



**Texas College Social Work  
Student Handbook  
Field Manual**

**Benchmark I Volume III**

**June 1, 2022**

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## **Overview of the Social Work Program**

The *BSW Program of Texas College* prepares graduates for generalist practice in entry-level social work practice and continuing professional development. The BSW graduate has a basic knowledge of theory and the ability to engage in thought with conceptual complexity. Possession of the standard body of the profession's knowledge, values, skills, and cognitive and affective processes allows graduates to apply their generalist practice abilities in working with individuals, families, groups, organizations, and communities in various agency settings.

### **Social Work Faculty:**

- **Ms. Charlotte Sanders, LBSW, MSW, Assistant Professor/ Program Director**
- **Ms. LaKeshia Harris, LMSW, Assistant Professor/Field Director**
- **Mrs. Roselind Walton-Russell, LCSW-AP, Associate Professor**

**Accreditation Status:** Texas College- Social Work Program actively seeks Council of Social Work Accreditation (CSWE) Candidacy toward the Initial Accreditation. On May 31, 2022, the college was granted Pre-Candidacy status by CSWE.

### **Generalist Practice Definition:**

*"Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use prevention and intervention methods with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice." (EP 2.0, 2015 EPAS)*

### **Program's Mission Statement:**

The mission statement of the Texas College Social Work Program is:

*"The program mission is to provide quality educational services at a baccalaureate level that prepares competent generalist social workers to enhance the human well-being and the needs of the diverse populations, with special attention on persons who are vulnerable, oppressed, and living in poverty, in the local, and global community. The program is inspired by the vision of transformation in social, economic, and environmental justice, and advocacy for the well-being of all".*

## **Program Goals**

The BSW program goals are identified below. Each EPAS expectation for generalist practice is listed separately, followed by a description of the related BSW Program goal(s) and competencies related to each program goal.

**Goal One:** Prepare students for the beginning generalist social work practice with individuals, families, groups, organizations, and communities with emphasis on rural, urban and military social work practice.

**Goal Two:** Prepares students to be critical thinkers and ethical practitioners in social work practice with systems of all sizes. This goal reflects the mission statement that prepares competent generalist social workers. Competent social workers are guided by the NASW Code of Ethics and the International Code of Ethics to assure the client, colleagues, society, and profession are protected in services, human relationships, cultural differences, social policy, research, and social justice.

**Goal Three:** Prepare social work students who identify with the social work profession and are committed to becoming life-long learners. This goal supports the program's mission. It adheres to inspiring students to be transformed through knowledge, skills, and values of integrating social, economic, and environmental, and advocacy for the well-being of all.

**Goal Four:** Prepare social work students who will be able to evaluate practice, understand practice issues related to diversity, including rural lifestyles, advocate for social and economic change, and recognize the global context of social work practice. This goal aligns with the mission by understanding research methods and evidence-based research practice in providing educational services that prepare competent generalist social workers.

**Goal Five:** Prepare social work students committed to enhancing human well-being and alleviating discrimination, poverty, and oppression.

**Goal Six:** Prepare educational opportunities to promote undergraduate generalist practitioners to advance to graduate studies if so choose. Students will gain competencies that will establish a base for entering graduate programs of their choice.

## **The Nine CSWE Social Work Competencies**

The nine social work competencies are listed below. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

### **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand ethical decision-making frameworks and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of lifelong learning and continually update their skills to ensure relevant and practical. Social workers also understand emerging forms of technology and their ethical use in social work practice.

Social workers: • make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to the context;

- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

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

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

- apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and

- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social workers understand that every person, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations. They are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand systems designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers: 6 8 2015 Educational Policy and Accreditation Standards SOCIAL WORK COMPETENCIES

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

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

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

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

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

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

settings at the micro, mezzo, and macro levels. They actively engage in policy practice to effect change within those settings.

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

### **Competency 6: Engage with Individuals, Families, Groups, Organizations, and**

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

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

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

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

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

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

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

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

- select and use appropriate methods for evaluation of outcomes;



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

### **Admissions Criteria to the Social Work Program**

#### **Social Work Pre-Major:**

Provisional/Pre-major status applicants are first- and second-year students who are required to obtain the following:

#### **Acceptance and admission to Texas College-Social Work Major:**

- Applications for entry into the Social Work program are accepted during the Spring (March-April) and Fall (October-November) semesters. Prospective students are assessed by the Admissions Committee, which makes the final decisions based on the students' overall strength of their application materials. Students' application materials must be submitted directly to the Social Work Program.
- To qualify for consideration as a major in the program, applicants must:
  - be admitted and enrolled at Texas College with the completion of a minimum of 30 accumulative credit hours, minimum of general studies, or transfer student/or returning student in the process of admission, with a minimum of 30 accumulative college credit hours.
  - Submit all official undergraduate transcript (s).
  - Have at least a 2.00 overall GPA.
  - Have completed one of the following cognate courses with at least a 2.0-grade point average or better: Introduction to Sociology 1301 or Psychology 2301 as transfer credit.
  - Two letters of recommendation from professors, student organizations, and academic personnel on student development
  - Submit an autobiographical essay

#### **Admissions Essay**

Each applicant must write an autobiographical essay that meets the following guidelines:

- Typewritten, doubled spaced with a font size of 12,
- One page or more that supports your interest in social work (e.g., unique challenges/obstacles that you have met/overcome, examples of leadership, other influences that help shape your interest in social work)

- The admissions essay is one of the critical elements that the Admissions Committee will review for consideration in the program. Applicants must carefully follow the instructions that are given above for the essay. The essay must be as thorough as possible.
- Several attributes are essential in students who desire to enter a social work career. These attributes consist of good judgment, integrity, openness to new ideas, receptivity to the development of self-awareness, ability or willingness to change, and acquisition of a nonjudgmental attitude regarding differences in people. Other essential attributes require a dedication to the values of the National Association of Social Workers Code of Ethics, such as commitment to social work's role in institutional change and broad-based respect for human rights and diversity.

### **Evaluation of Admissions Applications**

#### *Policy*

The social work faculty determine the admissions policies and procedures for the BSW program. Student representatives solicit input from all majors through the Social Work Student Association (SWSA). Students participate in policy review, policy development, and the admissions process. The admissions policies are reviewed annually by the social work faculty. When approved, the new or revised policies are published in the Texas College Academic Catalog, published every four years.

In evaluating applicants, faculty members consider many factors, and no one criterion alone automatically determines acceptance or non-acceptance into the program. The applicant's liberal arts foundation courses, cognate courses or courses, and student performance are among the factors examined. Additionally, the faculty considers the student's statement and the demonstration of their ability to communicate effectively in writing, their level of motivation as a professional social worker, and lastly, the criminal background result findings.

Students may be given conditional acceptance if the application is near completion except for missing one reference letter or if the student is completing the two required cognate courses and meets all other criteria. The student will be given the semester's end to satisfy their application requirement. Once all the application requirements are met, the applicant will be reviewed by the Admissions Committee for approval or non-approval acceptance into the program. Students who do not comply with this policy are notified in two weeks of the grounds on which the student was not accepted into the program.

#### *The Procedure*

The Social Work Program Director revises the program's BSW Admissions Brochure annually for distribution to prospective applicants. Prospective applicants who request information about the program are given or mailed the brochure along with all materials necessary to complete the BSW application process at the program level. Once a semester, the faculty holds a mandatory meeting regarding all prospects of the BSW program and distributes information for admissions and other materials related to the profession of social work.

The Program Director has the primary responsibility for implementing the admissions policies. Procedurally, the social work program handles admissions in a semi-decentralized manner within the College. The applicant must submit the Application for Social Work Program; copies of all student transcripts, three reference letters, and personal narrative statements directly to the Social Work Program's Director and have completed two of the following courses with at least a **2.0**-grade point average or better.

