Bachelor of Social Work Program

Student Manual

School of Social Work

The University of Texas at Arlington
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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.
Welcome to the Bachelor of Social Work (BSW) program at the University of Texas at Arlington School of Social Work. Our faculty is nationally and internationally recognized as leading scholars in many areas of social work and social welfare and as master teachers in social work education. Students in the BSW program have an opportunity to take a variety of courses from instructors committed to social work education and the advancement of the social work profession.

UT Arlington BSW graduates are employed in areas such as child protective services, substance abuse treatment, hospitals and medical clinics, family and children’s services, criminal justice, adoptions, foster care, hospice and long-term care, as well as in a variety of anti-poverty and social justice settings. They are employed throughout Texas as well as across the United States. Many have gone on to receive advanced degrees in social work, as well as in related professions and social sciences. In earning the BSW degree at UT Arlington, a student will join the ranks of influential professional social workers who have gone on to make a difference in the lives of thousands of people. Welcome to the Challenge!

There has never been a time when our society has faced more acutely issues relevant to the social work profession. The BSW program provides a challenging opportunity for you to develop the knowledge and skills necessary to help oppressed populations, promote social justice, and address contemporary social problems. I encourage you to take advantage of the opportunities available to you at the School of Social Work. As an active participant in your learning process and student life, you will gain significant knowledge and skills as well as professional contacts needed to have a rewarding and successful career as a social work professional.

I join the whole faculty in welcoming you to the BSW program at UT Arlington, and I look forward to working with you and to help make your experience enjoyable, productive, and rewarding.

Regina T. Praetorius, PhD, LMSW-AP
Associate Professor and BSW Program Director
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Overview of University of Texas at Arlington

UT Arlington Description

The University of Texas at Arlington (UT Arlington), a major comprehensive teaching, research and public service institution, lies in the heart of the Dallas/Fort Worth Metroplex. With an enrollment exceeding 33,000 students, UT Arlington ranks among Texas' finest institutions of higher learning, attracting scholars of international stature to its faculty. Founded in 1895 as Arlington College, UT Arlington has experienced more than a century of growth and development. The University gained senior college status in 1959 and began offering graduate degrees in 1966. A member of the University of Texas System since 1965, UT Arlington is exceeded in size only by the Austin campus.

UT Arlington offers 81 baccalaureate, 73 master and 35 doctoral degrees within nine academic units: architecture, planning and public affairs; business; education; engineering; honors; liberal arts; nursing; science; and social work. Emphasis on graduate education has resulted in a Graduate School enrollment of nearly 6,000, approximately 20 percent of the student body. The largest graduate enrollment is in the engineering disciplines. Students from more than 150 nations attend UT Arlington, many drawn by the outstanding graduate programs. In addition to fine academic programs, the University offers participation in more than 200 professional, social, service and honorary organizations. UT Arlington also has seven men's and seven women's NCAA Division I athletic teams and provides a variety of cultural, educational and recreational activities.

UT Arlington Mission Statement

The University of Texas at Arlington is a comprehensive research, teaching, and public service institution whose mission is the advancement of knowledge and the pursuit of excellence. The University is committed to the promotion of lifelong learning through its academic and continuing education programs and to the formation of good citizenship through its community service learning programs. The diverse student body shares a wide range of cultural values and the University community fosters unity of purpose and cultivates mutual respect.
<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Dr. Vistasp M. Karbhari</td>
<td>President</td>
</tr>
<tr>
<td>Dr. Ron Elsenbaumer</td>
<td>Provost and Vice President for Academic Affairs</td>
</tr>
<tr>
<td>Michael K. Kingan</td>
<td>Interim Vice President for Development and Alumni Relations</td>
</tr>
<tr>
<td>Dr. Duane Dimos</td>
<td>Vice President for Research</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>
</tr>
<tr>
<td>Dr. Timothy Quinnan</td>
<td>Vice President of Student Affairs</td>
</tr>
<tr>
<td>Mr. Jim Bradley</td>
<td>Vice President for Information Technology and Chief Information Officer</td>
</tr>
<tr>
<td>Ms. Kelly Davis</td>
<td>Vice President for Business Affairs and Controller</td>
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<tr>
<td>Dr. Khosrow Behbehani</td>
<td>Dean, College of Engineering</td>
</tr>
<tr>
<td>Dr. Jeanne Gerlach</td>
<td>Dean, College of Education and Health Professions</td>
</tr>
<tr>
<td>Dr. Scott D. Ryan</td>
<td>Dean, School of Social Work</td>
</tr>
<tr>
<td>Dr. Pam Jansma</td>
<td>Dean, College of Science</td>
</tr>
<tr>
<td>Dr. Rachel Croson</td>
<td>Dean, College of Business Administration</td>
</tr>
<tr>
<td>Dr. Nan Ellin</td>
<td>Dean, College of Architecture, Planning, and Public Affairs</td>
</tr>
<tr>
<td>Dr. Anne Bavier</td>
<td>Dean, College of Nursing and Health Innovation</td>
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</table>
Introduction to UT Arlington School of Social Work (SSW)

UT Arlington SSW Description

In 1967, the Texas State Legislature enacted the establishment of the Graduate School of Social Work at the University of Texas at Arlington. This mandate resulted from recognition by the business and professional communities of the great need for social work programs and services related to the rapidly expanding and urbanizing north Texas region. The School admitted its first students in the fall of 1968 and graduated its first class in May of 1970.

In 1991 the Graduate School of Social Work became the School of Social Work when the undergraduate social work program was brought under the administration of the Dean of Social Work. The School now has degree programs in Social Work at the Baccalaureate, the Master, and Doctoral levels. Enrollment in each varies from year to year. In the current academic year there are approximately 800 students enrolled as pre-majors and majors in the BSW Program, approximately 800 students in the MSSW Program, and approximately 40 students in the Doctoral Program. The programs are implemented by 37 full-time faculty members.

In addition to the degree programs, the School of Social Work at UT Arlington has four research and service centers serving the school and university, as well as the community at large, through traditional and innovative social work methods. Students, faculty, and community members are encouraged to contribute to each of these centers, and to participate in its many projects and services.

UT Arlington School of Social Work 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.

