

SOCIAL WORK

- S** seek challenges and confront differences
- O** pportunity to make the world a better place
- C** ommitment at all costs
- I** nterested in the optimal well-being of others
- A** lways willing to listen and respond
- L** isten with empathy, leaving judgmental attitudes behind
- W** ell-grounded in various professional content areas
- O** ptimistic, enthusiastic, and competent
- R** eprofessionalization mirrors change
- K** ind-hearted, sensitive, and embedded with trust

SOCIAL WORK PROGRAM
STUDENT HANDBOOK



PREPARED BY:
THE SOCIAL WORK PROGRAM'S FACULTY AND STAFF

The University of Arkansas at Pine Bluff is committed to the policy of providing educational opportunities to all qualified students regardless of their economic or social status, and will not discriminate on the basis of disability, race, color, sex, creed, ethnic origin, religious, or sexual orientation political affiliation or age. It does not discriminate against qualified handicapped individuals in admission or access to its programs and activities.

The Affirmative Action Officer has been designated to coordinate efforts to comply with all laws and regulations applicable to qualified individuals, as required by section 504 of the Rehabilitation Act of 1973.

"An Equal Opportunity Employer"

**University of Arkansas at Pine Bluff
Social Work Program**

I hereby acknowledge that I have received a copy of the Social Work Program Student Handbook which includes: the admissions policies, termination policy and procedures and The National Association of Social Workers (NASW) Code of Ethics (Refer to Webpage: www.nasw.org) and National Association of Black Social Workers (NABSW) Code of Ethics (Refer to Webpage: www.nabsw.org) may be downloaded from the appropriate websites.

I acknowledge that I have read and familiarized myself with the policies and procedures contained therein. I agree to comply with all policies and procedures mandated by the Social Work Program Student Handbook and *The Roar* Student Handbook (UAPB).

Signature of Student

Date

Signature of Director

Date

UNIVERSITY OF ARKANSAS AT PINE BLUFF
STUDENT HANDBOOK
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INTRODUCTION

Pine Bluff is located in one of the fast-growing regions in the Arkansas Delta with many under developed and underutilized resources. Even more striking is the fact that Pine Bluff represents an ideal laboratory for social work practice because the city is in the process of transition racially, socially, economically, and politically. Concomitant with these changes is the reality that Pine Bluff faces the detrimental impact of a substandard quality of life for many of its residents including the aging, the poor, those in need of mental health. In many cases, its' citizens have become jobless, disenfranchised, and poverty stricken. With unequal access to various facilities, unmet physical and mental health needs, limited employment opportunities, residents are subject to loneliness and isolation. To those of us in the current productive age of our lives, the ultimate moral test of any government is the way it treats three groups of citizens: those in the dawn of life--our children; those in the shadows of life--our needy; and those in the twilight of life--our elderly. The Social Work Program is an integral part of the University of Arkansas at Pine Bluff (UAPB). The program is committed to promoting academic excellence along with preparing students for entry level generalist practice. Through multidisciplinary faculty and student support, the program has developed a strong working relationship with the practice community related to social work issues.

THE UNIVERSITY OF ARKANSAS AT PINE BLUFF A THRUST FOR EDUCATIONAL EXCELLENCE

LOCATION

The University of Arkansas at Pine Bluff (UAPB) is located in the northern part of the city of Pine Bluff in South Central Arkansas. It is accessible by land via State Highways 65 and 79, and by air via the Little Rock Airport.

Cultural and recreational facilities include the Southeast Arkansas Arts and Science Center, movie theaters, library, bowling alley, a roller skating rink, golf courses, swimming pools, parks, a city lake, riverside sporting and recreation activities, and a convention center that attracts top national entertainers. Pine Bluff has major chain motels and a variety of fine restaurants. Just 38 miles to the North is the State Capital, Little Rock. Approximately 142 miles Northeast of Pine Bluff is Memphis, Tennessee.

The original UAPB Physical Plant was constructed on its present site in 1929. Since that time, the campus has experienced tremendous growth. It has built two Academic Centers. Academic I houses Education, Social Work, Department of English, Honors College and Media Center. Academic II houses Science and Technology and Nursing. The now 75 acre main campus presents a pleasing mixture of both traditional and modern architecture. Three quarters of a mile north of the main campus, the university owns and maintains a two hundred and twenty acre research farm.

HISTORY OF UNIVERSITY OF ARKANSAS AT PINE BLUFF

The University of Arkansas at Pine Bluff is a state supported land grant institution. It was created in 1873 by an act of the legislature as a branch of Arkansas Industrial University (now the University of Arkansas at Pine Bluff). Originally known as Branch Normal College, the school opened on September 27, 1875, with Professor J. C. Corbin as Principal.

In 1927, the Governor appointed a Board of Trustees for the college and state legislature appropriated \$275,000 for the construction of new facilities in Northern Pine Bluff. To aid this project, the General Education Board contributed \$183,999 and Rosenwald for \$33,000. In 1929, the school was expanded into a standard four-year college.

From 1927 to 1972, the school was known as Arkansas Agricultural Mechanical and Normal College. On July 1, 1972, Arkansas AM&N College was merged with the University of Arkansas System and was renamed the University of Arkansas at Pine Bluff. UAPB is governed by the University Of Arkansas Board Of Trustees, which also oversees the operation of institutions in Fayetteville, Little Rock, and Monticello.

The University of Arkansas at Pine Bluff is accredited by the Higher Learning Commission, formerly known as North Central Association (NCA). Other Accreditations include: The National Council for Accreditation of Teacher Education, the National Association of Schools of Music, the American Home Economics Association, and the National League of Nursing.

The University is also a member of the American Council on Education and the American Association of Colleges for Teacher Education. UAPB offers the Bachelor of Arts Degree in eleven major programs, the Bachelor of Science Degree in thirty-six major programs, and the Associate (two-year) degree in two major areas.

University of Arkansas at Pine Bluff Facts and Mission Statement

The University of Arkansas at Pine Bluff is located in South Central Arkansas. The city has a population of 55,085 and is the county seat of Jefferson County. Approximately sixty-five (65%) percent of all students enrolled at the university live within the ten counties which surround the city of Pine Bluff. The ten counties are considered by the university to be its primary service area. Approximately two-thirds of the citizens within this geographical region live at or below the official poverty level. A significant percentage of this population, approximately seventy-five (75%) percent represent ethnic minorities.

The University of Arkansas at Pine Bluff-UAPB (formerly Arkansas Agricultural, Mechanical and Normal College) is a four-year public institution. The university is one of two land-grant institutions in the State and the only historically Black institution within the University of Arkansas system. The university seeks to fulfill its mission through teaching, research, and public service.

Historical Mission

Historically, the institution derived its basic philosophy from two statutes. First, the Legislative Act of 1873, which created the institution, specified it was established for the convenience and well being of the “poorer classes.” Second, the Morrill Act of 1890 charged the institution (without excluding scientific and classical studies) with providing instruction in agriculture, mechanics and training in military science. These subjects are to be taught in such manner as the State prescribes in order to provide the liberal and practical education of the laboring classes of people in the several pursuits and occupations of life.

Both statutes clearly and specifically charged the institution with educating the poorer laboring classes, now commonly referred to as the lower socioeconomic elements of the population. In keeping with this charge, the University is committed to educating those persons culturally, economically, and socially disadvantaged. The present mission of the institution, however, has expanded to include educational programs of other socioeconomic levels.

Evolving Mission

The University of Arkansas at Pine Bluff will continue to maintain a special sensitiveness to the needs, aspirations, problems and opportunities of its historic constituents; it shall expand its mission with a high degree of excellence and with a sense of constantly improving quality. The new social context that is emerging as a result of integration requires that this mission be expanded, extended and enriched so as to become consonant with the needs and demands of a more culturally heterogeneous student clientele – a clientele differing academically, socially, racially, ethnically and culturally.

To fulfill its mission of service to this heterogeneous clientele, UAPB shall develop creative and innovative activities that produce new curricular models in the fields of aesthetics, social and political institutions, and scientific technical development. This will be accompanied by new instructional designs and professional staffs capable of implementing such programs.

The thrust of this new and expanded mission could and should result in the re-examination and improvement of value systems and moral behavior of political institutions and of the economic system. Such a mission does not merely support the advancements of science and technology; it uses science and technology to help solve economic, physical, social, political, racial and cultural problems.

The institution’s ultimate goal is to assist America in building a new social organism that will accommodate racial, ethnic and cultural pluralism in a manner that will enhance the quality of lives and patterns of living and weld the nation into one people. A mission that seems essential to the future security and health of the nation.

