 **Social Work Program**

**Bachelor of Social Work Student Handbook**

Prepared by

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### Notice to Students

This handbook is intended as a source of general information to students who may be interested in majoring in social work and students already enrolled in the undergraduate Social Work Program at Texas A&M University-Kingsville. It contains an overview of the Social Work Program and its policies and procedures as well as other related material with which social work majors should be familiar. It supplements but does not take precedence over other official publications of the University. Students are also advised to consult the *University Catalog* and the *Student Handbook* for information that applies to all students. Furthermore, the provisions of this handbook do not constitute a contract, express or implied, between any applicant, student, faculty, or staff member of the Social Work Program at Texas A&M University-Kingsville. This catalog is for informational purposes only. The Social Work Program reserves the right to change or alter any statement herein without prior notice. This handbook should not be interpreted to allow a student that begins their education under the handbook to continue the program under the provisions in the handbook. Each student is responsible for knowing the academic regulations, policies, or standards in this handbook. Being unfamiliar with these academic regulations, policies, or standards does not constitute a valid reason for failure to fulfill them.

### Accreditation

Texas A&M University-Kingsville is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and doctorate degrees. Questions about the accreditation of Texas A&M University-Kingsville may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](https://www.sacscoc.org/)).

The BSW degree program is accredited by the Commission on Accreditation of the Council on Social Work Education, 333 John Carlyle Street, Suite 400, Alexandria, Virginia 22314 or call 703-683-8080 or <https://www.cswe.org/> for questions about the accreditation of the Texas A&M University-Kingsville BSW degree program.

**Program Memberships**

The Texas A&M University-Kingsville Social Work Program is a member of the Council on Social Work Education (CSWE), the Association of Baccalaureate Social Work Program Directors (BPD), and the Texas Association of Social Work Deans and Directors (TASWDD).

## Equal Opportunity Policy

The Baccalaureate Social Work Program follows the diversity/antidiscrimination policy established the University.

Per the University diversity policy, “Texas A& M University- Kingsville is committed to providing an educational and work environment that is conducive to the personal and professional development of each individual Student and employee. Texas A& M University Kingsville is committed to serving the state's Students and citizens through education, leadership development, research, and service. The university is committed to a dynamic and diverse workforce that effectively responds to our constituents. The university affirms a commitment of diversity to ensure that equal employment opportunity, equal treatment, and equal access to programs and activities will be provided to Texas A& M University- Kingsville's Students, employees, prospective employees, and the public. To achieve this goal, discrimination based on a person's race, color, religion, age, sex, sexual orientation, gender identity, national origin, disability, veteran status or genetic information is strictly prohibited as defined by federal law and state statute. These protections extend to employment and admissions decisions.” Refer to 08.01.01.K1 Civil Rights Compliance at <https://www.tamuk.edu/policy/_files/pdf/08-01-01-K1.pdf>

#### **Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disability. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center (DRC) as early as possible in the term at (361) 593-2904. DRC is located in the Life Service and Wellness building at 1210 Retama Drive.

# The Social Work Profession

According to the Council on Social Work Education (2015), “The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work 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, locally and globally" (p. 5).

The State of Texas generally defines the practice of social work as “the application of social work theory, knowledge, methods, ethics, and the professional use of self to restore or enhance social, psychosocial, or biopsychosocial functioning of individuals, couples, families, groups, organizations, or communities,” and depending on the level of licensure one holds, “the practice of social work may include the provision of individual, conjoint, family, and group psychotherapy using the Diagnostic and Statistical Manual of Mental Disorders, the International Classification of Diseases, and other diagnostic classification systems in assessment, diagnosis, treatment, and other activities by a person licensed under this chapter” (Social Work Practice Act, Texas Occupations Code Title 3 Health Professions, Chapter 505 Social Workers, 2011, p. 2).

Refer to <https://statutes.capitol.texas.gov/Docs/OC/htm/OC.505.htm#:~:text=505.0025.,groups%2C%20organizations%2C%20or%20communities.>

Further, the Texas Occupations Code, Title 3. Subchapter G License Requirements states that “a person my not use or cause to be used the title “social worker,” “licensed baccalaureate social worker,” “licensed master social worker,” “licensed clinical social worker,” or “licensed social worker,” or any combination, variation, or abbreviation of those titles, as a professional or business identification, representation, asset, or means of obtaining a benefit unless the person holds an appropriate license issued under this chapter (Occupations Code, Title 3. Health Professions, Chapter 505.351. License Requirements, 2003, para. 25). Refer to <https://statutes.capitol.texas.gov/Docs/OC/htm/OC.505.htm>

### Nature of Social Work Education

The Council on Social Work Education (2015) states that “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, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community (p. 5). Featuring an integrated curriculum design, social work education consists of four components: 1) the program’s mission and goals; 2) explicit curriculum (i.e., actual courses, course content, and their structure and sequence); 3) implicit curriculum (i.e., the learning environment, administrative structure, and associated Social Work Program policies); and 4) assessment (i.e., the evaluation of students to determine if the Social Work Program’s competencies have been met). The BSW Program at TAMUK is designed to meet the accreditation standards required by the Council on Social Work Education (CSWE) at the baccalaureate level.

### Nature of Generalist Social Work Practice

Per the Council on Social Work Practice (2015), “generalist practice is grounded in the liberal arts and the person and environment framework. 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” (p. 11). The BSW Program at Texas A&M University-Kingsville endorses this definition of generalist social work practice and prepares students for generalist practice and incorporates the nine Social Work Competencies into its curriculum.

### Social Work Licensure in Texas

The Texas State Board of Social Worker Examiners (TSBSWE) regulates the profession of Social Work in Texas. The TSBSWE licenses social workers on the baccalaureate level as Licensed Baccalaureate Social Workers (LBSW), on the master’s level as Licensed Master

Social Workers (LMSW), and on the clinical level as Licensed Clinical Social Workers (LCSW). Graduates from the BSW degree program at Texas A&M University-Kingsville are eligible to sit for the social work baccalaureate level (LBSW) examination.

Per the TSBSWE (2023), the practice of baccalaureate social work includes “applying social work theory, knowledge, methods, ethics and the professional use of self to restore or enhance social, psychosocial, or bio-psychosocial functioning of individuals, couples, families, groups, organizations and communities. Baccalaureate social work is generalist practice and may include interviewing, assessment, planning, intervention, evaluation, case management, mediation, counseling, supportive counseling, direct practice, information and referral, problem solving, supervision, consultation, education, advocacy, community organization, and policy and program development, implementation, and administration” (p. 89). Refer to <https://www.bhec.texas.gov/wp-content/uploads/2023/03/SW-Rulebook-March-2023.pdf>

## Employment Outlook

According to the United States Bureau of Labor Statistics’ Occupational Outlook

Handbook (2022), “overall employment of social workers is projected to grow by nine percent from 2021 to 2031, faster than the average for all occupations. About 74,700 openings for social workers are projected each year, on average, over the decade. Many of these openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire” (U.S. Bureau of Labor Statistics, para. 5).

Child, family, and school social workers “provide social services and assistance to improve the social and psychological functioning of children and their families and to maximize the family well-being and the academic functioning of children. May assist parents, arrange adoptions, and find foster homes for abandoned or abused children. In schools, they address such problems as teenage pregnancy, misbehavior, and truancy. May also advise teachers” (U.S. Bureau of Labor Statistics, 2022, para. 1). Refer to <https://www.bls.gov/oes/current/oes211021.htm#nat>

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Healthcare social workers “provide individuals, families, and groups with the psychosocial support needed to cope with chronic, acute, or terminal illnesses. Services include advising family caregivers. Provide patients with information and counseling and make referrals for other services. May also provide case and care management or interventions designed to promote health, prevent disease, and address barriers to access to healthcare (U.S. Bureau of Labor Statistics, 2022, para. 1). Refer to <https://www.bls.gov/oes/current/oes211022.htm#st>

Mental health and substance abuse social workers “assess and treat individual with mental, emotional, or substance abuse problems, including abuse of alcohol, tobacco, and/or other drugs. Activities may include individual and group therapy, crisis intervention, case management, client advocacy, prevention, and education ” (U.S. Bureau of Labor Statistics, 2022, para. 1). For additional information, refer to <https://www.bls.gov/oes/current/oes211023.htm#nat>

# Bachelor of Social Work (BSW) Degree Program

The BSW degree program at Texas A&M University-Kingsville offers the Bachelor of Social Work (BSW) degree to prepare students to engage in entry level, generalist social work practice with individuals, couples, families, groups, organizations, and communities. The BSW degree program aims to teach students how “to integrate and apply social work knowledge, values and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being” (CSWE, 2015, p. 6). The BSW degree program has been continuously accredited by the Council on Social Work Education since 2004. As previously mentioned, our graduates are eligible to sit for the Licensed Bachelor of Social Work (LBSW) examination through the Texas State Board of Social Worker Examiners. Our graduates provide social work services in a variety of fields of practice including youth and family services, physical and mental healthcare, criminal and juvenile justice, and services to older adults and veterans. Settings include schools, mental health clinics, child-placing agencies, hospitals, skilled nursing facilities, juvenile and adult probation, Headstart programs, domestic violence shelters, and other nonprofit organizations.

