



**BSW Handbook  
2009 - 2010**

Bachelor of Social Work Program  
University of Arkansas at Little Rock  
Larson Hall  
2801 S. University Avenue  
Little Rock, AR 72204  
(501) 569-3046  
[bsw@ualr.edu](mailto:bsw@ualr.edu)

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<b>BSW FACULTY &amp; STAFF</b>			
<b>Position</b>	<b>Name</b>	<b>Email</b>	<b>Phone</b>
Dean, College of Professional Studies	Angela L. Brenton, Ph.D.		
Director, School of Social Work	Howard Turney, Ph.D.		
BSW Program Coordinator	<a href="#">Catherine Crisp, Ph.D.</a>	<a href="mailto:clcrisp@ualr.edu">clcrisp@ualr.edu</a>	501-569-8465
BSW Field Coordinator	<a href="#">Peggy Miller, LCSW</a>	<a href="mailto:ppmiller@ualr.edu">ppmiller@ualr.edu</a>	501-569-3098
Professor	<a href="#">Mark Krain, Ph.D.</a>	<a href="mailto:makrain@ualr.edu">makrain@ualr.edu</a>	501-569-3563
Assistant Professor	<a href="#">Joy Patton, Ph.D.</a>	<a href="mailto:jdpatton@ualr.edu">jdpatton@ualr.edu</a>	501-569-8460
BSW Administrative Secretary	<a href="#">Erica Thompson</a>	<a href="mailto:eethompson@ualr.edu">eethompson@ualr.edu</a>	501-569-3046

## **Career Opportunities**

Bachelor level social workers have more opportunities than ever before as central Arkansas grows in population and in service oriented agencies. The Arkansas Department of Children and Family Services (DCFS) is the largest organization in the state that hires bachelor level social workers, and they are continually upgrading their standards to achieve a professional staff of service workers—both in direct service roles and in supervisory roles. Agencies working in conjunction with the health care field, whether they are inpatient/outpatient, physical/mental health or resource development, are hiring BSW graduates to fill these positions. Welfare reform has created a need for more in-depth assessments of individuals and families, job training, and referral services, all with which the bachelor level social worker is prepared to work. Agencies working with youth services, aging issues, veterans, or addictions have a place for the BSW.

## **School of Social Work Organizational Structure**

The Director of the School of Social Work (SSW) is appointed by the Dean of the College of Professional Studies on the recommendation of the faculty and is responsible for administrative functions and for the implementation of policies by the university and by the department faculty. The Director is administratively responsible to the Dean of the College of Professional Studies.

The director oversees three programs within the School: the Master of Social Work Program (MSW), the Bachelor of Social Work program (BSW), and the MidSouth Training Academy. The BSW program is administered by the Program Coordinator, who is administratively responsible to the Director of the SSW. The Field Coordinator is administratively responsible to the Program Coordinator. Both positions serve as full-time faculty. The program has two additional full time faculty members: Dr. Mark Krain and Dr. Joy Patton. Faculty from the MSW program and adjunct faculty from the community serve as support staff and faculty to fulfill teaching and field liaison roles. The curriculum committee, consisting of the BSW Coordinator, the BSW Field Coordinator, the two other BSW faculty, and a student representative from the Bachelor of Social Work Student Organization make policies affecting course design and accreditation decisions.

## **Bachelor of Social Work Student Organization**

The Bachelor of Social Work Organization (BSWSO) is dedicated to promoting social work values and ethics among students, creating volunteer opportunities, participating in community events, and opening doors to job opportunities through networking and mentoring.

BSWSO events include luncheon meetings, evening potlucks and barbecues, community involvement, special events and study groups. Annual dues are \$10. For information on joining the BSWSO, announcements for meetings will be posted on the bulletin board outside the BSW office in Larson Hall, Room 209.

## **BSW Mission Statement**

The mission of the Bachelor of Social Work program is to produce knowledgeable beginning-level professionals who are skilled generalist social work practitioners, to contribute to the knowledge base of the profession, and to develop and improve human service delivery systems. The program's primary focus is on developing and advancing the knowledge base, practice skills, and value system of students so they are able to further the well-being and functioning of people, especially those who live in poverty or have been otherwise marginalized in society, and to work to promote both social and economic justice. The program seeks to prepare social work professionals who can meet the human service needs of diverse client populations. (revised 2004)

## **Educational Policy Statement**

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

## **Program Goals**

1. To prepare graduates to enter the beginning level of the profession as generalist social work practitioners.
2. To advance graduates' basic understanding of the common human needs of people that exist globally as well as locally.
3. To enhance the ability of graduates to identify various factors that can affect people and environments and to identify how these factors interact to produce stresses and problems that affect individuals, families, groups, organizations, and communities.
4. To increase both graduates' awareness of and sensitivity to issues of race, ethnicity, gender, class, age, sexual orientation, ability, and religion, as well as other factors, in our pluralistic society.
5. To prepare graduates to use social work knowledge, skills, and values to enhance both the quality of life for the people whom they serve and the quality of services in the metropolitan Little Rock area, as well as rural areas throughout Arkansas.
6. To give graduates the knowledge, skills, and values necessary to continually evaluate the effectiveness of their practice as well as the services offered by community agencies, and to contribute to the knowledge base of the profession.
7. To prepare graduates for continued professional education, and for entry into graduate schools of social work.

8. To give graduates the knowledge, skills, and values necessary to effectively engage in social work practice at the micro-, mezzo-, and macro-levels, to advocate for social change, and to ameliorate environmental conditions that contribute to social and economic injustice.