Additional goals of the University are as follows:

1. To establish a planning and information management system that enhances decision-making and facilitates administrative effectiveness and program excellence.
2. To set in place, organize and implement programs, personnel, resources and supportive environment as needed to accomplish the vision, mission, goals and objectives of the university.
3. To develop an integrative planning, assessment, and budgeting process.
4. To continue to adequately prepare students for the work force and/or graduate and professional studies in the various academic schools.
5. To provide adequate financial and other resources, including a multifunctional conference/education center, to support planning and resource management, teaching, research and outreach activities
6. To develop criteria and procedures to facilitate the recruitment and retention of highly qualified faculty and staff.
7. To develop a comprehensive enrollment management system to enhance the quality and quantity of the overall student population.
8. To assess the needs of the community and to provide lifelong learning opportunities through access to university resources extended academic programs and specialized services.
9. To conduct research and scholarly activities that enhances the problem solving capacity of the institution and contributes to an expanding knowledge base.
10. To implement a comprehensive marketing and public relations program.
11. To provide access to world-wide information networks for the faculty, students and staff in support of the planning, fiscal management, teaching/learning, research and services objectives of the University.
12. To establish a campus environment that is more aesthetically pleasing, user friendly, and technologically up-to-date.
13. To provide appropriate checks and balances to ensure continued and sustained progress on the Arkansas Higher Education productivity measures.
14. To create a process by which evidence of congruence between the institution's vision, mission, goals and objectives and the actual outcomes of its programs and activities are assembled and analyzed with systematic feedback provided in order to improve teaching/learning, research and service.

HISTORY OF THE SOCIAL WORK PROGRAM

The Social Work Program was initiated in 1974 by one faculty member. It was a component of the Department of Sociology and Anthropology. Social work courses have been offered continuously since that time. Specific planning for additional faculty and courses was started in early 1977. The courses were originally classified as social science courses as required by the goals and objectives of the University of Arkansas at Pine Bluff and the Council on Social Work Education. This remained until 1977 when the courses were given a social work prefix.

Prior to social work becoming a part of the general curriculum at UAPB, an intense plan was written and submitted to the Chancellor in 1977 outlining the need and practicality of a social work degree program at UAPB. The plan was approved and the Social Work Program began to gain autonomy.

The Social Work Program is housed within the Department of Social and Behavioral Sciences. As part of the Social and Behavioral Sciences Department, the Social Work Program involves students in the studies and activities that will enable them to cope effectively with the socio-cultural and interpersonal process of a constantly changing, complex society. Students interact with minority groups, the elderly and poor citizens. Through this direct contact, students learn about the life situation of individuals who have rural values and must learn to survive within an urban environment. The University is surrounded by families on fixed incomes and at low-income levels. Students entering the program gain more than preparation for a professional career as there is emphasis on caring about individuals and concern about changing social conditions which impact upon individuals.

The conceptual model of social work provides the student with basic knowledge and skills in the three components of social work practice, which are: orientation to the ethics and standards of the profession of Social Work; knowledge concerning the Social Sciences and Human Behavior; and both knowledge and skill in the problem-solving process. The Social Work Program at the University of Arkansas at Pine Bluff emphasizes a generic-based model that will allow students the ability to provide direct services, understand social policy, and to contribute to social change. According to the generic-based principals' approach to social work, the students learn a basic method of problem-solving that can be used in any social service agency. This model emphasizes the common ground of casework, group work, and community organization with the knowledge and skills of social problem-solving.

The focus of the Social Work Program at the University of Arkansas at Pine Bluff is one of integrating individual and societal needs and problems into as productive and dynamic whole. By utilizing the generic knowledge base students are prepared to become involved with diverse populations and environments by the use of an interdependent process. The client population, the social work process, and the institution are brought together in a process for resolving problems. The social work process links the client population with resources. Thus, the social work student is concerned with maximizing opportunities.

In order to develop competence in the field of social work, the program's overall purpose is structured to ensure that graduates have practice skills as well as theoretical knowledge in providing services to: (a) individuals; (b) families; (c) small groups; and (d) organizations and (e) communities. Rural communities, as well as advantaged and disadvantaged communities are addressed.

The Social Work Program's rationale comprised of its mission, goals, and competencies reflects the University's coherent and unique conceptualization of its mission. Both the

university's mission and the program's mission are in harmony and reflect the mission, value and ethics of the social work profession.

PROGRAM RATIONALE/PURPOSE

The purpose of the program is to prepare students majoring in social work for entry-level generalist social work practice with varying sized systems. The Social Work Program at the University of Arkansas of Pine Bluff is committed to providing a quality education to baccalaureate level social work students who upon graduation are prepared to engage in entry-level generalist social work practice with client systems of various sizes and types. Social Work students are prepared to apply the basic problem-solving techniques, as well as other intervention strategies utilized when working with individuals, families, groups, communities, and organizations.

The program builds its professional foundation upon the values, knowledge and skills necessary for graduates to practice with diverse populations, groups, and settings. The program is committed to preparing students who demonstrate competent practice skills when working in rural and urban settings. Strategies and interventions to alleviate poverty, oppression, and discrimination are constantly sought as mechanisms to promote social and economic justice, and empowerment. Overall, ongoing and continuous evaluation of the total program is always at the forefront of the faculty's agenda.

Mission Statement

The mission of the Social Work Program at the University of Arkansas at Pine Bluff is to prepare competent and effective baccalaureate level social work professionals for generalist practice, service, and research opportunities that effectively address the plight of oppressed, social, economic, and culturally diverse populations.

Goals:

1. To provide social work students with the theoretical constructs, knowledge, and applicable skills required for competent generalist social work practice.
2. To prepare social work students to advocate and be sensitive to the needs of vulnerable and disenfranchised population in both rural and urban regions.
3. To promote social and economic justice, and empowerment necessary to alleviate poverty, oppression and discrimination.
4. To prepare competent entry-level professional social workers with a commitment to social work values and service.

The Social Work Program at the University of Arkansas at Pine Bluff has chosen to implement the Council on Social Work Education's ten core competencies and their operational definitions outlined in Educational Policy 2.1 through 2.1.10(d). A description of characteristic knowledge, values, and skills for each competency is also provided. The competencies used in the program's curriculum design as well as its assessment are as follows:

Program Competencies:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to context that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (Refer to Council on Social Work Education- Educational Policy Accreditation Standards 2008 Web page: www.cswe.org)

The program competencies are designed to prepare social work students for generalist practice and to involve them in ongoing systematic evaluation. Social work students are prepared to apply the basic problem-solving techniques as well as other intervention strategies utilized in working with individuals, families, groups, and communities to efficiently and effectively promote the desired social change.

The program is committed to educate students for entry-level social work practice skills and the competence needed in rural and urban regions that are in the process of transition racially, socially, economically, and politically. The program's goals and objectives are consistent with professional and institutional goals and objectives are consistent with the ethics and values of the profession, and focuses on providing a high quality of educational preparation for entry into beginning social work practice.

ORIENTATION

The students and the faculty of the Social Work Program present an orientation for students each semester. Questions that pertain to the Social Work Program and employment potential can be answered at these sessions. For information on student orientation, contact the faculty of the undergraduate Social Work Program.

Any student interested in pursuing a degree in social work must file a formal application for admission with the social work faculty. The student, his advisor, and/or coordinator will

enter into a contract. This represents a tentative schedule of courses that the student is required to take in the Social Work Program.

The University of Arkansas at Pine Bluff allows the declaration of a major as soon as students enter the university; therefore, students may provisionally declare a social work major during their freshman year. The students will be considered as pre-majors until they go through the formal admission to the major process before taking junior and senior level social work courses.

PRE-MAJOR STATUS

All freshmen students are required to enroll in the University College. Freshmen and sophomores entering UAPB who indicate an interest in social work are designated as pre-social work majors and assigned advisors within the Social Work Program. However, these students are still under the jurisdiction of the University College until their junior year when they will officially enroll in the Social Work Program. The Director of the Social Work Program is responsible for advising pre-majors and consequently assigning them to an advisor. The students are given an Evaluation Worksheet for a B.A. degree in social work and a curriculum plan. They must also complete the admissions requirements presented below:

ADMISSIONS REQUIREMENTS

The Social Work Program offers opportunities that will enable students to achieve the requisite knowledge, values, and skills for beginning professional social work practice upon graduation. To obtain the Bachelor of Arts in Social Work, all students are required to complete a total of 124 credit hours which include: the University's general education and institutional requirements; required liberal arts prerequisites cognate courses; required social work core, and elective courses.

To ensure that all students interested in pursuing a baccalaureate degree in social work are made aware of the admission requirements, an orientation and group meeting occurs during the fall and spring semesters. A reception is also sponsored by the program both semesters in order to include all social work majors, community agency administrators and staff, social work advisory board members, field instructors, colleagues, and the administration. All new social work majors and current majors are apprised of the curriculum content requirements included in the curriculum policy statement set forth by the Council on Social Work Education (CSWE). Pertinent facts about the Social Work Program such as the field experience and field lab seminar, and the sequencing of courses are also explained. Students, field instructors, social work advisory board members, and administrators are informed regarding the completion of necessary applications and forms, such as the program's application form, contract agreement for field experience and advisement forms.

The Social Work Program endeavors to provide students with the necessary skills and knowledge that will prepare them for entry-level social work practice. The Program seeks students for admission who are committed to uphold professional standards, ethics, and value human diversity.

