expand knowledge beyond the scope of the practicum setting.
- c. Support for field practicum instructors by:
 - 1. Sharing pertinent information about practicum students.
 - 2. Providing information about the organization and content of the educational curriculum, emphasizing the interrelationships among human behavior, social policy, research, and practice content.
 - 3. Providing information about the sequencing of course content.
 - 4. Articulating clear practice and evaluation goals for the field practicum and for each student.
 - 5. Offering orientation and training programs.

B6.16 The baccalaureate practicum must provide the student with opportunities for:

- a. The development of an awareness of self in the process of intervention.
- b. Supervised practice experience in the application of knowledge, values and ethics, and practice skills to enhance the well-being of people and to work toward the amelioration of environmental conditions that affect people adversely.
- c. Use of oral and written professional communications that are consistent with the language of the practicum setting and of the profession.
- d. Use of professional supervision to enhance learning.
- e. Critical assessment, implementation, and evaluation of agency policy within ethical guidelines.

B7.0 Avenues of Renewal

B7.1 Programs of social work education must remain vital and progressive by actively pursuing ongoing exchanges with the practice community and other essential groups, and by developing and assessing new knowledge and technology.

B7.1.1 Programs must establish and maintain close, reciprocal, and ongoing relationships with social work practitioners, and use those relationships continuously to evaluate the total curriculum.

B7.1.2 Programs must establish and maintain relationships with groups that develop, implement, and benefit from social policies and services.

B7.1.3 Programs must establish and maintain involvement with professional associations and with academic disciplines and departments.

B7.1.4 Programs must assume responsibility for systematic, high-quality scholarship that assesses social work practice and develops new knowledge.

Adopted 6/24/94

Appendix B
Sequencing Of Curriculum

TYPICAL SEQUENCING OF CURRICULUM

A suggested arrangement of courses for the typical BSW student

| Freshman Year, Fall Semester | HRS 15 | Freshman Year, Spring Semester | HRS 15 |
|---|-------------------|--|-------------------|
| ENGL 1310, College Writing I, or ENGL 1313, Computer Assisted College Writing I * | 3 | BIOL 1110/1115, Animal & Human Biology ** (Pre-major) | 4 |
| PSCI 1040, American Government * | 3 | ENGL 1320, College Writing II, or ENGL 2700, Technical Writing * (Pre-major) | 3 |
| SOWK 1450, Introduction to Social Work (Pre-major) | 3 | PSCI 1050, American Government * | 3 |
| RHAB 3000, Micro-Counseling (Pre-major) | 3 | SOCI 1520, Contemporary Social Problems (Pre-major) | 3 |
| Elective or Minor | 3 | Wellness * | 3 |
| Sophomore Year, Fall Semester | HRS 16 | Sophomore Year, Spring Semester | HRS 15 |
| HIST 2610, United States History to 1865 * | 3 | HIST 2620, United States History Since 1865 * | 3 |
| PSYC 1630, General Psychology (Pre-major) [may be used to satisfy Social and Behavioral Sciences requirement] | 3 | SOWK 2430, Policies, Issues & Programs in Social. Welfare (Pre-major) | 3 |
| SOCK 4540, Human Diversity for the Helping Professional [may use to satisfy Cross-cultural, Diversity and Global Studies requirement *] | 3 | Elective or Minor | 3 |
| Humanities * | 3 | Elective or Minor | 3 |
| Natural Sciences * | 4 | Mathematics * | 3 |

Formal application for admission to the Social Work program typically occurs at this point

| Junior Year, Fall Semester | 15 | Junior Year, Spring Semester | 15 |
|---|-----------|--|-----------|
| SOWK 3500, Human Behavior in the Social Environment I | 3 | SOWK 4500, Human Behavior in the Social Environment II | 3 |
| SOWK 3870, Social Work Research and Practice | 3 | SOWK 3800, Social Work Practice I | 3 |
| Elective or Minor | 3 | Elective or Minor | 3 |
| Elective or Minor | 3 | Elective or Minor | 3 |
| Visual and Performing Arts * | 3 | Elective or Minor | 3 |
| Senior Year, Fall Semester | 15 | Senior Year, Spring Semester | 15 |
| SOWK 4810, Social Work Practice II | 3 | SOWK 4880, Quantitative methods of Social Research | 3 |
| SOWK 4820, Social Work Practicum I | 6 | SOWK 4830, Practicum II | 6 |
| Elective or Minor | 3 | Elective or Minor | 3 |
| Elective or Minor (advanced) | 3 | Elective or Minor | 3 |

