



UNIVERSITY OF NORTH CAROLINA
CHARLOTTE

**BSW Program
Student Handbook
2022 - 2023
Academic Year**



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[University of North Carolina Bachelor of Social Work \(BSW\) Website](#)

[University of North Carolina at Charlotte Undergraduate Catalog](#)

College of Health and Human Services Student Handbook

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Welcome and Introduction

Welcome to the School of Social Work Baccalaureate of Social Work (BSW) Program! We are excited to celebrate our 33rd year of providing the Baccalaureate Social Work degree at UNC Charlotte. It's important to acknowledge our history in order to celebrate our accomplishments.

Social Work education at UNC Charlotte is a long-standing tradition. Social work courses were first offered as supplemental courses in the Sociology major in 1970. By 1989, a full BSW Degree program was established. The UNC Charlotte BSW major achieved national accreditation through the Council on Social Work Education (CSWE) in 1992, and the BSW Program has been nationally accredited ever since. Beginning in 2000, a Master of Social Work (MSW) Program was added to the Department. In the summer of 2006, the School began its Advanced Standing Program, allowing those possessing the BSW degree to obtain their MSW in one full calendar year (May to May). In 2017, the School added a 3 Year MSW Hybrid program that offered flexibility for individuals interested in pursuing an MSW degree while they worked. Starting summer 2021, the 3 Year MSW Hybrid program became a fully online MSW program. These are exciting new opportunities for UNC Charlotte BSW students and for community members who already possess the BSW degree.

UNC Charlotte graduates are employed in areas such as family preservation, mental health, intellectual and developmental disabilities, gerontology, child protective services, substance use treatment facilities, hospitals, youth and children services, criminal justice, adoptions/foster care, hospice, and long term care. Our graduates work from the coast to the mountains of North Carolina as well as across the United States. As a graduate of the BSW Program at UNC Charlotte, you will join the ranks of influential professional social workers that make a difference in the lives of thousands of people. Welcome to the challenge!

There are 2 important manuals that you need to review as a BSW student: 1) BSW Student Handbook, and 2) [Field Education Handbook](#). This Student Handbook contains information about the BSW major and the UNC Charlotte School of Social Work. School policies and procedures for entering the major, navigating the curriculum, and proceeding successfully toward graduation are included. Please read the handbook in its entirety; a bit of time spent now will greatly enhance your experience in the program.

BSW students must comply with University policies as well. They are not reproduced in this handbook, and you remain responsible for knowing about and complying with all University policies. You can access university-based policies on the UNC Charlotte website located at www.uncc.edu.

Please note: The BSW Program requires students to use their UNC Charlotte email accounts, and to check their accounts frequently. Members of the School are required to use the UNC Charlotte email system when communicating with you (and not personal email addresses). Checking and responding to email facilitates good communication between the School and students.

UNC Charlotte Mission

UNC Charlotte is North Carolina's urban research university. It leverages its location in the state's largest city to offer internationally competitive programs of research and creative activity, exemplary undergraduate, graduate, and professional programs, and a focused set of community engagement initiatives. UNC Charlotte maintains a particular commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region.

UNC Charlotte Vision and Values

In fulfilling our mission, we envision a University that promises:

- An accessible and affordable quality education that equips students with intellectual and professional skills, ethical principles, and an international perspective.
- A strong foundation in liberal arts and opportunities for experiential education to enhance students' personal and professional growth.
- A robust intellectual environment that values social and cultural diversity, free expression, collegiality, integrity, and mutual respect.
- A safe, diverse, team-oriented, ethically responsible, and respectful workplace environment that develops the professional capacities of our faculty and staff.

To achieve a leadership position in higher education, we will:

- Rigorously assess our progress toward our institutional, academic, and administrative plans using benchmarks appropriate to the goals articulated by our programs and in our plans.
- Serve as faithful stewards of the public and private resources entrusted to us and provide effective and efficient administrative services that exceed the expectations of our diverse constituencies.
- Create meaningful collaborations among university, business, and community leaders to address issues and opportunities of the region.
- Develop an infrastructure that makes learning accessible to those on campus and in our community and supports the scholarly activities of the faculty.
- Pursue opportunities to enhance personal wellness through artistic, athletic, or recreational activities.
- Operate an attractive, environmentally responsible and sustainable campus integrated with the retail and residential neighborhoods that surround us.

College of Health and Human Services at the University of North Carolina at Charlotte

The School of Social Work is located within the College of Health and Human Services (CHHS) at UNC Charlotte. CHHS is comprised of the following academic units: The Department of Applied Physiology, Health, and Clinical Sciences, The Department of Public Health Sciences, the School of Social Work, School of Data Science, and the School of Nursing. Graduate and undergraduate degree programs are offered within our college and our programs are

professionally recognized, accessible, nationally and globally relevant, and responsive to changing needs of health care and human services in the state and region. We also host the interdisciplinary Gerontology and Health Informatics programs.

The mission of CHHS is to achieve excellence through informed and effective teaching in its degree programs, community partnerships, professional activities and scholarship to create knowledge, advance science and inform ethical and culturally responsive practice in the health and human service professions. We aspire to grow our national and global relevance and to remain responsive to the changing health care and human service needs of our urban region and the state.

School of Social Work at UNC Charlotte

The social work graduate and undergraduate program was previously housed within a Department of Social Work. In 2015, with approval from the University, the department transitioned into a School of Social Work. This designation furthered opportunities for continued growth, expansion and development.

In 2016, the School of Social Work hired its inaugural Director, Dr. Schnavia Hatcher. In 2017, an Assistant Director of the School of Social Work, Professor Amy Peters, was hired to assist with administrative oversight and accreditation. Additionally, the School of Social Work implemented a Hybrid 3 Year Master of Social Work (MSW) degree which is located primarily within the UNC Charlotte Center City location. Beginning Summer 2021, the Hybrid 3 Year MSW program became fully online. Also, in June 2021, Dr. Beth Wahler was hired as the new Director of the School of Social Work.

Vision of the School of Social Work

The vision of the School of Social Work is to foster optimal health and well-being, equal human rights, and a just society.

Mission of the School of Social Work

The mission of the School of Social Work is to prepare future social work professionals for leadership in culturally-informed, community-engaged practice, policy, and research, with a particular emphasis on persistent and emerging social problems in rapidly diversifying urban areas locally, nationally, and globally.

Social Work as a Profession

The UNC Charlotte School of Social Work philosophically aligns itself with the social work profession as depicted by the professional associations of the National Association of Social Workers (NASW) and the Council on Social Work Education (CSWE). According to the NASW Code of Ethics (National Association of Social Workers, 2008), the primary mission of the social work profession is to:

Enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of

social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living. (p. 1)

The social work profession is rooted in six core values including: 1) service; 2) social justice; 3) dignity and worth of the person; 4) importance of human relationships; 5) integrity; 6) competence. Additionally, we strongly adhere to the NASW Code of Ethics which is located at this link: <https://www.socialworkers.org/about/ethics/code-of-ethics/code-of-ethics-english>

The Council on Social Work Education (2015) identifies the purposes of social work as follows: To promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally. (p. 5)

Social Work Education Generalist Social Work Practice

The BSW degree prepares graduates for generalist social work practice. Generalist practice relates to utilizing multiple types of intervention that would be useful for different types of social systems and client populations. Emphases are placed on the following:

- development of therapeutic working relationships with clients
- assessment of client systems from a diversity-affirming, ecological systems perspective
- establishment of accurate and appropriate problem definitions and goals for intervention
- utilization of varying intervention approaches, depending on the unique characteristics and needs of diverse client systems; linkage with resources
- empowerment through identifying client strengths and enhancing client problem-solving, coping, and developmental capacities
- application of baccalaureate-level research and evaluation methods

All of these emphases related to generalist practice are centered in professional social work values and ethics within an increasingly global environment and are designed to affirm the human rights of diverse groups of people, especially populations-at-risk and groups which have historically been oppressed due to race, ethnicity, socioeconomic status, gender, sexual orientation, age, and ability.

BSW Program Mission, Goals, Competencies and Practice Behaviors

BSW Program Mission and Goals

Consistent with the mission, vision and values of the University of North Carolina at Charlotte and the College of Health and Human Services, the BSW Program educates students to become

competent social work professionals in practice, research, and advocacy areas who are prepared to:

- 1) Promote community well-being by advocating and promoting diversity, inclusion, access, and equity.
- 2) Challenge social injustice
- 3) Pursue positive social change to enhance quality of life for all through:
 - a) A strengths-based, person and environment construct
 - b) A local, regional, state, and/or global perspective
 - c) Knowledge based on scientific inquiry driven curriculum
- 4) Engage, assess, evaluate, and coordinate on all levels (micro, mezzo, macro) with individuals, families, groups, communities, and organizations.

The BSW Program curriculum emphasizes effective social work practice in North Carolina's largest urban area, a rapidly growing multi-county setting where numerous vulnerable people, families and groups reside. The educational program promotes and secures a learning environment, accommodates a diverse student body including many first generation college students, and transfer students.

Goals

Graduates of the UNC-Charlotte BSW Program will be able to:

- a. Use a wide range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities;
- b. Apply ethical principles, critical thinking, and incorporate diversity, and equity in their practice;
- c. Recognize, support, and build on the strengths and resiliency of all human beings; and
- d. Engage in culturally informed research informed practice, respond proactively to the impact of context on professional practice, and integrate all the BSW Program's core competencies in practice.

Graduates of the UNC-Charlotte BSW Program will practice generalist social work in a manner that values service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, safety and scientific inquiry.

Competencies and Practice Behaviors¹

Graduates of the BSW Program will, at a minimum, leave with the competencies listed below. Competencies have been numbered in the same manner as they are numbered in the 2015 CSWE Educational Policy and Accreditation Standards.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels.

¹ The Council on Social Work Education mandates the competencies and associated practice behaviors. The Program must be able to demonstrate that graduates are able to perform the practice behaviors in order for the Program to maintain its accreditation.

Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and

responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts wellbeing, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice

effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capabilities of clients and constituencies;

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

BSW Admission

Students who declare social work as their major are designated in Banner as pre-social work majors, also referred to as being in Lower Division. Students in Lower Division apply to and matriculate into Upper Division to complete the requirements for the BSW degree. Students admitted to Upper Division will have their major code changed in Banner to SOWK. Below is the criteria used for admission to Upper Division and an overview of the selection process.

