Bachelor of Social Work
Adult Studies Program

Student Handbook

2013 - 2014

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Union University

Excellence Driven. Christ Centered. People Focused. Future Directed

Union University provides Christ centered education that promotes excellence and character development in service to Church and society.
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I. THE SOCIAL WORK FACULTY AND STAFF WELCOME YOU!

The faculty of the School of Social Work at Union University welcomes you. We are delighted that you chose Union University for the BSW degree. Our goal for you is that you prepare for generalist practice in a wide range of social work jobs. We are committed to stimulating and challenging you to excellence.

The Student Handbook provides essential information for your journey through the BSW program. The Handbook’s key purpose is to detail the policies and procedures of the BSW program. After you have read it thoroughly when you first receive it, you will want to keep it close by as a reference. It will also be accessible on the School of Social Work web page. Policies and procedures that appear here have developed through an inclusive, collaborative process involving administrators, faculty, students, and staff.

Your faculty subscribes to the Code of Ethics of the National Association of Social Workers. The mission of the social work profession is rooted in a set of core values. These values are the foundation of social work’s unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence

The School of Social Work at Union takes seriously the words of Jesus, "Love your neighbor as you love yourself." As you learn the social work profession, you will increase your ability to care for others in ways that demonstrate each person’s value, regardless of their circumstances. You will also discover how to care for yourself as you excel in this honorable and deeply rewarding profession that promotes social and economic justice for all.

Please remember that you are responsible to read and operationalize the contents of this Student Handbook and to communicate any concerns or questions to your faculty so that we may assist you at any point along your way.

Mrs. Mary Anne Poe, ACSW, LAPSW  
Acting Associate Dean  
Professor  
Director, Center for Just and Caring Communities

Mrs. Nita Mehr, LCSW  
Associate Professor  
Acting MSW Director

Dr. Rhonda Hudson, LCSW  
Professor  
Acting BSW Director

Dr. Theresa Blakley, LCSW, ACSW  
Professor

Ms. Lindy Hannah  
Program Coordinator, Memphis

Mrs. Shuna Mason,  
Assistant Professor

Mrs. Kim McNeil  
Programs Coordinator
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II. GENERAL INFORMATION ABOUT UNION UNIVERSITY

History

Southwestern Baptist University, the immediate predecessor of the present Union University, originated because of a desire by Tennessee Baptists, who still had a separate convention for each of the state’s three Grand Divisions, for greater unification. Education became the core issue around which such unification was promoted. Committees of the three conventions met jointly in Humboldt in 1873 and issued a resolution supporting the establishment of a first-class regional university. An Educational Convention met in Murfreesboro in 1874, and following that a committee was appointed to select a location for the proposed university. The committee recommended the acceptance of the offer made by the citizens of Jackson to assume ownership of West Tennessee College.

In September 1874, the new institution opened at Jackson as an academy, and in 1875 it was chartered as Southwestern Baptist University. In 1907, Dr. T. T. Eaton, a trustee at Southwestern from its beginning, bequeathed his 6,000 volume library to the college. He was a former professor at Union University at Murfreesboro, where his father, Dr. Joseph H. Eaton, had been president. Shortly thereafter the name of Southwestern Baptist University was changed to Union University to honor the Eatons and others from Union at Murfreesboro who had made a major impact on Southwestern as faculty, administrators, trustees, and contributors. In a further move to unify its educational efforts, the Tennessee Baptist Convention in 1925 secured a new charter which vested all rights, authority, and property of Union University in the Convention, including the election of the University’s trustees. Two years later, the Convention was able to consolidate Hall-Moody Junior College at Martin (1900-1927) with Union University.

When David S. Dockery was elected as the fifteenth president of Union University in December 1995, he brought with him a compelling vision to build on a great tradition while taking Union to the next level of regional and national prominence in Christian higher education. The progress that has been made during this time has been remarkable: annual non-duplicating headcount increased from 2200 (in 1996) to more than 4000 (in 2009); significantly increased giving to Union, including twelve of the largest commitments in Union history; instituted three five-year strategic plans; completed construction of two residence halls, the Miller Tower, Jennings Hall, Hammons Hall, Fesmire athletic facilities and new White Hall; launched the $110 million comprehensive “Building a Future” campaign (now at $80 million); renewed commitment to scholarship and research among Union faculty as a part of the establishment of the Center for Faculty Development; added new undergraduate majors in political science, physics, theology, digital media studies, church history, ethics, sports management, sports medicine, engineering; and graduate programs in education (M.Ed., Ed.S., and Ed.D.), nursing (MSN with tracks in education, administration, nurse anesthesia, and nurse practitioner/clinical nurse specialist), intercultural studies (MAIS); Christian studies (MCS), social work (MSW), and pharmacy.

In many respects, Union University is in the strongest position in its history.

Purpose and Core Values

Union University is an academic community, affiliated with the Tennessee Baptist Convention, equipping persons to think Christianly and serve faithfully in ways consistent with its core values of being Christ-centered, people-focused, excellence-driven, and future-directed. These values shape its
identity as an institution which prioritizes liberal arts based undergraduate education enhanced by professional and graduate programs. The academic community is composed of quality faculty, staff, and students working together in a caring, grace-filled environment conducive to the development of character, servant leadership, and cultural engagement.

**Core Values:**

- **Excellence-Driven:** We believe that excellence, not mere compliance, is the goal of our teaching, research, and service. We are not motivated to excellence out of pride but out of a desire to do all things for God’s glory because He cares about our work and wants to be involved in everything we do. We will not be satisfied with mediocrity, but will pursue excellence in all things. This means our truth claims carry with them the challenge of living out that truth in the minutes and hours of our daily life. Thus we will pursue excellence, without arrogance.

- **Christ-Centered:** A cohering core value of our guiding vision is a call to faith, a call to be Christ centered in all that we are and in all that we do. We will seek to build a Christian liberal arts based community where men and women can be introduced to an understanding and appreciation of God, His creation and grace, and to humanity’s place of privilege and responsibility in this world. We will seek to establish all aspects of life and learning on the Word of God, leading to a firm commitment to Christ and His Kingdom. To be a Christ-centered institution calls for us to establish the priority of worship and service in the Christian life while seeking to develop a generation of students who can be agents of reconciliation to a factious church in a hurting and broken world. This commitment calls for all faculty and staff to integrate Christian faith in all learning and doing, based on the supposition that all truth is God’s truth and that there is no contradiction between God’s truth made known to us in Holy Scripture and that which is revealed to us through creation and natural revelation.

- **People-Focused:** A third pillar on which we will build our common commitments is the core value of being people focused. At the heart of our commitment to being people focused is the visible demonstration of valuing one another. We will give honor to one another through our words and actions, and by committing to each person’s success. We therefore jointly commit ourselves to the success of Union University.

- **Future-Directed:** We will seek to maximize the windows of opportunity the Lord has presented to us to the greatest degree that resources allow. All of our resources and efforts must, by God’s grace, be maximized to fulfill our common mission. A commitment to being future directed means we want to have a short-term focus and a long term view. We want to involve ourselves in efforts that prepare us effectively to impact the world of the 21st Century.

**Mission:**

Union University provides Christ-centered education that promotes excellence and character development in service to Church and society.

**Statement of Faith:**

1. **The Scriptures**
   
   The Scriptures of the Old and New Testament were given by inspiration of God, and are the only sufficient, certain and authoritative rule of all saving knowledge, faith, and obedience.
2. **God**
   There is but one God, the Maker, Preserver and Ruler of all things, having in and of Himself, all perfections, being infinite in them all; and to Him all creatures owe the highest love, reverence and obedience. He exists eternally in three persons: Father, Son, and Holy Spirit each with distinct personal attributes, but without division of nature, essence or being. God ordains or permits all things that come to pass, and perpetually upholds, directs and governs all creatures and all events; yet so as not to destroy the free will and responsibility of intelligent creatures.

3. **Humankind**
   God originally created humankind in His image, and free from sin; but through the temptation of Satan, they transgressed the command of God, and fell from their original righteousness, whereby all humans have inherited a sinful nature that is opposed to God, and are thus under condemnation. As soon as they are capable of moral action, they become actual transgressors.

4. **Jesus Christ**
   The second person of the Trinity is the eternal Son of God. In his incarnation Jesus Christ was conceived by the Holy Spirit and born of the virgin Mary. Jesus perfectly revealed and did the will of God, taking upon Himself human nature, yet without sin. He honored the divine law by His personal obedience, and by His substitutionary death on the cross He made provision for our redemption from sin. He was buried and rose again the third day, and ascended to His Father, at whose right hand He lives to make intercession for His people. He is the only Mediator, the Prophet, Priest and King of the Church, and Sovereign of the universe.

5. **Holy Spirit**
   The Holy Spirit is the Spirit of God, fully divine, who exalts Jesus Christ. The Spirit convicts men and women of sin, of righteousness, and judgment, enabling them to understand the truth. He calls men and women to the Savior, and brings about regeneration, which is a renewal of heart and nature.

6. **Salvation**
   Salvation involves the redemption of the whole person, and is offered freely to all who believe in Jesus Christ as Lord and Savior; accepting and trusting in Him alone for justification and eternal life. Justification is God’s gracious declaration of righteousness of sinners, who believe in Christ, from all sin, through the satisfaction that Christ has made. Believers are also sanctified by God’s Word and Spirit dwelling in them. Sanctification is the process of progressing toward moral and spiritual maturity, enabled by the presence and power of the Holy Spirit. Those who are accepted in Christ and sanctified by the Holy Spirit will never totally nor finally fall away from the state of grace, but shall persevere to the end, and be kept by the power of God through faith unto salvation.

7. **The Church**
   The Lord Jesus Christ is the Head of the Church, which is composed of all true followers of Christ, and in Him is invested supremely all power for its government. Christians are to associate themselves with local churches; and to each church is given the authority to administer order, to carry out ministry, to worship, and to practice discipline.

8. **Last Things**
   The bodies of humans after death return to dust, but their spirits return immediately to God—the righteous to rest with Him; the wicked to be reserved under darkness to the judgment. God, in His own time and in His own way, will bring the world to its appropriate end. According to His promise, Jesus Christ will return personally and visibly in glory to the earth. At the last day, the bodies of all the dead, both just and unjust, will be raised. God has appointed a day, when He will judge the world by Jesus Christ, when all people shall receive according to their deeds; the wicked shall go into everlasting punishment; the righteous, into everlasting life.
III. INFORMATION EXCERPTED FROM ADULT STUDIES GRADUATE HANDBOOK

Adult and graduate students are bound by the policies and procedures listed in the University’s campus life handbook available at http://www.uu.edu/studentservices/handbook/clh1112.pdf.

In addition, Union University's community values for our adult/graduate students can be found at http://www.uu.edu/studentservices/handbook/AdultValues.pdf

The Union campus life handbook serves as the main university handbook. All other handbooks (e.g. handbooks specific to a school, college, academic discipline) serve as a handbook supplement to this main handbook. Where there may be conflicting policies, the policies listed in the main Union handbook will take precedent. The Social Work program has highlighted in the following sections some parts of the handbook that may be particularly useful for students and added elements specific to the BSW program.

Confidentiality of Student Records
The privacy and confidentiality of all student records shall be preserved in accordance to the Family Educational Rights and Privacy Act (FERPA) of 1974. The Act provides adult students greater access to and control over information in educational records. More information about FERPA can be obtained from the Registrar. Official student academic records, supporting documents, and other student files shall be maintained, only by members of the University staff employed for that purpose, in separate files:

- Academic records, supporting documents and general education records—maintained by the Academic Center, academic departments and advisors
- Records of discipline proceeding—maintained by the Student Services Office
- Financial records—maintained by the Business Office
- Medical records—maintained by the Health Services Office (governed also by HIPAA)
- Admissions records—maintained by the Admissions Office
- Financial aid records—maintained by the Financial Aid Office

Directory information (student’s name, address including email address, telephone number, date and place of birth, photograph, academic major, class schedule, dates of attendance, degrees and awards received, and most recent previous educational institution attended) may be made public by the University unless a student requests to the Academic Center in writing that it be released only upon his/her consent.

Records Not Available for Student Inspection
- Records of instructional, supervisory and administrative personnel which are in the sole possession of the maker thereof, and which are not accessible to others
- Records created or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional which are used only in connection with the provisions of treatment of a student and are not available to persons other than those providing such treatment (governed also by HIPAA)
- Financial records of students’ parents

Evaluations for which a student has waived his/her right of inspection

Computing Services
Classes, e-mail, grades, calendars, announcements and more are available in a one-stop environment at
portal.uu.edu. Learn about this at www.uu.edu/portal If you have technology questions or problems, visit www.uu.edu/it. You can contact us using any of the methods listed in the Getting Help section there. Information specific to new students is available at www.uu.edu/it/training/newstudents.cfm.

Your Union-provided email account is considered an official means of university communication. You can learn more about this at www.uu.edu/it/services/studentemail.cfm. Students are expected to use technology responsibly. The University’s Acceptable Use Policy can be found at www.uu.edu/it/policies/aup.cfm. Computer labs are available exclusively to current Union students, faculty, and staff at no charge. Approximately 300 computers are located on the Jackson campus for student access, of which 78 are housed in three large labs used in varying amounts for classes. Wireless Internet access is also available in most campus buildings. Three computer labs are available at the Germantown campus. All labs are scheduled for classes on a day today or entire semester basis. Class reservations for the following week are posted near all Jackson-campus lab doors and in labs on Friday afternoon so that you may plan your work schedule accordingly. All labs are closed for official school holidays, required chapel sessions and inclement weather events. Call (731)661-HELP to find out about lab availability in Jackson or (901)312-1948 for Germantown labs. It is university policy that only students registered for the class meeting in the lab are allowed to use the equipment in the lab at that time. Student lab assistants are available at the Jackson Help Desk during open lab hours. They can assist you in solving problems with the hardware or software.

Counseling Services
Counseling services are available for any student needing assistance with personal, emotional, relational, or psychological concerns. All counseling situations are held in strict confidence. Union University Counseling Services is not designed to provide long-term care for significant mental illness, although the office can provide referral information for special needs. Counseling services provided on the main campus by our two campus counselors are available at no charge to students. Students seeing offsite counselors will assume financial responsibility for visits. Students at regional campus sites should contact Dr. Paul Deschenes at pdeschenes@uu.edu for referral to the service provider under contract in that area. Please consult the Counseling Services website at www.uu.edu/studentservices/counseling for more information and “screening” surveys for anxiety, depression, Attention Deficit Disorder, or eating disorders.