Upon receipt of application materials, the Program Director enters demographics and application information onto the Admissions Database for each applicant. Periodic reminders are sent to the applicants with updates on the status of their application (e.g., incomplete application). Once the application is completed, the Program Director sends a notification to the social work faculty to review the completed admissions file before a faculty meeting to determine the decision of acceptance. Guidelines for review are sent to faculty to remind the criteria for approval.

### **Admissions Appeal Procedures**

If students would like to appeal their admission status, they must submit a formal letter requesting an appeal. The students must address the reason(s) for their appeal in the letter. Copies of the appeal must be sent to the Social Work Program Director, Chair of the Division of Business and Social Sciences, and Vice President of Academic Affairs. The process must be submitted within fifteen days of their admission decision.

### **Notifying Applicants**

#### *Policies*

Students are given notification of the decision of acceptance or non-acceptance within thirty (30) days of completing the admission process.

#### *Procedures*

This notification is sent electronically to the student's email account on file. Students who are not accepted will be notified by email and allowed to meet with the Social Work Program Director to discuss the decision of admissions.

### **Notifying Applicants of Any Contingent Conditions**

*Policies:* Students are given conditional acceptance if the application is near completion except for missing one reference letter or if the student is completing the two required cognate courses and meets all other criteria.

#### *Procedures:*

The student will be given the semester's end to satisfy their application requirement. The Program Director will notify the student via email of the contingent conditions associated with admissions into the program within five (5) days of the decision of conditional acceptance.

## **Transfer Credits Policies and Procedures**

### ***Policies:***

Transfer students must meet the same standards for admission to the BSW Program as other students. Only those students having attended CSWE-accredited undergraduate programs can transfer courses for social work equivalency. The student must have earned a "C" or better in all social work courses. Courses taken at nonaccredited social work programs cannot substitute for required social work courses. These courses transfer to the Texas College Social Work Program as electives.

The social work program will accept twenty-one (21) transfer credits equivalent to the foundation, history, policy, research, human behavior, the social environment sequences, and social work electives. The program will accept transfer credits of the social work cognate courses of sociology, psychology, and micro or macroeconomics from another institution with a minimum of a "C" grade. The program will *not allow* the transfer of the practice sequences and practicum sequences from another institution.

The College requires that the last 30 credit hours be taken in residence.

### ***Procedures:***

The Program Director reviews transfer student applications and materials in consultation with the faculty on a course-by-course basis. Students must complete the usual application materials, submit course syllabi or a copy of the course description from the other institution, and a letter of recommendation from the previous institution attended. In addition to the program evaluating the transfer student's admissions process, the TC Admissions Office evaluates the transfer transcript. Decisions are made regarding the number of equivalent transfer credits and courses that will apply to TC. Transfer students majoring in social work at Texas College are advised to carefully analyze the social work curriculum and the TC academic catalog to ensure the completion of their intended social work degree plan. Students are encouraged to maintain a copy of their files.

### **Non-Credit for Life Experience Policy**

Life experience or previous work experience does not warrant credit in the social work program at Texas College (See Texas College's No Credit Policy provided by the Provost, Dr. Jan Duncan) below). This policy is published in the Social Work Student Handbook Volume III, Appendix. Further, no life credits policy will be discussed at the new student orientation in August of each year and advisement with faculty.

### **Academic Advising**

#### *Policies:*

Student advising is the responsibility of each faculty assigned to the undergraduate program. Faculty members are introduced to the student advising process early in their first semester at Texas College. After meeting with the Program Director to learn about the program curriculum and the process involved in developing student schedules, new faculty are initially assigned a small advising load while becoming familiar with the process. After that, the advising load is increased each semester until they reach the same advising load as the other faculty members. The Program Director is available to assist with advising problems.

#### *Procedures:*

The undergraduate advising process has four stages: initial advising, ongoing advising, application to the major, and preparation of the degree plan.

#### *Advising: The Initial Stage*

Advising begins when the student decides on social work as a major and continues through each semester. At this time, the student must meet with the Program Director to assess their motivation for choosing the social work major and to discuss specific areas of professional interest. The structure and sequencing of the BSW program and the importance of working with the faculty advisor concern the student. Based on this initial interview, it may appear that the student is either uncertain about the major he/she would like to pursue or that his/her interest is not in social work but a related field. In the former case, it is suggested that the student take the Introduction to Social Work course (SOCW 2363). If the student appears

to be more interested in a related field, he/she is advised to contact other departments such as Sociology and Criminal Justice. If the student declares social work a major, the academic advising process begins immediately following the initial interview described above. There are two types of students who must be advised, and the processes are slightly different for each group. The two groups are incoming first-year students and students with prior college coursework.

Many of the students who major in social work have previous college work. However, first-year students are the largest group to attend the College in the fall semesters. The College conducts summer orientation for these students before enrollment; semester orientation is for last-minute enrollees, and divisional orientation is once per semester. The new freshman will be assigned dates for the orientation to facilitate attendance. The orientation session deals with college life, such as using the library, familiarization with the campus, university food service, residence halls; career and meaningful choices; and recreational activities. An essential part of this first-year orientation is the opportunity to meet with representatives of the academic divisions and departments to discuss the choice of a major. A social work faculty member attends all of these orientations and meets with students who express an interest in social work as a major. At this meeting, the faculty member discusses the structure of the social work curriculum and the importance of advising. Students are also given information on social work as a major and career.

Academic Affairs advises students who remain undecided on a major and assign students to their prospective majors once they declare a major. Students who choose social work as a major are admitted to Texas College as -majors. They return for academic advising with a social work faculty member. At that time, either the Program Director or a faculty member prepares a course schedule.

According to their TSI, first-year students must be advised (Texas Success Initiative). The Texas Success Initiative is a statewide program to promote academic success for all students by ensuring that they are well prepared for college-level work. To support that goal, TSI programs require students to earn exemption from placement testing or undergo assessment in the areas of (reading, math, and/or writing). Students are then given a copy of the social work course sequence for reference purposes and are assigned to a faculty advisor. This advisor usually is the faculty member the student will see in future semesters. Students are advised to return to the program's office to see an advisor to get advice concerning course changes or drop courses after being informed. Students must also be advised before registering each semester. A block or hold placed on their files prevents registering without advising.

Students with prior college or community college coursework are advised to use a slightly different procedure. Students considering social work as a significant meet with the Program Director or another faculty member for an initial interview to discuss their interest in social work. The Program Director also discusses the course structure and sequencing in the program, career opportunities in social work, and the importance of faculty advising. Students whose interests appear to lie in disciplines other than social work are referred to other departments with programs more consistent with the student's interests. After the

interview, students who remain undecided about social work are advised to take Introduction to Social Work (SOCW 2363) to help them learn more about the profession. Once these students decide on a major, academic advising begins. Students who have prior college-level coursework must have evaluated to plan their program of study. The first stage of this evaluation starts at either the Admissions or the Registrar's office. Students who transfer to Texas College from other four-year universities or community colleges must have their transcripts evaluated by the Admissions office. This evaluation process translates the student's courses into the Texas College course equivalents. This official evaluation that the social work Program Director uses to determine the courses that the transfer student has already completed.

The Program Director then uses this transcript evaluation to prepare a program of study for the transfer student. The Program Director checks off the student's courses on a copy of the social work course sequence. One copy of this course sequence is given to the student, and another copy is retained in the student's advising record. The Program Director then helps the student prepare a schedule for the upcoming semester. In preparing this schedule, the Director advises the transfer student to take any remaining general education courses before scheduling courses in the designated program requirements, social work major, or electives. The student is then assigned a faculty advisor. At this time, it is explained to the student that seeing a faculty advisor make changes in the prepared schedule or drop or add courses is very important.