Criteria Used for Admission to BSW Upper Division:

- **Minimum GPA as evidenced in DegreeWorks**
Cumulative UNC Charlotte GPA of 2.5 or higher by the start of Upper Division. Applicants with fewer than 12 credits earned at UNC Charlotte must also have a cumulative transfer GPA of 2.5 or higher.
- **Course Credits and Prerequisites as evidenced in DegreeWorks**
 - The applicant has earned 60 credits or will have earned 60 credits by the start of Upper Division.
 - The applicant has already completed or will have completed by August and earned satisfactory grades (C or better) in BIOL 1110, BIOL 1110L, POLS 1110,

PSYC 1101, STAT 1222, SOCY 1101, SOWK 1101, SOWK 2182 and SOWK 2183.

- The applicant should be on track for completing all general education requirements (i.e. - LBST courses, math) by the start of Upper Division. Applicants can be enrolled in spring and summer courses at the time of the application.
- **Resume**
- **Essay - 4-5 double-spaced pages; APA 7th edition format**
 - Please discuss your reasons for seeking admission into the BSW Program and your career goals.
 - Describe a social problem of concern to you. Include research that helps the reader better understand the problem.
 - Social workers practice with diverse groups. What groups may challenge you because of either your personal values, attitudes, and/or experience and how will you handle this?
 - Based on your previous volunteer and/or employment experience related to social work, discuss what you did to ensure that you helped and did not cause harm to those you served.

Admission offers are conditioned upon verification in August of the satisfactory completion program prerequisites, general education requirements, and a GPA of 2.5.

Admission to the BSW Program is a competitive process, and, unfortunately, we may not be able to accommodate all qualified students due to limited seating capacity.

Occasionally, in an effort to help students stay on track for a timely graduation, students may be admitted who do not meet all of the above criteria (i.e. - missing a prerequisite). If an exception is made, the student must be able to outline a plan for completing the requirement(s).

Application Submission Timeline: Applications are accepted February 1st - July 1st annually.

Overview of Application and Selection Process:

The application process for Upper Division is competitive and not all applicants who meet the minimum criteria for admission will be accepted. Applications are submitted electronically between February 1st and July 1st of each year through a form located on [an application page](#) found on the [School of Social Work website](#). Applications are reviewed by the BSW Admissions Committee which is composed of full-time social work faculty members who regularly teach in or administratively support the BSW program. Additional faculty members and staff may also review components of the application. The following materials are submitted: Application form, resume, essay, and transcripts from any colleges attended other than UNC Charlotte if the information is not in DegreeWorks. Application elements (academic preparation, experience, and essay prompts) are scored using a BSW Application Rating Rubric which is based on a point system. Competitive applicants (those with highest scores) are selected until all seats are filled. Applicants are notified of the decision of admission or denial on a rolling basis, but no later than August 1st, via an attached letter sent to their University email address. There is not a waitlist for Upper Division. Applicants who have been offered admission to the BSW

Program and who wish to accept the offer will need to submit their electronic enrollment form by the deadline identified in the acceptance letter. If the form is not returned by the deadline, it will be assumed that the student has declined the offer. Students not accepted into Upper Division are encouraged to meet with their Lower Division CHHS academic advisor for further academic planning. Students not accepted into Upper Division may reapply the following year. However, this may delay time to graduation and is not typically recommended. Those who do not continue in the BSW major have the option of declaring another major at the University.

Additional Information for Applicants:

- Academic credit is not given for life experience, nor is life experience part of the admission rating rubric. This is communicated to applicants via the School of Social Work website and student handbooks.
- Applicants with past convictions who are offered admission and opt to enroll would be doing so with the understanding that this background could be a potential barrier to graduation or future employment. The BSW Program does make every effort to assist students with a positive criminal background check in finding field placements.
- Persons with disabilities who need assistance in the admission process must contact the School of Social Work to request such assistance a minimum of fifteen days prior to the application deadline. The applicant will be connected with the Office of Disability Services to request that a staff member assist the applicant with completing the application.
- Students who leave the major in good standing or are dismissed from the program and wish to return can contact the BSW Program Director for guidance related to readmission.

Readmission to the Lower Division Major

The School of Social Work will approve all requests for readmission to the social work lower division program. However, we are committed to ensuring timely progression through our program. There may be instances where we advise students to consider other degree programs such as if it appears they may not be able to complete our program in a timely manner. Nonetheless, students have the right to exercise discretion about whether to continue with the major or consider another degree program.

Readmission to Upper Division

Readmission for students who withdrew from Upper Division while in good academic and professional standing

A student who is admitted to Upper Division courses but exits the program before graduating due to personal or academic reasons, is eligible to re-enter the BSW Program *without reapplying* if all of the following conditions are met:

- The student stopped attending while in good academic and professional standing within the past seven years
- The student meet the current eligibility criteria for admission including GPA

- The student is a current UNC Charlotte student
- The student agrees to a revised academic plan, developed by the BSW Program Director, identifying courses required to earn the BSW degree since there may have been changes to the curriculum since the student last attended.

Readmission for students dismissed from Upper Division for academic or professional reasons

If a student has been dismissed from the BSW Program for academic or professional reasons, they are eligible *to re-apply* to the BSW Program if all of the following conditions are met:

- There have been a minimum of 24 consecutive months of separation from the program
- The student meets the eligibility criteria for admission to the BSW Program
- The student is a current UNC Charlotte student

The BSW admissions committee, when reviewing the application, can take into consideration University policies, School of Social Work policies, the reasons the student was dismissed from the BSW Program, and the student's current academic and professional standing. The BSW Admissions committee can also consult as needed with University administrators and faculty. Being eligible to reapply is not a guarantee of admission. Students applying for readmission will be given the opportunity to submit a letter of explanation to the committee regarding past and present circumstances.

Prior to returning to course work, a readmitted student would need to agree in writing to an academic plan outlined by the BSW Program Director identifying courses required to earn the BSW degree. Since there may have been changes to the curriculum since the student last attended, a student may be required to take additional or new courses than those specified at the time of the student's original admission to the program.

BSW Degree Requirements

The major in Social Work is based on a liberal arts foundation, augmented by social work and social work-related courses. In addition to completing all University general education requirements, the BSW major requires that students complete 76 credits made up of 50 credits in required SOWK courses and 23 credits in required courses from other disciplines. The core SOWK courses for the social work major are: SOWK 1101, 2182, 2183, 2184, 3120, 3133, 3180, 3181, 3182, 3184, 3199, 3201, 3202, 3482, 3484, 3900, and 3988. In addition, four courses related to "vulnerable population groups must be taken. (See the appendix for a list of pre-approved "population courses"). Other required courses for the social work major are SOCY 1101, BIOL 1110, BIOL 1110L; PSYC 1101, PSYC 2151, POLS 1110, LBST 1100, 2101, 2102, and 2200. Students must acquire a minimum of 120 total credits in order to graduate from UNC Charlotte. ² At the lower division level, courses that integrate population and writing intensive courses, may count as credit for both requirements (but students do not get double credits).

Students will need to complete the following prerequisite courses before beginning the Upper Division sequence: **SOWK 1101, SOWK 2182, SOWK 2813, SOCY 1101, BIOL 1110 & Lab**, MATH 1100, **STAT 1222, POLS 1110, PSYC 1101**, UWRT ____ (3 or 4 credits), Writing Intensive Course, Population Group courses (2), and Electives (3). Students must earn a C or better in courses in bold.

The following is a sample curriculum layout for a social work major. It is important to note that social work courses can only be used for the major if they have been obtained within the last five years. Social Work is a professional program, with changes in the field occurring frequently. Whether “older” courses are equivalent to those currently in the curriculum is determined by the Program Director. The same is true of courses taken at other institutions.

BSW Major Curriculum Plan

For Students with a 2020-2021 (and onward) catalog year on Degree Works

First Semester (Fall: 14-16 hours)

HAHS 1000 (1-3) or elective (3) - Prospect for Success in Health & Human Services
 SOWK 1101 (3) - Introduction to Social Work
 BIOL 1110 (3) - Principles of Biology I
 BIOL 1110L (1) Principles of Biology I Laboratory
 LBST 11xx Series Course (3) - Arts and Society
 MATH 1100 (3) - College Algebra & Probability

Second Semester (Spring: 15-16 hours)

STAT 1222 (3) - Introduction to Statistics
 POLS 1110 (3) - American Politics
 SOCY 1101 (3) - Introduction to Sociology
 UWRT ____ (3-4) - Writing and Inquiry in Academic Contexts
 LBST ____ (3) - Choose 1 course from 2101 or 2102

Third Semester (Fall: 15 hours)

PSYC 1101 (3) - General Psychology
 SOWK 2182 (3)- Human Behavior in the Social Environment I
 LBST ____ (3) - Ethical Issues and Cultural Critique (Choose 1 course from 2211-2215)
 Elective (3)
 Population Group Course (3)

Fourth Semester (Spring: 18 hours)

SOWK 2183 (3)- Human Behavior in the Social Environment II
 Population Group Course (3)
 LBST 2301 (3) - Critical Thinking (Sophomore Standing)
 Population Group Course (3)
 Elective (3)
 Elective (3)

Fifth Semester (Fall: 13 hours)

SOWK 3120 (3) - Diversity and Populations-at-Risk
 SOWK 3199 (3) - Professional Behavior, Ethics, and Communication
 SOWK 3201 (3) (W) - Foundation of Social Welfare
 SOWK 3180 (3) - Case Management
 SOWK 2184 (1) - Writing for the Social Work Profession*

Sixth Semester (Spring: 12-15 hours)

SOWK 3202 (3) (W) - Social Welfare Policy
 SOWK 3181 (3) - Practice Methods I
 PSYC 2151 (3) - Abnormal Psychology (3)
 SOWK 3133 (3) - Community Engagement and Outreach
 Elective (3)

Seventh Semester (Fall: 9-15 hours)

SOWK 3182 (3) - Practice Methods II
 SOWK 3482 (3) (O) - Field Placement I
 SOWK 3900 (3) - Social Work Research I
 Elective (3)- *if needed*
 Population Group Course (3)- *if needed*

Eighth Semester (Spring: 9-15 hours)

SOWK 3184 Practice Methods III (3)
 SOWK 3988 Research II (3)
 SOWK 3484 Field Placement II (3)
 Elective (3) - *if needed*
 Population Group Course (3) - *if needed*

Total Hours: 120-123

adheres to university policy of 120 hours

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

It is possible for students enrolled in North Carolina’s community colleges to transfer to UNC Charlotte with most, if not all, of their General Education requirements met. In most cases, transfer students must attend the first summer session and take SOWK 1101 and 2182, which

are required for admission to the Program. Students take SOWK 2183 in the second summer session, and it is during this time period when applications to the BSW Program are submitted.