UT Arlington School of Social Work Administration

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Dr. Debra Woody, LCSW
Associate Dean for Academic Affairs
Dr. John Bricout
Associate Dean for Research and Community Outreach
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Director of Ph.D. Program
Dr. Diane Mitschke
Director of MSW Program
Dr. Regina T. Praetorius, LMSW-AP
Director of BSW Program
Dr. Jane Hickerson, LCSW
Assistant Dean for Field Education
The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work’s purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education – at the baccalaureate, master’s, and doctoral levels – shapes the profession’s future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describes four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (in italics) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master’s (M) level.
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John Dillard is the Social Sciences Librarians for the School of Social Work at The University of Texas at Arlington Libraries. Because Mr. Dillard’s work schedule varies during the week, his hours at his Central Library and School of Social Work offices vary. Please contact him for an appointment.
Bachelor of Social Work Program

BSW Program Mission

The overall aim of the BSW program is to prepare generalist social workers for practice in the public, private not-for-profit, and for-profit agencies serving the needs of a diverse population.

BSW Program Goals

The BSW Program operates from a base of four goals, each relating directly to the University’s mission as well as preparing for entry-level social work practice:

1. Prepare BSW students for generalist social work practice.
2. Prepare BSW students for leadership and service to individuals and communities.
3. Prepare BSW students to be broadly educated, critically engaged and socially conscious citizens in society.
4. Prepare BSW students for graduate studies in social work, as well as degree programs in other fields.

BSW Program Objectives and Competencies

The primary objective of the BSW Program at the University of Texas at Arlington is to prepare students for generalist social work practice.

Additional objectives are to prepare students for graduate education and for the lifelong process of critical thinking and development of self in the societal context.

In keeping with the accreditation standards of the Council on Social Work Education, the BSW Program teaches the following competencies and practice behaviors:

1. Identify as a professional social worker and conduct oneself accordingly.
   - Advocate for client access to the services of social work
   - Practice personal self-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

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

3. Apply critical thinking to inform and communicate professional judgments
• Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
• Analyze models of assessment, prevention, and evaluation
• Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

4. Engage diversity and difference in practice
• Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
• Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
• Recognize and communicate their understanding of the importance of difference in shaping life experiences

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

6. Engage in research-informed practice and practice-informed research
• Use practice experience to inform scientific inquiry
• Use research evidence to inform practice
7. Apply knowledge of human behavior and the social environment
   - Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
   - Critique and apply knowledge to understand person and environment

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
   - Analyze, formulate, and advocate for policies that advance social well-being
   - Collaborate with colleagues and clients for effective policy action

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

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

    (b) Assess individuals, families, groups, organizations, and communities
    - Collect, organize, and interpret client data
    - Assess client strengths and limitations
    - Develop mutually agreed-on intervention goals and objectives
    - Select appropriate intervention strategies

    (c) Intervene with individuals, families, groups, organizations, and communities
    - Initiate actions to achieve organizational goals
    - Implement prevention interventions that enhance client capacities
    - Help clients resolve problems
    - Negotiate, mediate, and advocate for clients
    - Facilitate transitions and endings

    (d) Evaluate with individuals, families, groups, organizations, and communities
    - Social workers critically analyze, monitor, and evaluate interventions
BSW Program Admission

Prospective students seeking admission to The School of Social Work must apply for admission to UT Arlington and submit all official transcripts and required entrance test scores. An application fee must be paid to the Office of Admissions 30 days prior to the beginning of registration.

For specific criteria regarding these admissions a student should refer to The University of Texas at Arlington Admissions website: http://www.uta.edu/admissions/.

BSW Program Admission Requirements

Students admitted to the University may declare their major as social work intended. Full admission to the BSW major requires an additional application. This application must be submitted and approved prior to or concurrently with enrollment in SOCW 3304: Practice II. A student must be admitted to the BSW program prior to the start of SOCW 3304. No student will be allowed to enroll in SOCW 3306: Practice III unless he/she has been admitted as a BSW Major.

Admission to the BSW Program requires:

• Overall UT Arlington or transfer GPA 2.5 or higher\(^1\)
• Completion of SOCW 2311, 2313, and 3317 with a grade of C or better
• Completion of 40 hours of courses, including:
  ▪ English 1301 and 1302
  ▪ Math 1301 or higher
  ▪ Psychology 1315
  ▪ Sociology 1311
  ▪ Political Science 2311
• Completion of the BSW Admission Application Form

\(^1\) If the student is transferring from more than one institution, an average of the cumulative transfer GPAs will be used.
Once submitted, a BSW Advisor reviews all requirements for accuracy and completeness. If all requirements are achieved and application elements are submitted, advisor submits application to the BSW Director. The BSW Director reviews applications according to the specific admission criteria and notifies students of outcome within one week of receiving the application from the Advisor. If admitted, students will be asked to submit a personal and criminal background statements. Instructions will be included in the admission letter.

BSW Applicant Checklist

The BSW Applicant Checklist will help in determining whether it is time for a student to complete an application of admission into the BSW program.

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<thead>
<tr>
<th>BSW Applicant Checklist</th>
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<tr>
<td>☐ Completion of 40 credit hours with an overall UT Arlington or transfer GPA of 2.5 or better</td>
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<tr>
<td>☐ Completion of Pre-requisite courses:</td>
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<tr>
<td>☐ English 1301 and 1302</td>
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<tr>
<td>☐ Math 1301 or higher</td>
</tr>
<tr>
<td>☐ Psychology 1315</td>
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<tr>
<td>☐ Sociology 1311</td>
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<tr>
<td>☐ Political Science 2311</td>
</tr>
<tr>
<td>☐ Completion of SOCW 2311, 2311, and 3317 with a grade of C or better</td>
</tr>
<tr>
<td>☐ Completion of the BSW Admission Application Form</td>
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</tbody>
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New & Transfer Students

New Student Information

Below is a checklist that a new student can use in order to make sure he/she has taken the necessary steps in the program for new students.

<table>
<thead>
<tr>
<th>New Student Checklist</th>
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| ☐ Learned about the BSW Program
| ☐ Changed Major to “Social Work Intended”
| ☐ Scheduled Appointment with a BSW Advisor
| ☐ Learned about program requirements
| ☐ Learned about the BSW Application process
| ☐ Developed a Degree Plan |

Transfer Student Information

Below is a checklist that a transfer student can use in order to make sure he/she has taken the necessary steps in the program for transfer students.