### **Program Objectives**

Before graduation, students must demonstrate:

1. The ability to apply critical thinking skills within the context of professional social work practice with clients at all system levels.
2. The ability to adhere to the philosophy, values, and ethical standards and principles of the profession while engaged in social work practice at all system levels.
3. The ability to effectively communicate verbally and in writing with diverse client populations, colleagues, and other systems.
4. Using the historical roots of social work as a context, an acceptance of the legitimacy of efforts to change existing social institutions, systems, and policies for the purpose of aiding individuals, families, groups, and communities.
5. The ability to alleviate and prevent social problems, and improve social conditions, by analyzing, formulating, and influencing social policy.
6. Skill in identifying and assessing human needs and strengths as well as social problems and environmental conditions at all system levels. Such demonstration must include consideration and application of the following:
  - a. Theories and research about the various social, cultural, biological, psychological, and ecological factors that influence human behavior, development, and functioning across the lifespan.
  - b. Theories and research about social and organizational structures, social institutions, and interactions among and between individuals, families, groups, organizations, and communities.
7. Skill in formulating plans, establishing objectives and goals, implementing appropriate and timely interventions, and evaluating results and outcomes when practicing with clients at all system levels. Such demonstration must include:
  - a. The application of theories and research regarding interventions appropriate for generalist social work practice with clients at all system levels.

- b. Appropriate consideration of the client systems' age, class, color, culture, ability-level, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
8. The ability to utilize research findings, conduct original research, evaluate practice and outcomes, analyze the impact of social policies and practices, and contribute to the knowledge base of the social work profession.
9. An understanding of the forms and mechanisms of oppression and discrimination that affect client systems.
10. The ability to advocate for justice, equality, and an end to discriminatory policies and practices that impact at-risk individuals, families, groups, and communities.
11. The ability to appropriately use supervision within the context of generalist social work practice.
12. The ability to practice effectively within an organizational or service delivery system structure, and seek organizational change when necessary.

### **BSW Program Curriculum**

The social work professional core curriculum at UALR is organized around six defining themes and nine foundation areas. The six defining themes are:

1. Critical analysis of theories, policy, and research.
2. Understanding and appreciating human diversity
3. Understanding and working for social and economic justice
4. Understanding and applying ecological systems theory
5. Understanding and applying the problem-solving model
6. Working to end oppression of and discrimination against populations-at-risk

The nine foundation areas are: Human Behavior and the Social Environment, Social Welfare Policy and Services, Social Work Practice, Research, Field Education, Social Work Values and Ethics, Diversity, Social and Economic Justice, and Populations-at-Risk. These nine areas build upon a liberal arts base to provide social work knowledge, values, skills, as well as a supervised experience in generalist practice. These areas of study provide social work students with the necessary competencies to perform the entry level of generalist social work practice.

### **Beginning the Program**

Students in the social work program are responsible for becoming familiar with the campus policies and regulations outlined in the [UALR Undergraduate Catalog](#) and for complying with them. Students are expected to familiarize themselves with attendance policies, grading guidelines, and expectations for each course. Absences from class will result in failure to be informed about grade or assignment adjustments, schedule changes, educational content, or other

pertinent information. It is the student's responsibility to learn of any information that has been disseminated during class time.

Syllabi are distributed for each course at the beginning of the semester. The course syllabus will contain educational objectives, departmental policies, grading guidelines, assignments, and schedules. However, minor adjustments may be made during the semester to accommodate the instructor's or students needs or unexpected circumstances such as inclement weather, illness, or power outages.

### **Life Experience**

The BSW Program does not give academic credit in the field internship or in any of the courses in the required social work professional core for life experience or for previous work experience.

### **Ongoing Advising**

After declaration of the social work major, students are assigned a social work faculty member as an advisor. Social work majors are required to meet with their advisors at least one time each semester for the purpose of academic and professional planning. Appropriate planning of social work courses is especially important because social work courses are sequenced and most courses require the completion of prior course work to prepare one to proceed to the next required steps. It is critical that students understand that academic planning is a shared activity: one that demands the active participation of both advisor and student. A list of advisors assigned to students, along with forms used in the advising process, online at <http://ualr.edu/bsw/index.php/home/advising/>. Students are encouraged to make an appointment with their advisor early in the semester and to come to the meeting with a copy of their current transcript, their proposed schedule for the upcoming semester, and any questions they have about their course work and progress towards graduation. As many faculty do not work during the summer, it may be difficult to meet with your advisor during the summer so please plan accordingly for this.

### **Scholastic Standards and Requirements**

Formally admitted social work majors are expected to maintain a high standard of academic performance. Note the following expectations for students formally admitted to the BSW program:

- Students must maintain an **overall GPA of 2.5 in all social work** courses and an **overall GPA of 2.5**.
- Students who receive a grade of D or F in any social work class must retake the class.
- Learning in a professional social work program is based in large part on the interaction that occurs between the instructor and the students as well as among students through collaboration and team building. Therefore, regular attendance in class is an expected professional responsibility of the student. Absences of greater than 20% of total class time can constitute grounds for grade reduction or course failure. Excessive tardiness may be considered to constitute absences.

- Students may be dismissed from the program if they violate the [National Association of Social Workers \(NASW\) Code of Ethics](#), the University's rules and regulations on academic integrity and discipline, state or federal laws, and/or the Standards of Conduct explicated in this handbook. Students also may be immediately suspended from the program and/or their field placement, pending the appeals process, for violations of the above.

Please note that the BSW Program follows the university's policy regarding the transfer of courses credit, as stated in the Undergraduate Catalog, except in the case of core social work courses for which a grade requirement exists. In these instances, the program's policy on grade requirements will supersede university policy.