The curriculum is integrated vertically as it builds from the second to third to final year. The HBSE courses, which are taken in the second year, provide a broad base of knowledge and conceptual material that is utilized in the other Content Areas that follow. Examples include systems theory, theories relevant to various system levels, human diversity, life cycle theory, and social justice concerns. Other Content Areas (Diversity, Policy, Populations-at-Risk and Social and Economic Justice, and Research) are either introduced or elaborated upon during the third year emphasizing social welfare, policy, and social work electives. Field education (Practicum and Seminar) occurs in the final year when students integrate and apply learning from content areas to a field setting as a generalist social worker. In the field seminars, students are required to complete assignments that build upon learning in previous courses: case analyses, an agency analysis paper, a practice evaluation assignment, and an integrative journal. Seniors should remain in the same field section for the entire year. When they transition from SOWK 3482 to SOWK 3484 between fall/spring they must remain with the same field liaison and same class section.

Advising

Lower Division Social Work majors receive academic advising through the Office of Student Services (OSS) in the College of Health and Human Services (CHHS).

Here are some common reasons you may seek advising at the lower division level:

- You need academic advising for majors or minors in the CHHS
- You need help with university forms, policies and procedures
- You need to learn about the various academic and student support resources of the campus
- Or if you just have questions about being a student at UNC Charlotte and don't know where else to go for assistance.

Additional information about the advising office is located at the following link:

<https://health.uncc.edu/student-advising-center/advising-center>

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

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

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

Advisors utilize university programs to provide advising notes and recommendations. Advisors are encouraged to post notes after each advising session so that records are clear and concise. Additionally, some advisors may hold group advising sessions to disseminate information across an entire group.

Student Advising Recommendations

It is strongly recommended that students monitor their progress through the program to ensure timely graduation and completion of course requirements. The following recommendations are offered to students to assist with their progression through the program:

- Review your progression through the program at Degree Works. Click the hyperlink for a quick reference guide for [DegreeWorks](#).
- Meet with your advisor at least once in the fall semester and once in the spring semester.
- Be prepared for your advising meeting. Please write down some questions you have for your advisor.
- Ask them to document your session in Connect (Advising, Tutoring, and Support). If the information is documented, you can reference it at a later date.
- Utilize the course planning map shared by the CHHS Advising Office. You can also view the course plan for students entering the [2022-2023 academic year here](#).

Social Work Course Descriptions

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

SOWK 2182. Human Behavior in the Social Environment I. (3) Human development within the biological, psychological, and social structure as it occurs throughout the lifespan.

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

SOWK 2184. Writing for the Social Work Profession. (1) An introduction to writing for the social work profession.

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

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

SOWK 3180. Case Management. (3) Prerequisite: Upper Division standing. An introduction to effective case management skills in the profession of social work. Students develop skills to create client-centered service plans, link clients to resources, and case documentation. Students are required to demonstrate the core competencies of social work case management.

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

SOWK 3182. Practice Methods II. (3) Prerequisites: Upper Division standing and SOWK 3181. Development of competencies within generalist social work practice methods with an emphasis on working with families and groups.

SOWK 3184. Practice Methods III. (3) Prerequisite: Upper Division standing, SOWK 3181. Development of competencies within generalist social work practice methods with an emphasis on working with communities and large systems.

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

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

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

SOWK 3482. Field Practicum I. (3) (O) Prerequisites: Upper Division standing and SOWK 3181. Students complete an approved supervised field experience 16 hours per week. Students concurrently participate in a field seminar to reinforce and enhance their field experience.

SOWK 3484. Field Practicum II. (3) (O) Prerequisites: Upper Division standing, SOWK 3182, and SOWK 3482. Students complete an approved supervised field experience and concurrently participate in a field seminar to reinforce and enhance their field experiences.

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

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

Upper Division Progression

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

1. **Grade Point Average.** Students are considered to be in academic difficulty if their GPA drops below 2.0. Students will be advised to withdraw from the program if their grade point average falls below 2.0 overall or 2.25 in the Social Work major.
2. **Course Grades.** Students must receive a **grade of C** or better in every Upper Division SOWK course including Abnormal Psychology. Students who receive two grades of D or F during matriculation in Upper Division will be dismissed from the major.

3. **Course Repeat.** Students who earn a grade of D or F are permitted **one course repeat** (i.e., students may pursue a course repeat on one occasion only during matriculation in Upper Division). Students who repeat a course and achieve a grade of C or higher may continue to progress in Upper Division. Students who receive a grade of D or F for a course repeat will be dismissed from the major. Students who have received No Credit in courses required for the social work major will need to retake the courses. However, this will not count towards their repeated course policies.

4. **Field Repeat.** Students are permitted to apply to repeat a practicum course only once, with the permission of the Field Education Committee. The Field Education Committee will review the student's application to repeat field, as well as their overall performance in the Program, and will decide whether the student will be permitted to repeat the field practicum course. Field Education Committee denial decisions for repeating practicum will result in a student's dismissal from the major. In addition, a student who is permitted to repeat practicum and does not achieve a grade of C will be dismissed from the major.

Transfer Credit

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

Credit for Life and Work Experience

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

Residency Requirement

In accordance with University policy, students must earn at least 25% (30 credits) of baccalaureate degree requirements at UNC Charlotte, including a minimum of the last 12 semester hours in the major. More information can be found here: [Residency Requirement](#)

Grade of Incomplete

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

Faculty should notify the BSW Program Director of students receiving an incomplete in courses and the plan for credit completion. If a student receives an "I" in a course that is a prerequisite for the next course, they will not be able to continue with the next course sequence until the grade is updated from incomplete to a passing grade.

Field Placement

Upper Division students begin working with the Field Office in the fall of their first year of upper division. The Field Office will communicate with prospective field students during their Upper Division Orientation as well as through the student's UNC Charlotte email account. The Field Office will also host a series of Field Meetings with students to discuss the field placement process. Applications for senior field placement are due in January 2023. Students are expected to work with the Field Office in the spring of their junior year and summer prior to senior year to finalize the field placement experience. Field placement starts in the fall of the final year of the student's degree program and concludes at the end of the spring semester of the student's graduation. ([BSW Field Education Handbook 2022-2023](#))

Field Education Courses Professor Continuity

In regards to the Social Work Practicum field seminars series, social work students are required to keep the **SAME** Field Faculty Liaison (field professor) for the Fall and Spring semesters for continuity across field placements. It is the responsibility of the student to register for the same Field Faculty Liaison Professor during Spring Registration.

North Carolina Child Welfare Education Collaborative

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

The North Carolina Child Welfare Education Collaborative works in conjunction with its participating universities, North Carolina Division of Social Services, and North Carolina Association of County Directors of Social Services. The comprehensive curriculum for Collaborative participants is designed to thoroughly prepare students for careers in North Carolina public child welfare. A combination of classroom instruction and field education fine-tunes the correlation between curriculum and child welfare core competencies. Students are provided with the knowledge and skills needed to better serve children and families statewide.

Upper Division BSW Social Work majors are eligible to apply to the Collaborative. The School of Social Work at the University of North Carolina at Charlotte requires that each Child Welfare student enroll and complete the UNC Charlotte Child Welfare Class, receive a final grade of a (B) or take the summer Launching My Welfare Journey online course, and meet DSS compliance requirements for practicum placement in order to continue in the Child Welfare Collaborative Program. The final requirement is that the student must have a field practicum in a Department of Social Services Agency- Youth and Family Services for a full academic year and receive a grade of at least a (B) for the course. Additional information can be found here: [North Carolina Child Welfare Education Collaborative](#).

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

Field Placement, along with the other required classes for their degree, students receive a certificate indicating they have successfully completed the pre-service training competencies.

For a better understanding of how the program works and additional information about the Child Welfare Education Collaborative, [click here](#). Please contact ssw-field@uncc.edu for questions about the Child Welfare Collaborative.

School Social Work Licensure

Graduates of the Program may also qualify for licensure as a school social worker in the state of North Carolina. The School Social Work license is awarded by the North Carolina Department of Public Instruction. To be eligible for school social work licensure, BSW students must complete a two-semester field placement in a school setting, take SOWK School Social Work course, and take another course from a list of approved electives. Jacquelyn Garcia, School of Social Work Licensure Coordinator, has additional information about school social work licensure. She can be reached at jgarci43@uncc.edu or 704-750-1831. Information is also available at <https://socialwork.uncc.edu/bachelor-social-work-bsw/school-social-work-licensure> and <https://ncsswa.com/>. Students interested in school social work licensure should begin planning with their advisors and Field Office as early in the program as possible.

Social Work & Gerontology Dual Field Experience

Students majoring in Social Work and minoring in Gerontology have the option to complete both experiences at one field site. The site must agree to the terms of both the Social Work and Gerontology program and provide the appropriate supervision of each student. The Field Instructor/Supervisor would be responsible for completing required paperwork for both the Social Work program and the Gerontology program. Students should work with the Field Office and Gerontology advisors to plan accordingly. For more information, please visit: Social Work & [Gerontology Dual Field Experience](#) website and the [Gerontology Program](#) website.

The School of Social Work

Multi-Step Resolution Process for Student Academic and Performance Issues Introduction

To promote student success, the School of Social Work (SSW) has the following multi-step process for resolving academic performance and conduct concerns that are not addressed through University procedures. See the Field Education Handbook for details about resolution of issues pertaining to field placement.