<table>
<thead>
<tr>
<th>BSW Transfer Student Checklist</th>
</tr>
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</table>
| ☐ Contacted Undergraduate Admissions
| ☐ Submitted Application to UT Arlington
| ☐ Listed Major as “Social Work intended”
| ☐ Scheduled appointment with a BSW Advisor
| ☐ Learned about required courses
| ☐ Learned about the BSW Application process
| ☐ Developed a Degree Plan |

No credit is given for life and/or work experience. Applicants, whether new or former students, who have attended another collegiate institution may not disregard any part of their academic record except as permitted under the “fresh start” option.

Only courses with a grade of C or better will be approved for transfer credit.

Social work courses will be accepted for transfer only from programs accredited by the Council on Social Work Education with the exception of the course SOCW 2311: Introduction to Social Work.
BSW Curriculum

The BSW Major has certain requirements that must be fulfilled once accepted into the program. The requirements consist of a total of 39 hours of social work courses in order to graduate with a BSW degree preparing a student for entry-level direct practice.

The following are the Social Work courses required for the BSW degree:

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE NAME</th>
<th>HOURS</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW 2311</td>
<td>Introduction to Social Work</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOCW 2313</td>
<td>Social Work Practice I</td>
<td>3</td>
<td>SOCW 2311</td>
</tr>
<tr>
<td>SOCW 3301</td>
<td>Human Behavior &amp; Environment I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOCW 3302</td>
<td>Human Behavior &amp; Environment II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOCW 3303</td>
<td>Social Welfare Policy</td>
<td>3</td>
<td>SOCW 2311</td>
</tr>
<tr>
<td>SOCW 3304</td>
<td>Social Work Practice II</td>
<td>3</td>
<td>SOCW 2311, 2313, 3301; Must have submitted application to the major</td>
</tr>
<tr>
<td>SOCW 3305</td>
<td>Social Research</td>
<td>3</td>
<td>SOCW 2311, SOCI 3352; Must be admitted as a social work major</td>
</tr>
<tr>
<td>SOCW 3306</td>
<td>Social Work Practice III</td>
<td>3</td>
<td>SOCW 2311, 2313; Must be admitted as a social work major</td>
</tr>
<tr>
<td>SOCW 3317</td>
<td>Human Behavior and Diverse Populations</td>
<td>3</td>
<td>SOCW 2311, 2313; required for admission to social work major</td>
</tr>
<tr>
<td>SOCW 4251,4451, 4252, 4452</td>
<td>Field Instruction and Field Seminar Courses</td>
<td>12</td>
<td>Consult the BSW Field Policies &amp; Procedures Manual(<a href="https://www.uta.edu/ssw/_documents/bsw/bsw-program-manual.pdf">https://www.uta.edu/ssw/_documents/bsw/bsw-program-manual.pdf</a>); Must be admitted as social work major</td>
</tr>
</tbody>
</table>

TOTAL = 39 HOURS

Some of the courses have pre-requisite courses, which mean a student is not able to register for the course until completion of another course. A student advisor will not allow a student to take courses without the pre-requisites. This is to ensure a student is learning the course information in an orderly way. Students enrolled in a course without meeting requirements will be dropped from the class roster.
Social Work Course Information

**SOCW 2311: Introduction to Social Work**
The course is an overview of the social work profession, its fields of practice, methods of social interventions, its historical context and its relationship to the social welfare system.

**SOCW 2313: Social Work Practice I**
The course is a critical evaluation of the value base of the social work profession and basic practice concepts in a framework for understanding a variety of intervention models. It is only for students who are interested in becoming BSW majors.

**SOCW 3301: Human Behavior & the Social Environment I**
The course is the first of two required human behavior courses that explore, within the context of a strength and empowerment perspective, knowledge of the bio-psycho-social development of persons from birth to adulthood.

**SOCW 3302: Human Behavior & the Social Environment II**
The course is the second of the two required human behavior courses that explore, within the context of a strengths and empowerment perspective, knowledge of the bio-psycho-social development of persons from adulthood to death.

**SOCW 3303: Social Welfare Policy**
The course examines how social goals are met by social welfare institutions. Conceptual schemes are developed for analyzing the structure of social welfare institutions and evaluating social welfare subsystems. The social work profession is also examined in the context of the evolution and function of the contemporary American social welfare system.

**SOCW 3304: Social Work Practice II**
The course is made up of theories and methodologies of social work assessment and intervention at the individual, family, and group levels in diverse settings.

**SOCW 3305: Social Work Research**
The course is designed to provide a student with fundamental skills to understand, use, and conduct research to advance the knowledge base of the social work profession and assess the effectiveness of social work intervention in generalist social work practice. It addresses elements of the research process, quantitative and qualitative methods, research ethics, and approaches to data analysis. Particular attention is given to the role of research with at-risk populations, social and economic justice, and cultural diversity.
**SOCW 3306: Social Work Practice III**  
The course deals with theory and practice of social change at the community level, including an analysis of organizational systems of power and of the community as a social phenomenon. Three models of community organization (community development, social action, and social planning) are emphasized including methods of resource delivery and redistribution.

**SOCW 3317: Human Behavior and Diverse Populations**  
Introduction to theoretical, practical, and policy issues related to diverse populations. Historical, political, and socioeconomic forces are examined that maintain discriminatory and oppressive values, attitudes, and behaviors in society and in all levels of organizational behavior.

**SOCW 4251: Social Work Field Seminar I**  
The course includes the integration of theory and practice, based primarily on field instruction experiences. Requires concurrent enrollment in SOCW 4451. The course is for BSW majors only.

**SOCW 4451: Social Work Field Instruction I**  
The course is a supervised social work experience in a local human service agency involving the integration of generalist practice concepts into professional practice experience. The field placement requires a minimum of 240 clock hours in the agency. There is a pass/fail grading system for the course.

**SOCW 4252: Social Work Field Seminar II**  
The course includes the integration of theory and practice based primarily on frilled instruction experiences. Requires concurrent enrollment in SOCW 4452.

**SOCW 4452: Social Work Field Instruction II**  
The course is a supervised social work experience in a local human service agency involving the integration of generalist practice concepts into professional practice experience. The field placement requires a minimum of 240 clock hours in the agency. There is a pass/fail grading system for the course. The course must be taken the semester after SOCW 4451.
Field Instruction

Social Work Field Instruction Office
Social Work Building A, Suite 301 Hours: M-F 8am-5pm
Phone: (817) 272-3533 or (817) 272-6194
Assistant Dean of Field Education: Dr. Jane Hickerson

Field Education is a course of study that occurs in a human service agency or organization as well as in the classroom. You may have heard it referred to as an “internship” or as a “practicum.”

