This manual is a general information publication only. It is not intended to nor does it contain all regulations that relate to students. The provision of the manual does not constitute a contract, express or implied, between any applicant, student or faculty member and the University of Texas at Arlington, The University of Texas System, or the University of Texas at Arlington School of Social Work. The University reserves the right to withdraw courses at any time, change fees, rules, calendars, curriculum, degree programs, degree requirements, graduation procedures and any other requirements affecting students. Changes will become effective whenever the proper authorities so determine and will apply to both prospective students and those already enrolled.

Students are held individually responsible for complying with all requirements of the rules and regulations of the University and the Board of Regents of the University of Texas System. Failure to read and comply with policies, regulations, and procedures will not exempt students from whatever penalties they may incur.

**Graduate Catalog**

The online version of The University of Texas at Arlington Graduate Catalog is the official version and takes precedence over the printed version. The online catalog will be updated periodically and will contain a link to all major policy changes that occur during the 2016-2017 catalog cycle. The online Graduate Catalog is available on the Web at: [http://grad.uta.edu/catalog](http://grad.uta.edu/catalog). The Graduate School website is [http://grad.uta.edu](http://grad.uta.edu).
## MSW STUDENT MANUAL

### 2016-2017

### INTRODUCTION

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<tr>
<td>Michael K. Kingan</td>
<td>Vice President for Development</td>
</tr>
<tr>
<td>Dr. Carolyn L. Cason</td>
<td>Vice President for Research and Federal Regulations</td>
</tr>
<tr>
<td>Mr. John D. Hall</td>
<td>Vice President for Administration and Campus Operations</td>
</tr>
<tr>
<td>Ms. Jean Hood</td>
<td>Vice President for Human Resources</td>
</tr>
<tr>
<td>Mr. Jerry Lewis</td>
<td>Vice President Communications</td>
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<tr>
<td>Dr. Timothy Quinnan</td>
<td>Vice President of Student Affairs</td>
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<tr>
<td>Mr. Jim Bradley</td>
<td>Vice President for Information Technology and Chief Information Officer</td>
</tr>
<tr>
<td>Ms. Kelly Davis</td>
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<tr>
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<td>Dean, College of Engineering</td>
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<tr>
<td>Dr. Jeanne Gerlach</td>
<td>Dean, College of Education and Health Professions</td>
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<tr>
<td>Dr. Scott D. Ryan</td>
<td>Dean, School of Social Work</td>
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<tr>
<td>Dr. Pam Jansma</td>
<td>Dean, College of Science</td>
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<tr>
<td>Dr. Rachel Croson</td>
<td>Dean, College of Business Administration</td>
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<td>Dr. Nan Ellin</td>
<td>Dean, School of Architecture</td>
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<tr>
<td>Dr. Anne Bavier</td>
<td>Dean, School of Nursing</td>
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<tr>
<td>Dr. Nan Ellin</td>
<td>Dean, School of Urban and Public Affairs</td>
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<tr>
<td>Ms. Rebecca Bichel</td>
<td>Dean, Libraries</td>
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<tr>
<td>Dr. Kevin Gustafson</td>
<td>Dean, Honors College</td>
</tr>
<tr>
<td>Interim Dean</td>
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<tr>
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<td>Dean, College of Liberal Arts</td>
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Welcome from the Program Director

On behalf of the University of Texas at Arlington School of Social Work Master of Social Work (MSW) Program, I am pleased to welcome you to graduate school! Our School of Social Work and MSW graduate professional program is recognized as one of the preeminent graduate schools nationally. The School offers students an intellectually vibrant environment that consists of an enthusiastic faculty, an array of courses, and a flexible curriculum structure. Our faculty is comprised of nationally and internationally renowned scholars and researchers in the areas of Aging, Children and Families, Health, Mental Health and Substance Abuse, and Community and Administrative practice. While they are considered influential in their fields of study, they are also incredible educators. Whether in the classroom or in one of our several active clinical or research centers, you will find that the faculty is steadfast in contributing to the growth of your development as a learner and social work practitioner.

Our MSW program offers numerous program and course offerings. Students can expect to find a course selection that spans well beyond the required courses. Our course selection encompasses the breadth and scope of knowledge you will need to help you build your skill set as a competent social worker. Our curriculum offers incredible flexibility. Whether you are a full- or part-time student, you will find our curriculum structure is organized with you in mind. Our courses are scheduled so that they can be taken during the day or evening. We offer an array of courses in traditional classroom settings as well as online and incorporate innovative educational technological tools to enhance our students’ learning experiences. In addition, we have a fully online cohort program for Texas residents and a Fort Worth Center cohort program with accelerated course offerings.

We offer courses in the Fall, Spring, and Summer semesters. As available, we may also offer a select number of courses during what is known as a winter or summer intersession, which allows students the opportunity to complete courses in a condensed timeframe. We offer several dual degree programs at UT Arlington, including Criminology and Criminal Justice, Sociology, City and Regional Planning, Urban Affairs and Policy, and Public Administration. Finally, for students interested in pursuing a joint MSW/MPH degree, we offer a dual degree program in collaboration with the University of Texas School of Public Health.

In sum, you will find our School to be a student-centered, engaging, and exciting place to learn and grow professionally. We have a committed faculty and staffs that are here to assist you as you embark on an invigorating and rewarding career in Social Work. Upon graduation, you will be prepared to begin your professional life as an MSW-prepared professional, equipped with the knowledge and skills you will need to make a positive difference in the lives of clients with whom you work.

On behalf of our faculty and staff, I welcome you!

In Maverick Spirit,

Diane Mitschke Ph.D.
MSW Program Director
Dianemitschke@uta.edu

Administration of the Advanced Degree Programs
Committees on Graduate Studies

Each graduate program is governed by a Committee on Graduate Studies. The committee is composed of all full members of the graduate faculty in that program. Graduate faculty from allied fields may serve on the committee, when appropriate. In an interdepartmental program, the Committee on Graduate Studies is appointed by the Dean of Graduate Studies.

Graduate Advisor

Each graduate program has a Graduate Advisor. The Graduate Advisor represents the Dean of the School of Social Work, Office on Graduate Studies and the Committee on Graduate Studies in matters pertaining to advising graduate students in their academic areas. The Graduate Advisor’s functions include acting upon requests for drops, adds, section changes, and special examinations; keeping graduate student records; and advising graduate students about their degree plans and programs of work. MSW Program Advisors will assist you in these activities.

The MSW Program Advising office is located in the Social Work Complex – Building A, Suite 319 on the third floor. Advising hours for the MSW program are displayed on MSW bulletin boards in Building A. In order to schedule an appointment with a Program Advisor, visit the MSW Advising webpage at: http://www.uta.edu/ssw/academics/msw/advising.php

The MSW Graduate Advisor is: Diane Mitschke, Ph.D. DianeMitschke@uta.edu

The Coordinator for the Office of Advising and Student Success is:

Jennifer Malone, MSW, LCSW
Room 319B  817.272.7232  jemalone@uta.edu

The MSW Program Advisor for on-campus students is:

Patrice Green, MSW
Room 319G  817.272.2423  patrice.green@uta.edu

The MSW Program Advisor for distance education students is:

Tiara Thomas, LMSW
Room 319A  817.272.6328  tiara.thomas@uta.edu
THE SCHOOL OF SOCIAL WORK

We are committed to innovative education, partnerships and knowledge building for community change.

Vision and mission statements. (Excerpted from, University of Texas at Arlington, School of Social Work, Strategic Plan 2012-2017: Partnerships for a Just Society) At the highest level, the strategic plan, and our efforts as a School are informed by our vision statement which reads: **Educating Leaders to create community partnerships for promoting a just society**. Located within a major national research University in a diverse urban environment, the School of Social Work mission builds on the University of Texas at Arlington (UTA) mission: the advancement of knowledge and pursuit of excellence. Our mission statement emanates from this and reads: **The University of Texas at Arlington School of Social Work promotes the highest standards of integrity, and excellence in research, teaching and service, and creates collaborative scholarly and educational opportunities for students and the community, with the goal of achieving a just society.**

Priorities. Five major goals describe our priorities as a School; each of which will be elaborated further in the goals section (below) with their corresponding objectives and the departments/offices responsible for their execution. The five goals are: 1. To enhance our research capacity and impact; 2. To recruit, retain and graduate high quality BSW, MSW and Ph.D. students; 3. To foster a culture of professional development and mutual respect; 4. To enhance the quality of external collaborations and professional service by faculty and staff; and, 5. To enhance donor participation through external relations and strategic solicitation.

Administration

Dr. Scott D. Ryan           Dean
Dr. Debra Woody            Associate Dean for Student and Academic Affairs
Dr. Beverly Black          Director Ph.D. Program
Dr. Diane Mitschke         Director MSW Program
Dr. Regina Praetorius      Director BSW Program
Dr. Jane Hickerson         Assistant Dean of Field Education
Ms. Jennifer Malone        Coordinator, Office of Advising & Student Success
Mr. Antwan Williams        Coordinator, Office of Admissions, Recruiting, Communications and Community Outreach

History and Overview
The School of Social Work was established as the Graduate School of Social Work in 1967 by an act of the Texas Legislature. It became the School of Social Work in 1991 when the University’s undergraduate social work program in the College of Liberal Arts merged with the school’s graduate program.

More than 8,000 students have earned degrees at the school and many hold key management positions in public agencies and nonprofit organizations nationwide. Currently, the school has a diverse student body of approximately 1,000 MSW graduate students and 75 Ph.D. students. Many of these students also hold full-time or part-time positions in public agencies and nonprofit organizations.

One distinguishing feature of the school is its location in the heart of the Dallas-Fort Worth Metroplex, a rich urban laboratory of more than 150 cities with a population over 4.5 million. This complex social arena offers a wide array of opportunities for student projects, field placements, and employment. Social work faculty, staff, and students work on “real-life” social problems in cooperation with city governments, public agencies, and nonprofit organizations.

**Accreditation**

The Council on Social Work Education has fully accredited the Master of Social Work program (MSW). Most professional social work positions require a degree from a CSWE-accredited program. To view the CSWE Policy & Accreditation Standards, go to

http://www.cswe.org/Accreditation.aspx

**Scholastic Activity and Research Interests of the Faculty**

School of Social Work faculty engages in research and community-service projects that enhance the effectiveness of and justify the programs of public and nonprofit social-service organizations. It also works to promote social justice and equality, and to that end extends the body of knowledge about social issues. Research topics span the broad range of social-work issues. See APPENDIX A for a listing of Faculty Research Interests.

**Programs**
The School of Social Work currently offers two graduate programs of study: the Master of Social Work (M.S.W.) and the Ph.D.

The School participates in five dual degree programs offered at UT Arlington and a joint MSW/MPH program in partnership with the University of Texas School of Public Health.

The School offers courses in face-to-face and online formats, and offers both full and part-time courses of study, as well as the option of a cohort model in order to meet the needs of our diverse student body.

The School also offers training, research, and service opportunities to faculty and students through its six active centers.

- **The Judith Granger Birmingham Center for Child Welfare** - provides support and graduate training to current and potential child welfare workers and supports faculty and student research on child welfare issues. For more information about the Center for Child Welfare, visit their website at [http://www.uta.edu/ssw/research/centers/ccw/index.php](http://www.uta.edu/ssw/research/centers/ccw/index.php)

- **The Center for Clinical Social Work** - is an instructional facility operated by the School of Social Work that provides a university-community partnership addressing community issues. The partnership enables university students, faculty and neighborhood organizations to work together to tackle complex socioeconomic issues facing the neighborhoods that surround them, such as poverty, domestic violence, homelessness, and community revitalization.
  - The purpose of the Center is twofold:
    - 1) to provide professional training for graduate students and
    - 2) to provide professional and responsible services to the community.

  Community development interns conduct needs assessments, write grant proposals, design new programs, conduct evaluations, perform research, and organize action groups. Community clinic interns provide affordable counseling for children, adolescents, and families. Counseling services include individual counseling, marriage counseling, premarital counseling, family therapy, group counseling, anger control therapy, and social skills training. The community clinic also provides graduate interns an opportunity to conduct research programs in the area of counseling.

  For more information about the Center for Clinical Social Work, visit their website at: [http://www.uta.edu/ssw/research/centers/ccsw/index.php](http://www.uta.edu/ssw/research/centers/ccsw/index.php)
• **The Professional Development Program** - provides continuing education seminars for social work practitioners and other human services professionals. The seminars provide the continuing education units necessary for license renewals.

• For more information about the Professional Development Program, visit their website at: [https://acewareprod.uta.edu/wconnect/ace/home.htm](https://acewareprod.uta.edu/wconnect/ace/home.htm)

• **The Center for Addiction and Recovery Studies (CARS)** - a program that provides intervention services for parents and children from drug-involved families is a part of the School of Social Work. The Center has received national recognition from the federal Center for Substance Abuse Prevention, the National Association of State Alcohol and Drug Abuse Directors and the National Prevention Network. Its award-winning program design was developed with input from client families. The Center for Addiction and Recovery Studies serves Dallas County residents from its Dallas location.

  ○ For more information about the Center for Addiction and Recovery Studies, visit their website at: [http://www.uta.edu/ssw/research/centers/cars/index.php](http://www.uta.edu/ssw/research/centers/cars/index.php)

• **The Center for Advocacy, Nonprofits and Donor Organizations** (CAN-DO) assists advocacy groups, human service nonprofits and donor organizations to function more effectively and efficiently. The Center conducts research to increase empirically-supported practices at the organizational level; educates leaders in the field through degree programs, continuing education and training opportunities and provides linkages between students and community agencies. Taking a social and economic perspective, the Center promotes the pivotal role of this sector in supporting flourishing, civically engaged, healthy communities. The CAN-DO’s purpose is to improve nonprofit sustainability through research, management training, student recruitment and education, and improve understanding of the unique relationship between nonprofits and donor organizations.

  ○ For more information about CAN-DO, visit their website at: [http://www.uta.edu/ssw/research/centers/can-do/index.php](http://www.uta.edu/ssw/research/centers/can-do/index.php)
MSW Program

UT ARLINGTON SCHOOL OF SOCIAL WORK VISION:

The UT Arlington School of Social Work’s vision is to promote human and community well-being and social and economic justice in a diverse society.

SSW VISION and MISSION STATEMENT

VISION

Educating leaders to create community partnerships for promoting a just society.

MISSION INTRODUCTION

Located within a major national research university in a diverse urban environment, the School of Social Work mission builds on the University of Texas at Arlington’s mission: the advancement of knowledge and pursuit of excellence.

MISSION STATEMENT

The University of Texas at Arlington School of Social Work promotes the highest standards of integrity, and excellence in research, teaching and service, and creates collaborative scholarly and educational opportunities for students and the community, with the goal of achieving a just society.

SSW PRIORITIES (GOALS)

1. To enhance our research capacity and impact;
2. To recruit, retain and graduate high quality BSW, MSW and Ph.D. students;

3. To foster a culture of professional development and mutual respect;

4. To enhance the quality of external collaborations and professional service by faculty and staff;

5. To enhance donor participation through external relations and strategic solicitation.

**SSW Goals and Objectives**

**Goal 1: To Enhance Our Research Capacity and Impact**

**Introduction.** The University has identified the enhancement of our research, scholarly, and creative capacity and reputation in Planning Priority 3 of the strategic plan, with the goal of being recognized as an exemplar of a 21st Century research university. In that vein, the University is actively pursuing recognized, national research university status, an important component of which is a substantial increase in sponsored research.

To align with both those goals the SSW has prioritized a comparable enhancement of our research capacity and impact. Specifically we are developing supports and allocating resources to foster work that will bring us national prominence in social work research circles by virtue of both reputation and impact.

We are taking several concrete steps to increase our national prominence in social work research, beginning with setting ambitious objectives for increasing the scope of our community partnership-based research. As an applied science, social work research is founded in field-based research, much of it in community settings, thus, formally developing capacity in that sector is critical to enhancing the impact of our research. Enhanced research partnerships fortify our vision statement. This will also help us to establish a leadership role among Schools of social work nationally.

We are also aggressively pursuing the advancement of our research centers, each serving as a nexus for supporting faculty research in a core domain: hence, we have a Center for Clinical Social Work, a Child Welfare Center, a Center for Addictions and Recovery Studies, and a Center for Advocacy, Non-profit, and Donor Organizations. These centers all have ambitious goals for increasing faculty engagement and for increasing their social returns on investment. Each center has drawn up a business plan and charted ambitious goals as a purposeful way of optimizing both their impacts.

Our donor-funded grant-making and research partnership building program, the Innovative Community- Academic Partnership, contributes to our ambitious objectives for increasing overall faculty success in external funding, awards and publications, through its support of highly competitive, community-based studies. Similarly, internal resources are allocated to support advanced faculty research skill enhancement, pre- and post-proposal services, and the development of multi-disciplinary collaborations. These resources are supportive in turn of our ambitious hiring objectives.

Execution of this goal’s objectives is the charge of the associate dean for research and community outreach and his office, in collaboration with the research center directors, the search and research and community outreach committees.

**Objectives.**

1.1. Increase faculty grant-getting success
   a. Increase opportunities for faculty to share their research
b. Increase the number of research-related forums, expert consultations, access to additional training and events
c. Target hiring for areas of concentrated research expertise by center
d. Increase opportunities for faculty grant writing education

1.2. Enhance faculty scholarly productivity
a. Increase the percentage of research grants with higher IDC rates
b. Increase the average number of publications
c. Increase the percentage of publications in high-quality outlets
d. Increase proportion of externally funded faculty

1.3. Increase our faculty’s yield of research awards and honors
a. Increase the number of distinguished research honors (article or career)

1.4. Increase scope and scale of research projects involving community partners
a. Increase the percentage of total research funding derived from community partnership projects

1.5. Integrate graduate student research training with faculty proposals and publications
a. Increase the number of student/faculty member scholarly and grant writing collaborations

1.6. Develop SSW research centers’ impact and sustainability
a. Increase the centers’ percentage of revenue generation for self-support
b. Increase percentage of faculty members involved in research center sponsored projects

1.7. Hire and support outstanding faculty members who will contribute to research and scholarship, both in social work and in interdisciplinary contexts.

a. Increase the number of tenure-track faculty members, including tenured faculty members from other universities who have strong track records in scholarship.
b. Hire to increase the synergies between research centers and faculty research interests
c. Provide incentives to faculty engaged in research and scholarship and resource supports
d. Identify and develop high-priority areas for building research and scholarly capacity

Goal 2: Recruit, Retain and Graduate high-quality BSW, MSW and Ph.D. Students

Introduction. The SSW has aligned its goals within the framework initiated by the University, beginning with the University’s strategic plan priority to provide an innovative educational experience, about which more will be said later. Also informing our plan is the University Enhancement Program (UEP) and the University’s Quality Enhancement Plan (QEP) that emphasizes critical thinking, application, synthesis and evaluation in support of active student learning and engagement. The standards promulgated by the Council on Social Work Education (CSWE) mirror those commitments to active student learning and engagement. In this spirit, The School of Social Work recruits, retains and graduates high quality students who become active, engages and deliberative members of their personal and professional communities.

Our School is expanding the reach of our high quality educational programs in response to the need for more trained social workers in Texas. At-risk children and families today face unprecedented challenges in the face of global economic upheavals, pervasive home foreclosures and high unemployment rates (Center for Next Generation, 2012)\textsuperscript{1}. The Annie E. Casey’s state profiles of child well-being, the “2011 Kids Count Data Book”\textsuperscript{2} notes that “although the recession is technically over, it is clear that a large portion of America’s families continue to face daunting challenges” (2011, p. 8). Here in Texas there are a number of alarming findings that point to the need for educating high quality social workers. In terms of teen birth rates, Texas ranked 48 out of 50 states. In regards to percent of children living in poverty, Texas ranked 41 out of 50.

\textsuperscript{1}Center for Next Generation, Retrieved at: http://thenextgeneration.org (Center)
In a 2011 report titled “Crisis point: Mental health workforce shortages in Texas”³ by the Hogg Foundation for Mental Health, the authors note the critical need for more Master’s-level social workers, observing that: (1) in 2009 forty counties in Texas were without social workers, (2) the number of social workers per 100,000 population had declined in the period 2000-2009, (3) the social work workforce in Texas is aging, with rising numbers retiring, thus a need to expand graduate programs in social work.³

In order to recruit, retain and graduate high quality students we will actively pursue the recruitment of outstanding students at all levels (BSW, MSW, Ph.D.). Transcending all programs is the quest to offer cutting-edge social work education for developing social work leaders. Developing specialty courses and certificates will provide students with additional opportunities to become leaders in their areas of specialization. This aligns with the University’s planning priority 1: to provide an innovative educational experience that results in student academic achievement, and preparation for life and work in the 21st Century.

The UEP and Council on Social Work Education (CSWE) accreditation standards highlight the importance of student retention, timely graduation and the acquisition of core knowledge and competencies. In our case, there is an additional dimension because the School’s reputation among valued community and industry partners rests with our ability to: (1) recruit and retain the best performing students possible, and (2) graduate students with the knowledge and competencies to pursue a career development trajectory that promotes the professional standing, social impact and image of the School. In its pursuit of an innovative educational experience in preparation for life and work in the 21st Century, the University has identified the need to foster state-of-the-art supports and innovative mechanisms for course delivery. Our goals and strategic actions are in alignment with this. Our growth in online learning platforms and access (online and offline/multiple sites) has increased our reach regionally, nationally and beyond, benefitting our first-year retention and six-year graduation rates.

Applicants who have a record of social engagement, whether at the international level (i.e., Peace Corps), national level (i.e., VISTA) or locally (i.e., clinical or community fellowships) will tangibly contribute to the level of discourse both within the classroom and outside, by virtue of their rich experience. In addition, they will bring a high level of motivation and commitment to the mission of social work and social work education. We endeavor to create a more competitive and selective doctoral student body. These students become graduate teaching assistants (GTA’s) and teach our MSW and BSW students, thereby serving as role models as well as instructors, while honing their own teaching skills. The expansion and improvement of doctoral education is important to the University’s pursuit of becoming a recognized national research university. Our doctoral program is well established and reputable, but we seek to get ahead of the curve by drawing upon a variety of models and disciplines even as the University expands programming in the areas of sustainability, nanoscience, engineering/technology, globalism and development economics, and mind-brain education. Our approach is in alignment with the University’s interdisciplinary and global curriculum objectives.

The School of Social Work aims to secure the best financial aid packages that recognize academic merit and opportunities to learn research and teaching roles through internships and assistantships. This is aligned with the University’s strategic objective of enhancing financial accessibility. We have a commitment to being an open and accessible program. We strive to recruit, retain and graduate students who are people of good character and integrity, reflecting the diversity of our

³ Crisis Point: Mental Health Workforce Shortages in Texas Hogg Foundation, Retrieved at http://hogg.utexas.edu/ (Crisis)
profession and society, while also creating an inclusive learning environment. We prepare students to become leading professionals in our community, our nation and our world, in part by working to enhance their competencies, skills and knowledge.

Execution of this goal’s objectives is the charge of the associate dean for academic affairs and her office, in concert with the respective program directors (academic, field, admissions, student services/advising), and the respective curriculum content and program committees.

**Objectives**

**Cross-Program**

2.1 To offer cutting-edge social work education
   a. Develop specialty and certificate courses in high-demand areas
   b. Continually update the accessibility of our educational platforms for wide audiences, with full-access online and Web-based versions of courses and other educational offerings

2.2 Increase career/job development opportunities among SW students
   a. Make targeted online and face-to-face employment networks available to all students
   b. Develop targeted employment support (job and professional) resources available to all students
   c. Provide service learning opportunities to compliment internships and increase professional knowledge

2.3 Increase student financial assistance from SSW
   a. Increase external funding sources to support an increased number and percentage of students at each level (BSW, MSW, Ph.D.)
   b. Increase the amount and/or number of academic, field stipends and research scholarships offered through the SSW appropriate to each academic program.

2.4 Develop pipelines from and to high-value organizations for social and economic justice and leadership experience (i.e., Peace Corps, Teach America, post-baccalaureate or post-master’s fellowships)
   a. Recruit from, and place students with high-value organizations.

2.5 Increase student retention
   a. Increase percentage of students to completion of degree hour requirements at each level (BSW, MSW, Ph.D.)

2.6 Decrease time to graduation
   a. Decrease the average time to graduation for full-time study at each level
   b. Decrease the average time to graduation for part-time study at each level

2.7 Value the diversity of the student body
   a. Develop an inclusive learning environment through curriculum and extra-curricular opportunities

**BSW**

2.8 Recruit high quality BSW students
   a. Targeted outreach to High School Honors students
   b. Recruit undeclared Honors college students
   c. Add Introduction to Social Work course into Undergraduate Assembly
   d. Increase the percentage of BSW students who subsequently pursue our MSW degree

**MSW**
2.9  Recruit high quality MSW students
   a. Increase outreach to liberal arts students.
   b. Increase MSW participation in Master’s theses.

**Ph.D.**

2.10 Recruit high quality doctoral student body
   a. Increase outreach to top MSW programs
   b. Increase number of our outstanding MSW graduates who pursue our Ph.D. program
   c. Enhanced ‘match’/’fit’ between student and faculty interests

2.11 Increase marketability of Ph.D. graduates
   a. Increase average number of doctoral student peer-reviewed journal articles
   b. Increase average number of doctoral student external funding submissions

**Goal 3: Foster a culture of Professional Development and Mutual Respect**

**Introduction.** This strategic goal is focused on creating a positive culture for work and study, characterized by mutual respect and founded in openness, communication and transparency. Engaging in ‘participatory’ design, modification and purposing of space for a more inclusive built environment is crucial to creating spaces in which various School constituencies (faculty, staff, students, and visitors) can interact informally and build reciprocal relationships that provide a solid basis for mutual respect. In a similar vein, the ‘architecture’ of communication within the School, as defined by procedures, communication channels, and standard practices must abet the open sharing of information to the right people in a timely fashion.

Mutual respect is characterized by mutuality, reciprocal relations and integrity and valuing diversity. It permeates all activities: research, teaching, service, and operations with colleagues, students, community, clients and external parties. Mutual respect, while founded in the quality of relationships also encompasses the policies and practices of the School inasmuch as equitable and just treatment of our peers, students and partners is promoted by those policies and practices in a diverse community.

This is in alignment with the University’s priority 2 – provide an enriching university experience for all members of the UTA community. At the School of Social Work we seek to create an excellent environment for learning and exchange, including exchanges with external stakeholders from outside the campus. We will plan group events that encourage participation, boost morale and support team-building. In addition, faculty and staff will take steps necessary to include both current and former members of the School of Social Work, as well as our external stakeholders in these events. Effective operations are critical to the judicious allocation of resources in terms of physical space that sustain a culture of mutual respect, hence this goal is also in alignment with the University’s priority 5 – improve effectiveness and efficiency of university physical operations.

Professional development opportunities provide faculty and staff with the knowledge, tools and strategies not only to improve their job performance and career outcomes, but also to collaborate and cooperate in the development of a positive workplace culture. On the professional development front, we offer development funds for tenure-track and non-tenure track faculty, as well as a small number of targeted, competitive awards for advancing tenure-track research skills and competencies. With respect to pedagogy, we offer an equal number of competitive awards for advancing the teaching competencies and knowledge of both tenure-track and non-tenure track faculty members. This is in alignment with the University’s plans to enrich the university experience (priority 2) and creative capacity through collaborations,
performance and productivity. Similarly, staff members may apply for a small number of competitive professional development awards to enhance their career-related competencies and knowledge.

Execution of this goal’s objectives is the responsibility of all units within the School as each contributes to community building, communication, and exchange, with specialized support from the assistant to the dean for business services and technology/Web support services.

**Objectives.**

3.1 Increase opportunities for informal team building and social exchange within and across units
   a. Initiate social and service events using faculty and staff volunteers
   b. Promote events reflecting the diversity of our community

3.2 Increase the breadth and depth of communication channels and interactivity (responsiveness)
   a. Increase the number and breadth of communication vehicles (online and offline)
   b. Increase the number and responsiveness of interactive (two-way) communication media
   c. Increase the number of formal and informal faculty and staff get-togethers

3.3.1 Enhance the physical (built) environment to encourage a positive culture and learning environment
   a. Add in ‘socially engaging’ enhancements to physical spaces (i.e., photos, murals, prints) with each major space reallocation plan.
   b. Reflect the diversity of our community in visual representations and spaces
   c. Ensure the accessibility of signage, spaces and online learning environments

3.4 Increase the effectiveness of operations to sustain an engaging built environment
   a. Develop plans for the effective use of space, furniture and visuals.

3.5 Enhance the in-house professional development opportunities for faculty and staff
   a. Initiate professional development brown bags, seminars, or workshops in-house
   b. Develop inclusive learning events for multiple communities (internal and external)

3.6 Recognize exemplary work demonstrating integrity and mutual respect
   a. Initiate awards for exemplary contributions: in service, mentoring and other key domains.