Appendix C
Professional Foundation

PROFESSIONAL FOUNDATION

Course Descriptions

I. Human Behavior and the Social Environment:

Human beings are complex creatures and they live within complex and changing social systems. This means that social workers must develop a broad understanding about the interplay of individuals within their environments. They must incorporate knowledge from biology, sociology, psychology, and a number of other fields and place that knowledge within theoretical frameworks that allow for decision-making and problem solving. They must learn to work with individuals, families, groups, communities and organizations, and to allow for the full expression of human diversity within these contexts. They must learn how to help and how to empower at the same time. It is clear that a strong foundation in human behavior within these contexts is vital to social work practice.

II. Social Work Policy and Services:

In this course, students must gain an understanding of how social programs and policies function (see catalogue 44). Competent professionals need an understanding of the history, structure, organization of programs and policy, and a solid grasp of the political process. These competencies help make the best use of existing resources and in order to help to reshape the social service networks. This prepares the social worker to meet the changing needs of society and to facilitate social and economic justice.

III. Social Work Practice:

This area pulls from the content of both "Human Behavior in the Social Environment" and from "Social Work Policy and Services" to help students build the skills, knowledge and values of social work practice. Students learn a generalist approach which structures the process of service delivery, including problem exploration and data-gathering, differential assessment, planning, intervention and research-based evaluation and termination. Students learn to flexibly adapt these processes within the context of different cultures and different social systems, large and small. While all the program content builds toward an understanding of social work practice, the primary courses in this area are "Practice I" and "Practice II."

IV. Research:

Research keeps social work grounded in reality and open to new ways of doing things. Students must learn to approach their own work and the work of others with an analytical eye, always seeking to evaluate outcomes in order to build a solid basis for practice. Students gain familiarity with understanding and using research methods and tools in "Social Work Research and Practice," "Quantitative Methods of Social Research" and, as applied to their own practice, in "Practicum II."

V. Field Practicum:

In the field practicum courses, students have the opportunity to begin to put the knowledge gained in earlier classes to work. The field experience allows students to further develop their skills and test their book-knowledge. These activities are performed in the context of the practice wisdom of mentors who are involved daily in social work service delivery. Students learn to reflect upon their own skills, evaluating and honing them for future practice. They also encounter the complexity of ethical service

delivery and learn to call upon the resources within that service context to enhance and support their efforts. "Practicum I" and "Practicum II" are taken in the final year in the program. An application for a field practicum is completed in the spring of the Junior year. The application form for practicum and a description of the application process and the practicum requirements is available in the department office or from the faculty advisor.

Appendix D

UNT Rules, Regulations and Policies

Other rules, regulations and policies are published in a variety of manuals and booklets which pertain to specific areas of the university, such as Housing's *ABC's of Residence Hall Living*. The University Policy Manuals, available in the office of the Vice President for Student Development, contains full versions of all policies pertaining to students. The brief statements below are for general reference and provide a brief capsule of the policy referenced.

Academic Progress Requirements – Outlines quantitative and qualitative progress required for students who receive financial aid.

Accommodations/Auxiliary Aids for People with Disabilities – States UNT's compliance with Section 503 and 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1990.

AIDS Policy – Provides a fair and equitable method of responding to the occurrence of HIV/AIDS in the university community.

Admission/Re-enrollment as Related to Personal Conduct/Admission

Falsification – Stipulates conditions under which individuals who have falsified their records may be considered for admission/readmission.

Alcoholic Beverages Policy – Prohibits use of alcoholic beverages on campus except under specified conditions and specific times.

Animals in Buildings or Classrooms – Prohibits animals in classrooms and buildings except those aiding disabled persons and laboratory animals.

Class Attendance – Regular and punctual class attendance is expected, whether or not attendance is part of the grade. See "Authorized Absences" and "Absence for Religious Holidays" in your catalog.