### Bachelor of Social Work Program’s Mission

The mission of the BSW Program at Texas A&M University-Kingsville is to prepare graduates to provide competent, entry-level, generalist social work practice to diverse client populations and systems with an educational emphasis on social justice, community empowerment, social work in rural communities, and practice approaches and models that support the specific needs and cultural sensitivity and understanding of identified vulnerable and/or marginalized populations. Students who graduate from our Program provide social work services in a variety of fields of practice including youth and family services, mental health care, veterans, criminal and juvenile justice, and services to older adults. The values of service, social, economic, and environmental justice, dignity and worth of the person, importance of human relationships, integrity, and competence in practice serve as our defining principles, guiding our application of social work knowledge and skills to diverse client populations.

In addition to the aforementioned primary mission, the BSW Program at Texas A&M

University-Kingsville also seeks to develop well-rounded leaders and critical thinkers who can solve problems and leverage professional judgement and reflection in an increasingly complex, dynamic, global society, and who are able to utilize technology in a professional and ethical manner that ensures the wellbeing of systems at the micro, mezzo, and macro level. The program's mission is rooted in the mission of the social work profession, which is as follows: Per CSWE (2008), “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” (p. 1).

The Bachelor Social Work Program at Texas A&M University-Kingsville embraces the

CSWE’s stated purpose of the social work profession and incorporates it into its education and training and the overall program philosophy and student experience.

### Values of Bachelor of Social Work Program

The profession of social work is based on the values of service, social, environmental, and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the BSW Program at Texas A&M University-Kingsville is committed to promoting professional social work practice and values in the development of social work knowledge and skills in working with diverse populations. Social issues and problems are engaged using holistic and strengths-based paradigms where matters concerning professional behaviors, ethics, social, environmental, and economic justice, diversity, equity, and inclusion, policy, research and evaluation, and engagement, assessment, intervention, and evaluation of practice are consistently emphasized throughout the BSW Program curriculum.

The values of the social work program at Texas A&M University-Kingsville are those of the social work profession. According to the National Association of Social Workers (2021), “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” (para. 4). These six core values are service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These values serve as defining principles that guide our application of social work knowledge and skills as we serve diverse client populations. Professional ethics are at the core of social work practice. For additional information regarding the NASW Code of Ethics, refer to <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

### Goals of Bachelor of Social Work Program

The goals of the BSW degree program at Texas A&M University-Kingsville are: 1) to prepare entry-level, generalist social work practitioners to provide ethical and competent services utilizing the knowledge, values, and skills of the social work profession; 2) to equip students with critical thinking and problem solving skills that are essential in the contemporary social service environment; 3) to prepare students for continued graduate work in social work or related disciplines; and 4) to increase student success through civic, research, and professional engagement.

### Core Competencies and Professional Behaviors of the Social Work Program

CSWE (2015) states that, "Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker’s competence is seen as developmental and dynamic, changing over time in relation to continuous learning. Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes." (p. 6).

Students in the Bachelor of Social Work program at TAMUK are evaluated on the following CSWE competencies and professional behaviors:

### Competency 1: Demonstrate Ethical and Professional Behavior

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

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

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

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

* apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
* present themselves as learners and engage clients and constituencies as experts of their own experiences; and
* apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice** Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

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

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

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

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

**Competency 5: Engage in Policy Practice**

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

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities** Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

* collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
* apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
* develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
* select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

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

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

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

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

### Declaration of the Major in Social Work (BSW Degree Plan)

Any student, who is admitted to Texas A&M University-Kingsville, may at any time declare social work as their major. When a student declares social work as their major they are placed in a pre-Social Work status. Before any student is allowed to take social work practice oriented course work on the 3000 or 4000 level, they must be formally admitted to the BSW degree program by the BSW Program Director and successfully complete SCWK 2331 Profession I (or the equivalent if a transfer student) with a grade of "C" or better.

Students cannot graduate in a pre-Social Work status with the BSW degree. Students must transition from pre-Social Work major status to regular standing status as a Social Work major, after they successfully complete 54 credit hours of course work with a 2.50 GPA in the major courses.

Students interested in majoring in Social Work should begin by completing the application for admission into the BSW Program which can be downloaded from <https://www.tamuk.edu/artsci/departments/clhs/scwk/undergraduate-degrees/index.html>

Students can also obtain an application packet from the Administrative Associate in the Social Work Program Office, Manning Hall, Room 152, or from the academic student advisor for the BSW Program, Manning Hall, Room 112.

To be admitted to the BSW Program, students must make formal application to the undergraduate Social Work Program and meet prerequisite admission requirements stated in the next section.

**Admission Requirements**

Formal admission into the BSW degree program is required to register for many of the professional social work courses and is offered by the Social Work Program Director in collaboration with the social work faculty. The admission requirements for admission into the BSW degree program are as follows:

1. Completion of 42 semester hours of coursework including the following courses, or their equivalent, with an overall college grade point average of 2.50 or better.

* + BIOL 1106/1206 and BIOL 2401
  + ENGL 1301, ENGL 1302, ENGL 2342 and ENGL 1171
  + HIST 1301 and HIST 1302
  + POLS 2301 and POLS 2302
  + UNIV 1201
  + University Mathematics requirement
  + University Visual and Performing Arts requirement
  + University Oral Communications requirement

1. Completion of PSYC 2301, SOCI 1301, and SCWK 2331 with a “C” or better and a 2.50 grade point average in these three courses as well as their major courses.

1. Completion of 20 hours of social or human service work approved by the BSW Program Director. Students typically volunteer at a local human service agency to meet this requirement. Students frequently complete these volunteer hours while taking SCWK 2331: The Social Work Profession I course.

1. Submission of an acceptable personal narrative paper as outlined by the Social Work Program. This paper is a written assignment in SCWK 2331: The Social Work Profession I course.
2. Submission of an Application for Admission into the BSW Degree Program on forms provided by the Social Work Program and in accordance with the policies and procedures set out in the Social Work Student Handbook, which is available online at [http://www.tamuk.edu/artsci/scwk/index.html.](http://www.tamuk.edu/artsci/scwk/index.html)
3. Schedule and participate in an in-person interview with the BSW Program Director. The student will contact the BSW Program Director to schedule this interview upon completion of the application and other requirements for admission to the BSW Degree Program.
4. For transfer students from Del Mar, South Texas College, and Texas Southmost College, SCWK 3343 Research incorporates a comprehensive statistics component and meets the prerequisite for behavioral statistics.

### Basic Requirements for the BSW Degree Program

The BSW degree in social work requires the completion of 120 semester credit hours including 54 hours in social work and 66 semester credit hours in liberal arts and related courses with 51 advanced hours. The major in social work does not require the student to have a minor.

**Admission Procedures**

Students enrolled at Texas A&M University Kingsville who declare social work as their major are assigned to the academic advisor who works with social work majors. Although students are not required to declare a major until the second semester of their sophomore year, students may declare their major as early as their freshman year at the University. Students are not considered for admission to the BSW Program until they have completed the admission requirements described on page 15 of the BSW Student Handbook.

During a student’s sophomore year, when they take SCWK 2331 The Social Work

Profession I, a student may begin the process of declaring social work as their major and applying to the BSW degree program. Students are encouraged to schedule a time to meet with the academic advisor for the BSW degree program before they begin the application process. The application process should be completed before the end of the spring semester in the student’s sophomore year. Acceptance as a social work major is contingent upon meeting all requirements for entering the major per the program application. Once all admission requirements are met, the student’s file will be reviewed by the BSW Social Work Program Director to determine if admission criteria are met. Student applications are reviewed on an ongoing basis; however, students are only admitted to the Program in the fall semester to ensure proper matriculation in course sequences. In other words, students accepted into the social work degree program enter the program as a social work major at the beginning of their junior year in the fall semester.

Once a student’s application is reviewed by the BSW Program Director, one of four admission decisions can be granted including 1) regular admission, 2) regular admission – wait listed, 3) provisional admission (probationary status), and 4) denied admission. Students will be notified of the admission decision by the BSW Program Director, and a formal letter via email or the United States mail will be sent to the student. All students applying to the social work program meet with the BSW Program Director initially to discuss their interest in the program, readiness for the program, and program requirements for admission. Any questions the student has may also be answered during this meeting. Both current TAMUK students and transfer students follow this admission process.

Students who meet the requirements for entering the social work major and successfully complete the program application are admitted to the program in good standing. Any student with a GPA less than 2.50 who applies for admission to the social work program can be accepted on a probationary status for one semester, or more, based on evaluation of the student’s progress and the discretion of the BSW Program Director. Once the GPA improves to a 2.50, the student can be admitted in good standing as a social work major. If at any time, a student's GPA drops below the 2.50 once admitted to the major, probationary status will result.

Once a student begins the social work major courses, the student is expected to maintain a minimum 2.50 GPA in the major courses. If the student’s GPA drops below the 2.50, the student will be placed on probationary status for one semester, or more, based on evaluation of the student’s progress and the discretion of the BSW Program Director. The student will return to acceptable program standing once the student regains a minimum of 2.50 GPA overall. Students should be advised that a GPA below 2.50 for the social work major courses can result in a delay in the start of the field practicum. Students who fall below the 2.50 GPA while in the program must meet with the BSW Program Director and develop a corrective action plan/contract agreement to improve the student’s GPA. The student and the BSW Program Director will develop this plan/agreement together in writing and sign and date the plan/agreement. A timeline for improvement, typically one academic semester, is implemented as part of the plan/agreement.

**Transfer of Credits**

Policies: Texas A&M University Kingsville has specific policies regarding transfer students posted on its website. These same University policies are re-stated here followed by additional policies and procedures specific to transferring credits into the BSW Program.