All students in the program are expected to maintain the following standards established by UNC Charlotte, the School of Social Work, and those held by the profession including:

- [UNC Charlotte Code of Student Responsibility](#)
- [NASW Code of Ethics](#)
- [CSWE EPAS 2015](#)

- [ASWB Technology Standards](#)
- SSW Professional Standards (below)

Policy of Student Continuation

Please refer to the BSW and MSW Educational Requirements in the Handbook for the current year.

Commitment to Non-Discrimination

The School of Social Work seeks to promote a just and respectful educational opportunity. Aligned with the University (see [University Policy 501, Nondiscrimination](#)), we prohibit unlawful discrimination and harassment on the basis of race, color, religion, age, national origin, physical or mental disability, veteran status, genetic information, sex, sexual orientation, or gender identity in academic and field programs.

Professional Standards Requirements

Due to the nature of professional social work practice, the School of Social Work has different expectations of students than do non-professional programs. The standards are linked to students' abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address field performance concerns. The ultimate goal of the Standards is to help students have a successful experience in the Social Work Program. Persons who teach and supervise students, along with program directors, will assess student performance and apply their professional judgment to determine if standards are being met during a student's course and/or field placement. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process.

In order to meet its responsibilities to provide quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the School of Social Work evaluates the performance of its students in five general areas:

- 1) Basic Abilities to Acquire Professional Skills
- 2) Mental and Emotional Abilities for Performance and Professional Practice
- 3) Professional Performance Skills for Work with Clients, Communities, and Professional Practice
- 4) Scholastic/Field Performance
- 5) Commitment to engage in a respectful manner with diverse individuals and communities

Meeting the criteria for scholastic achievement is necessary but not sufficient to ensure continued enrollment in a program. Both professional behavior and scholastic performance comprise academic standards. The School of Social Work will provide reasonable accommodations that do not fundamentally alter the program for qualified students with disabilities when those students register with the Office of Disability Services.

Basic Abilities Necessary to Acquire Professional Skills :

Communication Skills

Demonstrates sufficient written, comprehension, and expressive skills to communicate about ideas and feelings:

- a) Written: Writes clearly, uses correct grammar and spelling. Applies appropriate writing style, including the latest version for American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete all written assignments to standards specified by faculty. Note: Students may be required to attend the Writing Resource Center to enhance written communication skills.

- b) Comprehension: Listens carefully to others' emotions, thoughts, and ideas, with sensitivity to others' right to self-determination. Accurately interprets information from clients, other agencies, peers, mentors, and instructors.

- c) Expressive: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in English to complete assignments that involve self-expression and to meet the objectives of field placement experiences, as specified by faculty.

Interpersonal Skills

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

Cognitive Skills

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

Physical Skills

Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement.

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

Stress Management

Demonstrates ability to recognize and to deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and

developing appropriate supportive relationships with colleagues, peers, and others.

Emotional and Mental Capacities

Uses sound judgment. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. (Students are encouraged to utilize Counseling and Psychological Services (CAPS) at UNC Charlotte for treatment and/or referral.)

Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health issues do any of the following:

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

Professional Performance Skills Necessary for Work with Clients, Communities, and Professional Practice

Professional Commitment

Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics. Demonstrates commitment to the essential values of social work that include the respect for the dignity and the worth of every individual and recognition of possible disparities in access to information, services, and resources among different segments of the population.

Professional Behavior

Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and federal, state, and local laws in the classroom, University community, field, and community at-large. For field, follow dress code and expectations based on agency policy. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner. Works effectively with others, regardless of level of authority. Advocates for oneself in a responsible manner and uses proper channels for conflict resolution according to the Step Process in the current Program and Field Handbooks. Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.

Self Awareness

Exhibits knowledge of how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others. Reflects on one's own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

Ethical Obligations

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

Adherence to the NASW Code of Ethics and the Code of Ethics for Social Work Licensure in North Carolina.

- No convictions of a criminal offense that is contrary to professional practice.
- Systematic evaluation of clients and their situations in an unbiased, factual way. Suspension of personal biases during interactions with others.
- Comprehension of another individual's way of life and values. Empathic communication and support of the

client as a basis for a productive professional relationship

- Appreciation of the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.
- Demonstration of respect for the rights of others. Commitment to client's freedom of choice and self-determination.
- Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.
- Demonstration of honesty and integrity by being truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.
- Demonstration of clear, appropriate, and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interests may exist.

Scholastic/Field Performance

Student maintains scholastic requirements as indicated in the respective program (BSW/MSW/Field) per student handbook.

Commitment to engage in a respectful manner with diverse individuals and communities

Respecting the dignity and worth of every individual, including the individual's identities, experiences, background, and perspectives. Contribute to a community culture within the unit and field placement, which supports and encourages open dialogue, increases understanding and awareness, and demonstrates respect for all people in language and behavior in consideration of individual, family, organization, and/or community context.

School of Social Work Multi-Step Resolution Process

Procedures Governing Concerns related to Social Work Students

Step 1. Consultation with the student. Instructors should work directly with the student to resolve academic performance and/or classroom conduct concerns using a problem-solving approach. A problem-solving approach means the instructor identifies a specific behavior of concern, communicates constructively and respectfully with the student about the specific concern, and, with the student's input, develops a specific plan for resolving the concern. It is the instructor's responsibility to inform the student that the meeting is considered a Step 1 meeting and document the concern using the SSW Academic and Performance Concerns form. The form will include the details about the student meeting, and the proposed plan for resolving the concern. Faculty members are encouraged to inform students about available campus resources that can help them. Faculty members are also encouraged to inform and document students about the potential consequences of not resolving the concerns (i.e., failing grade on an assignment or in the course). Academic concerns that implicate [University Policy 407, Code of Student Academic Integrity](#) or conduct concerns that implicate [University Policy 406, Code of Student Accountability](#) should be directed to and processed through Student Accountability and Conflict Resolution.

Step 2. Consultation with the BSW/MSW/Field Program Director. If the concern remains unresolved after Step 1, the instructor may forward documentation about the initial meeting with the student to the BSW/MSW Program Director. The BSW/MSW Program Director will either suggest an alternative solution to the instructor or schedule a meeting with the student to discuss the concern. In cases where an alternative solution is proposed, the instructor will communicate with the BSW/MSW/Field Program Director about the outcome and, if the suggestion did not resolve the concern, the Program Director will schedule a meeting with the student. The instructor is welcome to attend the meeting between the student and the BSW/MSW/Field Program Director. It is the BSW/MSW/Field Program Director's responsibility to document the concern and inform the student that meeting or alternative solution is considered Step 2 in the process. The details about the meeting with the student and the proposed plan for resolving the concern will be documented in the same SSW Academic and Performance Concerns form. The BSW/MSW/Field Program Director will provide a copy of the updated form via email to the instructor and the student within five (5) business days of the meeting with the student.

Step 3. Formal Review. If the student concern is still unresolved after Step 2, the concern may be referred to the Academic and Performance Committee for Formal Review.

Academic and Performance Committee (APC)

The Academic and Performance Committee (APC) is an ad-hoc committee that will be appointed by the SSW Director as needed. The APC will review cases referred for formal review, formulate next steps and also review requests for reinstatement and readmission.

Prior to the formal review, the instructor should contact the appropriate program director and then the director will request that the SSW Director develop an ad-hoc APC.

Students may be referred for a number of reasons including, but not limited to:

- Failure to maintain the standards of UNC Charlotte, the School of Social Work, and those held by the profession
- Marginal performance towards CSWE competencies for social work practice
- Failure to meet academic requirements of UNC Charlotte, The UNC Charlotte Graduate School, and the School of Social Work
- Failure to adhere to agency policy and professional standards during field placement
- Suspension and/or termination from field placement
- Relating to students, colleagues, professors, client and/or agency personnel in a disrespectful manner
- Pattern of problematic behavior
- Request by faculty member for a review due to the student's poor coursework/field performance
- Uncertainty about the social work profession and/or
- Request for reinstatement and/or readmission

Procedures for the Academic and Performance Committee

The APC will reach out to the student to inform them about the concerns, any immediate requirements and/or referrals (e.g., Niner Cares, Student Accountability, Civil Rights and Title IX, CAPS, Wellness Promotion) and request a formal review meeting. Any relevant documentation will be collected and made available to the student at least 2 days prior to the meeting. If the student would like to submit any documentation, the documents must be submitted to the APC 2 days prior to meeting. Possible types of relevant documentation include:

- (1) SSW Academic and Performance Concerns form
- (2) Statement from the Student. Please note if the statement includes any safety concerns, harassment or discrimination claims, a referral will be made to the appropriate campus office
- (3) Letters of support, Material pertaining to the student's course and/or field performance and feedback from faculty, field instructors/task supervisors, advisors, and other appropriate parties such as the Division of Student Affairs that may have worked with the student.

The formal review may occur in-person or virtually at a mutually agreed upon time. The student may bring one support person and must complete a [FERPA waiver](#) form for the support person. If the student chooses to bring a support person that is also a member of the SSW, the dual roles

will be considered by the APC to assess for any possible conflicts of interest.

During the meeting all parties will have an opportunity to share and request any additional information. A member of the APC will take notes. If students require accommodations, they should contact the [Office of Disability Services](#) prior to the meeting. The APC will review the materials that have been submitted and make a decision even if the student chooses not to attend the meeting.

The APC's decision will be submitted to the School of Social Work Director.

Course of Actions

Possible outcomes include the following

- a. *Continue without new conditions*: The concern(s) have been addressed and no further action is needed.
- b. *Continue with new conditions*: The concern(s) have been substantiated and a Formal Compliance Plan is established, which may include, but is not limited to, setting goals, mentorship and support, additional advising, adjustments to the students course plan, additional courses and/or field hours. Additionally, the circumstances may require documentation in the student's record and other university level sanctions. The Compliance Plan is accepted by the student.
- c. *Program Termination*: A Compliance Plan is not offered or is declined.

Appeal Process

Students have the right to appeal the decision of APC. Appeals should be made in writing/electronically to the SSW Director within 15 days after the decision. The SSW Director will review the appeal and determine next steps and/or the final decision. If the decision is related to field placement, the student will not be placed in a field placement until the appeal is resolved.

Reinstatement Procedures and Readmission

The SSW will follow the outlined Reinstatement and Readmission policies for undergraduate and graduate students in the Division of Academic Affairs and Graduate School, respectively.