**Goal 4: To Enhance the Quality of External Collaborations and Professional Service by Faculty and Staff**

**Introduction.** The future of the School, and ultimately, its impact, is closely linked to the quality and inclusivity of collaborative relationships with diverse consumers, social and human service providers at the local, regional, state, national and global levels. Similarly, it is critical to develop networks of faculty and staff from which we can engage diverse constituencies from which we can recruit, and with which we can collaborate to promote a more diverse body of faculty and staff. This is in alignment with the University’s priority 4 – promote a culturally diverse and inclusive university community. We seek to build research, educational and service initiatives that advance our engagement with the diverse community-at-large and potential colleagues in an inclusive fashion. Effective communication, accessibility, and relationship-building with diverse constituents is critical. Similarly, the development of robust collaborative networks, both online and offline, provide the backbone for strong partnerships that advance our mission and a truly inclusive community. This is in alignment with the University’s emphasis on collaborations to enhance research and creative activities (priority 3).
The execution of this goal’s objectives is the responsibility of every unit in the School, with the search committee particularly focused on the hiring component, and the professional development program on the continuing education piece.

**Objectives.**

4.1. Enhance receptivity to stakeholder needs of external collaborators with academic partner(s)
   a. Increase the number of channels for external collaborators to report satisfaction levels
   b. Increase resources for supporting external collaborator needs in research, teaching and service

4.2. Increase scale and scope of research, teaching and service-focus external collaborations
   a. Increase the number, diversity and variety of external collaborations

4.3. Identify opportunities for partnering with collaborators on agency-based projects with high-impact potential.
   a. Solicit information and assess feedback from field liaisons, faculty, field instructors, and potential community partners on current and upcoming projects, initiatives and needs and collect in a database.
   b. Foster effective collaborations that include networked students, faculty, advisory boards, and staff supporting effective outreach efforts and engaging the community.

4.4. Build networks and collaborations for fostering the hiring and retention of diverse faculty and staff
   a. Create pipelines for identifying and recruiting diverse hires
   b. Develop ongoing relationships and collaborative exchanges with diverse groups
   c. Develop resources and supports for an inclusive community of faculty and staff

4.6. Increase the group, network and individual-based income generated through continuing education
   a. Build collaborative networks of employers whose personnel will participate in PDP offerings.
   b. Create an inclusive learning environment for PDP students

**Goal 5: To Enhance Donor Participation Through External Relations and Strategic Solicitation.**

**Introduction.** Building relationships and resources critical to advancing the School’s mission extends beyond the immediate circle of on-campus constituents (faculty, staff and students). Also included are other academic unit collaborators, SSW alumni, community agencies/groups, the donor/investor community, interested general community members and entities within the larger public, such as other accredited schools/college of social work. Engaging these diverse constituencies with the School’s mission, goals, work and accomplishments enhances our impact on the complex and resource-intensive social problems that confront our society and profession. This process of external relations engagement also increases the pool of investors informing and investing in, the School’s initiatives. This goal is supportive of several university priorities, but it is most in alignment with priority 2, goal 4: promoting pride in UTA, showcasing and generating publicity for our programs, events and accomplishments.

Execution of the objectives for this goal is particularly the charge of the director of development and her office, in concert with the assistant to the dean for external affairs.

**Objectives.**

5.1. Increase alumni investment in the School
   a. Increase the percentage of donations and dollar amounts
   b. Increase the percentage of alumni donors who participate in the Advisory Council
   c. Increase the number of engaged alumni who serve as advocates
   d. Increase volunteer opportunities for students

5.2. Increase donor investment in the School
   a. Increase the percentage of donations and dollar amounts
   b. Increase activities/media to enhance donor awareness of benefits of endowment and philanthropic potential
c. Increase events and forums to share academic value and social impact of the SSW with corporate and private foundations

5.3. Increase scope and scale of external publications
a. Increase the number of external publications (newsletters, etc.)
b. Increase the number of recipients and sites

5.4. Enhance social and public awareness of SSW Centers, iCAP, and SSW academic benefits
a. Increase percentage of donors who make a financial contribution to the School for conducting research, establishing professorships, and increasing academic resources

MSW PROGRAM MISSION STATEMENT

The mission of the Master of Social Work (MSW) Program at the University of Texas at Arlington reflects both the mission of the University and of the School of Social Work as stated within the School’s strategic plan. The MSW program provides a generalist Social work foundation upon which to build evidence-informed and social justice-focused advanced practice within a diverse society. An environment of excellence in research and engaged community partners, including field educators, creates a professional training atmosphere for developing core competencies and advanced practice skills and behaviors across a range of available specialty programs infused with effective and ethical practice, an understanding of the organizational contexts of social work practice, and inclusive of highly valued social work knowledge.

MSW PROGRAM GOALS

1. The MSW Program prepares high quality students with a liberal arts perspective to practice effectively and ethically with the full range of social systems, emphasizing evidence-informed practice, a strengths approach, diversity, social justice, empowerment, and a critical thinking perspective, using thesis or non-thesis options in advanced specialty career preparation and development.

2. The MSW program prepares high quality students with a liberal arts perspective who understand the organizational contexts of social work practice and who are prepared to assume the responsibility for leadership positions, as well as engage in lifelong learning.

3. The MSW Program prepares high quality students with a liberal arts perspective, by valuing social work history and the integration of social work knowledge, to understand professional social work and to be prepared for advanced level concentration in either:

Concentration 1: Direct Practice with specializations in:

(1) Aging
Concentration 2:
(1) Community and Administrative Practice

**MSW Foundation and CSWE Foundation Educational Policy Competencies as Objectives: (Inclusive of core skills and behaviors).**

Please refer to: Appendix G: Foundation Competencies and Advanced Specialty Skills and Behaviors (below) for detailed competencies.

1. Identification as a professional social worker and conducting oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research informed practice.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene and evaluate with individuals, families, groups, or organizations and communities.

**Direct Practice Concentration and Specialty Educational Objectives**

By graduation, students specializing in the Direct Practice specialties of Aging, Children and Families, Health or Mental Health and Substance Abuse will achieve the CSWE Educational Policy Core or Foundation Competencies and acquire competency in advanced concentration or specialty skills and behaviors identified for their specialty track. Refer to: Appendix G: Foundation Competencies and Advanced Specialty Skills and Behaviors (below) for detailed competencies.

1. Identification as a professional social worker and conducting oneself accordingly, demonstrating competency in the selected specialty and relevant, identified advanced skills and behaviors.
2. Apply social work ethical principles to guide professional practice, demonstrating competency in the selected specialty and relevant, identified advanced skills and behaviors.
3. Apply critical thinking to inform and communicate professional judgments, demonstrating competency in the selected specialty and relevant, identified advanced skills and behaviors.

4. Engage diversity and difference in practice, demonstrating competency in the selected specialty and relevant, identified advanced skills and behaviors.

5. Advance human rights and social and economic justice, demonstrating competency in the selected specialty and relevant, identified advanced skills and behaviors.

6. Engage in research informed practice, demonstrating competency in the selected specialty and relevant, identified advanced research based skills and behaviors.

7. Apply knowledge of human behavior and the social environment, demonstrating competency in the selected specialty and relevant, identified advanced skills and behaviors.

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services, demonstrating competency in the selected specialty and relevant, identified advanced skills and behaviors.

9. Respond to contexts that shape practice, demonstrating competency in the selected specialty and relevant, identified advanced skills and behaviors.

10. Engage, assess, intervene and evaluate with individuals, families, groups, or organizations and communities, demonstrating competency in the selected specialty and relevant, identified advanced skills and behaviors.

**Community & Administrative Practice Concentration Educational Objectives**

By graduation, students specializing in Community and Administrative Practice will achieve the foundation objectives and acquire competency in macro level advanced concentration or specialty skills and behaviors identified for the specialty track. Refer to: Appendix G: Foundation Competencies and Advanced Specialty Skills and Behaviors (below) for detailed competencies.

1. Identification as a professional social worker and conducting oneself accordingly, demonstrating competency in the selected specialty and relevant, macro-level identified advanced skills and behaviors.

2. Apply social work ethical principles to guide professional practice, demonstrating competency in the selected specialty and relevant, identified macro-level advanced skills and behaviors.

3. Apply critical thinking to inform and communicate professional judgments, demonstrating competency in the selected specialty and relevant, identified macro-level advanced skills and behaviors.

4. Engage diversity and difference in practice, demonstrating competency in the selected specialty and relevant, macro-level identified advanced skills and behaviors.

5. Advance human rights and social and economic justice, demonstrating competency in the selected specialty and relevant, macro-level identified advanced skills and behaviors.
6. Engage in research informed practice, demonstrating competency in the selected specialty and relevant, macro-level identified advanced research based skills and behaviors.

7. Apply knowledge of human behavior and the social environment, demonstrating competency in the selected specialty and relevant, macro-level identified advanced skills and behaviors.

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services, demonstrating competency in the selected specialty and relevant, macro-level identified advanced skills and behaviors.

9. Respond to contexts that shape practice, demonstrating competency in the selected specialty and relevant, macro-level identified advanced skills and behaviors.

10. Engage, assess, intervene and evaluate with individuals, families, groups, or organizations and communities, demonstrating competency in the selected specialty and relevant, macro-level identified advanced skills and behaviors.
The MSW Curriculum Guide

The Master of Social Work degree is a 61-hour program comprised of a Generalist Practice foundation and an Advanced Practice curriculum. The curriculum is organized around six curriculum areas: Applied Social Work Practice (Field), Community and Administrative Practice (CAP), Direct Practice (DP), Human Behavior and the Social Environment (HBSE), Research and Evaluation (R/E), and Social Welfare Policy (SWP), or Blended Theory and Practice Courses, consisting of both Direct Practice and HBSE content. The curriculum has two Professional Concentrations: Direct Practice (Micro-Social Work), with four Direct Practice, advanced specialties: Direct Practice in Aging, Direct Practice with Children and Families, Direct Practice in Health, Direct Practice in Mental Health and Substance Abuse; or Community and Administrative Practice.

Students must be advised at the following times in order to get clearance for registration:

1. Prior to the first semester of registration.
2. Before the semester of Integrative Seminar or before the semester of Thesis Research.

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PROFESSIONAL FOUNDATION CURRICULUM (26 HOURS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>SOCW5304</td>
<td>Generalist Micro Practice</td>
<td>3</td>
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<tr>
<td>SOCW5306</td>
<td>Generalist Macro Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOCW5301</td>
<td>Human Behavior in the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>SOCW5303</td>
<td>Foundations of Social Policy and Services</td>
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<td>SOCW5322</td>
<td>Research &amp; Evaluation Methods in Social Work I</td>
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<td>SOCW5317</td>
<td>Human Behavior and Diverse Populations</td>
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<td>SOCW5551</td>
<td>Applied Social Work Practice I (Field Placement)</td>
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</tr>
<tr>
<td>SOCW5310</td>
<td>Micro and Macro Practice Field Seminar*</td>
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</tr>
<tr>
<td></td>
<td><strong>Total First Year Semester Hours</strong></td>
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</table>

*Field placement/seminar cannot be taken before completion of SOCW 5304, 5306, 5301
*A 3.0 cumulative social work GPA is required to start field placement

ADVANCED CURRICULUM

The School of Social Work offers two concentrations:
Concentration 1: **DIRECT PRACTICE (DP)** with specializations in

1. Aging
2. Children and Families
3. Health
4. Mental Health and Substance Abuse

Concentration 2: **COMMUNITY AND ADMINISTRATIVE PRACTICE (CAP)**

**Policies and Guidelines for Advanced Curriculum**

Students in their final semester of the foundation curriculum (taking their last 5000-level course) may enroll concurrently in certain advanced (6000-level) classes. Students who are unable to complete their foundation field or are enrolled in foundation field may take advanced classes (policy, research, an HBSE course, or blended theory and practice course (with permission), as available and approved by a Program Advisor) if they have completed the appropriate course prerequisites, not to exceed 9 credit hours. *Only students who have completed foundation field (SOCW 5651 and 5252 OR SOCW 5851) may enroll in either of the first DP or CAP advanced practice classes (SOCW 6325 or SOCW 6371).*

*The regular MSW program takes two years to complete if a student attends full time and requires completion of 35 hours of the Advanced Curriculum. Non-traditional MSW program offerings, or part time students, may differ in required completion times.*

*The Advanced Standing MSW program requires students to complete 38 hours of the Advanced Curriculum. The Advanced Standing MSW program can be completed in three semesters by taking 12-13 credit hours per semester.*
Advanced Curriculum Course Requirements

by Concentration & Specialization

<table>
<thead>
<tr>
<th>DIRECT PRACTICE - AGING</th>
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### Required Courses

**Introductory Practice Course(s) for Aging Services (6 Credit Hours)**
- SOCW6325: Advanced Micro Practice 3 Hours
- SOCW6318: Direct Practice with Aging 3 Hours

**Integrated Theory and Practice Courses (6 Credit Hours)**
- SOCW6343: Intimate Partner Violence 3 Hours
- SOCW6389: Brain and Behavior 3 Hours
- SOCW6361: Stress, Crisis and Coping 3 Hours
- SOCW6366: Death and Dying 3 Hours

**Specialty Policy Course (3 Credit Hours)**
- SOCW6349: Aging Policy and Social Justice 3 Hours

**Research Course (3 Credit Hours)**
- SOCW6324: Research and Evaluation Methods II 3 Hours

**Advanced Field Placement (8 Credit Hours)**
- SOCW6451 (SPLIT)/SOCW 6851 (BLOCK): Applied Social Work Practice II (Field) 4 Hours
- SOCW6452 (SPLIT): Applied Social Work Practice II (Field) 4 Hours

**Capstone Course Options (3 or 6 Credit Hours)**
- SOCW6305: Integrative Seminar 3 Hours
- SOCW6393/6398: Thesis Research/Thesis 6 Hours

### Suggested Electives
- SOCW6392: Family Caregiving and Aging 3 Hours
NOTES:

- This is the standard list of all classes in this program of study; additional electives may be required. It is not necessarily the order in which to take courses. Please see your Academic Advisor to develop your individualized program of study.

- **REQUIRED**
  - **Introductory Practice Courses** – must take BOTH. SOCW 6318 may only be taken concurrently or after completing 6325.
  - **Integrated Theory and Practice Courses** – must take any TWO from the four listed. Must take concurrently with 6325 or after completing 6325.
  - **Advanced Field Placement** - Students are required to complete SOCW 6325 before taking advanced field. SOCW 6318 must be taken before or concurrently with field. A 3.0 cumulative GPA is required to take advanced field. May take SOCW 6851, 8 hour block, in place of 6451 and 6452.
  - **Capstone Course Options** – Student must chose to take the Integrative Seminar or Thesis Option.
    - **Integrative Seminar** – This option must be taken in the final program semester concurrently with 6452 or after completing 6851.
    - **Thesis Option** – This option may be taken in place of one elective and the Integrative Seminar.

- **ELECTIVES** – Students MUST take 2-3 social work electives to complete their program of study and the number of required credit hours to graduate. The suggested electives above are those that the faculty STRONGLY recommend as supporting your development in this area of specialization. However, additional or other optional electives may be considered. If deviating from those recommended above, Academic Advisor approval is required, and any elective considered must be chosen from the 6000-level social work courses offered (check for any applicable prerequisites).
**Required Courses**

### Introductory Practice Course(s) for Children and Families (6 Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW6325</td>
<td>Advanced Micro Practice</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SOCW6326</td>
<td>Direct Practice with Children and Families</td>
<td>3 Hours</td>
</tr>
</tbody>
</table>

### Integrated Theory and Practice Courses (6 Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW6343</td>
<td>Intimate Partner Violence</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SOCW6389</td>
<td>Brain and Behavior</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SOCW6361</td>
<td>Stress, Crisis and Coping</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SOCW6366</td>
<td>Death and Dying</td>
<td>3 Hours</td>
</tr>
</tbody>
</table>

### Specialty Policy Course (3 Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW6304</td>
<td>Social Policy and Child Welfare</td>
<td>3 Hours</td>
</tr>
</tbody>
</table>

### Research Course (3 Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW6324</td>
<td>Research and Evaluation Methods II</td>
<td>3 Hours</td>
</tr>
</tbody>
</table>

### Advanced Field Placement (8 Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW6451</td>
<td>Applied Social Work Practice II (Field)</td>
<td>4 Hours</td>
</tr>
<tr>
<td>SOCW6452</td>
<td>Applied Social Work Practice II (Field)</td>
<td>4 Hours</td>
</tr>
</tbody>
</table>

### Capstone Course Options (3 or 6 Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW6305</td>
<td>Integrative Seminar</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SOCW6393</td>
<td>Thesis Research/Thesis</td>
<td>6 Hours</td>
</tr>
</tbody>
</table>

**Suggested Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW6360</td>
<td>Clinical Assessment of Child Maltreatment</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SOCW6368</td>
<td>Sexual Abuse of Children</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SOCW6370</td>
<td>Treating Parent and Child Relationships</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SOCW6311</td>
<td>Seminar in Direct Methods in Couples Counseling</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SOCW6353</td>
<td>Seminar in Family Therapy</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SOCW6359</td>
<td>Social Work in Schools</td>
<td>3 Hours</td>
</tr>
</tbody>
</table>
NOTES:

- This is the standard list of all classes in this program of study; additional electives may be required. It is not necessarily the order in which to take courses. Please see your Academic Advisor to develop your individualized program of study.

- **REQUIRED**
  - *Introductory Practice Courses* – must take BOTH. SOCW 6326 may only be taken concurrently or after completing 6325.
  - *Integrated Theory and Practice Courses* – must take any TWO from the four listed. Must take concurrently with 6325 or after completing 6325.
  - *Advanced Field Placement* - Students are required to complete SOCW 6325 before taking advanced field. SOCW 6326 must be taken before or concurrently with field. A 3.0 cumulative GPA is required to take advanced field. May take SOCW 6851, 8 hour block, in place of 6451 and 6452.
  - *Capstone Course Options* – Student must choose to take the Integrative Seminar or Thesis Option.
    - Integrative Seminar – This option must be taken in the final program semester concurrently with 6452 or after completing 6851.
    - Thesis Option – This option may be taken in place of one elective and the Integrative Seminar.

- **ELECTIVES** – Students MUST take 2-3 social work electives to complete their program of study and the number of required credit hours to graduate. The suggested electives above are those that the faculty STRONGLY recommend as supporting your development in this area of specialization. However, additional or other optional electives may be considered. If deviating from those recommended above, Academic Advisor approval is required, and any elective considered must be chosen from the 6000-level social work courses offered (check for any applicable prerequisites).
<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW6325</td>
<td>Introductory Practice Course(s) for Health Services</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SOCW6317</td>
<td>Advanced Micro Practice</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SOCW6343</td>
<td>Intimate Partner Violence</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SOCW6389</td>
<td>Brain and Behavior</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SOCW6361</td>
<td>Stress, Crisis and Coping</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SOCW6392</td>
<td>Death and Dying</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SOCW6345</td>
<td>Health Policy and Social Justice</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SOCW6324</td>
<td>Research and Evaluation Methods II</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SOCW6451</td>
<td>Advanced Field Placement</td>
<td>4 Hours</td>
</tr>
<tr>
<td>SOCW6452</td>
<td>Applied Social Work Practice II (Field)</td>
<td>4 Hours</td>
</tr>
<tr>
<td>SOCW6305</td>
<td>Integrative Seminar</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SOCW6393/6398</td>
<td>Thesis Research/Thesis</td>
<td>6 Hours</td>
</tr>
<tr>
<td>SOCW6385</td>
<td>Social Work in Managed Care</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SOCW6380</td>
<td>Treatment of Addictive Behaviors</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SOCW6362</td>
<td>Family Caregiving and Aging</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SOCW6364</td>
<td>Military Social Work</td>
<td>3 Hours</td>
</tr>
</tbody>
</table>
NOTES:

- This is the standard list of all classes in this program of study; additional electives may be required. It is not necessarily the order in which to take courses. Please see your Academic Advisor to develop your individualized program of study.

- **REQUIRED**
  - **Introductory Practice Courses** – must take BOTH. SOCW 6317 may only be taken concurrently or after completing 6325.
  - **Integrated Theory and Practice Courses** – must take any TWO from the four listed. Must take concurrently with 6325 or after completing 6325.
  - **Advanced Field Placement** - Students are required to complete SOCW 6325 before taking advanced field. SOCW 6317 must be taken before or concurrently with field. A 3.0 cumulative GPA is required to take advanced field. May take SOCW 6851, 8 hour block, in place of 6451 and 6452.
  - **Capstone Course Options** – Student must chose to take the Integrative Seminar or Thesis Option.
    - **Integrative Seminar** – This option must be taken in the final program semester concurrently with 6452 or after completing 6851.
    - **Thesis Option** – This option may be taken in place of one elective and the Integrative Seminar.

- **ELECTIVES** – Students MUST take 2-3 social work electives to complete their program of study and the number of required credit hours to graduate. The suggested electives above are those that the faculty STRONGLY recommend as supporting your development in this area of specialization. However, additional or other optional electives may be considered. If deviating from those recommended above, Academic Advisor approval is required, and any elective considered must be chosen from the 6000-level social work courses offered (check for any applicable prerequisites).
<table>
<thead>
<tr>
<th>DIRECT PRACTICE – MENTAL HEALTH AND SUBSTANCE ABUSE</th>
</tr>
</thead>
</table>

### Required Courses

#### Introductory Practice Course(s) for DPMHSA (6 Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW6325</td>
<td>Advanced Micro Practice</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SOCW6336</td>
<td>Direct Practice in Mental Health and Substance Abuse</td>
<td>3 Hours</td>
</tr>
</tbody>
</table>

#### Integrated Theory and Practice Courses (6 Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW6343</td>
<td>Intimate Partner Violence</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SOCW6389</td>
<td>Brain and Behavior</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SOCW6361</td>
<td>Stress, Crisis and Coping</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SOCW6366</td>
<td>Death and Dying</td>
<td>3 Hours</td>
</tr>
</tbody>
</table>

#### Specialty Practice Course (3 Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW6380</td>
<td>Treatment of Addictive Behaviors</td>
<td>3 Hours</td>
</tr>
</tbody>
</table>

#### Specialty Policy Course (3 Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW6319</td>
<td>Mental Health Policy and Social Justice</td>
<td>3 Hours</td>
</tr>
</tbody>
</table>

#### Research Course (3 Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW6324</td>
<td>Research and Evaluation Methods II</td>
<td>3 Hours</td>
</tr>
</tbody>
</table>

#### Advanced Field Placement (8 Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW6451(SPLIT)/6851 (BLOCK)</td>
<td>Applied Social Work Practice II (Field)</td>
<td>4 Hours</td>
</tr>
<tr>
<td>SOCW6452(SPLIT)</td>
<td>Applied Social Work Practice II (Field)</td>
<td>4 Hours</td>
</tr>
</tbody>
</table>

#### Capstone Course Options (3 or 6 Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW6305</td>
<td>Integrative Seminar</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SOCW6393/6398 (Thesis Option)</td>
<td>Thesis Research/Thesis</td>
<td>6 Hours</td>
</tr>
</tbody>
</table>

### Suggested Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW6350</td>
<td>Seminar in Cognitive Behavioral Intervention Strategies</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SOCW6312</td>
<td>Group Dynamics and Social Work Practice</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SOCW6311</td>
<td>Seminar in Direct Methods in Couples Counseling</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SOCW6353</td>
<td>Seminar in Family Therapy</td>
<td>3 Hours</td>
</tr>
</tbody>
</table>
NOTES:

- This is the standard list of all classes in this program of study; additional electives may be required. It is not necessarily the order in which to take courses. Please see your Academic Advisor to develop your individualized program of study.

- **REQUIRED**
  - **Introductory Practice Courses** – must take BOTH. SOCW 6336 may only be taken concurrently or after completing 6325.
  - **Integrated Theory and Practice Courses** – must take any TWO from the four listed. Must take concurrently with 6325 or after completing 6325.
  - **Advanced Field Placement** - Students are required to complete SOCW 6325 before taking advanced field. SOCW 6336 must be taken before or concurrently with field. A 3.0 cumulative GPA is required to take advanced field. May take SOCW 6851, 8 hour block, in place of 6451 and 6452.
  - **Capstone Course Options** – Student must choose to take the Integrative Seminar or Thesis Option.
    - **Integrative Seminar** – This option must be taken in the final program semester concurrently with 6452 or after completing 6851.
    - **Thesis Option** – This option may be taken in place of one elective and the Integrative Seminar.

- **ELECTIVES** – Students MUST take 1-2 social work electives to complete their program of study and the number of required credit hours to graduate. The suggested electives above are those that the faculty STRONGLY recommend as supporting your development in this area of specialization. However, additional or other optional electives may be considered. If deviating from those recommended above, Academic Advisor approval is required, and any elective considered must be chosen from the 6000-level social work courses offered (check for any applicable prerequisites).
## COMMUNITY AND ADMINISTRATIVE PRACTICE

### Required Courses

**Introductory Practice Course(s) for Community and Administrative Practice (3 Credit Hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW6371</td>
<td>Community and Administrative Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

**Practice Options (6 Credit Hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW6314</td>
<td>Advanced Administrative Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOCW6315</td>
<td>Advanced Community Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOCW6339</td>
<td>Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>SOCW6358</td>
<td>Social Work Supervision</td>
<td>3</td>
</tr>
<tr>
<td>SOCW6363</td>
<td>Budgeting and Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>SOCW6364 (cross-listed as SOCW 6317)</td>
<td>Social Work in Health Care Settings</td>
<td>3</td>
</tr>
<tr>
<td>SOCW6384</td>
<td>Management of Children’s Agencies</td>
<td>3</td>
</tr>
<tr>
<td>SOCW6386</td>
<td>Grant Proposal Development Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

**Human Behavior and the Social Environment (3 Credit Hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW6342</td>
<td>Human Behavior in Macro Environments</td>
<td>3</td>
</tr>
</tbody>
</table>

**Specialty Policy Course (3 Credit Hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW6301</td>
<td>Advocacy, Social Policy and Social Justice</td>
<td>3</td>
</tr>
</tbody>
</table>

**Research Course (3 Credit Hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW6324</td>
<td>Research and Evaluation Methods II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Advanced Field Placement (8 Credit Hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW6451(SPLIT)/SOCW6851(BLOCK)</td>
<td>Applied Social Work Practice II (Field)</td>
<td>4</td>
</tr>
<tr>
<td>SOCW6452(SPLIT)</td>
<td>Applied Social Work Practice II (Field)</td>
<td>4</td>
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</table>

**Capstone Course Options (3 or 6 Credit Hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW6305</td>
<td>Integrative Seminar</td>
<td>3</td>
</tr>
<tr>
<td>SOCW6393/6398 (Thesis Option)</td>
<td>Thesis Research/Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>

### Suggested Electives

Open—Students should consider additional Practice Options Courses listed above.
NOTES:

- This is the standard list of all classes in this program of study; additional electives may be required. It is not necessarily the order in which to take courses. Please see your Academic Advisor to develop your individualized program of study.

REQUIRED

- **Integrated Theory and Practice Courses** – must take any TWO from the eight listed. Must take concurrently with 6371 or after completing 6371.
- **Advanced Field Placement** - Students are required to complete SOCW 6371 before taking advanced field. A 3.0 cumulative GPA is required to take advanced field. May take SOCW 6851, 8 hour block, in place of 6451 and 6452.
- **Capstone Course Options** – Student must choose to take the Integrative Seminar or Thesis Option.
  - **Integrative Seminar** – This option must be taken in the final program semester concurrently with 6452 or after completing 6851.
  - **Thesis Option** – This option may be taken in place of one elective and the Integrative Seminar.

ELECTIVES – Students MUST take 2-3 social work electives to complete their program of study and the number of required credit hours to graduate. All electives must be chosen from the 6000-level social work courses offered (check for any applicable prerequisites).