Confidential Records – Delineates who may see student records and how access may be obtained. See catalog for details.

Correct Address – Failure to provide and update correct address at any time is a breach of the Code of Conduct for which penalties may be assigned.

Directory Information – Specifies what information about a student the university may give out and how a student may request that directory information be withheld (cf. Family Educational Rights and Privacy Act).

Disrupting School Activities – (cf. House Bill 186, 62, 1971) Makes the willful disruption of the conduct of classes or other school activities unlawful and defines disruptive activities.

Diversity Policy – States expectation that all members of the university community will refrain from behavior that threatens the freedom, safety and respect deserved by every community member in good standing.

Event Safety Policy – Specifies the type of events which may pose a safety or risk factor and the conditions under which such events will be approved.

Facilities Use Policy – Defines campus facilities; specifies necessity for scheduling and the means by which scheduling may be accomplished.

Final Examinations and Pre-final Week – Sets the standard and rules governing activities which may and may not take place during pre-finals and finals week.

Firearms/Explosives on Campus – Both are illegal, as well as against the Code; specifies

felony status and penalties for breach of State law.

Food/Beverages in Classrooms – Consumption of food/beverage in classrooms is at the discretion of the instructor; lists conditions and penalties for failure to meet conditions.

Grade Appeals – Sets forth the conditions and procedures under which a grade awarded by a professor may be appealed when a student believes it has been inequitably awarded. Also see catalog.

Handicap Parking – [cf. Vernon's Civil Statutes, 6675a-5e(1)] Outlines conditions necessary for use of free spaces on campus marked "handicapped" and penalties for their misuse.

Hazing Policy – (cf. Texas Ed. Code 4.01 – 4.500 Defines hazing (various abuses against human dignity) and specifies both State and university penalties for hazing, assisting others in hazing, permitting hazing to occur, or failing to report hazing in writing to university officials when in possession of first-hand knowledge of the planning of hazing or of a specific hazing incident involving a student at UNT.

Health Insurance for International Students – Specifies that international students must provide proof of insurance to the International Programs office prior to enrolling each semester.

Housing Policy – Delineates who must live in on-campus housing and exceptions.

Identification Regulations – Delineates necessity for students to have I.D. cards, to identify selves to any UNT official upon request, and authority of the Board of Regents to eject any person who has no legitimate business from campus.

Illicit Drugs and Alcohol Abuse – (cf. P.L. 101-226) – Specifies that unlawful possession, use, manufacture or distribution of alcohol, inhalants, illegal drugs, drug precursors on campus is illegal; specifies penalties and legal sanctions, health risks, and lists the university's drug and alcohol education programs.

Liability – The university does not assume any liability for loss of or damage to personal property of students or employees.

Lost and Found Property – Specifies UNT Police and Union Information Desk as repositories for lost and found; details disposal of property after 30 days.

Making Money – Refers individuals and groups to Solicitation, Sign and Facilities Use policies, which control use of UNT facilities for organization, personal or commercial money-making purposes.

Medical Withdrawal – Specifies the conditions under which a student may be withdrawn, voluntarily or involuntarily, for medical or psychological reasons and the terms under which such student may request re-enrollment.

Motor Vehicle and Bicycle Regulations – Given with each parking permit, specifies locations and conditions under which students may park cars; locations for riding bicycles and locations for securing them.

Nondiscrimination – UNT does not discriminate on the basis of race, color, religion, sex, age, national origin, disability, or disabled veteran status. Harassment based on individual differences (including sexual orientation) is inconsistent with UNT's mission and goals.

Open Records – Applies to the accessibility of information in the custody of UNT and refers those seeking access to the Vice President and General Counsel.

Parking Violation Appeals – Specifies the composition of the appeals board and the conditions under which a student may appeal a parking violation.

Paying Bills – UNT cannot extend credit, thus cannot accept checks on which money must be advanced or post-dated checks.

Pedestrian/Driver Responsibility; Drivers' Duties – (cf. Art.IX. Sec. 76, Texas Traffic Laws) Outlines both the driver's and the pedestrian's responsibilities to exercise caution with regard to crosswalks, traffic lights, walking in roadway, requirement for solicitation permit if soliciting from roadway, etc.