### **Standards of Conduct**

Standards of conduct for students in the BSW program are consistent with university policies as well as the ethical standards and values of the social work profession. See the [UALR Student Handbook](#) for a listing of behaviors specifically discussed.

The [NASW Code of Ethics](#) explains the social work values that are emphasized in the social work program. Students should become familiar with the code and are expected to exemplify these standards whenever they are fulfilling their role as a social worker.

#### **Honor code.**

The social work faculty is committed to maintaining an atmosphere of academic excellence and integrity in the Program. Because of this commitment, students are expected to refrain from any act of dishonesty. The Honor Code is an essential aspect of the BSW program and is a commitment on the part of each student to maintain an atmosphere of intellectual integrity and academic honesty. An understanding of this commitment ensures that, as a student of the BSW program, one thereby affirms his/her own personal commitment to honor and integrity. Any confirmed violation of the Honor Code could result in a failing grade.

#### **Plagiarism.**

Plagiarism is taken very seriously and will be addressed in accordance with university policies as specified in the [UALR Student Handbook](#). UALR defines plagiarism as "To adopt and reproduce as one's own, to appropriate for one's own use and incorporate in one's own work without acknowledgment, the ideas of others or passages from their writings and works" (UALR, 2008; see <http://ualr.edu/deanofstudents/index.php/home/academic-offenses/> for more info re: plagiarism and other academic offenses). If you have questions about what constitutes plagiarism, consult with your course instructor and/or faculty advisor. Additional information regarding plagiarism can be found at <http://ualr.edu/copyright/articles/?ID=4>.

## Social Work Field Experience

Fieldwork is the primary ingredient, the “signature pedagogy,” in social work education. It is the culmination of academic preparation and serves to focus the student toward applying the knowledge, values, and skills learned in the core social work courses. Once the student leaves the classroom, he/she is grounded in a conceptual framework on which rests changed attitudes, newfound skills, and confidence in the system of change. To maintain high expectations and an eager spirit, the field practicum must be as rewarding as it is challenging. Such is the stage when the agency joins the School of Social Work to partner in educating future social workers.

The Council on Social Work accreditation policy 2.3 in the educational standards of the BSW explicit curriculum states “Signature pedagogy represents the central form of instruction and learning in which the profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.”

The field experience or practicum occurs within an agency setting that engages in the practice of social work and agrees to supervise the student in applying learned skills and a theoretical perspective with clients. The practicum is 200 hours per semester of direct practice experience provided to the student in exchange for the opportunity to observe, learn, and participate in designated areas of the agency over the course of the senior year. An agency field instructor will be the student’s main source of leadership and will act as a role model for the student to practice professional competencies. The Field Instructor will assist the student in designing the student’s own learning contract. The learning contract designates how course objectives will be addressed and how each will be assessed (See Field Manual for more details.)

The Field Experience will be overseen by a UALR Faculty Liaison from the School of Social Work who will work closely with the Field Instructor at the Agency to assist the student in the application of classroom theory and application skills. The Faculty Liaison is also the student’s seminar instructor, bringing together interns in a seminar class which meets once weekly for two hours in small groups.

Students who have successfully completed core social work courses are eligible to apply for Field Experience in the spring semester of the junior year. “Successfully completed” indicates that all prerequisite courses must be completed with a GPA of 2.5 in all social work courses and **2.5 GPA overall**. Applications will be turned into the field coordinator and placements will be assigned before the fall semester of the senior year. Student interests and geographic location are factors in determining placement. However, learning needs of each student will be primary in placement assignment.

### **Getting started in field experience.**

The application for the field experience is the first step in shaping the social work experience you most desire for your senior year. We want you to have input regarding your field placement. Tell us what agency you prefer, what population you want to work with, and where you live. If you've applied for a stipend with DCFS, tell us on your application, so we can coordinate your learning with seminar. Everyone needs to complete a field application. We'll do our best to match your needs with a place where you can learn. We can't guarantee meeting all your wants but we will make it an effort. A word of suggestion: If you know you're going on to the MSW program and you know you really, really want to work with a certain population and plan to get a master's degree, do not choose to go into that area of practice for your undergraduate program. Select a different population. When you get to the MSW program, you may stand a better chance of going where you finally want to work.

The field experience offers agencies all over central Arkansas (and some beyond) who will accept you as a student and provide you with a field instructor who works at the agency. That field instructor may assign you to someone else in the agency to work with on a daily basis. That person may not be a social worker but they will be able to lead and guide you through the daily routine of the agency. Your field instructor is responsible for your schedule, for helping to write and review your learning contract, for providing supervision once each week, and for evaluating your work. Your schedule will be determined after you have met with and been accepted by the field agency.

### **Student request for field assignment.**

If you know of an agency where you'd like to be placed, speak to the field coordinator OR write down the agency's name, address, phone number, and contact information on your application. Worksite placements are possible; see the section on employment/internship criteria for more information. The field coordinator must approve all agencies and all field instructors. The field instructor at the agency is required to be a social worker with a social work degree, either BSW or MSW, from an accredited social work program. If this position is not filled by a degreed social worker, the agency cannot be a part of the BSW field experience. Suggestions from students for agency placement are always acceptable but no promises or guarantees exist as to where the student will be placed.