The Department of Field Education facilitates your assignment to an agency or organization where you will gain practical experience. You must complete a total of 480 agency-based hours across two semesters. So you will enroll in field for two consecutive semesters and accrue at least 240 hours each term in the same agency.

During each term, you will meet in class with other students who are working in field placements. This class will meet on campus. It includes discussion, written assignments, and exercises aimed at strengthening your skills as a social worker.

When To Apply

You must apply for field study the semester before you want to begin your field placement. You may enter field in the fall, spring, or summer. To enter field in the fall, you need to apply through E-intern.com when the application process is open in June and July. To enter field in the spring, you need to apply through E-intern.com when the application process is open September through early November. To enter Field in the summer, you need to apply through E-intern.com when the application process is open from February through April. To know the exact dates of application, you will need to check the SSW calendar.

Advisors in the BSW program in the School of Social Work will work closely with you to develop a degree plan that includes the requirements you must complete before you are eligible for field placement.

How to Apply for Undergrads

Please review the “How to Apply” click on the link for the PowerPoint. We will host question and answer sessions each semester. Watch your email for these meetings.

• Meet with your Undergraduate Advisor.
• Complete the application for field study on e-intern.
• Purchase professional liability insurance, and submit the “Certification of Insurance” to the Field Office. Your application will not be considered “complete” until the Field Office receives this certificate.
• Enroll in the appropriate course.
• Receive, via email, contact information for your matched agency.
• Call the contact person at the agency to arrange an interview.
• Meet your interview as scheduled.
• The agency will/or will not accept you. You will receive notice by email.
• If accepted, you will respond by accepting the placement via email.
• If not accepted, you will notify the field office to receive another match.

E-Intern

E-intern.com is a robust online system that assists field staff to match you with an agency for your field experience. E-intern includes student information/application, agency and field instructor information/application, online evaluation forms for students, field instructors, field liaisons, and more.

Professional Liability Insurance

You are required to purchase professional liability insurance before you can be placed in an agency. This provides coverage for you in the event that a complaint or legal action occurs as a result of your work as a field student. (See Undergraduate Field Education Manual.) You need only purchase coverage in the 1-3 million dollar range.

Important Forms

Learning contract template

Weekly supervision log

Time sheet

Proposed contract for field at place of employment

Student request to transfer to another placement

Student request to withdraw from a placement
It is required for all BSW students to meet with an advisor at least once a semester, generally prior to registering for the next semester. This gives the advisor the opportunity to check the status in regards to required courses and pre-requisite social work courses. Once this has taken place, the advisor will remove the advising hold and the student will be able to register for courses in MyMav.

The purpose of advising is to assist the student in following a degree plan that enables him/her to graduate in the most efficient manner. An academic advisor will make sure a student is registering for courses in the order required by the university and the BSW Program.

The objectives of BSW advising are to empower a student toward the achievement of educational goals, that ensure students understand UT Arlington and the School of Social Work curriculum and academic standards, and to serve as an interface between students and needed resources and the administration. Advisors can also help students plan for the career that best suits their abilities and interests.

A student will meet with an advisor at least once in a semester. However, a student may meet with an advisor throughout the semester for other purposes such as:

- **Developing a Degree Plan.** The degree plan is the plan of action for graduating from the BSW program. A student may need assistance with identifying the necessary courses and when to take certain courses in order to fulfill their graduation requirements.

- **Removing Holds/Clearing Students to Register.** A student will not be able to register for classes each term until he/she has met with an advisor. The advisor will review the student’s unofficial transcript or UMAP, which indicates the classes a student has taken, the grades received for the class, and the classes the student is currently enrolled in. The advisor will verify the student is not taking courses out of sequence and is fulfilling the necessary requirements in order to obtain a BSW degree. Once the advisor has verified a student's records, the advisor will clear him/her to register by removing the hold in the MyMav system.
**Course Substitution.** For transfer students to the university or new students to the BSW program, some courses may be substituted for some of the BSW required courses (Math, Psychology, English, etc.) or the BSW core courses. The advisor will work with a student in identifying which courses are equivalent to courses a student has previously taken. Course substitutions not already allocated by the Registrar’s Office will be done by the BSW office. This is usually determined by comparing the course objectives and components for both courses. Courses taken at the 2000 level or below will not be substituted for required courses at the 3000 level or above. Only classes taken at CSWE accredited programs will be substituted for courses in the BSW major, except for SOCW 2311: Introduction to Social Work.

**Major Change Form.** If a student is requesting to officially change his/her major to Social Work, there is a form titled “Major Change Form” that must be completed and submitted to an academic advisor.

**Grade Change Form.** If an instructor, in consultation with a student, believes that there should be a grade change, the instructor will complete a grade change form and submit it for further processing.

**Adding & Dropping Classes.** During the semester, a student may need to add or drop classes for various reasons. The university system does outline specific deadlines for adding and dropping classes, which can be obtained on the UT Arlington Academic calendar website ([http://www.uta.edu/uta/acadcal.php](http://www.uta.edu/uta/acadcal.php)). No specific reason is required for a student to drop a course as long as a student makes the request before the deadline, the request is automatically granted by the advisor. A student can only drop six classes and receive a grade of W during the entire course of the student’s academic career.
Undergraduate Course Drop or Withdrawal Request

Students wishing to drop a class must fill out and sign this form. The advisor will perform the additional tasks to add/drop a student in the MyMav system.
BSW Advising Forms

Registration Advising Form

This form is for a student to indicate which courses he/she plans to register for in the next semester. A student must indicate the course abbreviation, number, section number, and section ID, which is generally located in MyMav. A student needs to indicate the days and times for the classes to make sure it does not conflict with any other prospective classes. The advisor’s responsibility is to print out a UMAP or Unofficial Transcript to verify that the student is following his/her degree plan. Once verified, the advisor will clear the student to register. An academic advisor will keep the original and give the student a copy of the form. The original is placed in the student file.
Student Degree Plan Form

This form outlines the lists of required core curriculum courses as well as the social work courses a student needs to fulfill in order to graduate with a BSW degree. Some courses can be substituted with courses previously taken at another college or university. This is at the advisor’s discretion with approval from the BSW Director.