Police Authority – Delineates authority of UNT Police as fully commissioned officers to enforce all laws of the city/county of Denton and State of Texas and requirement for all persons to identify themselves upon request to such officers.

Refunds – (See also UNT Fee Chart). Delineates conditions and circumstances under which a partial refund of tuition and fees may be given.

Returned Checks/Unmet Financial Obligations – Stipulates conditions under which students will be withdrawn for failure to pay financial obligations to UNT.

Sexual Harassment – Definition of sexual harassment, what to do if you believe you have been a victim; susceptibility of offenders to prosecution under the law and to penalties under the Code of Conduct.

Sign Policy – A part of the Solicitation Policy which specifies where and under what conditions signs may be posted on campus.

Smoking on Campus – UNT facilities are smoke-free, except "exempt" facilities; (including vehicles); specifies "exempt" facilities, provides for enforcement.

Solicitation – (cf. V.A.C. Art. 2919j, Section 9) Defines solicitation, which is strictly regulated on this campus; prohibits commercial solicitation and open posting of advertisement or signs; states exceptions, defines terms and conditions under which any such activity may take place with a permit.

Speakers on Campus – Covers use of campus space for speakers, necessity to reserve space for a speaker, conditions under which a speaker's appearance may be cancelled and by whom, and use of the Free Speech area.

Student Organization Policy – Covers necessity for all organizations to be registered, to have a full-time faculty/staff sponsor or advisor, the duties of such sponsor or advisor, and the necessity for a 2.25 grade point average for all organization officers and the duty to comply with applicable campus regulations.

Registered/Recognized Organizations – Defines these categories of student organizations and the privileges they may enjoy.

Severe Weather Closing Policy – States policy to publish weather-related closings by 6 a.m. via local radio/tv stations and provides numbers to call for more information. See details in "Schedule of Classes."

Student Participation in Governance – Delineates the way in which the university includes student opinion and input into all official committees.

Summons – An official request that the student appear before a university administrator; failure to answer a summons can result in disciplinary action.

Trespass or Damage – Requires compliance with State law regarding defacing or trespassing on State property.

Withdrawal – Covers the various categories of withdrawal, from voluntary withdrawal (see catalog) to administrative withdrawal.

IMPORTANT UNIVERSITY POLICIES

University Diversity Statement

The University of North Texas has a history of seeking to preserve an atmosphere of openness and tolerance. This university is committed to maintaining an unpretentious and accepting atmosphere welcoming to anyone who will strive to achieve his or her personal best. UNT possesses and values an increasing diversity among the individuals who make up its community. This is one of UNT's greatest strengths.

Individuals within the UNT community are unified by a primary purpose: learning. With that primary purpose in mind, UNT works to advance ideals of human worth and dignity by facilitating open discussion, supporting rational resolution of conflict and encouraging examination of values.

Harassment based on individual differences is inconsistent with UNT's mission and educational goals. Every member of the UNT community enjoys certain human and constitutional rights, including the right to free speech. At the same time, individuals who work, study, live and teach within this community are expected to refrain from behavior that threatens the freedom, safety and respect deserved by every community member in good standing.

Every member of the University of North Texas community must comply with federal and state equal opportunity laws and regulations. Such compliance will be not only a given standard, but is, in fact, a baseline from which our community works to assure fairness and equity to all who pursue their educational and professional goals here.

Students, faculty or staff who have concerns or questions should contact the appropriate office. Students should call the Dean of Students at (940) 565-2648. Faculty and staff should call the Division of Equity and Diversity at (940) 565-2456. TDD access: (800) 735-2989.

Non-Discrimination Policy

It is the policy of the University of North Texas not to discriminate on the basis of race, color, religion, sex, age, national origin, disability, disabled veteran status, or Veterans of the Vietnam Era status, in its educational programs, activities, admission, or employment policies.