Disability Services
The Office for Disability Services stands ready to support the special needs of students with disabilities. If you are seeking accommodations for a special need due to the impact of a disability, please contact the Director, Jon Abernathy, at (731)661-6520 or email jabernathy@uu.edu. You may also review the Accommodation Procedures on the Disability Service’s website at www.uu.edu/studentservices/disabilityservices. It is the responsibility of the student to initiate the accommodation process. Union University strives to provide fully accessible campus facilities for students with disabilities. When barriers do exist, special arrangements are made to provide access, including re-scheduling classes or other activities in accessible locations. Residence Life also provides accessible housing units for students with physical disabilities. Any student who feels that accommodations are not being fully met should contact the Director of the Office for Disability Services and review the Grievance Procedures on the website.

“Limited English Proficiency Policy”:
Union University may approve select accommodations for specific students who have limited English proficiency.
Students with limited English proficiency should contact Dr. Phillip Ryan to begin the evaluation process and learn more about select resources. Dr. Phillip Ryan or his designee, in consultation with the Institute for International and Intercultural studies faculty at Union University and the professor for English 111 and 112 for Internationals, will determine student eligibility and specific accommodations if needed. Accommodations may include but are not limited to extended time on tests, Hundley Center support, or the ability to record class lectures.

If approved, Dr. Phillip Ryan, who serves with the Institute for International and Intercultural studies faculty at Union University will send a letter to the University Registrar, who will send a note to the student’s professors for each semester he or she is enrolled. Students do not need to reapply each semester. Stated differently, once approved, notices to the faulty detailing the student’s accommodation will go out automatically each semester the student is enrolled at Union. Notifications to the professors are sent after the last day to drop a class, or approximately two weeks from the beginning of class. Approved students who need accommodations within the first two weeks are encouraged to talk directly with their professor.

The Institute for International and Intercultural studies faculty at Union University reserves the right to re-evaluate the student’s English proficiency annually and may reduce or remove accommodations if needed.

Emergency Notification System
Union University has an emergency notification system that is available to all students, faculty, staff, and parents on all its campuses. This system is voluntary, but students are strongly encouraged to register to receive text messages on their cell phones in the event of a campus wide emergency, security and/or severe weather threat. Text messaging, Union email and the UU website are the best sources for this information as TV stations may not have been notified. Registration for this system may be found at www.uu.edu/alerts. Once registered, you may opt to be removed from the system at any time. More information about this program may be obtained at www.uu.edu/uualerts.

Financial Assistance
Students enrolled in the BSW Adult Studies Program may apply for the Federal Stafford Loan. A Union University Application for Financial Assistance and the Free Application for Federal Student Aid (FAFSA) form must be completed by each applicant. A Master Promissory Note must also be on file in the Financial Aid Office. Union University is approved by the Department for Veterans Affairs to offer educational benefits to veterans, reservists, and dependents of veterans who qualify for Veterans Benefits. Any person who qualifies for VA Benefits should check with the Academic Center as soon as possible upon registration. Additional Information on financial aid may be accessed at http://www.uu.edu/financialaid/adultstudies/

Health Services
The University Health Clinic is open Monday through Friday, 8 am—4:30 pm when classes are in session. The clinic lunch hour varies due to their desire to accommodate morning patients. The clinic is staffed by a full-time Family Nurse Practitioner who sees patients on a walk-in basis in the morning from 8-10 and then by appointment from 10 to 4:15. There is also a Clinic Assistant and Health Records Coordinator who can answer your immunization and healthcare related questions. Appointments may be made through the Clinic Assistant for all of these professionals. Health services provided by the university clinic are available for students, faculty and staff but not the dependents of these individuals.
Student fees cover the primary costs for the health care rendered to clinic patients. However, vaccinations, lab work, prescription medications dispensed from the clinic, and other treatments may require an additional charge. Costs from health care received at an off-campus facility will also be the responsibility of the patient.

Health forms and immunization records which are submitted as a part of the application process are kept on file in the University Health Clinic for four years after a student’s last semester at Union University. After the four years these records will be placed in storage until the student’s seventh anniversary, at which time the records will be destroyed. Copies of one’s health record may be obtained by written consent only. This consent form may be downloaded from the Health Services Web site and mailed, faxed or delivered to the clinic. Fax: (731)661-5499.

**Hundley Center for Academic Enrichment**
The purpose of the Hundley Center is to support the efforts of the university faculty and encourage students to become independent learners by bridging the gap between the classroom and a true understanding of the material. The Hundley Center provides free peer tutoring in over 25 subjects and academic enrichment opportunities, including graduate school preparation and academic success workshops. For more information, visit the website [http://www.uu.edu/programs/hundleycenter](http://www.uu.edu/programs/hundleycenter).

**Liability Insurance and Fees**
Proof of professional liability insurance is required of all students enrolled in courses with field experiences. This expense is the responsibility of the student and is charged to the student account. Approximate cost is $25 per year.
Application Fee: $25  
Graduation Fee: $25  
Field Education Fee: $50

**Library Services**
The Emma Waters Summer Library is available for use for all students. Students may use the facilities located in the Penick Academic Complex, or online at [http://www.uu.edu/library/](http://www.uu.edu/library/).

**Minority Student Resources**
The Minority Student Resources office is designed to offer guidance, information, and resources to racial/ethnic minority students enrolled at Union University, and includes mentoring and referrals for minority students, M.O.S.A.I.C. (Bible Studies for Minority men and women), and the Minority Network of Faculty and staff. Please visit their webpage at [http://www.uu.edu/minorityresources/](http://www.uu.edu/minorityresources/).

**Vocatio Center for Life Calling and Career**
The Vocatio Center for Life Calling and Career derives the primary essence of its name “vocatio” from the Latin term which means “to call” or “calling.” Formerly named Career Services, the Vocatio Center has been established to offer an intentional and more holistic approach to the development of students for which the pursuit of one’s call is primary. Ultimately, the Vocatio Center seeks to empower Romans 12 professionals who will utilize their differing gifts according to the grace given to them by God. Our key goal, therefore, is to teach students holistically through a model that emphasizes vocation as ministry. Our true hope is to instill in our students the necessity for pursuing God’s specific call on their lives through a transformed and renewed mind in service to others. “Our mission is to help students understand more clearly who God has uniquely created them to be and to assist them in discovering opportunities to live out their life calling in service to others.”
The following services are offered by appointment:

- Life Calling and Career Counseling/Coaching; Goal Setting
- Professional Résumé, Cover Letter, Portfolio Development
- Individual and Group Personality and Interests Assessment and Interpretation (Myers-Briggs Type Indicator or MBTI and the Strong Interest Inventory)
- Interview Preparation and Salary Negotiation
- Coordination of Job Shadowing
- One-on-one Graduate School Preparation
- Referral Services for Part-time, Full-time, and Internships Opportunities (Student and Employer)
- On-campus Recruitment

Visit the Vocatio Center website at www.uu.edu/studentservices/vocatiocenter

Wellness Services
Wellness services include the E.T. “Rocky” Palmer Activities Complex, which houses two racquetball courts, a gym with four basketball goals, a 25-meter swimming pool, and a rock climbing wall, a wellness center containing 14 Paramount weight machines, 12 cardiovascular machines, and a full line of free weights, including our brand new Smith machine and power rack. These services are available to all students. Students may visit http://www.uu.edu/studentservices/wellnessservices/wellnesscenter.html to learn more.

IV. BACHELOR OF SOCIAL WORK PROGRAM OVERVIEW

Introducing the Profession of Social Work

The definition of social work articulated by the National Association of Social Workers provides a great introduction to the profession and to our program:

Social work is…

the professional activity

of helping individuals, groups, or communities enhance or restore their capacity for social functioning and

creating societal conditions favorable to that goal.

Social work practice consists of…

the professional application of social work values, principles, and techniques to one or more of the following ends:

helping people obtain tangible services;

counseling and psychotherapy with individuals, families, and groups;
helping communities or groups provide or improve social and health services; and participating in relevant legislative processes.

The practice of social work requires knowledge…

of human development and behavior;
of social, economic, and cultural institutions; and
of the interaction of all of these factors.

SOCIAL WORK VALUES AND ETHICS

Regardless of the setting or the size of a client system, all social work practice is guided by certain ethical principles. As a social work student, you will be expected to sign a statement agreeing to abide by the NASW Code of Ethics. The Code of Ethics is a distinctive aspect of social work as a profession that sets it apart for the contributions this profession makes in our world. A copy of the NASW Code of Ethics is included in Appendix D. You will encounter this document throughout your education for social work and as you practice professionally.

The social worker's helping philosophy is governed by a value base which expresses ideas about people, how they should be treated, and the quality of life which should be available. This base is reflected in the following value statements proposed by NASW:

1. Commitment to the primary importance of the individual in society.
2. Commitment to social change to meet socially recognized needs.
3. Commitment to social justice and economic, physical, and mental well-being of all in society.
4. Respect and appreciation for individual and group differences.
5. Commitment to developing clients' ability to help themselves.
6. Willingness to transmit knowledge and skills to others.
7. Willingness to keep personal feelings and needs separate from professional relationships.
8. Respect for the confidentiality of relationship with clients.
9. Willingness to persist in efforts on behalf of clients despite frustration.
10. Commitment to a high standard of personal and professional conduct.
WHAT DO I DO WITH A SOCIAL WORK DEGREE?

Social work is a profession which is practiced in many varied contexts. The different contexts serve client systems representing a diversity of populations, geographical settings, and system sizes, including individuals, families, groups, communities, and organizations. All social work practice is governed by the NASW Code of Ethics and reflects the professional social work values.

Some of the contexts for social work practice are in social service agencies. These agencies might be shelters for homeless families, child welfare agencies, mental health clinics, or advocacy agencies for people with developmental disabilities. Other social workers practice in organizations with other primary missions, such as schools, hospitals, or churches. Social workers in all these settings provide services to insure the well-being of clients.

Whatever the context for practice, social workers are skilled problem-solvers, knowing how to assess a situation, explore alternative courses of action, plan for change, effect change, and evaluate the results. Social work is concerned with creating a more socially and economically just world, thereby enhancing the welfare of all world citizens.

The Social Work Program at Union University prepares students for beginning generalist practice. This level of professional practitioner should possess the knowledge, values, skills, and abilities to fulfill many beginning and intermediate level social work positions. This includes providing services to client systems of various types and sizes, including individuals, families, groups, communities, and organizations, dealing with diverse populations and various problems in a variety of practice areas.

All baccalaureate social work programs introduce students to this wide range of practice fields. You will have guest speakers, go on field trips, and do practice work that represents these varied contexts for professional practice. By the time you graduate, you will know yourself better and your interests in order to choose a particular field of practice.

Generalist Social Work Practice

A generalist social work practitioner is one who possesses the skills, knowledge, and abilities to work with a variety of persons and problems at any practice level, whether it is with individuals, families, groups, organizations, or communities. A generalist social worker utilizes the person-in-environment approach at the various practice levels, always considering the uniqueness of the situation. Brieland, Costin, and Atherton (2010) describe a generalist social worker as "...the equivalent of the general practitioner in medicine..." (p. 65). Students who have completed a generalist social work program should be able to enter any beginning level social work position, assess and intervene in any problem situation, utilizing the problem-solving process, and work with a variety of client systems. They should also possess the knowledge of when and how to refer to a more specialized professional, when the need arises.

PROFESSIONAL ORGANIZATIONS/ASSOCIATIONS/CREDENTIALS

The following are a number of professional social work organizations and credentialing groups.

NASW: The National Association of Social Workers is the national professional membership organization which addresses issues of concern to social workers. It
provides opportunities for continuing professional development through meetings and seminars. Students in CSWE accredited social work programs are eligible to join at a special student rate.

**ACSW:** Academy of Certified Social Workers. This certification is awarded to MSW's who are NASW members with two years supervised experience and who have passed the ACSW exam.

**ACBSW:** Academy of Certified Baccalaureate Social Workers. This certification is granted to social workers who have a baccalaureate degree from CSWE accredited program, are members of NASW, have demonstrated a minimum of two years post-graduation social work employment, and complete a certification process that includes a written examination, supervisory evaluations, and professional references.

**LBSW:** This is a social work certification in the state of Tennessee granted to BSW's who make application, providing documentation of their degree, pass the licensing exam, and pay appropriate fees.

**LMSW:** This is a social work certification in the state of Tennessee granted to MSW's who make application, providing documentation of their master's degree, pass a licensing exam, and pay appropriate fees.

**LAPSW:** Licensed Advanced Practice Social Worker. This is a social work certification in the state of Tennessee granted to MSW's who make application, providing documentation of their master's degree, pass a licensing exam, and have completed the required supervised advanced practice hours, and pay appropriate fees.

**LCSW:** Licensed Clinical Social Worker. This is a social work licensure category in the state of Tennessee granted to MSW's with two years supervised post master's clinical experience, and who have passed level C of the AASSWB licensing exam. Tennessee does not currently certify or license Bachelor level social workers, although some other states do.

**CSWE:** Council on Social Work Education. This is the accrediting body for schools of social work. It establishes educational standards for both graduate and undergraduate schools of social work. The social work program at Union University is currently in candidacy status.

**NACSW:** North American Association of Christians in Social Work. This is an organization of Christian social workers. Membership is available to students, whether in accredited or non-accredited social work programs.
UNION UNIVERSITY BSW PROGRAM

Accreditation

The Bachelor of Social Work Program at Union University is accredited by the Council on Social Work Education, 1725 Duke Street, Suite 500, Alexandria, VA 22314-3457.

Relationship of the University Mission to the BSW Program

The BSW Adult Studies Program mission is compatible with the overall mission of the University and is supported by the overarching university administrative organization that enables its implementation. The university's Christian identity and mission undergird the Bachelor of Social Work (BSW) Program's unique effort to emphasize the compatibility and congruence of Christian and Social Work values that promote social and economic justice and value human diversity. The BSW Adult Studies Program connects with the university mission, advancing both the purpose for which the university exists and the purpose for the BSW Adult Studies Program. The university's mission and the BSW Adult Studies Program inform each other and interact in such a way that establishes congruence in the environment of study offered to the student.