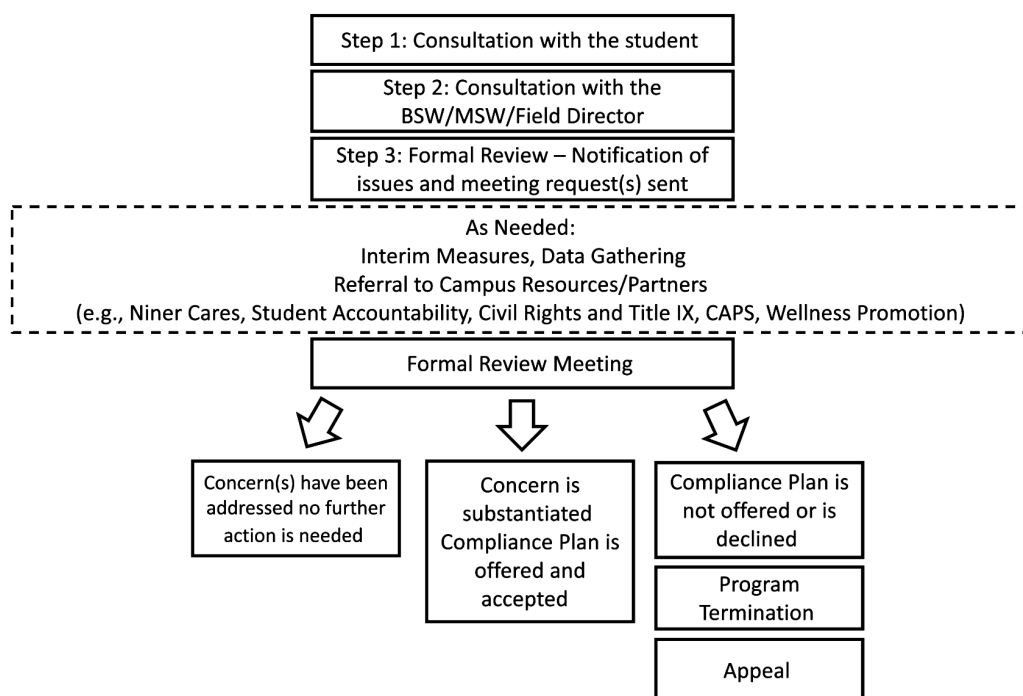
Students returning to field placement after suspension, reinstatement, or readmission should refer to the policy on Returning to Field Placement in the current Field Education Handbook.

Exceptions to the Multi-Step Resolution Process

University policies and procedures take precedence over the Multi-Step Resolution process. Violations of the University-level Code of Student Responsibility - Policy 406 and The Code of Student Academic Integrity warrant immediate action and are addressed through University procedures. In addition, there may be some other student conduct issues that warrant immediate

action (skipping Steps 1 and 2). It is within the purview of the BSW/MSW/Field Program Director to proceed to an immediate Formal Review (Step 3) in such cases.

Multi-Step Resolution Process for Student Academic and Performance Issues Process Flow Chart



Procedures for Student Concerns about Instructors or Program

Procedures Governing Concerns Related to Instructors

Student Concerns about an Instructor:

Students might experience concerns with their course instructor. The student should follow a multi-step process for resolving concerns about a course instructor.

Step 1. Consultation with the Instructor - Approach the instructor and work directly with the instructor to address the concern using a problem-solving approach - A problem-solving approach means the student has identified a specific behavior of concern, communicates constructively and respectfully with the instructor about the specific concern, and, devises a specific plan for resolving the concern. It is the student's responsibility to document the concern, the meeting time, and the proposed plan for resolving the concern or clearing up misunderstandings. It is strongly recommended that the student communicate the outcome of the meeting via email to the instructor; this serves as an opportunity to thank the instructor for being responsive, clearing up the outcome of the meeting, and documenting that the issue was addressed.

Step 2. Consultation with the BSW Program Director - If the concern remains unresolved after Step 1, the student can make an appointment to speak to the BSW Program Director. Copies of written communication with the instructor about the student's concern will be helpful. The BSW Program Director will suggest an alternative solution to the concern. At Step 2, it is the BSW Program Director's responsibility to document the concern, the details about the student meeting, and the proposed plan for resolving the concern. The student will carry out the alternative solution. For instances when the BSW Program Director is also the Instructor, the School of Social Work Director (or designee) will be consulted.

Step 3. Joint Meeting - If the concern is still unresolved after Step 2, then the student, the Instructor, and the BSW Program Director (or alternate) will meet jointly to discuss a solution. All parties will arrive at a consensus solution. It is the BSW Program Director's responsibility to provide written documentation of the meeting and the consensus solution. For instances when the BSW Program Director is also the Instructor, the School of Social Work Director (or designee) will be consulted.

Step 4. Formal Grievance - If Steps 1 through 3 do not resolve the issue, the student might consider a formal grievance. Information related to student grievance policies and procedures can be found at: <http://legal.uncc.edu/policies/up-411>. *Students are free to file a grievance at any time*, but following Steps 1 through 3 is a way to ensure the Dean of Students Office that the student has taken reasonable steps to resolve their concerns.

Exception to Steps 1 through 4.

Some instructor conduct warrants immediate attention. This includes intentional intimidation of students, harassment, disregarding student confidentiality, blatant discrimination based on student characteristics, or threats of harm to students. These behaviors should be reported immediately to the BSW Program Director (or alternate). For instances when the BSW Program Director is also the Instructor, the School of Social Work Assistant Director will be consulted. All instances of this conduct result in an immediate Joint Meeting (Step 3). The BSW or MSW Program Director will be kept apprised of the case.

Special Note about Student Programmatic Feedback

Students are encouraged to provide feedback about the program to their BSW Committee Representative, to be discussed during Committee Meetings. Students are also encouraged to participate in the end of year surveys.

Additional University Procedures

The School of Social Work follows all University grievance procedures. Students are encouraged to click the links to read relevant policies and procedures in their entirety.

University Policy 403: In order to maintain a harmonious relationship between The University of North Carolina at Charlotte and its students, it is the policy of the University to provide for the settlement of problems and differences through orderly grievance procedures. Every student shall have the right to present their problem, in accordance with the procedures established, in order to

seek redress free from interference, coercion, restraint, discrimination, or reprisal. The following procedures have been established to address areas of concern to students:

- [Discriminatory personal conduct](#)--violations of [Title VII of the Civil Rights Act](#) and [Title IX of the Education Amendments](#)
- [University Policy 411, Student Grievance Procedure](#)-applies to alleged discrimination on the basis of race, color, religion, sex (including sexual orientation and gender identity and expression), age, national origin, or disability as well as problems arising in the relationship between a student and the University that are not governed by other specific grievance procedures
- [University Policy 406, Code of Student Responsibility, Chapter 8, Sexual Misconduct Complaint Procedures](#) (Replacing [Sexual Harrassment Policies and Grievance Procedures](#) as they relate to student-on-student sexual harassment)
- Student conduct procedures under [The Code of Student Responsibility](#) and the [Code of Student Academic Integrity](#)
- Appeals from denials of admission or readmission to the University under [Admission Appeals Process](#)
- Review of decisions concerning [residency status, deposits, tuition, and fees](#)
- [University Policy 410, Policy and Procedure for Student Appeals of Final Course Grades](#)
- [Undergraduate student academic appeal and grievance procedures](#)
- [Graduate student academic and termination appeals](#)
- Serious grievances related to the [student's education records](#)
- Grievances related to [delivery of special services to students with disabilities](#)

Students in the BSW program may find [University Policy 411, Student Grievance Procedure](#), noted in the list above, to be helpful for addressing problems not governed by other specific grievance procedures (e.g., - programmatic concerns). Policy 411 encourages, but does not require, students to discuss their grievance with the person alleged to have caused the grievance. It also outlines the process for having the concern reviewed by a unit administrator.

BSW Student Professionalism Standards

The BSW Program has a set of professional behaviors that students are assessed on in particular classes. These behaviors are expected for social workers and align with the professionalism standards of the social work field. Students will not receive a grade on these standards but will engage in self-assessment, peer assessment and instructor assessment. These standards are utilized to enhance professional behaviors prior to working within the field. Please see the standards in Appendix B.

University, College, and School of Social Work Policies

Accommodations for Disabilities

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the School of Social Work. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation to provide equal opportunity to meet academic criteria for professional behavior and scholastic performance. Any otherwise qualified student with a protected disability who

requests a reasonable accommodation must notify the UNC Charlotte Office of Disability Services and provide documentation as needed. The Office of Disability Services will work with the faculty member(s) on how to accommodate the student. Contact information and resources for the Office of Disability Services is listed below:

- Disability Services website: <https://ds.uncc.edu/>
- Non-Discrimination on the Basis of a Disability - University Policy 501.1 - <https://legal.uncc.edu/revisions/2014-11-04/new-policy-501.1-nondiscrimination-basis-disability-regulation>
- DS phone number: 704-687-0040

Special Note about Student Impairment

Students experiencing substance abuse or other mental health challenges that interfere with their academic and/or field work should seek consultation with their faculty advisor. Students are also encouraged to seek support from CAPS (<https://caps.uncc.edu/>), that provides resources, services, or referrals to appropriate facilities in the community. If a faculty member or student suspects impairment of a colleague, please refer to the NASW Code of Ethics 2.08 and 4.05 (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/>), University Policy 711 (<https://legal.uncc.edu/policies/up-711>), and/or the Multi-Step Resolution Process for guidance on remedial actions.

University Code of Student Responsibility

The purpose of the Code of Student Responsibility (the Code) is to protect the campus community and to maintain an environment conducive to learning (Introductory statement from the UNC Charlotte brochure about the Code of Student Responsibility). The entire document may be found at <https://legal.uncc.edu/policies/up-406>

Academic Integrity

All students are required to read and abide by the *Code of Student Academic Integrity*. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action. Students are expected to submit their own work, either as individuals or contributors to a group assignment. Definitions and examples of plagiarism are provided in the Code book, which is available online at: <http://www.legal.uncc.edu/policies/ps-105.html>
 Note: Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work. Faculty are strongly encouraged to adhere to the academic integrity policy when there are suspected incidents of plagiarism. Students may wish to seek additional information about the academic integrity policy should an issue or concern arise.