You are a transfer student if you:

* are a student who earned 12 or more transferable hours of college credit after high school graduation (during fall/spring semester)
* are not a former Texas A&M University-Kingsville undergraduate student
* are a U.S. citizen, have applied for permanent residency, or qualify for Texas residency based on Senate Bill 1528

You are an international transfer student if you:

* are not a citizen or permanent resident of the United States
* are not graduating from a Texas high school after three years in residence in Texas
* have enrolled in a post-secondary institution, and have earned college credit after high school/secondary school graduation

There are two ways to see how your specific college-level course credits transfer to Texas A&M University-Kingsville.

**Degree Maps and Transfer Equivalencies**

Students seeking to transfer to Texas A&M University Kingsville can follow the Texas A&M University-Kingsville degree map pertaining to the major of your choice and then use transfer equivalencies to see how the courses taken at your community college will transfer.

**Admission Requirements**

To determine whether Texas A&M University can offer you admission, the University will calculate your cumulative grade point average (GPA) for all transferable college-level courses from all colleges or universities attended. Transferrable courses are college-level courses obtained from regionally accredited colleges and universities. For repeated courses, grades from all attempted courses will be used in the calculation of the cumulative GPA. The cumulative GPA is calculated for admission purposes only and will not count toward your Texas A&M University GPA.

**Steps to Apply**

A student must be in good standing with their most recent previous college or university to be admitted. The student must have a 2.5 GPA overall to transfer credits.

Complete and submit an Application for Admission to Texas A&M University Kingsville at www.goapplytexas.org. The application is available in paper form or online on this website.

Pay the $40 nonrefundable application fee, $75 for international applications. The fee must accompany the application.

If available, please submit official copies of all transcripts from other universities and colleges.

Although most colleges and universities are sending official transcripts, if unavailable, please submit unofficial copies of your transcript record up to the most recent semester completed or in progress. You must submit an official transcript form the college or university to continue enrollment.

**How College-Level Credits Transfer**

Eligible coursework taken at other institutions of higher education will be transferred into Texas A&M University Kingsville. Some college credit may be granted as an elective and my not count toward specific degree requirements. No courses taken at a community college can be transferred as a junior or senior level course.

**What if student does not meet the required 2.5 GPA?**

Transfer students who do not meet the published admission criteria do not qualify for automatic admission to Texas A&M University – Kingsville. Transfer students in this category who wish to receive further review must contact the dean of their academic college for consideration. If their academic dean recommends admission, students will be admitted with an academic status of Scholastic Probation and must maintain a 2.0 grade point average during their first semester of enrollment at Texas A&M University-Kingsville. Failure to maintain a 2.0 grade point average during the first term of enrollment may result in dismissal from the institution.

In addition to the University policies described in the previous paragraphs, the BSW Program has a “core for core” policy which means thatwe accept any core credits from another Texas institution. The majority of undergraduate social work students come into the program with most core credits complete. We do make some exceptions for biological science requirement. For example, we require general biology I and human anatomy and physiology I. For students who transfer from community college we accept the majority of their biology courses.

**Procedures**

The Center for Student Success at Texas A&M University Kingsville assigns an academic advisor to work with each program, the students majoring in that program, and students wanting to transfer into a particular program.When students apply to the University, the Admissions Office sends out a list of students applying to all programs including social work to the assigned academic advisor.The academic advisor assigned to the Social Work Program then reaches out to each student who indicates an interest in transferring into the BSW social work program on their Application for Admission. Although face-to-face meetings are preferred, the majority of meetings between the academic advisor and transfer students are held via phone calls and/or zoom sessions. The academic advisor reviews the transcript with the student. From there, they discuss what core courses remain that need to be taken, if any, and then discuss the process for applying to the program. If the student has submitted their application, the academic advisor will go ahead and register the student during that meeting. If not, the academic advisor will register the student once they submit the completed application to the social work program, determine if the transfer student meets the requirements, and then register the student.

The BSW Program makes the decision regarding the transfer of social work credits earned at other colleges and universities. For example, if a student has taken an introductory course at a two-year college that social work course credit is accepted at Texas A&M University Kingsville.

**Policies:** The BSW Program has a “core for core” policy which means thatwe accept any core credits from another Texas institution. The majority of undergraduate social work students come into the program with most core credits complete. We do make some exceptions for biological science requirement. For example, we require general biology I and human anatomy and physiology I. For students who transfer from community college we accept the majority of their biology courses.

**Procedures:** The academic advisor meets with each student who is transferring into the BSW social work program. Although face-to-face meetings are preferred, the majority of meetings between the academic advisor and transfer students are held via phone calls and/or zoom sessions. The academic advisor reviews the transcript with the student. From there, they discuss what core courses remain that need to be taken, if any, and then discuss the process for applying to the program. If the student has submitted their application, the academic advisor will go ahead and register the student during that meeting. If not, the academic advisor will register the student once they submit the completed application to the academic advisor.

### Admission Categories

**Regular admission.** Regular admission in good standing to the BSW degree program is granted to students who meet all admission requirements.

**Regular admission – wait listed.** The regular admission – wait listed status is granted to students who meet all admission requirements to be admitted into the BSW degree program, but because the program is at capacity, they are placed on a wait list until an open student slot is available.

**Provisional/Probationary admission.** Provisional/probationary admission is granted to students who may have a grade point average slightly below the admission criteria (e.g., an overall GPA between 2.30 and 2.49) for regular admission. Provisional/probationary admission typically is accepted for one academic semester. If a student is making satisfactory progress but needs an additional semester to improve the GPA to a 2.50 as required before entering field, and while in field practicum, the BSW Program Director will consider continuing the student on provisional/probationary status with the expectation that in the following semester, the GPA will improve to the minimum requirement. If this does not happen, the BSW Program Director will advise students on other options/actions that can be explored to ensure continued progress either in the social work program or an alternate major towards an expected graduation date.

There may be times when a student’s academic or professional performance fails to meet the retention in the BSW degree program criteria, but the social work faculty and program director feel the student’s challenges/issues can be resolved in one academic semester. A recommendation to place the student on probationary status may result where the student is given time to address concerning issues over the course of an academic semester and move back into good, regular standing. Examples of such instances may include, but are not limited to, professional performance infractions with peers and/or faculty, a student’s overall grade point average drops below 2.50, or a student experiences a significant health/mental health crisis that significantly affects their academic and/or professional performance in the program. At the discretion of the BSW Program Director, a student may be placed on probationary status for one academic semester, and on occasion, two semesters if needed. If a student is on probationary status due to their GPA at the time the field practicum is scheduled to start, the student may not be allowed to enter the field practicum until the GPA returns to 2.50. If this is the case, the BSW Program Director and the BSW Field Director will meet with the student to discuss the start of field practicum and other actions to support the student in completing the field practicum. The student works with the Field Director to develop a corrective action plan/contract agreement that identifies the steps the student agrees to take, a timeframe for completing those steps, and what will happen if the agreed upon actions by the student are not completed within the specific timeframe.

**Denied admission.** A student may be denied admission status when a student fails to meet the admission criteria of the BSW degree program or fails to complete the full application requirements for the program. Additionally, a student may be denied admission in cases when a student has demonstrated they lack the mental or emotional maturity and/or stability as evidenced by observed behaviors determined to be concerning in relationship to successful matriculation in the program and/or participation in the profession. Students who are denied admission into the program for any reason may reapply to the program when they are able to demonstrate their readiness or fitness for the major.

**Notification of Admission Decision**

Upon review of the student’s application and supporting documentation, the BSW Program Director emails the admission decision to the applicant. This occurs within ten days of when the student submits a completed application package. In the event a student does not meet the requirements for admission, the BSW Program Director contacts the student directly to schedule a meeting with the student to discuss what they need to do meet the requirements and suggest how they can resolve the issue. The BSW Program Director may include the Academic Advisor when meeting with the student depending on the contingent issue that needs to be resolved. The BSW Program Director in collaboration with the student will develop a written plan to address the contingent issues. The student and Program Director will sign off on that plan, and the student will receive a copy of the signed plan. The original of the signed plan will be retained in the student’s file in the BSW Program office.

**Evaluating Student’s Academic Performance**

The social work faculty continually assesses BSW degree students’ academic progress, maturity, capacity for acceptable professional conduct, and BSW minimum GPA. Students must maintain at least a 2.50 grade point average in their major and earn a grade of “C” or higher in each social work course.

#### The following statements describe the University’s policy on classroom conduct expectations and defining academic misconduct. The BSW Program adheres to this policy and includes this policy in each course syllabus in the social work program.

#### **Classroom Conduct Expectations**

Students are referred to the *Student Code of Conduct* section of the Student Handbook for Texas A&M University Kingsville. Students are expected to assume individual responsibility for maintaining a productive learning environment and conduct themselves with the highest regard for response and consideration of others. Ongoing or single behaviors considered distracting will be addressed by the faculty member initially, but if the behavior becomes excessive and the student refuses to respond to the faculty member’s efforts, the issue will be referred to the Dean of Students. In the case of serious disruptive behavior in a classroom, the instructor will first request compliance from the student and if the student fails to comply, the instructor has the authority to ask the student to leave the classroom. The student is expected to comply with the instructor’s request and may subsequently contest this action using procedures established by the department. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including the University Police Department. The incident shall be handled as an academic misconduct matter using established departmental procedures for academic misconduct to determine if the student should be allowed to return to the classroom.