The BSW Program in Relation to the School of Social Work

The School of Social Work is housed in the College of Education and Human Studies, which is under the administrative leadership of the Dean of the College. The School of Social Work administers the BSW and MSW programs. Administrative oversight for the BSW Program is provided by the BSW Programs Director who reports to the Associate Dean, who is responsible for all programs in the School. Developing policies and procedures is an inclusive process involving BSW administration, faculty, staff, and students. Policies may change during an academic year. They will be published in the next edition of this handbook, and those to be immediately enacted will be promulgated to all students, who will have had part in the policy change decision.

The mission statement for the School of Social Work is:

In solidarity with the mission of Union University, the School of Social Work at Union University educates and equips competent, compassionate, and effective social workers to be transformative leaders who enhance human well-being and promote social justice.

The Mission of the BSW Program

The mission of the BSW Program is to prepare competent and effective professionals for leadership in generalist practice. In a context of Christian higher education, the program fosters compassionate service, promotes social and economic justice, and equips students for excellence in social work practice.

BSW Program Goals

1. To prepare competent professionals for entry level social work practice with diverse client systems within an ever changing global context through the integration of social work
knowledge, values, and skills.

2. To participate in the development of social work knowledge through scholarship.
3. To provide leadership within the professional community through consultation, continuing education, and professional associations.
4. To foster students’ understanding of the Christian worldview, with Jesus as the model, which values human life, appreciates and respects diversity, and promotes social and economic justice.
5. To prepare students for success in a graduate social work program.

Student Competencies

Social Work students at Union University complete a required core curriculum that provides an undergraduate liberal arts perspective. In addition, students complete a specific Bachelor of Social Work core curriculum that addresses social work values and ethics, diversity, promotion of social and economic justice, populations-at-risk, human behavior and the social environment, social welfare policy and services, social work practice, research, and field practicum experiences. As a result, social work majors are expected to demonstrate the following competencies at the time of graduation:

EP 2.1.1 - Identify as a professional social worker and conduct oneself accordingly.
- Advocate for client access to the services of social work
- Know the history and philosophy of the social work profession
- Practice personal reflection and self-correction to assure continual professional development
- Attend to professional roles and boundaries
- Practice self-care
- Demonstrate professional demeanor in behavior, appearance, and communication
- Demonstrate commitment to career-long learning
- Demonstrate commitment to career long service
- Takes initiative to use supervision and consultation

EP 2.1.2 Apply social work ethical principles to guide professional practice
- Recognize and manage personal values in a way that allows professional values to guide practice
- Make ethical decisions by applying standards of the NASW Code of Ethics.
- Apply strategies of ethical reasoning, recognizing ambiguity, and arriving at principled decisions in the context of the NASW Code of Ethics

EP 2.1.3 Apply critical thinking to inform and communicate professional judgments
- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
- Analyze models of assessment, prevention, intervention, and evaluation
- Demonstrate effective oral communication in working with individuals, families, groups, organizations, communities, and colleagues
- Demonstrate effective written communication in working with individuals, families, groups, organizations, communities, and colleagues

EP 2.1.4 Engage diversity and difference in practice
- Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate vulnerable populations, or create, enhance privilege and power
- Demonstrate self-awareness to eliminate the influence of personal biases and values in working with diverse groups
• Recognize and communicate their understanding of the importance of difference in shaping life experiences
• View themselves as learners by engaging those with whom they work as cultural informants

EP 2.1.5 Advance human rights and social and economic justice
• Understand how Christian thought and practice values human life and advances social and economic justice.
• Understand the forms and mechanisms of oppression and discrimination
• Advocate for human rights and social and economic justice
• Engage in practices that advance social and economic justice

EP 2.1.6 Engage in research-informed practice and practice-informed research
• Use research evidence to inform practice
• Use practice experience to inform research

EP 2.1.7 Apply knowledge of human behavior and the social environment
• Utilize theory, conceptual frameworks, and practice models to guide the processes of assessment, intervention, and evaluation
• Critique and apply knowledge to understand person and environment

EP 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services
• Analyze, formulate, and advocate for policies that advance social well-being in client systems of all sizes.
• Collaborate with colleagues and clients for effective policy action

EP 2.1.9 Respond to contexts that shape practice
• Demonstrate flexibility and creativity when encountering change or crisis
• Provide leadership in promoting sustainable change in service delivery and practice

EP 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

EP 2.1.10(a) Engagement
• Demonstrate appropriate preparation for action with individuals, families, groups, organizations, and communities
• Use empathy and other interpersonal skills effectively in all levels of practice
• Develop a mutually agreed on focus of work and desired outcomes

EP 2.1.10(b) Assessment
• Collect, organize, and interpret client data
• Assess client strengths and limitations
• Develop mutually agreed-on intervention goals and objectives

EP 2.1.10(c) Intervention
• Select appropriate intervention strategies
• Initiate actions to achieve intervention goals
• Implement prevention interventions that enhance client capacities
• Help clients (e.g. individuals, families, groups, organizations, communities) resolve problems
• Negotiate, mediate, and advocate for clients
• Facilitate transitions and endings
EP 2.1.10(d) Evaluation
- Critically analyze, monitor, and evaluate practice
- Use evaluation outcomes to modify practice

UU 2.1.11 Appreciate the context of Christian higher education for social work education.
- Understand how Christian thought and practice supports the core values of the social work profession
- Understand how personal religious/spiritual beliefs and practices can be a resource both for the practitioner and the client.
- Understand how personal religious/spiritual beliefs and practices can impede one’s practice or well-being.

These outcomes are attained by the student's adherence to the curriculum design and completion of assignments in each course in the social work program. Outcome attainment is measured through evaluation of the student's academic performance in each class, including field placement.

In addition to measuring student outcomes to determine readiness for graduation, the Social Work Program conducts on-going evaluation of all aspects of the program. Faculty and students have opportunity to evaluate individual courses, the curriculum, advisement procedures, and admission and retention issues. The avenues of feedback, plus alumni surveys and evaluations from field instructors, ensure a continuous renewing and polishing of the total program.

BSW Adult Studies Program Description

The BSW Adult Studies program at Union University utilizes systems theory, emphasizing the person-in-environment perspective, as its organizing principle. This principle gives coherence to the student's experience and provides a strong foundation for effective Social Work practice. It demonstrates that people are "whole," made up of biological, psychological, social, cultural, and spiritual dimensions and that we are each a part of a larger world environment that affects us and that is affected by us.

Union's BSW Adult Studies Program is also rooted in Christian faith and life commitment. Faculty teach and model an appreciation for human life in all its diversity as God's creation and, with Jesus as the model, promote respect and care for all, but especially the poor and vulnerable in the world. Union's Social Work Program strives to equip students to be advocates for a reconciled relationship with God and for social and economic justice. The prophet Micah's word to "do justice, to love kindness, and to walk humbly with God" (Micah 6:8, NLB), is a recurring theme.

The BSW Adult Studies curriculum is designed to provide students with the needed knowledge, skills, and value base to practice generalist social work at the baccalaureate level. This is done through appropriate sequencing of courses and course content. The courses required as a part of the General and Specific Core provide a liberal arts perspective, which supports the required Social Work courses. Many courses that provide this liberal arts perspective are pre-requisites for admission to the BSW Adult Studies Program and for specific Social Work courses.

A major part of the BSW Adult Studies curriculum is the field experience. Students have “hands-on” practice experience throughout the curriculum. In the senior year, students complete 424
hours of agency practice. After successfully completing the field experience, students are ready to move into professional level social work employment.

A student majoring in Social Work will receive a Bachelor of Social Work (BSW) degree. They must take the specified classes in General Core (49 hours), general electives (28 credits), and complete the Social Work major (51 hours). A student may apply to be admitted to the BSW Adult Studies program when they have completed 57-60 transferable credits from other accredited colleges and universities. The majority of Social Work classes are taken after admission to the program.

BSW PROGRAM COMMITTEES

Three important committees relate to the Social Work Program at Union. Each serves as a vital link between the university and social work practitioners of the local community. Every effort is made to ensure a diverse representation of people in both of these committees.

The Social Work Program Advisory Committee has primary responsibility to serve in a consultative capacity as a resource for Social Work Program policy development and Social Work Field Practicum; periodically reviewing the Social Work curriculum to help ensure its relevance for contemporary practice and monitoring appropriate course sequencing; offering suggestions and plans for recruitment of majors; and advisement regarding our program evaluation procedure.

The Social Work Admissions Committee reviews applications from students desiring to enter the Social Work Program. When deemed necessary, the members also hold personal interviews with the applicants prior to a final meeting, at which time decisions are made regarding admission to the program. This committee consists of the following regular members and 2 ex officio:

1) The BSW Director and one other full-time Social Work faculty member.

2) Two ex-officio members, the Director of Admissions and a representative from the Academic Center.

The Social Work Programs Director is the Chair of this committee.

The Professional Development Committee will be composed of at least two faculty members. The purpose of the committee is to review academic and non-academic concerns of students, related to non-compliance with CSWE guidelines, inadequate grade point average, and non-compliance with the Core Performance Standards (see Appendix E). The committee will meet on an as-needed basis each semester. Concerns can be raised by faculty, field supervisors and instructors, and students. The Committee will be composed of at least two faculty members. Each referral to Committee activates the standing committee, which will be appointed each year by the Associate Dean.

Avenues of Renewal

The Social Work Program strives to maintain close relationships with the practice community, as well as with the broader community and world in order to assess new knowledge and remain vital and progressive. This is accomplished by supporting and encouraging faculty and student
involvement in community organizations and projects; the meetings of the Advisory Council, Field Instructors, and student organizations; participation by faculty and students in professional social work organizations, conferences, and continuing education programs; and by regular feedback from student focus groups, alumni gatherings, surveys and nationally normed outcome assessment tests given to seniors. It is the intention of Union's Social Work Program to be on the "cutting edge" of innovation in practice and education. These multiple means of assessing the Social Work Program insure that the program is one of quality.

Statement of Nondiscrimination

It is the policy and practice of the School of Social Work at Union University to conduct all aspects of the program without discrimination. In Union's BSW Adult Studies Program, this statement of non-discrimination is not simply acquiescence to legal requirements. It reflects a core commitment and value of the program both as an ethical mandate of social work and of Christian faith and practice. Students are requested to bring to the attention of faculty any concern related to discrimination.

The program operates under the nondiscrimination statement of the university found in the front cover of the university catalog stating:

"In compliance with all applicable state and federal law, including provisions of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, Union University does not illegally discriminate on the basis of race, sex, color, national origin, age disability, or military service in admissions; in the administration of its education policies, programs, or activities; or in employment. Under federal law, the University may discriminate on the basis of religion in order to fulfill its purposes. Persons who believe their rights under this policy have been violated should contact the Office of the President."

CURRICULUM REQUIREMENTS FOR BSW ADULT STUDIES STUDENTS

<table>
<thead>
<tr>
<th>General/Specific Core Requirement (49 hours)</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111 Written Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 112 Written Composition II</td>
<td>3</td>
</tr>
<tr>
<td>LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>HUMANITIES</td>
<td>6</td>
</tr>
<tr>
<td>Science Group A (Chemistry or Physics)</td>
<td>8</td>
</tr>
<tr>
<td>MAT Introduction to Statistics preferred</td>
<td>3</td>
</tr>
<tr>
<td>SOCIAL SCIENCES (Psychology, Sociology, History)</td>
<td>9</td>
</tr>
<tr>
<td>FOREIGN LANGUAGE</td>
<td>3</td>
</tr>
<tr>
<td>FOREIGN LANGUAGE or CULTURE</td>
<td>3</td>
</tr>
<tr>
<td>CHR 111 Old Testament Survey</td>
<td>3</td>
</tr>
<tr>
<td>CHR 112 New Testament Survey</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td>2</td>
</tr>
</tbody>
</table>

**Minor and/or electives (28 hours)**

**SW Major (51 hours)**

| SW 200 Introduction to Social Welfare                          | 3    |
| SW 310 Social and Economic Justice                             | 3    |
Sw 300 Human Behavior and the Social Environment I 3
Sw 301 Human Behavior and the Social Environment II 3
Sw 305 Psychopathology 3
Sw 315 Foundations for Social Work Practice 3
Sw 335 Social Policy 3
Sw 400 Populations-at-Risk 3
Sw 401 Social Work Practice w/ Indiv/Fam/Groups 3
Sw 402 Social Work Practice w/ Org/Com/Gov 3
Sw 421 Research and Statistical Methods 3
Sw 490 Social Work Field Practicum 9
Sw 423 Senior Seminar in Social Work Practice 3
Sw Electives (Advisor Approved) 6

A total of 72 hours are allowed to transfer from a community college.

**ASSESSMENT OF BSW Students**

1. Students must complete a minimum of 424 clock hours in an approved social service agency during the spring semester of their senior year, after successful completion of the required prerequisite courses. Students must have a minimum of 2.5 GPA in all Social Work classes to enroll in SW 490, Social Work Field Practicum. Students take SW 423, Senior Seminar, with the Field Practicum. Students must complete Social Work Field Practicum with a passing grade and earn at least a “B” in Senior Seminar in order to be eligible for graduation. The Field Practicum learning contract and final evaluation is based on the competencies of the program. Students take SW 423, Senior Seminar, concurrently with their Field practicum experience which helps the student integrate and evaluate all the knowledge, values, and skills in previous coursework.

2. Termination/Probation Process: A student may be placed on probation or terminated from Union University’s Social Work Program if, in the professional judgment of the Social Work faculty and the Professional Development Committee, violations of professional and/or ethical codes have occurred or in the event of unacceptable academic achievement. The CSAPE will make any decision regarding probation/termination by consensus and will follow the process outlined in the Social Work Program Manual for Students. The Program Manual also details an appeals process and a grievance procedure that complies with the university’s grievance procedures.

3. Senior Social Work students complete an integrative project that demonstrates their understanding of how theory and practice work together as it is applied to their field practice experience. The case study for this project measures all the program learning competencies. Students make an oral presentation of their project in SW 423, Senior Seminar.

**Licensure for Social Workers**

The purpose of licensing and certification in social work is to assist the public through identification of standards for the safe professional practice of social work. Each jurisdiction, or state, defines by law what is required for each level of social work licensure. Typically, there are four categories of practice that jurisdictions may legally regulate.