While the Admissions Office evaluates the courses that students have completed, the Program Director's responsibility is to evaluate the social work courses the student is attempting to transfer to Texas College. Social Work courses that are transferred from community colleges or unaccredited social work programs are evaluated individually for social work credit, but rarely is such credit given. All social work courses from unaccredited programs are counted as elective credits. Students already enrolled at Texas College and declare Social Work as a major follow an advising procedure similar to that used for transfer students. The principal difference is that students who are already enrolled must obtain a copy of their transcript from the Registrar's office before academic advising by the Program Director. Otherwise, the advising procedure is identical to that used for transfer students.

#### *Advising: The Ongoing Process*

Once a student declares Social Work as a major, an advising folder is prepared. This folder is updated and maintained as the student advances through the program. Each folder may contain the following information:

1. Student Information Sheet: Includes name, address, phone number, permanent address, and social security/student ID number.
2. Social Work Course Sequence. A copy of the program of study is listed in the degree plan. The completed courses are checked on this form, and the currently taking courses are noted.

3. Advising Slips. A copy of the schedule was developed by the student with the faculty advisor. An advising slip should be present for each semester the student was enrolled.
4. Advising Checklist. Tracks process and necessary forms.
5. Student Transcripts and Course Transfer Evaluations.
6. Checklist of Requirements for Admission into the Social Work Major. Identifies which requirements for acceptance to the major have/have not been met, grade-point average, the status of approval (clear or provisional), comments regarding what is necessary to remove provisional status, and signatures of the faculty advisor and Program Director.
7. Application for Social Work Major, signed by the student.
8. Admission to Major Letter. Identifies program expectations for majors; must be signed by the student and faculty advisor
9. Certificate of Admission to the Social Work Major.
10. Student Degree Plan; Completed for each major who has reached junior standing. It identifies the courses completed by the student and the remaining courses that must be completed in order to graduate (Plan of study).
11. Petitions to Change Degree Plans. Any changes in a degree plan such as the declaration of a minor field of study.
12. Final Graduation Plans. For senior students who are either in final field practicum or who plan to enter final field practicum within one semester. This is a check to see that graduation requirements have been met.
13. Correspondence Regarding Students.

The academic advising folder is very important to the faculty member providing academic advice to the student. This folder contains information relative to what the student has taken, and courses that need to be taken in order for the student to graduate.

After the student has entered the Social Work Program, the following ongoing advising process is employed. First, the student must see the faculty advisor obtain an advising slip in order to register for the following semester. A student may obtain an advisor slip either during the pre-registration or regular registration periods. Pre-registration occurs at the mid-term of the preceding semester, and regular registration is conducted immediately prior to the start of the semester. The advising slip contains a list of courses to be taken. Both the student and the advisor agree on this list. Students are not permitted to register without an advising slip.



This advising process requires students to have contact with their faculty advisors at least once each semester. For most students, contact with the advisor is more frequent. In order to make sufficient time available to adequately advise students, faculty advisors spread the advising over a two-week period. For example, the week prior to pre-registration and the week of pre-registration are both made available for advising students. Faculty publishes an advising availability schedule and students sign up for a time that is suitable to them. Extra time may be necessary because, during academic advising, students and faculty members often take time to discuss the student's professional and career interests.

A second part of the advising process involves the academic advising of students who are not making satisfactory academic progress. These are students whose grade point average is below a College minimum and who have been placed on probation or suspension (below 2.0 for freshmen, sophomores, juniors, and seniors). Such students are blocked from pre-registration and must see the Program Director prior to registration. The Program Director advises probationary students, and the School Director advises students on academic suspension.

The Program Director, the faculty advisor, and the student attempt to identify the source of grade problems. If a skill deficit seems to be affecting the student's grades, the student is often referred to the academic support tutorial services. This center provides remedial assistance with reading, writing, mathematics, and study skills. This academic support service has been very helpful in improving the academic performance of students whom we have referred. Faculty advisors may also recommend that students with poor academic performance take one of the remedial courses in reading, mathematics, or English in order to improve their skills. The intent of this advising is to give students a better opportunity to succeed in the College, rather than to just let the students struggle on their own. In order to remedy grade problems, the advisor will frequently recommend the unpopular option of repeating courses to raise the grades. Students often do not like to follow this recommendation, but repeating courses are the quickest way for a student to raise his/her grades.

### **Advising: Application for the Social Work Major**

In the first semester of the junior year, students must formally apply for acceptance to the Social Work major. Acceptance into the major allows students to take upper-level courses, including the first practice course (SOCW 3307: Practice I). In order to become a Social Work major, students must meet the following criteria:

- Have a 2.0 cumulative GPA in courses taken at TEXAS COLLEGE
- Have completed SOCW 2363 with a grade of C or higher.
- Have completed the human biology requirement (BIO 1471) with a grade of C or higher

- Have completed ENGL. 1301 and ENGL1302 with a grade of C or higher in each course
- Have completed the MATH requirement (MATH 1314, 1432 or higher)
- Have completed the Statistics (MATH 1342) with a grade of C or higher
- Have nine or fewer hours of general education courses to complete.

Admission to the Social Work major involves the completion of an application (BSW Handbook, Accreditation Standard 3.2 Volume III) which includes information regarding previous volunteer or work experience, felony convictions, and a personal statement about why the student believes he/she is suited for a career in Social Work. When the student submits the completed application for the Social Work major to the faculty advisor, the application is then presented to the full undergraduate faculty at a regularly scheduled faculty meeting for approval by vote. In this way, faculty who have had the student in class, and are thus aware of the student's strengths and challenges, are involved in the decision to approve or reject the application. To prevent conflict of interests, the Program Director does not vote on applications for the Social Work major. Instead, the Program Director is the first level of the appeal process in the event that the student files an appeal against the faculty's decision.

Students who have not been admitted to the major are not permitted to take upper-level Social Work courses or to file an official degree plan, with the following exception. Students who are ready to take the first practice course (SOCW 3307) but who have only one unmet criterion can be approved "provisionally" for one semester. The student then has one semester to complete the outstanding requirement in order to proceed with the next senior-level courses. Students receive an official Certificate of Admission to the Social Work Major. At this time the student also signs an agreement to continue to meet the following program expectations:

- Maintain an overall 2.3-grade point average in all courses at TEXAS COLLEGE.
- Maintain a C or better in all professional social work courses.
- Demonstrate acceptable standards of professional conduct, personal integrity and emotional stability requisite for professional Social Work practice
- Demonstrate effective interpersonal skills necessary for forming professional helping relationships
- Demonstrate a commitment to the profession of Social Work

- Demonstrate a commitment to adhering to the Codes of Ethics for the National Association of Social Work/IFSW and Texas State Board of Social Worker Examiners.

### **Advising: Preparation of Degree Plans (Plan of Study)**

The next aspect of student advising is the preparation of degree plans. During the first semester of the junior year, or when the student is enrolled in the first practice methods course (SOCW 3307: Generalist Practice I), the student must meet with his/her faculty advisor to make a degree plan. Prior to this time, the social work course sequence that was given to the student upon entry into the major serves as an informal degree plan.

### **Procedure**

The degree plan is a formal document that outlines the courses that the student has successfully completed and identifies the courses the student must complete in order to graduate. The information to compile a degree plan is taken from current student transcripts and transfer evaluations. The degree plan is prepared by the faculty advisor and is checked for accuracy by the student, Program Director, and the Divisional Chair. A signed copy is then given to the student. Changes in the degree plan are made through a petition that is initiated by both the student and the faculty advisor. Both the BSW Program Director and the Chair must approve petitions to change degree plans.

When the student reaches the first semester of the senior year or enrolls in SOCW 4301 (Evidence-Based Practice), the student must file for a Final Graduation Plan. This plan is prepared by the Registrar's Office and compares the requirements of the degree plan with the academic transcript of the student. The Final Graduation Plan provides the student with a brief list of requirements that must be met in order to graduate. This plan must be prepared in order to ensure that the student has met the requirements to enter the Field Instruction II (SOCW 4622).