#### **Academic Misconduct**

Students are expected to adhere to the highest academic standards of behavior and personal conduct in this course and all other courses. Students who engage in academic misconduct are subject to University’s disciplinary procedures. Student are expected to be familiar with the current TAMUK Student Handbook, especially the section on academic misconduct, which discusses conduct expectations and academic dishonesty rules. Academic dishonesty includes but is not limited to:

1. Cheating: deception in which the student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the professor on assignments or examinations.
2. Aid of academic dishonesty: Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation, and/or paraphrase of someone else’s work, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the internet and submitting them as one’s own work also constitutes plagiarism. Please be aware that the University subscribes to the Turnitin plagiarism detection service. Your paper may be submitted to this service at the discretion of the instructor.
5. Lying: deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.
6. Bribery: providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
7. Threat: an attempt to intimidate a student, staff or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code violation.

Other forms of academic misconduct included but are not limited to:

1. Failure to follow published departmental guidelines, professor’s syllabi, and other posted academic policies in place for the orderly and efficient instruction of classes, including laboratories, and use of academic resource or equipment.
2. Unauthorized possession of examinations, reserved library materials, laboratory materials or other course related materials.
3. Failure to follow the instructor or proctor’s test-taking instructions, including but not limited to not setting aside notes, books or study guides while the test is in progress, failing to sit in designated locations and/or leaving the classroom/test site without permission during a test.
4. Prevention of the convening, continuation or orderly conduct of any class, lab or class activity. Engaging in conduct that interferes with or disrupts university teaching, research or class activities such as making loud and distracting noises, repeatedly answering cell phones/text messaging or allowing pagers to beep, exhibiting erratic or irrational behavior, persisting in speaking without being recognized, repeatedly leaving and entering the classroom or test site without authorization, and making physical threats or verbal insults to the faculty member, or other students and staff.
5. Falsification of student transcript or other academic records; or unauthorized access to academic computer records.
6. Nondisclosure or misrepresentation in filling out applications of other university records.
7. Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

**Termination from the BSW Degree Program**

A student may be terminated from the social work program and advised to explore another major at any point after achieving admission into the BSW degree program based on the program director and social work faculty’s assessment of the student’s academic and/or professional performance and maturity/stability while in the program, as well violations to expected conduct and the profession’s code of ethics that puts both the student, program, and/or supporting community at risk of harm based on the student’s actions/behaviors. Students are asked to review program expectations when they apply to the program, and are required to submit a signature of understanding as it relates to program expectations and actions that can be taken if the student fails to meet expectations or where the program has significant concern regarding the concerning behaviors like risk/harm to others, unethical conduct, demonstration of poor maturity, judgment, and deficient decision-making skills that might significantly impair performance in field practicum and professional employment, etc. See student expectations per the program application.

Please note, the social work program abides by the university grievance/appeal policy and procedures process and advises students who are terminated from the program to review the university’s grievance policies and procedures for students if they feel they have been terminated unjustly, and further to follow the process for a grievance/appeal hearing as dictated by the university student handbook. Students should review the TAMUK University Student Handbook – see pages 71 -80 – Section 15 Student Grievance Procedures for further information. Student are provided a clear description of their rights, code of conduct, actions related to violation of code of conduct, and grievance/appeal process if the student disagrees with the action of termination/withdrawal from the program for indicated program violations and/or concerns. Students who wish to appeal the termination decision can find specific information regarding the grievance/appeal process in the university student handbook including, the Code of Conduct, student’s rights, students right to due process, and other useful information regarding expected behaviors, and the grievance/appeal process on pages 71-80 Section 15 Student Grievance Procedures with explicit instructions regarding the grievance/appeal process. The program adheres to the university’s policy regarding procedures and rights of the student regarding termination/withdrawal from the program and grievance/appeal of the decision if the student chooses such.”

The social work faculty continually assesses BSW degree students’ academic progress, maturity, capacity for acceptable professional conduct, and BSW minimum GPA. Students must maintain at least a 2.50 grade point average in their major and earn a grade of “C” or higher in each social work course. Social work faculty also expect students to adhere to the social work profession’s Code of Ethics/Conduct, show emotional and mental stability and maturity, demonstrate acceptable communication skills, show working interpersonal relationship skills, and demonstrate adequate capacity for effective reflection and self-awareness. Any student who is terminated/withdrawn from the social work major is provided a detailed account of why the termination/withdrawal from the program is happening, previous actions taken by the program to resolve concerning issues resulting in termination/withdrawal, and an explanation as to why this final decision is necessary as best determined by the program director and faculty who have been consulted about the decision to terminate/withdraw the student. If at any time the student feels they can provide evidence that the reason for termination/withdrawal has been resolved and no longer an issue, the student may reapply to the social work program and provide sufficient evidence that shows that the academic and/or professional performance issues that resulted in the student being terminated/withdrawn from the program are resolved.

**Grievance Policy and Procedures**

The BSW Program follows the grievance policy and procedures established by the Texas A&M University Kingsville. Per the Texas A7M University Kingsville Student Handbook 2022, “academic grievances are complaints brought by students regarding the university’s provision of education and academic services affecting their role as students” (p. 74). Academic grievances include but are not limited to the following:

1. Grade appeals, including errors in calculations or recording of tests or other grades; capricious, complaints of arbitrary or prejudiced action or procedures in assessing a grade; and/or allegations that procedures in assessing a grade; and/or allegations that procedures and practices used to determine a grade were not consistently or accurately followed.
2. Failure of faculty member to follow university policies in the conduct of classes or examinations.
3. Failure of faculty member to recognize properly an authorized excuse or absence.
4. Capricious or unreasonable arbitrary actions by a faculty member that adversely affects student performance.
5. Failure of a faculty member to announce and/or provide in the course syllabus teaching procedures, grading policies, and the various requirements for successful completion of the course; also, substantial changes or departures in announced policies without due notice and explanation.
6. Discriminatory action toward students within the classroom by a faculty member, e.g., by singling out specific students for either preferential or adverse treatment.
7. Failure of a faculty member to honor a specific commitment to a student concerning completion of work delayed because of illness, accident, or other justified reason.
8. Interpretation of academic policies affecting eligibility for academic programs or scholarships, degree plan advisement disputes, and/or academic decisions resulting in academic suspension or enrollment holds.

The general policy regarding a student grievance is to grant an opportunity to address the issue one level above the person whose action is being contested. Every possible effort should be made to resolve the grievance at the lowest level. The process may vary depending upon the area of concern but will generally involve several possible steps.

**Procedures:** The procedure utilized shall provide for a prompt and fair consideration of the complaint. If extenuating circumstances prevent either party from meeting the time frame stipulated while grievance proceedings are underway, all parties involved will confer and agree on an alternate schedule. Proceedings are not judicial trials and formal rules of evidence shall not apply, but evidence submitted must be material and relevant to the issue under consideration. Any person who brings a grievance has the burden of proof and must provide documentation and evidence to support the allegation.

The following steps or levels are used to address a student academic grievance:

**Level 1:** The student discusses orally or in writing the problem or complaint with the person whose decision or action is being contested (respondent). After consideration of the request and in consultation with the department chair, the respondent shall notify the student in writing of the decision regarding the complaint within ten business days of the meeting. That notification will also include information on the student’s right to appeal, the deadline and process for appeal, and the name and address of the person responsible for receiving the request for the appeal.

**Level 2:** If the complaint is not resolved, the student has three business days after notification of the respondent’s decision, to appeal in writing to the appropriate College Dean.

The appropriate dean of the college shall have 15 days to evaluate the academic grievance appeal request and to determine appropriate action. The dean of the college evaluates the academic grievance appeal to deter if it meets the following criteria:

1. Alleges facts which, if true, would demonstrate a violation of university policy or regulations;
2. Is appropriate for consideration by the dean or if it should be referred to another hearing body for resolution;
3. Contains information that a prima facie case exists and that the allegations appear to be substantially credible;
4. Addresses a violation, if true, results in a personal wrong to the student; and
5. Was filed in a timely manner.

If the complaint does not meet all of the above conditions, the dean of the college may terminate the academic grievance and so notify the student.

If the complaint meets all of the above conditions, the dean of the college will seek to facilitate the resolution of the complaint. Within 15 business days of receipt of the academic grievance appeal, the deal of the college will complete any consultation and shall notify in writing the student and the respondent of their determination of the academic grievance and a summary of the findings.

**Level 3**: The decision of an academic grievance first initiated with the dean of the college at level 2 may be appealed by either party to the Judicial Appeals Board by delivering a letter of appeal to the Senior Student Affairs Officer within three business days after notification of the findings. The Senior Student Affairs Officer then convenes the Judicial Appeals Board to consider the appeals request.

1. The student’s academic grievance appeal must be in writing and made on the basis of one or more of the following: the decision is unsupported by substantial evidence on the record; there was a substantial departure from, or denial of rights or procedures provided for in the academic grievance process; there is new evidence, previously unavailable, which if proven accurate, would substantially alter the decision or remedy imposed; and/or the remedy imposed is disproportionate to the gravity of the conduct.
2. The Judicial Appeals Board shall have 15 business days to evaluate the academic grievance appeal request and determine the appropriate action.
3. If the complaint does not meet the criteria for appeal set by the board, the Judicial Appeals Board may terminate the academic grievance appeal and so notify the student.
4. If the academic grievance appeal meets all of the criteria set by the board, the Judicial Appeals Board will conduct a hearing. The student and respondent must be given three business days’ notice of any meeting. Hearsay statements may be considered, but the pane shall consider the existence or lack of corroborating evidence and the reason for the absence of the person to whom the statement is attributed. Cross examination of witnesses shall not be permitted, but panel members may ask questions of any witness.
5. In consideration of the information provided, the burden of proof shall be upon the student to prove their case by a preponderance of evidence.
6. Within 15 business days of receipt of the academic appeal, the chair of the Judicial Appeals Board will notify the student and respondent in writing the determination of the appeal and a summary of the findings.
7. The decision of the Judicial Appeals Board’s review of an academic grievance appeal is final and cannot be further appealed.