### **Assignments to the agency.**

Being assigned to an agency requires several weeks or months of effort. Some are easy; others are more difficult. Be patient while the field coordinator works to get you placed. The field coordinator takes all the information you provide and talks to the agency about you. If you have something in your past that you feel needs to be revealed privately, please make a note of this on your application. The field coordinator may call and talk with you about this at a later date. Certain criminal histories are acceptable but these are determined on a case-by-case basis. State and federal background checks, drug screens, TB tests, and your driving record are all areas where you can be checked prior to being accepted to a field placement. Going through such rigor

is similar to employers' screening for jobs in social work. Therefore, you can check out the [Arkansas Social Work Licensing Board](#) regarding licensing requirements for social workers.

You should also note that there is a lot of variation in the types of field experience placements and instructors. Many field instructors have been working with students for years while other field instructors may be new so he/she may not have all the answers to your questions at first. All field instructors will know more once they attend the UALR Field Instructors' Training in mid-August.

Students can expect a phone call or e-mail during the summer preceding the senior year from the field coordinator, asking you to contact an agency field instructor and set up an interview. You should contact the agency field instructor immediately after receiving your notice. Your field instructor is a volunteer, working with you without pay, so he/she is providing the school and the students a valuable service. Please remember to dress appropriately for your interview and to treat it as you would a job interview.

The internship interview is much like a job interview. Some are more formal and structured; others are casual. The field instructor will determine how you will or will not be a "good fit" for the agency and what learning goals you may have. He/she may ask you questions and you are free to inquire about the agency, its population, the agency mission, and tasks to be performed. Personalities matter. Therefore, it is wise to consider if the agency is looking for a self-starter or for a more passive approach to their assigned tasks. Consider how your personality will match that of the agency's.

Once the interview has taken place, clarify if the field instructor wants you to be their intern and when you should report back to him/her. It is your responsibility to contact the field coordinator about the outcome of the interview. If the interview did not meet your expectations, inform the field coordinator and discuss this issue with her.

The placement is not final until the field coordinator receives confirmation from the student and the field instructor. The agency may be interviewing more than one student. It's important to maintain current contact information with the field coordinator's office so that you can be available for interviews as they are required.

### **Background checks and risk.**

The School of Social Work does not prescreen students by conducting background checks, drug screens, or traffic violations' scores. However, agencies where the field experience will take place are required by law, in many cases, to pre-screen for a variety of issues that may prevent the student from being accepted by an agency as their intern. Although some placements do not require prescreening, you may have difficulty obtaining a social work license after graduation if a background check or other historical documents reveals issues that are contrary to social work standards for licensing. If you have any concerns about this, feel free to discuss this with the field coordinator.

**Student stipends.**

Stipends are available for family service workers at the Arkansas Department of Human Services' (DHS) Department of Children and Family Services (DCFS) and coordinated through Mid-South Center in conjunction with the BSW field coordinator. The stipend includes entering into a contract with the state to work one year for the department after graduation. Students who want to be considered for a stipend must make formal application in their junior year. Further details are available from the field coordinator's office and will be distributed by email as soon as they are available.

**Work site field placements.**

Work site placements are possible but must be planned in advance with the BSW field coordinator. The employer must agree to allow the student (the employee) to work in a completely separate area of the agency than his/her paid position and under a different supervisor for the field experience while performing their educational credit hours. A clear division of duties must be presented so that the student's educational objectives can be met. Other stipulations will apply. Therefore, any student wishing to have a field placement at his/her worksite must inform the field coordinator on the field application, and provide agency name, address, phone number, and contact name of the employing agency.

**Time requirements for internship.**

Students are advised that field placement in the senior year requires a continued presence at the agency during regular working day-hours of the week. Students must spread the 200 hours over the entire semester and cannot, without specific approval from the field coordinator, complete the internship in less than 14 weeks and no more than 16 weeks. Weekend and evening hours for field placement is not an option, due to the difficulty of supervision and case management demands. Therefore, all students are expected to be available to work 15 hours/week during the five days of the work week for educational credit during the nine months of their senior year.

**Agency orientation training prior to school.**

More and more agencies are asking for their interns to have 5-40 hours of agency in-house training before they will allow the student to work with clients. Due to this, it may be important for you to take a few days or a few weeks prior to the start of school to participate in paraprofessional training, agency orientation, or other interviews with non-social work or management personnel.

Twenty hours (maximum) of orientation training can be counted toward the 200 hours you will be expected to obtain during the semester. Keep track of these hours. The greatest benefit to you is that you will become a para-professional or you will gain a better chance of getting a job later. If you cannot attend a training required by the agency, the field coordinator may have to find you another placement.

If the field instructor wants to set up a work schedule with you, feel free to do so. You are expected to consistently be at the agency after classes begin for 15 hours every week, beginning with week one. You must spread your 200 hours over the full 15 weeks. It's unlikely you can get 15 hours your first week but working a partial week will get you off to a good start. You can arrange for your first day to start the first week that classes begin, August 20, 2009. However, you will not learn of course expectations until your first Seminar class. Take your class schedule with you to be prepared to make these arrangements.

### **Seminar.**

You will meet your first seminar class on first Tuesday that class is held at 3:00 p.m. An announcement or e-mail will let you know where this first class will take place. You should be registered for both SOWK 4341: Field Experience and SOWK 4212: Field Seminar, but your section will be assigned to you in your first general meeting on the first day of seminar class. You do not have a choice of seminar instructors; they are determined by the geography of the agencies. The administrative office will take care of enrolling you in the proper section. The first seminar will provide a Field Manual, more information about Learning Contracts, time sheets, biweekly logs, and general assignments. Once you have been to Seminar, you can begin working your field experience Learning Contract.