Declaration of social work as a major does not guarantee admission to the Social Work Program. All social work majors must formally apply to the program at the end of their sophomore year. Application materials must be completed and submitted to the Social Work Program by March 15 for the fall semester of the year he/she plans to seek admission. To be considered for admissions, students applying to the program must meet the following requirements:

1. Complete application for admissions to the program by the stated deadline.
2. Review the program's Students Handbook and understand the following: the program's mission, goals, and competencies; criteria for termination of student enrollment for academic and professional performance; and students' rights and responsibilities.
3. Complete all freshman and sophomore requirements in the baccalaureate Social Work (B.S.W.) curriculum. Failure to take all prerequisite courses will result in denial of admission and/or progression.
4. Document a cumulative grade point average of 2.5 or higher. When the cumulative semester grade point falls below 2.0, the student is placed on probation. In order to remain in the program, the student must raise her/his cumulative grade point to 2.0 by the end of the next semester enrollment.
5. Earn a minimum grade point of "C" (2.0) in all social work prerequisite and liberal arts courses and not have repeated the following courses more than once: SWRK 2305, 2307, BIOL 1450, PSYC 2300, 3303, ENGL 1311, ENGL 1321, SPCH 2390, MDPL 2311 CPSC 2363, and MATH 1330.
6. Provide transcripts from all colleges/universities attended to date.
7. Submit two letters of recommendation.
8. Complete an interview with the Social Work faculty to assess the student's: communication skills (oral, and organization ideas); personal values that align with professional values; aptitude for a career in social work; appreciation for human, social, and economic diversity; recognition, support, and understanding of vulnerable, oppressed, and disenfranchised populations; understanding of social work fields of practice in rural and urban regions; commitment to service; and research interests.

Completed applications are reviewed by the Social Work Program faculty. Accepted applicants are notified and are eligible for enrollment in specified third - and fourth-year professional social work courses. Applicants who are not accepted are advised to pursue opportunities in other curriculum areas.

Although the University has an open admission policy, students entering the Social Work Program must be graduates of an accredited high school or must have met the requirements for the General Education Certificate (GED). Students may enter the program with a 2.5 grade point average. Prospective students must complete an application supplied by the Program Director. The student completes the application form, and the Program Director explains the program's requirements for obtaining a baccalaureate degree in social work. An advisor is assigned for future advisement.

Policies Affecting Transfer Students

The Social Work Program has written policies and procedures concerning the transfer of credit. Students attempting to transfer academic credits from an accredited social work program must present the following documentation for consideration:

1. Official academic transcript(s) and application from the previous institution(s).
2. ACT or SAT Scores required for transfer applicants with less than 30 semester hours.
3. Grades of C or above will only be considered.
4. A course description and course syllabi, if available.

TRANSFER STUDENTS

The Social Work Program at UAPB makes every effort to avoid redundancy of course work students completed at other colleges and/or universities. The director of the Social Work Program reviews transfer students' transcripts and determines whether or not previous institutional requirements are transferable. If students are transferring from an accredited program, the courses are reviewed for equivalency with our curriculum requirements. Course syllabi, catalog, and other supporting documents are requested when necessary to make final curriculum and admissions decisions. Courses from unaccredited programs are reviewed and evaluated closely before transfer credit is granted. If it is determined that the courses reflect inadequate content and/or the instructors' credentials are inappropriate, students have to take University of Arkansas at Pine Bluff's courses.

As a result of the comprehensive exam requirements and the Senior Seminar in Social Work capstone course, transfer students who enter the program within the junior year may be requested to take the pretest from the Social Work Comprehensive Exam Study Guide- Social Work Methods and Human Behavior and the Social Environment sections prior to Field Practicum to ensure that students' outcomes are consistent with program goals and objectives. Core professional social work foundation courses including the Field Practicum and Senior Seminar in Social Work will not be accepted as transferred credits regardless of the accreditation status of the former accreditation institution. Also, transfer students will not be given academic credit for life and previous work experience.

Transfer students from other universities or colleges are also interviewed for admissions to the social work program, and the Registrar's Office is contacted to determine the extent of

credits to be transferred into the Program. After the initial screening, the students are referred to the director or an academic advisor within the program to discuss the remaining hours needed for graduation. At this point, the student is requested to complete an admissions application. The transfer student is assigned an advisor for future advisement. Students also receive copies of the program's curriculum plan and an evaluation degree plan sheet listing the requirements for a degree in social work.

Social Work credit is granted to students transferring from a CSWE accredited program if the courses are equivalent to those at UAPB. The Director will use the following transfer evaluation review to determine accepted courses and credits:

1. Syllabi;
2. Course description and course outlines;
3. Credentials of course instructors;
4. Textbooks; and
5. Previous college or university's accreditation status.

CURRICULUM REQUIREMENTS

Presently, a cumulative grade point average of 2.50 or above in the social work courses are required. This is subject to change in the near future with approval of campus governing bodies. A grade of lower than a "C" in any social work course means a student may not continue in the Social Work Program. Readmission to the Social Work Program will be considered once the student's current transcript is reviewed by the Social Work Program Committee.

The program's formal curriculum design for the bachelor of social work degree is presented as follows. Social Work majors are required to take courses totaling 124 credit hours. The sequencing of courses for all social work majors includes: (1) the university's general education and institutional requirements; (2) liberal arts and prerequisite cognate courses; and (3) social work core and elective courses. See the program's Curriculum for Baccalaureate of Arts Degree in Social Work subsequent to this section and the narrative below. Individual courses demonstrate coherence among course competencies, course outlines, textbooks, required readings, assignments, and exercises.

General Education and Institutional Requirements

Students must complete 46 hours of course work to meet the general education and institutional requirements. These requirements include courses in personal and social living, career and life planning, communication, humanities, health and physical education, science and mathematics, and social sciences.

Students majoring in social work are required to take General Education and Institutional courses during the freshman and sophomore years, which include:

2 hours	Personal and Social Development
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1 hour	Career and Life Planning
12 hours	Communications
6 hours	Humanities
11 hours	Mathematics and Natural Sciences (Biology required and Labs)
5 hours	Health and Physical Education
3 hours	U.S. History required for Social Work majors or American Government (Non-teaching majors; American Government required for Social Work majors)
6 hours	Social Science Electives

Liberal Arts and Prerequisite Cognate Courses

The liberal arts perspective enriches students' understanding of the person-environment context. Social Work students are required to complete a total of 30 credits from the following courses chosen by the social work faculty from the liberal arts, Introduction to Business Programming, a computer course (3 credits) and a foreign language, Elementary Spanish (3 credits). Additional required prerequisite cognate courses (18 credits) include: Principles of Economics, General Psychology, Race and Ethnic Relations, Introduction to Social Science, Social Problems, and Abnormal Psychology. The remaining 6 hours are taken as social science electives in any of the following recommended areas: Sociology; Gerontology; Criminal Justice; and/or Psychology.

Social Work Core Courses

In addition to the general education, institutional, liberal arts, and prerequisite cognate requirements, students must complete the professional foundation required 36 credit hours in social work. The core social work courses are: Introduction to Social Work (3 credits), Social Welfare Policies and Services (3 credits), Social Legislation (3 credits), Human Behavior and the Social Environment I and II (6 credits total), Social Work Methods I and II (6 credits total), Research Methods (3 credits), and Statistics (3 credits), Field Experience and Lab I and II (6 credits total), and Senior Seminar in Social Work (3 credits).

Social Work Elective Courses

The remaining 12 credit hours social work students are required to complete is social work elective courses. There are four required social work elective courses that can be selected from the following courses: Social Work Lab (3 credits), Drug Abuse (3 credits), Rural Social Work (3 credits), Emotionally Disturbed Children (3 credits), Family Preservation (3 credits), Child Welfare Services (3 credits), Community Planning (3 credits), and Independent Study (3 credits).

The program's curriculum design includes the following sequences and required core courses:

- (1) Social Welfare Policy and Services** (Social Welfare Policy & Social Legislation);
- (2) Human Behavior and the Social Environment (HBSE)** (Human Behavior and the Social Environment I & II);

(3) Social Work Practice (Social Work Methods I & II; and Senior Seminar in Social Work);

(4) Research (Research Methods and Statistical Techniques for Social Work);

(5) Field Practicum (Field Experience I & II and Labs).

Social work values and ethics, promotion of social and economic justice, empowerment, oppression, vulnerable and disenfranchised population, and diversity are integrated throughout the program's curriculum with emphasis on both rural and urban regions.

REQUIRED SOCIAL WORK COURSES (36 hours)

Introduction to Social Work	2305
Social Welfare Policy	2307
Social Legislation	3308
Research Methods	3310
Statistical Tech. in Social Work	4320
Human Behavior & Social Environment I	3322
Human Behavior & Social Environment II	3323
Social Work Methods I	3350
Social Work Methods II	3351
Field Experience & Lab I	4310
Field Experience & Lab II	4311
Senior Seminar in Social Work	4365

SOCIAL WORK ELECTIVES (12 hours required)

Social Work Lab	2306
Rural Social Work	3333
Drug Abuse	3324
Social Work w/Emotionally Disturbed Children	3352
Family Preservation	3372
Child Welfare Services	3392
Community Planning & Development	4360
Independent Study (Approved by Instructor/Director)	4363

Curriculum Policies, Procedures, and Directives

- Refer to Curriculum Plan for Bachelor of Arts Degree in Social Work (Non-Teaching) (Appendix B).
- A course taken as a general education requirement shall not be counted for credit as a major or minor course.
- A student shall be required to participate in the University College Program until desired levels of achievement in general education courses are attained.
- Students who exhibit accelerated achievement levels in specific areas may test out through the College Level Entrance Program, or substitute more advanced courses commensurate with their level of achievement.