**Final Grade Appeal Process**

The instructor of the class is the primary authority with respect to the assessment of a student’s academic performance and final grade in that course. All practices and procedures that are used to determine a student’s final grade should be communicated to the student in the course syllabus.

Students can appeal a final grade based upon or a combination of the following:

* + An error in calculating the grade or inaccurate recording of the grade.
  + Failure of the instructor to notify students clearly and promptly of the criteria for grade determination.
  + Assignment of a grade based on reasons other than the stipulated criteria or standards.
  + Assignment of a grade based on factors other than performance in the course (e.g., personal bias).
  + Inconsistent or inequitable applied standards for evaluation of student academic performance.

**Level 1**

It is the responsibility of a student who believes their final grade is the result of a capricious, arbitrary, or prejudiced action of that the procedures and practices used to determine the grade were not consistently and/or accurately followed, to first discuss the matter with the instructor of the class orally or in writing.

1. In the event that the student is unable to contact the faculty member, they should contact the department chair regarding the matter for assistance in contacting the faculty member.
2. After reviewing the student’s request, the instructor (in consultation with the department chair) shall respond to the grade appeal in writing within ten business days of receipt of the grade appeal request.

**Level 2**

If no satisfactory resolution is reached with the instructor and/or department chair, or if the instructor is unavailable, and the student wishes to appeal the final grade, the student shall file a grievance appealing the final grade to the dean of the college in which the class was taught.

1. The grade appeal must be filed within three business days after notification of the instructor’s decision and must include the following:
   1. A detailed description concerning specific points of dissatisfaction with the assigned grade.
   2. Any and all supporting documentation that demonstrates the occurrence of one or more of the above listed grounds for appeal.
   3. A complete list of all potential witnesses including their phone, email, and other contact information.
   4. Specific action the student is seeking to resolve this matter.
2. The dean of the college will have 15 business days to evaluate the grade appeal request and determine appropriate action:
   1. Review the student’s grievance and gather any additional information from the student.
   2. Review the faculty member’s report and possibly confer with either the student or person responsible for enforcing the policy or procedure.
   3. Evaluate the grade appeal grievance request to determine if the appeal:
      1. Alleges facts which, if true, would demonstrate a violation of university policy or regulations.
      2. Is appropriate for consideration by the Dean or if it should be referred to another hearing body for resolution.
      3. Contains information that a *prima facie* case exists and that the allegations appear to be substantially credible.
      4. Addresses a violation which, if true, results in a personal wrong to the student; and
      5. Was filed in a timely manner.
   4. If the grade appeal does not meet all of the above conditions, the appropriate dean of the college may terminate the grade appeal grievance and so notify the student and faculty member.
   5. If the grade appeal meets all of the conditions, that administrator will seek to facilitate the resolution of the complaint.
      1. The dean of the college will secure from all parties statements and such other information as they deem helpful and will issue their findings and remedies if any.
      2. The decision will be based on a preponderance of evidence.
      3. A conference may be scheduled with the parties involved to resolve the disagreement, if deemed appropriate by the dean of the college.
      4. Within 15 business days of receipt of the appeal, the appropriate college dean will complete any consultation and shall notify in writing the student and respondent of their determination of the grievance and a summary of the findings.

The results of the Final Grade Appeal grievances appealed to the dean of the college, after being initiated with the course instructor at Level One, are final and my not be further appealed.

Decisions of grade appeal grievances first initiated at the level of the college dean may be appealed to the Judicial Appeals Board via the Senior Student Affairs Officer. The student must appeal in writing within three business days after notification of the findings by the Dean of the College. The Judicial Appeals Board will have 15 days to review the grade appeal and render a decision. The decision of the Judicial Appeals Board reviewing a grade appeal grievance is final.

The final grade appeal grievance process doesnot apply to grades resulting from academic dishonesty cases. Adjudication and appeals of academic dishonesty cases are handled through the Academic Misconduct Process described in a separate section of the Texas A&M University Kingsville Student Handbook.

**Professional Performance or Non-Academic Grievance**

**Policies:** Per the Texas A&M University Kingsville Student Handbook 2022, “Texas A&M University is committed to providing an educational climate that is conducive to the personal and professional development of each individual. In order to ensure that commitment, the University has developed procedures for students to pursue grievances within the University community, should such action become necessary.”

Nonacademic grievances are complaints brought by students regarding a disagreement or unresolved dissatisfaction with a staff member, another student, student group or administrator in which the student alleges that they have been dealt with arbitrarily, differently or in ways which violate established laws, rules, procedures, or past practices by the University as a whole or any unit or function thereof and in a manner that has caused harm to the student. Nonacademic student grievances can include but are not limited to the following types of allegations:

1. An alleged infringement upon the rights or sensibilities of an individual by a university employee, student, or student organization.
2. A question about the interpretation or application of an administrative policy or procedure of the university.
3. An unresolved concern about a university program, service, or activity.
4. Issues regarding financial assessments to a student including fees, charges, and refunds by the University. Assessments that have been authorized by the State, the Board of Regents, or university policy may not be appealed, but an appeal may be based upon the department’s administration and interpretation of Texas Statutes, Regents’ policies, or University policies.

The general policy regarding a nonacademic student grievance is to grant an opportunity to address an issue one level above the person whose action is being contested. Every possible effort should be made to resolve the grievance at the lowest level. The process may vary depending upon the area of concern but will generally involve several possible steps.

1. The procedure utilized shall provide for a prompt and fair consideration of the complaint.
2. If extenuating circumstances prevent either party from meeting the time frame stipulated while grievance proceedings are underway, all parties involved will confer and agree on an alternate schedule.
3. Proceedings are not judicial trials and formal rules of evidence shall not apply, but evidence submitted must be material and relevant to the issue under consideration.
4. Any person who brings a nonacademic grievance has the burden of proof and must provide documentation and evidence to support the allegation.

**Procedures Related to Nonacademic Student Grievance:**

**Level One:** The student discusses orally or in writing the problem or complaint with the person whose decision or action is being contested (respondent). After consideration of the request and in consultationwith the department chair, the respondentshall notify the student in writing of the decision regarding the complaint within ten business days of the meeting and/or notification of the nonacademic grievance. It shall also include information on the student’s right to appeal, the deadline and process for appeal, and the name and address of the person responsible for receiving the request.

Level Two: If the complaint is not resolved, the student has three business days after notification of the respondent’s decision to appeal, in writing to the appropriate University and/or director/administrator who oversees the area in which the complaint originated.

1. The student should file the nonacademic grievance in writing using the following guidelines:
   1. Identify the specific nature of the nonacademic grievance.
   2. Explain the grounds for the nonacademic grievance, and whether the basic justification for it is based on a claimed violation of a university rule, policy, or established practice.
   3. The name of the person whose decision is being disputed, the dates of the occurrence, and the name, current address, and phone number for the student filing the grievance.
   4. Attach any supporting documents or evidence, names and contact information of witnesses and short statements summarizing the testimony the witnesses may present.
   5. How the student would like to see the issue resolved or what the student wants done.
2. The appropriate University Administrator shall have 15 business days to evaluate the nonacademic grievance appeal request and determine appropriate action. The University Administrator shall evaluate the nonacademic grievance to determine if it meets the following criteria:
   1. Alleges facts which, if true, would demonstrate a violation of university policy or regulations.
   2. Is appropriate for consideration by the administrator or if it should be referred to another hearing body for resolution.
   3. Contains information that a *prima facie* case exists and that the allegations appear to be substantially credible.
   4. Addresses a violation, which if true, results in a personal wrong to the student who filed the grievance; and
   5. Was filed in a timely manner.
3. If the complaint does not meet all of the above conditions, the University Administrator may terminate the nonacademic grievance and so notify the student.
4. If the complaint meets all of the conditions, the University Administrator will seek to facilitate the resolution of the complaint.
   1. Review the student’s nonacademic grievance and gather additional information from the student if needed.
   2. Review the administrative head’s report and possibly confer with either the student who filed the grievance or the person responsible for enforcing the policy or procedure.
   3. The University Administrator may at their discretion, meet with the student and/or respondent together or separately if deemed appropriate.
      1. The student and respondent must be given three days advance notice of any meeting.
      2. The failure of the student to appear without justifiable cause will result in the meeting proceeding as scheduled and the matter being resolved based upon the information available to the University Administrator.
      3. If the original nonacademic grievance was against a non-supervisory employee, responsibility for the defense of the contested actions rests with the employee’s supervisor. The employee may be called as a witness.
   4. In consideration of the information provided, the burden of proof is upon the student to prove their case by a preponderance of the information provided. This means that it is more likely than not that the alleged actions/events occurred and that they constituted unfair treatment or a violation of policy.
   5. Within 15 business days of receipt of the appeal, the University Administrator will complete any consultation and shall notify in writing the student who filed the grievance and the respondent of their determination of the nonacademic grievance and a summary of the findings. The decision may consist of: a ruling in favor of the student and the student’s proposed resolution; a ruling in favor of the student with a new resolution; or a ruling not in favor of the student.
5. The results of the nonacademic appealed to this level are final and may not be further appealed. However, nonacademic grievances initiated at Level Two may be appealed to the next level.