<table>
<thead>
<tr>
<th>CORE CURRICULUM REQUIRED COURSES</th>
<th>HOURS (90 HOURS)</th>
<th>TO BE EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications (9 hrs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 1301 Rhetoric and Composition I (*)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 1302 Rhetoric and Composition II (**)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language, Philosophy &amp; Culture (3 hrs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English literature course, 2000 or above* (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History (HIST) (6 hrs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 1311 History of the U.S. to 1865 (3)</td>
<td></td>
<td></td>
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<tr>
<td>HIST 1312 History of the U.S. 1865 to Present (3)</td>
<td></td>
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<tr>
<td>Gov. &amp; Political Science (POLIS) (6 hrs)</td>
<td></td>
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<tr>
<td>POLS 2311 Government of the U.S. (3)</td>
<td></td>
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<tr>
<td>POLS 2312 State and Local Government (3)</td>
<td></td>
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<tr>
<td>Mathematics (MATH) (6 hrs)</td>
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<td></td>
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<tr>
<td>MATH 1301 Topics in Contemporary Math (3)</td>
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<tr>
<td>MATH 1328 Elementary Statistical Analysis* (3)</td>
<td></td>
<td></td>
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<tr>
<td>Life &amp; Physical Science (BIO) (8 hrs)</td>
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<td></td>
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<tr>
<td>BIOL 1339 Discovering Biology*</td>
<td></td>
<td></td>
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<tr>
<td>BIOL 1334 Life on Earth*</td>
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<td></td>
</tr>
<tr>
<td>Social or Behavioral Science (3 hrs)</td>
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<td></td>
</tr>
<tr>
<td>SOC 2311 Introduction to Sociology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative Arts (3 hrs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 1301 or MUSD 1300 or THEA 1342 or THEA 1343</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELECTIVES (Sufficient to give total hours required for degree) (10 hrs)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNDERGRADUATE SOCIAL WORK MAJOR REQUIREMENTS</th>
<th>HOURS (90 HOURS)</th>
<th>TO BE EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work (SOCW) (19 hrs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2311 Introduction to Social Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2313 Social Work Practice I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3301 Human Behavior &amp; Social Environment I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3302 Human Behavior &amp; Social Environment II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3303 Social Welfare Policy &amp; Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3304 Social Work Practice II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3305 Social Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3306 Social Work Practice III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3317 Human Behavior &amp; Diverse Populations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4251 Social Work Field Seminar I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4451 Social Work Field Instruction I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4452 Social Work Field Seminar II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4453 Social Work Field Instruction II</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OTHER PROGRAM REQUIREMENTS</th>
<th>HOURS (90 HOURS)</th>
<th>TO BE EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature (ENGL) (3 hrs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Literature, any 2000 or above.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Language (11 hrs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish (SPAN) recommended</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 1441 Level I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 1442 Level II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 2131 Level III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You must complete 3 semesters of a single language.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anthropology (ANTH) (3 hrs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH 1306 or 2122</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics (ECON) (3 hrs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any 3 hour ECON course (ECON 2337 is recommended)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology (PSYC) (6 hrs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 1316 Introduction to Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any upper division course, such as 3318, 3313, 3314, 3315, or other (NOT 3310)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OTHER REQUIREMENTS (6 hrs)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SPCH 1301 Speech (3 hrs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology/Computer (3 hrs)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| GRAND TOTAL (120 hours) |                  |              |

Note: 1. Of the total number of hours required, at least 36 must be upper division courses (3000/4000 level). 2. To be eligible for graduation with honors, a minimum of 40 hours must be completed at UTA.

*Required for Social Work Program of study

(Revised February 2014)
School of Social Work Student Policies

Non-Discrimination

No person shall, on the basis of race, color, national origin, religion, age, sex, handicap, disabilities or veteran status, be denied employment or admission, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity which it sponsors or conducts. The University shall not tolerate any behavior or verbal or physical conduct by any administrator, supervisor, and faculty or staff member, which constitutes sexual harassment. If a student believes discrimination has occurred, he/she should contact Equal Opportunity Services (http://www.uta.edu/hr/eos/).

Attendance Policy

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. Instructors will provide, as part of course syllabi, any other absence and lateness policies they establish.

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. All standing committees (with the exceptions of the Executive Committee, Faculty Development and Review Committee—Tenure Track, Faculty Development and Review Committee—Non-Tenure Track, Faculty Annual and Post-Tenure Review Committee, Committee on Committees, and the Professional Standards Committee) shall have student members. Full and meaningful participation is expected.

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

Professional Standards Policies and Procedures

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 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.

**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.

**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.

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.

Level 1: Issues of concern between a specific instructor and student

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 and submit to the Coordinator - Office of Advising and Student Success.
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 initially, and then if warranted 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/or 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 instances, a Level 3 review is sufficient to deal with student performance and is the last decision-making step in the review process at the School of Social Work.

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. 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. 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, 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. The student may appeal the decision of the Dean of the School of Social Work to the Office of the Provost: Office of Graduate Studies for Ph.D. and MSW students and Office of Undergraduate Studies for BSW students.

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.

**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
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 regraded.

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 places: individual students’ files and a log noting the student’s name, course number, instructor’s name, reason for the grievance, and the outcomes.

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.

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.

Student Files

Students may have access to their records during regular office hours by contacting the BSW Program Administrative Assistant in room 301A, Social Work Complex Building A. Another person may not see a student’s record unless the student gives written permission. Faculty and staff members of the University have access to student educational records in performance of regular duties.
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/she wishes to take to the evaluation.

**Student Memberships on Committees**

There are several opportunities for student representation on School of Social Work Committees. Elections to these positions are through the Committee on Committees and the Office of Advising and Student Success.

**MyMav Student Registration and Information System**

The computer software that UT Arlington students use for registration, checking schedules, degree plans and other important functions is called MyMav. It is critical that students develop skill in using this system. To access the system, visit http://www.uta.edu/mymav. Students who are not familiar with the system should click on the Training Documentation for UT Arlington’s Students. The site can be accessed directly at http://www.uta.edu/oit/cs/training/mymav/training_students.php.

**Academic Probation and Dismissal from University**

Students must maintain a minimum cumulative grade point average (GPA) to be eligible to continue enrollment at UT Arlington, as specified in the UT Arlington Table of Standards. The minimum GPA varies depending on the number of credit hours attempted (including transfer hours).