### **Advising: Professional and Career**

A final aspect of student advising is that of professional and career advising. This type of advising assumes greater importance in the latter half of the student's junior year. At this point, students are clear about the courses they need to take in order to graduate because of the structure of the program and because they have already prepared a degree plan. Therefore, much less time needs to be devoted to academic advising, and more time is devoted to professional and career advising. Professional and career advising becomes more important to students who are juniors and seniors because they have increased involvement with community agencies, a decision must be made on the settings for their field practicum, and they must prepare for social work employment. The first practical experience that our students have with social work agencies occurs in the first semester of the senior year in SOCW 4601 and SOCW 4300 (Field Instruction I and Seminar in Helping I). The second semester field experience in SOCW 4622 and SOCW 4331 (Field Instruction II and Seminar in Helping II). In the senior year, students have a number of

questions concerning the type of internship setting, the state licensing exam, professional organizations, future employment in social work, and graduate school. Even though there are formal mechanisms for dealing with these questions as a part of the field practicum and seminar, faculty advisors set aside time to deal with additional student questions that are not resolved during this process.

### **Evaluation of Academic and Professional Performances**

Retention is an integration of academic performance, policies, and procedures for evaluating students' academic and professional achievement. Every course syllabus in the BSW Program will contain all written assignments, a discussion of testing methods, and a grading scale. On the first day of class, instructors review the course assignments and course goals, and expectations including the grading scale for the class. Expectations for performance in the Field are covered in detail at the field orientation held one semester before entering the Field and at the beginning of each semester at the start of the internship. Every student is required to attend the orientation session before entering the internship. The Field Manual contains all evaluation instruments utilized to determine performance in the Field, as well as all assignments and specific weighted grading scales. The Director of Field and Field Liaison also reviews the evaluations tools and expectations for field experience during the initial field visit. Students are also informed of their rights to appeal and procedures for appealing grades in the BSW Student Handbook.

### **Academic Performance Policy**

A student in the BSW program at Texas College must comply with the following educational performance policies:

1. As a pre-major in social work, students are required to maintain a "C" average of 2.0 on a scale of A= 4.0.
2. A major in social work who receives less than a 2.3 GPA in all social work courses will be placed on the social work program's academic probation and will be required to repeat the social work course (s) to obtain a 2.3 GPA to continue in the social work major.
3. The BSW students are given one attempt to raise the grade to 2.3 or above. Failure to do so will result in academic suspension from the BSW Program.

### **Academic Performance Procedures**

#### ***Academic Probation and Suspension***

The College requires that students make a minimum grade of "C" or better in all major courses. Students are allowed to make a "D" in general education courses.

The program requires students to maintain a GPA of 2.5 as a social work major. A student whose grades fall below 2.5 in the required BSW courses will be placed on academic probation with the social work program and will be allowed to return to the program to retake

the course(s) only with the written recommendation of the student's faculty advisor and approval from the Social Work Program Director. Permission to retake the course and continue in the BSW program will be granted only if it is believed that there is a reasonable likelihood that the student can earn a GPA of 2.5 overall scores for all social work courses or better in the second attempt. Removal from academic probation is granted when the student earns a grade of 2.5 or better in all social work courses undertaken. Students are reminded that failure to achieve a grade of 2.5 or better in a required social work course may result in a delay of one year or more in completing the program, due to the sequential nature of the courses.

### ***Incomplete Grades***

The grade of "I" (Incomplete) is a conditional and temporary grade in those rare circumstances when students are passing a course with a grade of "C" or better but, for reasons beyond their control, have not completed a relatively small part of all course requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking a scheduled examination. The grade of "I" must be changed by fulfilling the course requirements by the deadline set by the instructor, but no more than one semester from the date awarded. In conformance with College policy, the grade will automatically lapse into an "F" if the incomplete grade is not satisfied within the specified time. The approval by the Chair of the Division of Business and Social Sciences and the Provost/Vice President of Academic Affairs is required for all incomplete grades.

### ***Academic Honesty***

The value of an academic degree is contingent upon the integrity of the work performed by the student for a degree. Students must be responsible for maintaining high standards of individual honor in scholastic work as indicated in Texas College's Academic Integrity policy. Violations of this policy include: receiving from a fellow student or another unauthorized source a copy of an examination; obtaining, distributing, or referring to a copy of an examination that the instructor or Social Work Program has not authorized; representing another's work, published or unpublished, as one's own; tampering with another student work; altering grades or any other records related to the academic performance of students, or submitting false documents or information to gain admission to Texas College or the Social Work Program.

### **Academic Appeal Process**

Students can appeal to any action they believe is inaccurate or unfair. Students may follow the guidelines of the College "Grievance Policy." It is the student's responsibility to become familiar with the various policies and regulations of the College and the Social Work Program to meet the conditions they impose (See the TC Academic Catalogue).

### **Academic Grievance Policy Procedures**

The Social Work Program recognizes a student's right to due process. This policy addresses academic grievances alone. The student's responsibility is to become familiar with this policy of the Social Work Program documented in the TC Social Work Student Handbook.

1. Academic grievances are complaints brought by students regarding the program provision of education and academic services affecting their roles as students. Academic grievances must be based on a program policy claimed to be violated.
2. This policy aims to recognize the student's right to due process.
3. This policy applies to all social work majors.
4. The procedure includes the following:
  - (1) To initiate resolution of an academic grievance, the student shall discuss the problem with the faculty member or the student whom the student believes has taken improper action. If the resolution is not achieved, the student shall discuss the problem with the Program Director.
  - (2) If the faculty member in question is the Program Director, the student may bypass the Program Director and speak with the Chair of the Division.
  - (3) If the resolution is not achieved at the Chair's level, the student shall file a grievance petition with the Provost/ Vice President of Academic Affairs.
  - (4) The student should discuss the student's grievance with the faculty member unless the student is enrolled in the faculty member's course and believes it prudent to approach the faculty member only after receiving a course grade or the student feels threatened by the other student and wishes not to share concern without the support of a faculty member. In any case:
    - (a) If the occasion for grievance occurs during the fall semester, a grievance petition must be filed with The Program Director no later than the last day of class in the following semester; if the occasion for grievance occurs during the spring semester, a grievance petition must be filed no later than the last day of the fall semester.
    - (b) If the student or the faculty member is a non-resident at the College during the semester in which a grievance petition must be filed, and initial discussion between them is thus impossible, the student shall transmit a written statement of the grievance to the faculty member, either directly or through the Program Director.
    - (c) To protect the faculty member and the student, it is crucial that tests, papers, and other such material (which were evaluated and were considered in arriving at the final grade but have not been returned to the student) be available for inspection by the student and by other persons (i.e., the Program Director, the Division Chair, and the Provost/ Vice President of Academic Affairs) involved in the grievance procedure. These materials should remain

available for inspection until the last day of classes of the semester following the one in which the alleged grievance has occurred.

(d) All written materials submitted by the student in the course should be graded and made available for inspection within a reasonable amount of time.

(e) Since student evaluation includes the process by which a final grade is determined and the grades assigned to individual projects, a procedure like the one that applies to written materials submitted by the student should refer to calculations that determine a final grade. The grade book, or its equivalent, is a permanent record kept by the faculty member and filed in the departmental office when the faculty member leaves the College. However, this permanent record does not necessarily clarify the nature of the process by which the final grade is determined. It is, therefore, necessary for the faculty member to be able to explain this process, should the process by which a grade was assigned be the subject of the grievance.

(f). An aggrieved student shall prepare a written grievance petition with the student's name and student's TC identification number, specifying the action that the student believes to have been improper, the instructor, the course number, the section, and the semester, and any other information needed to explain the circumstances. The petition shall be dated and signed by the student and sent directly to the Program Director of the social work program. Other documents and personal testimony may supplement the request.