English as a Second Language

If the student speaks English as a second language, the student should inform course instructors as soon as possible.

Nondiscrimination Policy

The University of North Carolina at Charlotte affirms that its educational and employment decisions must be based on the abilities and qualifications of individuals and may not be based on irrelevant factors, including personal characteristics, that have no connection with academic

abilities or job performance. Therefore, the University prohibits discrimination and harassment in its educational and employment decisions and provides equal opportunities for all members of the University community and for all those seeking to join the University community.

The following factors may not form the basis for educational or employment-related decisions: race; color; religion, including belief and non-belief; sex, including but not limited to pregnancy, childbirth, or related medical condition, and parenting; sexual orientation; actual or perceived gender identity, including but not limited to gender expression, transition status (including but not limited to physical transition), transgender status, and gender nonconformity; age; national origin; physical or mental disability; political affiliation; veteran status; and genetic information.

In March 2016, the North Carolina General Assembly and Governor Pat McCrory enacted the Public Facilities Privacy and Security Act, also known as House Bill 2. This law replaces local nondiscrimination policies with a statewide policy. The University and the School of Social Work appreciate the serious concerns many have regarding this law. We want to assure every current and future member of our community that UNC Charlotte recognizes and values the inherent dignity and worth of each individual student, employee, and visitor.

Gender-Neutral Bathrooms

One of the requirements of the Public Facilities Privacy and Security Act is that persons must use the bathroom that reflects the gender on their birth certificate rather than their gender identity. UNC Charlotte will continue to label multiple-occupancy restrooms and changing facilities for single-sex use with appropriate signage. However, in 2014, UNC Charlotte undertook an initiative to provide single-occupancy, gender-neutral restrooms across campus to make selecting a restroom easier for all students, faculty, staff, and visitors, including transgender individuals, families, and individuals with disabilities who may have an attendant. A list of gender-neutral restrooms, along with maps to those restrooms and a list of additional planned restrooms, can be found at the link here. <http://legal.uncc.edu/restrooms>

Sexual Harassment

All students are required to abide by the UNC Charlotte Sexual Harassment and Interpersonal Violence Policy (<https://legal.uncc.edu/policies/up-502>), including the policy on Responsible Use of University Computing and Electronic Communication Resources (<https://legal.uncc.edu/policies/up-307>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment and Interpersonal Violence Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards. This Policy also describes the University's processes for investigating and resolving Complaints of Sexual Harassment, Interpersonal Violence, and Retaliation that are outside the scope of Title IX Violations covered by the process described in [University Policy 504, Title IX Grievance Policy](#).

Religious Accommodation

It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a [Request for Religious Accommodation Form](#) to their instructor prior to the census date for enrollment for a given semester <https://legal.uncc.edu/policies/up-409>. The census date for each semester (typically

the tenth day of instruction) can be found in UNC Charlotte's Academic Calendar (<https://registrar.uncc.edu/printable-calendar>).

CHHS Laptop Policy

ALL STUDENTS, graduate and undergraduate, taking College of Health and Human Services (CHHS) courses are required to possess a laptop with webcam and microphone. Our courses may require a laptop or other compliant device for in-class assignments.

We recommend the following minimum configurations:

Windows

- Windows 10 Operating System
- 1.8 Ghz or higher
- i7 Processor
- 16 GB Ram
- 512 GB Hard Drive
- Web Camera (internal or external)
- Microphone

Apple

- iMac Pro or Macbook Pro - High Sierra (Mac OS 10.13) Operating System
- 2.0 GHz or higher
- i7 Processor
- 16 GB Ram
- 512 GB Hard Drive
- Web Camera (internal or external)
- Microphone

Please note that Chromebooks do not satisfy this policy.

NinerTech offers compliant models at student discounted pricing that may represent a savings over regular commercial purchase. [Click here](#) to go to the NinerTech Computer Store.

Students may avail themselves of loaner equipment such as that provided via [Atkins Library](#), but should not rely on that option for all of their computing needs. This requirement extends to non-majors, pre-majors and postbac students enrolling in any of our CHHS courses and to students enrolling in courses delivered by CHHS faculty under a designation or cross-list not associated with one of our programs.

Cohort Use of Social Media Sites

Historically, BSW student cohorts have developed social media pages to stay abreast of volunteer opportunities, student organization updates, and events. These sites are solely maintained and created by students. The School of Social Work does not provide any oversight of these sites. If students decide to utilize these sites to maintain communication within their cohort, they are advised to ensure that the content of the site adheres to the NASW Code of Ethics and professionalism standards. Please do not utilize these sites to belittle students, speak negatively about instructors, or for any negative purposes.

Policy regarding COVID-19

Regarding COVID-19 policy: Students are responsible for following the latest university guidance about COVID-related policies, which can be found on the Niner Nation Cares website under "[Campus Updates](#)."

Policy on Absenteeism During COVID-19:

Students are expected to attend every class and remain in class for the duration of the session when it is safe to do so in accordance with university guidance regarding COVID-19. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. An absence, excused or unexcused, does not relieve a student of any course requirement. Regular class attendance is a student's obligation, as is a responsibility for all the work of class meetings, including tests and written tasks. Any unexcused absence or excessive tardiness may result in a loss of participation points.

Students are encouraged to work directly with their instructors regarding their absence(s). For absences related to COVID-19, please adhere to the following:

- **Complete your [Niner Health Check](#)** each morning.
- **Do not come to class if you are sick.** Please protect your health and the health of others by staying home. Contact your healthcare provider if you believe you are ill.
- **If you are sick:** If you test positive or are evaluated by a healthcare provider for [symptoms of COVID-19](#), indicate so on your [Niner Health Check](#) to alert the University. Submit a copy of your Niner Health Check notification email to your instructors. Upon learning that you have tested positive or have been diagnosed for symptoms of COVID-19, either from your reporting or from Student Health Center testing or diagnosis, representatives from Emergency Management and/or the Student Health Center will follow up with you, and your instructors will be notified of the need for accommodations, as necessary.
- If you are unvaccinated and have been notified to self-quarantine due to exposure, indicate so on your [Niner Health Check](#) to alert the University. Representatives from Contact Tracing/Emergency Management and/or the Student Health Center will follow up with you as necessary. Submit a copy of your Niner Health Check notification email directly to your instructors.
- If you are vaccinated AND symptomatic AND have been notified to self-quarantine due to exposure, indicate so on your [Niner Health Check](#) to alert the University. Representatives from Contact Tracing/Emergency Management and/or the Student Health Center will follow up with you as necessary. Submit a copy of your Niner Health Check notification email directly to your instructors.

To return to class after being absent due to a period of **self-quarantine**, students should submit a copy of their Niner Health Check clearance email to their instructor(s). To return to class after being absent due to a COVID-19 **diagnosis**, students should submit an [online request form](#) to Student Assistance and Support Services (SASS). Supporting documentation can be attached directly to the request form and should be from a student's health care provider or the Student Health Center, clearly indicating the dates of absences and the date the student is able to return to class. Instructors will be notified of such absences.

If you are absent from class as a result of a COVID-19 diagnosis or quarantine, the instructor will do the following to help you continue to make progress in the course: [E.G. PROVIDE

REMOTE LEARNING OPTIONS AND ASSIGNMENTS ON A CASE-BY CASE BASIS].
The final decision for approval of all absences and missed work is determined by the instructor.

Student Organizations

BSW Club

The UNC Charlotte BSW Club is open to all Social Work majors at both the Lower Division and Upper Division levels and all non majors. The purpose of the Association is to bring together students sharing a common interest in Social Work. The Association is composed of student leaders supported by a designated faculty advisor. The Association elects officers annually from its membership. Student appointees from the Association are eligible to participate on a range of School Committees (e.g., BSW Committee, Student Services Committee, Curriculum Committee, Field Committee, Field Advisory Board, Community Advisory Board, etc.). Meetings are held monthly. Speakers are invited to present information on topics of interest and the Association also sponsors community service projects. More information can be found on the NinerEngage link: <https://ninerengage.uncc.edu/organization/bswclub>

Phi Alpha

Phi Alpha is the academic honor society for BSW students of excellence. Its purpose is to recognize and advance academic excellence and scholarship in social work practice. Membership eligibility is open only to Upper Division social work majors and is based on academic excellence (3.4 GPA or higher), leadership ability, and a high standard of personal behavior and dedication to the social work profession. Students who meet the above criteria will be sent a letter of invitation to join Phi Alpha. A recognition ceremony is held each spring.

Honors, Awards, and Scholarships

There are a number of honors and awards available for BSW students of excellence.

Honors

Students may apply for admission to the Undergraduate Social Work Honors Program (USWH) during junior year as Upper Division students. A committee in the School of Social Work will determine consideration for the USWH program.

<https://socialwork.uncc.edu/bachelor-social-work-bsw/honors-program>

Admission criteria is as follows:

- 1) Overall GPA of 3.4
- 2) Submit a social work honors application which includes an essay
- 3) Submit a recommendation letter
- 4) Upon acceptance, the student must sign the Honors College Student Code form

Upon acceptance, the student must sign the Honors College Student Code form. Students who are accepted into our Honors program receive the following additional benefits:

- 1) Early enrollment into classes
- 2) Access to University Honors resources and scholarships
- 3) Consideration for residence in University Honors Housing

Dean's List

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

Chancellor's List

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

Commencement Marshals

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

Graduation with Distinction

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

Field Education Award - Outstanding BSW Field Student

All field instructors may nominate their student for the Outstanding Field Student Award. One student will be selected at each academic level for the academic year. All nominees and winners will be recognized at the end of the spring semester. Nomination forms will be sent out to Field Instructors and/or Task Supervisors in the spring semester.

Field Education Award- Outstanding BSW Field Instructor

Any student in field placement may nominate their field instructor and/or Task Supervisor for the Outstanding Field Instructor Award. One Field Instructor will be selected at each academic level for the academic year and all nominees and winners will be recognized at the end of the spring semester. Nomination forms will be sent out to students in the spring semester.

BSW Program Awards

Each year the BSW Program Committee decides on awards to present to high achieving, impactful students in our program. These awards are announced at end of year programs.