**UT Arlington Academic Table of Standards**

<table>
<thead>
<tr>
<th>Total Hours Attempted (including transfer hrs)</th>
<th>GPA for Probation (cumulative)</th>
<th>GPA for Dismissal (cumulative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 29 hours</td>
<td>less than 2.0</td>
<td>less than 1.6</td>
</tr>
<tr>
<td>30-59 hours</td>
<td>less than 2.0</td>
<td>less than 1.8</td>
</tr>
<tr>
<td>60 or more hours</td>
<td>less than 2.0</td>
<td>less than 2.0</td>
</tr>
</tbody>
</table>

Students who fall below the UT Arlington Table of Standards will be placed on probation or warning (as appropriate) and potentially dismissed from the University if the GPA is not raised to meet standards.

A more in-depth discussion of Academic Probation and Dismissal can be found in the
Students on academic warning and/or probation should meet with an academic advisor each semester to discuss plans for success.

**Grade Exclusion Policy:** The Grade Exclusion Policy is applicable to students who entered UT Arlington Fall semester 2006 or after, but before Fall semester 2013.

Upon receiving a D or F in a course, a student may file a request with the Office of Admissions, Records and Registration for grade exclusion. The following conditions apply:

- Students seeking grade exclusion must receive counseling from the following as appropriate:
  - Academic Advisor to determine effect on completion of degree requirements and probation requirements
  - Financial Aid Office if receiving a scholarship or financial aid administered by that office
  - Athletic Department if a student athlete
  - International Office if an international student
- Grade exclusion requests must be made using a grade exclusion form available from the Office of the Registrar. The request must be approved by the academic dean from the student’s major College/School.
- The course grade will be removed from the academic GPA; although the grade received will remain on the student’s transcript.
- This policy will apply to a maximum of three courses at UT Arlington and will not apply to courses that may be repeated for credit or to courses taken on a pass/fail basis. Of the three courses, only one course can be 3000/4000 level.
- This policy is not applicable to graduate students.
- Individual colleges and schools may limit this policy.
- Students may not apply this policy to grades of D or F which result from disciplinary action.
- Students who are dismissed from the University for academic reasons cannot use a grade exclusion until their dismissal period is completed.
- Excluded grades will be included in the calculation of GPA for determining graduation with Latin Honors.
- Excluded hours will count toward the 30 hr/45 hr policy for Tuition for Excessive Undergraduate Hours.
- Tuition and fee refunds, rebates or other financial consideration will not be given for courses for which grade exclusion is granted.

Once a course has been excluded, a student may not later have the exclusion removed.

**Grade Forgiveness Policy**

This policy is applicable to incoming freshman students (i.e., first time in college students and/or freshman transfers), who entered UT Arlington on or after the first day of classes of the
Fall 2013 semester. This policy will not be offered to transfer students (i.e., students who are transferring from one institution of higher education to another with 24 or more semester credit hours and who are not considered first time in college students). For continuing UT Arlington students whose initial enrollment at UT Arlington occurred prior to August 2013, the present Grade Replacement and Grade Exclusion Policies will remain in effect.

Grade Forgiveness Policy: Upon receiving a grade of D or F in a 1000 or 2000 course, a student may, after filing the intent to do so, elect to have the grade forgiven. A student is limited to a total of two grade forgiveness opportunities under the following conditions:

1. **Grade Omission**: A student may elect the grade omission option for one of the two grade forgiveness opportunities if the student is changing their major and the course is not required for the new major. In addition, a student electing grade omission may not re-enter that major. Grade omission may only be applied to one course. If electing to use grade omission, the student is not required to retake the course.

2. **Grade Substitution**: A student may elect grade substitution option for one or both of the grade forgiveness opportunities. In this case, the course(s) must be retaken, even if it is not required for the student’s current major. The second grade earned, whether higher or lower, will be used in calculating the grade point average unless the second attempt results in a grade of W. This policy applies only the second time a course is completed.

3. Students must file their intention to substitute or omit the grade earned in a course with their academic advisor. Students must be enrolled at UT Arlington on Census Day of the semester that the grade forgiveness, if approved, is processed.

4. Students MAY apply for grade forgiveness any semester (after final grade posting of the previous semester but before the Last Drop Day of the current semester) before the final semester PRIOR to graduation. Students may not apply for grade forgiveness AFTER graduation.

5. Courses transferred for credit to UT Arlington from another college or university may not be repeated for credit or excluded.

6. For courses in which the topic may change from semester to semester, this policy may only be used if the topic for the repeated course is the same as the initial course topic.

7. This policy does not apply to courses taken on a pass/fail basis.

8. Individual colleges and schools may limit this policy.

9. Students may not apply this policy to grades of D or F which resulted from disciplinary action.

10. Students seeking grade forgiveness must receive counseling from the following as appropriate: Academic Advisor, to determine the effect on completion of degree requirements and probation requirements; Financial Aid Office, if receiving a scholarship or financial aid administered by that office; Athletic Department, if a student athlete; and International Office, if an international student.

11. The grade(s) for the forgiven course(s) will be removed from the grade point average, although the grade(s) received will remain on the student’s transcript.

12. A course that has been “grade omitted” or “grade substituted” may not be used to satisfy degree requirements.

13. Once “grade forgiveness” has been applied to a course, the student may not have the action reversed.
14. Students who are dismissed from the University for academic reasons cannot use “grade forgiveness” until they have completed their dismissal period.
15. Forgiven grades will be included in the calculation of the grade point average for determining graduation with Latin Honors.
16. The credit hours earned in courses where the grade is forgiven will count toward the 30 hour/45 hour policy for Tuition for Excessive Undergraduate Hours.
17. Tuition and fee refunds, rebates or other financial consideration will not be given for courses for which grade forgiveness is granted.
18. A student may not use credit by exam to receive credit for a course once a student has received a grade for that course even if it has been omitted.
Pre and Post-Graduation Plans

Graduation Procedures

Recognition ceremonies are held at the end of the fall and spring semesters. Students completing degree requirements during the summer term may participate in the fall recognition ceremony. Candidates are urged to attend the recognition ceremony; however, attendance at a ceremony is not mandatory for graduation.