FORT WORTH COHORT PROGRAM DEGREE PLAN
Direct Practice Concentration, **Specialty in Children and Families**

with Administrative Certification

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course:</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>SOCW 5304 - Generalist Micro Practice</td>
<td>6 hours</td>
</tr>
<tr>
<td></td>
<td>SOCW 5306 - Generalist Macro Practice</td>
<td></td>
</tr>
<tr>
<td>Winter Intersession</td>
<td>SOCW 5301 - Human Behavior and the Social Environment</td>
<td>3 hours</td>
</tr>
<tr>
<td>Spring</td>
<td>SOCW 5322- Research and Evaluation Methods I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOCW 5303- Foundations of Social Policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOCW 5651- Micro/Macro Field Placement (entire semester 6 credits)</td>
<td>12 hours</td>
</tr>
<tr>
<td>Spring Intersession</td>
<td>SOCW 5317 - Human Behavior and Diverse Populations</td>
<td>3 hours</td>
</tr>
<tr>
<td>Summer</td>
<td>SOCW 5252- Micro/Macro Field Placement (entire semester 2 credits)</td>
<td>9 hours</td>
</tr>
<tr>
<td></td>
<td>SOCW 6325 - Advanced Micro Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOCW 6326 - Direct Practice with Children and Families</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>SOCW 6353 – Seminar in Family Therapy (entire semester online)</td>
<td>9 hours</td>
</tr>
<tr>
<td></td>
<td>SOCW 6361 – Stress, Crisis and Coping</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOCW 6324 – Research and Evaluation Methods II</td>
<td></td>
</tr>
<tr>
<td>Winter Intersession</td>
<td>SOCW 6371- Community Administrative Practice</td>
<td>3 hours</td>
</tr>
<tr>
<td>Spring</td>
<td>SOCW 6358 – Social Work Supervision</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOCW 6304- Social Policy &amp; Child Welfare</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOCW 6451 - Advanced Field Placement (entire semester 4 credits)</td>
<td>10 hours</td>
</tr>
<tr>
<td>Spring Intersession</td>
<td>SOCW 6314 – Advanced Administrative Practice</td>
<td>3 hours</td>
</tr>
<tr>
<td>Summer</td>
<td>SOCW 6452- Advanced Field Placement (entire semester 4 credits)</td>
<td>7 hours</td>
</tr>
<tr>
<td></td>
<td>SOCW 6305 - Integrative Seminar</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit hours for Graduation</strong></td>
<td>64 hours</td>
</tr>
</tbody>
</table>

**ONLINE COHORT PROGRAM– PART TIME 3 YEAR PLAN**

Direct Practice Concentration, Specialty in Children and Families

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Credit</th>
<th>Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
<td>Fall 2016</td>
<td>6  SOCW 5304 - Generalist Micro Practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOCW 5301 - Human Behavior in the Social Environment</td>
</tr>
</tbody>
</table>
## ONLINE COHORT PROGRAM– PART TIME 3 YEAR PLAN

Direct Practice Concentration, Specialty in Children and Families

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Credit</th>
<th>Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Year</strong></td>
<td></td>
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</tbody>
</table>
| Fall 2017     | 6      | SOCW 5304 - Generalist Micro Practice  
               |         | SOCW 5301 - Human Behavior in the Social Environment |
| Spring 2018   | 6      | SOCW 5306 - Generalist Macro Practice  
               |         | SOCW 5317 - Human Behavior and Diverse Populations |
| **2nd Year**  |        |          |
| Fall 2017     | 6 or 8 | SOCW 5651 or 5851- Micro & Macro Applied Social Work Practice |
| Spring 2018   | 6 or 8 | SOCW 6325 - Advanced Micro Practice  
               |         | SOCW 6324 - Research and Evaluation Methods II |
|               |        | SOCW 5252- Micro & Macro Applied SW Practice (Split) |
| Summer 2018   | 6      | SOCW 6326 - Direct Practice with Children and Families  
               |         | SOCW 6304 - Social Policy and Child Welfare |
| **3rd Year**  |        |          |
| Fall 2018     | 6      | SOCW 6361 – Stress, Crisis and Coping  
               |         | SOCW 6343 - Intimate Partner Violence |
| Spring 2019   | 7      | SOCW 6353 – Seminar in Family Therapy  
               |         | SOCW 6451 - Applied Social Work Practice II |
| May Intersession 2019 | 3 | SOCW 6358 - Social Work Supervision |
| Summer 2019   | 7      | SOCW 6452 - Applied Social Work Practice II  
<pre><code>           |         | SOCW 6305 - Integrative Seminar |
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<p>| <strong>Total:</strong>    | 61     |          |</p>
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SOCW 5301 - Human Behavior in the Social Environment |
| Spring 2017   | 6      | SOCW 5306 - Generalist Macro Practice  
SOCW 5317 - Human Behavior and Diverse Populations |
| Summer 2017   | 6      | SOCW 5303 - Foundations of Policy  
SOCW 5322 - Research and Evaluation Methods I |

### 2nd Year

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SOCW 5252 - Micro & Macro Applied SW Practice (Split) |
| Summer 2019   | 6      | SOCW 6326 - Direct Practice with Children and Families  
SOCW 6304 - Social Policy and Child Welfare |

### 3rd Year

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SOCW 6343 - Intimate Partner Violence |
| Spring 2020   | 7      | SOCW 6353 – Seminar in Family Therapy  
SOCW 6451 - Applied Social Work Practice II |
| May Intersession 2020 | 3 | SOCW 6358 - Social Work Supervision |
| Summer 2020   | 7      | SOCW 6452 - Applied Social Work Practice II  
SOCW 6305 - Integrative Seminar |

### Credit Hours Total:
61

**ONLINE COHORT PROGRAM– PART TIME 3 YEAR PLAN**

Direct Practice Concentration, Specialty in Mental Health and Substance Abuse
### ONLINE COHORT PROGRAM– PART TIME 3 YEAR PLAN

Direct Practice Concentration, Specialty in Mental Health and Substance Abuse

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ONLINE COHORT PROGRAM– PART TIME 2 YEAR (ADVANCED STANDING)

Direct Practice Concentration, Specialty in Children and Families

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| 2nd Year      |         |          |
| Fall 2018     | 6       | SOCW 6343 - Intimate Partner Violence  
              |          | SOCW 63xx - Practice Elective determined by UTA  
| Spring 2019   | 7       | SOCW 6451 - Applied Social Work Practice II  
              |          | SOCW 6312 - Group Dynamics  
| Summer 2019   | 7       | SOCW 6452 - Applied Social Work Practice II  
              |          | SOCW 6305 - Integrative Seminar  
| Credit Hours  | 38      |          |
## ONLINE COHORT PROGRAM– PART TIME 2 YEAR (ADVANCED STANDING)

Direct Practice Concentration, Specialty in Mental Health and Substance Abuse

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| Spring 2017   | 6       | SOCW 6389 - Brain and Behavior  
              |          | SOCW 6324 - Research and Evaluation Methods II  
| Summer 2017   | 6       | SOCW 6353 - Seminar in Family Therapy  
              |          | SOCW 6319 – Mental Health Policy and Social Justice  
| **2nd Year**  |         |          |
| Fall 2017     | 6       | SOCW 6361- Stress, Crisis and Coping  
              |          | SOCW 6380 – Treatment of Addictive Behaviors  
| Spring 2018   | 7       | SOCW 6451 - Applied Social Work Practice II  
              |          | SOCW 6312 - Group Dynamics  
| Summer 2018   | 7       | SOCW 6452 - Applied Social Work Practice II  
              |          | SOCW 6305 - Integrative Seminar  
| **Credit Hours** | **38** |          |
ONLINE COHORT PROGRAM– PART TIME 2 YEAR (ADVANCED STANDING)

Direct Practice Concentration, Specialty in Mental Health and Substance Abuse

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<td>SOCW 5303- Foundations of Policy</td>
<td>SOCW 5317- Human Behavior and Diverse Populations</td>
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<td>SOCW 6361- Stress, Crisis, and Coping</td>
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**11 Week Course**

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<td>SOCW 6361- Stress, Crisis, and Coping</td>
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<td>SOCW 6343- Intimate Partner Violence</td>
<td>SOCW 6370- Treating Parent and Child Relationships</td>
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<td>SOCW 6451- Applied Social Work Practice II (Field Placement)</td>
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**11 Week Course**

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ONLINE COHORT PROGRAM– FULL TIME 2 YEAR (FOUNDATION)

Direct Practice Concentration, Specialty in Mental Health and Substance Abuse
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11 Week Course

| Summer 2017 | SOCW 6325- Advanced Micro Practice |
|            | SOCW 6336- Direct Practice in Mental Health and Substance Abuse |
|            | SOCW 5252- Micro/Macro Applied Social Work Practice (SPLIT- 2 Credits) |
|            | 6 or 8                             |

8 Week Course

| Fall 2017 | SOCW 6324- Research & Evaluation Methods II |
|          | SOCW 6361- Stress, Crisis, and Coping       |
|          | 12                                          |
| Spring 2018 | SOCW 6319- Mental Health Policy and Social Justice |
|            | SOCW 6380- Treatment of Addictive Behaviors |
|            | 10                                          |
| Summer 2018 | SOCW 6452- Applied Social Work Practice II (4 Credit Field Placement) |
|            | 7                                           |

ONLINE COHORT PROGRAM—FULL TIME 2 YEAR (FOUNDATION)

Direct Practice Concentration, Specialty in Mental Health and Substance Abuse

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ONLINE COHORT PROGRAM– FULL TIME 1 YEAR (ADVANCED STANDING)

Direct Practice Concentration, Specialty in Children and Families

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<tr>
<th>Semester/ Year</th>
<th>8 Week Course</th>
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| Fall 2016 | SOCW 6325- Advanced Micro Practice  
SOCW 6326- Direct Practice with Children and Families | SOCW 6324- Research & Evaluation Methods II  
SOCW 6361- Stress, Crisis and Coping | 12 |
|----------|-------------------------------------------------------------------|-----------------------------------------------------------------|-----|
| Spring 2017 | SOCW 6304- Social Policy and Child Welfare  
SOCW 6353- Seminar in Family Therapy | SOCW 6343- Intimate Partner Violence | 13 |
| 5 Week Course | 5 Week Course |
| SOCW 6452- Applied Social Work Practice II (4 Credit Field Placement)  
SOCW 6305- Integrative Seminar | |

**ONLINE COHORT PROGRAM– FULL TIME 1 YEAR (ADVANCED STANDING)**

Direct Practice Concentration, Specialty in Children and Families

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| Fall 2017 | SOCW 6325- Advanced Micro Practice  
SOCW 6326- Direct Practice with Children and Families | SOCW 6324- Research & Evaluation Methods II  
SOCW 6361- Stress, Crisis and Coping | 12 |
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<td>SOCW 6353- Seminar in Family Therapy</td>
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<td>SOCW 6451- Applied Social Work Practice II (4 Credit Field Placement)</td>
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<td>SOCW 6452- Applied Social Work Practice II (4 Credit Field Placement)</td>
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<td>SOCW 6305- Integrative Seminar</td>
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<td>Fall 2016</td>
<td>SOCW 6325- Advanced Micro Practice</td>
<td>SOCW 6324- Research &amp; Evaluation Methods II</td>
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<tr>
<td>SOCW 6336- Direct Practice in Mental Health and Substance Abuse</td>
<td>SOCW 6361- Stress, Crisis and Coping</td>
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<td>Spring 2017</td>
<td>SOCW 6319- Mental Health Policy and Social Justice</td>
<td>SOCW 6389- Brain and Behavior</td>
<td>13</td>
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<td>SOCW 6380- Treatment of Addictive Behaviors</td>
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ONLINE COHORT PROGRAM– FULL TIME 1 YEAR (ADVANCED STANDING)

Direct Practice Concentration, Specialty in Mental Health and Substance Abuse
### ONLINE COHORT PROGRAM—FULL TIME 1 YEAR (ADVANCED STANDING)

Direct Practice Concentration, Specialty in Mental Health and Substance Abuse

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SOCW 6336- Direct Practice in Mental Health and Substance Abuse | SOCW 6324- Research & Evaluation Methods II  
SOCW 6361- Stress, Crisis and Coping | 12 |
| **Spring 2018** | SOCW 6319- Mental Health Policy and Social Justice  
SOCW 6380- Treatment of Addictive Behaviors | SOCW 6389- Brain and Behavior | 13 |
## MSW Advising Directory

### MSW Advising and Registration

The Office of Advising and Student Success has MSW Advisors to help you navigate your MSW degree plan whether you are an on-campus student or a distance education student.

The Office of Advising and Student Success is located in Social Work Building A, Suite 319.

**Jennifer Malone,** Coordinator, Office of Advising & Student Success  
Room 319B / 817.272.7232  
jemalone@uta.edu

**Patrice Green,** MSW Program Advisor for on-campus students  
Room 319 F / 817.272.2423  
patrice.green@uta.edu

**Tiara Thomas,** LMSW Program Advisor for distance education students  
Room 319A / 817.272.6328  
tiara.thomas@uta.edu

**Kennedie Bright,** Support Specialist II for the Office of Advising and Student Success
MSW Advising Hours

The MSW Program advisors are typically available Monday – Friday from 8:00 am – 5:00 pm. Please schedule a meeting with your program advisor using the online scheduling calendar accessible on the MSW Advising webpage.

Preparation for Advising

Students are not required to be advised every semester, however, academic advising is required prior to registration for the first semester in the program and prior to registration for Integrative Seminar or Thesis Research. In addition, students who have cumulative GPAs less than the required 3.0 minimum must be advised before registration.

New MSW students meet their assigned advisor prior to registration for the first semester of graduate school. In most instances, the advisor follows the student throughout the MSW Program. The advisor will work with her/his advisees to clarify educational options, to answer questions about the MSW Program, and to identify career opportunities.

1. Review the MSW Curriculum guide. The MSW curriculum guide for students starting the program in the Fall of 2016 (and after) is located in Suite 319 and is scheduled to be located on the SSW website (www.uta.edu/ssw) under the Current Students, Advising & Student Success section. If you need an MSW curriculum guide prior to Fall 2016 please contact your advisor.

2. Before you meet with an advisor, be familiar with your degree plan worksheet. There are separate plan worksheets for the Direct Practice (DP) Specialties and the Community and Administrative practice (CAP) concentration. The degree plan worksheets for students starting in the Fall of 2016 (and after) are located in Suite 319 and scheduled to be located on the SSW website (www.uta.edu/ssw) under the Current Students, Advising & Student Success section. If you started the program prior to Fall 2016, please contact your advisor for your degree plan worksheet.
DISTANCE EDUCATION COHORT STUDENTS: If you are starting a MSW cohort program, be familiar with your cohort’s degree plan.

3. If you wish, view the course descriptions in the Graduate Catalog located: [http://grad.uta.edu/](http://grad.uta.edu/)

4. View the Schedule of Classes in MyMav and select the classes you wish to take.

DISTANCE EDUCATION COHORT STUDENTS: Your classes have been pre-selected and your advisor will notify you of the specific course sections for registration.

5. Meet with an advisor during posted advising hours.

DISTANCE EDUCATION COHORT STUDENTS: You have the option to meet with your advisor in person, over the phone or over Skype.

The MSW advisor is the first point of contact for any or all of the following:

- Registration (including add/drop, leaves of absence, and withdrawals);
- Petitions to the Graduate School;
- Change of concentration and selection of specialization or certificate programs;
- Clarification of all academic policies and procedures (i.e., advanced standing and exemption, graduation requirements, grading policies, directed study);
- Discussions regarding academic expectations and performance;
- Information about other departments and/or programs within both the School of Social Work and the University of Texas at Arlington;
- Planning the educational program in accordance with career interests.

**MyMav**

MyMav is the UT Arlington system for managing student registration and financial information online. Use MyMav to:

- register for classes
- view or request changes to personal information
- view grades and transcript information
- apply for graduation

[http://www.uta.edu/records/](http://www.uta.edu/records/)

**The MSW Curriculum**
The Master of Social Work degree is a 61-hour program comprised of a Generalist Practice foundation and an Advanced Practice curriculum. The curriculum is organized around six curriculum areas: Applied Social Work Practice (Field), Community and Administrative Practice (CAP), Direct Practice (DP), Human Behavior and the Social Environment (HBSE), Research and Evaluation (R/E) and Social Welfare Policy and Services (SWPS).

For those students who have advanced standing, the curriculum includes a 38 hour program comprised of Advanced Practice courses. The curriculum is organized around the six essential skill sets of: Applied Social Work Practice (Field), Community and Administrative Practice (CAP), Direct Practice (DP), Research and Evaluation (R/E) and Social Welfare Policy and Services (SWPS).

FIELD EDUCATION

Field Education is an essential component of professional education for social work practice. Its purpose is to provide opportunity and support for the application of social work knowledge and skills gained by the student in the classroom and to acquaint students with the realities of practice.

The first field placement (SOCW 5651 and 5252 OR SOCW 5851) is generalist. All students taking the first field placement will complete 480 field hours while concurrently attending a Micro and Macro Practice Field Seminar class. Students who opt to split their field placement into two semesters will attend the Field Seminar class only during the first semester of their foundation field placement. The second field placement must be taken in the student’s area of concentration and specialty.

Students are assigned to affiliated agencies where they are administratively responsible to an agency supervisor, the field instructor. A campus professor or a community-based social worker acts as liaison and consultant to the agency field instructor and to the student.

First year students must complete 400 clock hours of generalist practice in one agency during one semester. Students must have completed at least 9 credit hours before enrolling for the first field placement, including Generalist Micro Practice, Generalist Macro Practice, and HBSE (SOCW 5301), (9 hours).

Second year students normally complete field education in two consecutive semesters at the same agency for a total of 500 clock hours in their area of concentration (250 clock hours each semester) and receive a total of 8 credit hours. Students may complete second year field education in one semester (called a block placement) if approved by the Assistant Dean of Field Education.

Students will not be able to complete Block placement and SOCW 6305 within the same semester.
Before enrolling for second year field education, direct practice students must have completed all foundation coursework and have completed Introductory Practice Courses for their Concentration and Specialization. Community and Administrative Practice students must have completed SOCW 6371 to be enrolled in their second field placement. All graduate students must also have a GPA of 3.0 or higher to be enrolled in any field placement (first or second year).

Field placements cannot be provided totally at night and/or on weekends. Students must have flexibility in scheduling time for classes and field supervision instruction.

**Field Placement and Place of Employment**

Students are permitted to complete one of their field placements in an agency where they have been employed provided that the agency is affiliated with the School of Social Work for the provision of field education, that the agency has a qualified field instructor who is not the employment supervisor, and that the proposed educational experience is approved by the Assistant Dean of Field Education. Only students who have been employed at the agency for at least one year are eligible for this option. A proposal must be submitted to the Assistant Dean of Field Education for review and approval.

**PROCESS FOR SCREENING STUDENTS FOR PRACTICUM REQUIREMENTS**

**First Field**

To enroll in the first field placement, students should have completed at least 9 credit hours, including Generalist Micro Practice (5304), Generalist Macro Practice (5306), and HBSE (5301), (9 hours) and have GPA of 3.0 or higher.

**Second Field**

To enroll in the second field placement, students must have completed all first year coursework and have completed have completed Introductory Practice Courses for their Concentration and Specialization or be concurrently enrolled in these courses. Community and Administrative Practice students must have completed SOCW 6371 with a GPA of a 3.0 or higher to be enrolled in their second field placement. Students will not be able to complete Block placement and SOCW 6305 within the same semester.

**Out of Dallas/Fort Worth Metroplex Field Placements**

**Agency Search Procedures for Cohort Students**

The following procedures apply ONLY to COHORT students requiring a Practicum Site OUTSIDE of the following counties: Collin, Dallas, Denton & Tarrant.
Each student will identify an **agency/organization in his or her area that meets the following criteria:**

- Provides social work services [public, private, governmental]
- Employs a staff person with an MSW degree from a CSWE- accredited University who is available and willing to supervise a UTA SSW graduate intern.
- Will complete the process to become an approved practicum site for UTA SSW graduate students.

Written criteria defining agency requirements will be provided for student and agency use.

1. After confirming the above criteria and the agency’s interest in providing an internship, each student will **e-mail the following information to the Field Office at http://www.uta.edu/ssw/field/field.php**, using the subject heading: Cohort Agency Information:
   - Agency name and address.
   - Agency contact person and their contact information [phone and email).
   - Confirmation of the criteria listed above [e.g. you received affirmative replies]

2. Within a specified time after receiving agency information, the Field Office will **contact the agency via phone to assess the agency’s eligibility for affiliation**. This conversation will be documented using the Affiliation Assessment form. Approval will be determined by the Assistant Dean of Field Education.

3. If the agency application is **approved, notification will be sent by an email** that includes instructions to complete the process. If an agency is **not approved**, the agency will be notified by e-mail; the student will also be notified so that the search for a different agency can occur.

**Requirement for Liability Insurance**

All social work students enrolling in field education courses will need to secure their own professional liability insurance. The Office of Field Education can provide more information about this. Coverage should be for $1,000,000 for each claim and $3,000,000 in aggregate.

**THESIS AND NON-THESIS OPTION**
The MSW program offers thesis and non-thesis options.

**Thesis Option**

Students may approach faculty with expertise in their research area to secure a thesis chair. To facilitate this process, the graduate advisor or program advisor may recommend faculty whose interests are compatible with the student’s research agenda. A faculty person must have agreed, in writing, to serve as chairperson before a student may enroll for Thesis.

The student selects a chairperson and two other members of the Graduate Faculty (with the assent of the faculty so selected) to make up the thesis committee. At the completion of the thesis, the student defends his/her work orally before this committee. After securing the approval of the thesis by all members of the thesis committee, a final approved copy of the thesis must be submitted to the Graduate School (Davis Hall) within time limits established by the Graduate School. Thesis courses are graded on a pass-fail basis. A final grade may be given in a thesis course only if the work is completed during the semester in which the student is registered in the course.

If a student undertakes a thesis course and does not complete the course in the semester when registered in the course, a grade of R (research in progress) will be given instead of an X. The grade of R is a permanent grade, but is not included in any academic evaluation and does not carry any credit value. A student receiving a grade of R must re-register for the course and complete the thesis in order to obtain academic credit.

**Thesis Manuscript Preparation**

Students pursuing the thesis option must have the format of the thesis manuscript approved by the Graduate School before the degree can be conferred. The Graduate School specifically checks the document for conformity to UT Arlington formatting requirements. Details regarding thesis formatting requirements can be found online through the Virtual Graduate School Advisor. ([http://grad.uta.edu/](http://grad.uta.edu/))

The Graduate School offers all master’s students the opportunity to attend Thesis and Dissertation Seminars each semester. These seminars provide detailed explanations of the style guides, graduation procedures, and requirements. Reservations are required and can be made online through the Virtual Graduate School Advisor. ([http://grad.uta.edu/](http://grad.uta.edu/))

**Non-Thesis Option**

Non-thesis students take two courses in lieu of thesis: (a) any three hour 6000 level courses which can be taken at any time during the student’s advanced course work; also called an elective and (b) the Integrative Seminar (SOCW 6305). The Integrative Seminar is designed to help students analyze and
integrate content from all of the content areas. This course can be taken only during the final semester of coursework in the program.

**Updating Personal Contact Information**

Important information is often mailed to students and it is advantageous to the student to ensure that your name and address on record are current. Students who change their names must notify the Office of Records (Davis Hall). Students must maintain current residence and mailing addresses information in the MyMav system. The departments listed below should be notified as well:

The Graduate School (Davis Hall) — 817.272.2688

The School of Social Work Office of Advising and Student Success – 817.272.3647

**Residence Requirements**

Distance education students must be living in the state of Texas, or have established Texas state residency, to start one of the cohort programs.

**General Program Requirements**

Total number of credit hours to graduate:

For traditional students: 61 hours (includes field and thesis or integrative seminar for non-thesis students)

For Advanced Standing students: 38 hours (includes field and thesis or integrative seminar for non-thesis students)

Minimum GPA requirement to graduate: 3.0

Students have six years to complete the program, but may petition for further time, if justified.

**Course Load**

The maximum course load for full-time graduate students is 15 semester hours for fall or spring semesters and 12 hours for the summer session. Registration in excess of this maximum must be approved by your Academic Advisor only in exceptional circumstances. International students must be enrolled for a minimum of nine semester hours to maintain their visa status.
No Credit for Life/Work Experience

No credit is given for life and/or work experience.

Part-Time Students

Admission and degree requirements for part-time students are the same as those for full-time students. Likewise, part-time students must maintain the performance level required of full-time students. Part-time students must enroll for a minimum of two courses each semester (6 hours). It is possible for the program to be completed in four years on a part-time basis.

Advanced Standing Program

To qualify for Advanced Standing, students must be admitted to the MSW program for Fall semester of 2016 or thereafter, have obtained a BSW degree from a CSWE accredited program within the past six years, and have a GPA of 3.0 or higher as calculated by the Departments of Admissions and Records, or Academic Analytics and Operations. Students admitted on probation are not eligible for advanced standing status.

Advanced Specialty MSW Program

An applicant meeting all regular admissions requirements who has completed the foundation year at an accredited master’s program in social work may request admission into the Advanced Specialty MSW program.

Students in the Advanced Specialty MSW Program may receive credit hour waivers for some graduate level social work courses which are considered equivalent to the foundation year courses taken at an accredited social work program, provided that the grades in those courses are B or better. Students applying to the Advanced Specialty MSW Program may be required to provide course syllabi for each course taken in the foundation year at their MSW program prior to entering UT Arlington’s program. Students may receive course waivers for more than 26 credit hours, but only 26 hours may be applied to the 61-hour MSW degree.

Students requesting admission into the Advanced Specialty MSW program must have completed the foundation year course work no more than six years prior to the semester in which they seek admission. Admission to the Advanced Specialty MSW program will be granted on a case-by-case basis contingent upon evaluation of transcripts and any other required supporting information.

Transfer Policy
Transfer credits for social work courses may, at the discretion of the advising team, be accepted by the School of Social Work from comparable coursework taken and passed with a grade of ‘C’ or better at another CSWE accredited program (within the last six years).

For the MSW program, advanced standing may be awarded to students having a 3.0 GPA (in their last 60 hours of coursework) and a completed BSW from a CSWE accredited program (within the last six years). The foundation curriculum is waived for students awarded full advanced standing status (please see the applicable degree plans).

Students wishing to transfer other/additional completed course work to the School of Social Work should submit course syllabi for comparison and evaluation (if an outside program already has an existing ‘transfer agreement’ regarding specific coursework accepted and approved by the School of Social Work, further approval is not needed). Transfer credit determination from another CSWE accredited program’s coursework may be made by the student’s Academic Advisor at the first advising session. Any appeal will be reviewed and approved/denied on a case-by-case basis by the MSW Program Director. Once a final determination has been made by the Program Director, there is no further appeal.

Students wishing to transfer previously completed course work to the School of Social Work from a non-CSWE accredited program, or non-Social Work program, should submit course syllabi (along with instructors credentials) for comparison and evaluation by the MSW Program Director (again, if an outside program already has an existing ‘transfer agreement’ regarding specific coursework accepted and approved by the School of Social Work, further approval is not needed). Once a final determination has been made by the Program Director, there is no further appeal.

At no time may the total transfer credits awarded exceed 75% of the total program credits needed for the degree.

At no time will Pre-Thesis, Thesis or Integrative Seminar courses be accepted for transfer credit.

At no time will undergraduate courses from any institution be accepted for graduate credit, and vice versa.

**Auditing**

Any person who has credit in a particular course or who has demonstrated need for the course content may be eligible for auditing that course if space is available. An auditor has the privilege of hearing and
observing only; no University credit is granted for auditing. Audit applications may be secured from the Registrar’s Office. A student may audit a graduate course only with permission of the instructor and approval of the Registrar. When the form has been completed and approved, the applicant, if currently enrolled, pays $20 per course to the Bursar’s Office; if not enrolled, the applicant pays $100 per course. An academic department may place restrictions on the privilege of auditing or may deny permission to audit.

**Tutorials**

A tutorial is a 3-hour “individual-instruction” course in which the student focuses on a substantive area independently with supervision of a professor. The policy on tutorials requires that they be carefully planned and approved in advance. Tutorials may be requested in lieu of an organized course only by an approved plan of work.

*Requirements:* A written plan of work (including objectives, tasks, and grading criteria) must be submitted by the student and approved by the professor. The student then submits the proposal to the Program Director/Graduate Advisor for approval. If approved, the student is eligible to register for the course.

*Registration:* Written approval from the Program Director/Graduate Advisor must be presented during advisement prior to registration.

**Graduate Certificate Programs**

Graduate certificate programs are periodically available through the advanced specialties within the concentrations of Direct Practice (micro) or Community and Administrative Practice (macro). Graduate Certificates, if offered, require the approval of the Committee on Graduate Studies, and must have a degree sub-plan identified within the MyMav advising system, for accurate tracking of credit hours. Certificate programs are often attached to non-traditional cohort programs, but may also be periodically offered in the traditional MSW campus based and online programs. Completed certificates will be clearly identified by an Admissions and Records notation of completion on the student’s final graduate transcript.

Each certificate offered will require 12 to 15 credit hours of study (exceptions may occur in cohort programs). A portion of these hours (no more than 6 credit hours) may be substituted for advanced electives. All specialty certificates will have an identified lead faculty member, or preceptor, who serves as subject expert and contact. No more than one certificate may be offered per specialty track at one time. Completion of a specialty certificate program will require additional hours of course work (9 to 12 credit hours). Students completing all requirements of their GMAP or degree plan for graduation, and unable to continue in their certificate program will be permitted to graduate with the MSW degree, but without the
certificate designation identified on the graduating students’ final and official transcripts.

Should a specialty certificate be offered or promoted by the School of Social Work (usually announced on the SSW website or student listserv) please consult your MSW Program advisor for enrollment options, as available.

**Dual Degree Programs**

Students in social work may participate in one of five dual degree programs at UT Arlington whereby they can earn a Master of Social Work and 1) a Master of City and Regional Planning, 2) a Master of Public Administration, 3) a Master of Urban Affairs and Policy, 4) a Master of Arts in Criminology and Criminal Justice, or 5) a Master of Arts in Sociology. By participating in a dual degree program, students can apply some semester hours jointly to meet the requirements of both degrees, thus reducing the total number of hours which would be required to earn both degrees separately. The number of hours which may be jointly applied ranges from 6 to 18 hours, subject to the approval of Graduate Advisors from both programs.