In addition to complying with federal and state equal opportunity laws and regulations, the University through its Diversity Policy declares harassment that is based on individual differences (including sexual orientation) to be inconsistent with its mission and educational goals. (p. 1)

Equal Opportunity Policy

It is the policy of the University of North Texas not to discriminate on the basis of race, color, religion, sex, age, national origin, disability, sexual orientation, or disabled veteran or veteran of the Vietnam era status in its educational programs, activities, admissions or employment policies. Please refer to the non-discrimination/equal employment opportunity and affirmative action policy, UNT Policies Manual, Vol. 1, Human Resources Department (Policy Number 1.3.7).

Americans with Disabilities Act

The University of North Texas does not discriminate on the basis of an individual's disability and complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act in its admissions, accessibility, treatment and employment of individuals in its programs and activities.

The university provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law, who are otherwise qualified to meet the institution's academic and employment requirements. Students needing assistance may call (940) 565-4323. For information, call the Office of Disability Accommodation at (940) 565-4323, TDD access: (940) 565-2958; or the Division of Equity and Diversity at (940) 565-2456.

Appendix E

Academic Rights and Responsibilities

Ten Student Academic Rights and Responsibilities

Each student is encouraged to review the following academic rights and responsibilities and to seek clarification from the associate dean of the college or school in which he/she is enrolled.

1. **Protection of Constitutional Freedoms** – Students and all other members of the university community are guaranteed the constitutional freedoms of speech, peaceful assembly, petition and association.

Responsibility: Students and others must exercise their rights by lawful means subject to university rules and regulations regarding time, location, method and duration. Students may not disrupt the operations of the university or interfere with the rights of others to exercise their constitutional freedoms.

2. **Academic Freedom** – Students and all other members of the university community are guaranteed the rights freely to study, discuss, investigate, teach, conduct research and publish as appropriate to their respective roles and responsibilities. In the classroom and in conference students have the right within the scope of the course of study to state divergent opinions, challenge ideas and take reasoned exception to the data or the views offered.

Responsibility: Students and faculty share the responsibility to protect and to preserve conditions which are conducive to the learning process, including withholding judgement on matters of opinion, ensuring a fair hearing for divergent viewpoints and observing rules of courtesy in the classroom.

3. **Academic Standards** – Students have the right to know the standards of academic performance established for each course in which they are enrolled.

Responsibility: Students are responsible for seeking clarification of any standard in question at the beginning of the term, for preparing assignments in advance of each class session and for learning the content of any course of study for which they are enrolled. Rules applying to academic dishonesty must be followed, including those related to plagiarism and cheating.

4. **Academic Evaluation** – Students have the right to be evaluated solely on an academic basis, without regard to issues of diversity, opinions or conduct in matters unrelated to academic standards. Students have the right to review tests and other written work after the instructor has evaluated them and are accorded protection through the Grade Appeals Procedure against prejudiced or capricious academic evaluation.

Responsibility: Students are responsible for bringing academic grievances first to the attention of the instructor who performed the evaluation in an effort to resolve the issue. If the matter cannot be settled at this level, it may be appealed in writing as outlined in the Grade Appeal Policy.

5. **Improper Disclosure** – Except when disclosure may be required by state or federal law, students have the right to confidentiality of information about views, beliefs and political associations which they may share privately with instructors, advisors or academic counselors. Judgement of ability and character may be provided under appropriate circumstances, normally with the knowledge and consent of the student.

Responsibility: Students have the responsibility to state clearly what is and what is not confidential disclosure.

6. **Personal Safety** – Students have the right to a classroom environment that is free of obvious hazards to safety and security.

Responsibility: Students are responsible for compliance with university rules and regulations prohibiting firearms, explosives, incendiaries and weapons of any kind on the campus. Students are also responsible to abide by all health/safety rules and procedures in all academic courses and laboratories.

7. **Illegal Drugs and Alcohol** – Students have the right to a learning environment free from illegal drugs and alcohol.

Responsibility: Students are responsible for compliance with university rules and regulations prohibiting possession, use or distribution of illegal drugs or alcohol in classroom buildings.

8. **Disruptions** – Students have the right to pursue an education without disruption or interference and to expect enforcement of norms for acceptable classroom behavior that prevents disruption of the teaching/learning process.

Responsibility: Students may not disrupt class or any other university process by any means whatsoever (including sideline conversations, comments, arguments, noise of any kind or other activity which would hinder access to or utilization of academic information).