*Bachelors:*
Baccalaureate social work degree upon graduation;

Masters:
Master's degree in social work (MSW) with no post-degree experience;

Advanced Generalist:
MSW with two years post-master's supervised experience; and

Clinical:
MSW with two years post-master's direct clinical social work experience.

Requirements for licensure
Social work regulatory boards generally require that social work degrees must be obtained from programs of social work that are accredited by the Council on Social Work Education (CSWE), Canadian Association for Social Work Education(CASWE), or other nationally recognized accrediting agencies. Degrees earned outside the U.S. and Canada must be determined to be equivalent.

Non-social work degrees are accepted in some instances at the Bachelors level. Some jurisdictions regulate only one of these practice levels, while most regulate two or more levels of social work practice. A summary table containing the licensing requirements may be accessed through the Social Work Laws & Regulations Comparison Guide. Also, a student can explore the state licensing agent in which they will live for specific requirements.

Licensure in School Social Work
The Social Work Program in collaboration with the Teacher Education Program offers a licensure program in School Social Worker, PreK-12 that is approved by the Tennessee Department of Education.

Undergraduate students seeking SSW licensure must meet requirements for admission to the Social Work Program as outlined in the Social Work Program Student Handbook. The student will complete the General Core, BSW Specific Core, Social Work major, and the specific course listed below for SSW licensure:

   SW 340, Social Work Services in Schools (3 hrs.)

The student will be placed in a school setting for SW 490, Social Work Field Practicum. At the end of the program of study, each student must complete the application for licensure that will be filed by the Director of Teacher Education with the Tennessee Department of Education. The application includes a joint recommendation by the Teacher Education Program and the Social Work Program.

Post-baccalaureate students seeking SSW licensure must submit an Application for the Master of Social Work Degree, $25 non-refundable application fee, and official transcripts from all colleges and universities attended (graduate and undergraduate, including community colleges). Post-baccalaureate students who have completed the Social Work major at Union University or another CSWE-accredited institution will be required to complete the following courses:

   SW 340, Social Work Services in Schools (3 hrs.)
SW 490, Social Work Field Practicum (9 hrs.) in a school setting

The following experiences may substitute for SW 490. The candidate must submit a letter from his/her supervisor directly to the Social Work Programs Director including a description of the length of experience, duties, and an evaluation of performance in the setting. Experiences accepted in lieu of SW 490 include the following:

1. A minimum of two years of direct social work practice with children and families following receipt of MSSW or BSSW/BSW degree;
2. If less than two years of direct social work practice, presentation of evidence of a school social work field placement in a MSSW or BSSW/BSW program (minimum of 424 clock hours required)
3. If less than two years of direct social work practice, employment as a school social worker or having provided social work services in an educational setting for a minimum of six months.

At the end of the program of study, the candidate must complete the application for licensure that will be filed by the Director of Teacher Education with the Tennessee Department of Education. The application, available through the Director of Teacher Education, includes a joint recommendation by the Teacher Education Program and the Social Work Program.

Candidates for School Social Worker licensure do not qualify for additional teaching endorsements under the additional endorsement guidelines outlined by the Tennessee Department of Education.

**Tennessee Public Child Welfare Certification**

The Tennessee Department of Children’s Services, offers a certification in Tennessee public child welfare. Students wishing to obtain this certification must complete the classes Children and Families at Risk (SW 338) and Child Welfare Practice (SW 348) and complete Field Practicum (SW 490) with the Tennessee Department of Children’s Services.

**TRANSFER CREDIT and LIFE EXPERIENCE**

Students transferring from CSWE accredited social work programs will be able to transfer credit for Social Work classes. Social work faculty will make decisions about suitability and comparison with Union's Social Work curriculum and recommend to the Registrar the appropriate credit to be given.

Students transferring from non-accredited social work programs will be evaluated individually. The course syllabus, course objectives, outline, learning activities, theoretical frameworks, and bibliographies for the course may be evaluated by Social Work faculty for acceptable comparison to the course in this program. A recommendation regarding transfer of those credit hours will then be made to the Registrar's office. Field Practicum courses may not be transferred from an unaccredited program. Academic credit for life or work experience will not be awarded.
REQUIRED SOCIAL WORK (SW) COURSE DESCRIPTIONS

The social work major consists of thirteen required social work courses and six credits of electives, totaling 51 semester hours. In addition, there are specified allied courses as a part of the BSW core. Catalog descriptions of the social work courses required for the major are stated below:

SW 200. Introduction to Social Welfare (3)
A study of the history of social welfare and the constructed policies and practices that address societal problems, such as poverty and vulnerable populations.

SW 300. Human Behavior and the Social Environment I (3)
An exploration of the theories and knowledge of human bio-psycho-social-spiritual-cultural development from birth through young adulthood in the context of the range of social systems in which individuals live: families, groups, organizations, and communities. The impact of social and economic forces on human development will be explored with special attention to evaluating theory and its application to issues of human diversity.

SW 301. Human Behavior and the Social Environment II (3)
This course continues to make use of the people-in-systems theoretical orientation and related concepts as human development and diversity are studied from adulthood to old age.

SW 305. Psychopathology (3)
A study of mental health in light of dynamic ethno-cultural, spiritual, and bio-psycho-social factors impacting client systems and how this knowledge is integrated into practice paradigms.

SW 310. Social and Economic Justice (3)
Dynamics and consequences of injustice including oppression, poverty and discrimination with particular attention to biblical and theological teachings about justice. Strategies to alleviate poverty and for intervention in all forms of human oppression and discrimination will be examined to provide students with skill to promote change and advance the causes of social and economic justice.

SW 315. Foundations for Social Work Practice (3)
Various processes, skills and the theoretical practice framework utilized in generalist social work practice are examined. Beginning skills in assessment, interviewing and problem-solving for working with individuals, families and groups will be introduced within the context of social work values and knowledge, including appreciation for and engagement with human diversity.

SW 335. Social Policy (3)
Social welfare policy, both historically and currently, focusing on its major elements and basic structure, as well as providing a basis for evaluation of social welfare policies, programs, and services.

SW 400. Populations-at-Risk (3)
Patterns, dynamics, and consequences of discrimination, economic deprivation, and oppression will be presented. The curriculum includes content on people of color, gay and lesbian persons, and those distinguished by age, ethnicity, culture, class, and physical and mental ability. Course content includes strategies for micro, mezzo, and macro interventions designed to empower these groups and individuals.
SW 401. Social Work Practice with Individuals, Families, and Groups (3)
A continuation of SW 315 with further development of skills for working with individuals, families and groups using various approaches.

SW 402. Social Work Practice with Organizations, Communities, and Government (3)
The last of the practice sequence continues to use the theoretical framework introduced in SW 315 and 401. Practice methods for work with organizations and communities will be explored. Knowledge, values and skills for building professional relationships and working to enhance human well-being by organizational and community development through assessment, problem-solving and advocacy strategies will be examined.

SW 421. Research Methods in Social Work (3)
An introduction to the basic research methods and techniques of social research as applied to the social problems and human situations that a generalist social worker will encounter. Emphasis will be placed on problem formulation, development of research design, instrument construction, data collection and analysis, and report writing.

SW 423. Senior Seminar in Social Work Practice (3)
This course is designed to aid graduating seniors in the integration of course work and field practice. Students will review various social work processes, including ecological systems theory, contact and contract phases of social work intervention, social work values and ethics, and interventive roles and methods. Class presentations and a case study paper are required. Field Practicum experiences will be processed as they relate to classroom content.

SW 490. Social Work Field Practicum (9)
This course is a professional field experience in a faculty-approved community agency; public or private, with supervision by an on-site field instructor, also approved by the department. Students must meet with the designated field instructor for one hour per week in a face-to-face supervisory conference to discuss cases and student progress in the field placement. The student will complete a minimum of 424 clock hours in the agency. These hours will be documented on a weekly time sheet. A weekly journal is also required. The application for field placement must be submitted for approval of the Social Work Field Director no later than mid-term of the Fall semester preceding the Spring semester that this course will be taken. It will be graded on a pass/ fail basis. Students taking this course must purchase Professional Liability Insurance.

Elective Social Work Courses

SW 201. Community Social Service Experience (1)
An opportunity for the beginning social work major to be exposed to the principles of social work within a community social service agency, approved by the department. A minimum of 4 clock hours a week, for a total of 40 minimum clock hours for the semester, is to be spent in the agency setting. Participation in a seminar class, where experiences will be processed and material addressed on how to become a helper, is required. An evaluation will be completed by the agency supervisor on the student at the end of the semester. Students are required to purchase professional liability insurance when taking this course. The course will be graded on a pass/fail basis.
Co-requisite: Professional Liability Insurance

SW 225 (SOC 225). Relationships, Marriage and Families (3)
An investigation of the sociocultural and historical factors influencing relationships, marriage
and families emphasizing challenges, prevention and intervention.  
*Prerequisite: SOC 211.*

**SW 307. Faith-Based Social Services (3)**
An exploration of the biblical and theological basis for faith-based social services, various models, and recent related government initiatives and policies.

**SW 321 (SOC 321). Social Gerontology (3)**
A brief, comprehensive introduction to the subject of aging. The social and socio-psychological aspects will be examined.  
*Prerequisite: SOC 211.*

**SW 324 (SOC 324). Social Deviance (3)**
Focuses on why certain individuals violate social norms and the ways society responds and attempts to control deviant behavior. Topics include: defining, measuring and explaining social deviance and types of deviant behavior as well as personal and social consequences of deviant behavior.

**SW 325 (SOC 325). Families Across Cultures (3)**
This course examines the family as an object of sociological inquiry within the context of cross-cultural, multi-cultural and historical bases. Both continuity and change, similarities and differences are emphasized.  
*Prerequisite: SOC 211.*

**SW 338. Children and Families at Risk (3)**
Characteristics and needs of families at risk and policies and programs that address those needs, with attention to risk patterns of abuse, substance use and abuse, mental illness and poverty.

**SW 340. Social Work Services in Schools (3)**
Knowledge and skills for effective social work practice in a school setting. The school social worker provides a link between school, student, home, and community, primarily using case management and advocacy skills.

**SW 348, Child Welfare Practice (3)**
Development of knowledge and skills for culturally competent practice with families at risk. Completion of this and BSW leads to a Tennessee Public Child Welfare Certification.  
*Prerequisite: SW 338*

**SW 370 (SOC 370). Gender and Society (3)**
Gender and human sexuality in American society and across cultures with consideration to the role of gender in structuring identity, male/female interaction, and constraining or expanding opportunities. Topics: sexual development, function and dysfunction, and cultural and socio-psychological issues, and Christian, ethical and moral responses.  
*Prerequisite: SOC 211.*

**SW 419 (SOC 419). Social Diversity and Inequality (3)**
A study of the social, cultural, historical, political-economic, and psychological dimensions of minority-majority group relations with an emphasis on American society. Problems and intervention strategies will be examined.  
*Prerequisite: SOC 211.*

**SW 420 (SOC 420). Death and Dying (3)**
An interdisciplinary investigation of death and dying. Contributions from anthropology, ethics, health sciences, history, literature, psychology, religion, and sociology will be explored. Self-discovery through critical analysis of the student's assumptions, orientations, and predispositions will be emphasized. Strategies of counseling with dying persons and their families will be a central thrust of the course.

Prerequisite: SOC 211

V. BSW ADULT STUDIES POLICIES AND PROCEDURES

Admission Requirements to the Adult Studies Program

The following are requirements for admission to the Adult Studies Program at Union:

• Completion of 57-60 semester hours of undergraduate coursework
• Be at least 24 years of age
• At least two years of relevant work experience
• Completion of application form, including personal statement
• Submission of official transcripts from each college or university attended
• Two recommendations
• Have at least 2.00 CUM GPA on all prior college work
• Submit Immunization Record
• Payment of $25 application fee
• Complete an interview with the BSW Adult Studies Admissions Committee

Admission Requirements to the BSW Program

After completion of introductory social work courses at Union, the student must apply for admission to the BSW Program. Requirements include:

• Possess the following personal qualities: Self-awareness, empathy, objectivity, appreciation of diversity, professional commitment, and a liberal arts base of knowledge. The Core Performance Standards document in Appendix E serves as a guide for appropriate behaviors and is used by the BSW program throughout a student’s tenure to assess a dispositional fit with social work practice.
• Have at least a 2.25 CUM GPA (An overall GPA of 2.0 is required for admission to the university. If a student has less than a 2.25 then the social work program may grant provisional admission to allow for time to bring up the overall GPA)
• Sign a statement indicating that he/she has read and will follow the Code of Ethics of the National Association of Social Workers.
• Complete an interview with the BSW Adult Studies Admissions Committee after completion of SW 200, Introduction to Social Welfare, and SW 310, Social and Economic Justice. During this interview, both student and admissions committee will evaluate student’s assessment of student’s progress and ability to continue in the program. Student will either be officially entered into the BSW program, or advised of other career options.

• Knowingly making a false oral or written statement during the admission process could result in denial of admission to the program. The Social Work Program may require outside evaluations, assessments, and/or opinions of professionals as is deemed necessary.

A copy of the admissions application can be found in Appendix A.

**Provisional Status**

All BSW Adult students will be provisionally enrolled for the purpose of obtaining a BSW degree from Union University. All work completed or attempted will be fully documented in the BSW Adult Studies Program Office. The student will sign a contract at the time of admission defining and accepting the provisional status and its limitations. This initial provisional status will be re-evaluated after completion of 6 hours of coursework in the BSW Program. At this time, both student and admissions committee will evaluate student’s progress and ability to continue in the program. Student will either be officially entered into the BSW program, remain on provisional status for one additional semester, or advised of other career options. A student may remain on provisional status for only one semester unless special circumstances exist and permission for an extension is given in writing by the BSW Program Director. A personal conference with the BSW Adult Studies Admissions Committee may be required before the student is accepted for full admission.

**Progression in the social work program:**

1. After being provisionally approved for admission to the social work program, the student will enroll in the first 6 credit hours of courses in social work education according to the prescribed sequence, and will maintain at least a 2.5 GPA. Following successful completion of the first 6 credit hours of social work courses with at least a 2.5 GPA, an official interview will be completed. During this interview, both student and admissions committee will evaluate student’s progress and ability to continue in the program. Student will either be officially entered into the BSW program, remain on provisional status for one additional semester, or advised of other career options.