To participate in a dual degree program, students must apply separately to each program and must submit a separate Program of Work for each degree. Those interested in a dual degree program should consult the appropriate Graduate Advisor(s) for further information on course requirements. See also the statement on Dual Degree Programs in the Graduate Catalog at [http://grad.uta.edu/catalog](http://grad.uta.edu/catalog).

**UT Arlington and University of Texas School of Public Health**

The Master of Social Work/Master of Public Health (MSW/MPH) dual degree is a collaborative program between the University of Texas at Arlington School of Social Work and the University of Texas School of Public Health (UTSPH). This program was developed to respond to the need for a greater integration of knowledge and skills shared by social work and public health professionals.

Students seeking admission to the MSW/MPH program must meet the application requirements of each University, apply and be admitted to both programs before being considered for acceptance into the MSW/MPH Coordinating Committee.

For more information you may contact Dr. Diane Mitschke, MSW Program Director ([DianeMitschke@uta.edu](mailto:DianeMitschke@uta.edu)) or you can contact the UTSPH admissions coordinator, Connie Carter at 214.648.1080.

**Off Campus Programs**
The UT Arlington School of Social Work offers an MSW Degree with a Concentration in Direct Practice that includes a specialization in Children and Families with a Certificate in Administration through our Fort Worth Center location. This program will prepare students to work directly with families and children while also acquiring knowledge in administration that will enhance their ability to assume leadership and administrative positions in social service agencies.

Students will take one class at a time in 8-week blocks. Classes will be offered twice each week in the evening (scheduling may be subject to change during the summer semester as well as the inter-sessions). The program of work for the degree is scheduled to be completed in 2 years. A new cohort of students will be admitted to the MSW program at the UTA Fort Worth Center every fall semester, and Advanced Standing Students may join an existing cohort in the summer semesters.

Students applying to this program must meet all regular admissions requirements. The application process is the same as for students applying to the traditional MSW program. Students applying to a cohort program will need to select the correct designation (Fort Worth Cohort) on the Apply Texas Application.

Online Cohort Programs

The UT Arlington School of Social Work offers an MSW Degree with a Concentration in Direct Practice and specializations in Children and Families or Mental Health and Substance Abuse exclusively online. The part time or full time program allows working professionals the flexibility of earning their degree without being required to come to campus.

MSW Online Cohort students, in our part time program, will take two courses every semester based on a predetermined degree plan and intercession courses may be required. The program of work for the degree is scheduled to be completed in 2 years for advanced standing students and 3 years for traditional students. Students in the full time program will take two eight week courses at a time based on a predetermined degree plan. The program of work for the degree is scheduled to be completed in 1 year for advanced standing students and 2 years for traditional students. Students in these cohort programs will be required to complete the regular MSW field practicum requirements within the state of Texas. They will also be required to assist the Department of Field Education in finding an appropriate placement in the area in which they reside.

A new cohort of students will be admitted to the MSW Online Program every Fall semester. Students applying to this program must meet all regular admissions requirements. The application process is the
same as for students applying to our traditional MSW program. Students applying to a cohort program will need to select the correct designation (MSW Online Cohort) on the MSW Matriculation Plan.

**Adding and Dropping Courses**

Regulations pertaining to adding or dropping courses are described below. The last day to drop a course taught in regular semesters is at the end of the 12th week of class. The last day to drop a course in the other, non-traditional semesters corresponds to 2/3rds of the duration of the course. The last day to drop a course is listed in the Academic Calendar available at [www.uta.edu/uta/acadcal/](http://www.uta.edu/uta/acadcal/).

- A student may not add a course after the end of late registration except by written permission from the instructor and given to the graduate advisor or program advisor.

- A graduate student dropping a course after the Census Date but on or before the end of the 12th week of class may with the agreement of the instructor, receive a grade of W, which has no academic penalty toward a student’s cumulative GPA.

In most cases, a student may not drop a graduate course or withdraw (resign) from the University after the 12th week of class. Under extreme circumstances, the Dean of the School of Social Work or the Dean’s designee, usually the Associate Dean of Student and Academic Affairs, may consider a petition to withdraw (resign) from the University after the 12th week of class, but in no case may a graduate selectively drop a course after the 12th week and remain enrolled in any other course. Students should use the special Petition to Withdraw for this purpose. See the section titled Withdrawal (Resignation) from the University for additional information concerning withdrawal or see your academic advisor.

**Petitions for Exceptions**

An active student may petition for exceptions to published rules of the SSW MSW Program or of the UT-Arlington Graduate School by submitting a petition form to the MSW Program Director. The MSW Program Director, as chair of the Committee on Graduate Studies (COGS), will evaluate the petition and render a judgment, based upon policy and regulations of the University and the School of Social Work. A petition may be requested for appeal to the Dean of the School of Social Work, or the Dean’s designee. This judgment is final. The limited exceptions to some rules may be approved if the facts presented by the petitioner, in the views of the Program Director/Graduate Advisor, Committee on Graduate Studies, and Dean are justified, forthcoming and factual. All petitions must be submitted through the Graduate School website. From there, the petition will be sent to the Program Director/Graduate Advisor and the Committee on Graduate Studies to grant or deny the petition. The Office of Graduate Studies has the final say on all petitions. ([http://grad.uta.edu/](http://grad.uta.edu/)). Petitions or graduate advisor decisions may not be sustained if omissions or misstatements of fact are discovered, and may be grounds for referral for Professional Standards adjudication.
Absence Policy

Students are expected to attend all class sessions. Course specific attendance and grading requirements are noted by the instructors in the respective course syllabus.

University Authorized Absences and Observance of Religious Holy Days

The Office of the Vice President for Student Affairs provides lists of students who have absences authorized by the University (e.g., participation in athletic events or scholastic activities that are officially sponsored University functions, these are primarily activities that are funded by the University).

A student who misses an examination, work assignment or other project because of an observance of a religious holy day will be given the opportunity to complete work missed within a reasonable time provided that the student has properly notified the instructor.

The student must contact the instructor one week in advance of the excused absence and arrange with the instructor to make up missed work or missed examinations. Instructors will provide those students an opportunity to make up the work or otherwise adjust the grading to ensure that the student is not penalized for the absence. Failure to notify the instructor or failure to comply with the arrangements to make up the work will void the excused absence.

The student may not be penalized for these excused absences, but the instructor may appropriately respond if the student fails to complete satisfactorily the missed assignment or examination within a reasonable amount of time after the excused absence.

Grades

Grades assigned in graduate courses are limited to A, B, C, D, F, P, I, R, W. Instructors only assign grades listed on the MyMav grade roster for a given course. Students uncertain about the grading policy in a course should consult their instructor at the beginning of the term for information.

See link: [http://catalog.uta.edu/academicregulations/grades/#text](http://catalog.uta.edu/academicregulations/grades/#text)

Grade of I

The grade of I designates the grade of Incomplete. Incompletes are at the discretion of the instructor. They occur when the student has completed approximately 80% of the course requirements and has a valid reason to leave such as; pregnancy and delivery, or military orders and reassignments. It is important to be aware of drop dates. The Incomplete is intended for students having early or continuing external issues which require that they discontinue the course. The grade of I will remain as part of the student’s academic record until the work is completed and a final grade awarded. To receive credit for the final grade, the instructor must submit a change of grade form. A grade of I does not carry credit
value. This grade is not awarded in research, internship, thesis, or dissertation courses (see Grade of R below).

**Grade of R**

The grade of R designates the grade of research in progress and is given only in research, internship, thesis, or dissertation courses. A graduate student unable to complete assignments in one of thesis courses may, at the discretion of the instructor, receive an R grade. The R grade is a permanent grade and does not carry credit value. To receive academic credit in an R-graded course, a student must re-register for and successfully complete the course earning a valid passing grade for the course. In other words, a student may receive academic credit for passing an R-graded course only if the work is completed within a semester in which he or she is enrolled in the course.

**Grade of W**

The grade of W may be assigned if a student chooses to withdraw from a class after Census date, but prior to the last date to drop posted in the University’s Academic Calendar. The grade of W is automatically awarded. Graduate Students must consult with their Academic Advisor before withdrawing from a class. Further, the student must be passing the course (have a grade of A, B, C or P); at the time they intend to withdraw to receive a grade of W.

**Grades awarded in research or internship courses (P, R, F, or W)**

Students enrolled in most research or internship courses will receive a pass (P) when the project or internship is completed, or a grade of research in progress (R), fail (F) or withdrawn (W).

**Grades awarded in six-hour Thesis and nine-hour Dissertation courses (P, R, F, or W)**

The grades pass (P), research in progress (R), fail (F) and withdrawn (W) may be awarded in these courses. The grade of P can be awarded when the thesis or dissertation is defended successfully. Accordingly, a student must be enrolled in a six-hour thesis course or a nine-hour dissertation course the semester in which the thesis or dissertation is defended. Students typically enroll in these courses, defend, and apply for graduation in the same semester.

**Credit Toward Degrees**

Only courses completed with a grade of A, B, C, or P can satisfy graduate degree requirements. However, courses in which grades of D or F are earned will affect a student’s grade-point average. A student must have a B (3.0) grade-point average in courses included in their program of work and a B
(3.0) average in all work undertaken as a graduate student to have credits applied toward a graduate degree.

**Credit for Repeated Courses**

A student may repeat a course only if that course is specifically designated in this catalog as one that can be repeated for credit. A student who fails to receive credit (earns a D or F) may repeat the course in order to obtain credit, in which case the grades for both attempts will count in computing the student’s overall grade-point average. No student will be allowed to repeat a course in order to change a passing grade of C or higher.

**Interpretation of Grades**

A – Excellent
B – Good
C – Fair
D – Passing (no credit)
F – Fail (no credit)
P – Pass
I – Incomplete
R – Research in progress
W – Withdrawn

**Good Standing and Satisfactory Scholastic Progress**

Graduate students are considered to be in good academic standing and making satisfactory progress in a degree program if they 1) meet all admission conditions within the time required 2) have a B (3.0) or better grade-point average on all coursework undertaken while in Graduate School and 3) have a B (3.0) or better grade-point average in courses needed to satisfy degree requirements by the end of the semester in which they intend to graduate. Students must be in good academic standing by the end of their final semester in order to receive an advanced degree from UT Arlington.

**Academic Probation**

Graduate students failing to maintain an overall 3.0 grade-point average will be placed on academic probation. Students on academic probation will have one semester to recover their GPA to a 3.0. Students failing to recover their GPA after one semester will be dismissed from the program. Students who are dismissed may file a petition to request to continue the program. Students who are dismissed and away from the program for a semester or longer must apply for readmission. Petitions (active students) and readmission applications (non-active or former students) must be approved by the Graduate Advisor and
the Chair of the Committee on Graduate Studies. Decisions may be appealed to the Dean of the School of Social Work or Dean’s designee (currently the Associate Dean of Student and Academic Affairs).

**Leave of Absence**

A student requesting leave must complete the Leave of Absence Request form and submit the form to the Academic Advisor or to the MSW Program Office to obtain the approval of the Graduate Advisor and the Chair of the Committee on Graduate Studies. Students suspended for academic or disciplinary reasons may not apply for a Leave of Absence. Students who are suspended for academic or disciplinary reasons prior to the start of a previously approved leave will become ineligible for that leave and all rules pertaining to enrollment requirements and readmission procedures for students absent without leave will apply.

A Leave of Absence will be granted only for good cause, such as health-related issues, major financial or employment issues, pregnancy, childbirth, child care, elder care or other significant family concerns, and other major personal circumstances that interfere with a student’s ability to undertake graduate study. Leaves are granted for up to two long semesters. Summer semesters do not count as part of a student's approved leave. Students returning from leave as scheduled will be automatically readmitted and will not be required to submit an application or pay any application fees. Students who do not return at the end of their approved Leave of Absence must reapply for admission by published application deadlines, pay all relevant evaluation fees, and are not assured of readmission to the University.

An approved Leave of Absence does not exempt students from the enrollment requirements of other programs, offices and agencies such as the Veterans Administration, Immigration and Naturalization Service, and federal financial aid and certain loan programs. It is the student’s responsibility to determine what effect a Leave of Absence will have on his or her status with such entities. For example, International students approved for a Leave of Absence must inform the Office of International Education so that requirements of the Immigration and Naturalization Service can be addressed prior to withdrawing from classes.

See the Graduate Catalog for additional details: [http://www.uta.edu/gradcatalog/toc](http://www.uta.edu/gradcatalog/toc)

**Petition to Withdraw from the University**

See link: [http://grad.pci.uta.edu/resources/pdf/PetitionToWithDraw.pdf](http://grad.pci.uta.edu/resources/pdf/PetitionToWithDraw.pdf)

**Readmission**

A student previously enrolled in The University of Texas at Arlington Graduate School wishing to resume graduate work after an absence of either a fall or spring semester and/or longer period (summer excluded)
must submit an application for readmission and pay the required application evaluation fee. The Application for Readmission is available online through the Virtual Graduate Admissions Counselor or by request made to the Graduate School office. An application evaluation fee will be required for each readmission request. International students and U.S. Resident Alien students should submit this form 120 days prior to their expected semester of enrollment and U.S. citizen students 40 days prior to their expected date of enrollment.

Former students enrolled at other institutions during their absence from UT Arlington (including those in UT Arlington concurrent enrollment) must submit official transcripts showing such coursework to the Graduate School. Returning students wishing to change their graduate major or program upon readmission should consult the section entitled “Change of Graduate Major or Program” in this catalog. Those who wish to apply after an absence of five years or more are required to complete a new student application. New student applications for admission must be made on official application form available online through the virtual Graduate Admissions Counselor or by request made to the Graduate School office.

**Candidacy and Graduate Maverick Academic Progress (GMAP) Report**

Students will be admitted to candidacy for the master’s degree only when the requirements of the degree plan (listed on the GMAP) have been successfully met. At the beginning of each semester, an email is sent to all MSW Students outlining deadlines pertaining to anticipated graduation. All graduation candidates must submit an Application for Graduation with the Graduate School no later than 30 days after the first day of classes of the semester in which they plan to receive the degree. Graduation candidates in Summer sessions must submit the Application for Graduation no later than 30 days after the first class day of the 11-week summer session with the expectation that there will not be a ceremony for those who complete all coursework in the summer session. Students graduating in the summer and wishing to participate in a graduation ceremony will be invited to participate in the winter commencement exercises. These applications are available online through the virtual Graduate School Advisor at [http://grad.uta.edu/](http://grad.uta.edu/). See the Graduate School calendar at [http://grad.uta.edu/](http://grad.uta.edu/) for specific deadline dates.

**GRADUATION REQUIREMENTS AND PROCEDURES**

**Degree Conferral**

Degrees are awarded at the end of the Fall semester (December), Spring semester (May) and Summer semester (August). Formal commencement ceremonies are held within the college or school in which the degree is earned in the Fall and Spring semesters only.

**Degree Requirements**
Each graduate student must complete degree requirements in accordance with the Graduate Catalog in force at the time the student entered the graduate program in which the degree will be awarded or, at the student’s option, the catalog of any subsequent year in which the student was in residence. If a student chooses to complete degree requirements in accordance with the catalog of a year subsequent to that in which he/she entered the graduate program, the student must indicate that intention by filing a petition with the Graduate Advisor before the beginning of registration for the semester in which the student expects to receive the degree. A petition form is available in the Graduate School Office or online through the Virtual Graduate School Advisor at http://grad.uta.edu/.

Changes in Graduate School regulations and policies become effective for all enrolled students in the year for which the catalog is in force, regardless of the year of initial enrollment. Therefore, each candidate for graduation must observe Graduate School regulations and follow graduation procedures prescribed in the Graduate Catalog in force in the intended semester of graduation.

**Final Semester Requirements/Enrollment Requirements**

All students must be enrolled in the Graduate School for the semester in which they complete all graduate degree requirements and apply for graduation. Students defending or completing required changes in their thesis or dissertation in their final semester must be enrolled in the proper six-hour thesis or nine-hour dissertation course to receive a passing grade. Students may not petition for a reduction in this requirement. Enrollment in courses outside the major and minor fields will not satisfy final semester enrollment requirements. Students may request to graduate In Absentia if they have completed all degree requirements and must register simply to have their degrees awarded.

**Application for Graduation**

All graduating students must file an Application for Graduation with the Graduate School by the deadline specified in the Graduate School calendar for the semester of graduation. The application is not transferable to a subsequent semester; therefore, if a student does not graduate in the semester indicated in the initial application, that application will be canceled and a new one must be filed for the semester of graduation. The Graduate School calendar is available at http://grad.uta.edu/.

Students who fail to apply for graduation by the deadline specified in the Graduate School calendar may apply late by completing the Application for Graduation and paying both the diploma fee and the late fee. Applications for graduation will be accepted with a late fee for 30 calendar days after the deadline for applying for graduation. (If this date falls on a weekend, the deadline for applying late will be the Friday before the date.) After that date, no applications will be accepted and students must apply for graduation for a subsequent semester. Applicants for graduation will be billed for the diploma fee and, as
appropriate, for thesis and dissertation fees and the late fee. The diploma fee and the late fee are non-transferable and non-refundable.

Students are advised to meet with a program advisor and review their degree plan before beginning their final semester. This is to assure that all course requirements have been met.

Summary of Final Semester Requirements for Master Degree Candidates

Each master’s program student must:

Enroll in:

- the six-hour thesis course if a thesis plan student; or
- the master’s comprehensive course or equivalent if required by the student’s program; or
- at least one graduate course in the student’s program if not enrolled in the first two

File (forms available at Virtual Graduate School Advisor)

- Thesis students:
  - verification of Research Compliance (this document must be submitted before thesis will be checked by the Graduate School)
  - three unbound copies of the final approved thesis with completed signature pages, extra title and abstract page in copy #1 and a completed Thesis and Dissertation Data Sheet
  - the University microfilm agreement
  - the copyright authorization (optional)
  - Intellectual Property Statement
  - Pay the following fees:
    - thesis binding
    - microfilming and (optional)
    - copyright

- Thesis and Non-Thesis students
  - Graduation Application
Pay the following fees:

- diploma fee
- the mailing fee (if required)
Student Rights

The following policies, procedures, and guidelines describe student rights and responsibilities while enrolled at the UT Arlington School of Social Work.

1. Students have the right to organize in their own interest.

2. Student representation is encouraged on the following standing committees: Search Committee (1 student representative), Periodic Review Committee (2 student representatives), the Subcommittee on Undergraduate Studies-BSW/Subcommittee on Graduate Studies-MSW (1 BSW and 1 MSW representative), Content Area Committees—DP Aging, DP Children and Families, DP Mental Health and Substance Abuse, DP Aging, Community and Administrative Practice, BSW Foundation, and Field (1 BSW and 1 MSW representative on each committee).

3. Students will not be prohibited from exercising their rights to Constitutional and lawful activity. This expressly includes freedom of speech and dissent.

Student Responsibilities

Graduate students assume full responsibility for knowledge of all Graduate School and University rules, regulations and deadlines published in the Graduate Catalog and of all departmental and program requirements concerning their degree programs. Students are ultimately responsible for knowing and following the curriculum requirements and ensuring that they are met. Course planning forms have been developed to aid students in planning their individual course of study. The MSW Curriculum Guide must be followed.

Each graduate student in the social work program must:

- Maintain at least a B (3.0) overall GPA in all coursework;
- Demonstrate suitability for professional social work practice; and
- Demonstrate knowledge of and adherence to the Code of Ethics of the National Association of Social Workers, the Code of Conduct as currently published by the Texas State Board of Social Work Examiners.
**Professional Code of Ethics**

The social work profession is governed by the National Association of Social Workers (NASW) Code of Ethics, last revised in 2008. Please see [http://www.socialworkers.org/pubs/code/code.asp](http://www.socialworkers.org/pubs/code/code.asp). All students are expected to be familiar with this code and comply with it. In addition, students must comply with the Code of Conduct of the Texas State Board of Social Work Examiners (TSBSWE). Please see [http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm](http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm)

Prior to the first day of classes, all students must sign a form stating that they have read and agree to abide by the NASW Code of Ethics, the TSBSWE Code of Conduct and the UT Arlington School of Social Work Professional Standards.

**Cleary Act**

The Jeanne Cleary Disclosure of Campus Security Policy and Campus Crime Statistics Act is the landmark federal law, originally known as the Campus Security Act, which requires colleges and universities across the United States to disclose information about crime on and around their campuses.

Because the law is tied to participation in federal student financial aid programs it applies to most institutions of higher education, both public and private. It is enforced by the U.S. Department of Education.

The "Cleary Act" is named in memory of 19 year old Lehigh University freshman Jeanne Ann Cleary who was raped and murdered while asleep in her residence hall room on April 5, 1986.

Jeanne's parents, Connie and Howard, discovered that students hadn't been told about 38 violent crimes on the Lehigh campus in the three years before her murder. They joined with other campus crime victims and persuaded Congress to enact this law, which was originally known as the "Crime Awareness and Campus Security Act of 1990."

The law was amended in 1992 to add a requirement that schools afford the victims of campus sexual assault certain basic rights, and was amended again in 1998 to expand the reporting requirements. The 1998 amendments also formally named the law in memory of Jeanne Cleary.
The law was most recently amended in 2000 to require schools beginning in 2003 to notify the campus community about where public "Megan's Law" information about registered sex offenders on campus could be obtained.

**Family Educational Rights & Privacy Act (FERPA)**

**Privacy Guidelines (FERPA): Students Rights**

FERPA, the Family Educational Rights and Privacy Act of 1974, is a federal law that pertains to the release of and access to student educational records. The law, also known as the Buckley Amendment, applies to all schools that receive funds under an applicable program of the US Department of Education. The University of Texas at Arlington has established a policy relating to the accessibility of student information in the custody of UT Arlington. Go to the Student Educational Records Policy in the Academic Regulations section of the UTA Catalogs:

Graduate – [http://www.uta.edu/gradcatalog/general_info - serp](http://www.uta.edu/gradcatalog/general_info - serp)

At UT Arlington, FERPA rights apply to a student. A student is a person who is, or has been, in attendance at the institution, regardless of the person's age. Under FERPA, a student has a right to:

- Inspect and review his or her educational records
- Request to amend his or her educational records
- Have some control over the disclosure of information from his or her educational records

FERPA applies to personally identifiable information in educational records which includes directory-information items, such as the student's name, address (home and campus), telephone (home and campus), date and place of birth, major, participation in recognized activities and sports, height and weight of athletes, dates of attendance, degrees and awards received, and the most recent previous educational institution attended. The directory information made available by UT Arlington is:

- Name
- Address
- Telephone
- Date of Birth
- Major
- Participation in recognized activities and sports
- Height & weight of athletes
- Dates of Attendance
- Degrees & awards received
- Most recent previous educational institution attended

Directory information will be provided to the public upon request unless the student files a request with the Office of Admissions, Records and Registration asking to be excluded from the directory or from any other requests for open directory information from outside entities. A student may update access to their information through MyMav (https://sis-portal-prod.uta.edu/psp/AEPPRD/EMPLOYEE/EMPL/h/signon.html/) or by coming to the Office of Admissions, Records and Registration (Room 129 Davis Hall) and filing a request to be excluded from the directory or from any other requests for open directory information.

This request should be submitted during the first twelve class days of any semester, the first four class days of any summer term, or the first day of class for an intersession term. A request to withhold information may be submitted after the stated deadline for a term, but information may be released between the deadline and receipt of the request. A request to access information will remain in effect until revoked by the student.

According to FERPA, some non-directory student records may not be released without prior written consent from the student. A record means any information recorded in any way, including but not limited to handwriting, print, tape, film, microfilm, microfiche, and digital image. Educational records are all records that contain information that is directly related to a student and that are maintained by an educational agency or institution or by a party acting on its behalf. Educational records do not include the following:

- Sole possession records (those records kept in the sole possession of the maker which are used only as a personal memory aid and are not accessible or reviewed by any other person except a temporary substitute for the maker of the record.
- Medical or psychological treatment records that include but are not limited to records maintained by physicians, psychiatrists, and psychologists.
Employment records, provided that employment is not contingent upon being a student.

- Law enforcement records.
- Records collected about an individual after the individual is no longer a student at UT Arlington.

FERPA authorizes disclosure of this information without the student’s consent under certain circumstances. The University of Texas at Arlington will disclose information from a student’s education record without the written consent of the student to appropriate University administrators, faculty members, or staff members who require access to educational records in order to perform their legitimate educational duties; officials of other schools in which the student seeks or intends to enroll; and in connection with a student's application for, or receipt of, financial aid.

Under FERPA, students have a right to see, inspect and request changes to their educational records. Upon written request, the University shall provide a student access to his or her educational records except for financial records of the student's parents or guardian; and confidential letters of recommendation where the student has signed a waiver of right of access. If the records contain information on more than one student, the requesting student may inspect, review, or be informed on only the specific information about his or her own records. A student may obtain copies of his or her educational records at a cost of ten cents per page and an official transcript of academic record for seven dollars. Educational records covered by FERPA normally will be made available within forty-five days of the request. The contents of a student's educational records may be challenged by the student on the grounds that they are inaccurate, misleading, or otherwise in violation of the privacy rights of the student by submitting a written statement to the custodian of records. The Vice President for Business Affairs and Controller is the official custodian of records at the University.

It is the policy of UT Arlington that it will maintain the FERPA disclosure code in effect at the time of a student's last term of enrollment for former students. Furthermore, the university will honor a request from a former student, not re-enrolled, to add or delete a non-disclosure request.

FERPA rights cease upon death. However, it is the policy of UT Arlington that no records of deceased students be released for a period of 25 years after the date of the student’s death, unless
specifically authorized by the executor of the deceased's estate or by next of kin. The University notifies students annually of their FERPA rights through the online undergraduate and graduate catalogs and by annual email notification. If students believe that their FERPA rights have been violated, they may contact the Family Policy Compliance Office at the Department of Education, 400 Maryland Ave SW, Washington DC 2002-4605. Additional information is available at http://www.ed.gov/policy/gen/guid/fpco/.

*Setting Your FERPA Privacy Restrictions*

When you choose to restrict release of any aspect of your directory information, none of your FERPA information will be released to any source, including publications such as campus directories.

To set your privacy restrictions:

https://sis-portal-prod.uta.edu/psp/AEPPRD/EMPLOYEE/EMPL/h/signon.html/

Navigation path:

https://sis-portal-prod.uta.edu/psp/AEPPRD/EMPLOYEE/EMPL/h/signon.html/ > Student Center > dropdown box under Personal Information > FERPA Restrictions > Edit FERPA/Directory Restrictions > Select restrictions > Save

The University of Texas at Arlington recommends that you set or change your privacy settings during the first twelve class days of any semester, the first four class days of any summer term, or the first day of class for an intersession term. A request to withhold information may be submitted after the stated deadline for a term, but information may be released between the deadline and receipt of the request. A request to access information will remain in effect until revoked by the student.

*FERPA Contact Information*

UT Arlington’s FERPA Policy: (http://www.uta.edu/records/about/ferpa.php)

The University of Texas at Arlington: Direct questions or arrange for inspection and review of educational records: The Office of Admissions, Records and Registration, UTA Box 19088,
Family Policy Compliance Office at the Department of Education:


**Student Information Requests**

*School attendance and graduation*

School attendance and graduation is best confirmed by request for unofficial or official transcript (partial or complete) from the University of Texas at Arlington, Registrar’s Office. However, the School of Social Work and the MSW Program Office will supply a letter (countersigned by the Dean) attesting to expected graduation date with all previous requirements met, for those students wishing to take the State of Texas (or other state), graduate licensing examination in their last semester of their advised program of work leading to degree completion. The letter will be made available directly to the student requesting.

*Personal endorsements or sponsorship requests*

Endorsements of competency or sponsorship by the School of Social Work are requested by students, former students and alumni from various institutional and governmental agencies and regulatory boards including foreign or international organizations. No competency measure other than grade point average (GPA) and courses taken are consistently maintained by the university on individual students. The most reliable and truthful documentation that the student or agency may expect will be best provided through a legitimate request for a transcript from the registrar’s office. Should the student’s paper, or equivalent record be actively maintained (Five years post graduate), clarifications may be made about student honors, discipline issues or details of changes or alterations of programs of work and any included correspondence if requested and a hold/harmless release of information is signed before a an approved witness representative of the School of Social Work or University. All such requests must allow sufficient time frame (30 days advance or longer) to evaluate and respond to the request. No statement of endorsement or sponsorship will be given which is not evident and confirmable based on existing records or documentation. No statement will be issued that exceeds the scope of an educational degree granting institution, or the school of Social work to professionally provide (i.e. scope or capacity to practice clinically or for licensure transfer and/or statement of competence relative to past
graduate experience or practice). Forms presented with such a request will be completely, accurately and truthfully filled out or completed as these accompany any such request and portions signed off or authenticated by the writer if other than school of social work or university personnel, who will sign and date only the portions that they have contributed. Given the need to protect the confidentiality of information for the former student or alumni, the school, administrative person or university may request any level of confirmation or verification that the requestor is actually the person for whom the information is to be supplied. Releases of information from requesting entities shall be current (within 60 to 90 days).