A resident student must apply for the degree by filing an application with the Office of the Registrar, preferably prior to registration for the final semester. A student who is eligible to graduate must complete the application in accordance with the university’s deadlines. For filing deadlines, consult the graduation website at: http://wweb.uta.edu/ses/recordsandregistration/content/student_services/graduation.aspx.

Students who complete degree requirements at another institution must file an application for graduation no later than two months prior to the graduation date of the semester in which they plan to graduate. An official transcript listing the courses completed must be received by the Registrar’s Office by a date designated by the office. Failure to comply with these conditions may require the student to register in the following semester to be certified for graduation.

A graduation fee is charged.

Graduation with Honors

Graduating seniors who meet the following conditions will be awarded the appropriate honors designation:

- A student’s overall grade point average (GPA) at this university must be equal to or greater than 3.30 to be eligible for Cum Laude honors, 3.50 to be eligible for Magna Cum Laude honors, or 3.70 to be eligible for Summa Cum Laude honors.

- A student must have attempted and completed at least 45 semester hours at UT Arlington to be eligible.

- Either a student’s overall grade point average or his/her last 45 hours of resident credit attempted and completed will be used in the grade point average calculation (will include all hours completed in first and final semester that contain the last 45 hours). Note, the university will choose the convention most advantageous to the candidate.
A student in an approved combined bachelor’s/master’s degree program is required to count the graduate course work used for the bachelor’s degree in the grade point calculation. (Other graduate course work will not be counted.)

If a student meets the eligibility (overall) GPA indicated above, his/her overall GPA, or last 45 hours GPA, must fall within any one of the ranges below to graduate with honors:

- Cum Laude: 3.50-3.69 GPA
- Magna Cum Laude: 3.70-3.89 GPA
- Summa Cum Laude: 3.90-4.00 GPA

**Graduation under a Particular Catalog**

Students may obtain a degree or certification according to the course requirements for a degree or certification stated in the catalog under which they first entered the University, provided the courses are being offered. Or, students may choose to graduate under the course requirements in effect during any subsequent year in which they are registered, provided the courses are offered. A student entering for the first time in the summer session may obtain a degree or certification according to the course requirements of the catalog of the previous long session or the next long session. The above provisions, however, are subject to the restriction that all requirements for a degree or certification must be completed in eight years from the date of the catalog chosen and that the courses are still offered.

A student may graduate under the current catalog. The above provisions are also subject to the University’s authority to modify degree, certification or graduation requirements as necessary.
Applying to Graduate School: Master of Social Work

The MSW Program

The University of Texas at Arlington School of Social Work offers the Doctor of Philosophy degree and Master of Social Work (MSW) degree. The MSW degree is a two-year (64 semester hours) program of academic and field studies. Students who have graduated from an accredited undergraduate program in social work may request admission to the graduate program with advanced standing. Advanced standing students are required to complete 38 hours of graduate coursework for the MSW degree instead of the 61 hours required for regular program students. For more information contact MSW Admissions (http://www.uta.edu/ssw/admissions/msw/index.php).

Social Work Student Organizations

Phi Alpha

Website: http://www.uta.edu/ssw/student-resources/student-organizations.php

Phi Alpha is a national honor society for social work majors, faculty and 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 and MSSW students.

Social Work Constituency Council

Website: http://www.uta.edu/ssw/student-resources/student-organizations.php

The purpose of the Social Work Constituency Council is to represent the student body of the School of Social Work throughout the University, and to provide educational programs, relevant services, and accurate information on a regular basis, to social work students. The Council enables students to become more involved with their education. The SWCC holds regularly scheduled meetings to inform and educate students of various happenings in the School of Social Work as well as UT Arlington. See BSW Bulletin Boards for details.
Appendix A: Student Success Referral Form

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 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:
__________________________________

Instructor Name:
__________________________________
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.

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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:

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Coordinator - Advising and Student Success Signature    Date

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
Appendix B: Grade Grievance Form

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
Appendix C: Select Professional Social Work Organizations

There are a number of professional social work organizations with various foci and benefits. Here are three of the most common but, by far, not the only ones available to social work professionals.

**Council on Social Work Education (CSWE)**

The Council on Social Work Education is (CSWE) is a nonprofit national association representing more than 3,000 individual members as well as graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in this country. Retrieved from CSWE website: [http://www.cswe.org/CSWE/](http://www.cswe.org/CSWE/).

To become a member of CSWE please visit [http://www.cswe.org/CSWE/](http://www.cswe.org/CSWE/).

**Society for Social Work Research (SSWR)**

The Society for Social Work and Research (SSWR) is a non-profit social work organization involved with advocacy of human welfare through research. It promotes the involvement of social work students, social work professor, and the overall social work community to apply social work research for the betterment of the profession.

To become a member of SSWR please visit [http://www.sswr.org/](http://www.sswr.org/).

**National Association of Social Workers (NASW)**

The National Association of Social Workers (NASW) is an organization made up of professional social workers. The association works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies.

To become a member of NASW please visit [http://www.socialworkers.org/](http://www.socialworkers.org/).
Appendix D: National Association of Social Workers (NASW) Code of Ethics

The following information was retrieved from the NASW website:

Overview

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections. The first Section, "Preamble," summarizes the social work profession's mission and core values. The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values that inform social work practice. The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

The NASW Code of Ethics applies only to NASW members. If you believe a social work member of NASW is in violation of this Code of Ethics, one of your options is to file a complaint with NASW please contact NASW, Office of Ethics and Professional Review, 1-800-638-8799, ext. 256, for instructions.

If you would like to view the NASW Code of Ethics in its entirety, please visit http://www.socialworkers.org/pubs/code/default.asp.
Appendix E: Texas Board of Social Work Examiners Code of Ethics

The following information was retrieved from the Texas Board of Social Work Examiners Website: http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm.

Code of Conduct

(a) A social worker must observe and comply with the code of conduct and standards of practice set forth in this subchapter. Any violation of the code of conduct or standards of practice will constitute unethical conduct or conduct that discredits or tends to discredit the profession of social work and is grounds for disciplinary action.

(1) A social worker shall not refuse to perform any act or service for which the person is licensed solely on the basis of a client's age, gender, race, color, religion, national origin, disability, sexual orientation, or political affiliation.

(2) A social worker shall truthfully report her or his services, professional credentials and qualifications to clients or potential clients. A social worker shall not advertise or claim a degree from a college or university which is not accredited by the Council on Higher Education Accreditation.

