

# **University of Arkansas at Pine Bluff**



## **Department Handbook**

### **Social Work**

# SOCIAL WORK

**S** seek challenges and confront differences

**O** opportunity 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



UNIVERSITY  
*of* ARKANSAS  
AT PINE BLUFF  
—1873—

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**

**Signature Page**

**I hereby acknowledge that I have received a copy of the Social Work Department 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](http://www.nasw.org)) and National Association of Black Social Workers (NABSW) Code of Ethics (Refer to Webpage: [www.nabsw.org](http://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 Department Handbook and *The Roar* Student Handbook (UAPB).**

\_\_\_\_\_  
**Signature of Student**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Director**

\_\_\_\_\_  
**Date**

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## **INTRODUCTION**

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. 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, 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 UNIVERSITY OF ARKANSAS AT PINE BLUFF**

### **History and Development**

The University of Arkansas at Pine Bluff (UAPB) is a post-secondary educational institution whose origin in 1873 was embedded in an Act of the Arkansas State Legislature. The purpose of the legislation was to provide education for the state's "poorer classes."

In 1875, Branch Normal College, a branch of the Arkansas Industrial University (now the University of Arkansas) opened its doors to seven (7) students in a one-story frame house on the corner of Lindsey and Sevier streets in Pine Bluff, Arkansas. As a branch of the Normal Department of the Arkansas Industrial University, its primary goal was the preparation of teachers. J. C. Corbin (1875-1902), former State Superintendent of Instruction and Chairman of the Board of Trustees for the Arkansas Industrial University, was named Principal of the newly created institution. With the passage of the Second Morrill Act of 1890, Branch Normal became a land-grant institution and its curriculum was expanded to include instruction in agriculture and the mechanical arts and associated trades.

Between 1911 and 1915, the curriculum was reduced to instruction in elementary and secondary coursework. Jefferson Ish (Superintendent 1915-1921), a native Arkansan who followed J. C. Corbin and several other institutional heads, reestablished programs that were lost under prior administrations and the institution was reorganized to align its programs with its designation as an 1890 land-grant institution. He developed a strong agriculture program to accompany the teaching component and initiated training in allied trades, thus establishing a strong foundation for the college.

In 1921, the name of the school was changed to the Arkansas Agricultural, Mechanical and Normal (AM&N) School to reflect the 1890 land-grant focus as well as its original goal of training teachers. In 1925-1926, AM&N School advanced to become a two-year junior college. In 1927, AM&N School was renamed Arkansas Agricultural, Mechanical and Normal College, expanded its curriculum to four years, and was made independent of Arkansas Industrial University. AM&N College operated as an independent institution for 47 years from 1927-1972. Arkansas Agricultural, Mechanical and Normal College merged into the University of Arkansas System in 1972 and was renamed the University of Arkansas at Pine Bluff. The University of Arkansas is governed by the University Of Arkansas Board Of Trustees, which also oversees the operation of five (5) – four year institutions, and the University of Arkansas for Medical Sciences, and six (6) – 2 year institutions.

UAPB is the only historically black college/university (HBCU) within the University of Arkansas System. In addition, it is the second oldest public educational institution in Arkansas and it is the oldest HBCU in the state. Currently, the institution’s student body population is 94% African-American, 4% Caucasian and 1% other.

### **Mission Statement**

“The University of Arkansas at Pine Bluff is a public comprehensive HBCU 1890 Land-Grant institution. The University embraces its land-grant mission of providing cutting edge research, teaching, outreach, and service programs that respond to social and economic needs of the state and region. Its mission is to promote and sustain excellent academic programs that integrate quality instruction, research, and student learning experiences responsive to the needs of a racially, culturally, and economically diverse student population. Ultimately, the University is dedicated to providing access and opportunity to academically deserving students and producing graduates who are equipped to excel through their contributions and leadership in a 21<sup>st</sup> century national and global community.”

### **Vision Statement**

“The University of Arkansas at Pine Bluff will be widely recognized as the University of choice for students, faculty, staff, and future employers of our students. UAPB will be renowned nationally and internationally for excellence in teaching, research, service, and outreach with exceptional academic programs and globally competitive students. As a pre-eminent land-grant institution, UAPB will enrich the lives of people in the Arkansas Delta and beyond.”

## **University of Arkansas at Pine Bluff Facts**

The University of Arkansas at Pine Bluff is located in South Central Arkansas. The city has a population of 49,083 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, and a significant percentage of this population, approximately seventy-five (75%) percent represent ethnic minorities.

## **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. 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 practicality of a social work degree. The plan was approved and the Social Work Program began to gain autonomy. In 1977, the courses were given a social work prefix

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 the lives of individuals, families, communities, and society.