Employer requests for former student employees, GRA’s, Work Study, etc.

Employers provide a release from the perspective employee for all requests for information or verification of prior employment and status. Do not provide any information without such a release. Federal employee reporting rules are very restrictive in the types of information that may be provided. Generally, you may provide the dates (beginning and ending of the employment term, the position title and whether you would rehire the employee, if asked. Employees in some instances may waive additional confidentiality rights which would permit the perspective employer to ask additional information.

Letters of Reference

Letters of reference are to be requested of faculty in a position to provide a reference. The faculty member will have had the requesting student engaged in a course or special project during their time as a student and will recall sufficiently the students attributes to provide a letter of reference. The requester may not expect a “blank check” letter of reference.” The requestor must provide full contact information for the person or agency that will receive the letter of reference, a job description or rational for why the reference is needed, and either a copy of their current resume or curriculum vitae or a narrative of their strengths and accomplishments that would in general be known upon reflection by the person providing the reference. The letter of reference will be true and accurate and provided for the one occasion or instance needed. A copy will be forwarded to the student’s records and archived for the duration that the student record is retained. Students or alumni requesting later follow up references, or clarifications for the same or continuing instance, will follow the same process and provide copies of all earlier letter of reference or correspondence.
Professional Standards
Social work education serves as a critical learning forum during which students are acculturated into the social work profession. This document establishes Professional Standards that apply to students enrolled at the School of Social Work at The University of Texas at Arlington. Professional Standards include both professional behavior and scholastic performance.

The Dean and faculty in the School of Social Work affirm the belief that current or future social work clients deserve the best services. In accordance with this, the Dean and faculty have the responsibility to ensure that future social work professionals at the bachelor’s, master’s, and doctoral levels conduct themselves in accordance with the standards of the National Association of Social Workers Code of Ethics, the Code of Conduct prescribed by the Texas State Board of Social Worker Examiners, the UT-Arlington Code of Conduct and Honor Code, and the School of Social Work Professional Standards. Additionally, as stated in the Code of Conduct for UT-Arlington, “all students are expected and required to obey federal, state, and local laws, to comply with the Regents' Rules and Regulations, with The University of Texas System and institutional rules and regulations, with directives issued by an administrative official of the UT System or institution in the course of his or her authorized duties, and to observe standards of conduct appropriate for an academic institution.” These Codes and Standards, therefore, serve as criteria for students’ behavior conduct during classes, volunteer work, and field practicum work while at UT-Arlington.

The Dean and faculty shall assess continually students’ professionalism, and when issues arise, shall assertively initiate procedures for remedial action in a timely manner. Meeting the criteria for scholastic achievement is necessary but not sufficient to ensure continued enrollment in a program. Thus, both professional behavior and scholastic performance comprise Professional Standards.

Students have the responsibility to stay informed of the additions or amendments to the Students have the responsibility to stay informed of the additions or amendments to the National Association of Social Workers Code of Ethics, the Code of Conduct prescribed by the Texas State Board of Social Worker Examiners, the UT-Arlington Code of Conduct and Honor Code, and the School of Social Work Professional Standards. Expectations for conduct of students in the School of Social Work are also found in the BSW, MSW, and Ph.D. Student Handbooks and in the BSW and MSW Field Policies and Procedures Manuals.

A signed acknowledgment that they have received, are aware of the contents of, and will abide by the documents will be kept in students’ files.

Faculty members, field instructors, staff, administrators, students, clients, or any affected or concerned persons may raise questions about a student’s behavior. Persons who are raising concerns should contact the student’s instructor or the Director of the BSW, MSW, or Ph.D.
program, the Assistant Dean of Field Education, or the Coordinator – Office of Advising and Student Success. The appropriate person receiving the concern or complaint should try to resolve the situation. If this is impossible or unadvisable, or an attempt or several attempts to resolve the situation have been made without resolution, he or she should refer the situation to the Coordinator – Office of Advising and Student Success. The person making the referral to the Coordinator – Office of Advising and Student Success should fill out the Student Success Referral Form and submit this to the Coordinator – Office of Advising and Student Success as soon as possible, and no later than within the semester in which the issue occurred. See Appendix A for the Student Success Referral Form.

Professional Behavior

Students are expected to demonstrate behaviors that are in compliance with the National Association of Social Workers Code of Ethics, the Code of Conduct prescribed by the Texas State Board of Social Worker Examiners, the UT-Arlington Code of Conduct and Honor Code, the School of Social Work Professional Standards and the Code of Conduct for UT-Arlington. These are described in Appendix A.

UT Arlington Procedures

Academic dishonesty, unacceptable behavior and professional misconduct by students that violate UT-Arlington Student Conduct and Discipline policies may also be forwarded to the Office of Student Conduct by the appropriate instructor or administrator. The Office of Student Conduct will determine whether a violation of student conduct has occurred and whether disciplinary action is to be taken as outlined in the Handbook of Operating Procedures (See Student Policies-Chapter 2). For all social work students, the Office of Student Conduct will forward the final determination and relevant information from its process to the Dean, the Associate Dean for Academic Affairs and the Coordinator – Office of Advising and Student Success. The School of Social Work may impose additional penalties as warranted for violations.

UT Arlington SSW Professional Standards Policies and Procedures

Three levels of review can occur at the School of Social Work in reviewing student’s Professional Behavior and/or Scholastic Performance. The level of review depends upon the potential severity of the concern. Information disclosed during student meetings with faculty, program directors, or school administrators can be shared, as appropriate, if the information raises concerns about professional performance. Faculty and/or program directors will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problem solving about the concerns.

Conduct that may result in a review and/or possible dismissal from the School of Social Work includes, but is not limited to:

1. Failure to meet or maintain program requirements.
2. Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair academic advantage to the student. Faculty are required to adhere to UT-Arlington guidelines regarding reporting scholastic dishonesty.
Issues related to scholastic dishonesty should be reported to the Office of Student Conduct using their procedures. See Appendix B on Plagarism.

3. Behavior or conduct judged to be in violation of the current National Association of Social Workers Code of Ethics, the Code of Conduct prescribed by the Texas State Board of Social Worker Examiners, the UT-Arlington Code of Conduct and Honor Code, or the School of Social Work Professional Standards.

4. Consistent pattern of unprofessional behavior or one incident, which is deemed significant unprofessional behavior.

5. Any threat or attempt to harm oneself or someone else.

6. Commission or intent to commit a criminal act that is contrary to professional practice, occurring during the overall course of study or occurring prior to admission to the School of Social Work and becoming known after admission. This may include any pending or unresolved charges.

Three levels of review exist in the School of Social Work.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>Level 1</td>
<td>Issues of concern between a specific instructor and student</td>
</tr>
</tbody>
</table>
| Level 2 | A. Unresolved disagreements from Level 1  
| | B. Claims of unprofessional behavior about a social work student |
| Level 3 | Unresolved situations from Level 2 and/or new situation warranting this level of intervention |

The procedures for each level are listed below. A student situation may be referred directly to Level 3 if in the opinion of the program director, a resolution is not possible or reasonable in Level 1 or 2.

**Level 1.** A Level 1 review involves an instructor and a student. When a classroom instructor, faculty liaison, or field instructor has concerns about a student meeting any of the Professional Standards, whether related to professional behavior or scholastic performance, or if a student has concerns he/she wishes to discuss, that instructor will:

- Discuss those concerns directly with the student and seek to work with the student to resolve the difficulties.
- Document dates and content of meetings with students.
- Provide a copy of the documentation of these meetings to the Coordinator – Office Advising and Student Success to be kept in the student’s file.

If a problem arises in field, the agency-based field instructor will discuss concerns directly with the student and with the faculty liaison. It is the responsibility of the faculty liaison to apprise the appropriate program director of the concerns.

In many instances, meetings between instructors and students resolve the concerns and do not necessarily lead to further reviews, pursuant to this section. If the instructor and student are not able to resolve the issue, the information is referred to Level 2. The instructor will fill out the Student Success Referral Form (insert link here) and submit to the Coordinator - Office of Advising and Student Success. See Appendix A for the Student Success Referral Form.
If a School of Social Work staff member experiences an issue with a student that may constitute a violation of the Professional Standards, the staff member will consult with his/her supervisor. Together, they will determine if it is necessary to fill out a Student Success Referral Form. If deemed necessary the staff member will fill out the Student Success Referral Form and submit it to the Coordinator - Office of Advising and Student Success for follow up.

**Level 2.** A Level 2 review involves the instructor, faculty liaison and field instructor (if a field related issue), the student and the Coordinator - Office of Advising and Student Success and the appropriate Program Director and/or Assistant Dean of Field Education. This process is designed to assist students in dealing with identified concerns that have an impact on their performance.

Unresolved situations from Level 1 are referred to the Coordinator - Office of Advising and Student Success and the appropriate Program Director and Assistant Dean of Field Education if a field-related concern. In situations where Level 1 procedures do not apply, the Coordinator - Office of Advising and Student Success will attempt to resolve the issue with the student and involved parties.

The Coordinator - Office of Advising and Student Success will:

- Meet with the student to determine the nature of the concern and gather sufficient information to develop a plan to address that concern.
- Develop a Student Success Plan with the student to address any concerns including modifying behaviors, seeking appropriate assistance, etc.
- Provide feedback to reporting faculty member and/or staff member, Program Director and/or Assistant Dean of Field Education and Associate Dean for Academic Affairs.
- Provide follow-up to the student to determine if Student Success Plan goals are being met or need to be adjusted.
- Maintain all documentation of meetings with student and Student Success Plan.
- Refer to Level 3 review if student is not progressing in Student Success Plan or other factors determine it necessary to conduct a more comprehensive review.

At any point in Level 2, the Coordinator - Office of Advising and Student Success, appropriate Program Director and/or Assistant Dean of Field Education may determine that the student situation better matches the UT-Arlington Code of Conduct and may refer the situation to the Office of Student Conduct.

**Level 3. Student Success Conference.** A Level 3 Student Success Conference involves the instructor, student, program director(s), staff, and faculty who have had direct experience with the student in classroom, field or in the university setting. Generally, this level review is called when problematic patterns are identified with students or when the issues are serious enough to require formal consultation with other faculty and the student. The purpose is to determine the nature of the problem and identify alternatives for remediation if possible. A Level 3 review is frequently conducted when concerns have not been resolved in prior reviews; when issues relate to a student not meeting the NASW Code of Ethics, the Texas State Board of Social Worker Examiners Code of Conduct, UT-Arlington Code of Conduct and Honor Code, and the School of Social Work Professional Standards or when the student is being considered for withdrawal or discontinuance in the program. Additionally, students who are removed from their field placements by an agency or who fail the field placement will automatically receive a Level 3 review unless otherwise
recommended by the field liaison or field director. When a student is removed from the field placement or fails the field placement, an automatic conference should be held between the Assistant Dean of Field Education and the Field Liaison within 5 business days. In most but not all instances, a Level 3 review is required to deal with student performance and is the last decision-making step in the review process at the School of Social Work. This decision is at the discretion of the Assistant Dean of Field Education, the Associate Dean for Student and Academic Affairs, and/or the Professional Standards Committee Chair.

To initiate a Level 3 Student Success Conference, the relevant party must submit a request for a conference (through a Student Success Referral using the form in Appendix A) in writing within 5 business days of the incident that triggered the referral, outlining the violations of professional behavior of concern to the Chair of the Professional Standards Committee using the Student Success Referral form in Appendix A. In situations where a student has a Student Success Plan in place, a written statement describing how the Student Success Plan has not been followed will be submitted. If the violation warrants immediate intervention (possibly bypassing a Level 1 and Level 2 review), a written statement detailing the concerns of the violation of Professional Standards must be submitted to the Coordinator of the Office of Advising and Student Success (through a Student Success Referral using the form in Appendix A). The Coordinator of the Office of Advising and Student Success will provide the student with a copy of the referral and the student being referred is also required to submit a written statement in response to the referral no longer than 2 pages double spaced within 5 business days of receiving the referral from the Coordinator. The Chair of the Committee convenes a meeting, which includes the members of the committee, the student and all relevant participants. If the Chair of the Committee or other member of the Committee is directly involved in the review, they will recuse themselves of their role on the Committee. The Coordinator - Office of Advising and Student Success will serve as the coordinator of this process and will work with the appropriate faculty and the student to gather information.

Appropriate faculty to be involved in a review will include but are not limited to those who have direct knowledge of and experience with the student. The Program Director(s) serve during the Committee’s deliberations as a representative of the student’s program. All relevant information must be submitted in writing. The information should describe the unresolved issues as well as the student’s behavior. Anonymous letters or undocumented accusations will not be considered. The identity of persons who are considered to be at risk of reprisal will be held in confidence to the extent allowable by law.

Notice of Conference. The student will be notified in writing, by email to their UT Arlington account, of the meeting date, with sufficient time to prepare for and attend the meeting (See Appendix C for a sample of the notice). E-mail is the prime means for communication. Therefore, the University and School of Social Work has the right to send communications to students via e-mail and the right to expect that those communications will be received and read in a timely fashion. UT Arlington email is the official address that the University and School of Social Work will send e-mail communications.

The student must be given written and specific claims or grounds for the unresolved issue or claims of violation of Professional Standards. The meeting notice should state that the Committee may recommend, but is not limited to, continuation in the program with stipulations, dismissal
from the college or university, suspension, and/or recommendations for civil or criminal prosecution.

**Timing.** Meetings with the Committee shall be held in a timely manner, no later than the committee’s next regularly scheduled meeting. Meetings with the Committee for dismissal or discipline shall not be delayed because of pending civil or criminal proceedings resulting from inappropriate behavior.

**Student Status.** Student's status and rights to attend classes and interact with students and faculty may not be taken away pending disciplinary proceedings unless his or her presence presents a threat to clients, students, faculty, staff, or victims. Students may not continue in their field placement during the review process in the case of an alleged violation of professional standards in a field placement agency. A student may waive, in writing, the right to continue in classes or register for future classes.

**Conference with the Student.** The members of the Committee will meet with the student and all interested parties to determine the nature of the concerns and come to resolution of the review (See Appendix D for a sample conference agenda). The student and involved UT Arlington faculty and staff are required to be present at the meeting. It is requested that if an agency is involved, the agency send a representative. However, if a representative is not available, a written statement is required. If necessary, the Chair of the Professional Standards Committee may request additional information. The student has the right to challenge the validity of information as long as this does not substantially burden the university, participants, or affected parties. Ethical integrity is an academic issue in a professional school, therefore, as in any academic matter, the student appearing before the Committee will not be represented by an attorney.

**Publicity.** When concerns about a student are based on professional standards, all faculty members and administrators in the School of Social Work should refrain from imposing a stigma or disability on the student. All publicity, actions, findings, comments, or claims about inappropriate behavior are limited to the current university setting, and may not be disclosed to other academic programs, prospective employers, or other entities if the reports will limit the student’s future opportunities. At times, it may be necessary for the Department of Field Instruction to share information about a student’s previous placement and performance problems in order for a student to be placed.

**Decisions of Professional Standards Committee- Level 3 Student Success Conference.**

The Chair of the Professional Standards Committee will inform the student and Program Director of the decisions in writing via UTA MavMail (See Appendix E for a sample decision notification), which can include one or more of the following actions:

- **Continue the student in the program with no conditions.**
In these situations, the concern has been addressed and no further action by the student or program is required.

- **Establish formal conditions for the student's continuance in the program.**
  In these situations, specific conditions must be met in order for the student to remain in the program. Action may include establishing goals, a plan, a timeline, and appropriate monitoring; providing mentoring and support; placing the student on probation and monitoring the student during the probationary period; referring the student to counseling and/or advising services; requiring additional coursework of the student; allowing the student to follow a reduced course load or delay entry to the field practicum; or requiring the student to withdraw from the program with the option of reapplying.

- **Consult with and/or refer to the Office of Student Conduct.**
  In some instances, depending on the nature of the problem, the University's Office of Student Conduct may be consulted. If a referral is made to that Office after consultation, the student will be notified in writing about the nature of the concern and the fact that the referral is taking place. Situations, which may result in referral to the Office of the Student Conduct, include scholastic dishonesty, hazing, racial or sexual harassment, possession or use of firearms or other weapons on University property, damage or destruction of University property, and conduct that endangers the health or safety of any University student, employee, or campus visitor.

- **Counsel the student to change majors/degree programs and/or discontinue the student in the program.**
  In some situations, it will be recommended that the student no longer continue in the social work program. The student will be counseled to voluntarily change majors or degree programs. If that does not occur, the student will be discontinued from the program. In either case, the student will be provided with documentation regarding the specific reasons for their dismissal and the conditions, if any, under which they may re-apply.

If the decision of the committee is to recommend the student continue in the program with no conditions or formal conditions, the student will be notified of this during the Student Success Conference. If there is a need for consultation or referral to the Office of Student Conduct, the student will be informed of this during the conference.

The minutes of the conference and recommendations/conditions for the student will be prepared within ten business days after the conference. The Chair of the Professional Standards Committee and the student will sign the recommendations/conditions and the student will receive a copy. This agreement is not binding until the student has signed the form. The student may appeal the decision of the Professional Standards Committee to the Dean of the School of Social Work. Students wishing to appeal should contact the Coordinator - Office of Advising and Student Success to begin the process.
If the decision of the committee is to recommend the student be dismissed from the School of Social Work, the recommendation will be forwarded to the Dean of the School of Social Work for review and approval.

In any Level 3 Student Success Conference, there must be clear, concise documentation of the problem areas as well as verification that these concerns have been discussed with the student and attempted to be ameliorated, where appropriate. Students must be notified of the decision in writing within ten business days of the review. It is the responsibility of Chair of the Professional Standards Committee to communicate the decision to the student.
Composition and Role the Professional Standards Committee

From the Bylaws Of The University Of Texas At Arlington School Of Social Work, the responsibilities of the Professional Standards Committee are as follows:

Professional Standards Committee

- **Structure**
  - Shall be composed of three members of the faculty, the Associate Dean for Academic Affairs, and an alternate.

- **Functions**
  - It shall be responsible for monitoring any and all academic and professional student-related issues as they arise.
  - It shall have, create and utilize separate procedures and guidelines for grade appeals and for student conduct issues.

Non-Academic Grievances

Student-initiated grievances that are not academic in nature are addressed in other documents. Students should refer to the [Office of Graduate Studies Graduate Catalog](#) and the [Undergraduate Catalog](#) for more detailed discussion of specific grievance procedures.

The University of Texas at Arlington Policy on Sexual Harassment

Please refer to the [Equal Opportunity Services](#) office for more detailed discussion of policies and procedures.
The University of Texas at Arlington
School of Social Work

Grievances Related to Grades

Undergraduate

Policies and Procedures
Overview

The UT Arlington School of Social Work follows the policies and procedures of UT Arlington pursuant to grade grievances. Individual course instructors retain primary responsibility for assigning grades. The instructor’s judgment is final unless compelling information shows:

1. **Preferential Treatment**
   Example: Providing exceptions or benefits to one or more students but not to all students in the class.

2. **Procedural Irregularities**
   Example: Failure to follow a requirement described in a course syllabus, adding a new requirement, or using criteria for grades that are not on the syllabus or in the university catalog.

Grade grievances can only be filed for the above reasons. Only the final course grade may be appealed. There are no appeals for individual assignments and assignments will not be re-graded.

Any grievances alleging discrimination committed by faculty should be referred to the Equal Opportunity Services for investigation.

If information warrants an appeal, the order of academic channels are:

1. Instructor

2. Coordinator, Office of Advising & Student Success

3. Professional Standards Committee

4. Dean of the School of Social Work

The student has one calendar year from the date the grade is assigned to initiate the grievance. The Coordinator of the Office of Advising and Student Success is responsible, in collaboration with the Chair of the Professional Standards Committee, for recording grade grievances in two
Specific Steps

**Step 1:**

The student and the instructor (assigning the grade) meet to discuss the grade assignment. In attempting to resolve a grade grievance, the student must first make a serious effort to resolve the matter with the instructor who issued the grade. If agreement as to the current or revised grade assignment can be finalized at this meeting, the process for grade appeal is discontinued.

**Step 2:**

If agreement is not reached, the student meets with the Coordinator of the Office of Advising & Student Success to discuss the student’s intent to appeal.

The Coordinator of the Office of Advising & Student Success serves as the case manager for the Professional Standards Committee during the Grade Grievance Process. The role of the Coordinator of the Office of Advising & Student Success is to:

1. Explain the grade grievance policy to the student, particularly legitimate bases for grade grievances (i.e. preferential treatment, procedural irregularities).
2. Direct the student to the required forms and explain the necessity of supporting a grievance with evidence.
3. Receive the written grade grievance from the student.
4. Notify the instructor assigning the grade that a grade grievance has been filed by the student and request a written response from the instructor within two weeks of notification.
5. Forward the material to the Chair of the Professional Standards Committee.

**Step 3:** Professional Standards Committee Review

1. The Professional Standards Committee has 60 days from the time the information is received from the Coordinator of the Office of Advising & Student Success to make a determination.
2. If necessary, the Chair of the Professional Standards Committee may request additional information from the student and instructor.

3. The Chair of the Professional Standards Committee must send the grade grievance information in its entirety (including student and instructor information) to the Professional Standards Committee members 5 days before the scheduled committee meeting.

4. Committee Meeting: After consideration of the student’s grievance, the Professional Standards Committee will deliberate as a group and make a decision concerning the grievance and a determination whether the grade grievance is substantiated or unsubstantiated. The Chair of the Professional Standards Committee will notify the student and the instructor of the determination.

5. The Chair of the Professional Standards Committee will notify the student of its decision in an email to the student’s official MavMail account within 10 business days of consideration of the grievance. The email will contain a PDF copy of the signed decision letter on UT-Arlington stationary and a receipt indicating the email was read will be required.

6. The Chair of the Professional Standards Committee or his/her designee will keep appropriate documentation of all materials and minutes of the Committee Meeting.

A summary of the Grade Grievance process will include:

- Basis of the student’s appeal
- Faculty response to the appeal
- Decision of the Committee and rationale for the decision

**Step 4: Dean’s Review**

1. Should a student disagree with the Professional Standards Committee’s decision, s/he should contact the Coordinator of the Office of Advising & Student Success. The Coordinator will forward documentation to the Dean for an additional review. The Dean has 30 days to conduct this additional review of the committee’s decision.
2. The grievance process ends with the Dean; there is no further appeal. The appeal must specifically state the reasons the student believes that the decision of the Professional Standards Committee is incorrect.
The University of Texas at Arlington  
School of Social Work  
Grievances Related to Grades  

Undergraduate Appeal Form  

Student Information  
(Type Only)  

Student's Name ___________________________ Student I.D. ________________  
Street _______________________________________________________________  
City ___________________________ State _______________ Zip ________________  

Telephone Numbers:  
Home _________________ Work _________________ Cell _________________  

UTA Email Address ________________________________________________  

Select one of the following:  

Undergraduate (BSW ) ______  

Undergraduate (BSW Intended ) ______  

Undergraduate (Social Work course, not a BSW major) ______  

The student has one calendar year from the date the grade is assigned to initiate the grievance.
Grade Grievance Information  
(Type Only)

Have you attempted to resolve the dispute with your instructor?

Yes ______             No ______

If you answered NO to the above question, please see your instructor and try to resolve this dispute. The appeal cannot proceed until you have done this.

1. Instructor's name ________________________________________________

2. Course number and Section number _____________ Grade received ______

3. Semester ________________________________ Year _________________

4. State specifically the grade you are appealing and the action you are now requesting?

5. Indicate the basis of your grade grievance by checking one or more of the following:

   _____ Preferential treatment

   _____ Procedural irregularity

6. Provide the following supporting evidence (attach to this form):

   _____ Course syllabus

   _____ Grade Report from Blackboard noting grades on all assignments

   _____ Email communications with the instructor regarding issue (if applicable)

   _____ Blackboard Discussion Board communications with the instructor regarding issue (if applicable)

7. In 50 words or less, please explain why you believe the instructor has exhibited differential treatment or procedural irregularity (your choice in #5). You may attach additional sheets if you wish that specifically address actions you have requested of your instructor and outcomes of the request.

Student's Signature_______________________________         Date  _________

Coordinator, _________________________________         Date  _________

Office of Advising and Student Success
Overview

The UT Arlington School of Social Work follows the policies and procedures of UT Arlington pursuant to grade grievances. Individual course instructors retain primary responsibility for assigning grades. The instructor’s judgment is final unless compelling information shows:

1. **Preferential Treatment**
   Example: Providing exceptions or benefits to one or more students but not to all students in the class.

2. **Procedural Irregularities**
   Example: Failure to follow a requirement described in a course syllabus, adding a new requirement, or using criteria for grades that are not on the syllabus or in the university catalog.

Grade grievances can only be filed for the above reasons. Only the final course grade may be appealed. There are no appeals for individual assignments and assignments will not be re-graded. Any grievances alleging discrimination committed by faculty should be referred to the Equal Opportunity Services for investigation.

If information warrants an appeal, the order of academic channels are:

1. Instructor
2. Coordinator, Office of Advising & Student Success
3. Professional Standards Committee
4. Dean of the School of Social Work

The student has one calendar year from the date the grade is assigned to initiate the grievance.
Specific Steps

**Step 1:**

The student and the instructor (assigning the grade) meet to discuss the grade assignment. In attempting to resolve a grade grievance, the student must first make a serious effort to resolve the matter with the instructor who issued the grade. If agreement as to the current or revised grade assignment can be finalized at this meeting, the process for grade appeal is discontinued.

**Step 2:**

If agreement is not reached, the student meets with the Coordinator of the Office of Advising & Student Success to discuss the student’s intent to appeal.

The Coordinator of the Office of Advising & Student Success serves as the case manager for the Professional Standards Committee during the Grade Grievance Process. The role of the Coordinator of the Office of Advising & Student Success is to:

6. Explain the grade grievance policy to the student, particularly legitimate bases for grade grievances (i.e. preferential treatment, procedural irregularities).
7. Direct the student to the required forms and explain the necessity of supporting a grievance with evidence.
8. Receive the written grade grievance from the student.
9. Notify the instructor assigning the grade that a grade grievance has been filed by the student and request a written response from the instructor within two weeks of notification.
10. Forward the material to the Chair of the Professional Standards Committee.

**Step 3:** Professional Standards Committee Review

7. The Professional Standards Committee has 60 days from the time the information is received from the Coordinator of the Office of Advising & Student Success to make a determination.
8. If necessary, the Chair of the Professional Standards Committee may request additional information from the student and instructor.
9. The Chair of the Professional Standards Committee must send the grade grievance information in its entirety (including student and instructor information) to the Professional Standards Committee members 5 days before the scheduled committee meeting.
10. Committee Meeting: After consideration of the student’s grievance, the Professional Standards Committee will deliberate as a group and make a decision concerning the grievance and a determination whether the grade grievance is substantiated or unsubstantiated. The Chair of the Professional Standards Committee will notify the student and the instructor of the determination.
11. The Chair of the Professional Standards Committee will notify the student of its decision in an email to the student’s official MavMail account within 10 business days of
consideration of the grievance. The email will contain a PDF copy of the signed decision letter on UT-Arlington stationary and a receipt indicating the email was read will be required.

12. The Chair of the Professional Standards Committee or his/her designee will keep appropriate documentation of all materials and minutes of the Committee Meeting.

A summary of the Grade Grievance process will include:

- Basis of the student’s appeal
- Faculty response to the appeal
- Decision of the Committee and rationale for the decision

**Step 4: Dean’s Review**

1. Should a student disagree with the Professional Standards Committee’s decision, s/he should contact the Coordinator of the Office of Advising & Student Success. The Coordinator will forward documentation to the Dean for an additional review. The Dean has 30 days to conduct this additional review of the committee’s decision.

2. The grievance process ends with the Dean; there is no further appeal. The appeal must specifically state the reasons the student believes that the decision of the Professional Standards Committee is incorrect.
The University of Texas at Arlington
School of Social Work

Grievances Related to Grades

Graduate
Appeal Form

Student Information
(Type Only)

Student's Name _______ Student I.D. ____________

Street

City _______________ State ______ Zip __

Telephone Numbers:
Home __________________ Work __________________ Cell _______________

UTA Email Address ________________________________________________

Select one of the following:

Graduate (MSW) ______
Doctorate (Ph.D.) ______

The student has one calendar year from the date the grade is assigned to initiate the grievance.
Grade Grievance Information
(Type Only)

Have you attempted to resolve the dispute with your instructor?

Yes ______  No ______

If you answered NO to the above question, please see your instructor and try to resolve this dispute. The appeal cannot proceed until you have done this.