(3) A social worker shall only offer those services that are within his or her professional competency, and shall provide services within accepted professional standards of practice, appropriate to the client's needs.

(4) A social worker shall strive to maintain and improve her or his professional knowledge, skills and abilities.

(5) A social worker shall base all services on an assessment, evaluation or diagnosis of the client.

(6) A social worker shall provide the client with a clear description of services, schedules, fees and billing at the initiation of services.

(7) A social worker shall safeguard the client's rights to confidentiality within the limits of the law.

(8) A social worker shall be responsible for setting and maintaining professional boundaries.

(9) A social worker shall not have sexual contact with a client or a person who has been a client.

(10) A social worker shall refrain from providing services while impaired by physical health, mental health, medical condition, or by medication, drugs or alcohol.

(11) A social worker shall not exploit his or her position of trust with a client or former client.

(12) A social worker shall evaluate a client's progress on a continuing basis to guide service delivery and will make use of supervision and consultation as indicated by the client's needs.
(13) A social worker shall refer a client for those services that the social worker is unable to meet, and shall terminate services to a client when continuing to provide services is no longer in the client's best interest.

If you have a question about the professional performance of a social worker licensed by the Texas State Board of Social Worker Examiners call toll-free at 1-800-232-3162. In Austin, call (512) 719-3521 or write to:

Texas State Board of Social Worker Examiners
P.O. Box 149347, Mail Code 1982
Austin, Texas 78714-9347
http://www.dshs.state.tx.us/socialwork
1-800-942-5540 (Complaint Hotline)

Last updated August 24, 2011
Appendix F: UT Arlington Student Services and Resources

Counseling Services
(http://www.uta.edu/caps/)

Counseling Services are available to help students grow as whole individuals. UT Arlington counselors assist students in

- personal growth and development
- improving academic performance
- career planning and decision making
- leading healthy lifestyles
- improving relationships

Students may meet one-on-one with counselors, attend seminars or meet in groups. Services are available to enrolled UT Arlington students at no charge.

Testing Services
(http://www.uta.edu/universitycollege/prospective/testing-services/)

The Testing Services Office provides information to help students identify tests they may want to take for undergraduate or graduate admission, or credit by examination. Some academic departments at UT Arlington require tests prior to registration in order to place students in an appropriate course and/or to award college credit by examination.

The Testing Services Office has information on the following tests:

- Admissions Tests: SAT, ACT, Graduate Record Exam (GRE), Graduate Management Admission Test (GMAT), and Law School Admissions Test (LSAT).
- THEA Test: Used to meet Texas Success Initiative requirement and for College of Education admission requirement.
- Credit by Examination: Several programs are available to earn credit by examination. Visit the Testing Services’ Web site for credit by exam options and policies, or pick up a Credit by Exam brochure in the Testing Services Office.

Texas Success Initiative
(http://www.uta.edu/admissions/hsi.php)

The Texas Success Initiative has been developed by the state legislature to ensure student success at institutions of higher education. TSI requires that all incoming students enrolling at Texas public institutions of higher education be assessed academically to determine their level of college-readiness in Reading, Writing, and Math. The two major steps of the program are

- Assessment of each student's academic skills in Reading, Writing, and Math before enrolling.
• Advisement into appropriate developmental coursework for any academic skills that need improvement.

Meeting TSI requirements are required for enrollment. Any assessments that may be required are used for placing students in the appropriate coursework, not for admission purposes.

The state allows many ways for students to satisfy the requirements of TSI and demonstrating college-readiness. University College's TSI website helps students determine whether they need to take an assessment, if they meet any TSI exemptions, and helping students know when developmental coursework will be required at UT Arlington.

**Office of Information Technology (OIT)**
(www.uta.edu/oit/students.php)

The OIT Help Desk is your first stop for meeting most of your computing needs. Help Desk provides support to UT Arlington students, faculty, and staff by phone, e-mail, walk-in, and LiveSupport - live web chat session. In addition, you can utilize the extensive "how-to" documentation available online at Help Desk.

**Health Services**
(www.uta.edu/healthservices/)

In addition to a general medicine clinic, Health Services houses a pharmacy, laboratory, radiology department, counseling and psychological services, women’s health clinic, immunization clinic, and a health promotion and substance abuse prevention office.

**Disability Services (Office for Students with Disabilities)**
(www.uta.edu/disability)

The Office for Students with Disabilities (OSD) at UT Arlington is charged with ensuring full inclusion of students with disabilities in all programs and activities offered at UT Arlington. In compliance with the Americans with Disabilities Act of 1990, OSD verifies all physical and cognitive disabilities in order to specify the appropriate disability-specific accommodations that will assist students in successfully completing their academic objectives.

**TRiO-Student Support Services**
(www.uta.edu/universitycollege/current/academic-support/sss/)

TRiO-Student Support Services provides opportunities for academic development and serves to motivate students toward successful completion of their undergraduate college experience. TRiO-Student Support Services is a component of the federal TRiO programs, funded by the U.S. Department of Education, and established at UT Arlington in 1976.

The goal of SSS is to improve academic performance, increase retention and graduation rates and foster an environment that supports undergraduate students.

**Eligibility**
TRiO-Student Support Services offers free academic support services to students enrolled at UT Arlington. Participants must be a U.S. citizen or permanent resident who meet eligibility requirements; priority is given to students who meet two of the following:
- Low-income college student: Students will be required to furnish documentation of income (i.e. tax returns, W2 form, FAFSA, etc.).
- First generation college student: This means that neither of your parents (or guardians) have completed a 4-year college degree.
- Individual with a disability: SSS program counselors will confirm registration with the UT Arlington Office for Students with Disabilities.

YWCA Child Development Center
(http://www.ywcafortworth.com/web/)

The YWCA Child Development Center is operated by the YWCA of Fort Worth and Tarrant County and offers full-time infant, toddler and preschool childcare. Part-time care can be scheduled for children of UT Arlington students. The center is open from 6:30 a.m. to 6 p.m. Some scholarships are available for children of UT Arlington students. The center is accredited by NAEYC (National Association for the Education of Young Children). For enrollment information, call 817-262-5910.

Additional UT Arlington Student Resources

For additional UT Arlington Student Resources including the bookstore, Mav Express ID and Debit Card, Parking, Records and Registration, tutoring and veterans services, please visit http://www.uta.edu/uta/student-life/services.php.