- UAPB's Social Work Program does not grant social work course credit for life experience or previous work experience.
- Students are required to have criminal background checks and central registry completed prior to entering some agencies require that drug testing and other agency specific screening criteria be completed prior to beginning the internship. Other agencies may require random screens of all employees and students during the internship. The field coordinator will attempt to notify students of such requirements in advance of her/his internship in these settings.
- Students are not covered with Professional Liability Insurance by the school nor the agency. Students are responsible for purchasing Professional Liability Insurance before entering their senior year and concurrent field placement and must present proof of insurance. This insurance can be purchased through NASW and can be arranged for each student in an internship by the director of internships.
- The Social Work Program reserves the right to make changes at anytime in the individual courses and in the curriculum leading to the degree.

STUDENT'S RIGHTS AND RESPONSIBILITY

Students enrolled in UAPB's Social Work Program have rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It is the student's responsibility to ensure that all requirements in the general education liberal arts curriculum are fulfilled before he or she is admitted to the Social Work Program. Social work students are expected to read the university's catalog and student handbooks. They are also responsible for following the policies, regulations, and procedures set forth.

In accordance with the Social Work Program's admissions policy, each student is expected to:

1. Consult with his/her academic advisor before each registration period and advisement day to review transcript, develop course schedule and complete advisement forms.
2. Accept the responsibility of attending all classes and completing all assignments given by all faculty.
3. Make arrangements with all faculty regarding all absences.
4. Maintain satisfactory conduct in all classes, including field practicum.
5. Obtain a copy of the Social Work Program's course schedule and Curriculum Plan from the Social Work Program Director's office.
6. Enroll for no more than eighteen (18) hours per semester or the Dean's approval is required.
7. Maintain a 2.50 grade point average in all core professional foundation courses of the Social Work Program, and an overall grade point average of 2.00 in remaining courses.
8. Adhere to the Program's Termination and Appeals Policies and Procedures for Academic and Non-academic Reasons.

9. Participate in Social Work Club Program and University activities, as well as community involvement.
10. Participate in program evaluation.

TERMINATION AND APPEALS POLICIES AND PROCEDURES

The University of Arkansas at Pine Bluff Social Work Program (herein referred to as “the Program”) is accredited by the Council on Social Work Education. As a professional program, it is committed to ensuring that every student who graduates from the program meets the requirements of an entry-level professional social worker. Students who do not meet these requirements may be terminated from the program for reasons of academic and professional performance.

Termination from the Social Work Program

Termination for academic reasons are clearly presented under the program’s admissions and termination for academic and professional performance sections of the university’s catalog, and the program’s Student Handbook. Students must earn a grade of “C” or higher in all social work required and elective courses, and required prerequisite liberal arts and cognate courses. Also, the students must maintain a cumulative grade point average of 2.0. For field experience and labs, students must demonstrate effective professional behavior; demonstrate effective oral and written skills; demonstrate an appreciation for human, social, economic, and culturally diverse populations; demonstrate a willingness to complete internships in both rural and urban regions; and adhere to social work values and ethical principles that guide practice. Failure to maintain the aforementioned criteria may result in termination from the social work program.

In addition to being terminated from the social work program for academic reasons, students may also be terminated for reasons of professional performance, if in the professional judgment of the social work faculty, violations of professional and/or ethical codes and standards have occurred. These violations may include but are not limited to:

- Any act of unethical behavior judged to be in violation of National Association of Black Social Workers (NABSW) and National Association of Social Work (NASW) Codes of Ethics (Refer to NABSW Webpage: www.nabsw.org and NASW Webpage: www.nasw.org).
- Conduct judged to be disorderly, disruptive or violation of University policies, rules and regulations (also refer to The Roar Student Handbook*).
- Inappropriate behavior and/or an inability to develop the appropriate interpersonal skills necessary for effective social work practice* (also see Social Work Program Field Manual).
- Willful falsification of field placement agency or university document and/or record. *
- Acts of aggressive behavior against university faculty, students, field placement agency, clients or supervisors. *
- Dating or engaging in sexual or other inappropriate behavior with faculty, field placement agency staff members, or clients. *

- Documented evidence of chemical dependency occurring during the course of study. *
- Medical and/or psychiatric disturbances that, in the professional judgment of the Social Work faculty, could impair effective quality provision of services to future clients.
- Documented evidence of criminal activity involving conviction during the course of study. *
- Disclosing confidential information subsequent to signing confidentiality contracts in the field placement agency (also see Social Work Program Field Manual).

*Note: See the University of Arkansas at Pine Bluff's Roar Student Handbook, page 7.

The program takes particular care to ensure that all students are familiar with and committed to the NABSW and NASW Codes of Ethics and the Academic Honesty Policy Statement (*Appendix C*). Every effort is made to permit students to experience professional and ethical growth. Students who evidence a disregard for professional and ethical standards are provided counseling from their advisors regarding the nature of the ethical violations and means for remedying it.

In some cases, it may be necessary for action to be taken which temporarily or permanently interrupts a student's continued participation in the program. The faculty advisor, instructor, field instructor, or field liaison is responsible for documenting the nature and degree of the student's conduct, which necessitates such action, and to consult with the Program Director, Dean of the School of Arts & Sciences, Dean of Students, and the appropriate Vice Chancellor to insure that the decision is neither capricious nor arbitrary. All decisions regarding the student's continuation in the Program are subject to review.

The student is encouraged to try to resolve, informally, nonacademic and/or academic difficulties. The student needs to be aware of course requirements as well as his or her own progress in meeting requirements over the course of each semester, particularly during grievance proceedings.

Termination and/or Disciplinary Procedures

Students charged with unethical and/or disorderly behavior by the program faculty, university faculty, and/or field placement personnel will be provided with the following:

- (1) Written letter of allegations made by entity referring allegations.
- (2) Written letter of student's response to the allegations.
- (3) Disposition by the program director regarding allegations (i.e., suspension, probation, reprimand, termination).
- (4) Notification of a formal hearing, if necessary.
- (5) Notification of rights to appeal.

Prior to termination and/or disciplinary action, the student will be provided with verbal and written notification of impending probation and/or termination. A personal interview will be scheduled with the student by the director of the Social Work Program (herein referred

to as the “director”) to explore possible alternatives, if any, to termination. If an alternate option is viable, the director and the student will develop a time-sensitive contract that will specify steps necessary toward resolution. The director will schedule a final interview with the student to determine if all steps in the contract have been accomplished. The director may also in discretion negotiate the contract as needed. In the event that a student is terminated from the Program, the office of the Dean of students will be notified in writing.

Formal Hearing Procedures

Within 10 days of receipt of the director’s recommendation to terminate or impose disciplinary action, the accused student has the right to contest any charges or allegations brought against him or her. Such charges will be examined through a departmental review committee. This committee shall be comprised of the chair of the Department of Social and Behavioral Sciences, Dean of Students, one Social Work faculty, a departmental faculty member designated by the chair of the department, one field placement agency representative, Social Work Club President or Vice President, and one representative selected by the student charged.

All review committee members (including the student’s representative) will have one vote. The student, student’s attorney, or other non-voting representative may also be present at the hearing. However, the student’s attorney will not be allowed to speak during the hearing (see the Roar Student Handbook, p. 67). In the event the student waives hearing rights, the departmental review committee will meet so that formal disposition can be made. Final disposition decisions are made with only committee members present. Since a written summary of the hearing is required, a tape recorder should be available. The chairperson must stress the confidential nature of the proceedings and remind those present that they are obliged to speak the truth whenever they are speaking during the hearing.

The student will be notified in writing, by the director of the final disposition presented by the departmental review committee not later than 10 days following the hearing. If the student is dissatisfied with the results of the departmental hearing, a formal grievance may be made in writing to the Dean of Arts and Sciences.

The program has for grievance and appeals procedures for reasons of academic and professional performance. The grievance and appeals procedures are presented below:

Grievance and Appeals Procedures

A student disagreeing with the departmental review committee’s disposition of charges has a right to appeal that disposition or resolution. The following procedural steps shall be followed:

1. The student must forward a written statement of appeal to the director of the Social Work Program within five class days of notification of final disposition by the departmental review committee. The student may present any information regarding areas that he or she feels need

- clarification or re-evaluation (refer to The Roar Student Handbook-Grounds for an Appeal; Granting or Denial of Appeals, p.68).
2. Upon submission of the letter to the director, the student will request a meeting with the Dean of Arts and Sciences. The dean shall conduct such investigation as may be need issue a decision within ten class days of notification of decision made in step one.
 3. If the grievance is not resolved in step two, the student should request a meeting with the Vice Chancellor of Academic Affairs. The Dean of Liberal and Fine Arts, the Dean of students, and Program director will also be present at this meeting and attempt to seek an informal resolution of the existing conflict. The Vice Chancellor of Academic Affairs of the case shall determine if the process should involve the Vice Chancellor for Student Affairs. The Vice Chancellor for Academic Affairs will issue a decision within seven days.

If the grievance is not resolved in step three, the student may submit the step three decision, with all relevant materials, to the Chancellor. The Chancellor shall promptly decide the matter and his or her decision shall be final, pursuant to his or her delegated authority from the Board of Trustees. The Chancellor's decision shall be forwarded in writing to all interested parties. It must be noted that during hearings no press or other public news media will be present. All communications regarding the hearing and the procedures themselves will be private. Neither the press nor other public news organizations will be informed of the procedures.