1. Instructor's name ________________________________________________

2. Course number and Section number _____________ Grade received ______

4. Semester ________________________________ Year _________________

4. State specifically the grade you are appealing and the action you are now requesting?

5. Indicate the basis of your grade grievance by checking one or more of the following:

   _____ Preferential treatment
   _____ Procedural irregularity

6. Provide the following supporting evidence (attach to this form):

   _____ Course syllabus
   _____ Grade Report from Blackboard noting grades on all assignments
   _____ Email communications with the instructor regarding issue (if applicable)
   _____ Blackboard Discussion Board communications with the instructor regarding issue (if applicable)

7. In 50 words or less, please explain why you believe the instructor has exhibited differential treatment or procedural irregularity (your choice in #5). You may attach additional sheets if you wish that specifically address actions you have requested of your instructor and outcomes of the request.

Student's Signature ____________________________ Date _________

Coordinator, __________________________________ Date _________

Office of Advising and Student Success
APPENDIX A
The Office of Student Success exists to support the academic and professional success of our students. At times, their progress may be impeded by behaviors considered below standard. The list below contains professional standards we expect students to demonstrate in the classroom, in the field and in communication with others. These include the standards of the National Association of Social Workers Code of Ethics, the Code of Conduct prescribed by the Texas State Board of Social Worker Examiners, the UT-Arlington Code of Conduct and Honor Code, and the School of Social Work Professional Standards. Additionally, as stated in the Code of Conduct for UT-Arlington, “all students are expected and required to obey federal, state, and local laws, to comply with the Regents' Rules and Regulations, with The University of Texas System and institutional rules and regulations, with directives issued by an administrative official of the UT System or institution in the course of his or her authorized duties, and to observe standards of conduct appropriate for an academic institution.” These Codes and Standards, therefore, serve as criteria for students' behavior conduct during classes, volunteer work, and field practicum work while at UT-Arlington. For the purpose of this form, these standards are organized and operationalized around behavior, self-disclosure/awareness, communication, and emotional and mental abilities. Within each category are listed areas of concern which may indicate that a student is unable, or unwilling, to follow the aforementioned Professional Standards. This list is not intended to be all-inclusive and may be amended by faculty as needed.

This evaluation requires your professional appraisal of the student in your course, in the field or in communications with others, whose conduct and/or communication are of concern relative to his/her progress and potential in the classroom, field, or profession. By documenting the student’s demonstrated indicators of concern, you are providing the Office of Student Success with an opportunity to know your concerns, support your efforts to intervene, address the areas of concern directly with the student, and determine possible patterns of unprofessional conduct/communication that may be occurring in other classes, in the field or in the profession.

Once submitted to the Coordinator - Advising and Student Success, this form will be used to determine an appropriate course of action. Information disclosed during student meetings with faculty, program directors, or school administrators can be shared as appropriate if the information raises concerns about professional performance.

Date: ______________  Student Name: ___________________________________________________________

SID: _______________  Student UT Arlington MavMail Address: _________________________________________

Student Mailing Address: _________________________________________________________________
PART I – BEHAVIOR STANDARDS

Demonstrates the ability to work cooperatively with others.
Actively participates in class/required volunteer work (e.g., SOCW 2311, service-learning)/field practicum discussion groups/presentations.
Shows respect for others’ opinions and is open to feedback from peers/instructor.
Demonstrates potential for responsible and accountable behavior by knowing and practicing within the scope of social work.
Demonstrates a willingness to understand diversity in people regarding race, color, gender, creed, ethnic or national origin, disability, political affiliation, sexual orientation, religion, and populations at risk.
Demonstrates respect for School of Social Work administrators, faculty and staff and field practicum staff in all communications.
Demonstrates professional and appropriate behaviors when interacting verbally (in person, telephone) and electronically (voicemail, email, texting, Facebook, etc.).

INDICATORS OF CONCERN (check all that apply)

Classroom or field behavior that impedes learning and/or building effective relationships

[ ] Consistently late for class/required volunteer work (e.g., SOCW 2311, service-learning)/field practicum, leaves class/required volunteer work (e.g., SOCW 2311, service-learning)/field practicum early without explanation or excuse, or returns late from break
[ ] Sleeps during class, required volunteer work (e.g., SOCW 2311, service-learning) or field practicum periods
[ ] Present but clearly not engaged (i.e. using laptop, cell phone, reading material not part of course, etc.)
[ ] Disrupts class, required volunteer work (e.g., SOCW 2311, service-learning), or field practicum process by talking to others when not appropriate
[ ] Consistently uses derogatory language or demeaning remarks or gestures
[ ] Appears unwilling/unable to accept feedback
[ ] Monopolizes class, required volunteer work (e.g., SOCW 2311, service-learning), or field practicum discussions
[ ] Consistently complains about class/required volunteer work (e.g., SOCW 2311, service-learning)/field practicum workload to the point of impeding class/required volunteer work (e.g., SOCW 2311, service-learning)/field practicum process
[ ] Demonstrates inappropriate behavior or harassment towards others
[ ] Academic misconduct (requires description of incident and how addressed)

Unprofessional behavior including (requires attachment of description of incident and how addressed)
Disclosure of confidential/private information.

• Demonstrates a disregard for practicing within the scope of social work.

• Demonstrates inappropriate communications with School of Social Work administrators, faculty and staff, and field practicum staff.

• Demonstrates unprofessional and inappropriate behaviors when interacting verbally (in person, telephone) and electronically (voicemail, email, texting, Facebook, etc.).

• Use of physical or verbal threat toward others.

PART II: SELF-DISCLOSURE/SELF AWARENESS STANDARDS

Uses self disclosure appropriately.
Appears to handle discussion of uncomfortable topics.
Deals appropriately in class/required volunteer work (e.g., SOCW 2311, service-learning)/field practicum with issues that arouse emotions.
Demonstrates an awareness of the effects of one’s behavior on others.

INDICATORS OF CONCERN (check all that apply)

• Inappropriately shares personal information in class, required volunteer work (e.g., SOCW 2311, service-learning), or field practicum that is not relevant

• Overreacts to or resents, feedback (e.g. takes it personally)

• Appears unable/unwilling to control emotional reactions

• Faculty concern regarding possible alcohol/drug abuse, emotional problems

• Verbal threats directed at clients, faculty, students, and staff in the School of Social Work, required volunteer placements (e.g., agencies for SOCW 2311, service-learning), or field practicum.

• Demonstrates poor judgment, decision-making, or problem solving skills

• Consistent failure to demonstrate ability to form effective student/instructor (including field instructor) relationship

• Physical appearance (clothing) is unprofessional, inappropriate for classroom or field setting

PART III: COMMUNICATION SKILLS (WRITTEN STANDARD)

Demonstrates consistency in written communication.
Written assignments demonstrate good spelling, appropriate use of punctuation, clear structure, paragraphing,
good organization, logical sequence.
Demonstrates proper documentation of sources and citations.
Follows written guidelines and formats of instruction.
Demonstrates ability to write effectively in records.
Shows command of the English language.
Abides by University standards (e.g., academic integrity, plagiarism).
Demonstrates use of critical thinking skills.

INDICATORS OF CONCERN (check all that apply)

• Written work is frequently vague, shows difficulty expressing ideas clearly and concisely.

• Excessive errors in spelling, punctuation, structure, etc., and does not make an effort to improve.
[ ] Consistently fails to adhere to guidelines for written assignments.
[ ] Plagiarism and other forms of academic dishonesty.

COMMUNICATION SKILLS (VERBAL STANDARD)

Able to clearly articulate ideas, thoughts, concepts, etc.
Communicates clearly.
Proficiency of the English language when English is not the student’s primary language.

INDICATORS OF CONCERN (check all that apply)

[ ] Ideas, thoughts, concepts are not clearly articulated.
[ ] Fails to demonstrate ability to communicate empathy, positive regard, and respect for clients.
[ ] Communication/language skills are inadequate to effectively interact in the classroom and with clients.

EMOTIONAL AND MENTAL ABILITIES

Able to deal with current life stressors through the use of appropriate coping mechanisms.
Uses sound judgment.
Handles stress effectively by using appropriate self-care.
Develops supportive relationships with colleagues, peers and others.
Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance.

INDICATORS OF CONCERN (check all that apply)

[ ] Demonstrates difficulty managing life stressors.
[ ] Personal difficulties are interfering with scholastic activities, professional judgment and behavior.
[ ] Demonstrates difficulty in developing supportive relationships.
[ ] To this point, has not sought assistance in working through issues interfering with scholastic and professional performance.

Please share the strengths demonstrated by the student you feel would assist in the student’s success.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Please indicate which of your concerns you have addressed with your student. Describe the communication and the student’s response. Be as specific as possible (Include dates where applicable.).

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

If there is additional information you would like to provide regarding the student’s progress that is not addressed on this form please be as specific as possible. Feel free to add an addendum to this document.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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ACTIONS BY THE OFFICE OF STUDENT SUCCESS:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

__________________
Administrative Checklist

Date____________________  Communicated with reporting faculty
Date____________________  Communicated with Program Director(s)
Date____________________  Communicated with Associate Dean for Academic Affairs
Date____________________  Communicated with student

FOLLOW-UP/REVIEW OF PROGRESS (to be completed within 2 weeks):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

________ No further review necessary.

_______ Continue with Student Success Plan; further review necessary.
    Date of next review _________

________ Refer to Level 3 Student Success Conference.
APPENDIX B

PLAGIARISM

Academic honesty is highly prized at the School of Social Work. Plagiarism and the inappropriate use of an author's material are considered serious violations of scholarly and professional ethics. All instances of suspected plagiarism will be referred to the Office of Student Conduct using their procedures.

Plagiarism can be defined as the failure to give proper credit to authors for their information, ideas, or words found in published or written materials, such as journals, books, monographs, handbooks, manuals, or other scholarly papers. Credit is considered complete if authors are identified in the text and in the reference list. Citations should contain all identifying information and conform to one of the style manuals for scholarly publications such as the Publication Manual of the American Psychological Association.

Additionally, students may not use five or more consecutive words from another source without properly citing and referencing the original author or authors. Quotations of five or more words from authors' published or written material must be (a) enclosed in quotation marks if quotations contain fewer than 40 words or (b) indented five spaces on the left if the quotation contains more than 40 words. Students must submit original work. It is also a violation of plagiarism to purchase a paper from another source and submit it as your original work.

Students may paraphrase the ideas of other sources, but students must also list the author(s) and date of publication in the text of students' written material and include all identifying information in the reference list. Paraphrasing from printed materials is appropriate if students' wording contains the authors' correct ideas and information and the authors are properly cited by name, date of publication and so forth.

Paraphrasing is considered plagiarism if students' written material is similar to form and word structure of authors' original works. For example, plagiarism exists if a student copies an author's sentences or paragraphs but changes every fifth word to avoid the rule on quotations mentioned above.
NOTICE OF STUDENT SUCCESS CONFERENCE

Chairperson & Contact Person:
<chairperson name>
Email--<chairperson email>

Student to be reviewed:
<Student’s Name>

Time/Place of review:
<Time and date of Level 3 conference>
<Location of Level 3 conference>

Invited Participants*:
• <chairperson>, Professional Standards Committee Chair
• <name>, Professional Standards Committee Member
• <name>, Professional Standards Committee Member
• <name>, Professional Standards Committee Member
• <name>, Associate Dean for Academic Affairs; and Professional Standards Committee Member
• <name>, <relevant program director>--<Name> is not a voting member of the Professional Standards Committee and is here as a representative of the <degree program> program as the director.
• <name>, <relevant faculty>
• <name>, <relevant agency representative>
• <Student’s Name>--Student

Purpose:
<Summarize reason for Level 3 Conference here.>

Faculty Members:
If you are unable to attend the above meeting, please submit a statement regarding the student’s progress to <chairperson> prior to the meeting.

Attachment:
UT Arlington School of Social Work-- Student Success Conference Information Form

*Only persons invited will be permitted to attend
Level 3 Student Success Conference

Process and Procedures

<date>

@student's name>

1. Chair of the meeting will open the meeting by welcoming everyone and stating the purpose of the meeting- concerns regarding information in the Student Success Referral form regarding behavior, self-disclosure and awareness, and emotional and mental abilities.

2. As chair of the Professional Standards Committee, Dr. Praetorius will preside over the meeting.

3. Chair of the meeting will introduce each of the participants and their role in the meeting.

Invited Participants:

- Dr. Regina Praetorius, LMSW-AP, Professional Standards Committee Chair
- Dr. Debra Woody, Associate Dean of Academic and Student Affairs; and Professional Standards Committee Member
- Dr. Jan Finch, Professional Standards Committee Member
- Dr. Maria Scannapieco, Professional Standards Committee Member
- Professor Yvonne Butler, Professional Standards Committee Member
- Professor Ericka Robinson-Freeman, Professional Standards Committee Member
- Dr. Phillip Popple, Director, BSW Program, Professional Standards Committee Member
- Dr. Randy Basham, Director, MSW Program – Dr. Basham is not a voting member of the Professional Standards Committee and is here as a representative of the MSW program as the Director.
- Ms. Jennifer Malone, LCSW, Coordinator, Office of Advising and Student Success; and Professional Standards Committee Member- Ms. Malone is not a voting member of the Professional Standards Committee and is here as a representative of the Office of Student Success.
- Ms. <student’s name>, Student

Additional Attendee for Administrative Purposes:

- Nancy Ashenhart, Administrative Assistant

4. Ask everyone to make sure they have turned their cell phones off.
5. Explanation of the process of the meeting. Each person involved with the student and this referral will have an opportunity to share with the committee their thoughts, concerns and/or recommendations. We will begin with the committee members asking questions of the student and the representatives who filed the referral. Then <student’s name> will have an opportunity to speak and to address any concerns s/he may have.

6. The Professional Standards Committee and <Program Director(s)> may ask questions of each person for clarification after that person has finished speaking.

7. Once everyone has participated, the student’s professors and agency representatives in attendance, <student’s name>, and <Program Director(s)> will be asked to leave. The Professional Standards Committee will then discuss the concerns and come to a conclusion of recommendations. These recommendations may include the student continuing in the program with no conditions, or continuing in the program with stipulations, referral to the Office of Student Conduct, suggestion to change the major or degree program or discontinuing the student in the program. The decision and the minutes of the meeting will be made and processed within 10 days and the student will be informed by the Chair of the decision.

8. Order/Conduct- The student and everyone involved in the meeting will be appropriate and respectful to each other and the meeting will be conducted in an orderly manner.
   a. If in the opinion of the Chair, the demeanor or conduct of any person in attendance at the meeting causes or contributes to any disruption, disturbance, or distraction of the meeting, the person(s) will be required to leave the meeting and the meeting will continue without their presence.
   b. No camera or photographic equipment of any kind, nor any equipment that may be used to record or transmit sound, shall be permitted in the meeting room or in the hallway outside of the meeting room during the process of the meeting, during a break or after. This prohibition shall not apply to any equipment used under the direction of the Chair to make a recording of the meeting for purposes of completing the minutes.
APPENDIX E
Dear <Student Name>,

On <date of conference>, a Student Success Conference was held to discuss the concerns related to <reason for conference>.

The Professional Standards Committee, after reviewing the documentation and discussing the deposed information, are making the recommendation that <Student Name> may <decision>.

<If relevant, discuss conditions, etc. here.>

Please sign below acknowledging the decision rendered by the Professional Standards Committee. After signing below, either scan and email it to <chairperson> at <chairperson’s email> or return by US mail to <chairperson> at the address below by <date 2 weeks post-notice>.

____________________________________________  ____________
@student Name>      Date

Sincerely,

<chairperson>
Chair, Professional Standards Committee
211 S. Cooper, Box 19129
Arlington, TX 76019

Cc:
<name>, Associate Dean for Academic Affairs
<name>, <Relevant Program Director(s)>
<name>, Office of Student Success Coordinator
UT Arlington and the SSW provide a variety of resources to help students reach their academic goals. In addition to the resources and services listed here, please check the UT Arlington website for other services available to you.

**Social Work Librarian**

John Dillard, librarian for Social Work, is available in both the Social Work building and Central Library during office hours and by appointment for consultations.

Central Library office location: 410

Please contact him via email: dillard@uta.edu or phone: (817) 272-7518

When arranged in advance, by phone or email, he is happy to come in at night or on weekends for research consultations.

**Social Work Writing Resource Coordinator**

Chris Kilgore, PhD, Writing Resource Coordinator is located in the Office of Advising and Student Success, Social Work Building A, Suite 319C.

Dr. Kilgore provides writing-related assistance to students in the BSW, MSW, and PhD programs. From outlining and brainstorming to proofreading and APA formatting, he offers programs specifically tailored to the kinds of writing tasks you will be facing in the School of Social Work.

Please contact him via email: kilgorec@uta.edu

In addition. “A Writing Guide for Social Work” created by Dr. Kilgore is now available on www.uta.edu/ssw

**Student Educational Records Policy**

Students may have access to their own educational records during regular office hours by contacting the person or the office that maintains these records. A student may appear in person or make a written request for a copy of the record to be mailed. Another person may not see a student’s educational records unless the student gives written permission. Faculty and staff members of the University have access to student educational records in performance of regular
duties. If an educational record contains information on more than one student, then a student desiring access may review only parts pertaining to that student.

Students may have official copies of their UT Arlington transcripts mailed to other institutions or may obtain copies for their own use. A student must sign a request form in the Registrar’s Office or mail a signed, written request to release the transcript. Transcripts requests are made through the UT Arlington Web page at http://www.uta.edu/registrar

Requests will not be accepted by telephone or from persons other than the student without that student’s written permission.

The Family Educational Rights and Privacy Act (FERPA) of 1974 provides that a university may release directory-type information about students. The information released may include the following items: the student’s name address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height if a member of an athletic team, dates of attendance, degrees and awards received, and the last educational institution attended. Each year UT Arlington publishes a student directory that contains the student’s name, major field of study and telephone number. The law states that a student has the right to withhold this information from the public and other students. A form requesting the withholding of this information is available in the Registrar’s Office. Unless this form is completed before the Census Date of the fall semester, this data will be released as public information.

Students have the right to challenge the content of their educational records to ensure that their records are not inaccurate, misleading or in violation of other rights of students. This allows students an opportunity to correct inaccurate or misleading information and permits written explanation concerning the content of the records. Any evidence regarding an inaccurate or misleading record should be presented to the individual in charge of the office where the record is maintained.

A more detailed statement of the records policy is available in the Office of the Senior Vice President for Finance and Administration, Davis Hall.
Student Files in the Program

A student may review all material in his/her file with the exception of medical reports, which are confidential, and references if the student has waived the right to access to confidential letters and statements of recommendation.

Requests for references from the School should be made by the student (or graduate) in writing. Responses normally consist of a letter prepared by a faculty member the student has chosen.

The School may confirm that a student (or graduate) is enrolled in school (or has graduated), but requests for additional information will be honored only at the request of the student (or graduate) unless the inquiring agency has provided a stipend, with this stipulation, for the student.

Written evaluations by the field instructor are to be shared with the student and the student is to have the option of expressing in writing, as part of the evaluation document, any difference, or exception that he wishes to take to the evaluation.

Student Lounge

The student lounge is located in Social Work Building B.

Copy Services

The Fast Copy Center, located in Hereford University Center has coin operated machines available for student use. In addition, there are several off-campus copy service businesses that have locations convenient to the School.

Audio-Visual Equipment

Students can use this equipment, but their instructors must make all requests for checking it out.

Use of School Stationary

All research communications using school letterhead are to be approved by the Dean. Written request is to be submitted to the Dean by the faculty person and the student.

All stationery and mailing costs for student research are the responsibility of the student.
**MSW Listserv**

It is vital that students are subscribed to the MSW Listserv. All information pertinent to the MSW program will be disseminated on this Listserv throughout the year. We will automatically subscribe you to the MSW Listserv after census date of the semester in which you are enrolled. Email is the official means of communication between the student and every facet of university life. It is imperative to regularly check your UT Arlington email account for timely advising information, graduation information, school closures, payment deadlines for school, scholarship opportunities, etc.

**Bulletin Boards**

There are several bulletin boards in various locations in the Social Work Complex that have information posted that is of interest to students.

- The “MSW Program” bulletin board, located above the water fountain in the 2nd floor hallway of Building A, is used only by the MSW Program Office to post announcements and information important to MSW students.

- The bulletin board located at the opposite end of the hallway on the 2nd floor of Building A is divided into two sections. One section of this bulletin board is used for posting notices from the SSW Office of the Dean. The other section of this bulletin board is used for posting notices from the Field Office.

- Class schedules with room numbers are posted on the walls under Plexiglas in the halls at the beginning of each semester.

**Faculty Mailboxes**

Students may leave messages and other materials for faculty with the receptionist in Suite 211 and she will put them in the faculty mailboxes. After hours, messages and other materials for faculty may be put in the mail slot in the door of 201 in Building B. Everything will be distributed to faculty mailboxes the next morning. Extremely important papers, books, etc., should be given directly to faculty members.
**UT Arlington Campus Directory**

A directory with telephone numbers and locations of all campus departments, along with student and faculty telephone numbers, is available to students. Directories may be obtained free of charge from the Student Congress (lower level, E.H. Hereford University Center) or the Campus Bookstore.

**Student Parking Areas**

Students must register their cars (includes a fee) for the entire school year or the balance of the school year in which they register, whichever is applicable (school year is September 1 through August 31).

The campus police office is open Monday through Thursday from 7:30 a.m. to 7 p.m. and on Friday from 7:30 a.m. to 5 p.m. Complete parking regulations are available from that office.

CAMPUS POLICE OFFICERS CHECK PARKING LOTS REGULARLY AND STUDENTS WILL BE TICKETED FOR PARKING IN AREAS NOT DESIGNATED FOR STUDENT PARKING OR FOR PARKING AGAINST REGULATIONS, e.g., BACKING INTO A PARKING SPACE.

The entire parking lot located to the east of the Social Work Complex is designated for student parking. There is a row of student parking in the lot to the north of the complex, as well as a row designated for “small cars” (maximum dimensions 67” x 172”) that may be used by students who drive cars that meet those size requirements. Handicap parking is available directly in front of the covered walkway that connects the main building (Bldg. A) and Building B.

**Receptionist/Information Center**

The receptionist, located in Room 211, can provide general information (e.g., faculty office locations, faculty telephone numbers, etc.).

**Telephone Calls for Students**

Emergency phone calls only will be acted upon. Every attempt will be made to locate the student with the emergency message.
**Lost and Found Items**

The receptionist in Room 211 maintains a file of lost and found items left in classrooms or other areas of the Social Work Complex. Check with her if you have misplaced something or if you want to turn in an item you have found.

**Job Resource Web Page**

The SSW website periodically has External Job Opportunities listed. Here you will find job announcements sent to the SSW by potential employers. Only new and current openings are posted.

**Maverick Student ID**

To get a MavExpress card, a qualified individual must come in person to the MavExpress Office. See website for locations and times ([www.uta.edu/mavexpress](http://www.uta.edu/mavexpress)). All persons seeking a MavExpress card must present valid government issued photo identification (passport, driver's license, etc.)

New student IDs are made beginning one week prior to the first class day of each semester. A student must be registered for classes at least one working day prior to receiving a MavExpress card.

Replacement cards for lost or stolen IDs will be provided during normal operating hours. A replacement fee of $10.00 will be charged at the time the new MavExpress card is issued.

Go to [www.uta.edu/mavexpress](http://www.uta.edu/mavexpress) for information on the MavExpress card.

**Bookstore**

The bookstore is located on the corner of UTA Boulevard and Spaniolo Drive (formerly Pecan). It is about 3 blocks east of the Social Work complex. All books required for each course may be purchased at this bookstore. [http://www.bkstr.com/texasatarlingtonstore/home](http://www.bkstr.com/texasatarlingtonstore/home)

**Student Organizations**

Several student organizations provide opportunities for students to be active in the life of the SSW, UT Arlington and the social work community.
Social Work Constituency Council

The Social Work Constituency Council (SWCC) has three main purposes:

- to represent social work students in the larger UT Arlington university community
- to provide social work students with educational programs, and relevant services and information, on a regular basis
- advocate for the students through its programs, publications, and policy work

The Council enables students to become more involved with their education and with the University. The SWCC holds regular meetings in Social Work Building B.

For more information visit the website (www.uta.edu/student_orgs/swcc/) or contact the Jennifer Malone, Coordinator for the Office of Advising and Student Success in Social Work Building A, Suite 319B.

Phi Alpha Social Work Honor Society

Phi Alpha is a national social work honor society for social work majors, faculty and local practitioners. The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and to promote humanitarian goals and ideals. Phi Alpha fosters high standards of academic excellence and training for social workers.

UT Arlington’s Iota Omega chapter of the Phi Alpha National Social Work Honor Society was started in the Spring of 2001 and is open to all BSW, MSW and PhD students. For more information, contact Patrice Green or Tiara Thomas, the chapter’s advisors or look at MvOrgs. http://mavorgs.collegiatelink.net/organization/phialphahonorsocietysocialwork

Students for Global Change

Students for Global Change (SGC) seeks to continuously educate ourselves and others to promote understanding and awareness of national and international issues of social justice and human rights through cultural competence by furthering research opportunities, professional growth, and study abroad opportunities for Social Work students at UTA. For more information, please contact SGC’s faculty advisor Dr. Mike Killian at killianm@uta.edu.
Gerontology Organization

The Gerontology Organization (GO) is a registered UTA student organization for all social work students, BSW, MSW or PhD levels, who want to gain leadership and practice skills in geriatric and gerontology social work to complement their academic work. Student members in GO create a better quality of life for older adults while building a strong foundation for the future, as leaders in the field of Social Work. The faculty advisor for GO is Dr. Gail Adorno, gfadorno@uta.edu.

Social Work Health Organization

The Social Work Health Organization’s goal is to provide a sense of community and connection for students choosing the Health Specialization. Members engage in community outreach through volunteering and fundraising with local health related non-profit organizations. Networking opportunities include panel discussions, guest speakers and special events to enhance our lives both professionally and from a self-care/wellness perspective. The faculty advisor for the Social Work Health Organization is Dr. Courtney Cronley, cronley@uta.edu.

School Committees

Many school committees are open to a student representative:

Curriculum Committees
BSW/Foundation Curriculum
Community and Administrative Practice
Direct Practice Concentration Specialties
   Aging
   Children and Families
   Health
   Mental Health/Substance Abuse
Field Education

Program Subcommittees
Subcommittee COGS: BSW
Subcommittee COGS: MSW
Subcommittee COGS: Ph.D.

School Committees
Periodic Review Committee
Search Committee
Research and Community Outreach Committee

Externally Sponsored Training, Fellowships, Awards, and Stipends
Graduate students seeking fellowships awards and stipends that involve training or curriculum which derive from non-School of Social Work, or non CSWE (Council on Social Work Education) accredited, or approved, programs, including arranged through other university departments, or units, must meet both the University of Texas at Arlington; School of Social Work, CSWE accredited curriculum, and program requirements, as well as, those from the external or sponsoring program. The School of Social Work encourages collaborative and exemplary training opportunities that enhance the students educational learning and career objectives. Students will be accommodated to the maximum degree possible, within required program standards, and pending the availability of any requested resources.

Concentration and Specialty Focus: Fellowships, awards or stipends that require internships or field education must fit, or be consistent with, with the student’s graduate program of work, and specialty (micro; Aging, Children and family, Health or Mental health, or macro; Community and administrative practice). If the internship or field education occurs in a non CSWE program, CSWE approved supervision must be arranged by the sponsoring program, or by the awarded student, and be acceptable to The School of Social Work, Department of Field Education.

Course Credit Transfers: Students, and awarding departments, and organizations, requesting course transfer credit for non-approved CSWE curriculum, may seek such approval for transfer in advance, by arranging the course be sponsored, or included in the curriculum of any CSWE accredited program, through the curriculum adoption procedures required of that program.
**Dual Degree Students:** Course credit transfers may be arranged by those students pursuing dual degrees within the curriculum of the other program, and from among courses where shared credit has not been pre-determined (other courses of the non-Social Work degree).

**Solicitations:** Organizations or sponsors requesting access to School of Social Work students through email, listserv’s, or other means, that wish to provide awards linked to commerce, or not in the interest of the MSW professional training program; (i.e. cell phone plans, insurance plans, loan refinancing, professional or other memberships, purchase plans, textbook ordering, study abroad in other disciplines, vacations, etc.), and that do not meet CSWE curricular and training standards, may not, at the discretion of the MSW Program Director, Associate Dean of Academic Affairs, or Dean of the School of Social Work, be forwarded, or posted, for access.

**Scholarships**

The School offers a number of endowed scholarships. Graduate scholarships are awarded on the basis of scholastic excellence and adequate preparation for graduate study in the student’s chosen field, as shown by the student’s academic record. Scholarship eligibility criteria include admission into a degree program, enrollment in coursework leading to the degree, reasonable progress in the degree program, good academic standing, GPA, and in some cases, references and personal statements. There are additional specific qualifications for scholarships in various areas of study. Students are encouraged to contact the Coordinator of the Office of Advising and Student Success to obtain information about eligibility criteria and scholarships awarded in the student’s area of study. See [https://www.uta.edu/ssw/student-resources/scholarships.php](https://www.uta.edu/ssw/student-resources/scholarships.php) for application materials. To apply for scholarships, go to Mav Scholarshop at [https://uta.academicworks.com/](https://uta.academicworks.com/).