9. **Non-discrimination** – Students have the right to learn in a classroom environment where diversity is respected.

Responsibility: Students are responsible for respecting diversity and for behaving courteously to both faculty members and other students in the classroom regardless of difference in race, creed, color, religion, age, nationality, sex, sexual orientation or disability status.

10. **Intellectual Property** – Students have the right to expect that presentation of material in a class will be in compliance with copyright law and that their own creative work will not be disseminated or published without their permission.

Responsibility: Students who receive written notification from a faculty member that the information provided in his or her course is the faculty member's intellectual property shall not distribute, use for commercial purposes, or create derivative works of the intellectual property without obtaining the express permission of the faculty member. Students shall not assume permission absent written notification from a faculty member. Students shall also respect and treat in similar manner, the intellectual property of other students.

Social Work Courses

1450. Introduction to Social Work. 3 hours. History and philosophy of social work in the United States; social welfare agencies in the community, and social services offered; requirements for professional social work practice.

2430. Policies, Issues, and Programs in Social Welfare. 3 hours. Current social policies and issues affecting the development of social welfare services; relationships between basic societal values and social welfare services. Prerequisite: Social Work 1450 or consent of director.

3500. Human Behavior and the Social Environment I. 3 hours. Incorporates knowledge of human development and social interaction in families, groups and communities. Builds on pre-major course work to synthesize a broad understanding of human behavior. Prerequisite(s): completion of pre major courses or consent of director.

3800. Social Work Practice I. 3 hours. Conceptual framework and skills in communication, information gathering and referral, casework management and methods of social intervention, problem assessment, contracting, and use of community resources. Requires 30 hours of community work. Prerequisite: Social Work 1450 or consent of director. Open to social work majors only.

3870. Social Work Research and Practice. 3 hours. Information about social scientific methods for social work practice and its evaluation, including research quantitative and qualitative methodologies and designs, data sources, and analysis. Prerequisite: advanced (junior or senior) standing.

4500. Human Behavior and the Social Environment II. 3 hours. Presents theories of human interaction as a framework for practice decisions. Employs an ecological and strengths-based perspective to explore social systems as vehicles for individual and societal change. This is part of a two-course sequence and focuses most specifically on systems which impact life, starting with the individual as a multi-dimensional system and moving through families, groups, organizations, communities, and society.

4540. Human Diversity in the Helping Professions. 3 hours. Conditions and distribution of race and ethnic minorities; socio-psychological and cultural factors in race and ethnic relations; pattern of relations in the United States with emphasis on the Southwest and on social services. Prerequisite: Social Work 1450 or consent of director.

4700. Child Welfare Theory, Practices and Services. 3 hours. Contemporary theory, practices and services in child welfare; services for abused and neglected children, adoptions, foster care and unwed mothers. Prerequisite: SOWK 1450 or consent of director. (Elective)

4810. Social Work Practice II. 3 hours. Problems affecting individuals, families, groups and organizations; methods of social work intervention; evaluation of effectiveness. Prerequisite: Social Work 3800, senior standing, and consent of the director. Open to social work majors only.

4820. Social Work Practicum I. 6 hours. Field practicum (16 hours per week) in a social agency; organized class one day per week. Includes direct service activities related to previous course work. Prerequisite: senior standing in the social work program and consent of the director. Open to social work majors only. Arrangements for the practicum have to be completed in the semester prior to enrollment.

4830. Social Work Practicum II. 6 hours. Continuation of Social Work 4820. Refinement of applied skills and evaluation of social work practice in an applied setting. Requires 200 clock hours in the field. Prerequisite: senior standing in the social work program and consent of the director. Open to social work majors only.

4890. Topics in Social Welfare. 3 hours. Selected topics in social welfare. Prerequisite: SOWK 1450 or consent of the director. May be repeated for credit as topics vary. Social Policy Analysis will be offered under this number during 1995-96.

4900-4910. Special Problems. 1-3 hours each.

STUDENT SUPPORT SERVICES

CAREER OPPORTUNITIES CENTER

This resource can help you prepare to pursue your career. The center has information about jobs and employers. It assists with resume and letter writing, job search strategies and interview preparation.