READMISSION TO SOCIAL WORK PROGRAM

Readmission procedures:

1. Students must submit a written request for readmission to the director no later than forty-five (45) days prior to the first day of registration.
2. Students must request that the Academic Records and Admissions Office send a current and complete transcript to the Social Work Program.
3. Students are responsible for submitting all forms and transcripts to the Program Director forty-five (45) days prior to the first day of registration. An evaluation and decision will be made by the Social Work Program Committee.
4. The Program will deny readmission if the cumulative grade point average is below 2.00, exclusive of social work courses and/or if students have received a final grade of lower than "C" twice in the same social work course. Students terminated for nonacademic reasons may also be denied readmission.
5. The student is responsible for submitting all forms and transcripts to the Program Director by March 15. An evaluation and decision will be made by the Social Work Program Admissions' Committee.

CRITERIA FOR EVALUATING ACADEMIC AND PROFESSIONAL PERFORMANCE

The Program's Criteria for Evaluating Student's Academic and Professional performance are determined through various evaluation measures reflected in course syllabi and field evaluations. The evaluations measures utilized are: examinations, essays, portfolios, research proposals, group projects, and field experience evaluations. The field experience is monitored by both field instructors and field faculty. Field instructors provide a written evaluation of their students' progress during mid-term and final examinations weeks. The social work faculty uses the grading scale of A-F, with the required performance level to achieve each grade outlined in each course syllabus.

All criteria for evaluation are based on educationally justifiable regulations as well as, the principles, values and ethical standards of the social work program and the profession. The procedures are as follows:

- (1) The social work faculty has responsibility for monitoring all social work students' academic performance and aptitude in all areas of the social work program.
- (2) A student file is maintained in the program's office. The faculty advisor and the student are aware of the student's progress as he or she enters the program and during the admission, discharge, or graduation from the program.
- (3) Routine requests are made for grades and transcripts for purposes of degree, checks, transfer analysis, and overall monitoring. The advisement allows advisors and students to evaluate performance and progress regularly.
- (4) Students are required to engage in volunteer services, service learning projects and community affairs, in order to gain first-hand experience and to utilize their "professional self," and campus activities. The students make site visits to nursing homes, the women's shelter, and offer volunteer services to agencies such as TOPPS, ACCESS, and Neighbor-to-Neighbor. The social work faculty is also active in these activities and supports the students whenever necessary, as well as provides feedback and constructive criticism regarding their professional performance. These activities allow the students an opportunity to evaluate their field experience preference, career choice, and aptitude in the social work field experience.

The development and maintenance of an amicable and effective relationship between the student, program faculty/advisor, and the university are fundamental to the program's function. If a student is unable to function at a level conducive to the social work program's criteria, the student is provided counseling, feedback, and referrals by the faculty advisor and/or program director.

ACADEMIC AND PROFESSIONAL ADVISING POLICIES AND PROCEDURES

The university has a policy in place that no student can complete registration without documentation of advisement, including the signature of an advisor on their Course Registration Forms. The social work program adheres to this policy; therefore, all majors must meet with a faculty advisor for academic and professional advising prior to registration. The advisor

maintains a written record of each student conference. Sign-in sheets, advisement forms, and degree evaluation updates are records of advisement activities.

At the request of the program director, the Registrar's Office sends a roster of all declared social work majors. At this point, the director assigns advisors to social work majors. Advisement of students is an ongoing process in our program. The responsibility for advising students majoring in social work rests with three full-time social work faculty members. During registration and regular office hours, faculty members are required to be available for student advisement. New majors will be notified of their advisors and the advisement procedures at the initial meeting with the program director and/or faculty. Advisement packets which include all advisement forms, referral forms, and course schedule forms are used by faculty during advisement. Students are provided copies for their records. Students' transcripts are reviewed during advisement for validation of grades and course requirements.

Professional advising is also provided by social work faculty. Professional advising allows social work faculty an opportunity to explore professional knowledge, values, and skills with students as well as their motivation, professional integrity, and self understanding. During professional advising, students' readiness for professional social work is also explored. Students are provided advisement related to career choices, academic, and professional performance, including adherence to NASW Code of Ethics, as well as professional use of self.

Social work faculty members are quite accessible to social work students and prospective majors for both academic and professional advisement. Students can make appointments throughout the academic year to meet with faculty advisors.

The program director is assigned to advise seniors and transfer students; the field coordinator advises juniors; and the instructor advises freshman and sophomores. However, if a student seeks advisement when another faculty member is unavailable, another social work faculty member will assist the student or set up a scheduled meeting.

Advisement of all students occur a minimum of three times per semester - (pre-registration, general registration and summer sessions). The university mandates advisement for all students during each registration period. Declared social work majors are assigned academic advisors beginning in their freshman year. A listing of required social work courses, including the introductory courses, general education and institutional requirements, cognate prerequisites, social work required and elective courses are included on the B.A. Social Work Curriculum Degree Plan. The minimum grade requirements are presented on the Degree Plan and discussed with students during advisement. Academic requirements are also included in the program's Student Handbook and university catalog.

If the student decides to change majors or is not accepted into the social work program, transfers are made to a faculty advisor in the new major. A Change of Major Form is completed and submitted to the Registrar's Office. If a student elects to major in two areas of study, faculty from both majors advise the student.

INITIAL INDIVIDUAL CONFERENCE

During the first month of classes in the fall semester, all majors should have had an initial individual conference with their designated advisor. The purpose of this conference is to:

- a. Review the student's transcript.
- b. Complete all advisement forms that include the curriculum degree evaluation.
- c. Identify potential or existing trouble spots (e.g., course deficiencies).
- d. Plan ameliorative strategies to rectify identified trouble spots.
- e. Identify opportunities the student might explore for professional development, and advanced education (such as conferences, seminars, workshops, advanced standing applications to graduate school, etc.).

FOLLOW-UP CONFERENCE

At the mid-term of each semester, current and new majors will meet with advisors to review academic progress and other appropriate or necessary academic issues. This conference allow students insight to determine whether or not he/she needs to drop a class or change majors if they do not have the necessary grade point average to remain in the program. Professional advising also takes place at this time.

PROGRESS REPORTS/RECORD KEEPING

In order to keep track of students and to have a readily accessible record of student conferences and student progress, each advisor will maintain a written record for each advisee. These records are also accessible to students who may desire to review them. All evaluations from Field Experience or observation will be sent to the advisor for inclusion in student folders. Resumes and grade records are also included in the students' folders.

PRE-GRADUATION

In order to complete each student's record, all advisors will record and place in students' file (record), the list of all courses taken and/or successfully completed for a major in social work. The curriculum degree evaluation form is completed and forwarded to the Registrar's Office. The Program Director along with the Registrar reviews the degree evaluation form to ensure that all curriculum requirements are met. The registrar completes a degree audit for all prospective graduates in social work. This task is to be completed prior to the graduation of the students from UAPB.

Students are also required to score 70 or higher on the Social Work Comprehensive Examination. This examination is given annually in April. The Senior Seminar in Social Work capstone course is designed to prepare students for the comprehensive examination. Students who do not pass the exam with a score of 70 or higher will have an opportunity to retake the examination once.

SPECIAL FEATURES OF THE SOCIAL WORK PROGRAM AT UAPB

1. The program is small enough for students to know fellow students and have personal interaction with the faculty;
2. Students may participate in curriculum planning and general governance of the program through the Social Work Club(s);
3. Students have direct contact with community practitioners through volunteer services and field experiences;
4. Classes are usually small enough for informal as well as formal learning experiences; and
5. Students may participate in creative research projects to enhance community services.

Students who choose social work as their profession express a desire to help others. The motivation to help others is fundamental for social work practices as social workers contend with the most difficult and unpleasant problems in our society.

The practice of social work requires that students have special skills as well as a desire to help others, therefore certain questions are asked. Questions for consideration are as listed below:

1. What are the skills necessary for helping individuals solve problems?
2. What are the stages and steps that make up the helping process?
3. What are the communication skills needed to help clients move through the process?
4. What techniques must be mastered to help clients cope with problems in living?
5. What resources and skills do clients need to collaborate in the helping process and to manage their problems more effectively?
6. How does one determine whether the helping process is effective or not?

The desire to help others inspire social work students to become involved in extra-curricular activities on the university campus and within the community. Social work students are committed to service.

STUDENT ORGANIZATIONS

The Social Work Program has two clubs that students are encouraged to join. They include the Social Work Club and the National Association of Black Social Workers Club. Both Clubs are registered with the University's Student Organization. Students are actively involved in the formulation and modification of policy affecting academic and student affairs. Student representatives, usually the president and vice president of the social work club, are appointed to serve on the program's advisory board.

SOCIAL WORK CLUB

Membership in the Social Work Club is open to all BSW degree candidates. The club advances qualities of professionalism and promotes professional unity. It assures that the basic

knowledge, skills, and values necessary for professional development and practice are attained. The input and feedback provided from club members to the Social Work faculty and Advisory Board members has resulted in curriculum and program changes. The Social Work Club provides students an opportunity to network and to build long lasting relationships. Club meetings are scheduled each month for all social work majors. The program's faculty meets whenever necessary to assist the club members with campus and community activities. Students are involved in community social problems.