### **Formal Review Process**

#### **Performance reviews and grade appeals.**

The School has established two formal review processes to encourage assessment and problem solving to help students having problems with the academic or professional expectations of the BSW program. In addition to this common purpose, the two processes share these characteristics:

- When a problem arises for a student in connection with academic or professional expectations or a course grade, the student must first attempt to resolve the matter with the professor or professors involved, such as a classroom teacher, internship instructor, or faculty liaison. Likewise, a faculty member who has concerns about a student's performance must first share those concerns with the student and seek solutions there before calling for a performance review.
- Failing resolution at that level, a performance review or a grade appeal may be initiated by either students or faculty members, as appropriate.
- The student's academic advisor can be an important supportive resource, helping the student think through options and prepare for his or her attempt to resolve the problem. If the problem is with an internship, the internship coordinator may also be a helpful resource.
- Both processes convene a group consisting of the student and several faculty members with experience relevant to the situation. Such a group is intended to increase the likelihood of a satisfactory outcome by adding additional perspectives to assessment and problem solving.

- Should the outcome of either process, performance review or grade appeal, detailed below, be deemed unsatisfactory to the student, the student has the right to pursue appeal at the University level.

### **Performance review process.**

The purpose of the performance review is to help students who are having problems with the academic or professional expectations of the school. Performance review may be initiated by the student or by any faculty member through a request in writing to the student's academic advisor to convene a performance review. The advisor will assemble the performance review committee, schedule and facilitate the meeting, and write up and distribute the results of the meeting to the appropriate people. If for any reason the student prefers not to have the performance review convened and facilitated by the advisor, the student may recruit another faculty member to serve in that role.

The Performance Review Committee will typically comprise the student, the advisor, and each professor teaching the student during the semester in which the review is called. As appropriate, the program coordinator, internship coordinator, field instructor, and field liaison may be included. Exceptions to the normal composition of the performance review committee will be determined by the advisor in consultation with the student.

Once the process has been initiated, the following procedures will apply:

- The advisor will provide written notification to the student, the members of the committee, the degree program coordinator, and the director of the School of Social Work. Timely action is often of great importance, and in no ordinary instance should the meeting of the committee occur more than two weeks after the initiation of the performance review.
- The committee reviews the student's progress and discusses the issues that prompted the review. The committee's task is to assess the situation, using a problem-solving approach, and come to some recommendations for what should happen to resolve the problem or problems. The committee will seek consensus, and if it is unreachable, may decide by majority vote.
- The advisor will make a written record of the committee's assessment and recommendations. This document, to be completed within a week of the meeting, will go to the student, the degree program coordinator, and the director of the School of Social Work. The student, with the support of the academic advisor, unless otherwise noted by the committee in their report, is responsible for the implementation of the recommendations.
- A student who disagrees with the recommendations of the Performance Review Committee may petition the director of the School of Social Work to reverse or otherwise modify the recommendations. The student's petition must be in writing and initiated within one week of receipt of the committee's recommendations.
- The director of the School of Social Work will render in writing a decision in response to the student's petition within two weeks of its receipt.

- If the student wishes to appeal the director's decision, the student may do so, following the policy set out in Section XI of the [UALR Student Handbook](#).

### **Grade appeal process.**

A student who is unsatisfied with the grade received for a course or internship must follow the procedure described in the following document. The School of Social Work's procedure constitutes steps one and two of the University procedure for grade appeals. Students are reminded that, per University policy, only the course instructor and the Provost of the University have the authority to alter a course grade.

The explicit goal of steps one and two of the University procedure for Grade Appeals is resolution of the problem through communication between the student and course instructor. When necessary, the School of Social Work supplements this process through a Grade Conference. The School has a tradition of effectively resolving grading problems through this process.

#### **Step 1: Student - Faculty Meeting**

A student who is unsatisfied with their final course grade must first try to resolve the matter with the course instructor who assigned the grade. During this meeting the student and faculty member should endeavor to clearly, specifically, and respectfully articulate their reasoning for disagreeing with the grade received and reasons for the grade assigned, respectively. Both parties should seek to identify errors in computation of the grades and scores, attendance records, times and dates of course work submission, and similar factual issues. If the course instructor and student are agreeable to doing so, they may negotiate a resolution including, but not limited to, additional assignments, completion of outstanding course work, and revision of submitted course work.

This notification must take place within 20 class days of the assignment of the course grade. The course instructor may not delay this meeting without reasonable cause. The course grade may be changed by the faculty member during, or following, Step 1. The student may confer with the student government president or designee at any time during this process. It is also recommended the student consult with his or her adviser, or the director of the School of Social Work if the course instructor is also his or her adviser

#### **Step 2: Meeting with the Appeals Committee**

If the Step 1 did not resolve the problem, then the student shall inform his/her adviser of his/her desire to continue the grade appeal process. Notification of the student's adviser must take place within five class days of the meeting with the faculty member to discuss the grade. The adviser will inform the director of the School of Social Work (or the dean of the College of Professional Studies, if the instructor is the director) and the appropriate program coordinator by 10AM the next class day. Should the course instructor who assigned the grade be the student's adviser, then the student may select another willing faculty member to act as their adviser during the grade appeal process. If the program coordinator is the student's course instructor, the other program coordinator will assume responsibilities for the Grade Conference (as outlined below).

The director has ten (10) class days to meet with the course instructor and student to attempt to resolve the difference. The following procedure shall be completed within that time frame.