CENTER FOR CULTURAL DIVERSITY

This office works to promote multi-cultural awareness at UNT and to increase the multicultural nature of the campus, enhancing a welcoming environment which fosters communication across cultures. Union Building, Room 410. Phone: 565-3424.

CENTER FOR OFF-CAMPUS STUDENT SERVICES / NON-TRADITIONAL STUDENTS ORGANIZATION

These groups offer support and resources for non-traditional students, including returning adult, commuter, evening and weekend students. The office is located in the Student Activities Center, 4th floor, in the Union. Phone: 565-3807.

COOPERATIVE EDUCATION

Provides an opportunity for internships and work experiences in chosen field, often with the opportunity to earn course credit. Students must be sophomore level or above and meet GPA requirements. The Center is located in Chilton Hall, Room 204. Phone: 565-2861. Upon completion of 12 semester hours at UNT that include at least six hours in your major, you may work in a part-time job related to your field through UNT's Center for Cooperative Education. You may earn money for your college expenses while gaining valuable work experience. Through cooperative placement, more than 300 Dallas-Fort Worth companies employ UNT students. Many students go on to full-time positions with co-op employers after graduation.

COUNSELING AND TESTING SERVICES

UNT offers career counseling and other types of counseling and testing services to all students. Free literature is also available. The facilities are located on the 3rd floor of the Union, in the Student Services Offices. Phone: 565-2741.

Counseling. Counseling sessions are kept strictly confidential. The staff adheres to the ethical guidelines of the American Psychological Association, American Association for Counseling and Development, and the Texas Confidentiality Law.

Testing. Testing may be suggested as an aid in the counseling process. Nominal fees may be charged to cover scoring/materials.

FINANCIAL ASSISTANCE

Financial assistance is available to eligible students enrolled in course work at the University of North Texas. Students are referred to the General and graduate catalogues for information regarding student loans, grants and awards. The UNT Financial Aid Office administers general financial aid programs.

GRAMMAR/WRITING HOTLINE

This is an information service designed to provide over-the-phone assistance on the correct use of the English language. Hours are 8:00 to 5:00 Monday through Friday. Phone: 565-4311.

INTENSIVE ENGLISH LANGUAGE INSTITUTE

A program which is designed to help students who use English as a second language. Kendall Hall, Room 259. Phone: 565-2003.

NT CONNECTION

Offers free volunteer tutors. Pamphlets containing lists of pertinent tutors are available at the Counseling and Testing Department front desk. For more information, call 565-2648.

OFFICE OF DISABILITY ACCOMMODATION

This office offers many types of services, including: information on securing preliminary educational and/or medical diagnostic tests, modification of course examination conditions, mobility orientation and adaptive equipment, scheduling, class access and registration assistance, personal care assistance, services of doctors, nurses and low-cost pharmacy, tutorial services, study-skills workshop, career development and counseling. The Office of Disability Accommodation is located in the Union, 3rd floor, in the Student Services area. Phone: 565-2648.

PROJECT DISCOVERY

Provides individual personal and academic counseling, tutoring and special instruction to students who meet federal need requirements (ie. financial need, individuals with disabilities or first generation college students). Highland Hall, Room 111. Phone: 565-2090.

READING AND STUDY SKILLS LAB (RASSL).

Provides help in improving reading, speed, comprehension, note-taking and test-taking. The lab is located at the Counseling and Testing Center, Suite 321 in the Union; 565-2741, or contact Project Discovery, 565-2090.

SPEECH AND HEARING CENTER

Provides accredited services evaluation and remediation services dealing with disorders of speech and hearing. Services are free to enrolled UNT students, sliding scale for others. Speech and Drama Building. Phone: 565-2262.

STUDENT EMPLOYMENT SERVICE

Provides employment opportunities for students currently enrolled, including on-campus and off campus job opportunities.
Union, 3rd floor.

UNIVERSITY WRITING CENTER

Provides tutoring and workshops to improve skills in written English. Auditorium Building, Room 105. Phone: 565-2563.