(g). The Program Director shall supply copies of the grievance petition to a Student Grievance Committee (one social work faculty, one field instructor, one advisory board member/constituency member, and one non-social work faculty member). If the faculty member questioned by the student is the Program Director, then the student can petition the Chair of the Division. If the student is dissatisfied with the Chair's decision, the student can request the Provost/ Vice President of Academic Affairs, where the final decision lies. Any committee member who has a conflict of interest in a case shall be disqualified from deliberations and action on that case.

(h). The committee shall request the faculty member to reply to the committee within a 10-work day period with a written statement concerning the action referred to in the grievance petition. If the grievance relates to a course grade, the instructor should explain the evaluation components and their relative weight, supplying evidence such as papers and examinations. Other documents and personal testimony may supplement the report.

(i). After an initial meeting to review the information presented, the student grievance committee members may ask the faculty member and the student to meet with the committee for a confidential hearing. The committee members may request testimony from other faculty and students. The chair of the student grievance committee shall make a formal recommendation, copies of which shall be sent to the student who filed the grievance, the faculty member, the Program Director, and the Chair of the Division.

(j). If the committee members' recommendation includes a request for action by the faculty member, the faculty member shall, within a 10-workday period, inform the student grievance committee in writing of his or her response to that request. The committee chair shall forward copies of the faculty member's response to each of the persons listed above. Suppose the faculty member does not implement the recommendations of the student grievance committee. In that case, the Program Director shall report to the Chair, Provost, and Vice President of Academic Affairs the recommendation for the final act. (a) The student grievance committee is charged with protecting students' rights of freedom of expression and other rights in the classroom and against improper academic evaluation and improper disclosure. It does this by investigating and seeking to resolve academic grievances.

(h). Once the student grievance committee submits the recommendation to Program Director, Chair, and Provost/Vice President for final implementation, the student is informed in writing of the last action of the grievance petition within ten days of the final decision of the student grievance committee.

### **Professional Performance Policy**

The Social Work Program at Texas College is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The program also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the competencies, values, and skills of the profession of social work. The values of the profession are codified in the National Association of Social Workers (NASW) Code of Ethics, and the Council on Social Work Education has nine core educational competencies that social workers must master. Given this context, the Social Work Program has identified professional behaviors for the social work student to exhibit in the classroom, field placement, and Social Work office through email/phone conversations. Any other interaction in a professional/academic setting is the Texas College Social Work Programs' Standards of Professional Conduct. Students are viewed as adult learners, and professional conduct is expected in all aspects of social work education. The following statements are reflective of the program's emphasis on excellence and professionalism in the Standards of Professional Conduct:

1. **Ethical Practice:** The student is expected to continually be aware of the profession's mission, values, ethical principles, and ethical standards and practices in a manner consistent with the profession of social work.
2. **Confidentiality:** The student is expected to guard any personal information that he/she hears about a peer or an instructor as strictly confidential. Maintain any information shared in class, dyads, or smaller groups within that unit. Use judgment in self-disclosing details of a very personal nature in the classroom. Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with on a non-professional level, they may consult with their instructor to receive a referral for counseling.



3. Dignity and Worth: A student is to respect the inherent dignity and worth of all persons.
4. Human Diversity: The student is required to demonstrate sensitivity to and respect for human diversity, with the ability to relate to people who are different from oneself and the necessary capacity for nonjudgmental behavior toward individuals whose values, beliefs, and lifestyles may be different from the student's own.
5. Social Justice: Student is expected to strive to deepen their understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.
6. Conflict Resolution: Student is expected to approach conflict with peers, instructors, and professionals in academia and otherwise in a cooperative and solution-seeking manner.
7. Nonjudgmental Language: Student is expected to use positive and nonjudgmental language with peers, instructors, and professionals in academia and otherwise.
8. Professional Respect: The student is expected to conduct him or herself professionally and respectfully while in class, field placement workshops, or other learning environments by exhibiting behaviors such as: being respectful, mature, and attentive. Avoid Non-professional behavior, for example, sleeping in class, using cell phones, passing notes, and the non-academic use of computers.
9. Avoid Academic Dishonesty: Examples of academic dishonesty include, but are not limited to, the following: Student is expected to avoid:
  - o Plagiarism: the use by paraphrasing or direct quotation of the published or unpublished work of another person without entirely and properly crediting the author with footnotes, citations, or bibliographical reference; unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic documents; or unacknowledged use of original work/material that has been produced through collaboration with others without release in writing from collaborators;
  - o Use of any unauthorized assistance in taking quizzes, tests, or examinations;
  - o Dependence upon the aid of unauthorized sources in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - o Acquisition or possession without permission of tests or other academic material belonging to a member of the College faculty or staff;
  - o In any way assisting others who are participating in any of the preceding types of behavior; and
  - o Falsifying attendance records or other official documents.

10. Professional Competencies: In addition to the academic competencies outlined in each course syllabi, the social work student is expected to be thoughtful and professional when interacting and communicating in a professional or educational setting. This expectation extends to other community members whenever the student's behavior may influence the perception of others about the profession of social work or Texas College.

11. Professional Skill: Accountability: The student is expected to Regularly attend all classes, just as in one's place of employment. It demonstrates that you are serious about the endeavor you are engaged in. Absences should be communicated to the instructor before the class, if possible.

- o Avoid tardiness or leaving class early should be nonexistent or rare.

- O Avoid absences from examinations. Lack does not automatically allow w the student to take the test later. If the student wishes to, the program faculty may let a make-up exam if there is acceptable proof of student or family illness, court date, etc. The faculty is not required to provide a makeup exam or accept assignments beyond the deadline date. Assignments should be turned in regularly on time. Just as in the workplace, grading penalties are typically applied in all classes if assignments are not completed promptly.

12. Taking Responsibility: The student is expected to use all academic pursuits responsibly and conscientiously, meeting all deadlines as given by instructors and administration. BSW coursework often involves a great deal of reading and writing. Keeping current with homework will reap the same benefits as staying current with your work in the professional world. The student will complete work on time, stay abreast of it, and have opportunities to demonstrate excellence and receive the benefit of excellent grades, honors, or other awards. The student is seen as proactive adult learners who take responsibility for their learning. They accomplish the job and learn how to be more competent and efficient. The student is also expected to meet the challenges professionally presented in the BSW classes.

Additionally, the student is expected to take responsibility for one's education by utilizing tools such as advisors, faculty, and administration after reading the catalog, website, course materials, and other program materials to educate one on minimum requirements, policies, and procedures. Utilize support systems as implemented by the College and program in the correct order (for example, students with an issue in the classroom should first talk with their instructor, then the assigned advisor, then the program director, and escalate only when needed).

13. Constructive Criticism and Feedback: The student is expected to be open to feedback or constructive criticism as a quality that facilitates growth and improvement. The student is expected to increase competence through openness and less defensiveness. Being defensive about feedback designed to help you improve only interferes with learning and development.

**14.** Mutual Regard: Students and faculty are to interact professionally and with mutual respect.

15. Professional Identification: A student is expected to identify as a professional social worker and conduct one's self accordingly.

16. Abstain from Criminal Activity: Student is expected not to allow their problems, psychosocial distress, legal issues, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have professional responsibility in the classroom or in the field placement.

17. Alcohol or Drug Use/Abuse: Students will not use alcohol or drugs in ways that impair his/her ability to perform the profession's work or result in compromised client care. Every social work student's responsibility is to protect the public from an impaired colleague and assist that colleague whose capability is impaired because of alcohol or drug use.

18. Consultation and Supervision: Student is expected to seek consultation and supervision whenever their ability to care for the client or provide adequate services to the field placement agency is inadequate because of a lack of knowledge, experience, or ability.