2. The student must maintain at least a 2.5 GPA in all social work courses (those with SW prefix) to remain in the program. Students who receive a grade of D or below twice in the same social work course, or in any two social work courses, will be required to withdraw from the social work program, and will be advised to seek another major area of study.

3. As well as GPA, continuation in the social work program is contingent upon compliance with ethical and professional standards of conduct, in accordance with the NASW Code of Ethics and as stated in the School of Social Work document Core Performance Standards. Reasons for dismissal can include inadequate interpersonal skills and an inability to conform to the objectives of the program.
4. Students must complete a minimum of 424 sixty minute hours in an approved social service agency during the final 5 months of their second year, after successful completion of the required prerequisite courses and an application for field practicum. Students are required to take SW 423 Senior Seminar in Social Work Practice along with the Social Work Field Practicum. Social Work Field Practicum must be passed, and a grade of at least a "B" must be earned in SW 423 Senior Seminar in Social Work Practice to be eligible for graduation.

5. Graduation requirements follow the guidelines of Union University.

Core Performance Standards

To ensure that social work students will be competent and professional social work professionals, all students must meet essential standards of behavior for generalist social work practice. The chart begins with the NASW Code of Ethics, which identifies the core values on which the mission of Union University’s School of Social Work is based. It summarizes the ethical principles that reflect our profession’s core values; it establishes a set of specific ethical standards that guide generalist social work practice; and it provides the principles on which the public can hold a social work professional accountable. These principles will set forth the orb of responsibility to which each student obligates him/herself from entrance into the social work program. Each student will be required to adhere to the NASW’s Code of Ethics, which states that professionals “…must not allow their own personal problems, psychological distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interest of people for whom they have a professional responsibility.” (NASW Code of Ethics, Section 4.05a). Please see Appendix E.

Professional Development Committee

The purpose of the Professional Development Committee is to review academic and non-academic concerns of students, related to non-compliance with CSWE guidelines for grade point average, and non-compliance with the Core Performance Standards. Concerns can be raised by faculty, field supervisors and instructors, and students. The Committee will be composed of at least two faculty members. Each referral to Committee activates the standing committee, which will be appointed each year by the Associate Dean.

1. Prior to filing a referral, the referent requests a face-to-face conversation with the student with the aim of ameliorating circumstances that are of concern to the faculty member. The faculty member explains the committee process if the situation cannot be resolved in this face-to-face meeting. If the student is not responsive to the request to meet with the faculty member after three (3) business days, then referral can be made to the committee.

2. The referral is sent to the BSW program director for review and/or approval.

3. Following a face-to-face conversation, if the referral is still deemed appropriate by the referent, the referent submits the referral within three (3) business days. The committee referral is made on the appropriate form with the particular infraction of School of Social Work Core Performance Standards indicated.

4. Referral form is sent by the Programs Coordinator to the committee and the student.
5. The Programs Coordinator notifies the committee of new referrals within three (3) business days of the referral being made.

6. The student is required to submit a typed and signed response to each of the noted concerns and submit their response within five (5) business days, hand delivered or emailed to the Programs Coordinator in the School of Social Work, OR the student may mail the response by certified mail, postmarked within five (5) business days or referral receipt.

7. The Programs Coordinator notifies the committee immediately upon receipt of responses.

8. The committee reviews all material and advises the student of available dates for a meeting by email or in writing within three (3) business days of the Program Development meeting receiving the response if a meeting with the student is deemed necessary.

9. The meeting is held in the School of Social Work suite within ten (10) business days of the Committee Chair receiving the referral. The student may be accompanied by a student advocate, whose role will be to provide support for the student rather than speaking in the student’s defense. No other outside representation is appropriate for this meeting. The meeting is intended to provide an open discussion in a safe, nonthreatening, professional environment where the student may relate the circumstances without impediment. No recording of these sessions is permitted.

10. The committee meeting produces a plan, which will be documented by the Chair and submitted to the BSW Program Director. The student and the referent will be sent copies and a copy is maintained in the student’s Professional Development file, which is separate from the permanent academic file.

The plan to address an area of concern is developed with the student in the committee meeting and never comes as a surprise in a letter. The student is to respond to the written documentation of the plan by submitting a letter in writing to the committee chair within five (5) days of receiving the written plan. The student’s response affirms his or her intent to follow the plan. The student often continues in the program as long as he or she is making progress according to the plan of action.

Such a plan may include the following: The student may be placed on probation, suspended, or advised toward professional development activities. The professional development plan may advise the student to address health issues using professional resources, keep a reflective journal, receive support in a particular aspect of communication such as writing, and so forth.

If the BSW Program Director does not concur with the committee’s recommendation, he or she will meet with committee and the student within five (5) days to discuss the matters of difference. The mandate for next steps comes from the BSW Program Director preferably having reached consensus in this second meeting.

10. If the agreed upon decision is that the student should be terminated/suspended from
the BSW Program, the BSW Program Director issues a letter within five (5) business
days after receiving the recommendation from the committee and response from the
student. The letter is addressed to the student with copies to the student’s advisor and the
Associate Dean.

11. If more than one meeting is required to elicit a plan or outcome, schedules are
arranged in a timely manner so that the student understands expectations and time frames
for making a response.

12. The student who is terminated/suspended from the program for professional reasons
through the Professional Development Committee process may reapply for admission
following withdrawal for one semester (excluding winter and summer). The Professional
Development Committee will review a student’s application for readmission and any
evidence of readiness to return that is submitted to the BSW Program prior to review by
the Admissions committee.

13. A student who does not concur with the decision of the committee and/or the School
of Social Work may file a grievance in accord with the Grievance Policy found in this
BSW Adult Studies Student Handbook.

**Probation/Termination Process**

A student may be placed on probation or terminated from Union University's BSW Adult Studies
Program if, in the professional judgment of the social work faculty, violations of professional
and/or ethical codes have occurred. These violations may include, but are not limited to:

1. Failure to meet or maintain academic grade point requirements as established by the university
and the Social Work Program.

2. Behavior judged to be in violation of the NASW Code of Ethics.

3. Academic cheating, lying, or plagiarism.

4. Behavioral disturbances that, in the professional judgment of the Social Work faculty, could
impair quality provision of services to clients while enrolled and functioning in Union
University's Social Work Program. Use of the School of Social Work’s Core Performance
Standards will be used for assessment.

5. Evidence of current illegal drug or alcohol dependency documented as occurring during the
course of study.

6. Documented evidence of criminal activity occurring while enrolled and functioning in Union
University's BSW Adult Studies Program that could impair quality provision of services to
clients.

7. Submitting false or misleading information as a part of the application process.

8. Student is terminated from field practicum by the agency for cause related to ethical violations
or practice competence.
Prior to termination/probation, the student will be provided with verbal and written notification of impending probation and/or termination. Any decision concerning termination/probation of a student in the BSW Program must be agreed upon by the Social Work faculty. A personal interview will be scheduled with the student by the Director of the BSW Adult Studies Program to discuss alternate options to probation and/or termination. If another option is viable, a contract will be negotiated between the Director and the student which will specify steps to be taken toward resolution and will establish a time limit for the accomplishment of this plan. The Director of the BSW Adult Studies Program may renegotiate the contract as needed. The Director will notify the student in writing with the decision about termination/probation.

**Appeals Process and Academic Grievance Process**

**Grievance Procedures (Academic)**
An academic grievance involving dissatisfaction with the quality of instruction or with the performance of an instructor is referred to as a Review of Instruction. A grievance involving dissatisfaction with a grade is considered a Grade Appeal. A grievance regarding a charge of academic dishonesty, which includes, but is not limited to plagiarism, is referred to as an Academic Dishonesty Appeal. Procedures for addressing each type of grievance are outlined below. “Working days” are defined as days when the university offices are open. All email communication will be sent to the students’ Union email account.

**Review of Instruction**
Before initiating a formal Review of Instruction, a student who is dissatisfied with the quality of instruction or with the performance of an instructor should discuss his or her concerns with the instructor. In the event that the issue is not resolved in consultation with the instructor, the student may initiate a formal Review of Instruction. A formal Review of Instruction must be filed within 60 working days of the posting of the final grade for the course and must follow the sequence noted below.

A formal Review begins with the student emailing a detailed written report of his or her concerns to the instructor’s department chair, or to the dean if the chair is the student’s instructor. Within this report, the student must identify his or her concerns and provide appropriate documentation to support each concern. After receiving an email response from the chair (or dean), the student may elect to email the written report to additional administrators, as needed, in the following sequence: the dean of the college or school, the Dean of Instruction, and the EVPAA. The student may not advance the report to the next level until he or she has received an email response from the administrator being addressed. Each administrator will attempt to provide the student with a written response within 10 working days from the sent date of the student’s email. The student has 10 working days from the sent date of one administrator’s email to submit the report to the next level.
Written responses will be kept in a file other than the faculty member’s personnel file.

**Grade Appeal**
A student may initiate a grade appeal when there is legitimate reason to believe that the grade does not accurately reflect the quality of his or her academic work in the course or that the grade was determined in a manner inconsistent with the course syllabus. Before initiating a formal appeal, the student should confer with the instructor regarding how the grade was determined. In the event that the issue is not resolved in consultation with the instructor, the student may initiate
a formal appeal of the grade beginning at the instructor level. The levels of appeal are noted below. Except as noted, levels cannot be bypassed. If this appeal also includes Review of Instruction, then the Grade Appeal procedure is the default process for appeal.

**Instructor Level:** The student must email a request to the instructor within 60 working days of the posting of the final grade for the course. In addition to requesting a review of how the grade was determined, the student should include specific reasons for his or her dissatisfaction. The request should be sent to the instructor’s Union email address and copied to the instructor’s department chair. The instructor will attempt to provide an email response copied to the department chair within 10 working days of the sent date of the student’s email.

**Chair/Advisor Level:** The student may continue the appeal process by emailing a request for a review of the grade to the instructor’s department chair and to the student’s faculty advisor, who together will serve as the review committee. This request should be sent to the Union email address of the chair and faculty advisor within 10 working days of the sent date of the instructor’s response. The chair and the faculty advisor, serving as the review committee, will provide an email response to the student with copies sent to the instructor and the instructor’s dean. In the event that either the chair or the faculty advisor is also the course instructor, the other person on the review committee will select the second member. The second member should be a faculty member within the course instructor’s academic department. In the event that one of the faculty members holds all three roles, the student should begin the process at the dean’s level.

**Dean’s Level:** Either the student or the instructor may appeal the review committee’s decision to the instructor’s dean. (Student in the MAIS program should direct the appeal to the MAIS Program Director). This email request should be sent to the dean’s (or MAIS Program Director’s) Union email address within 10 working days of the sent date of the review committee’s response. The dean will attempt to provide an email response to the instructor and/or student with copies sent to the instructor’s chair, and the Dean of Instruction within 10 working days of the sent date of the instructor/student’s request.

**Faculty Affairs/Graduate Appeal Committee Level:** Within 10 working days of the sent date of the dean’s response, the student or the instructor may email a written request to the Dean of Instruction calling for a review of the grade by the Faculty Affairs Committee (undergraduate) or the Graduate Appeals Committee. The Dean of Instruction will request a meeting of the appropriate committee for the purpose of reviewing all documentation related to the appeal. The committee will provide an email response to the instructor and the student with copies sent to the instructor’s chair, dean and Dean of Instruction.

**Administrative Level:** Within 10 working days of the sent date of the committee’s response, either the student or the instructor may submit an email request for a hearing before the Dean of Instruction. Requests for subsequent hearings before the EVPAA must be received within 10 working days of the previous hearing. The decision rendered by the EVPAA, in consultation with the EVP-Provost and President, is final.

All documents relating to the above procedure will be retained in the student’s file kept in Academic Center.

For more information concerning the privacy of grade records, see the handbook section entitled “Confidentiality of Student Records.”
Academic Dishonesty Appeal
Union University upholds the highest standards of honesty. Students are to refrain from the use of unauthorized aids during testing (including but not limited to technology devices such as digital cameras, cell phone cameras, pen-based scanners, translation programs, and text-messaging devices), to refuse to give or receive information on examinations, and to turn in only those assignments which are the result of their own efforts and research. Failure to provide correct documentation for material gleaned from any outside source, such as the Internet or any published/unpublished work, constitutes plagiarism, a form of cheating subject to strict disciplinary action. Faculty are responsible for discouraging cheating and will make every effort to provide physical conditions which deter cheating and to be aware at all times of activity in the testing area. Students who become aware of cheating of any type are responsible for reporting violations to the course instructor.

Any student found guilty by the instructor of cheating will be subject to disciplinary action by the instructor. If the student is an undergraduate, the instructor will file a report of the incident and the intended disciplinary action with the student and with the Dean of Instruction. Incidents involving graduate students will be filed with the student’s dean or with the MAIS Program Director. Copies of all incidents will also be filed in the Office of the Senior Vice President for Student Services and Dean of Students.

If the student deems this action unfair, he or she may file an appeal with the administrator with whom the report was filed. The administrator will convey the results to the student and to the instructor by email (copied to the Office of the Senior Vice President for Student Services and Dean of Students).

If either the student or the instructor involved deems the administrator’s action unsatisfactory, within 10 working days of the sent date of the email conveying the results he or she may email the Dean of Instruction to request a hearing before the Faculty Affairs Committee (undergraduate) or the Graduate Appeals Committee. (For undergraduate appeals, the President of the Student Government Association will also sit on this committee.) The committee will convey its decision to the student and to the instructor by email. The decision of this committee will be final upon approval by the EVPAA in consultation with the EVP-Provost and the President. If this appeal also includes Review of Instruction, then the Academic Dishonesty procedure is the default process for appeal.