**School of Social Work Scholarships**

**Judith Birmingham Memorial Scholarship**
Awarded to BSW or MSW Students  
Full time student pursuing either a BSW or MSW in social work and have completed at least one semester of course work, maintained a minimum GPA of 3.0, and demonstrated financial need. Scholarship recipients may reapply provided they remain in good standing in the School of Social Work. No student shall hold this scholarship for more than two years.  
Approximate award range: $$10

**Jeannette Coburn Scholarship**
Awarded to MSW students  
Incoming or continuing MSW students in need of assistance to


attend on a full-time basis.

Roy & Betty Dulak Endowed Scholarship
Awarded to MSW Students The Roy and Betty Dulak Endowed Scholarship Award was established by the Hillcrest Foundation to attract and retain first and second year MSW Social Work students entering the field of Community and Administrative Practice. Approximate award range: $1000 depending on available funding.

Peter G. Gaupp Scholarship
Awarded to MSW Students First year graduate students who intend to major in community and administrative practice and give evidence of the following: Interest in the prevention of community problems, interest in large scale or comprehensive approaches to resolving community problems, commitment to discover or develop improved approaches for delivering human services, prevention of social problems, and commitment to vulnerable populations. If a suitable first year graduate student is not found, the award may be given to a qualified second year graduate student. This endowment will be awarded to MSW students with financial need who might not otherwise be able to obtain a graduate college education and who have shown they are deserving of such education. Approximate award range: $1000 depending on available funding.

Lila B. Hagins Scholarship
Awarded to BSW, MSW or PhD Students Full time students who have expressed an interest in pursuing a social service career and have been accepted and are enrolled in the School of Social Work. Must have a minimum GPA of 3.0, and can demonstrate financial need. Scholarship recipients may reapply provided they remain in good standing in the School of Social Work. No student shall hold this scholarship for more than two years. Approximate award range: $1000 depending on available funding.

Carolyn C. and Santos H. Hernández Scholarship Endowment
Awarded to BSW, MSW, or PhD Students Preference will be given to full-time or part-time Social Work students who are first generation college students, single parents or who have had to overcome personal obstacles in pursuit of their educational goals. Consideration will also be given to students who have had an interruption in their educational careers. Approximate award range: $1000 depending on available funding.
Glen W. and Miriam S. Rollins Mental Health Graduate Scholarship
Awarded to MSW or PhD Students  The Glen W. and Miriam S. Rollins Mental Health Graduate Scholarship provides an annual award to a deserving student at The University of Texas at Arlington pursuing graduate study in the field of mental illness or public social service. The award is intended for incoming or continuing students in the graduate School of Social Work and may be renewed.

Coleen Shannon Scholarship
Awarded to BSW or MSW Students  BSW or MSW Students based on financial need.

Federico Souflée, Jr. Memorial Scholarship
Awarded to BSW or MSW Students  Student whose major field of study is Social Work. Student must apply in writing to compete for this scholarship; history of involvement with the Mexican-American community and one or more of the following: (1) Demonstrate financial need; (2) Evidence of a solid academic record. Students eligible for the Federico Souflée, Jr. Memorial Scholarship must be MSW students or students in their senior year of the BSW program admitted to the School of Social Work, and who have a history of working with the Mexican-American community with satisfactory progress toward a degree, as determined by the Scholarship Committee. Recipients may continue to receive this assistance for subsequent years.

Reba Wadel Scholarship
Sponsored by the Dallas Chapter of the National Council of Jewish Women
Awarded to MSW, 2nd year Students  Second year MSW students with financial need and who are willing to work in the area of children. (Requires attachment of prior year IRS tax return & references from 2 faculty members.) The award is $1000 for two semesters. ($500 in the fall and $500 in the spring.)

Scholarships in addition to those administered by the UT Arlington School of Social Work
UT Arlington Office of Financial Aid and Scholarships  http://www.uta.edu/fao/scholarships/
Information about other UTA scholarships:  http://www.uta.edu/fao/scholarships/designated/
Scholarship opportunities from sources outside of UT Arlington can be found on the Private Scholarships page: [http://www.uta.edu/fao/scholarships/private.php](http://www.uta.edu/fao/scholarships/private.php)

**Assistantships**

Research and teaching assistantships available in most departments can be held only by students unconditionally admitted to Graduate School. Prospective graduate students should see the appropriate department chair for further information. To be continued on a research or teaching assistantship, a student must be in good standing and have performed assigned duties satisfactorily in the preceding semesters as determined by the respective department. Consult the catalog section on General Graduate School Regulations and Information for regulations regarding registration and responsibility of graduate assistants.

A student whose native language is not English must submit a score of 45 or higher on the Test of Spoken English (TSE) before being appointed to an assistantship. An applicant who is a non-native speaker of English and who may wish to be considered for an assistantship should take the TSE before arriving in the United States and have the score sent to the University of Texas at Arlington. Score reports submitted directly by the student or those marked “student copy” or “applicant’s copy” are not considered official and will not be accepted. The TSE is administered at TOEFL test centers around the world. Applicants should register for TSE-A (for teaching and research assistant applicants). See the "Documentation and Applicant Evaluation Charges Required” section of the catalog for further information.

The SPEAK examination is offered on The University of Texas at Arlington campus at various times during the year. A satisfactory score on this examination may be used for the Test of Spoken English-A (TSE-A) requirement. This examination may be taken in cases when the student has come to UT-Arlington without having taken the TSE-A and subsequently wishes to be considered for a graduate assistantship. Cost and time necessary for scoring the SPEAK examination are comparable to those for the TSE-A. Testing Services should be contracted for administration dates and other details.

**MSW Program Approval for Study Abroad**

The MSW Program is a professionally accredited graduate educational program. Coursework must be equivalent to your professional program of study. Coursework taken abroad must therefore meet the educational policies and demonstrate equivalency of MSW program
foundational core competencies, advanced skills and behaviors, and/or learning objectives for equivalent coursework, to be considered for course credit. Independent study, or course tutorials, may not be taken or considered as substitutes, in lieu of required or core courses. Study abroad that involves, social service based training, or practice experience must comply with the policies of the Department of Field Education to be considered for credit toward field experience and will also require approval from the Department of Field. Providers or faculty sponsors who wish ongoing, or continuing, arrangements for study abroad experiences will require prior year curricular approval through the School of Social Work. Permission may be granted to affiliated schools and programs where the study abroad program syllabus demonstrates equivalency to coursework learning objectives within the prior agreed degree granting curriculum.

Ad hoc, or one time approval, requires that the student applicant submit the study abroad curriculum and a comparative accredited MSW program course syllabus/syllabi, inclusive of hours of equivalency, grading or evaluative criteria for course tasks and assignments and equivalency of course learning objectives to their MSW Program Advisor on the appropriate application form (Study Abroad Approval Form). Once the MSW Program Advisor has approved the course exchange as being consistent with the students program of work, the application must also be reviewed for curricular equivalency, approved and appropriate application form signed by the MSW Program Director and placed into the permanent student record by the MSW Program Assistants Office, for a course waiver or exchange to be either considered, or implemented.

**Inclement Weather Announcements**

In the event classes are cancelled or postponed or University offices are closed or opening is delayed due to bad weather, the very latest status is available on the UT Arlington Home Page [http://www.uta.edu](http://www.uta.edu) as soon as the decision is made.

In addition to the home page, the information is posted on UT Arlington cable channel 98.

Public Affairs notifies radio and local major television stations within minutes of the decision to close or delay. Radio stations called are WBAP (820 AM), KRLD (1080 am), The Ticket, KERA (90.1 FM), KHVN (970 AM), KLUV (98.7 FM), The Merge (93.3 FM), KLIF (570 AM), and the Wolf (99.5 FM).

We also notify Metro Networks, a firm that notifies all area radio stations. The local television stations called are channels 4, 5, 8, 11, and 33. You may also call 972-601-2049 for a recorded message regarding class and office status.
You may also follow the Universities twitter account @utarlington or our Facebook page: The University of Texas at Arlington for updates about school closings due to bad weather.

**UT Arlington Student Services**

**Housing**

The University owns and operates residence halls, apartments, and houses for students. Residence hall features vary by community. For information about campus housing, go to https://www.uta.edu/housing/

**Student Health Services**

Student Health Services is an on-campus, out-patient facility whose mission is to maintain the optimum physical and emotional health of UT Arlington students and designated faculty/staff through the provision of quality, accessible, comprehensive, and cost-effective primary health care.

Student Health Services is staffed and equipped to care for most routine health needs. Many services are free. A reasonable fee is assessed for services such as medications, X-rays, laboratory tests, etc. Financial support is partially funded by a Medical Services Fee.

Health Services and facilities are available to all enrolled, fee-paying students. Students who choose not to enroll for a semester but who plan to enroll the following semester may receive treatment during the missed semester by paying the Medical Services Fee that is usually charged in their tuition. Student employees, such as GTAs, GRAs, TAs, and RAs, may utilize Health Services as students and therefore not pay a doctor-visit fee. Student Health Services will only see students by appointment, please call to make, in some cases, same day appointments (817-272-2771).

Staffing: The staff includes full-time physicians and registered nurses, pharmacists, laboratory and X-ray technologists, clinical psychologists, a substance abuse specialist, a student development specialist, and related personnel. Health Services provides medical services during those times when the University is open. Services are not available during scheduled University holidays. During these periods, medical care received from another source will be the patient’s financial responsibility.

For more information, go to https://www.uta.edu/healthservices/.
Counseling Services

UT Arlington Counseling and Psychological Services (CAPS) is committed to helping students meet their full personal, academic, and career potential. Services are available to help students increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives. For more information, go to https://www.uta.edu/caps/.

CAPS- Counseling and Psychological Services include: individual, couples and group counseling; psychological evaluation and treatment; psychological assessment of ADHD and learning disorders; groups and workshops; consultation to the campus community; and referral services.

CAPS- Psychiatric Services include: Students can meet with a psychiatry provider for a diagnostic assessment and ongoing treatment of psychiatric conditions, including medication and brief psychotherapy; laboratory studies and referrals to other medical specialties may be recommended.; before ADHD medication is prescribed, documentation of a recent psychological assessment consistent with diagnosis of ADD/ADHD is required; psychiatric appointments can be made by contacting CAPS Psychiatric Services (817-272-2771).

CAPS staff consists of licensed counselors, social workers, and psychologists. CAPS- Psychiatry staff includes psychiatrists and psychiatric nurse practitioners. Services are available to currently enrolled students.

Career Services

The vision of UT Arlington’s Career Development Center is to prepare students and alumni for professional success and connect employers with UTA talent. For more information, go to https://www.uta.edu/careers/.

The Career Development Center is located in the E.H. Hereford University Center. To schedule an appointment with a career consultant, call 817-272-2932.

In addition, the School of Social Work has an online Social Work Career Development Corner located at http://www.uta.edu/ssw/student-resources/career-development-corner/index.php.

International Office
The International Office serves the needs of 3,000 international students and scholars at The University of Texas at Arlington. The staff handles all immigration procedures and provides information, advice, and counseling on a variety of issues affecting international students and scholars. The International Office sponsors numerous cultural events and information workshops throughout the year. Information is also disseminated through a listserv of enrolled international students. All new international students must attend international student orientation, hosted by the International Office, before they are allowed to enroll in courses.

UT Arlington offers opportunities for credit-bearing graduate study on exchange programs in Australia, France, Mexico, and Norway. Language and cultural studies, which usually do not earn resident graduate credit, can be undertaken on faculty-led or affiliated programs in Argentina, Australia, Austria, Bulgaria, Canada, Chile, China, Costa Rica, Cyprus, Czech Republic, Dominican Republic, Ecuador, England, France, Germany, Greece, Holland, Hungary, Ireland, Israel, Italy, Japan, Korea, Malaysia, Mexico, Morocco, Portugal, Russia, Scotland, Singapore, South Africa, Spain, Switzerland and Thailand. New programs are being developed every year. Students interested in study abroad opportunities, scholarship, travel and work opportunities abroad will find information at the International Office or by accessing www.uta.edu/io.

**Office of Multicultural Affairs**

Multicultural Affairs offers a variety of programs that celebrate the rich diversity found at UT Arlington and that educate the campus about current social justice issues. The staff aim to provide activities that recognize diversity on multiple levels including, but not limited to, race and ethnicity, gender, sexual orientation, disability, and religious/spiritual diversity.

All UTA students are invited to join a Multicultural Mavericks committee where they can help plan events for Hispanic Heritage, Asian Heritage, Black History, and Women’s History Months. Opportunities to strengthen your multicultural leadership skills can be found via the Black Leadership Institute and the Women in Leadership program. Students can join in on a discussion at a Maversity workshop which offers a safe space to dialogue about hot diversity topics. Get involved with the Leaders Educating About Diversity team and help facilitate future diversity workshops.
The LGBTQA Program is dedicated to fostering a welcoming and supportive atmosphere for the LGBTQA community at UT Arlington. Connect with the many culturally based student organizations with whom we work. The entire campus community can enjoy special events like Diversity Week and the UBUNTU Social Justice Conference which features distinguished speakers from around the country.

The Multicultural Affairs office is located in the E.H. Hereford University Center, Lower Level. For more information, go to https://www.uta.edu/multicultural/.

**Office for Students with Disabilities**

In compliance with the Americans with Disabilities Act, the Office for Students with Disabilities (OSD) is charged with the responsibility of ensuring full inclusion of all disabled students in all programs and activities offered at UT Arlington. The Office for Students with Disabilities verifies all physical, emotional, ADD/ADHD and learning disabilities in order to specify the appropriate disability-specific accommodations and/or adaptations that will assist all students registered in OSD in successfully completing their academic objectives. All UT Arlington students with disabilities requiring accommodations should contact OSD at 817-272-3364 (voice) or 817-272-1520 (TDD) or visit the office on the first floor of University Hall, Room 102. Any academic accommodations must originate with the Office for Students with Disabilities. For more information regarding services or documentation requirements, please visit www.uta.edu/disability.

**Department of Campus Recreation**

Campus Recreation provides recreational and leisure opportunities for students, faculty and staff through several areas: Informal Recreation, Intramural Sports, Fitness & Wellness, Sport Clubs, Adaptive Recreation, Aquatics and Spirit Groups.

Visit the web site at www.uta.edu/campusrec for more information. **Student Accounts (formerly Bursar Services)**

Student Accounts is located in Davis Hall, 1st floor, Room 130, Box 19649, T: 817-272-2172.

- Account Charges
- Payment Plans
Writing Center

UT Arlington’s Online Writing Lab, is located on the 4th Floor of the Central Library in Room 411. During Fall and Spring semesters, the Writing Center Hours are Monday through Thursday, from 9 a.m. to 8 p.m., Friday, 9 a.m. to 3 p.m., Saturday and Sunday, Noon-6pm.

For graduate students, the Writing Center’s services include regular consultations, online appointments, graduate-specific support, writing cohorts, GrammarShops and graduate workshops. For descriptions of these free services, go to http://www.uta.edu/owl/.

Here you will find descriptions of the services offered at the Writing Center (free to UT Arlington students!), helpful resources for different stages of the writing process, and the opportunity to ask tutors questions specific to your project through online tutoring.

Our purpose is to help you become a better writer, which may take some time; we ask that you keep this in mind. In line with the University’s policy concerning academic integrity, we cannot do your work for you; however, we can help you in many ways. Please see the description of face-to-face tutoring to read about what we will and will not do in tutoring sessions.

These above services are in addition to our Writing Resource Coordinator, Dr. Chris Kilgore, who is located in Social Work Building A, Suite 319.

Face-to-Face Tutoring

If you’ve never been to the Writing Center, you may not know what happens in a tutoring session. Generally, tutors will help you with whatever you need to be successful on your assignment, but there are some things we will not do because they will not help you become a better writer. Here are some things we can help you with:

❖ We will help you to understand the assignment your instructor gave you.

❖ We will help you learn ways to generate ideas for writing papers, and we will help you learn strategies for developing and organizing your essays. However, we will not write your paper for you. Academic dishonesty is grounds for expulsion from the University.
We will work with you on developing and improving your own writing style, and we will also offer general suggestions for improving an essay. However, we cannot guarantee a “quick fix” of your writing problems.

We will provide individual help for specific problems in grammar and mechanics after you have worked through as much as you can on your own. However, we will not take responsibility for finding all of the mistakes in your paper. You must take responsibility for anything you turn in to a professor.

We will help you learn to revise an essay, proofread, and edit your own mistakes. However, we will not proofread or edit your paper for you. We are here to help you learn the skills to these things yourself.

We will look over a paper that has already been graded to help you understand your errors and how to correct them. However, we will not judge the paper according to a grade, rank, or score. This is solely the responsibility of your professor.

**Online Tutoring**

We do have a place for you to ask questions of tutors online; however, because of limited resources, we can only take questions from UT Arlington students. You may submit specific questions about grammar and citations in brief passages (no more than two paragraphs), or specific questions about more global issues in papers up to five pages, such as whether the paper is focused on a thesis or how well the organization works. We cannot comment extensively or do detailed analysis of long papers online; if you have many questions about an assignment, please come in to the Writing Center for a tutoring session.

Allow plenty of time before your assignment is due for online tutoring. Generally, responses to online requests take 24 hours. If you submit a long paper and ask for help with grammar and mechanics without asking specific questions, please be aware that we may suggest that you bring in the paper for face-to-face tutoring or reply with a request that you ask a more specific question or give us a more focused passage to work with. Online tutoring is best suited to questions about specific sentences of grammar questions, or general suggestions regarding the structure or focus of a short essay. To ask a question, go to our Online Tutoring page. Please read the section below, also, since it applies to both face-to-face and online tutoring.

**Availability**
It is important to note that we serve students on a walk-in basis. For this reason, there may be a wait for tutors from time to time, particularly at the end of the semester and certain times of the day when demand is high. Therefore, we advise that you schedule your work to prevent being inconvenienced, especially during these times.

The same will be true with online tutoring. Although you will not have to wait in line to submit your request, it will still be tutored on a first-come, first-served basis and only during normal operating hours. Please allow at least 24 hours for responses to online tutoring requests.

The Writing Center does not accept appointments for tutoring services.

The Computer Lab

At the Writing Center, we pride ourselves on having a user-friendly computer lab. We have many Dell PCs running Windows XP or Windows 7, with Microsoft Office software and access to the Internet and the UT Arlington network. This means that any information you save to your student J-Drive space can be accessed from our computers.

We have two laser printers that produce high-quality printouts, although we ask that you limit your printing to five pages per session.

Our capable staff is available and willing to help you learn to use both our software and the computer resources available through UT Arlington. All you need to do is ask for help.

Grammar/Mechanics Workshop

Even in this era of technical wizardry and automation, there are some areas where an individual must master specific skills in order to succeed in school and business; Standard Written English is one of those necessary skills. Our Grammar/Mechanics Workshops offer you an opportunity to review grammar and mechanics rules and style issues in a small-group setting where you can get answers to your questions.

The workshops are designed to work around the busy schedules of students. Grammar classes are offered at various times during the spring and fall semesters, and classes can be joined at any point. The times are announced shortly after the beginning of each semester; times and topics for the current semester can be found on our printable flier.

Student Financial Aid      Davis Hall, Room 252, Box 19199      817-272-3561
Many sources of student financial aid exist at The University of Texas at Arlington. Any interested student should apply for assistance each year, as eligibility and funding availability can vary from one year to the next. Financial aid is generally limited to U.S. citizens or permanent residents. A minimum of half-time enrollment (as defined in the Registration section of the catalog) with the intent of obtaining a degree or certificate and the maintenance of satisfactory academic progress are required to participate in most aid programs. Students subject to selective service registration will be required to file a statement that the student has registered or is exempt from selective service registration to be eligible for financial aid.

Financial aid is available through the Office of Financial Aid in Room 252, Davis Hall, 817-272-3561. Information is also available on the financial aid Web site: www.uta.edu/fao.

Federal and State Programs

The University participates in most of the federal student financial aid programs offered through the U.S. Department of Education. In addition, several state and institutional programs are available for students with exceptional financial need. Among the programs in which the University participates are Federal Pell Grants, Federal Work-Study, Federal Supplemental Educational Opportunity Grants, Federal TEACH Grants, Federal Perkins Loan, Federal Direct Stafford Loan, Federal Direct PLUS, Texas Public Education Grants and TEXAS Grants. Award amounts are subject to funding levels set by the appropriate federal or state legislature. Information regarding eligibility and application procedures for these programs is available from the Office of Financial Aid. The Texas Education Coordinating Board administers various tuition assistance programs including programs for teachers and vocational nursing students.

Aid applicants may check the status of their financial aid applications on the Web through their MyMav accounts. A list of missing documents may be found in the To Do List in the Student Center. Award information can be viewed on the same page.

Students wishing to participate in the federal and state need-based student financial aid programs should complete a Free Application for Federal Student Aid (FAFSA) as early as possible prior to their actual enrollment at the University. The awarding process requires 2 – 3 weeks for completion once all required documents are received and is governed by the
availability of funds. The FAFSA can be obtained online at http://www.fafsa.ed.gov. The school code for UT Arlington is 003656.

With the exception of post-baccalaureate students seeking certification in the following areas: early childhood - grade 6, middle level, secondary and all level, non-degree seeking students in stand-alone certificate programs awarded by UT Arlington are not be eligible to receive need-based financial aid.

Grant Assistance for International Students

A limited number of TPEG grants are available to international students. Please contact the Financial Aid Office to complete an International TPEG form during the month of June. This funding is limited to international students paying the non-resident tuition rate.

Loan Programs

The Federal Perkins Loan, Federal Stafford Loan (subsidized and unsubsidized), and College Access Loan (CAL) are the primary sources of long-term loans available at UT Arlington. These programs include deferred repayment provisions that permit students to repay the loan after termination of at least half-time studies at the University. Interest will not accrue on the loans while the borrowers are enrolled on at least a half-time basis. Information regarding loan amounts and terms can be obtained from the Financial Aid Office.

Federal PLUS (Parent Loan for Undergraduate Students) loans are available to parents to finance their dependents’ educational costs. Information and an application are available at www.StudentLoans.gov. Students whose parents wish to borrow through the Federal PLUS must complete the FAFSA and have the results sent to UT Arlington prior to loan certification. Grad PLUS loans are available to graduate students. This loan also requires completion of the FAFSA although the loan is not based on financial need.

Federal Work-Study Program

A student who needs a job to help pay for college expenses may be eligible for employment through the Federal Work-Study Program. Eligibility is based on financial need as determined by the FAFSA. Most participants are employed in positions with various University departments, but limited off-campus jobs with certain approved agencies are also available. You may view available on-campus student employment positions at SNAP
Job by the Office of Human Resources and off-campus employment positions at Hire A Maverick provided by the Career Center.

Financial Counseling

The Financial Aid Office provides financial aid counseling for any and all students regardless of whether they qualify for other types of financial assistance. Students may also wish to contact the Student Money Management Center at 817 272-2353 for assistance with developing a personal budget or other money management tools.

Out-of-State Student Assistance

Several states offer aid to their students attending schools in other states. Amounts and requirements for this assistance vary greatly. Further information can be obtained from the home-state aid agency.

Veterans' Assistance

Contact the Registrar's Office for information concerning eligibility for and payment of VA benefits and other matters for veterans attending or planning to attend UT Arlington.

Directory of Offices

All telephone numbers contained are Dallas/Fort Worth Metroplex numbers and carry the 817 area code. The University postal zip code is 76019.

Graduate Studies, Davis Hall, Rm. 348, (T) 272-5164,  http://grad.uta.edu

Graduate Admissions, Davis Hall, Rm. 333 (T) 272-2688, (F) 272-2627,  www.uta.edu/admissions/graduate

Testing Services, 004 University Hall (T) 272-2362, (F) 272-7532,  www.uta.edu/testing

Career Services, E.H. Hereford University Center (T) 272-2932 (F) 272-5792,  https://www.uta.edu/careers

Counseling Services, Ransom Hall, Rm. 303 (T) 272-3671,  https://www.uta.edu/caps/

Financial Aid, Davis Hall, Rm. 252 (T) 272-3561,  www.uta.edu/fao

Health Services, 605 S. West St. (T) 272-2771, (F) 272-3829,  www.uta.edu/health_services

Housing, University Center, Rm. 210 (T) 272-2791, (F) 272-2717,  www.uta.edu/housing
International Office, Swift Center (T) 272-2355, (F) 272-5005, http://www.uta.edu/oie/

Office for Students with Disabilities, University Hall, Room 102 (T) 272-3364, (F) 272-1447 (TDD), www.uta.edu/disability

Office of Multicultural Affairs, University Center, Lower Level (T) 272-2099, https://www.uta.edu/multicultural/

Office of Records and Registration, Davis Hall, Rm. 129 (T) 272-3372, (F) 272-3223, http://www.uta.edu/records/

Veterans Affairs, Davis Hall, Rm. 252 (T) 272-3017, http://www.uta.edu/vets/
APPENDIX A

FACULTY RESEARCH INTERESTS
1. **Gail Adorno, Assistant Professor**  
Assistant Professor of Social Work, Ph.D., Florida State University.  
Geriatric oncology, palliative and end-of-life care, Identity, self, and existential growth, Mixed  
methodology and methods  
Building A, 112C, E-mail: gailadorno@uta.edu

2. **Anne Nordberg, Assistant Professor**  
Assistant Professor of Social Work, Ph.D., University of Michigan, Ann Arbor; Mental Health  
and Substance use in offender populations, social work and therapeutic jurisprudence, qualitative  
and mixed methods, social theory and social work, marginalization and power.  
Building A, 208B, E-mail: annenordberg@uta.edu

3. **Randall Basham, Associate Professor**  
Associate Professor of Social Work, Ph.D., University of Tennessee.  
Research and evaluation and information technology applications, in administration, health and  
behavioral health service delivery, child welfare, aging, disaster response, and international  
conflict and sustainability (Past MSW Director 2012-2015).  
Building A, 101C, E-mail: basham@uta.edu

4. **Beverly Black, Professor - PhD Director**  
Professor of Social Work, Ph.D., University of Texas at Austin.  
Violence against women; violence prevention; dating violence and sexual assault; social work  
education (Past MSW Director 2007-2011).  
Building A, 313B, E-mail: beverlyblack@uta.edu

5. **LaShaunn Bold, Assistant Professor in Practice**  
Experience in the following areas: Presenting curriculum to diverse populations, Curriculum  
development, Program planning, Management and Supervision, Staff Development with an  
emphasis on Team Dynamics, Volunteer program management, Special Events Planning,  
Multidisciplinary Team.  
Areas of interest: Child Welfare, Domestic Violence, Volunteer Management, Generalist Macro  
Practice, Community Organization and Development, Program Planning, Mentoring, Experiential  
Building A, 208D Learning. E-mail: lashaunn@uta.edu

6. **John Bricout, Professor**
Professor of Social Work, Ph.D., Virginia Commonwealth University.
Social technologies and the community participation of people with disabilities, Building social work research capacity through university-community partnerships. Disability, Assistive Technology and Ethics, Community Participation
Building A, 201D, E-mail: johnbricout@uta.edu

7. **Norman H. Cobb, Associate Professor**
Associate Professor of Social Work, Ph.D., University of California at Berkeley.
Mental health treatment, Cognitive-Behavioral Therapy, Human behavior theory; and professional ethics.
Building A, 204, E-mail: cobb@uta.edu

8. **Courtney Cronley, Assistant Professor**
Assistant Professor of Social Work, Ph.D., University of Tennessee.
Building A, 208E, E-mail: cronley@uta.edu

9. **Noelle Fields, Assistant Professor**
Assistant Professor of Social Work, Ph.D., Ohio State University.
Research in aging, family caregiving, dementia, Assistive Technology, home and community-based services, long-term healthcare. Teaching expertise in human behavior and the social environment as well as direct practice with older adults and family caregivers.
Building A, 112B; E-mail: noellefields@uta.edu

10. **Jan Finch, Assistant Professor in Practice**
Subject expert in the following and regularly do community professional presentations in these areas--- Ethics Treatment of the Traumatized Child Routine-based Intervention Stress
Management Service Coordination Supervision Working with Challenging Families Grief Family Centered Practice Active Relationships Family Wellness Marriage/Relationship Education Non Profit Management Working with Children with Behavioral Issues  
Building B, 130 E-mail: finch@uta.edu

11. **Rebecca L. Hegar, Professor**
Professor of Social Work, DSW, Tulane University.  
Child Welfare, Kinship Care, Supervision and Mid-level Management, Social Work History, Social Work and Law  
Building A, 112D, E-mail: rhegar@uta.edu

12. **Jane C. Hickerson, Assistant Professor in Practice**
Assistant Dean of Field Education; Assistant Professor in Practice  
Health/Mental health areas and field education  
Building A; 301G, E-mail: jhickerson@uta.edu

13. **Richard Hoefer, Professor**
Roy E. Dulak Professor for Community Practice Research, Ph.D., University of Michigan.  
Program Evaluation; Nonprofit Management, Social Policy, Comparative Social Policy; and Nonprofit Advocacy  
Building A, 214A, E-mail: rhoefer@uta.edu

14. **Catheleen Jordan, Professor**
Professor of Social Work, Ph.D., University of California at Berkeley.  
Family assessment and treatment, clinical research and program evaluation, Family Violence, Baby Boomers and their Elderly Parents, Elders and Technology  
Building A, 317B, E-mail: jordan@uta.edu

15. **Michael Killian, Assistant Professor**
Assistant Professor of Social Work, Ph.D.  
Social work practice with children and families, especially families experiencing pediatric chronic illness Pediatric chronic illness and adherence to medical regimens, Quality of life and long-term Health Outcomes in Pediatric Chronic Illnesses, Development of standardized
psychosocial assessments in social work practice Practice-based research and quantitative methodologies in social work practice and education Research methods, practice-based research, psychometrics, statistics in social work research and practice.