SOCIAL WORK ORGANIZATIONS

NASW

The National Association of Social Workers is the dominant professional association for social work. There are over 150,000 members in this organization. Students are encouraged to become members of NASW at a discounted rate. Information on the organization is distributed at the general student orientation. Students will have the potential to develop as future social work professional and have the opportunity to network, attend conferences, receive newsletters, other scholarly and professional journal.

NASW

750 First Street NE, Suite 700
Washington, DC 20002-4241
(800) 638 – 8799
Website: <http://www.naswdc.org>

Denton Chapter NASW

Denton is fortunate to have an active NASW unit with strong ties to the Texas Chapter office. Approximately 130 NASW members reside in the area, and 20 to 50 members attend monthly meetings. Lori Stokes-Bell is currently the Unit Chair and Geri Sams is the Leadership Identification Chair.

Since Denton is home to two social work programs, students play a large role in unit activities. Generally, students are represented on the steering committee, and an annual award is given to the “Outstanding Social Work Student” in the Unit. UNT students received this award in 2000 and 2001. Additionally, the unit was supportive of Shakita Golden who was on the slate of candidates for the Chapter board in 2002.

Students are welcome at all meetings, and several programs have been held in the last two years with students in mind. In 2000, a special program was put together to introduce students to various field of social work practice and over 75 students attended.

CSWE

The Council of Social Work Education (CSWE) is the national accreditation body for social work education and promotes high quality social work education.

CSWE

1725 Duke Street, Suite 500

Alexandria, VA 22314

(703) 683-8099

Website: <http://www.cswe.org>

Texas State Board of Licensing Examiners

Social workers are a large provider of society's most vulnerable citizens. Therefore, social workers must be licensed in Texas to protect the public from "incompetent and unethical social work practices". The social work title is reserved only for those individuals who are licensed. The Texas State Board of Social Worker Examiners is charged with enforcing regulations regarding social worker.

You may contact the Social Work Licensing program about licensure at:

Texas State Board of Social Worker Examiners

1100 W. 49th Street

Austin, Texas 78756-3183

Telephone: 1-800-232-3162

In Austin, call 512-719-3521

Fax: 512-834-6677

Email: lsw@tdh.state.tx.us

FACULTY ROSTER

UNT's social work faculty members are researchers in program evaluation, teen-age pregnancy and welfare. They have published their research in nationally recognized professional journals. Two faculty members are writing a book on welfare receipt and reform. UNT's social work faculty members are outstanding teachers as well as researchers. One of the social work faculty members won a "Top Prof" teaching award from Mortar Board, a senior honor society.

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| BARTON, THOMAS | Ph.D., LMSW |
| Title: | Associate Professor |
| Education: | MSSW and Ph.D – University of Wisconsin-Madison Recognized by students as “Top Prof” |
| Practice Experience: | Geriatric social work |
| Research Interest: | Welfare employment programs, social welfare policy, and program evaluation |
| Contact Information: | |
| Phone: | 565-2023 |
| E-Mail: | Barton@scs.cmm.unt.edu |

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| ROZELL , ANNA RAE | LMSW-ACP |
| Title: | Title IV – E Project Coordinator |
| Education: | MSW – University of Texas at Arlington |
| Practice Experience: | Child Welfare |
| Research Interest: | Extensive experience in Child Protective Services and clinical practice |
| Contact Information: | |
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|-----------------------------|---|
| THOMAS, CECILIA | Ph.D., LMSW-AP |
| Title: | Assistant Professor |
| Education: | MSW – Our Lady of the Lake University, Ph.D. – University of Texas at Arlington |
| Practice Experience: | Psychiatric and medical social work, extensive child welfare practice, program development |
| Research Interest: | Child welfare, foster care, youth at risk, program evaluation, diversity issues |
| Contact Information: | |
| Phone: | 369-7065 |
| E-Mail: | Thomasc@scs.cmm.unt.edu |

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|--------------------------|---|
| WILLIAMSON, CELIA | Ph.D, LMSW-ACP |
| Title: | Associate Professor, Department Chair - DRSWA |

Education: MSSW and Ph.D. – University of Texas at Arlington
Practice Experience: Extensive practice in mental health and social work education
Research Interest: Mental Health and social work education
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