Once a student has chosen to continue to the appeal process, the following procedures apply:

1. The adviser notifies the program coordinator in writing by 10 am of the next class day that a request for a Grade Conference has been made. The memo shall identify the parties involved and briefly state the reasons the requesting party provided.
2. The student's adviser will act as advocate and support for the student during the Grade Conference. The student is also free to choose another willing faculty member other than the adviser to act in this role.
3. The program coordinator selects three faculty members as an ad hoc committee with a charge to hear the parties' perspectives and identify potential solutions. The program coordinator arranges a time and location for the meeting to take place that is agreeable to all participants. This should not take more than three (3) class days. When possible, the group should be composed of faculty members who have taught the student or taught in the course sequence of the course involved.
4. Participants will include the student, the student's adviser (or person otherwise designated by the student), the course instructor who assigned the grade, the committee members, and the program coordinator, who chairs the meeting. The course instructor and student provide their perspectives. The committee members ask questions, provide suggestions, and otherwise attempt to identify a solution agreeable to the course instructor and the student.
5. If an agreement is reached, then the committee will document the agreement and submit it to the director, the student, and the course instructor within two (2) academic days.

### Step 3: Meeting with Director

1. If an agreement is not reached, the committee will write a report outlining the parties' position and solutions considered and rejected. Individual committee members and the program coordinator, as chair of the committee, may append their opinions, if they desire. The report shall be submitted to the director, the student, and the course instructor within two (2) academic days. The student, course instructor, and director will hold a meeting to resolve the conflict within the original ten day time period prescribed by University policy.
2. Regardless of the outcome of the meeting with the director and Grade Conference, the student and the faculty member will complete and sign the Grade Appeal Complaint Form. A copy will be provided to the student and the director shall retain the original.

If the student is not satisfied with the results of steps one and two, the student may appeal at the University level, following the policy set out in the Code of Student Rights, Responsibilities, and Behavior in the [UALR Student Handbook](#), beginning at step 3 under "Grade Appeals: Steps toward Redress for Grade Appeals."

*(Policy revised May 2009.)*

## **UALR Policy Statements**

*The below policy statements are taken directly from the [2009 -2010 Undergraduate Catalog \(Introduction\)](http://ualr.edu/academics/uploads/2008/06/Intro2.pdf) at <http://ualr.edu/academics/uploads/2008/06/Intro2.pdf>*

### **Sexual harassment policy.**

It is the policy of the University of Arkansas at Little Rock to prohibit sexual harassment of its students, faculty, and staff.

Incidents of sexual harassment are demeaning to all persons involved and impair the ability of the institution to perform its educational functions.

Sexual harassment of employees is prohibited under Title VII of the Civil Rights Act of 1964, and sexual harassment of students may constitute discrimination under Title IX of the Education Amendments of 1972. Sexual harassment of employees is defined by the Equal Employment Opportunity Commission to include unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct which takes place when: submission to the conduct is either explicitly or implicitly a term or condition of an individual's employment; submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting that individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Sexual harassment of students includes unwelcome sexual advances, requests for sexual favors, other verbal or physical conduct which take place when: submission to the conduct is either explicitly or implicitly a term or condition of an individual's academic status or advancement; submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting that individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile, or offensive learning environment. Employees and students who believe that they have been subjected to sexual harassment are encouraged to report the problem.

University grievance procedures are available to individuals who wish to pursue complaints of sexual harassment. Informal complaints should be made to an ombudsman\* for sexual harassment. The goal of the informal process is to resolve problems. No disciplinary action will be taken as a result of the informal complaint procedure. Formal complaints against faculty, staff and administration should be submitted to the Office of Human Relations. Both formal and informal complaints should be made within 30 calendar days of the most recent alleged discriminatory act.

\*The ombudsman can be contacted in the Dean of Student's office at (501) 569-3328.

### **Sexual assault policy.**

The University of Arkansas at Little Rock explicitly condemns sexual assault as a violation of an individual's human rights and dignity. Sexual assault is generally defined as attempted or actual unwanted sexual activity. The policy of UALR is that members of the University community neither commit nor condone sexual assault in any form. This prohibition applies equally to male and female staff, faculty and students, to all other persons on premises subject to University control, and to those engaged to further the interests of the University.

Sexual assault is unlawful and may subject those who engage in it to civil and criminal penalties. A student or employee of UALR charged with sexual assault can be prosecuted under Arkansas criminal statutes and/or disciplined by the University. Even if criminal prosecution is not pursued, the University can pursue disciplinary action. Where there is probable cause to believe that the campus regulations prohibiting sexual assault have been violated, the campus will pursue strong disciplinary action through its own internal judicial channels. This discipline includes, but is not limited to, the possibility of termination, expulsion, suspension, disciplinary probation, counseling, mediation, educational sanctions, or a combination of these. Any conduct that constitutes a sexual offense under Arkansas law is also subject to disciplinary sanctions under this policy.

Victims of sexual assault have the right to file criminal charges with local law enforcement authorities and, upon request, are entitled to assistance from the University in notifying those authorities. Victims also have the right to file a complaint with the University to have a sexual assault allegation investigated by the University, and the right to participate in any disciplinary proceedings regarding the sexual assault complaint.

Because of the traumatic nature of sexual assault, victims are strongly encouraged to seek professional help. On campus, free and confidential counseling services and referrals are available at Counseling and Career Planning Services in Ross Hall 417.

Due to the nature and value of evidence, it is important that any sexual assault be reported as soon as possible. A complaint should be filed with the University within 30 days of the incident. The initial complaint may be filed with any of these University offices:

- The Department of Public Safety
- The Office of Campus Life
- The Office of Human Relations

UALR's complete policy on sexual assault appears in the [UALR Student Handbook](#).