Students will have an opportunity to nominate peers or self-nominate for these awards. The BSW Program Committee decides on winners of the awards.

Scholarships

General Scholarships: There are some scholarships available through the University, College of Health and Human Services, and School of Social Work. For more information, visit the UNC Scholarship portal at: <http://scholarships.uncc.edu/>

Resources

University Supports

In addition to academic advising, the following supports are available to graduate students at UNC Charlotte. Students are welcome to pursue these services at any time. Faculty and staff may refer students to these services for assistance, but a referral is not necessary to access services.

Student Assistance and Support Services (SASS)

The Student Assistance and Support Services (SASS) is available to assist, support and advocate for students experiencing a broad range of issues, concerns or challenges interfering with a student's ability to be successful academically or personally.

<https://sass.uncc.edu/>

Center for Wellness Promotion

The Center for Wellness Promotion presents a variety of group and campus-wide wellness and prevention activities related to alcohol, tobacco, and other drug use, sexual responsibility, and men's and women's health issues. <http://wellness.uncc.edu/>

UNC Charlotte Counseling and Psychological Services (CAPS)

Counseling and Psychological Services (CAPS) provides short-term individual and group counseling, psychological assessment, consultation for faculty, staff, parents, and students, and educational programs to the campus community. <https://caps.uncc.edu/>

UNC Charlotte Speaking Resource Center

UNC Charlotte has formed a Speaking Resource Center housed in Atkins Library Room G33. The Center, sponsored by Communication across the Curriculum (CxC), aims to provide students with aid in crafting oral presentations across a plethora of majors and courses at UNC Charlotte. <https://communication.uncc.edu/news/speaking-resource-center>

Office of Equity, Identity, and Engagement

This is a new office created to educate, develop, and engage students regarding their various intersecting identities (gender identity, socioeconomic status, race, ethnicity, religion, sexual identity, etc). The mission is to provide students an affirming and equitable environment committed to fostering a campus community that celebrates and supports expansion of identities. <https://identity.uncc.edu/>

Office of Disability Services (ODS)

If the student has a documented disability and requires accommodation in any course, contact Disability Services the first week of the semester (location: Fretwell 230; and phone: 704-687-4355 voice/TDD). Information about available services may be found at <http://legal.uncc.edu/policies/ps51.html>. Accommodations for learning will be arranged by that office and communicated to the Instructor. See the ODS website for more information <http://ds.uncc.edu/>

Writing Resources Center

Social work relies on well-developed verbal comprehension skills and expressive communication skills. The BSW curriculum includes a writing component . Most classes have assignments of one major paper and/or several minor papers. Almost all paper assignments require students to use the publication style found in the Publication Manual of the American Psychological Association, 7th edition (2020). For students who want to improve their writing skills, UNC Charlotte has a Writing Resources Center staffed by graduate writing consultants who work with writers at all stages of the writing process: prewriting, focusing, organizing, revising, and editing. Programs include one-on-one and group consulting; online writing consultants for distance education students; classroom presentations; and library and internet research. The Writing Resource Center has dedicated hours for graduate students and also makes individual appointments to accommodate student schedules. Students can find the Writing Resources Center in Cameron Bldg., Room 149. The phone number is 704-687-1899 and email is wrchelp@uncc.edu, website <http://writing.uncc.edu/writing-resources-center>

Appendices

Appendix A - BSW Approved Population Group Courses (2022-2023)

Appendix B- Student Professionalism Standards Rubric

Appendix A - BSW Approved Population Group Courses

Students admitted into the Social Work lower and upper division major are required to take approved population courses on vulnerable group populations before graduating from the program. The table below identifies the approved population courses and a brief description of each course. Other courses not listed on this form, may be considered as population courses but students will need to check with their advisor for approval. **All** social work elective courses will be accepted even if they are not listed on this population course form.

A cross-listed course is a single course which is simultaneously listed in the schedule of course offerings by two or more academic departments. They share the same meeting times, room, instructor(s), and curriculum. Students may only receive credit for the single section of the cross-listed course for which they are registered. Credit will not be awarded for a course where credit has been awarded for a cross-listed course.

Department	Course	Description
African Studies	AFRS 1100	Introduction to Africana Studies. (3) Interdisciplinary survey of key issues in the life and history of peoples of African descent and their interaction with other peoples and world cultures; introduction to theoretical foundations in the field of Africana Studies. (Fall, Spring)
African Studies	AFRS 2120	African American Women. (3) Explores how cultural, political, historical and economic factors shape African American women's positions and opportunities in society today. (On demand)
African Studies	AFRS 2215	Black Families in the US. (3) Examination of the problems and challenges of educating African Americans. Topics include: conceptual approaches to education; historical and contemporary overview of education for African Americans; the impact of race and discrimination; analysis of existing curricula; and suggested models for a multi-racial and multicultural education.
African Studies	AFRS 2170	Introduction to Health and Environmental Issues. (3) A general introduction to the cultural, social, political, ethical, and psychological dimensions of health and environmental issues affecting the African and African Diaspora peoples globally, and the policy implications.

Anthropology	ANTH 1101	Introduction to Anthropology. (3) Biological and cultural evolution; archaeology; language and culture; comparative study of human social institutions such as kinship, subsistence patterns, religion, politics; methods and theories. (Fall, Spring, Summer) (Evenings)
Anthropology	ANTH 2117	Cultures of the Caribbean. (3) Cross listed as LTAM 2117. An introduction to society and culture in the Caribbean region. Areas of investigation include ethnicity, nationalism, family and community structure, economy, religion, and politics. (Yearly)
Anthropology	ANTH 2122	Beliefs, Symbols, and Rituals. (3) Structure and content of systems of belief and ritual; role in social life; analysis of religion, myth, magic, witchcraft, symbol systems, cult movements, and religious change. (Yearly)
Anthropology	ANTH 2123	Women in Cross-Cultural Perspective. (3) A cross-cultural survey of the lives of women and the dynamics of gender throughout the world. Uses anthropological research to examine how gender influences evolution, social stratification, work, kinship, and perceptions of the body. (Alternate years)
Criminal Justice	CJUS 2350	Introduction to Corrections. (3) An overview of community and institutional corrections in the U.S. such as jails, probation, alternatives to incarceration, correctional institutions, treatment strategies, and parole.
Criminal Justice	CJUS 2361	Juvenile Justice. (3) Intensive analysis of the administration of juvenile justice within the United States. Particular emphasis on decision-making and procedures of police, courts, and correctional agencies for juveniles.
Gerontology	GRNT 2100	Aging and the Life course. (3) Cross-listed with SOCY 2100. An introduction to concepts and controversies related to aging and the life course. This course requires 10 hours of service learning with older adults with dementia.
Gerontology	GRNT 2124	Psychology of Adult Development and Aging. (3) Psychological development through adulthood and old age. Emphasis on processes underlying continuity and change in adulthood, including personality and socialization, cognitive development and the psychophysiology of aging.
Gerontology	GRNT 3115	Health and the Aging Process. (3) Examination of the physiologic processes of aging as a normal life experience. Study of psychological, nutritional and general health issues

		designed to facilitate high-level wellness.
Gerontology	GRNT 3267	Death, Dying and Bereavement. (3) Examines the social construction of death and the dying process by exploring issues such as the changing definition of death, facing death across the life course, grief and bereavement, settings in which we die, and bioethical issues. Investigates the experience and response to death at the individual and societal level.
Gerontology	GRNT 4110	Sociology of Aging. (3) Cross-listed with SOCY 4110. Study of the changing characteristics, aspirations and needs of older adults and their impact upon such institutions as the family, work, the economy, politics, education and health care; emphasis on sociological theories of aging, contemporary research, and the analysis of specific aging policies and programs.
Gerontology	GRNT 4134	Families and Aging. (3) Cross listed with SOCY 4134 and SOCY 5134. Theories explaining the formation and functioning of American families with emphasis on the impact of the aging of society. Examination of the current demographic trends and expectations of multigenerational families, as well as the future.
Gerontology	GRNT 4250	Aging Programs and Services. (3) Examination of federal, state and local framework of services and programs for the aging.
Latin American Studies	LTAM 1100	Introduction to Latin America. (3) (O) An introductory, interdisciplinary survey of the field of Latin American Studies. Course will focus on the culture, economy, geography, history, politics, and society of Latin America, as well as on the diverse ways in which scholars have studied the region.
Latin American Studies	LTAM 2116	Contemporary Latin America. (3) A survey of the people and cultures of Mexico, Central America, South America, and the Caribbean. Areas of investigation include religion, race, ethnicity, gender, kinship, social inequality, and economic development.
Psychological Science	PSCY 2120	Child Psychology. (3) Psychological development in infancy and childhood, including such topics as biological change, learning, thought, language, social relations, intelligence, and morality.
Psychological Science	PSCY 2121	Adolescent Psychology. (3) Developmental and psychological characteristics of adolescents, with emphasis on the

		developmental transitions, social contexts, and problems of adolescence.
Psychological Science	PSYC 2124	Psychology of Adult Development and Aging. (3) Psychological development through adulthood and old age. Emphasis on processes underlying continuity and change in adulthood, including personality and socialization, cognitive development, and the psychophysiology of aging.
Psychological Science	PSYC 2126	Psychology of Women and Gender. (3) Application of research in developmental, experimental, and clinical psychology to issues regarding women and gender. Topics include: gender-role development, gender differences in cognitive abilities and performance, psychological perspectives on women's physical and mental health, and violence toward women.
Religious Studies	RELS 1200	World Religions. (3) A study of the historical origins, central teachings, and devotional practices of the major religious traditions - Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam - alongside those of smaller and newer religious movements.
Religious Studies	RELS 2101	Introduction to Western Religions. (3) An introduction to Judaism, Christianity, Islam and other selected religions. Emphasis on the myths, stories, symbols, rituals, ideas, and ethical practices of these religions in their classical formulations and in their contemporary practices. Fulfills the [H] or [T] requirement.
Religious Studies	RELS 2102	Introduction to Asian Religions. (3) An introduction to Hinduism, Buddhism, and other selected religions such as Confucianism, Daoism, and Islam. Emphasis on the myths, stories, symbols, rituals, ideas, and ethical practices of these religions in their classical formulations and in their contemporary practices. Fulfills the [C] or [T] requirement.
Religious Studies	RELS 2107	Introduction to Native American Religions. (3) An introduction to various dimensions of the religious experience of North American First Peoples, including other-than human and human persons; myth and orality, sacred space, time and objects; lifeways and ceremonies; tradition and change. Special emphasis is placed on past and present imaginings of Native American religions. Fulfills the [C] or [H] requirement.
Religious Studies	RELS 2108	Religion in American Culture. (3) The role of religion in the shaping of American culture. Fulfills the [C] or [H]