**Level Three:**

The decision of a non-academic grievance first initiated with a University Administrator at Level Two may be appealed by either party by delivering a letter of appeal to the Senior Student Affairs Officer within three business days after notification of the findings.

1. The student’s nonacademic grievance appeal must be written and made of the basis of one or more of the following grounds:
   1. The decision is unsupported by substantial evidence on the record.
   2. There was a substantial departure from, or denial of rights or procedures provided for in the grievance process.
   3. There is new evidence, previously unavailable, which, if proven accurate, would substantially alter the decision or remedy imposed.
   4. The remedy imposed is disproportionate to the gravity of the conduct.
   5. The Senior Student Affairs Officer shall then convene the Judicial Appeals Board which shall have 15 business days to evaluate the grievance appeal request and determine appropriate action.
2. The Judicial Appeals Board shall evaluate the nonacademic grievance appeal to determine if it meets the following criteria:
   1. Alleges facts which, if true, would demonstrate a violation of university policy or regulations.
   2. Is appropriate for consideration by the Senior Student Affairs Officer or if it should be referred to another hearing body for resolution.
   3. Contains information that prima facie case exists and that the allegations appear to be substantially credible.
   4. Addresses a violaton which, if true, results in a personal wrong to the student who filed the grievance; and
   5. Was filed in a timely manner.
3. If the nonacademic grievance appeal does not meet all of the above conditions, the Judicial Appeals Board may terminate the grievance appeal and so notify the student.
4. If the complaint meets all of the conditions, the Judicial Appeals Board will conduct a hearing.
   1. The student and respondent must be given three business days advance notice of any meeting. The failure of the student who filed the grievance to appear without justifiable cause will result in the meeting proceeding as scheduled and the matter being resolved based on the information available to the Vice President. If the original grievance was against a non-supervisory employee, responsibility for the defense of the contested actions rests with the employee’s supervisor. The employee may be called in as a witness. It is the duty of the student and respondent to provide notice to and secure attendance of their witnesses to the hearing.
   2. The Senior Student Affairs Officer will provide the student and respondent with a copy of its hearing procedures three business days prior to the hearing.
   3. Hearsay statements may be considered, but the panel should consider the existence or lack of collaborating evidence and the reason for the absence of the person to whom the statement is attributed.
   4. Cross-examination of witnesses shall not be permitted. However, panel members may ask questions of any witness. At the conclusion of a witness’ testimony, the student or respondent may request that the panel ask other questions of the witness. The panel may or may not honor such requests.
   5. In consideration of the information provided, the burden of proof shall be upon the student to prove their case by a preponderance of the evidence; that it is more likely than not that the alleged actions/events occurred and that they constituted unfair treatment or a violation of policy.
   6. Within 15 business days of receipt of the nonacademic grievance appeal, the chair of the Judicial Appeals Board will notify the student and respondent in writing the determination of the appeal and a summary of the findings. The Judicial Appeals Board may adopt, reject, or modify any previous decision and may consist of: a ruling in favor of the student with the student’s proposed resolution, a ruling in favor of the student with a new resolution, a ruling not in favor of the student; or a ruling that a procedural error occurred and remanding the matter back to the level where that error occurred.

The decision of the Judicial Appeals Board reviewing a nonacademic grievance appeal is final and cannot be further appealed.

### Academic Advising

All students are required to attend academic advising prior to each semester of enrollment in the Social Work Program regardless of class rank (freshman, sophomore, junior, or senior). Students with less than 30 semester credit hours are assigned an academic advisor by the University and are required to attend academic advising with that advisor until they have at least 30 semester credit hours. The University assigned academic advisor for students can change from one academic year to the next. As students who plan to major in social work transition into the social work major as a junior, students are assigned to work with the BSW academic advisor.

The current academic advisor for the BSW Program is Taylor Goodspeed. Her office is located in Manning Hall, Room 112. The phone contact is (361) 593-3902, and her email is [taylor.campos@tamuk.edu](mailto:taylor.campos@tamuk.edu)

The BSW academic advisor is responsible for advising a student with 30 or more semester credit hours. Advising means talking with the student about the courses they are required to take and identifying possible electives the student may need to meet the course requirements for graduation in the student’s major. The advisor works with the student to create and monitor the student’s degree plan that they will follow in order to graduate on time. The advisor also works closely with students who are transferring from another college or university to ensure the student receives appropriate credit for transfer courses and that transfer courses meet the requirements of Texas A&M University – Kingsville. Along with faculty, the advisor is there to support the student as they pursue their undergraduate degree in social work.

The academic advisor documents all advising on the proper forms and the academic advisor and student must sign the advising forms. A copy of the documents will be given to the student, and a copy will be place in the student’s Social Work Program file. Students may enroll in the BSW Program upon completion of at least 41 semester hours of coursework which include the following courses (or their equivalent if a transfer), with an overall university grade point average of 2.50 or better.

Social work students who are preparing for graduation will meet with the BSW Academic Advisor to ensure that all credits have been met. Each student planning to graduate at the end of the Spring semester should email the BSW Academic Advisor to schedule a meeting during the preceding Fall semester.

### Credit for Life Experience and Prior Work Experience or Practicum

The Texas A&M University-Kingsville Social Work Program does not award academic course credit for non-academic experiences, life experience, or work experience. Additionally, the Social Work Program does not award academic course credit for internships, practicum experiences, or field experiences that occurred at other colleges or universities.

**Student Participation in Program Policies, Procedures, and Curriculum**

At the start of each academic year, students from each cohort are invited to participate in program-related committees. Student representation and input is viewed as a valuable part of the social work program decision-making process. As such, students are nominated by faculty or self-nominated to participate on two key committees of the Social Work Program: Community Advisory Board and Curriculum Committee. One student from each cohort in the BSW and MSW Programs are appointed whenever possible to each committee. As a student representative, the student participates in these meetings, gives a student perspective of issues discussed, makes recommendations for needed changes, and provides a student voice that represents the perspective of their peers and wishes regarding matters related to the continued efforts of the social work program to educate and train highly qualified and skilled BSW and MSW social work professionals. Students are contacted via email to confirm their appointment to a committee. The appointed student will serve for one academic year on their designated committee and may be re-appointed as long as they remain enrolled in the Social Work Program. The Community Advisor Committee meets once each semester while the Curriculum Committee meets on a monthly basis during the spring and fall semesters.

The BSW Social Work Program faculty has an open door policy. All faculty offers at least five posted student hours set aside to meet with students in-person. Students may also request a zoom session to meet with faculty at a time convenient for both students and faculty. Students can at any time approach faculty to discuss matters of concern regarding the social work program, their peers, issues with faculty, and questions about assignments. Students are advised that their concerns are treated as confidential. All efforts to guide students through the problem-solving and or conflict resolution process is provided by faculty, the BSW Field Director, and/or the BSW Program Director. For information regarding questions or concerns about field placements and practicum, please refer to the BSW Field Education Handbook at <https://www.tamuk.edu/artsci/departments/clhs/scwk/undergraduate-degrees/field-education.html>

### Academic Minor in Social Work, Minor Description

An academic minor is offered in social work.

**Minor Requirements:** Students who desire an academic minor in social work are required to complete 18 semester credit hours in social work including:

SCWK 2331 The Social Work Profession I

SCWK 3325 Human Behavior in the Social Environment I

SCWK 3329 Social Welfare: Policy and Advocacy I

SCWK 3335 Human Behavior in the Social Environment II a***nd six hours from any of the social work electives;*** the social work elective, Social Work Practice with Diverse Populations is a required elective for the social work minor.

The next few pages provide the major course of study and descriptions of courses in the major.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Recommended Course Sequence for Social Work (BSW) Majors** |  |  | | |  |
| Freshman Year Freshman Year Junior Year  Fall Semester Spring Semester Fall Semester | Junior Year  Spring Semester | |  |
| ENGL 1301 3 ENGL 1302 3 SYC3381/SOC3381 3 | SCWK 3335 3 | |  |
| HIST 1301 3 HIST 1302 3 SCWK 3325 3 | SCWK 3339 3 | |  |
| SOCI 1301 3 PSYC 2301 3 SCWK 3329 3 | SCWK 3341 3 | |  |
| UNIV 1101 2 *^*Visual Creative Arts 3 SCWK 3331 3 | SCWK 3343 3 | |  |
| *^*Mathematics 3 *^*Oral communications 3 SCWK 3333 3 | Elective 3 | |  |

Elective 3 1**5**  **15 15**

**17**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sophomore Year Sophomore Year Senior Year  Fall Semester Spring Semester Fall Semester | | | | | Senior Year  Spring Semester | | |  |
| BIOL 1106 & 1306 4 | BIOL | 2401 4 |  | SCWK 4641 | | 6 | SCWK 4643 | | | 6 |
| ENGL 2342 3 | POLS | 2302 3 |  | SCWK, adv.\* | | 3 | SCWK, adv.\* | | | 3 |
| POLS 2301 3 | *^*Component | B 3 |  | SCWK, adv.\* | | 3 | *†*SCWK 4331 | | | 3 |

SCWK 2331 3 Elective SCWK adv\* 5 SCWK 4323 3  **12**

Elective 3 **15** **15**

**16**

**Total Hours Required: 120**

*\* Students may choose from SCWK 4306, SCWK 4311, SCWK 4313, SCWK 4315, SCWK 4317, SCWK 4319, SCWK 4321, SCWK 4323 (Req), SCWK 4327, or SCWK 4386.*

*Component B is English 1171 Information literacy.*

*^ For courses listed under Core Curriculum “Components” see “General Requirements for Graduation with a Baccalaureate Degree” in an earlier section of this Catalog.*

*† This course includes the BSW degree program exit examination.*

### TAMUK BSW Course Descriptions

**SCWK2332. The Social Work Profession I.**

Survey of the social work profession, including history, philosophy, ethics and relevance to current social issues. Participation with service agencies to assess interest in pursuing social work as a career.