19. Professional Self: The student is expected to understand how his/her values, attitudes, beliefs, emotions, and past experiences affect his/her thinking, behavior, and relationships. The student must be willing to examine and change his/her reaction when it interferes with his/her working with clients and other professionals and must be able to work effectively with others in subordinate positions and those in authority.

Actions contrary to the Standards of Professional Conduct will result in corrective action in various ways. Examples may include classroom assignment feedback, advising sessions, or written event documentation.

The Social Work Program reserves the right to terminate a student's participation in the program based on professional non-suitability if the program determines that a student's behavior has constituted a significant violation or pattern of violations of any of the Social Work Standards of Professional Conduct, as noted. A professional performance review is allowed at the request of the student. Please refer to the Termination Policy for Academic and Professional Performance in the TC Social Work Student Handbook.

### **Professional Performance Grievance Procedures**

As in the academic grievance policy, the program adheres to a similar policy for professional performance. The Social Work Program recognizes a student's right to fair and due process.

E. Professional grievances are complaints brought against students regarding professional behaviors affecting the role of a student. Professional grievances must be based on program policy and claimed to be violated.

F. Social work faculty, field instructors, constituents, other College faculty, staff, and students at TC can file a complaint about a student who has violated the Program's Standards of Professional Conduct stated in the professional policy.

G. The purpose of the policy is to recognize the student's right to due process.

H. This policy applies to all social work majors only.

I. The procedure includes the following:

1. To initiate the resolution of a professional grievance, the complainant shall provide in written form and discuss the problem with the Program Director. If the Program Director, a faculty member, brings the complaint, the complaint shall be in written form and shared with the Chair in the Division of Business and Social Sciences, where the programs lie. If the Chair presents a concern about a student's professional behavior, the Chair will file a report to the Program Director in the previously stated manner.

2. The Program Director will inform the student of the petition filed against him/her and provide an opportunity for the student to address the complaint. The student will be given procedures that allow the student due process.

3. The Program Director will refer the grievance petition to the Student's Grievance Committee (one faculty member, one field instructor, one advisory board member/constituent member, and one non-social work faculty member). This committee will notify the student of the petition for review. The committee will investigate and gather any information concerning the unprofessional conduct of the student, witnesses, written/recorded documentation, or any other relevant information that pertains to the violation of the Standards of Professional Conduct.

The committee will interview the complainant, the student, and the witnesses to file the petition. After full consideration of the findings and hearings, the committee will carefully choose from one of the four recommendations:

a. Not Guilty: There is no evidence to support compliance against a student in violation of the Standards of Professional Conduct.

b. Guilty by Omission: Evidence of misconduct, with a misunderstanding of expectations of professional conduct, poor communications, and limitations of insight. Opportunity to grow and make necessary changes in professional behaviors.

c. The conclusion of Guilt: The student is fully aware of a violation of the Program's Standards of Professional Conduct, with remorse and willingness to change to adhere to the professional policy. The student receives a warning for a limited amount of time, equaling one month from the date of the decision in his/her professional performance.

d. Guilty: Evidence supports the student's violations of the Standards of Professional Conduct and is fully aware of the consequences of possible termination from the program. The student demonstrates an inability to comply with or reform the policy of professional performance. This recommendation can lead to the student being terminated from the program.

4. Once the student grievance committee has determined the final decision regarding the student's professional behavior, the committee will report to the Program Director/Chair to implement the sanctions. The program director informs the student of this final decision within ten days in writing.

5. If the student feels the committee was not fair and wishes to appeal the decision, the student may choose to meet and discuss directly with the Chair of the Division.

6. Suppose the resolution is not achieved at the Chairs' level. In that case, the student shall discuss the committee's decision with the Provost/Vice President of Academic Affairs, who has the final authority to rule any decision in academic affairs.

7. the student must promptly discuss the student's grievance to resolve the case presented concerning his/her professional behavior before the end of the semester in which the complaint occurred. Suppose the change happens at the end of the semester. In that case, the period to resolve the complaint and allow the student to enact his/her rights to due process will allow the grievance process to be extended to the following semester of its occurrence.

All three grievance policies are published in the TC Student Handbook and discussed informal student mandatory meetings, student/ faculty forums, student advisement, and open discussions with faculty and students.

### **Termination Based on Academic and Professional Performance**

#### **Policies:**

Regulation of professional performance is critical for maintaining the integrity of the social work profession. Students majoring in social work are members of the social work profession and are eligible for membership in professional organizations. Social work students should conduct themselves as professionals and in accordance with the Code of Ethics NASW/IFSW and the Texas State Board of Social Workers Examiners. The following outlines the "Termination of Students from the Social Work Major for Academic and Professional Performance" policy at Texas College.

**Students' grades** in their social work classes are not the only indication of a student's ability to become a social worker. Occasionally, a student's professional performance of his/her ability to become a social worker or deliver social work

services may be called into question. The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and/or professional performance.

Students may be terminated from the social work major for professional performance relating to academic evaluation of a student's suitability for the profession when there is clear evidence of student professional performance that is unacceptable. Examples of student professional performance that may require review include but are not limited to violation of the NASW Code of Ethics, impairment due to substance abuse or mental illness, and conviction of a felony.

### **TERMINATION PROCEDURE**

Anyone who has a concern regarding the professional performance of social work students should contact the Program Director of the Social Work Program. Faculty members, community social workers, and social work students have a particular responsibility under the NASW Code of Ethics to bring these concerns forward.

The Program Director of the Social Work Program will collect information from anyone who expresses concerns about the professional performance of social work students. The Program Director of the Social Work Program will investigate the specific nature of the alleged behavior, how the reporting person was affected by the professional performance and the sources of information about the suspected professional performance. Anonymous reports will not be accepted.

The Social Work Program Director will provide the reporting person with the information required for filing a complaint about the student's professional performance. A complaint about a student's professional performance must be described in writing. It must:

- (1) identify the student,
- (2) identify the specific professional performance that was problematic,
- (3) specify why this professional performance was inappropriate,
- (4) specify sources of information that support the complaint,
- (5) be filed within one year of the date the complainant became aware of the lack of professional performance, and
- (6) identify the complainant's identity.

Note: A written complaint must be made to the Program Director of the Social Work Program to initiate the formal review of the student's professional performance.

The Program Director of the Social Work Program will discuss a report of the professional performance with the student. If a written complaint is filed, the student will be provided

with a copy of the complaint within ten working days. The Program Director of the Social Work Program will appoint a committee of no less than four members, including one faculty member, one advisory member, one field instructor, and one non-social work faculty member, to review the complaint.

The committee will collect the information necessary to evaluate the complaint. This will include contacting the complainant and the student and gathering other relevant information. The student will be allowed to respond to the complaint before the committee.

The student may request help in responding to the complaint. In this case, a social worker from the community will be assigned to help with the response. The student may bring an advisor to a review committee meeting. However, the student's advisor may not speak for the student.

The review committee will weigh the information and decide on the validity of the complaint. The committee will make recommendations about appropriate action based on the findings. Recommended actions may include:

- (1) No action.
- (2) Recommendations for corrective action.
- (3) Non-academic probation – student continues in the program within the specified time limit and probation conditions.
- (4) Non-academic suspension – Students may not take any social work courses for a specified period. Conditions or reinstatement are specified.
- (5) Termination from the program.

The committee may not recommend action unless there is sufficient information to support the complaint. Recommendations should focus on correcting problems identified in the complaint.

The review committee will conclude its work within 25 days after filing the complaint, excluding summer. The committee will discuss its findings and recommendations with the student.

The student may appeal a review committee's recommendation to the Program Director of the Social Work Program should be in writing and should clearly state the reason for the appeal. Appeals should be submitted within ten working days after the review committee has notified the student. The first level of appeal is to the Program Director of the Social Work Program. The second level of appeal is to the Divisional Chair. The third level of appeal is to the Provost of Academic Affairs. And the fourth level or request is to the President of the College.