Building A, 201B, E-mail: killianm@uta.edu

16. Peter Lehmann, Professor

Professor of Social Work, Wilfrid Laurier University.
Child Welfare practice signs of safety, Therapeutic Alliance and Social Work, Domestic Violence Offender Populations, Solution Focused Fidelity Development
Building A, 101B, E-mail: plehmann@uta.edu

17. Marta Mercado-Sierra, Assistant Professor in Practice

Assistant Professor in Practice, Ph.D., University of Puerto Rico.
Women and Gender issues, human rights, social policy analysis, administration and supervision of human service agencies (public & nonprofit sectors), program development, and transformative social work.
Building A, 201F, E-mail: martam@uta.edu

18. Diane Mitschke, Associate Professor - MSW Director

Associate Professor of Social Work, Ph.D., University of Hawaii.
Health and Mental Health of Vulnerable Populations; Refugee and Immigrant Health and wellness
SSW-A 301-C, E-mail: dianemitschke@uta.edu

19. Vijayan Pillai, Professor

Professor of Social Work, Ph.D. The University of Iowa.
Adolescent social problems, Reproductive health, National and International social policy, Population, Community Planning, Demographic Techniques, Zambia, Social Policy,
Reproductive right, Development
Building A, 112A, E-mail: pillai@uta.edu

20. Philip Popple, Professor
Professor of Social Work, Ph.D., Washington University.
Child welfare worker, and training specialist, and as a public social service administrator.
Building A, 101D, E-mail: prpopple@uta.edu

21. Regina Praetorius, Associate Professor, BSW Program Director
Associate Professor of Social Work, Ph.D., Louisiana State University.
Trauma, Suicide, Veterans’ Issues, Social Work Education, Somatization of Mental Health
Issues, Suicide, Suicide Bereavement, Impacts of Community and Individual traumas, Military
Social Work, Qualitative Interpretive Meta-Synthesis (QIMS).
Building A, 301B, E-mail: rtpaguirre@uta.edu

22. Scott D. Ryan, Dean & Jenkins Garrett Professor
Professor of Social Work, Dean, Ph.D. Case Western Reserve.
Leadership in Higher Education, Child Welfare/Adoptions, Intervention Research, Systematic
Review Syntheses and Survey Methodology
Building A, 211G, E-mail: sdryan@uta.edu

23. Katherine Sanchez, Assistant Professor
Assistant Professor of Social Work, Ph.D., University of Texas at Austin.
Research Interests; Integrated Health Care, Treatment of Mental Health in Primary Care Settings,
Mental Health Issues of Latino Populations, Linguistic Competency in Mental Health Services,
Motivational Interviewing, and Multilingual Family Issues.
Building A, 208C, E-mail: ksanchez@uta.edu

24. Maria Scannapieco, Professor & Director
Professor of Social Work, Director of the Judith Granger Birmingham Center for Child Welfare.,
Ph.D., University of Minnesota at Minneapolis.
25. Eusebius Small, Assistant Professor
Assistant Professor of Social Work, Ph.D., University of Houston.
International Social Work, The Intersection of HIV and Contextual Social Norms, Adolescents Risk Behaviors, Comparative Social Policy
Building A, 201C, E-mail: esmall@uta.edu

26. Alexa Smith-Osborne, Professor
Professor of Social Work, Ph.D., University of Maryland.
Intervention and resiliency research in veterans’ health, child and adolescent mental health, maternal and child health, and for persons who are differently-abled; outcomes and intervention evaluation; mixed methods research designs and methodologies. Intervention, Life Course Trajectory Anomalies, Resiliency Research Military and Veterans’ Health/Mental Health, Child and Adolescent Health/Mental Health, Maternal and Child Health
Building A, 208A, E-mail: alexso@uta.edu

27. Debra Woody, Associate Dean for Students and Academic Affairs
Professor of Social Work, Associate Dean, Ph.D., Virginia Commonwealth University.
Substance Abuse, School Based Social Work Services
Building A, 211G, E-mail: debwoody@uta.edu

28. Ling Xu, Assistant Professor
Aging, grandparents, ethnicity (Chinese), assistive technology, Intergenerational Support and Healthy Aging, Healthy Disparity, Health Care Utilization, Acculturative Stress, Social support and Well-being of Older Adults, Asian American Older Adults
Building A, 101E, E-mail: lingxu@uta.edu
Appendix B

UT ARLINGTON
SCHOOL OF SOCIAL WORK
Office of Student Success

STUDENT SUCCESS REFERRAL FORM

School of Social Work Faculty and Staff:

The Office of Student Success exists to support the academic and professional success of our students. At times, their progress may be impeded by behaviors considered below standard. The list below contains professional standards we expect students to demonstrate in the classroom, in the field and in communication with others. These include the standards of the National Association of Social Workers Code of Ethics, the Code of Conduct prescribed by the Texas State Board of Social Worker Examiners, the UT-Arlington Code of Conduct and Honor Code, and the School of Social Work Professional Standards. Additionally, as stated in the Code of Conduct for UT-Arlington, “all students are expected and required to obey federal, state, and local laws, to comply with the Regents' Rules and Regulations, with The University of Texas System and institutional rules and regulations, with directives issued by an administrative official of the UT System or institution in the course of his or her authorized duties, and to observe standards of conduct appropriate for an academic institution.” These Codes and Standards, therefore, serve as criteria for students' behavior conduct during classes, volunteer work, and field practicum work while at UT-Arlington. For the purpose of this form, these standards are organized and operationalized around behavior, self-disclosure/awareness, communication, and emotional and mental abilities. Within each category are listed areas of concern which may indicate that a student is unable, or unwilling, to follow the aforementioned Professional Standards. This list is not intended to be all-inclusive and may be amended by faculty as needed.

This evaluation requires your professional appraisal of the student in your course, in the field or in communications with others, whose conduct and/or communication are of concern relative to his/her progress and potential in the classroom, field, or profession. By documenting the student’s demonstrated indicators of concern, you are providing the Office of Student Success with an opportunity to know your concerns, support your efforts to intervene, address the areas of concern directly with the student, and determine possible patterns of unprofessional conduct/communication that may be occurring in other
Once submitted to the Coordinator - Advising and Student Success, this form will be used to determine an appropriate course of action. Information disclosed during student meetings with faculty, program directors, or school administrators can be shared as appropriate if the information raises concerns about professional performance.

Date: ___________  Student Name: ____________________________________________

SID: _______________  Student UT Arlington MavMail Address: ________________________

Student Mailing Address: __________________________

Instructor Name: ________________________________________________________________________

Course Name: _________________________________________________________________________

Semester (check one):  ___FALL  ___SPRING  ___ SUMMER  Year: __________

PART I – BEHAVIOR STANDARDS

Demonstrates the ability to work cooperatively with others.
Actively participates in class/required volunteer work (e.g., SOCW 2311, service-learning)/field practicum discussion groups/presentations.
Shows respect for others’ opinions and is open to feedback from peers/instructor.
Demonstrates potential for responsible and accountable behavior by knowing and practicing within the scope of social work.
Demonstrates a willingness to understand diversity in people regarding race, color, gender, creed, ethnic or national origin, disability, political affiliation, sexual orientation, religion, and populations at risk.
Demonstrates respect for School of Social Work administrators, faculty and staff and field practicum staff in all communications.
Demonstrates professional and appropriate behaviors when interacting verbally (in person, telephone) and electronically (voicemail, email, texting, Facebook, etc.).

INDICATORS OF CONCERN (check all that apply)

Classroom or field behavior that impedes learning and/or building effective relationships

[ ] Consistently late for class/required volunteer work (e.g., SOCW 2311, service-learning)/field practicum, leaves class/required volunteer work (e.g., SOCW 2311, service-learning)/field practicum early without explanation or excuse, or returns late from break
[] Sleeps during class, required volunteer work (e.g., SOCW 2311, service-learning) or field practicum periods
[] Present but clearly not engaged (i.e. using laptop, cell phone, reading material not part of course, etc.)
[] Disrupts class, required volunteer work (e.g., SOCW 2311, service-learning), or field practicum process by talking to others when not appropriate
[] Consistently uses derogatory language or demeaning remarks or gestures
[] Appears unwilling/unable to accept feedback
[] Monopolizes class, required volunteer work (e.g., SOCW 2311, service-learning), or field practicum discussions
[] Consistently complains about class/required volunteer work (e.g., SOCW 2311, service-learning)/field practicum workload to the point of impeding class/required volunteer work (e.g., SOCW 2311, service-learning)/field practicum process
[] Demonstrates inappropriate behavior or harassment towards others
[] Academic misconduct (requires description of incident and how addressed)

Unprofessional behavior including (requires attachment of description of incident and how addressed)

[] Disclosure of confidential/private information.
[] Demonstrates a disregard for practicing within the scope of social work.
[] Demonstrates inappropriate communications with School of Social Work administrators, faculty and staff, and field practicum staff.
[] Demonstrates unprofessional and inappropriate behaviors when interacting verbally (in person, telephone) and electronically (voicemail, email, texting, Facebook, etc.).
[] Use of physical or verbal threat toward others.

PART II: SELF-DISCLOSURE/SELF AWARENESS STANDARDS

Uses self-disclosure appropriately.
Appears to handle discussion of uncomfortable topics.
Deals appropriately in class/required volunteer work (e.g., SOCW 2311, service-learning)/field practicum with issues that arouse emotions.
Demonstrates an awareness of the effects of one’s behavior on others.

INDICATORS OF CONCERN (check all that apply)

[] Inappropriately shares personal information in class, required volunteer work (e.g., SOCW 2311, service-learning), or field practicum that is not relevant
[] Overreacts to or resents, feedback (e.g. takes it personally)
[] Appears unable/unwilling to control emotional reactions
[] Faculty concern regarding possible alcohol/drug abuse, emotional problems
[] Verbal threats directed at clients, faculty, students, and staff in the School of Social Work, required volunteer placements (e.g., agencies for SOCW 2311, service-learning), or field practicum.
[] Demonstrates poor judgment, decision-making, or problem solving skills
[] Consistent failure to demonstrate ability to form effective student/instructor (including field instructor) relationship
[] Physical appearance (clothing) is unprofessional, inappropriate for classroom or field setting

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PART III: COMMUNICATION SKILLS (WRITTEN STANDARD)

Demonstrates consistency in written communication.
Written assignments demonstrate good spelling, appropriate use of punctuation, clear structure, paragraphing,
good organization, logical sequence.
Demonstrates proper documentation of sources and citations.
Follows written guidelines and formats of instruction.
Demonstrates ability to write effectively in records.
Shows command of the English language.
Abides by University standards (e.g., academic integrity, plagiarism).
Demonstrates use of critical thinking skills.

INDICATORS OF CONCERN (check all that apply)

[ ] Written work is frequently vague, shows difficulty expressing ideas clearly and concisely.
[ ] Excessive errors in spelling, punctuation, structure, etc., and does not make an effort to improve.
[ ] Consistently fails to adhere to guidelines for written assignments.
[ ] Plagiarism and other forms of academic dishonesty.

COMMUNICATION SKILLS (VERBAL STANDARD)

Able to clearly articulate ideas, thoughts, concepts, etc.
Communicates clearly.
Proficiency of the English language when English is not the student’s primary language.

INDICATORS OF CONCERN (check all that apply)

[ ] Ideas, thoughts, concepts are not clearly articulated.
[ ] Fails to demonstrate ability to communicate empathy, positive regard, and respect for clients.
[ ] Communication/language skills are inadequate to effectively interact in the classroom and with clients.

EMOTIONAL AND MENTAL ABILITIES

Able to deal with current life stressors through the use of appropriate coping mechanisms.
Uses sound judgment.
Handles stress effectively by using appropriate self-care.
Develops supportive relationships with colleagues, peers and others.
Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance.

INDICATORS OF CONCERN (check all that apply)
[ ] Demonstrates difficulty managing life stressors.
[ ] Personal difficulties are interfering with scholastic activities, professional judgment and behavior.
[ ] Demonstrates difficulty in developing supportive relationships.
[ ] To this point, has not sought assistance in working through issues interfering with scholastic and professional performance.

Please share the strengths demonstrated by the student you feel would assist in the student’s success.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Please indicate which of your concerns you have addressed with your student. Describe the communication and the student’s response. Be as specific as possible (Include dates where applicable.).

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________

If there is additional information you would like to provide regarding the student’s progress that is not addressed on this form please be as specific as possible. Feel free to add an addendum to this document.

________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________

**ACTIONS BY THE OFFICE OF STUDENT SUCCESS:**
Administrative Checklist

Date __________________ Communicated with reporting faculty
Date __________________ Communicated with Program Director(s)
Date __________________ Communicated with Associate Dean for Academic Affairs
Date __________________ Communicated with student

FOLLOW-UP/REVIEW OF PROGRESS (to be completed within 2 weeks):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
No further review necessary.

Continue with Student Success Plan; further review necessary.

Date of next review

Refer to Level 3 Student Success Conference.

Coordinator - Advising and Student Success Signature

Date

APPENDIX C
Incomplete Contract

_____________________________   SOCW ________
Students Name:      Section Number_____

_____________________________
Class Name:

Description of work to be completed:

_____________________________________________________________
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________

Work must be completed by: ____________________________

☐ If assignment not completed by _________, grade will:
  ☐ turn into a(n) ________.
  ☐ stay incomplete.
  ☐ be graded on ____________________________.

☐ Both Student and Professor will sign below if Incomplete Grade Contract is approved by both parties.

_________________________________  ____________________
Student Signature:      Date:

_________________________________  ____________________
Professor Signature:      Date:
APPENDIX D
Educational Policy 2.1.1 - Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

<table>
<thead>
<tr>
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<th>Community and Administrative Practice Specialty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advanced social workers in aging practice active self-reflection and continue to address personal bias and stereotypes to build knowledge to dispel myths regarding aging and stereotypes of older persons.</td>
<td>1. Advanced social workers in children and families practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding diverse family structures, families with complex family dynamics and families with multiple challenges and issues.</td>
<td>1. Advanced social workers in health practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding health and health care services.</td>
<td>1. Advanced social workers in mental health/substance abuse practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding mental health/substance abuse and mental illness.</td>
<td>1. Advanced social workers in community and administrative practice assess personal strengths and areas for professional growth.</td>
</tr>
<tr>
<td>develop an action plan for continued growth including use of continuing education, supervision, and consultation.</td>
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<tr>
<td>families develop an action plan for continued growth including use of continuing education, supervision, and consultation.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>plan for continued growth including use of continuing education, supervision, and consultation.</td>
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</tr>
<tr>
<td>health/substance abuse develop an action plan for continued growth including use of continuing education, supervision, and consultation.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>administrative practice develop an action plan for continued growth including use of continuing education, supervision, and consultation.</td>
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</tbody>
</table>
Educational Policy 2.1.2 - Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers
• recognize and manage personal values in a way that allows professional values to guide practice;
• make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
• tolerate ambiguity in resolving ethical conflicts; and
• apply strategies of ethical reasoning to arrive at principled decisions.

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Advanced social workers in aging implement an effective decision-making strategy for deciphering ethical dilemmas on behalf of all older clients.</td>
<td>1. Advanced social workers in children &amp; families implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.</td>
<td>1. Advanced social workers in health implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs in health care interventions and settings.</td>
<td>1. Advanced social workers in mental health/substance abuse implement an effective decision-making strategy for deciphering ethical dilemmas in mental health/substance abuse treatment.</td>
<td>1. Advanced social workers in community and administrative practice implement an effective decision-making strategy for deciphering ethical dilemmas in community and administrative practice.</td>
</tr>
</tbody>
</table>
**Educational Policy 2.1.3 - Apply critical thinking to inform and communicate professional judgments.**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

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

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Advanced social workers in aging evaluate, select and implement appropriate assessment, intervention, and evaluation tools for use with the unique characteristics and needs of diverse older clients.</td>
<td>1. Advanced social workers in children and families evaluate, select, and implement appropriate assessment intervention and evaluation tools for use with diverse groups of families and children.</td>
<td>1. Advanced social workers in health evaluate, select, and implement appropriate assessment, intervention, and evaluation tools for use with diverse groups of clients in health settings.</td>
<td>1. Advanced social workers in mental health/substance abuse evaluate, select and implement appropriate assessment and treatment approaches to the unique characteristics and needs of diverse clients.</td>
<td>1. Advanced social workers in community and administrative practice integrate community and administrative practice models and multiple sources of knowledge to inform intervention choice and design.</td>
</tr>
</tbody>
</table>
Educational Policy 2.1.4 - Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple 5 factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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

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

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</tr>
</thead>
<tbody>
<tr>
<td>1. Advanced social workers in aging understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of older adult clients from a strengths perspective.</td>
<td>1. Advanced social workers in children and families understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of children and families from a strengths perspective.</td>
<td>1. Advanced social workers in health can understand the distribution of health and disease in populations by race/ethnicity, socioeconomic status, gender, gender identity, sexual orientation, religion, disability status, and other diversity issues.</td>
<td>1. Advanced social workers in mental health/substance abuse understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues that influence the prognosis and treatment of persons with severe and persistent mental illness and substance use disorders, persons with other mental health/substance abuse issues, and persons with psychiatric disabilities, and their families and communities.</td>
<td>1. Advanced social workers in community and administrative practice demonstrate awareness of cultural competence in program design, evaluation, personnel management, board functioning, and/or community relationships.</td>
</tr>
</tbody>
</table>
### Educational Policy 2.1.5 - Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

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<tbody>
<tr>
<td>1. Advanced social workers in aging understand social stigma and injustice with respect to older adults and advocate for clients’ right to dignity and self-determination in their assessment and intervention strategies.</td>
<td>1. Advanced social workers in children and families recognize the stigma and shame associated with “family dysfunction.”</td>
<td>1. Advanced social workers in health can identify ways in which power, privilege, gender, race, ethnicity, social class, age and other forms of social stratification and disenfranchisement influence the evaluation processes and outcomes.</td>
<td>1. Advanced social workers in mental health/substance abuse understand the range of physical and mental health/substance abuse disease course and recovery issues associated with social stigma and marginalization of persons with mental health/substance abuse diagnoses and psychiatric disabilities, and incorporate them in their assessment and intervention.</td>
<td>1. Advanced social workers in community and administrative practice utilize community practice models and knowledge of administrative practice to advance human rights and social and economic justice.</td>
</tr>
<tr>
<td>2. Advanced social workers in aging address any negative impacts of policies on practice with historically disadvantaged older populations.</td>
<td>2. Advanced social workers in children and families recognize disparities in the distribution of resources</td>
<td>2. Advanced social workers in health describe the distribution and determinants of health and disease and identify health disparities.</td>
<td>2. Advanced social workers in mental health/substance abuse describe the distribution and determinants of mental health/substance abuse and illness</td>
<td>2. Advanced social workers in community and administrative practice select and/or design intervention models to</td>
</tr>
<tr>
<td>across families.</td>
<td>and identify health disparities.</td>
<td>promote human rights and social and economic justice.</td>
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</tbody>
</table>
Educational Policy 2.1.6 - Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

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

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Advanced social workers in aging synthesize and apply advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families.</td>
<td>1. Advanced social workers in children &amp; families synthesize and apply advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families.</td>
<td>1. Advanced social workers in health synthesize and apply advanced strategies to search, appraise, select, and implement the most up to date evidence and implement practice guidelines in the assessment and interventions within health settings and clients with health issues.</td>
<td>1. Advanced social workers in mental health/substance abuse synthesize and apply advanced strategies to search, appraise, and select for application the most up to date evidence and implement practice guidelines in the assessment and interventions within health settings and clients with health issues.</td>
<td>1. Advanced social workers in community and administrative practice synthesize and apply advanced strategies to search, appraise, and select for application the most up to date evidence and implement practice guidelines in the assessment and interventions within health settings and clients with health issues.</td>
</tr>
<tr>
<td>2. Advanced social workers in aging develop effective models, programs, policies and interventions and assess their effectiveness using</td>
<td>2. Advanced social workers in children and families develop effective models, programs, policies and interventions and assess their effectiveness using</td>
<td>2. Advanced social workers in health have the ability to critically assess and participate in research design and methodology related to health practice.</td>
<td>2. Advanced social workers in mental health/substance abuse have the ability to critically assess and participate in research design and methodology related to health practice.</td>
<td>2. Advanced social workers in community and administrative practice develop effective models, programs, policies and interventions and assess their effectiveness using</td>
</tr>
<tr>
<td><strong>effectiveness using valid and reliable measures specific to older adults.</strong></td>
<td><strong>valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.</strong></td>
<td><strong>methodology related to practice with mental health/substance abuse service users.</strong></td>
<td><strong>relation to community assessment, program design, program evaluation, and/or community relation efforts.</strong></td>
<td></td>
</tr>
</tbody>
</table>
Educational Policy 2.1.7 - Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Advanced social workers in aging apply conceptual frameworks and related theories consistent with social work perspectives and values to practice with older adults.</td>
<td>1. Advanced social workers in children and families will be able to compare the various etiology and interventions relevant to children and families.</td>
<td>1. Advanced social workers in mental health describe the role of age, developmental processes, health disparities, and cultural diversity in the development and implementation of health interventions.</td>
<td>1. Advanced social workers in mental health/substance abuse distinguish mental health/substance abuse, mental illness, and mental well-being across the life span.</td>
<td>1. Advanced social workers in community and administrative practice assess social, political &amp; organizational theories as they apply to organizations &amp; communities.</td>
</tr>
<tr>
<td>2. Advanced social workers in aging understand the heterogeneity of aging populations and distinguish the various influences and social constructions of aging well.</td>
<td>2. Advanced social workers in children and families understand the relevant organizational world-views and culture that influence how families function, and can relate social work perspectives, the evidence base, and related theories to practice with the multiple and complex issues that face families.</td>
<td>2. Advanced social workers in health use socio-epidemiological and life course theory to identify factors affecting health and disease.</td>
<td>2. Advanced social workers in mental health/substance abuse compare the various etiology and treatments for substance abuse and addiction.</td>
<td>2. Advanced social workers in community and administrative practice apply knowledge of human behavior theory to practice with organizations and communities.</td>
</tr>
</tbody>
</table>
**Educational Policy 2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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

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

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Advanced social workers in aging communicate to stakeholders the implication of policies and policy change in the lives of older adults.</td>
<td>1. Advanced social workers in children and families communicate to stakeholders the implication of policies and policy change in the lives of children and families</td>
<td>1. Advanced social workers in health communicate to stakeholders the implication of policies and policy change related to health and health care systems.</td>
<td>1. Advanced social workers in mental health/substance abuse communicate to stakeholders the implication of policies and policy change in the lives of those with mental health/substance abuse concerns and mental illness.</td>
<td>1. Advanced social workers in community and administrative practice utilize community organization models to advance social and economic well-being.</td>
</tr>
<tr>
<td>2. Advanced social workers in aging advocate for policies that advance the social and economic well-being of older adults.</td>
<td>2. Advanced social workers in children and families advocate for policies that advance the social and economic well-being of children and families</td>
<td>2. Advanced social workers in health advocate for policies that advance the social and economic well-being of those with health concerns and illness.</td>
<td>2. Advanced social workers in mental health/substance abuse advocate for policies that advance the social and economic well-being of those with mental health/substance abuse concerns and mental illness.</td>
<td>2. Advanced social workers in community and administrative practice utilize knowledge of administrative practice to advance social and economic well-being.</td>
</tr>
</tbody>
</table>
Educational Policy 2.1.9 - Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

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

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</thead>
<tbody>
<tr>
<td>1. Advanced social workers in aging assess the quality of older adult and family member interactions within their social contexts.</td>
<td>1. Advanced social workers in children and families assess the quality of family member’s interactions within their social contexts.</td>
<td>1. Advanced social workers in health assess the quality of family members’ interactions within their social contexts.</td>
<td>1. Advanced social workers in mental health/substance abuse assess the quality of client’s interactions within their social contexts.</td>
<td>1. Advanced social workers in community and administrative practice utilize research skills to identify trends in client needs.</td>
</tr>
<tr>
<td>2. Advanced social workers in aging develop intervention plans to accomplish systemic change that is sustainable.</td>
<td>2. Advanced social workers in children and families develop intervention plans to accomplish systemic change that is sustainable.</td>
<td>2. Advanced social workers in health develop intervention plans to accomplish systemic change that is sustainable.</td>
<td>2. Advanced social workers in mental health/substance abuse develop intervention plans to accomplish systemic change that is sustainable.</td>
<td>2. Advanced social workers in community and administrative practice implement community and administrative practice skills to improve programs to meet those needs.</td>
</tr>
</tbody>
</table>
Educational Policy 2.1.10(a-d) - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**Educational Policy 2.1.10(a) - Engagement**

Social workers

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

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<tbody>
<tr>
<td>1. Advanced social workers in aging use interpersonal skills to engage older clients in a collaborative, therapeutic relationship.</td>
<td>1. Advanced social workers effectively use interpersonal skills to engage children and families in a collaborative therapeutic relationship.</td>
<td>1. Advanced social workers in health implement participatory, collaborative, change-oriented communication, and engagement processes with clients, families, and other members of the health care team.</td>
<td>1. Advanced social workers in mental health/substance abuse use strategies to establish a sense of safety for a collaborative therapeutic relationship.</td>
<td>1. Advanced social workers in community and administrative practice utilize essential community and administrative practice social work skills in working with organizations and communities that foster collaborations.</td>
</tr>
</tbody>
</table>
### Educational Policy 2.1.10(b) - Assessment

**Social workers**
- collect, organize, and interpret client data;
- assess client strengths and challenges;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

<table>
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<th>Aging Specialty</th>
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<th>Health Specialty</th>
<th>Mental Health/Substance Abuse Specialty</th>
<th>Community and Administrative Practice Specialty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advanced social workers in aging conduct bio-psycho-social-spiritual assessments using standardized measures appropriate for use with older adults.</td>
<td>1. Advanced Practitioners in Children and Families use multidimensional bio-psycho-social-spiritual assessment tools.</td>
<td>1. Advanced social workers in health demonstrate understanding of the bio-psycho-social-spiritual model of human development and conduct multiple domain assessments within health settings and the community.</td>
<td>1. Advanced social workers in mental health/substance abuse will be able to describe the structure of the DSM-V and conduct an assessment using the DSM-V criteria and structure.</td>
<td>1. Advanced social workers in community and administrative practice use existing or develop community assessments in choosing or developing appropriate intervention strategies.</td>
</tr>
</tbody>
</table>
### Educational Policy 2.1.10(c) - Intervention

Social workers
- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

<table>
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<tbody>
<tr>
<td>1. Advanced social workers in aging describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems which effect older adults</td>
<td>1. Advanced social workers in children and families will be able to describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments for a variety of problems that effect children and families.</td>
<td>1. Advanced social workers in health will be able to describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments for a variety of problems that affect health.</td>
<td>1. Advanced social workers in mental health/substance abuse describe empirically validated and theoretical causes, advanced assessment methods, and the most effective treatments for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic disorders for adolescents, adults, and older adults.</td>
<td>1. Advanced social workers in community and administrative practice implement community and administrative practice intervention strategies to achieve organizational goals, enhance client capacities, resolve problems, and advocate/or for clients.</td>
</tr>
</tbody>
</table>
**Educational Policy 2.1.10(d) - Evaluation**

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

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Advanced social workers in aging contribute to the theoretical knowledge base in the area of aging through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.</td>
<td>1. Advanced social workers in children and families contribute to the theoretical knowledge base in the area of children and families through practice-based research, and use evaluation of the process and/or outcomes to develop best practices with children and families.</td>
<td>1. Advanced social workers in health contribute to the theoretical knowledge base in the area of health and illness through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.</td>
<td>1. Advanced social workers in mental health/substance abuse contribute to the theoretical knowledge base in the area of mental health/substance abuse and mental illness through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.</td>
<td>1. Advanced social workers in community and administrative practice evaluate community and administrative practice programs and use professional judgment to improve and enhance program outcomes.</td>
</tr>
</tbody>
</table>