Re-admittance
In the event that a student has withdrawn or been suspended from the program for a semester or more for any reason and wishes to be re-instated, he/she must re-apply first to the University and then to the BSW Adult Studies Program. A re-admittance form will be available from the BSW Adult Studies Program office. This form will allow the student to explain the reason they dropped out, why they are re-applying, and what conditions have changed regarding their status. It is to be completed by the student, and then submitted to the BSW Adult Studies Admissions Committee. The re-admittance form will be reviewed, and additional documentation or evidence may be requested regarding change in student status. Students forced to withdraw for academic or professional reasons may reapply after a period of at least one term (not including summer, unless specifically stipulated otherwise in the termination decision). Re-admittance will need to be approved by the Committee for Student Academic and Professional Evaluation (CSAPE), a committee of social work faculty that will serve both the BSW and the MSW programs to handle issues such as ethical violations, inadequate academic performance, or an inability to conform to the Core Performance Standards of the BSW Program.
Advisement Procedures

Advisement for students is essential for the BSW Adult Studies student. For this reason, the Union University BSW Adult Studies Program will work to establish early in the student's academic program a relationship that facilitates easy communication between faculty and students on the range of issues that impact the student's academic and career path. Advisement will be both a formal and informal process in the BSW Evening Program as relationships are established.

The BSW director will serve as advisor to BSW Adult Studies students. In addition, the student has the freedom to seek out any faculty member for advisement, either academic or professional, as desired. The responsibilities of the advisor include assisting the student with academic program planning, academic support and encouragement when problems or concerns arise, job and career advisement, interpretation of university or BSW Adult Studies Program policies or requirements, and personal issues if the student so desires. Faculty will make referrals to other professionals, such as the Union University Office of Counseling Services, if the student requests this or if the advisor thinks the student would benefit from such assistance.

The BSW director is thoroughly informed concerning the BSW Program's mission, goals, objectives, generalist practice, program curriculum and policies, CSWE standards, the professional community, and the university structure and policies. The director will see student advisement as an integral part of BSW education and the preparation of generalist social workers. Advisement will be seen as a process beginning with a student's initial contact with the BSW Adult Studies Program and enduring through relationships with alumni. Your faculty advisor will assume responsibility for both academic and professional/career advising.

The BSW director will be accessible to students, prospective students, and alumni on a continuing basis. The BSW director will keep regular office hours and will be available for appointments as needed. The director will be available throughout the summer if a student needs assistance. Since the BSW Adult Studies Program at Union will be relatively small, students and faculty will have opportunity to know each other well.

The BSW Field Director will work personally and individually with each student applying for field. She will make decisions about appropriate placement in an agency based on the student’s career interests and strengths for practice. As students complete the field experiences and associated field seminar, they will have many opportunities to explore the whole range of professional options for continuing their education after graduation. Students will also have numerous occasions through guest speakers and other continuing education events to talk with other professionals in a wide range of practice contexts.

Bereavement Circumstances

In the event of a death in a student’s immediate family (defined as spouse, child, step-child, brother, sister, parent, grandchild, grandparent of student, or student’s spouse), the student may receive an excused absence for 1-2 classes for planning and attendance at funeral, if student contacts professor and requests the absence. For a non-immediate family member (defined as mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, cousins, aunts, and uncles), the student may request one excused absence for visitation or funeral service only, if student contacts professor and requests the absence. Unusual or extenuating
circumstances should be discussed with the professor prior to missing class.

Confidentiality of Student Records

The privacy and confidentiality of all student records shall be preserved in accordance to the Family Educational Rights and Privacy Act (FERPA) of 1974. The Act provides adult students greater access to and control over information in educational records. More information about FERPA can be obtained from the Registrar. Official student academic records, supporting documents, and other student files shall be maintained, only by members of the University staff employed for that purpose, in separate files:

- Academic records, supporting documents and general education records—maintained by the Academic Center, academic departments and advisors
- Records of discipline proceeding—maintained by the Student Services Office
- Financial records—maintained by the Business Office
- Medical records—maintained by the Health Services Office (governed also by HIPAA)
- Admissions records—maintained by the Admissions Office
- Financial aid records—maintained by the Financial Aid Office
- Directory information (student’s name, address including email address, telephone number, date and place of birth, photograph, academic major, class schedule, dates of attendance, degrees and awards received, and most recent previous educational institution attended) may be made public by the University unless a student requests to the Academic Center in writing that it be released only upon his/her consent.

Grading Scale in the BSW Adult Studies Program

A 95 – 100; B 94-85; C 84-75; D 74-65; F < 65

Grading System

Grades for the BSW Adult Studies program at Union University shall be interpreted as follows:

A is reserved for performance that is definitely superior in quality.
B is for consistently good work that is above average.
C is for satisfactory performance.
D is for minimal passing.
F indicates failure.
P  Pass (P and F apply to pass-fail courses)
F  Fail (P or F apply to pass-fail courses)
I  Incomplete -An incomplete must be removed within the first five weeks of the term following issuance of the incomplete; otherwise, the incomplete becomes an F.
IP  In progress, issued for a course which by design extends into the following term or semester.
W Withdrawal during the period officially allowed. A grade of W may be granted by the School of Social Work.

A, B, C, and D are passing grades in CORE and General Elective courses; however, a grade of C must be made in all social work courses.

Students are allowed to repeat courses to improve the grade and cumulative GPA. Repeat of D and F grades is strongly encouraged. The most recent grade earned is the grade calculated in the cumulative GPA and in consideration for graduation.

Transfer credits and credit-by-testing do not apply quality points to the institutional GPA and are not factored into current academic standing nor into the graduation GPA. They may, however, be considered in the program admission process in the School of Social Work.

Academic Integrity

Honesty and trustworthiness are not only fundamental principles of the Judeo-Christian tradition and basic to good citizenship but are also essential practices in academic settings. Furthermore, the Code of Ethics of the profession of social work holds integrity as one of its ethical principles (NASW, 1999). Specifically, the profession Code of Ethics says the following:

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception (Ethical Standard 4.04)

Social Workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed. Social Workers should honestly acknowledge the work of and the contributions made by others (Ethical Standard 4.08).

Additional considerations appear in Section 2.11, which mandates social workers seek resolution when we believe that a colleague has acted unethically and in 5.01 to participate in upholding the integrity of the profession.

Finally, the Core Performance Standards of the School of Social Work support the Code of Ethics and expect that “the student will conduct him or herself in full accordance with the values and ethics of the social work profession....” (See Appendix C) Your faculty and administration assume that students do act with integrity in their academic endeavors and pledges to responsibly discourage cheating by providing physical conditions which deter cheating, including awareness of all activity at all times in a testing area. As a culture of academic dishonesty undermines and weakens the academic environment and the educational process, the following behaviors are unacceptable:

- Cheating in its various forms:
  - Copying another student’s work.
  - Allowing work to be copied.
  - Using unauthorized aids on an examination (including but not limited to technology devices such as digital cameras, cell phone cameras, pen-based scanners, translation programs, and text-messaging devices).
  - Obtaining any part of an examination prior to its administration.
• Fabricating research data.
• Submitting another person’s work as one’s own.
• Receiving credit falsely for attendance at a required class or activity.
• Signing another student into a required class or activity.

• Plagiarizing (i.e., presenting someone else’s words or specific ideas as one’s own, including inadequate documentation of sources and excessive dependence on the language of sources, even when documented). All quoted material and ideas taken from published material, electronic media, and formal interviews must be cited; direct quotations must be enclosed in quotation marks. Therefore, whether quoting or paraphrasing, include an appropriate reference to the source (e.g., in-text citation, footnote, endnote) and a reference page. The APA Publication Manual provides the standard in all social work courses.

• Violating copyright laws and license agreements, including but not limited to:
  ➢ Making illegal single copies of music or other print materials.
  ➢ Making and/or distributing multiple copies of printed, copyrighted materials.
  ➢ Making and/or distributing unauthorized copies of computer software and/or digital information.

• Denying others appropriate access to information in the classroom, library or laboratory, including but not limited to:
  ➢ Removing books from the library without checking them out.
  ➢ Removing pages from books or journals.
  ➢ Hiding or intentionally damaging materials or electronic information.

• Destroying, altering, or tampering with someone else’s work.

• Submitting the same or similar work for more than one course or assignment without prior approval from the professor(s).

• Destroying, altering, or tampering with academic or institutional records.

The following steps will be taken to address an incident wherein a social work faculty member suspects plagiarism or academic dishonesty on the part of a graduate student:

1. The faculty member will inform the BSW Director of the suspected incident of academic dishonesty.

2. The faculty member will meet with the student or students involved on a one-to-one basis, providing the student with a photocopy of the assignment in question and when known, the source of the plagiarized material. The faculty member may assign the grade of F to the assignment or to the entire course, depending on the circumstances.

3. The faculty member will illustrate with the evidence above the suspicion of plagiarism and the potential consequences for such behavior utilizing the School’s Plagiarism Rubric (see below).

4. Based on this dialogue, the faculty member will inform the student of perceived severity of the incident and the specific consequences to be leveled.
5. If the case is to be referred to the Professional Development Committee, the faculty member will inform the student that further investigation of the incident is pending.

6. The faculty member may reserve the right to level additional consequences pending the outcome of the investigation of the incident by the Professional Development Committee.

7. The faculty member will keep the BSW Director apprised about the case.

8. When appropriate, the entire faculty may be informed about the incident of plagiarism or academic dishonesty and in some cases, consequences may be determined by the faculty member in consultation with colleagues.

**Plagiarism Rubric**


<table>
<thead>
<tr>
<th>Seriousness</th>
<th>Definition</th>
<th>Examples of Potential Consequences</th>
</tr>
</thead>
</table>
| Mild        | • Genuine mistake or omission  
              • Misunderstanding of how to cite sources or utilize quotations. | Individual faculty member determines consequences which might include:  
• Request rewrite of the assignment  
• Additional assignment concerning proper use of citations or a similar topic related to the offense.  
• Copy of students plagiarized work will be kept on file in the School of Social Work |
| Moderate    | • Some awareness of mistake, but lack of clarity as to proper procedure  
              • Paraphrase of an idea not an exact quotation, but too close to be acceptable as original work  
              • Inappropriate use of Internet sources without proper citation | Individual faculty member determines consequences with option to refer the case to Professional Development Committee for further exploration. Consequences leveled by the instructor might include:  
• Failing grade on the assignment  
• Additional assignment concerning proper use of citations or a similar topic related to the offense  
• Personal essay reflecting on offense and lessons learned  
• Monitoring of future assignments by an additional faculty member  
• Failing grade in the course  
• Referral to the Professional Development Committee for further investigation. |
| Severe      | • Full awareness of actions at the time of the incident (intentional offense – which includes copying internet material cut and paste into assigned document)  
              • The whole or part of the assignment or paper displays large blocks of word-for-word plagiarism  
              • The whole or part of assignment or paper appears to have been purchased or stolen from another student or an outside source  
              • The whole or part of the assignment or paper | Individual faculty member determines consequences with mandatory referral of case to Professional Development Committee. Consequences initiated by the instructor might include:  
• Failing grade in the course  
• Suspension from the social work program for a specific period of time after consultation with the BSW Program Director  
• Counseling out of the School of Social Work |
**Field Placement**

The Social Work Field Practicum, SW 490, is a professional field experience of 424 clock hours in a community agency (public or private), available only to students majoring in Social Work, who have Senior standing, and have the recommendation of the social work faculty. It is to be taken during the last six months of the program. Students are encouraged to plan for this experience by having a schedule that allows them to be in placement during the day and in the required co-requisite class on the designated evening. Students are required to attend a weekly integrative seminar class to process and evaluate their field experiences and complete requirements outlined in the course syllabus. Students are expected to take the Social Work Field Practicum concurrently with Senior Seminar in Social Work Practice (SW 423).

Admission to the practicum experience is contingent upon the student's successful completion of the required prerequisite courses, a GPA of at least 2.5, and the submission and subsequent approval of the *Application for Social Work Field Practicum* form by the Field Director. The application is to be submitted to the Field Director no later than August of the Fall semester.

As an adult learner, the student is expected to be involved in the initial planning for his/her Field Practicum. At the beginning of their senior year, students desiring to complete Social Work Field Practicum must contact the Field Director regarding their plans and obtain a Social Work Field Placement Manual. The manual includes a list of agencies where the field experience may be completed, as well as an application form. The student then completes and submits this application to the Field Director by the designated deadline.

The Field Director then reviews all applications, contacts the selected agencies, and responds to the Field Agency Supervisors and students in writing regarding the scheduling of appointments for interviews. After the student has scheduled and completed an interview with the agency, the student and the Field Agency Supervisor each respond in writing to the Field Director regarding their approval or disapproval of this particular agency placement. The Field Director will honor, as much as possible, the desire of each student for a specific agency or type of agency, with the knowledge that the final placement decision of each student into an agency rests entirely with the Field Director in consultation with the agency. The student and Field Agency Supervisor are each given written confirmation regarding placement prior to the semester of the Field Practicum.

The Field Placement Manual contains details related to the practicum experience.

**Malpractice/Liability Insurance:**

A student who is completing any social work practice class or Social Work Field Practicum will be required to purchase Professional Liability Insurance. A fee of $25.00 will be charged to the student's account during the semesters in which he/she is registered for Community Social Service Experience (SW 201), Foundations for Practice (SW 315), Social Work Practice with
Individuals, Families and Groups (SW 401), Practice with Organizations, Communities and Government (SW 402), and Field Practicum (SW 490).

Student Organization

Phi Alpha Honor Society
Phi Alpha, Eta Phi Chapter, is the National Honor Society for Social Work students, which fosters high standards of education for social workers and welcomes membership to those who have attained excellence in scholarship and achievement in social work. BSW students with an overall GPA of 3.4 and a 3.7 in social work courses are invited to become members. Students become eligible for membership at the end of their junior year in the social work program.

Social Work Reaches Out (SWRO) is the Social Work student association that promotes an interest in the profession of Social Work and gives students an opportunity to begin to develop a professional identity. SASW membership is open to all Social Work majors and provides an opportunity to be involved in outreach projects in the community. SWRO and the profession of Social Work believe in "doing" something about the needs in the world. The organization holds regular meetings and builds a strong sense of camaraderie as well as prepares students for leadership roles in the profession and the community.