The conceptual model of social work provides the student with basic knowledge and skills in the three components of social work practice: 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 allows students the ability to provide direct services, understand social policy, and contributes 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 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 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 in 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 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 baccalaureate level social work students for generalist practice, service, and research opportunities that effectively address the plight of oppressed, social, economic, and culturally diverse populations. The program is committed to utilizing a problem-solving

approach to effectively address the multiplicity of problems experienced by vulnerable, disadvantaged 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 nine core competencies and their operational definitions outlined in Educational Policy and Accreditation Standards (2015). 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:**

***Competency 1: Demonstrate Ethical and Practical Behavior***

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

***Competency 2: Engage Diversity and Difference in Practice***

- 2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice;
- 2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- 2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and value in working with diverse clients and constituencies.

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

- 3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels; and

3.2 Engage in practices that advance social, economic, and environmental justice.

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

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

***Competency 5: Engage in Policy Practice***

- 5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- 5.2 Assess how social welfare and economic policies impact the delivery of and access to social services;
- 5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

***Competency 6: Engage with Individual, Families, Groups, Organizations, and Communities***

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

***Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities***

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

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

- 8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- 8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- 8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

- 8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and,
- 8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

- 9.1 Select and use appropriate methods for evaluation of outcomes;
- 9.2 Apply knowledge of human behavior and the social environment, person-in-environment Other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- 9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- 9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

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 competencies are consistent with professional and institutional goals and competencies which 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.

**Academic Honesty Statement/Plagiarism**

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.

## **ADMISSIONS REQUIREMENTS**

The Social Work Program offers opportunities that 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 120 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.

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. 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. Students will be considered as pre-majors in social work until they transition to the program after completion of 30 hours. The formal admission process into the social work program takes place after completion of prerequisite courses. Students are admitted into the social work program before taking junior and senior level social work courses. They must also complete the admissions requirements presented below:

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 the student 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 March 15.
2. Review the program's Student 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, MDL 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.

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. Students must meet their advisor to gain clearance to register.

### **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.

### **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 120 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
1 hour	Career and Life Planning
12 hours	Communications
6 hours	Humanities
11 hours	Mathematics and Natural Sciences (Biology required and Labs)
4 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), Independent Study (3 credits), and Social Work & Aging (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** (Social 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
Social Work & Aging	3398
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 (See Social Work Field Manual).
- 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 any time in the individual courses and in the curriculum leading to the degree.*

## **ACADEMIC POLICIES, REGULATIONS, AND GUIDELINES**

### **Academic and Professional Advising Policies and Procedures**

The university has a policy in place that no student can complete registration without documentation of advisement. Social work faculty must release the advisor hold documenting that the advisor has approved the student schedule. 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.

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. Students can make appointments throughout the academic year to meet with faculty advisors.

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. If a student withdraws from the university, the student must complete the Student Exit Survey in the advisor's office or in enrollment management.

## **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 using forms developed by the Center for Teaching and Learning. The forms are available online. 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.

## **SENIOR GRADUATION CAPSTONE REQUIREMENTS**

### **Capstone Experience/Senior Assessment Measures**

Social work students are required to take and pass the social work comprehensive examination prior to graduation from the program. Students are introduced to the social work comprehensive exam when taking the required prerequisites courses, Introduction to Social Work and Social Welfare Policy. Students are informed of the requirements for graduation during orientation sessions in the fall and spring semesters. Students are also administered a pretest in all social work required courses at the beginning of the semester. They are informed of their scores and faculty continue to focus during lectures, class discussions, quizzes, mid-term exams, and final exams on questions related to the social work comprehensive exam in all core social work courses throughout the student's tenure in the program.

Students are required to score 70 or higher on the Social Work Comprehensive Examination. This examination is administered annually by social work faculty 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 be allowed to take one make-up senior comprehensive exam within two weeks. Any student who fails the comprehensive examination after the make-up will receive a grade of “I” only when he/she attains a passing grade for the designated senior class. Interventions will take place with students for a second retake of the senior comprehensive exam within two weeks of the final deadline.

Senior comprehensive examinations required by departments or programs must be updated every two years and changes provided to the Director of Assessment for entrance into LiveText. The social work program also develops a senior comprehensive examination study guide for students. The social work program faculty also assumes responsibility for senior comprehensive examination reviews for student who transfer or change his/her major to social work.

In addition to the social work comprehensive examination, the university-wide assessment office work with each school (School of Arts and Sciences) to choose two school-wide student learning outcomes for assessment that aligns with goals articulated by the respective school. Faculty is required to have students’ to submit at least one assignment in LiveText that will be assessed by utilizing a rubric. The assignment will align with the rubric based on the following: information literacy, teamwork, reading values and written communication. Feedback is provided on the scoring of the assignment and can be utilized to improve the assignment and/or address concerns with the student.