### **Smoke-free campus policy statement.**

The University of Arkansas at Little Rock is a smoke-free campus. This policy originated in recommendations from the Student Government Association and the University Assembly. This policy applies to all locations of the University, including the main campus, the William H. Bowen School of Law, and the UALR Benton Center. All individuals are expected to comply

with this policy. Persons who fail to comply are subject to disciplinary action. (Chancellor's Office, 8/16/09)

### **UALR policy statement on nondiscrimination.**

UALR adheres to a policy that enables all individuals, regardless of race, color, gender, national origin, age, sexual orientation, veteran's status, or disability to work and study in an environment unfettered by discriminatory behavior or acts. Harassment of an individual or group will not be condoned and any person – student, faculty, or staff member – who violates this policy will be subject to disciplinary action.

Any person who believes they have been discriminated against should contact the Human Relations Officer to obtain assistance and information concerning the filing of complaints.

Harassment which is considered discriminatory includes actions or conduct (verbal, graphic, gestural, or written) directed against any person or group with the intent to demean or create a hostile or threatening environment.

It is not the intent of this policy to infringe upon or limit educational, scholarly, or artistic expression. At the same time the University prohibits discriminatory practices, it promotes equal opportunity through affirmative action. Nondiscriminatory affirmative action equal opportunity policies apply to: recruitment, hiring, job classification and placement, work conditions, promotional opportunities, demotions/transfers, terminations, training, compensation, choice of contractors and suppliers of goods and services, educational opportunities, disciplinary action, recreational and social activities, use of facilities, housing, and University sponsored programs.

### **Disability support services.**

It is the policy of the University of Arkansas at Little Rock to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. Students are also welcome to contact the Disability Resource Center, telephone 501-569-3143 (v/tty). For more information, visit the DRC website at <http://ualr.edu/disability/>. (The above statement is taken directly from [http://ualr.edu/academics/?page\\_id=28](http://ualr.edu/academics/?page_id=28))

Any student with a disability who needs an accommodation for the field experience should inform the field coordinator prior to the placement decision. Students with disabilities who may not be satisfied with the response of the school are encouraged to contact the Office of Disability Support Services, which is located in the Donaghey Student Center, Room 103, telephone 569-3143.

Any student with a disability who needs accommodation, for example in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course. The chair of the department offering this course also is available to assist with accommodations.

## **Appendix**

### **Advising Forms**

<b>Bachelor of Social Work Curriculum Advising Sheet</b>	
For formal admission into the program, the student must have completed 53 credit hours (40 of which must be CORE), must have an <b>overall GPA of 2.5</b> , and must have a <b>cumulative GPA of 2.5</b> in the following prerequisite courses: <b>SOWK 1301: Intro to Social Work, SOCI 2300: Intro to Sociology, and PSYC 2300: Psychology &amp; the Human Experience</b> . In addition, the application process requires an application form, a personal statement from the student, two letters of reference, and official transcripts from all colleges or universities attended with the exception of UALR.	
<b>Core Requirements for Social Work Majors</b>	
<b>Developmental Courses</b>	<b>Individuals, Cultures, &amp; Societies: 6 hours</b>
(if necessary; do not count toward degree hours)	Both of the following are required:
<input type="checkbox"/> MATH 0300: Elementary Algebra	<input type="checkbox"/> PSYC 2300: Psychology & Human Experience
<input type="checkbox"/> MATH 0301: Intermediate Algebra	<input type="checkbox"/> SOCI 2300: Intro to Sociology
<input type="checkbox"/> READ 0310: College Reading	
<input type="checkbox"/> RHET 0310: Composition Fundamentals	
	<b>Lab Science: 8 hours</b>
	Complete <b>two</b> of the following, at least <b>one of which must be Biology</b> :
<b>Rhetoric/Communications: 9 hours</b>	<input type="checkbox"/> BIOL 1400: Evolutionary & Environmental Biology
<b>All</b> of the following are required:	<input type="checkbox"/> BIOL 1401: Science of Biology
<input type="checkbox"/> RHET 1311: Composition I	<input type="checkbox"/> ASTR 1301 & ASTR 1101: Intro Astronomy & lab
<input type="checkbox"/> RHET 1312: Composition II	<input type="checkbox"/> CHEM 1409: Chemistry & Society
<input type="checkbox"/> SPCH 1300: Speech Communication	<input type="checkbox"/> ANTH 1415: Physical Anthropology
	<input type="checkbox"/> ERSC 1302/1102: Physical Geology & lab
<b>Mathematics: 3 hours</b>	<input type="checkbox"/> ERSC 1303/1103: Historical Geology & lab
Choose <b>one</b> of the following:	
<input type="checkbox"/> MATH 1302: College Algebra	
<input type="checkbox"/> MATH 1315: College Mathematics	
	<b>Fine Arts: 6 hours</b>
	Choose <b>two</b> of the following:
<b>World History: 6 hours</b>	<input type="checkbox"/> ARHA 2305: Intro to Visual Art
<b>Both</b> of the following are required:	<input type="checkbox"/> THEA 2305: Intro to Theatre & Dance
<input type="checkbox"/> HIST 1311: History of Civilization I	<input type="checkbox"/> MUHL 2305: Intro to Music
<input type="checkbox"/> HIST 1312: History of Civilization II	
	<b>U.S. Traditions: 3 hours</b>
<b>World Humanities: 3 hours</b>	Choose <b>one</b> of the following:
Choose <b>one</b> of the following:	<input type="checkbox"/> POLS 1310: American National Government
<input type="checkbox"/> ENGL 2337: World Literature I	<input type="checkbox"/> HIST 2311: U.S. History to 1877
<input type="checkbox"/> ENGL 2338: World Literature II	<input type="checkbox"/> HIST 2312: U.S. History Since 1877
<input type="checkbox"/> PHIL 2320: Ethics and Society	
<b>Second Language Requirement: 6 hours required above CORE:</b>	
Choose one 6 hour sequence:	
<input type="checkbox"/> ASL 1320 <b>AND</b> <input type="checkbox"/> ASL 1321	<input type="checkbox"/> FREN 1311 <b>AND</b> <input type="checkbox"/> FREN 1312
<input type="checkbox"/> SPAN 1311 <b>AND</b> <input type="checkbox"/> SPAN 1312	<input type="checkbox"/> GERM 1311 <b>AND</b> <input type="checkbox"/> GERM 1312
<input type="checkbox"/> <b>AA/AS Degree from</b> _____ . AA/AS degrees from Arkansas state colleges or universities meet the CORE requirements. However, for BSW students, CORE must include Biology, Intro to Sociology, and Psychology & the Human Experience (an introductory course to Psychology). AA degreed students must transfer or enroll in six hours of foreign language.	
<input type="checkbox"/> <b>BA/BS Degree from</b> _____ may meet CORE requirements. See Student Catalog for exceptions to this policy. (p. 25 of 2008/09 Catalog) Post-bac students are not required to have a second language.	