The Social Work Club members are responsible for coordinating an annual reception. Field instructors, social work faculty, administration and all social work majors are invited to attend. Guest speakers are selected from various community public or private agencies. The club members also travel to various professional meetings, particularly the Council on Social Work Education (CSWE) where they volunteer and attend workshops.

NABSW CLUB

The program also sponsors the National Association of Black Social Workers Club for social work majors. This club works very closely with the program's director, club advisor, and the Social Work Club members. The activity of this club is determined by the state's chapter active membership and involvement at the national level.

SOCIAL WORK LICENSURE INFORMATION

The Arkansas Social Work Licensing Board was established by Act 791 of 1981, known as the Social Work Licensing Act. This Act defines the practice of social work as a service which effects change in social conditions, human behavior, and emotional responses of individuals, couples, families, groups and organizations. Social work practice can only be performed with specialized knowledge and skills related to human development, the potential for growth, the availability of social resources, and the knowledge of social systems. The disciplined applications of social work knowledge and skills includes but are not restricted to counseling, assessment, enhancement of the problem solving and work knowledge and skills in social planning, administration, and research.

The Arkansas Social Work Licensing Board sets forth this document as Code of Ethics for all social workers within the state of Arkansas and within the definition of Act 791 of 1981. The terms social work and social worker refer to the practice of the individuals who are Licensed Social Workers (LSW), Licensed Master Social Workers (LMSW), or Licensed Certified Social Workers (LCSW).

GRADUATE SCHOOL

Students are encouraged to prepare for career long learning in social work and to further advance their professional education. There are three master's social work programs in Arkansas (University of Arkansas at Little Rock, University of Arkansas at Fayetteville, and Arkansas State University) where students may apply to pursue graduate education. Students are also encouraged to apply out of state.

EMPLOYMENT OPPORTUNITIES IN SOCIAL WORK

PRACTICING AREAS OF EMPLOYMENT

The following is an illustration of the employment opportunities for generalist social workers. Various employment settings are presented.

SOCIAL WORK IN INDUSTRY

Social workers have positions in industry as program planners and administrators. Social work administration includes many elements common to administration in other organizations. But it also entails knowledge of human behavior, social problems, social services, and values.

SOCIAL WORK IN CORRECTIONAL SETTINGS

In correctional facilities, the focus is on rehabilitation. Social workers may plan and provide drug and alcohol addiction treatment, life skills and basic competency training, and therapy to help offenders function once released into the community. Social workers are employed as probation and parole officers, arranging for services after an offender is released.

SOCIAL WORK IN MENTAL HEALTH SETTINGS

Clinical social workers are the largest group of professionally trained mental health providers in the United States, supplying more than half of counseling and therapy services. These mental health professionals help people find solutions to problems ranging from inability to cope with day-to-day stress to severe mental illness.

SOCIAL WORK IN PUBLIC HEALTH SERVICES

Social workers are needed in hospitals, clinics, and other medical and health care settings to facilitate medical and emotional treatment. Social workers are vital members of the health care team, working in concert with doctors, nurses, and other health and mental health professionals. They sensitize other health care providers to the social and emotional aspects of illness.

SOCIAL WORK IN SOCIAL SERVICE AGENCIES

Positions are held as coordinator of social service programs, case managers, crisis intervention with families, childcare workers for foster care and adoption and as community organizers. Ongoing collaboration with the Department of Human Services, Division of Children and Family Services (DCFS) in Jefferson County, Arkansas has fostered a commitment towards employment of UAPB graduates.

SOCIAL WORK IN PUBLIC SCHOOLS

Often the social worker's job includes interviewing the child and family to determine what action is called for. Another function is to facilitate communication between parents and school staff. Social workers are employed as school caseworkers and as coordinators of Head-Start programs. Alternative schools also offer employment opportunities for Social Work graduates.

SOCIAL WORK IN COMMUNITY ORGANIZATION

A social worker in community organizing usually works with an existing organization to tackle issues that concern people in a building, neighborhood, workplace, or community. Community organizers coordinate and facilitate activities to improve social conditions, enhance the quality of life, and bring people into the political process. Students may also be employed at various levels of the government. Employment opportunities are available for social workers at the federal, state and county levels as presented below.

FEDERAL LEVEL

Social workers have been appointed to serve as directors of the Affirmative Action Program and the Anti-Poverty Programs. Some social workers are selected as government representatives. The Veteran's Administration employs social workers within the Veteran's Services Administration and also in the Veteran's Hospitals. Information can be obtained by contacting the Secretary of State's Office in Little Rock, Arkansas.

STATE LEVEL

Social workers are employed by the State of Arkansas as appointed Directors of public service programs. They are employed as outreach case workers by the Human Services Administration as social workers for families by the Arkansas Mental Health Center and the Rehabilitation Center for the mentally and physically disabled. Information is available by contacting the Employment Security Division in Pine Bluff, Arkansas.

COUNTY LEVEL

Social workers are employed by the county as public health and outreach workers. Jefferson County Social Services employ social workers as childcare workers, family service workers and crisis intervention workers. Social workers are also employed by the Work Incentive Program and the Food Stamp Office.

EMPLOYMENT PREPARATION AND STUDENT ASSISTANCE

RESUME WRITING

Social work students can get assistance with writing skills from the special services staff at the University of Arkansas at Pine Bluff. Each student composes a resume that is filed with the job placement office at the University of Arkansas at Pine Bluff.

WORK EXPERIENCE

Some students are involved in work-study programs. Social work students are encouraged to volunteer as counselors for freshmen through the University College. Students are also encouraged to volunteer for family services, youth residential centers and volunteers in Court. Job announcements are posted within the program on its bulletin board. Also, students are emailed job announcements as they become available.

SOCIAL WORK ADVISORY BOARD

The Social Work Program has an active and supportive Advisory Board comprised of alumni, community and agency partners, field instructors, faculty and students. The Advisory Board members participate in the formulation and modification of policies and procedures affecting academic and student affairs. Advisory Board members also provide the program's faculty and students with feedback regarding ongoing curriculum and program enhancement. As a result, the program maintains ongoing relationships with Social Work Practitioners. See *Appendix E* for a list of the Programs Advisory Board.

Appendices

Appendix A
Social Work Program Application for Admission

**APPLICATION FOR ADMISSION TO THE SOCIAL WORK PROGRAM
UNIVERSITY OF ARKANSAS AT PINE BLUFF**

The Social Work Program's purpose is to prepare students majoring in social work for entry-level generalist social work practice with varying sized systems. Students who have successfully completed all general education, institutional requirements and prerequisite liberal arts courses will be considered for admission into the Social Work Program during their junior year at which time professional core social work courses are offered. Please complete the following information regarding your personal background, work and volunteer experiences, participation in affiliations and activities, and interest in social work as a major. (If additional space is needed, attach separate sheets). **APPLICATION MATERIALS MUST BE COMPLETED AND SUBMITTED BY MARCH 15 FOR FALL SEMESTER OF THE YEAR STUDENT SEEKING ADMISSION. THIS FORM MUST BE TYPED.**

NAME: _____ ID _____

DATE OF BIRTH: _____ GENDER: MALE _____ FEMALE _____

MARITAL STATUS: MARRIED _____ SINGLE _____ DIVORCED _____ OTHER _____

NUMBER OF CHILDREN: _____

COLLEGE ADDRESS: _____

	DORM	ROOM#
PERMANENT ADDRESS: _____		

STREET OR P.O. BOX NUMBER	CITY	STATE/ZIP CODE
---------------------------	------	----------------

CONTACT NUMBER: _____

ARE YOU A TRANSFER STUDENT: YES ___ NO ___

IF YES, LIST ALL COLLEGES/UNIVERSITIES ATTENDED: _____

DATE(S) OF ATTENDANCE AT UAPB: _____

CLASSIFICATION: _____ CUMULATIVE GPA: _____ EXPECTED DATE OF GRADUATION: _____

*The following are prerequisite courses that are required for admission to the Social Work Program: All general education, liberal arts, and prerequisite requirements. Student must obtain a grade of minimum "C" or above in SWRK 2305 Introduction to Social Work and SWRK 2307 Social Welfare Policy. In addition:

- An updated degree plan is required with submission of application
- An official transcript
- Two letters of recommendation

List work and/or volunteer experiences: Be specific as to the kind of work and/or volunteer experiences related to oppressed, social, economic and culturally diverse populations. Begin with the most recent work and/or volunteer experiences. (INCLUDE PART-TIME WORK). Also include community service, research, and service learning opportunities. Explain how those services have enhanced your personal growth.

AFFILIATIONS AND ACTIVITIES: (Social and/or Professional Organizations, Honorary Clubs and Societies, Sports, Youth Leadership, etc.). Indicate offices held.

High School

University/College

To better understand your interest in social work, please respond to the following:
(Attach your typewritten response on a separate sheet)

- Briefly state your desire to become a social worker.
- Discuss your understanding of the social work profession’s purpose and values.
- Identify and discuss one field of social work practice that you would like to pursue in a career.
- Specify your preference for working in rural or urban regions relative to your selected field of practice.
- Identify at least two sources that guide ethical principles when working with various client systems (i.e., individuals, groups, families, communities, and organizations).