		requirement. (On demand)
Religious Studies	RELS 2131	Islam. (3) The development of the traditions in Islam with emphasis on Islamic culture, literature, and mysticism. Fulfills the [H] or [T] requirement. (On demand)
Religious Studies	RELS 3137	Religion in the African-American Experience. (3) An introduction to the evolution of black religious thought and culture in America during the 20th century. Emphasizes the rise of the Black Church and its expanding role within black urban communities in America. Also addresses the emergence of other religious belief systems in contemporary Black culture such as Voodoo, Santeria, Spiritist churches, the Nation of Islam and even Black Judaism. Issues of race, class, gender, identity, and violence will be points of discussion in light of black religious life. Fulfills the [C] or [H] requirement. (On demand)
Social Work	SOWK 3090	Specialized Topics in Social Work. (3)
Social Work	SOWK 4101	Social Work Practice with Older Adults. (3) Social work practice with older adults with an emphasis on assessment, intervention planning, and implementation.
Social Work	SOWK 4102	School Social Work. (3). Provides a foundation for preparation as a school social worker. For students who are currently employed as school social workers, this course enhances and broadens communication, engagement, and assessment skills.
Social Work	SOWK 4103	Child Welfare. (3) Examination of the history, purpose, and goals of child welfare services in North Carolina and in the United States. Course information is provided from the context of the child- and family-centered model that guides child welfare services.
Social Work	SOWK 4105	Mental Health and Substance Use. (3). Increases awareness of mental health and substance abuse issues with both macro and micro practices being highlighted. Students are empowered to engage as agents of change for those vulnerable populations affected by mental illness and/or substance use disorders.
Social Work	SOWK 4125	Social Development in Malawi. (3) Students actively participate in several pre-departure class lectures and work sessions. They travel to Malawi for 11 days and engage in service-learning activities aligned with social development in rural Malawi. Experiential projects are designed and

		implemented by students using funds they raise. Sustainability and anti-oppressive approaches to social development are highlighted.
Social Work	SOWK 4106	Social Work Practice with Latino Communities. (3). Enhances knowledge, values, and skills with regard to social work practice with Latino communities. Integrates an experiential education component, including a combination of class, community, and independent work.
Social Work	SOWK 4107	Social Work Practice with African Americans in Urban Environments. Enhances knowledge, values, and skills with regard to social work practice with African American clients who live in urban communities. Provides an overarching framework for understanding and practicing urban social work, including definitions and theories that have critical implications for working with people in such communities. Focuses on the theory, practice, and policy aspects of urban social work, and examine specific subsets of the urban African American population, including children, adults, families, and older adults. Topics include: the challenges of urban social work in relation to public health, health, and mental health; substance abuse; criminal justice; and violence prevention.
Social Work	SOWK 4108	Social Work Psychosocial Treatment. (3) The frameworks for treatment, therapeutic modalities, and specialized clinical issues, themes, and dilemmas encountered in social work practice.
Social Work	SOWK 4109	Systems of Care for Vulnerable Populations. (3) Focuses on engaging diversity and difference in practice in relation to social work skills with individuals, families, and groups.
Sociology	SOCY 2100	SOCY 2100. Aging and the Life course. (3) (SL) Cross-listed as GRNT 2100. An interdisciplinary course that examines the phenomenon of aging and its consequences for society from a variety of perspectives. Students participate in lectures, discussions and service learning projects designed to give them a broad overview of the field of gerontology. Emphasis on the wide variation in the aging process and approaches to meeting the needs of the aging population. (Yearly)
Sociology	SOCY 3110	American Minority Groups. (3) Prerequisite: SOCY 1101. Relations between dominant and minority groups; the establishment, maintenance, and decline of dominance involving racial, ethnic, and religious minorities.

Sociology	SOCY 3261	Human Sexuality. (3) Prerequisite: SOCY 1101 or permission of instructor. Human sexuality research; teenage pregnancy; birth control; sex education; sexual fantasy; pornography; homosexuality and bisexuality; sexual communication; and heterosexual alternatives. (Fall, Spring, Summer)
Sociology	SOCY 4165	Sociology of Women. (3) Examines how the social world of women is influenced by their race, ethnicity, and class. Attention is given to changing roles of women in public and private spheres and to the role conflict that arises as women attempt to meet obligation in families, communities, and the workplace.
Sociology	SOCY 4168	Sociology of Mental Health and Illness. (3) (W) Prerequisite: SOCY 1101 or permission of instructor. Mental health and illness in its social context; relationship between social structures and mental health/disorder. How social factors affect the definition and treatment of mental disorders; the effects of demographic variables on mental health and illness; the role of social support and stress; the organization, delivery and evaluation of mental health care services; and considerations of mental health policy. (On demand)
Women and Gender Studies	WGST 1101	Introduction to Women's Studies. (3) Introduction to values associated with gender and basic issues confronting women in society, from a variety of cultural and feminist perspectives.
Women and Gender Studies	WGST 2120	African American Women. (3) Explores how cultural, political, historical and economic factors shape African American women's positions and opportunities in society today.
Women and Gender Studies	WGST 2130	Masculinity and Manhood. (3) This course examines the construction of masculinity in sports, family, work and other social relationships, showing how it shapes and is shaped by people, institutions and society.
Women and Gender Studies	WGST 2160	Introduction to Lesbian and Gay Studies. (3) Provides an overview of historical, sociopolitical, and psychological influences on the development of current day lesbian and gay social movements and cultures.
Women and Gender Studies	WGST 3050	Topics in Women's Studies. (3) Special topics in Women's Studies.
Women and Gender Studies	WGST 3140	Domestic Violence. (3) A survey of domestic violence in the US focusing on female experience as both victim and survivor

		of partner abuse. We will evaluate theories of partner violence, examine types of abuse across diverse female lifespans, and discuss multicultural and gender expectations, treatment, modalities, and social policy implications.
Women and Gender Studies	WGST 3152	Modern Gay America. (3) Focuses on the emergence of the LGBT community in 20th century American Culture. Interdisciplinary methods and topics examine intersections of science, religion, popular culture, politics, geography, and other factors as they affect LGBT people in their heterogeneity. This course is designed to be an introduction to the study of LGBT culture, and students at all levels are invited to participate in the discussion of where this community has been and where it will go in the 21st century.

Appendix B

UNC Charlotte School of Social Work BSW Program - Professional Behavior Standards

For each core value listed, a definition is provided along with a set of behavior indicators. For each set of behaviors, check one that represents the frequency at which you display the behavior. 1=Never, 2=Rarely, 3=Occasionally, 4=Frequently, 5=Always			
Core Value	Definition	Behavior Indicators	Assessment
Integrity	Students are expected to demonstrate integrity. Integrity includes being honest, doing your best and ethical behavior. Students are expected to provide high quality work that reflects their best effort; shows positive, proactive ethical behavior; is always honest; always adheres to class, college, and university academic honesty policies.	1. Provides work that show quality effort and appropriate time spent.	1 2 3 4 5
		2. Displays positive, honest proactive behavior.	1 2 3 4 5
		3. Adheres to all academic policies	1 2 3 4 5
		4. Practices in a manner consistent with the NASW Code of Ethics.	
Time Management	Time management is import to the development of competent social work practice. Students are expected to demonstrate good time management skills and adhere to class attendance policies; takes responsibility for class work; and does not seek or rely on exceptions from class/college or university policies except institutional excuses.	1. Rarely to never misses class.	1 2 3 4 5
		2. On time to class and field agency.	1 2 3 4 5
		3. Turn in assignments on time or before due date; no deadlines missed.	1 2 3 4 5
		4. Takes responsibility for material and work missed.	1 2 3 4 5

Respect	Respect is one of the foundational principles for the social work profession. Students are expected to honor the dignity and worth of their clients, peers, mentors, instructors, including those from diverse backgrounds. Student are expected to maintain a professional demeanor and exhibits behaviors that is respectful of others and is courteous, helpful, fair and kind towards peers, faculty, agency staff and the learning environment.	<ol style="list-style-type: none"> 1. Even when stressed; not verbally hostile, abusive, dismissive or inappropriately angry. 2. Careful not to distract others (socializing, sleeping, leaving early or during class, reading unrelated material, doing homework for another class or wearing inappropriate attire). 3. Never uses unapproved electronic devices in class. 4. Respectful towards peers, adults, and the learning environment both in and out of class. 	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>
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Professional Interaction	The social work profession is built on the idea of helping others, and establishing and maintaining professional relationships. This requires self-awareness, balance, self-directed behaviors, and maturity. Students are expected to assume these behaviors and complete professional responsibilities conscientiously, present oneself professionally on social media, and maintain appropriate boundaries in accordance with professional ethical guidelines.	<ol style="list-style-type: none"> 1. Regularly and respectfully participates in class discussions. 2. Contributions to class discussion and assignments reflect good preparation, self-reflection and critical thinking skills. 3. Assumes and completes all assignments and professional responsibilities conscientiously. 4. Responsibly presents oneself on social networking sites, maintaining appropriate boundaries in accordance with professional ethical guidelines. 5. Self-monitors interactions, communications and behaviors to be consistent with NASW Code of Ethics. 	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>
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Communication	Use of language to meet the expectations for the interaction with staff, faculty, colleagues, and clients is a key component of professionalism. Students are expected to employ appropriate communication methods, appropriately endeavor to resolve conflict with others (student, colleague, professor, staff etc.).	<ol style="list-style-type: none"> 1. Respectfully and effectively communicates with students, faculty, field agency staff, both verbally and in writing. 2. Uses professional language in communication and documentation. 3. Works to resolve conflicts by addressing the issue directly with the person first, rather than gossiping or complaining unproductively. 	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>
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