This policy applies to the academic review process by the Social Work Program related to student professional performance. Other non-academic policies relating to student discipline at the College level may also apply.

### **Policies and Procedures Specifying Students' Responsibilities to Participate in Academic and Student Affairs Policymaking:**

The BSW program provides opportunities for its students to formulate and modify policies and procedures affecting academic and student affairs in the social work program. The Social Work Student Association (SWSA) president acts as a voice for students in faculty meetings, appeals committees, and other committees. The student's participation is vitally important for ensuring that the voice of the students is heard on a program level. Because of the current size of the program and College, all social work students are invited to an open meeting identified by the faculty. The Program Director will set forth meeting times, dates, and places. On a Divisional level, students are invited to a general meeting, where they have an opportunity to share any concerns and address academic and professional policies of the institution and the program.

### **Social Work Student Association**

#### **Provides Opportunities for Student Organization:**

The BSW program encourages and provides opportunities for all social work pre-majors and majors to become members of the Social Work Student Association (SWSA). SWSA actively promotes professional and social activities among the BSW students at Texas College. The group meets to develop scholarship, leadership, service, and community awareness of the program, the profession, the College, and students. The organization relies on membership dues to fund annual events/projects, including a welcome back social for the College, relationship-building programs, campus-wide socials, and recognition and celebration of social work month for its members. Students are encouraged to attend one professional conference a year or participate in a professional community project. Such projects may include partnering with the Texas Department of Families & Children in bringing awareness of incidences of child abuse in the region, and partnering with a non-profit agency, Refuge of Light. This agency provides a 'safe house' for girls that are victims of human trafficking. Students are also encouraged to serve as student representatives on various program committees deemed by the Program Director.

#### **List of Assistive Technology Resources Available:**

The College has accessibility to the State of Texas services for persons with disabilities as defined by the American Disabilities Act of 1990.

All students enrolled at the College may access the Disability Support Services by registering with the ADA Coordinator of Disability Services through the Office of Academic Affairs. They must self-identify as an individual with a disability and provide proper documentation of the disability from a qualified professional. The registered person meets with the ADA Coordinator of Disability Support Services and is equipped



with a study plan and an Accommodation Letter for each class. The letter explains the needed accommodations and is shared with respective faculty members. Following published procedures, students may request appropriate and reasonable accommodations, auxiliary aids, and services.

The ADA Coordinator of Disability Services manages and provides accommodations and support services to students with all types of disabilities

### **Computer Laboratories Access**

Computer Laboratories are located in the Moody Science and Business Building, Glass Library, Student Service Glass Building, and dormitories. The institution's use of technology at the College enhances student learning and is appropriate for meeting the objectives of the social work program. The student has access to wireless internet and computers equipped with basic applications: Windows 10, Office 2010 (MS Word, MS Excel, MS PowerPoint), Internet Explorer, Mozilla Firefox, Safari, Adobe Reader, Statistics Software, and Quick Books for Windows.

# Appendix

## APPLICATION FOR ADMISSION

Bachelor of Social Work Program

*(Please Type)*

Date: \_\_\_\_\_

### BIOGRAPHICAL DATA:

Name: \_\_\_\_\_ TC#: \_\_\_\_\_

Permanent Address:

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Local Address:

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Permanent Phone#: \_\_\_\_\_ Local Phone: \_\_\_\_\_

Cell Phone#: \_\_\_\_\_ Email Address: \_\_\_\_\_

Birth Date: \_\_\_\_\_ Age: \_\_\_\_\_ Race: \_\_\_\_\_

Marital Status:  Married  Divorced  Separated  Widowed

Are you a U.S. Citizen:  Yes  No? If not, what country are you from: \_\_\_\_\_

Do you require other handicapped accommodations?  Yes  No

Do you require another service under the ADA or 504 B? \_\_\_\_\_ Yes \_\_\_\_\_ No

Classification: \_\_\_\_\_ freshman \_\_\_\_\_ sophomore \_\_\_\_\_ junior \_\_\_\_\_ senior

**List Colleges/ Universities Attended:**

Name of School	City & State	Degree/Reason Withdrawn	Date

For which term (year) are you applying to the Social Work Program? Fall\_\_\_\_\_

Spring\_\_\_\_\_

I have completed at least 48 hours of college course work, have a minimum 2.00 GPA, and am applying as a:

\_\_\_ Declared Social Work Major (currently in the department)

\_\_\_ Transfer student/AA degree

\_\_\_ Major Change student/TC; current major

\_\_\_ Transfer student/other

\_\_\_ Returning former social work major

\_\_\_ Returning former degreed student

\_\_\_ Second Bachelor's degree student

\_\_\_ Other:

**ACADEMIC HISTORY:**

Which of the following courses have you completed? Indicate semester/year (e.g., Fall 2021). Also, which course? If currently enrolled, please indicate also.

<u>Semester/Year</u>	<u>Course</u>	<u>Course #</u>	<u>Grade</u>
	Statistics		

Introduction to Psychology or  
Introduction to Sociology

Date (semester/year) you completed the following: (indicate if currently enrolled)

<u>Semester/Year</u>	<u>Course</u>	<u>Grade</u>
	SOCW 2362 Introduction to Social Work	

**EMPLOYMENT INFORMATION:**

Will you be employed during your enrollment?     Yes             No

If yes, will your employee be \_\_ Full time or \_\_ Part-time?

Have you had any paid Social Work Experience?  Yes (If yes, explain)  No

**CRIMINAL HISTORY:**

Have you ever been arrested for a felony or felonies?  Yes                             No

If yes, were you convicted for the arrest?                             Yes                             No

If yes, what was the charge? \_\_\_\_\_

What was the outcome or disposition of the case? \_\_\_\_\_

Have you ever been arrested for a misdemeanor or misdemeanor?  Yes                             No

If yes, were you convicted for the arrest?     Yes                             No

If yes, what was the charge? \_\_\_\_\_

What was the outcome or disposition of the case? \_\_\_\_\_

**DRUG & ALCOHOL HISTORY:**

Are you currently or have you ever been in a Drug and/or Alcohol Treatment or Detoxification Center as a client?     Yes                             No

If yes, please explain the circumstances of your treatment:

Dates of treatment(s): \_\_\_\_\_

Name & Address of facility: \_\_\_\_\_  
\_\_\_\_\_

Did you complete the treatment(s)?  Yes  No

If not, please explain:

**MENTAL/EMOTIONAL HISTORY:**

Are you currently or have you ever undergone counseling/psychotherapy? (Including support groups/self-help)  Yes  No

If you answered yes, what is the nature of the issues/problems, or have you received counseling? (Please do not go into details, attach additional sheets if necessary).\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Have you ever been hospitalized for mental/emotional problems?  Yes  No

Please provide the following information for each hospitalization (attached additional sheets if necessary).

Dates of hospitalization: \_\_\_\_\_

Name and location of hospital: \_\_\_\_\_

**PERSONAL STATEMENT:**

As part of your application for admission to the Social Work Program, you must write a personal statement that addresses the five areas listed below. This statement will be used to aid faculty in deciding your application. Your **typewritten** information on a separate paper should follow the outline headings, which will help you organize your statement.

1. Discuss the primary reasons for your interest in the profession of social work.
2. Describe some of the successes you have achieved in school, work, & your personal life.
3. Describe any barriers you have had to overcome in pursuing your education, work, & personal goals.
4. Describe any experiences working with people (voluntary or paid).
5. What experiences have you had which make you feel that you can work effectively with

people from diverse populations reflecting religious, racial, ethnic, and physical challenges, socio-economic, gender, & sexual orientation differences?