THE FOLLOWING INFORMATION SHOULD BE COMPLETED BY SOCIAL WORK FACULTY.

COMMENTS:

Overall rating: _____

RECOMMENDATIONS:

Accept Applicant _____
Deny Applicant _____
Probation _____

If a student is denied acceptance into the Social Work Program, a letter of justification will be submitted to the dean, School of Arts and Sciences.

Signed: _____

Date: _____

Appendix B
Curriculum Plan for B.A. Degree in Social Work (Non-Teaching)

**Curriculum for Bachelor of Arts Degree in Social Work
(Non-Teaching)**

Fall Semester

Spring Semester

Freshman Year

Personal/Social Development	1210	2	Career & Life Planning	1113	1
Health & Physical Education	1110 - 17	1	Health & Physical Education	1110-17	1
Humanities	2301	3	Introduction to Social Work	2305	3
English Comp I	1311	3	English Comp II	1321	3
Personal Health & Safety	1310	3	Physical Science	1411 or 1445	4
Biological Science	1450	4	College Algebra	1330	3
		16			15

Sophomore Year

U.S. History	2315 or 2318	3	Social Welfare Policy	2307	3
Social Problems	2320	3	Elementary Spanish	2311	3
Principles of Economics	2310	3	Humanities Art	2340 or MUSI 2330	3
American Government	2312	3	General Psychology	2300	3
Oral Communication	2390	3	Introduction to Social Science	1320	3
		15			15

Junior Year

Social Work Methods I	3350	3	Social Work Methods II	3351	3
Human Behav. & Soci. Env. I	3322	3	Human Behav. & Soci. Env. II	3323	3
Social Legislation	3308	3	Statistical Tech/In Social Work or	4320	3
	2300, 2360, 2361				
English Elective		3	Statistical Tech/In Social Science	3312	
Abnormal Psychology	3307	3	Race & Ethnic Relations	3320	3
Research Methods or	3310	3	Intro. to Business Programming	2360	3
Introduction to Social Research	4310		Social Work Elective		3
		18			18

Senior Year

Field Experience I & Lab	4310	3	Field Experience II & Lab	4311	3
Social Work Elective		6	Senior Seminar in Social Work	4365	3
Social Science Elective		6	Social Science Elective	3355	6
		15			12

Appendix C
University and Social Work Program Policies

UNIVERSITY OF ARKANSAS AT PINE BLUFF
Pine Bluff, Arkansas 71601

ATTENDANCE POLICY

Approved And Agreed Upon By The Sub-Committee On Academic Standards

The policy agreed upon and approved by the Sub-Committee is as follows:

1. Regular class attendance is expected of all students. A student is allowed one unexcused absence per credit hour of the course in which that student is enrolled. For example, a student can accumulate three (3) unexcused absences in a three-credit hour course. The exceptions are evening and weekend classes, where a student can have only one unexcused absence.
2. When a student accumulates more than three (3) and up to six (6) absences before mid-term, the professor will refer the student to the chairperson and require an excuse signed by the chairperson before the student is allowed to return to class. If this procedure is not followed, and if the chairperson does not waive the unexcused absences and the student decides to go back to class, then the student's subsequent evaluation is at the discretion of the professor.
3. If a student arrives in class fifteen minutes late without a reasonable excuse, it is automatically counted as an absence.
4. If a student does not contest these policies by the end of the second week, it is assumed that the student agrees with and accepts the stated policy.

Student Name _____ **I.D. Number** _____

Classification _____ **Course Name and Number** _____

Semester _____ **Date** _____ **Instructor** _____

Academic Honesty Statement

All acts of academic dishonesty (e.g., cheating on exams, plagiarizing, having another person write one's paper, and making up research data) are a violation of social work values and ethics and University Policy, which will result in appropriate penalties.

Plagiarism is defined below:

“Plagiarism: courtesy and honesty require that any ideas or materials borrowed from another must be fully acknowledged. Offering the work of another as one's own is plagiarism. The subject matter of the idea thus taken from another may range from a few sentences or paragraphs to entire articles copied from books, periodicals, or the writings of other students. The offering of materials assembled or collected by others in the forms of projects or collections with acknowledgements is also considered plagiarism. Any student who fails to give credit for ideas or materials taken from another is guilty of plagiarism.

Diversity Integration

The concept of diversity is infused throughout each course for instruction and the application of instructions within assignments. Students will make instructional decisions based upon the knowledge of how student learning is influenced by individual experiences, talent, and prior learning. In addition, students will be engaged in deeper thinking about the practical realities of language, culture, family, and community values. This process will assist students to respect and affirm diversity and to develop a better understanding of personal beliefs, values, convictions, and attitudes.

Electronic Devices

All electronic devices are to be turned off or placed on vibration before entering the classroom. Cell phones should not be used in the classroom.

Student with Special Learning Needs/Disability Statement

The University of Arkansas at Pine Bluff (UAPB) adheres to all federal, state, and local laws with respect to providing accommodations for students with disabilities. Students who may need services should inform the instructor the first class session or contact the Disability Coordinator on campus at the following number: 575-8293.

Appendix D
Social Work Course Descriptions

SOCIAL WORK (SWRK) COURSE DESCRIPTION

SWRK 2305 INTRODUCTION TO SOCIAL WORK (3)

This survey course is designed for students interested in pursuing a career in social work. Students majoring in closely related fields will also benefit from this course. The history of the profession of social work is provided. Also, the values and ethics of the profession are emphasized as important elements involved in human service delivery when working with diverse populations at various sized systems levels (i.e., individuals, groups, organizations, communities).

SWRK 2306 SOCIAL WORK LAB (3)

This course involves didactic skill practice. Students engage in skill building exercises related to interviewing, communicating, and case management. Various beginning professional practice interventions are examined for work with diverse populations at various sized systems levels. Instruction for this course is experiential, cognitive and affective. Prerequisite: SWRK 2305.

SWRK 2307 SOCIAL WELFARE POLICY AND SERVICES (3)

The first of two courses required for the Social Welfare Policy and Services sequence. This course examines philosophical underpinnings of social welfare in the United States, its historical development & contemporary consequences. Students will explore opportunities to promote social and economic justice, and health and wellness. Major policies and programs that address the needs of rural and urban communities are examined and analyzed. The impact of discrimination and oppression on special populations (i.e., elderly, disabled, gays and lesbians, people of color, women) is also examined. Prerequisites: SWRK 2305, ECON 2310, SOCI 2320, PSCI 2312, HIST 2318.

SWRK 3308 SOCIAL LEGISLATION (3)

The second of two courses required for the Social Welfare Policy and Services sequence. This course allows students an opportunity to demonstrate knowledge of local, state, and federal governments. Students will learn the content and substance of social welfare policy, social legislation and politics, and issues related to current social programs, laws and legislation. Also, students will be taught to advocate for diverse clients at all sized systems in both rural and urban regions. Prerequisites: SWRK 2305, 2307, ECON 2310, SOCI 2330, PSCI 2312, HIST 2318.

SWRK 3310 RESEARCH METHODS (3)

This course introduces principles & techniques of social investigations. Examines various research designs and techniques; and reviews ethical issues as they relate to practice and evaluation of one's own practice. Instruction is cognitive, affective and experiential. Restrictions: Junior and senior status. Prerequisites: SWRK 2305, 2307.

SWRK 3311 STATISTICAL TECHNIQUES IN SOCIAL WORK (3)

This course is a study of the collection and presentation of data; the nature of sampling problems, methods of calculating the common measures, including central tendency, dispersion, standard deviation. Required for social work majors. Prerequisites: MATH 1330, junior or senior standing. Students will need to have some basic knowledge of computer usage.

SWRK 3322 HUMAN BEHAVIOR & THE SOCIAL ENVIRONMENT I (3)

The first of two courses required for the Human Behavior and the Social Environment sequence. Emphasizes the social systems approach for studying and conceptualizing the relationship, interrelationship, and interdependency among various systems and subsystems at the various sized systems levels (i.e., micro, mezzo, macro) with a focus on person-in-environment. Provide students with a knowledge base of the bio-psycho-social development of individuals as they develop over the life span and have membership in families, groups, organizations, and communities. Restrictions: Social Work majors only. Prerequisites: SWRK 2305, 2307, BIOL 1450, PSYC 2300.

SWRK 3323 HUMAN BEHAVIOR & THE SOCIAL ENVIRONMENT II (3)

The second of two courses required for the Human Behavior and the Social Environment sequence. Serve as an orientation to the human biological, cultural, social, and psychological systems which impact human behavior. Uses a psychosocial approach to study developmental patterns of human growth and change across the life span. Presents a variety of theoretical perspectives central to the understanding of physical, cognitive, social, and emotional development. Restrictions: Social Work majors only. Prerequisites: SWRK 2305, 2307, 3308, 3322, PSYC 2300, BIOL 1450.

SWRK 3324 DRUG ABUSE (3)

This course offers an overview of drug use and abuse beginning with the pharmacological revolutions. Cultural implications related to drug use, regulations, treatment and education are examined. Prevention and treatment interventions to address the needs of special populations (i.e. elderly, disabled, gays and lesbian, women) in rural, urban, and underserved communities are also examined. Prerequisites: SWRK 2305, 2307.