STUDENT RIGHTS AND RESPONSIBILITIES
Students have a right to:

• expect a quality education preparing them for entry-level generalist social work practice

• expect reasonable access to faculty for advisement and assistance they need in their educational program and with plans for after graduation

• appeal decisions made regarding admission and continuation in the program, grades, and assignments

• give input to the formulation and revision of policies affecting academic and student affairs. This is accomplished both formally and informally as student representatives serve on the Advisory Council to the program, but also have access through the student organization and directly with faculty and administrators

• expect from each instructor a course syllabus which outlines the course of study, textbooks to be used, course requirements and objectives, a bibliography, and a description of how they will be evaluated

• expect faculty to be prepared and knowledgeable in order to teach effectively

Students are responsible for:

• becoming familiar with the Social Work Program policies and procedures by reading the Social Work Student Handbook

46
• attending and participating in classes except when hindered by illness or other emergency situations. Student should attend class mentally and emotionally prepared to learn and engage in classroom activities

• communicating with faculty when a problem arises in a class or with their progress in the program

• behaving in a manner consistent with the NASW Code of Ethics in all relationships in the program
APPENDICES
APPENDIX A

BSW Adult Studies Application
BSW Adult Studies - Application

(Please Type or Print Clearly)

Name

First     Middle     Maiden     Last

Preferred Name __________________________ Are you over 24 years of age? □ Yes □ No

Address __________________________ Street    City    State    Zip

Telephone __________________________ Home    Work    Fax

Social Security Number __________________________ E-Mail Address __________________________

PROFESSIONAL EXPERIENCE (We must document at least two years of work experience)

Current Employer

Title __________________________ Years in Current Position __________________________

Address __________________________ Street    City    State    Zip

Former Employer

Title __________________________ Years in Current Position __________________________

Address __________________________ Street    City    State    Zip

REFERENCES (Do not include family members – please have references complete and mail/ fax reference forms)

Name __________________________ Title __________________________

Address __________________________ Telephone __________________________

Name __________________________ Title __________________________

Address __________________________ Telephone __________________________

How did you become aware of Union’s BSW program?

____________________________________________________________________________________________

____________________________________________________________________________________________

If a current or former student recommended Union, please give us this person’s name.

____________________________________________________________________________________________
### OFFICIAL TRANSCRIPTS

Official Transcripts from all institutions where you have attended since high school must be sent directly to the BSW Director, Union University. Please list below all the institutions you have attended since high school.

<table>
<thead>
<tr>
<th>Name and Location of Institution</th>
<th>Dates Attended</th>
<th>Degree Earned (if any)</th>
<th>Grade Point Average</th>
<th>Name Under Which Transcript Will Be Issued</th>
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Have you ever been charged, arrested, or convicted of a criminal offense? If yes, please provide specific details on a separate sheet.

By signing below, I agree to abide by the rules and regulations of the university as described in the current Union University Undergraduate Catalogue.

---

Signature: ____________________________  Date: ______________

---

Annual reports indicating compliance with the Student Right-to-Know and Campus Security Act are available in the Office of Safety and Security during regular office hours. Admission to the University does not automatically guarantee admission to specific academic programs within the University.

In compliance with all applicable state and federal law, including provisions of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, Union University does not legally discriminate on the basis of race, sex, national origin, age, disability, or military service in admissions; in the administration of its education policies, programs, or activities; or in employment. Under federal law, the university may discriminate on the basis of religion in order to fulfill its purposes. Persons who believe their rights under this policy have been violated should contact Office of the President, Union University.
<table>
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<tr>
<th>WHEN COMPLETED</th>
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<tbody>
<tr>
<td><strong>Send this completed application along with $25 non-refundable application fee.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>JACKSON CAMPUS</th>
<th>MEMPHIS CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Address:</strong></td>
<td><strong>BSW Adult Studies Admissions</strong></td>
</tr>
<tr>
<td>BSW Adult Studies Admissions</td>
<td>Union University – Olford Center</td>
</tr>
<tr>
<td>Union University</td>
<td>4000 Riverdale Rd.</td>
</tr>
<tr>
<td>1050 Union University Drive</td>
<td>Memphis, TN 38175</td>
</tr>
<tr>
<td>Jackson, TN 38305</td>
<td>FAX: 901-757-1372</td>
</tr>
<tr>
<td><strong>FAX: 731.661.5566</strong></td>
<td><strong>FAX: 731.661.5566</strong></td>
</tr>
</tbody>
</table>
RATIONALE STATEMENT FOR ADMISSION
Bachelor of Social Work
UNION UNIVERSITY

NAME___________________________________________ DATE____________

Using the space provided below, write a short explanation in your own legible handwriting indicating your reasons for seeking admission to the BSW Adult Studies program at Union University. The BSW Adult Studies Admissions Committee will look carefully at your written rationale using two criteria: (1) your motivation for completing a bachelor’s degree in general and specifically at Union; and (2) Your writing skills as manifested in good organization, complete sentences, proper grammar and spelling. You may refer to a dictionary or thesaurus if you like. We urge you to proof-read this short writing sample. Your signature on the honor statement below is required.

This Rationale Statement is to be done as a part of the admissions process for the BSW program. It will be read by the program director and utilized by the BSW Adult Studies Admissions Committee as an important part of making the admission decision.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

I hereby certify that the above statement is my original work. __________________________
UNION UNIVERSITY
School of Social Work Reference Form

This section to be completed by applicant:

Name

______________________________ ________________________________ ________________________________
(Last) (First) (Middle) (Maiden)

Address

_____________________________________________________________________________________

Telephone No. _(_____)_____________________

I waive right of access to this reference; OR I do not waive the right to this reference.

however, waiver is not required for admission into the Program.

Applicant’s Signature

Applicant’s Signature

This section to be completed by reference:

The above named applicant is applying for admission to Union University and has named you as a reference. After completing this form, please fax or mail it to the appropriate campus.

<table>
<thead>
<tr>
<th>Jackson</th>
<th>Memphis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fax: 731.661.5566</td>
<td>FAX: 901-757-1372</td>
</tr>
<tr>
<td>Address: BSW Adult Studies Admissions Union University</td>
<td>BSW Adult Studies Admissions Union University – Olford Center</td>
</tr>
<tr>
<td>1050 Union University Drive Jackson, TN 38305</td>
<td>4000 Riverdale Rd. Memphis, TN 38175</td>
</tr>
</tbody>
</table>

Name ___________________________ Company Name ___________________________

Title ___________________________

Address_________________________ City __________________ State _______ Zip ___________

1. How many years have you known the applicant? _____________

In what relationship? ☐ Supervisor ☐ Educator ☐ Work Associate ☐ Other

2. Rank the applicant in the following areas:

<table>
<thead>
<tr>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Relations</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>Decision Making Ability</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>Leadership Ability</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>Emotional Stability</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>

3. Do you know of any area in which the applicant might need special attention from Union University?

4. Do you: ☐ Recommend ☐ Recommend with Reservation ☐ Not Recommend
5. Comments:
____________________________________________________________________________________

Do you want to discuss the applicant with us further?  ☐ No  ☐ Yes

Phone No. _____________________

________________________________              _______________________________
Reference’s Signature        Date
TRANSCRIPT REQUEST

To: The Registrar

Name/Address of University Attended

________________________________________________________________________________________

____________________________________________________________________________________________

Name by which I was enrolled

(Last)  (First)  (Middle)  (Maiden)

Date of Enrollment _____________________________  Social Security No. _______________________________

(Semester)  (Year)

Present Address

(Street)    (City)    (State)    (Zip)

Please send an official transcript to: (circle one)

The School of Social Work – BSW Adult Studies Admissions
Union University
1050 Union University, Box 1825
Jackson, TN 38305-3697

The School of Social Work – BSW Adult Studies Admissions
Union University – Olford Center
4000 Riverdale Rd., Box 757800
Memphis, TN 38175-7800

Please bill any charges to the student’s address above.

I authorize release of my academic transcripts to Union University’s Department of Continuing Studies:

Signature: ______________  Date: ______________

_____________________________  _______________________

Jackson Campus  Memphis Campus
Immunization Record
Students Must Complete Parts A & B

Name ____________________________ Date of Birth____________ Phone #______________
Address ________________________________ e-mail_________________________________

A. MEASLES, MUMPS, AND RUBELLA
1) Combined Shot (Date Given): MMR #1 ___/___/___    MMR #2  ___/___/___
2) Has immune Rubella titer  Date: ____/_____/_____ Results________________

The state of Tennessee requires all students, born after January 1, 1957, entering colleges and universities to
provide proof of two (2) doses of Measles, Mumps, and Rubella (MMR) vaccine on or after the first birthday or
proof of immunity to measles. IF YOU WERE BORN BEFORE JANUARY 1, 1957 YOU ARE EXEMPT
FROM THIS REQUIREMENT.

Signature of Physician/Provider ________________________________________ Date ____________________
Name of Physician/Provider_____________________________________________________________________
Address ______________________________________________________________________________________

☐ See attached copy of Immunization record

B. HEPATITIS B (HBV) immunization: Recommended for all new students and required for students in the
School of Nursing. Hepatitis B (HBV) is a serious viral infection of the liver that can lead to chronic liver disease,
cirrhosis, liver cancer, liver failure, and even death. Hepatitis B vaccine is available to all age groups to prevent
Hepatitis B viral infection. A series of three (3) doses of vaccine are required for optimal protection. Missed doses
may still be sought to complete the series if only one or two have been acquired. The HBV vaccine has a record of
safety and is believed to provide lifelong immunity in most cases. Union University Health Services, located on the
Jackson Campus, is open Monday – Friday 8 a.m.-4p.m. and offers Hepatitis B vaccine for $64 per injection (price
subject to change).

THE LAW DOES NOT REQUIRE THAT STUDENTS RECEIVE VACCINATION FOR
ENROLLMENT. THE LAW DOES REQUIRE THAT A COPY OF THIS SIGNED FORM BE TURNED
IN TO UNION UNIVERSITY HEALTH SERVICES.

☐ I decline receipt of vaccine to protect for Hepatitis B.
☐ I have received or plan to receive the complete three dose series of the Hepatitis B vaccine.

Student Signature Required _______________________ Date: ______________________

I refuse immunization because of religious objections, have attached an official clergy statement, and affirm this
reason under the penalties of perjury.

Signature __________________________________________ Date_____________________________

<table>
<thead>
<tr>
<th>Jackson Campus</th>
<th>Memphis Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>The School of Social Work – BSW Adult Studies</td>
<td>The School of Social Work – BSW Adult Studies</td>
</tr>
<tr>
<td>Admissions</td>
<td>Admissions</td>
</tr>
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<td>1050 Union University, Box 1825</td>
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<tr>
<td>Jackson, TN 38305-3697</td>
<td>Memphis, TN 38175-7800</td>
</tr>
</tbody>
</table>
APPENDIX B

Educational Policy and Accreditation Standards
For Baccalaureate Degree Programs in
Social Work Education
Educational Policy and Accreditation Standards
For Baccalaureate Degree Programs in
Social Work Education

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards
The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work’s purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

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

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

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (in italics) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master’s (M) level.

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals
The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values
Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence,1 human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.

Educational Policy 1.2—Program Context
Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect
to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

**Accreditation Standard 1.0—Mission and Goals**
The social work program’s mission and goals reflect the profession’s purpose and values and the program’s context.

1.0.1 The program submits its mission statement and describes how it is consistent with the profession’s purpose and values and the program’s context.

1.0.2 The program identifies its goals and demonstrates how they are derived from the program’s mission.

2. Explicit Curriculum

**Educational Policy 2.0—The Social Work Curriculum and Professional Practice**
The explicit curriculum constitutes the program’s formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program’s competencies through an intentional design that includes the foundation offered at the baccalaureate and master’s levels and the advanced curriculum offered at the master’s level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The BSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

**Educational Policy 2.1—Core Competencies**
Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

**Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.**
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers
- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

**Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.**
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers
• recognize and manage personal values in a way that allows professional values to guide practice;
• make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics2 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;3
• tolerate ambiguity in resolving ethical conflicts; and
• apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers
• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
• analyze models of assessment, prevention, intervention, and evaluation; and
• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers
• recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
• gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
• recognize and communicate their understanding of the importance of difference in shaping life experiences; and
• view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers
• understand the forms and mechanisms of oppression and discrimination;
• advocate for human rights and social and economic justice; and
• engage in practices that advance social and economic justice.
Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers
• use practice experience to inform scientific inquiry and
• use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers
• utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
• critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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
• analyze, formulate, and advocate for policies that advance social well-being; and
• collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers
• continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
• provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement
Social workers
• substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
• use empathy and other interpersonal skills; and
• develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment
Social workers
• collect, organize, and interpret client data;
• assess client strengths and limitations;
• develop mutually agreed-on intervention goals and objectives; and
• select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention
Social workers
• initiate actions to achieve organizational goals;
• implement prevention interventions that enhance client capacities;
• help clients resolve problems;
• negotiate, mediate, and advocate for clients; and
• facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation
Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice
Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate 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. BSW practice incorporates all of the core competencies.

Educational Policy M2.2—Advanced Practice
Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.3—Signature Pedagogy: Field Education
Signature pedagogy represents the central form of instruction and learning in which a 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.

Accreditation Standard B2.0—Curriculum
The 10 core competencies are used to design the professional curriculum. The program
B2.0.1 Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.
B2.0.2 Identifies its competencies consistent with EP 2.1 through 2.1.10(d).
B2.0.3 Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].
B2.0.4 Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).
B2.0.5 Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard M2.0—Curriculum
The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program
M2.0.1 Identifies its concentration(s) (EP M2.2).
M2.0.2 Discusses how its mission and goals are consistent with advanced practice (EP M2.2).
M2.0.3 Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.
M2.0.4 Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].
M2.0.5 Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).
M2.0.6 Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard 2.1—Field Education
The program discusses how its field education program
2.1.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.
B2.1.2 Provides generalist practice opportunities for students to demonstrate the core competencies.
M2.1.2 Provides advanced practice opportunities for students to demonstrate the program's competencies.
2.1.3 Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.
2.1.4 Admits only those students who have met the program's specified criteria for field education.
2.1.5 Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program’s competencies.

2.1.6 Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.1.7 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.1.8 Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.

Educational Policy 3.1—Diversity

The program’s commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standard 3.1—Diversity

3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.

3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.

3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.
**Educational Policy 3.2—Student Development**

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student’s professional development.

**Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation**

**Admissions**

*B3.2.1* The program identifies the criteria it uses for admission.

*M3.2.1* The program identifies the criteria it uses for admission. The criteria for admission to the master’s program must include an earned bachelor’s degree from a college or university accredited by a recognized regional accrediting association.

*3.2.2* The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

*M3.2.3* BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous.

Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

*3.2.4* The program describes its policies and procedures concerning the transfer of credits.

*3.2.5* 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.

**Advisement, retention, and termination**

*3.2.6* The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

*3.2.7* The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.

*3.2.8* The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

**Student participation**

*3.2.9* The program describes its policies and procedures specifying students’ rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

*3.2.10* The program demonstrates how it provides opportunities and encourages students to organize in their interests.

**Educational Policy 3.3—Faculty**

Faculty qualifications, including experience related to the program’s competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their
interactions with one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers.

*Accreditation Standard 3.3—Faculty*

3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master’s programs.

*B3.3.3* The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master’s degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.

*M3.3.3* The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.

3.3.4 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.

3.3.5 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program’s mission and goals.

3.3.6 The program describes how its faculty models the behavior and values of the profession in the program’s educational environment.

*Educational Policy 3.4—Administrative Structure*

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

*Accreditation Standard 3.4—Administrative Structure*

3.4.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.

3.4.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.

3.4.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
3.4.4 The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.

B3.4.4(a) The program describes the BSW program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.

B3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

B3.4.4(c) The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.

M3.4.4(a) The program describes the MSW program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.

M3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

M3.4.4(c) The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient.

3.4.5 The program identifies the field education director.

3.4.5(a) The program describes the field director’s ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

3.4.5(b) The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or postmaster's social work degree practice experience.

B3.4.5(c) The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M3.4.5(c) The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master’s programs. The program demonstrates this time is sufficient.

Educational Policy 3.5—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

Accreditation Standard 3.5—Resources
3.5.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.
3.5.2 The program describes how it uses resources to continuously improve the program and address challenges in the program’s context.
3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.
3.5.4 The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.
3.5.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.
3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

4. Assessment

Educational Policy 4.0—Assessment
Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0—Assessment
4.0.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program’s competencies (AS B2.0.3; AS M2.0.4).
4.0.2 The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.
4.0.3 The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.
4.0.4 The program describes how it makes its constituencies aware of its assessment outcomes.
4.0.5 The program appends the summary data for each measure used to assess the attainment of each competency for at least o
APPENDIX C

Admission/Probation/Termination
Decision Forms
Union University  
BSW Adult Studies Social Work Program  

Admissions Committee Evaluation  

Applicant’s Name_____________________________ Date________________
Reviewer’s Names_____________________________________________

<table>
<thead>
<tr>
<th>Areas of Consideration:</th>
<th>Yes</th>
<th>No</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Has at least Junior classification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Meets minimum GPA in all college courses of 2.25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Reference forms recommend applicant</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4. The student self-assessment reflects student self-awareness, professional commitment, objectivity, empathy, energy, acceptance of diversity, as described in social work manual.</td>
<td></td>
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</tr>
<tr>
<td>5. Has read and signed the NASW Code of Ethics.</td>
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<td></td>
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</tbody>
</table>

6. General Education Classes Completed:

- English 111  
- English 112  
- Biology  
- Natural Science  
- Sociology  
- Psychology  
- Math  
- Literature  
- Humanities  
- Modern Language I  
- Language/Culture  
- History  
- Old Testament  
- New Testament  
- Elective  

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Disposition Regarding Admission to Social Work Program

1. ____ Unconditional acceptance into the Social Work Program beginning __________

2. ____ Conditional acceptance into the Social Work Program. The following conditions are to be met by applicant by _______________________________. Failure to meet these recommendations may jeopardize student’s full acceptance.
   Conditions:

3. ____ Non-acceptance into Social Work Program. Disposition is delayed pending the applicant meeting the following conditions for acceptance.

4. ____ Non-acceptance into the Social Work Program.

Specific reasons(s):

Student advised of the decision by Admission Committee on ______________________

Signed: ___________________________________

Chairperson, Admissions Committee
UNION UNIVERSITY SOCIAL WORK PROGRAM

Termination/Probation Decision Form

This form hereby constitutes written notification of impending probation and/or termination of ____________________________ from Union University's BSW Adult Studies Social Work Program effective __________

The BSW Adult Studies Social Work Program Admissions Committee has determined that the following violations have been committed by said student:

_____ Failure to maintain a 2.5 GPA in all social work courses.
_____ Has received a grade of "D" or below twice in the same social work course, or in two social work courses.
_____ Has demonstrated behavior judged to be in violation of the NASW Code of Ethics.
_____ Evidence of current illegal drug or alcohol dependency has been documented as occurring while enrolled and functioning in Union University's Social Work Program.
_____ Has demonstrated inappropriate behavior and/or an inability to develop appropriate interpersonal skills necessary for working with clients while enrolled and functioning in Union University's Social Work Program.
_____ There is documented evidence of criminal activity occurring while enrolled and functioning in Union University's BSW Adult Studies Social Work Program that could impair quality provision of services to clients.
_____ Submitted false or misleading information as a part of the application process.

As a result of the previously indicated violations, ____________________________ is hereby:

_____ Placed on probation pending the completion of specific steps as outlined in the attached contract that has been negotiated between said student and social work faculty.

_____ Terminated from the BSW Adult Studies Social Work Program. Please see attached contract for any negotiated conditions for readmission to the BSW Adult Studies Social Work Program.

Signed:

_____________________________ _______________________
Chairperson, Admissions Committee Date

_____________________________ Date_______
Social Work Faculty

_____________________________ Date_______
Social Work Faculty
APPENDIX D

NASW Code of Ethics
National Association of Social Workers (NASW)

Code of Ethics

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: Service
Ethical Principle: Social workers' primary goal is to help people in need and to address social problems.

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: Dignity and Worth of the Person

Ethical Principle: Social workers respect the inherent dignity and worth of the person.

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships

Ethical Principle: Social workers recognize the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: Competence

Ethical Principle: Social workers practice within their areas of competence and develop and enhance their
professional expertise.

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

1. Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards. Click on any of the six areas of ethical standards to read that section of The Code. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect
clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audio taping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of
the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person or when laws or regulations require disclosure without a client's consent. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker–client relationship and as needed throughout the course of the relationship.
(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.
1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects.
Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should
pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual
harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and
(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.
3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor–Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor–management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action.

Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on
the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, 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 a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, and services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit
(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Workers' Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to con-tribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers
should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practice.

6. Social Worker’s Ethical Responsibility to the Broader Society.

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.
6.02 Public Participation
Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies
Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action
(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.
APPENDIX E

Social Work Program Core Performance Standards
The mission of the School of Social Work at Union University begins by stating, “Social Work is about helping people—children, families, older adults, and whole communities.” To ensure that our social work students will be competent and professional social work professionals, all students must meet essential standards of behavior for generalist social work practice. The following chart begins with the NASW Code of Ethics, which identifies the core values on which the mission of Union University’s Social Work Department is based. It summarizes the ethical principles that reflect our profession’s core values; it establishes a set of specific ethical standards that guide generalist social work practice; and it provides the principles on which the public can hold a social work professional accountable. These principles will set forth the orb of responsibility to which each student obligates him/herself from entrance into the social work program. Each student will be required to adhere to the NASW’s Code of Ethics, which states that professionals “…must not allow their own personal problems, psychological distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interest of people for whom they have a professional responsibility.” (NASW Code of Ethics, Section 4.05a).

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<th>Standard</th>
<th>Required Skills</th>
<th>Examples of Satisfactory Behavior</th>
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<td><strong>Professional Ethics:</strong> The student will conduct him/herself in full accordance with the values and ethics of the social work profession, as set forth in the NASW Code of Ethics, and the mission and goals of Union University’s Department of Social Work.</td>
<td>The student will: recognize legal and ethical dilemmas, and seek appropriate consultation when necessary; demonstrate practice strategies that respect the positive value of diversity; challenge social injustice; maintain professional boundaries; be honest with clients and colleagues; protect client confidentiality in the classroom, in assignments, and in the field agency; be open, honest, and without judgment; make commitments that will be kept; and identify and maintain appropriate personal conduct and professional boundaries in keeping with all professional standards.</td>
<td>The student will: work with all vulnerable populations with dignity and respect; refrain from cheating and plagiarism as defined in the student handbook; seek professional consultation when needed.</td>
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<td><strong>Critical Thinking:</strong> The student will formulate opinions and conclusions based on analysis that distinguishes fact from inference, and combines an understanding of personal, cultural, and contextual factors with balanced dignity and respect for those that are the same or different than student.</td>
<td>The student is able: to critically assess individuals, families, groups, organizations and communities in the context of environmental factors, including socioeconomic, cultural, biological, psychological, social and spiritual dimensions; refrain from judging others based on difference; utilize an understanding of how ethnicity, class, gender, sexual orientation, age and other cultural characteristics affect the helping process; demonstrate an ability to evaluate and differentially apply practice approaches with individuals, groups, families, and organizations; employ a scientific analytic approach to practice that integrates the critical appraisal of social research and the evaluation of social policies, program and practice outcomes; demonstrate knowledge of social, political, and economic justice for clients and an ability to identify and promote resources for clients.</td>
<td>The student will: develop intervention plans with various client systems; collaborate effectively with community resources and connect clients with community resources; integrate classroom assignments with knowledge from various curricular areas; prepare psychosocial assessments of clients and design generalist intervention plans.</td>
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| **Time Management:**  
The student completes classroom, field education, and agency assignments and requirements in a consistently timely manner. | The students will: complete assignments with timeliness and quality; come to class and/or field regularly and on time; assume responsibility for communicating an interruption of planned attendance or task completion; and assume responsibility for identifying appropriate alternatives when a change is necessary. | The students will: complete assignments on time; attend class and field regularly and on time; contact instructors and field educators regarding absences or the late submission of assignments; submit required class and field assignments without being prompted. |
| --- | --- | --- |
| **Self-Awareness:**  
The student possesses a balanced view of his/her performance in intellectual, social, behavioral, and interpersonal skills, and acknowledges barriers to his/her performance. The student assumes full responsibility to protect clients and others from potential adverse consequences of those barriers to performance. | The student will: solicit, accept, and incorporate feedback into classroom and field agency; identify barriers to performance; design and implement specific goals and strategies for professional growth; evaluate his/her own practice by using objective assessment methods, such as process recordings and single subject designs. | The student will: actively participate in class and in field experience; participate in activities aimed at increasing self awareness; seek professional help when needed; adjust workload and/or seek consultation with an instructor in the face of personal difficulties that may adversely impact interaction with clients. |
| **Communication:**  
The student receives and responds to verbal, non-verbal, and written exchanges between self, faculty, agency personnel, and colleagues in accordance with the NASW Code of Ethics and the mission and goals of Union University’s Department of Social Work. | The student will: develop cooperative and collegial relationships with colleagues and clients with organizations, agencies and communities; demonstrate knowledge about the effects of oppression and discrimination on individuals, families, groups and communities; contribute as a constructive participant in academic and agency affairs; honor verbal and written agreements made with others. | The students will: follow through on verbal and written commitments to others |
| **Professional Relationships:**  
The student engages, maintains, and terminates relationships appropriately with diverse client groups, instructors, agency staff, colleagues, organizations and communities in a professional, responsible and respectful manner. | The student will: communicate effectively with a wide range of client systems, demonstrating a knowledge of, and sensitivity to differences due to gender, race, class, age, culture, ethnicity, religion, gender, sexual orientation, and physical or mental abilities without judgment; follow agency guidelines for record keeping, and demonstrate the ability to document communications as a basis for professional accountability; possess appropriate verbal, non-verbal and written skills; and conduct all communication in a respectful manner. | The student will: speak with dignity; respect, and sensitivity to clients, colleagues and instructors; prepare written documents that are clear, concise, accurate and complete; communicate with sensitivity to cultural and contextual differences; use correct grammar in written and oral communication. |
| **Supervision:**  
The student readily accepts and adheres to directives from faculty, agency personnel, and colleagues in accordance with the NASW Code of Ethics and the mission and goals of Union University’s Department of Social Work. | The students will: solicit, accept, and incorporate supervision, and be able to effectively follow directions in classroom and field agency; and possess the ability to effectively utilize supervision in a respectful manner in classroom and agency for the furtherance of professional growth. | The students will: actively and effectively incorporate directives and supervision in classroom and agency placements. |
APPENDIX F

Provisional Contract for BSW Students
**Union University**  
**School of Social Work**  
**Provisional Contract for BSWC Students**  

Name:  

ID:  

All BSW Adult students will be provisionally enrolled for the first 6 credit hours of social work courses completed at Union University’s School of Social Work. Each student must maintain a 2.5 GPA in all social work courses. After successful completion of these courses, and any additional requirements as stated below, both student and BSW Program Director will evaluate student’s progress and ability to continue in the program. An interview may also be required at this time. Student will either be officially entered into the BSW program, remain on provisional status for one additional semester, or advised of other career options.

### BSWC MAJOR COURSES NEEDED:

<table>
<thead>
<tr>
<th>Courses Needed</th>
<th>UU Current Enrollment</th>
<th>Transfer/Testing Plans or Incompletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 200 - Introduction to Social Welfare</td>
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<td>SW 310 - Social &amp; Economic Justice</td>
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<td>SW 315 - Foundations for Social Work Practice</td>
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</table>

### ADDITIONAL PROVISIONS FOR FULL ADMISSION:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TO BE COMPLETED BY</th>
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Signature of Student __________________________ 

Date __________________________
APPENDIX G
RE-ADMITTANCE FORM
1. Students who have been suspended or withdrawn for any reason for a semester of more and wishes to be re-instated must check with the Office of Undergraduate Admissions regarding reenrollment.

______ Please check here if you have both applied to, and been re-accepted to Union University.

2. Students who wish to apply to be re-instated to the BSW program because of suspension or termination may reapply after a period of at least one term (not including summer, unless specifically stipulated otherwise in CSAPE meeting:

A. Date you last attended ______________________________________

B. Reason for Withdrawal or Suspension (please state if you were suspended or terminated due to CSAPE, and date and outcome of CSAPE meeting):

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

(Please use additional pages, as necessary)

C. What conditions have changed regarding the reason that you withdrew or were suspended or terminated? (If suspended or terminated, please include any documentation of completion of plan from CSAPE meeting):

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

(Please use additional pages, as necessary)

Please submit this application, plus documentation to the BSW Admissions Committee (and submit to CSAPE Committee if suspension/withdrawal originated from CSAPE).