**STATEMENT OF UNDERSTANDING:**

I understand that the Social Work Major requires 57 credit hours in upper-division courses, including a twelve (12) hour Field Experience (Internship) and an Integrative Seminar. I also understand that I need to join the National Association of Social Workers (NASW) no later than the semester before entering Field. I further understand that I will need to make a formal Application to the Field and will be consulted as to my interests and choice of location. I know that my preference may not be possible, but I would be placed in an approved field placement. I further understand that I need to be a member of the National Association of Social Workers (NASW) or other professional organizations that provide liability coverage to purchase Professional Liability Insurance before entering the Field Placement.

I also understand that I must have an overall grade point average (GPA) of 2.00 to be considered for admission to the Social Work Program. Once admitted, I must receive a grade of "C" or better in all required Social Work courses and maintain a 2.3 GPA in Social Work courses and a 2.0 cumulative GPA to graduate with a degree in social work.

I certify that the information on this application is valid.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please attach: Transcript and Admission Statement

**RETURN COMPLETED APPLICATION TO: Ms. Charlotte Sanders, LBSW, MSW**

**Email: csanders@TexasCollege.edu**

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**FOR OFFICIAL USE ONLY**

Date received: \_\_\_\_\_ Received by (name): \_\_\_\_\_

Accepted: \_\_\_\_\_ Denied: \_\_\_\_\_

Reasons for Denial: \_\_\_\_\_

Recommendations: \_\_\_\_\_

### Non-Credit for Life Policy

To Whom It May Concern:

Re: **Accreditation Standard 3.1.5**: The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

#### Credit for Work and Life Experience

The Texas College Bachelor of Social Work Program will not grant academic or other credit for life or work experience. Only students admitted to the BSW program may take social work courses in the professional sequence. Also, only those students who have been admitted to the program and who have completed all required prerequisite course work may enroll in practice and methods courses, and in the field instruction courses.

Sincerely,



Jan E. Duncan, Vice-President for Academic Affairs

### Texas College-Social Work Degree Plan

Freshman			
Fall			
Class Number	Class Name	Hours	
ASEM 1100	Assembly		0.5
MATH 1314	College Algebra		3
ENGL 1301	English Composition I		3
BIOL 1471	General Biology I		4
PHED	any active hour (1) course		1

HIST 1301	History of the U.S. to 1865	3
SOCI 1100	First-Year Seminar	1
		15.5
Spring		
Class Number	Class Name	Hours
ASEM 1100	Assembly	0.5
SOCI 1301	Intro to Sociology	3
COSC 1330	Computer Literacy	3
ENGL 1302	English Composition II	3
MATH 1432	Applied Statistics	3
RELI 1311	Survey of the Bible	3
		15.5

### Sophomore

#### Fall

Class Number	Class Name	Hours
ASEM 1100	Assembly	0.5
	ELECTIVE	3
ENGL 2302	World Literature	3
PHYS 1405	Introduction to Physical Science	4
HLTH 2281	Essential elements of Health	2
HIST 1302	History of the U.S. since 1865	3
		15.5

#### Spring

Class Number	Class Name	Hours
ASEM 1100	Assembly	0.5
GOVT 2305	U.S. National Government	3
SOCI 2100	Second Year Seminar	1
MUSI 1301	Intro to Music	3
	ELECTIVE	3



	ELECTIVE	3
SOCW 2363	Introduction to Social Work and Social Welfare	3
		16.5

**Junior**

Fall

Class Number	Class Name	Hours
ASEM 1100	Assembly	0.5
SOCW 3305	Human Behavior and the Social Environment I	3
SOCW 3302	Social Welfare Legislation and Policy	3
SOCW 3308	Methods in Social Work Research	3
SOCW 3303	Ethics and Values in the Helping Profession	3
SOCW 3307	Social Work Practice with Individuals & Families	3
		15.5

**Spring**

Class Number	Class Name	Hours
ASEM 1100	Assembly	0.5
SOCW 3306	Human Behavior and the Social Environment II	3
SOCW 4304	Social Work Practice with Groups	3
SOCW 4302	Cultural Competence	3
SOCW 4305	Social Work Practice with Organizations and Communities	3
SOCW 4301	Evidence-Based Practice	3
		15.5

**Senior**

Fall

Class Number	Class Name	Hours
ASEM 1100	Assembly	0.5
SOCW 4330	Seminar in Helping I	3
SOCW 4601	Field Instruction I	6

3000/4000	Advanced Sociology Elective	3
	Social Work Elective	
3000/4000		3
		15.5
<b>Spring</b>		
<b>Class Number</b>	<b>Class Name</b>	<b>Hours</b>
ASEM 1100	Assembly	0.5
	Seminar in Helping II	
SOCW 4331		3
	Field Instruction II	
SOCW 4622		6
3000/4000	Advanced Sociology Elective	3
	Social Work Elective	
3000/4000		3
		15.5

GENERAL CORE REQUIREMENTS		
COURSE NUMBER	COURSE NAME	CREDIT HOURS
COSC 1330	Computer Literacy	3
MATH 1314	College Algebra	3
ARTS1301 or MUSI 1301 or THTR 1301	Art Appreciation OR Introduction to Music OR Introduction to Theater	3
RELI 1311	Survey of the Bible	3
HLTH 2281	Essential Elements of Health	2
PHED	Any Activity (1) Hour Course	1
ENGL 1301	English Composition I	3
ENGL 1302	English Composition II	3
ENGL 2302	World Literature	3
BIOL 1471	General Biology I	4
PHYS 1405	Introduction to Physical Science	4

HIST 1301	History of the U.S. to 1865	3
HIST 1302	History of the U.S. since 1865	3
SOCI 1301	Introduction to Sociology	3
GOVT 2305	U.S. National Government	3
INSTITUTIONAL REQUIREMENTS		
ASSEM1100	College Assembly	4
SOCI 1100	First-Year Seminar	1
SOCI 2100	Second Year Seminar	1
	ELECTIVE	3
	ELECTIVE	3
	ELECTIVE	3
SOCIAL WORK COGNATE COURSE REQUIREMENTS		
MATH 1342	Applied Statistics	3
SOCIAL WORK MAJOR COURSES		
SOCW 2363	Introduction to Social Work and Social Welfare	3
SOCW 3303	Ethics and Values in the Helping Profession	3
SOCW 3302	Social Welfare Legislation and Policy	3
SOCW 3305	Human Behavior and the Social Environment I	3
SOCW 3306	Human Behavior and the Social Environment II	3
SOCW 3308	Methods in Social Work Research	3
SOCW 3307	Social Work Practice with Individuals & Families	3
SOCW 4304	Social Work Practice with Groups	3
SOCW 4305	Social Work Practice with Organizations and Communities	3
SOCW 4302	Cultural Competence	3
SOCW 4301	Evidence-Based Practice	3

SOCW 4330	Seminar in Helping I	3
SOCW 4601	Field Instruction I	6
SOCW 4331	Seminar in Helping II	3
SOCW 4622	Field Instruction II	6
3000/4000	Social Work Elective	3
3000/4000	Social Work Elective	3
3000/4000	Advanced Sociology Elective	3
3000/4000	Advanced Sociology Elective	3
Total Hours		125

ADVANCED SOCIAL WORK ELECTIVES		
SOCW 4307	Social Work Medical and Health Care	3
SOCW 3308	Services and Youth in Institutional Settings	3
SOCW 4308	Social Work and Human Trafficking	3
SOCW 4309	Social Work Mental Health	3

ADVANCED SOCIOLOGY ELECTIVES FOR SOCIAL WORK MAJORS		
SOCI 3309	Marriage and Family	3
SOCI 3339	Race and Ethnicity	3
SOCI 4304	Social Gerontology	3
SOCI 4306	Criminology	3
SOCI 4308	Inequality, Class, Race & Gender	3