SWRK 3333 RURAL SOCIAL WORK (3)

This course prepares students for beginning level professional generalist social work practice in rural settings. Also introduces students to the complex nature of rural service delivery systems, including formal organizations, informal social service organizations, and natural helping agencies. Prerequisites: SWRK 2305, 2307.

SWRK 3350 SOCIAL WORK METHODS I (3)

The first of three courses required for the Social Work Practice sequence. Employs the generalist social work practice approach. Designed for beginning social work majors. Provides a context for working with diverse populations at varied systems levels (i.e., micro, mezzo). Various interventions and techniques are examined. Restrictions: Social Work majors only. Prerequisites: SWRK 2305, 2307, all required general education courses.

SWRK 3351 SOCIAL WORK METHODS II (3)

The second of three courses required for the Social Work Practice sequence. Presents further knowledge of basic practice skills focused on generalists practice with small groups, organizations, and communities. Provides opportunities to apply problem-solving strategies with varying sized social systems as well as mechanisms to evaluate one's own practice. Restrictions: Social Work majors only. Prerequisites: SWRK 2305, 2307, 3308, all required general education and liberal arts courses.

SWRK 3352 EMOTIONALLY DISTURBED CHILDREN (3)

This course assists students in social work and other related disciplines to understand the emotional needs of children. Examines various theoretical and conceptual frameworks to demonstrate and integrate theory with practice applications. Students gain an understanding of and appreciation for cultural, racial and human diversity when examining emotional disturbance among children. Prerequisites: SWRK 2305, 2307, 3322, 3323.

SWRK 3372 FAMILY PRESERVATION (3)

This course is designed to assist students in social work and other related disciplines in developing competent knowledge, skills, and abilities to work with multi-problem families who are at-risk. Models of family preservation programs (e.g., Homebuilders, Families First) are utilized to demonstrate and integrate theory with practical applications toward the alleviation of problems confronting families. Emphasis is focused on family preservation services and projects which provide family-centered child welfare services. Prerequisites: SWRK 2305, 2307.

SWRK 3392 CHILD WELFARE SERVICES (3)

This course is designed to provide students with an interdisciplinary approach to studying family and children services. Students will gain knowledge and an ability to analyze concepts, laws, policies, and practices in the field of child welfare in relation to the needs of children and their families. Emphasis is on family centered practice and public child welfare. This course is occasionally team-taught with the inclusion of interdisciplinary faculty (i.e., Criminal Justice, Nursing, Psychology, Human Sciences, Education, Rehabilitative Services, Sociology, Gerontology,) and the Department of Human Services, Division of Children and Family Services. Prerequisites: SWRK 2305, 2307.

SWRK 4310 FIELD EXPERIENCE I & LAB I (3)

The first of two courses in the Field Practicum sequence which is designed to provide supervision, educationally directed learning and application of classroom learning. In order to complete field experience courses, students are required to complete 410 clock hours of field practicum at agencies pre-approved by the Field Coordinator. Also, students are required to attend one hour weekly lab sessions which allow students the opportunities to integrate classroom knowledge and to expand learning beyond the scope of practicum. Critical assessment, implementation and evaluation of agency policy within ethical guidelines will occur during the field practicum and lab exercises. The practicum experience includes direct contact with clients, process recording, and participation in agency functions. Students engage in practical experience that will serve as the foundation for advanced experiences in the second semester of field experience. Restrictions: Social Work majors only. Prerequisites: All general education and liberal arts courses; SWRK 2305, 2307, 3308, 3310, 3311 (or SOCI 4310), 3322, 3323, 3350, 3351.

SWRK 4311 FIELD EXPERIENCE II & LAB II (3)

The second of two courses in the Field Practicum sequence which is designed to demonstrate students' abilities to selectively develop plans of intervention for various client systems levels. Students are required to complete the remaining 205 clock hours of field practicum at agencies preapproved by the Field Coordinator during the first Field Practicum unless a change of agency is deemed necessary. The field practicum and lab experiences will allow students an opportunity to perform with more effectiveness as they gain further knowledge of the activities of bureaucratic organizations and as they engage in practice skills and interventions under strict supervision. Particular emphasis is placed upon the value and knowledge of the distinctive characteristics of diverse client groups and the development of culturally appropriate practice interventions. After completion of this practicum experience, students will be able to interpret policy and implement services for individuals, families, groups, communities, and organizations at the entry professional level. Restrictions: Social Work majors only. Prerequisites: SWRK 4310; same prerequisite requirements as SWRK 4310.

SWRK 4360 COMMUNITY PLANNING & DEVELOPMENT (3)

This course is designed to provide students knowledge of macro practice in the human services with an emphasis on skill development, planning, administration, evaluation, and community organizing components of practice. Students learn how practitioners utilize both empirical and conceptual knowledge in a self-disciplined manner to enable indigenous citizens in both rural and urban communities to gain rights as well as necessary resources. Opportunities are provided for students to explore skills and techniques in needs assessment, goal setting, fiscal management, staffing, and assessment and evaluation. Prerequisites: junior or senior standing or instructor's permission.

SWRK 4363 INDEPENDENT STUDY (3)

This course is designed to provide social work students with an advanced research proposal development opportunity. Students get an opportunity to pursue special interest areas utilizing various research procedures and techniques, technology, and community networks. Students who enroll in this course are required to have obtained approval from the social work program director. Due to the extensive one-on-one assistance to each student enrolled, a maximum of three students will be approved to enroll in this course. Students are required to submit an abstract to the University's Research Forum or a similar conference as agreed upon by the student and instructor. If the student(s) is selected to participate in the Research Forum and/or another conference, the instructor will assist the student(s) with the research presentation. Restrictions: Social Work majors only. Prerequisites: Senior status; must be approved by Director of Social Work Program and Advisor.

SWRK 4365 SENIOR SEMINAR IN SOCIAL WORK (3)

The third of three courses required for the Social Work Practice sequence. This is a comprehensive and integrative capstone course for senior level social work majors. The course is designed to help students integrate course content learned in the explicit curriculum with emphasis on the program's competencies and the following core content areas: Human Behavior and the Social Environment, Social Welfare Policy and Services, Social Legislation, Social Work Practice, Research and Field Practicum within their beginning professional generalist social work practice. The senior seminar provides opportunities and preparation for the student's development of his/her professional use of "self," self evaluation, and proficiency in the self critical and accountable use of social work knowledge, values, and practice skills from the liberal arts. The course also allows students an opportunity to review various theoretical and conceptual frameworks as well as intervention strategies utilized to alleviate discrimination and/or oppression within diverse populations and systems levels. Students are required to attend Social Work Computer Lab sessions which will include: reviews of SPSS, sample examination items for both the Social Work Comprehensive Examination and the Social Work Licensing Preparation Materials. In order to pass this course, all students must score 70 or higher on the Social Work Comprehensive Examination. Students will be allowed only one opportunity to retake the examination. Restrictions: Social Work Director's approval. Prerequisites: All general education and liberal arts requirements; and all Social Work required core courses.

Appendix E
Social Work Advisory Board

University of Arkansas at Pine Bluff
Social Work Advisory Board

Mr. Larry Battles (Chair)
United Family Services
PO Box 5408
Pine Bluff, AR 71611
(870) 534-8821 (work)
(870) 540-0047 (fax)

Ms. Bobby Bradley (Alumni)
University of Arkansas at Pine Bluff,
1200 N. University Mail Slot 4936
Pine Bluff, AR 71601
(870) 575-8339 (work)

Ms. Annie Bryant (Student)
President, National Association of
Black Social Workers
104 S. Lee
Pine Bluff, Arkansas 71602
(870) 718-4411 (cell)

Mr. Billy Burris
Arkansas State Hospital
Division of Mental Health
4313 West Markham
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(501) 686-9182 (fax)

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(870) 535-4716 (fax)

Kimeka Galloway (Student)
President, Social Work Club
4321 S. Olive Apt. 60
Pine Bluff, AR 71603

Mr. Cornelius Hall (Alumni)
JRMC-Utilization Management
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(870) 541-7776 (work)

Mr. Lynn Hemphill (Alumni)
Department of Veterans Affairs
Medical Drop in Day Treatment
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(501) 212-1007 (work)
(501) 676-7181 (fax)

Mr. Eric Hudson (Alumni)
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Pine Bluff, AR 71603
(870) 540-0727 (work)

Ms. Myrtle Johnson (Vice Chair)
Rehabilitation Services
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(870) 536-1067 (fax)

Judge Berlin Jones
Eleventh Judicial Circuit Court
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(870) 536-8937 (fax)

Mr. Marshall Kelley
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(870) 534-3210 (home)
(870) 535-5774 (fax)

Mrs. Lekita Lee
Counseling Clinic
Fordyce, AR 71742
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ACCREDITATIONS

The baccalaureate Social Work Program at the University of Arkansas at Pine Bluff was granted initial accreditation by the Council on the Social Work Education in 1990.

The University of Arkansas at Pine Bluff is accredited by The Higher Learning Commission, formerly the North Central Association (NCA):

**The Higher Learning Commission
30 N. LaSalle, Suite 2400
Chicago, IL 60202-2504
Phone: 1-800-621-817 Fax: (312) 263-7462**