**Required Social Work Courses:  
(47 hours required)**

(all of the following)

- SOWK 1301: Intro. to Social Work
- SOWK 3302: Social Work & Diversity
- SOWK 3303: Human Behavior & the Social Environment I
- SOWK 3304: Human Behavior & the Social Environment II
- SOWK 3331: Social Work Practice I
- SOWK 4332: Social Work Practice II
- SOWK 4333: Social Work Practice III
- SOWK 3313: Social Welfare Policy I
- SOWK 3314: Social Welfare Policy II
- SOWK 3315: Policy Practice
- SOWK 3322: Methods of Social Work Research
- SOWK 3381: Social Statistics
- SOWK 4341: Field Experience I
- SOWK 4342: Field Experience II
- SOWK 4212: Field Seminar I
- SOWK 4213: Field Seminar II

**NOTE TO MSW CANDIDATES:  
BSW graduates have met the liberal arts  
requirement for MSW admission with Policy I and  
II.**

**Other Required Courses:  
(6 hours required)**

- RHET 3316 - Writing for the Workplace  
**AND**
- PSYC 3356 - Developmental Psychology

**Electives:  
(21 hours required)**

- 3 Hours: One 1000 - 4000 level course:

\_\_\_\_\_

- 6 Hours: Two 3000 or 4000 level courses:

\_\_\_\_\_

\_\_\_\_\_

- 12 Hours: Four 3000 or 4000 level courses in  
Social Work or a related field\*:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\*Courses that count as being in a related field include, but are not limited to those in Gerontology, Political Science, Sociology and Anthropology, Psychology, Criminal Justice, Human Services Administration, & Public Administration. Courses in other disciplines may count, but need the approval of your advisor prior to enrollment.

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Advisor signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Student signature** \_\_\_\_\_ **Date** \_\_\_\_\_

Student: \_\_\_\_\_ T#: \_\_\_\_\_

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

Credits to date:  
Credits planned:

Credits this semester:  
**TOTAL CREDITS (124 needed for graduation):**

**ACADEMIC PLAN FOR ADVISING PURPOSES**

<i>SOPHOMORE</i>								
Summer			Fall			Spring		
Course No.	Title	HRS	Course No.	Title	HRS	Course No.	Title	HRS
			SOWK 1301	Intro to Social Work	3			
<b>TOTAL</b>			<b>TOTAL</b>			<b>TOTAL</b>		
<b>CUMULATIVE</b>			<b>CUMULATIVE</b>			<b>CUMULATIVE</b>		
<i>JUNIOR</i>								
Summer			Fall			Spring		
Course No.	Title	HRS	Course No.	Title	HRS	Course No.	Title	HRS
			SOWK 3303	HBSE I	3	SOWK 3304	HBSE II	3
			SOWK 3313	Soc. Welfare Policy I	3	SOWK 3314	Soc. Welfare Policy II	3
			SOWK 3302	Cultural Diversity	3	SOWK 3331	Practice I	3
			3000-4000	Rltd UL Fld Elec	3	SOWK3381	Social Statistics	3
			3000-4000	Rltd UL Fld Elec	3	3000-4000	Any Fld UL Elective	3
<b>TOTAL</b>			<b>TOTAL</b>			<b>TOTAL</b>		
<b>CUMULATIVE</b>			<b>CUMULATIVE</b>			<b>CUMULATIVE</b>		
<i>SENIOR</i>								
Summer			Fall			Spring		
Course No.	Title	HRS	Course No.	Title	HRS	Course No	Title	HRS
			SOWK 3322	Research Methods	3	SOWK 3315	Policy Practice	3
			SOWK 4212	Field Seminar I	2	SOWK 4213	Field Seminar II	2
			SOWK 4332	Practice II	3	SOWK 4333	Practice III	3
			SOWK 4341	Field Experience I	3	SOWK 4342	Field Experience II	3
			3000-4000	Any Fld UL Elective	3	3000-4000	Rltd UL Fld Elec	3
<b>TOTAL</b>			<b>TOTAL</b>			<b>TOTAL</b>		
<b>CUMULATIVE</b>			<b>CUMULATIVE</b>			<b>CUMULATIVE</b>		