**SCWK 3325. Human Behavior in the Social Environment I.**

A multidimensional approach to examining the behavior of individuals, families, groups, organizations, communities, and society as a whole. Theories and research of human behavior across system levels are critically evaluated as applications are made to social work practice. Prerequisite: SCWK 2331.

**SCWK 3329. Social Welfare: Policy and Advocacy I.**

Historical and current survey of the social service delivery system as a response to human need. History, mission, and philosophy of social welfare. Prerequisite: SCWK 2331.

**SCWK 3331. Social Work Practice I.**

Social work practice from a generalist perspective with emphasis on the acquisition of values, knowledge, and skills necessary for working with clients at the micro and mezzo system levels of practice. Prerequisites: SCWK 2331 and admission to the BSW degree program.

**SCWK 3333. Social Work Research and Evaluation I.**

Principles and methods of evidence-based practice and research design in social work. Emphasis is placed on the use of research findings to improve practice, policy, and social service delivery. Prerequisites: SCWK 2331, admission to the B.S.W. degree program, and credit or registration in PSYC 3381 or SOCI 3381.

**SCWK 3335. Human Behavior in the Social Environment II.**

Includes the study of individuals as they biologically, psychologically, socially, culturally, and spiritually develop over the human life course within their environment. Theories and research of human development within environmental context are critically evaluated as applications are made to social work practice. Prerequisite: SCWK 3325.

**SCWK 3339. Social Welfare: Policy and Advocacy II.**

Critical analysis of the legislative process, policy analysis, and policy implementation in social work practice with an emphasis on client advocacy. Prerequisites: SCWK 3329 and admission to the BSW degree program.

**SCWK 3341. Social Work Practice II.**

Social work practice from a generalist perspective with emphasis on the acquisition of values, knowledge, and skills necessary for working with clients at the mezzo and macro system levels of practice. Prerequisite: SCWK 3331 and admission to the BSW degree program.

**SCWK 3343. Social Work Research and Evaluation II.**

Principles and methods of measurement and program evaluation in social work. Emphasis is placed on measurement in program and practice evaluation to improve practice, policy, and social service delivery. Prerequisites: SCWK 3333 and admission to the BSW degree program.

**SCWK 4306. Selected Topics in Social Work.**

Literature and research in areas of social work not otherwise treated in depth in available courses. May be repeated once as topics change. Prerequisite: SCWK 2331.

**SCWK 4311. Principles of Youth and Family Social Work.**

Principles and methods of generalist social work with children, adolescents, and families across system levels and practice settings. Prerequisite: SCWK 2331.

**SCWK 4313. Principles of Mental Health Social Work.**

Principles and methods of generalist social work in the area of mental health across system levels and practice settings. Prerequisite: SCWK 2331.

**SCWK 4315. Principles of Health Social Work.**

Principles and methods of generalist social work in the area of health care across system levels and practice settings. Prerequisite: SCWK 2331.

**SCWK 4317. Principles of Forensic Social Work.**

Principles and methods of generalist social work in the areas of criminal and juvenile justice across system levels and practice settings. Prerequisite: SCWK 2331.

**SCWK 4319. Principles of Geriatric Social Work.**

Principles and methods of generalist social work in the area of gerontology across system levels and practice settings. Prerequisite: SCWK 2331.

**SCWK 4321. Principles of School of Social Work.**

Social work generalist practice in school environments. Emphasis is on social work intervention methods: knowledge and stills related to strengths-based, client-centered, and family-focused approaches. Roles of school social worker, emphasizing person in the school environment; social work practice with vulnerable children and youth, families, teachers, and administrators.

Prerequisite: SCWK 2331.

**SCWK 4323. Social Work with Diverse Populations.**

Cultural competence when working with individuals of varying socio-cultural backgrounds. Problems and evidence-based strategies associated with social and cultural constructions, as well as discussions related to culturally competent and responsive practice approaches. Prerequisite:

SCWK 2331

**SCWK 4327. Basic Case Management.**

Fundamentals of case management within human services, social services, and non-profit organizations. Case management techniques in health, mental health, geriatrics, criminal justice, and/or child welfare. Prerequisite: junior standing.

**SCWK 4331. The Social Work Profession II.**

Capstone course in social work, reinforcing students’ social work identity, life-long learning, and career development. Includes the B.S.W. degree program exit exam, social work career development, licensure preparation, and emphasizes life-long learning. A writing intensive course. Prerequisites: SCWK 4641 and registration or credit in SCWK 4643.

**SCWK 4386. Directed Research in Social Work.**

Individual instruction in supervised research experience in social work. May entail library research, data collection, data entry, statistical analysis and/or assistance in planning and conducting parts of a research project. A paper on the research experience is required. May be repeated for a maximum of 3 semester credit hours. Prerequisites: SCWK 3335, SCWK 3339, SCWK 3341, SCWK 3343, consent of the instructor, and admission to the BSW degree program.

**SCWK 4641. Social Work Practicum I.**

First in a sequence of two field practicums. Educationally directed and professionally supervised direct service activities providing practical experience in the application of social work values, knowledge, and skills acquired in social work foundation courses. Two hundred (200) clock hours of field placement and a weekly seminar of two hours. Prerequisites: SCWK 3335, SCWK 3339, SCWK 3341, SCWK 3343, good standing in the BSW degree program, and permission of the BSW Program Director and Field Education Director.

**SCWK 4643. Social Work Practicum II.**

The second in a sequence of two field practicums. Educationally directed and professionally supervised direct service activities providing practical experience in the application of social work values, knowledge, and skills acquired in social work foundation courses. Two hundred (200) clock hours of field placement and a weekly seminar of two hours. Prerequisites: SCWK

4641, good standing in the BSW degree program, and permission of the Social Work Field Education Coordinator.

**BSW Course Rotation Matrix**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **BSW Courses** | **Fall** | **Winter**  **Intercession** | **Spring** | **Spring**  **Intersession** | **Summer I** | **Summer**  **II** |
| SCWK 2331 The Social Work Profession I | X |  | X |  |  |  |
| SCWK 3325 HBSE I | X |  |  |  |  |  |
| SCWK 3329 Social Welfare: Policy and Advocacy I | X |  |  |  |  |  |
| SCWK 3331 Social Work Practice I | X |  |  |  |  |  |
| SCWK 3333 Social Work Research and Evaluation I | X |  |  |  |  |  |
| SCWK 3335 HBSE II |  |  | X |  |  |  |
| SCWK 3339 Social Welfare: Policy and Advocacy II |  |  | X |  |  |  |
| SCWK 3341 Social Work Practice II |  |  | X |  |  |  |
| SCWK 3343 Social Work Research and Evaluation II |  |  | X |  |  |  |
| SCWK 4331 The Social Work Profession II |  |  | X |  |  |  |
| SCWK 4641 The Social Work Practicum I | X |  |  |  |  |  |
| SCWK 4643 The Social Work Practicum II |  |  | X |  |  |  |
| **Advanced Electives** |  |  |  |  |  |  |
| SWCK 4306 Selected Topics in Social Work | **X** |  | X |  |  |  |
| SCWK 4311 Principles of Youth and Family Social Work | **X** |  | X |  |  |  |
| SCWK 4313 Principles of Mental Health Social Work |  |  | X |  |  |  |
| SCWK 4315 Principles of Health Social Work |  |  | X |  |  |  |
| SCWK 4317 Principles of Forensic Social Work | **X** |  |  |  |  |  |
| SCWK 4319 Principles of Geriatric Social Work |  |  | X |  |  |  |
| SCWK 4321 Principles of School Social Work |  |  | X |  |  |  |
| SCWK 4323 Social Work Practice with Diverse Populations | **X** |  | X |  |  |  |
| SCWK 4327 Basic Case Management | **X** |  | X |  |  |  |
| SCWK 4386 Directed Research in Social Work | **X** |  | X |  |  |  |

**Social Work Faculty and Staff**

### BSW Social Work Faculty

Teresa L. Young, PhD, LICSW-s, 361-593-3822; [teresa.young@tamuk.edu](mailto:teresa.young@tamuk.edu)

BSW Program Director and Associate Professor

Crystal Garcia, PhD, 361-593-4309; [crystal.garcia@tamuk.edu](mailto:crystal.garcia@tamuk.edu)

BSW Field Education Director and Assistant Professor

### MSW Social Work Faculty who may also teach in the BSW Program

Robert Villa, PhD, MSW

MSW Program Director and Professor

Mariah Boone, MSS.W., LCSW-ISPR

MSW Program Field Director and Associate Professor of Practice

Maureen Croft, PhD

Associate Professor

Robert Luckett, PhD

Assistant Professor

### Social Work Staff

April Galvan, 361-593-4990; [april.galvin@tamuk.edu](mailto:april.galvin@tamuk.edu)