### **STUDENT TRANSFER POLICY**

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 an official academic transcript (s) from the previous institution (s).

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. Social work programs that are not accredited by the Council on Social Work Education are contacted by the advisor to request course descriptions to review and evaluate the course content 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 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 Assessment 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.

### **STUDENT'S RIGHTS AND RESPONSIBILITY**

Students enrolled in the UAPB 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.

### **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 (see The ROAR Student Handbook for additional information).

### **USE OF ELECTRONIC DEVICES**

All electronic devices are to be turned off or placed on vibration before entering the classroom, except those specifically used by students' with disabilities or class instructions as determined by the instructor. Cell phones should not be used in the classroom for personal conversation (Refer to The ROAR Student Handbook concerning additional information on "Social Media Policy").

### **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](http://www.nabsw.org) and NASW Webpage: [www.nasw.org](http://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).

The program takes particular care to ensure that all students are familiar with and committed to the NABSW and NASW Codes of Ethics, and Academic Honesty Policy Statement. 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 to take action 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.

### **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, and 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.

### **STUDENT ACADEMIC GRIEVANCE PROCEDURES**

It is the policy of the University that a student may have prompt and informal resolution of his or her student grievances and that is accomplished under orderly procedures. Student academic complaints or grievances within the Social Work Program will be in accordance with the grievance policies found in *The ROAR Student Handbook*, and *UAPB Catalog*. The university prohibits discrimination practices against students, faculty, and staff, and it makes every effort to eliminate discrimination within the university community. Complaints involving

equal opportunity and non-discrimination, including sexual harassment, should be made to the Affirmative Action Office.

### **Disputed Grades**

A student's grade should represent the instructor's good faith judgment of the student's performance in the course based on the informed use of appropriate measurement and evaluation instruments. If a student disagrees with a grade he/she has received, the following procedure should be followed until the problem is resolved. The steps must be followed in order and appropriate documentation of each step (including notation of the date, time, location, length, content, and final outcome of the discussion) must be provided in order to proceed to the next step.

1. The student should discuss the disputed grade with the instructor of the course. This should normally take place during the instructor's posted office hours.
2. If the dispute is not resolved in step one, the student should request a meeting with the chairperson of the department offering the course. The instructor of the course will also attend the meeting.
3. If the dispute is not resolved in step two, the student should request a meeting with the dean of the school offering the course. The instructor of the course and the instructor's chairperson will also be present.
4. If the dispute is not resolved in step three, the student should request a meeting with the Vice Chancellor for Academic Affairs. The instructor of the course, the instructor's chairperson, and the dean of the school offering the course will also be present. The decision of the Vice Chancellor for Academic Affairs is final and no further appeal is possible.

### **Non-Academic Grievances**

A student may have a grievance against an instructor which goes beyond a dispute over the grades received in a course. For such non-grade grievances, the following procedures will be followed until a resolution is reached. These steps must be followed in order and appropriate documentation (notation of the date, time, location, length, content and final outcome) must be provided in order to proceed to the next step.

1. The student should request a meeting with the Director of the Social Work Program. The instructor will not be present at this meeting, but a follow-up meeting will be scheduled with the instructor and the Director.
2. If the grievance is not resolved in step one, the student should request a meeting with the Dean of the School of Arts and Sciences. The instructor of the course, the Director, and the student will be present at this meeting.
3. If the grievance is not resolved in step two, the student should request a meeting with the Affirmative Action Officer or the Dean of Student Life. The Dean of the School of Arts

and Sciences, the instructor, and the student will be present.

4. If the grievance is not resolved in step three, the student should request a meeting with the Chancellor. The Chancellor will schedule a follow-up meeting with the instructor, Director, the Dean of the School of Arts and Sciences, and the Affirmative Action Office and/or the Dean of Student Life. The Chancellor also has the option of empowering a panel of professors to review the allegations made by the student, render a judgment, and recommend an action for the Chancellor to implement. The decision of the Chancellor will be final.

### **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 Director of the Social Work Program, Dean of Students, one Social Work faculty, a departmental faculty member designated by the director of the program, 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. 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 director 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 (see "The ROAR Student Handbook" for Procedures for Formal Disciplinary Hearings).

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** (see "The ROAR Student Handbook").

### **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 (ALL students are required to have a central registry check, criminal background check, and liability insurance prior to entering field). Field instructors provide a written evaluation of their students' progress during mid-term and final examinations weeks. Professional dress is required of all students in the social work program. 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.

### **STUDENT ORGANIZATION**

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).

### **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.

**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.

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

High School

University/College

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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:

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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: \_\_\_\_\_

## **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 Social Work Program is presently accredited until February 1, 2019.**

**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**