Administrative Associate

### Student Resources

Jernigan Library is located on Texas A&M University-Kingsville campus <http://lib.tamuk.edu/> or 361-593-4351

For technical support w/ campus WIFI or Blackboard Learn, contact I-Tech at 361-593-4357(HELP) or visit at <https://www.tamuk.edu/finance/its/support/index.html>

Center for Student Success Resource Center - http://www.tamuk.edu/studentsuccess/ or 361-593-3290

TAMUK Campus Writing Center - http://www.tamuk.edu/writingcenter/ or 361-593-2744

Disability Resource Center (DRC) - http://www.tamuk.edu/drc/index.html or 361-593-3024

Student Health and Wellness - http://www.tamuk.edu/shw/index.html or 361-593-3024 Honors College - http://www.tamuk.edu/honors/ or 361-593-2111

### Useful University Links

Blackboard - https://blackboard.tamuk.edu/webapps/login/

Blue and Gold Connect - http://www.tamuk.edu/bluegold/

Course Schedule - https://as2.tamuk.edu:9203/PROD/bwckschd.p\_disp\_dyn\_sched

Undergraduate Catalog and Academic Year Schedule -

<http://www.tamuk.edu/academics/catalog/2017-2018/Undergraduate%20Catalog_2017_2018.pdf>

**ACADEMIC POLICIES**

### Academic Dishonesty

Texas A&M University-Kingsville expects all students to engage in all academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their experiences in the classroom and practicum experiences. Any student found guilty of any form of academic dishonesty is subject to disciplinary action by the Social Work Program and/or University. The official policies of the University concerning academic dishonesty are outlined in the *University Catalog* and *Student Handbook*. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair academic advantage to a student (e.g., submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on an examination, paper, or other assignment), or their attempt to commit such an act.

**Examples of Academic Dishonesty**

1. Copying from another student's test paper or written assignment. Copying from another student's examination will always be an act of academic dishonesty. In addition, reproducing a part of another student's written work, essay, journal, discussion board posting, or other written assignment from which a grade will be assigned is always considered scholastic dishonesty.
2. Copying information from a website.
3. The University policy describes plagiarism as unacknowledged quotation, and/or paraphrase of someone else’s work, ideas, or data as your own in work submitted for credit. Failure to identify information or essays from the internet and submitting them as your own work also constitutes plagiarism. Be aware that the University subscribes to the Turnitin plagiarism detection service. Faculty may require students to submit their papers in Turn It In to check for plagiarism and whether artificial intelligence (AI) was to write the paper. Faculty also use additional programs such as ZeroGPT to check for papers that are generated using artificial intelligence.
4. Failing to cite the original source of information constitutes plagiarism. Also, paraphrasing means that you read the information, understand the information, and can restate what you read in your own words. Paraphrasing does not mean copying a sentence and changing two or three words or moving the words in the sentence around.
5. Any student who plagiarizes and/or uses artificial intelligence to complete a written assignment will receive a zero for the assignment for the first offense. Subsequent offenses will result in additional disciplinary action that may include suspension or expulsion from the BSW Program and/or the University. Refer to Section 7.3 Initiating Academic Misconduct and 7.3.2 Serious Cases of Academic Dishonesty in the student handbook at <https://www.tamuk.edu/dean/dean_files/studenthandbook.pdf>
6. Using materials during a test not authorized by the person giving the test. Such materials might include programmable calculators, computers, notes, books, handouts, and so forth. Students should be sure to clearly understand what materials are permitted for each test.

1. Failing to comply with instructions given by the person administering the test. Students should comply with all instructions, including where to sit, when to begin working on the exam, and when to stop working on the exam.

1. Possession of materials during a test which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes." The presence of textbooks constitutes a violation only if they have been specifically prohibited by the person administering the test. Not only is use of unauthorized materials during a test an act of academic dishonesty, but possession of such materials is also an act of academic dishonesty. All such materials should not be brought into a testing situation.

1. Using, buying, stealing, transporting, or soliciting in whole or part the contents of an un-administered test, test key, homework solution, or computer program. This includes obtaining or providing a solution (prepared either by a student or the instructor) for current semester assignments that are the same as, or similar to, assignments that were used in previous semesters or were otherwise available.

1. Collaborating with or seeking inappropriate aid from another student, friend, relative, or tutor during a test or other assignment without authority. It is acceptable to ask other students, friends, relatives or tutors for advice or clarification of an assignment. It is not acceptable to submit any material or copies of material as any part of a course assignment.

1. Discussing the contents of an examination with another student who will take the examination. Frequently, students will take the same or similar exams at different times. Because of illness or some other reason, students may take an exam before or after it is taken by the rest of the class. In these circumstances, it is academic dishonesty to seek or provide information that may in any way aid a student who has not yet taken the exam. It is the responsibility of the student who has taken the exam to determine whether another student has already taken the exam before discussing it, and it is the responsibility of the student who has not taken the exam to inform the other student of the fact.

1. Divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned to the student. At times, an instructor will seek to prevent copies of an exam from circulating generally, so that, for example, the exam may be administered to other students. When the instructor has indicated to the students that this is the case, it is an act of academic dishonesty to provide or receive information about the contents of the exam.

1. Substituting for another person, or permitting another person to substitute for oneself, to take a test. In social work classes this is unlikely to occur with in-class exams because all of the students are generally known to the instructor. However, this standard of conduct also applies to all out-of-class assignments for which collaboration is prohibited or constrained. Students are expected to do their own work for all assignments.

1. Paying or offering money or other valuable things to, or coercing another person to obtain an un-administered test, test key, homework solution, or computer program, or information about an un-administered test, test key, homework solution, or computer program. This includes obtaining or providing solutions to

current semester assignments or examinations that are the same as, or similar to, assignments or examinations that were used in previous semesters.

1. Falsifying research data, laboratory reports, and/or other academic work offered for credit. This includes fabricating events or accomplishments related to outside projects such as audit engagements or consulting engagements.

1. Taking, keeping, misplacing, or damaging the property of the University, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct. This is particularly important in social work classes with regard to library and resources. Frequently, case assignments involve doing library research; computer assignments may require many students to rely on the same library resources to complete the assignment. It constitutes academic dishonesty for a student to take, misplace, or damage library resources in such a way as to render them unavailable or unfit for other students. Similarly, many students may rely on computer databases for completion of an assignment. It constitutes academic dishonesty for a student to in any way damage the accessibility of computer resources in such a way as to render them unfit for use by other students.

1. Misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially. In general, any misrepresentation of facts to gain an unfair advantage constitutes academic dishonesty. For example, a student who misleads their instructor about the reasons for not taking an examination or for turning in an assignment after the deadline has committed an act of scholastic dishonesty. Similarly, it is considered an act of academic dishonest for a student to report false information on a resume.

**Plagiarism.** Plagiarism includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another person's work, from any source, and the submission of it as one's own academic work for credit. Plagiarism can usually be avoided by using the American Psychological Association (APA) publication manual 7th edition to clearly cite the work of others when it appears in your own written work.

**It is the student’s responsibility to purchase and read the APA manual 7th edition and to understand the material in this writing style manual.** Students are encouraged to consult with social work faculty when students have questions about how to interpret information in the current publication manual such as how to write in-text citations or create a reference list.

Plagiarism is not restricted to copying from a published source. For example, copying without acknowledgment from an unpublished manuscript that was written by another student also constitutes plagiarism.

If a student completes assignment and then uses, all or a portion of that assignment as full or partial completion of another assignment, in the same class or in a different class, without the express permission of the instructor, the student has committed academic dishonesty. In other words, the student should not turn in the same paper, or portion of a paper, for credit in more than one course without the express permission of the instructor.

**Collusion.** Collusion includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on academic dishonesty. Collusion is an important issue in many social work classes. On the one hand, the faculty encourages the students to interact outside of the class. Often this type of interaction facilitates the learning process for everyone. The faculty reserves the right to give students assignments that are to be completed either individually or in small groups outside of class. Such assignments often cannot be completed in class because they require too much time, or because they require library or computer resources not available in the classroom.

It is the responsibility of the instructor to provide clear instructions on the extent of acceptable collaboration and it is the responsibility of the student to understand and to conform to those instructions. The student has the responsibility to clarify any ambiguity by consulting the instructor. The following is a partial list of the types of collaboration instructions that may be given for individual and group assignments.

1. Unlimited collaboration with all other students in the class for individual assignments, or with all other groups in the class for group assignments. The writing of the essay or report is done as a group – the group is responsible for submitting one paper that represents the work of the group and demonstrates collaboration among group members..

1. Unlimited collaboration with all other students in the class prior to producing the final work product such as an essay or report. The group members share information and resources, but the writing of the essay or report is to be done strictly on an individual student basis. Each member of the group is responsible for submitting a separate paper that is distinctly their own.

1. No collaboration is permitted with other students. All aspects of the assignment are to be completed on a strictly individual student basis.

Failure to adequately contribute to group projects may also be considered academic dishonesty. Students who take credit for group work without participating in the project may be penalized.

**Falsifying academic records.** Falsifying academic records includes, but is not limited to, the altering of grades or other falsification of academic records such as applications for admission, the award of a degree, grade reports, test papers, registration materials, and reporting forms used by the Office of the Registrar.

In the context of a particular course, the most important example of falsifying academic records would be changing an answer on a test or other assignment after it has been graded, and then submitting it to be re-graded as though it had not been changed. This would be a clear case of academic dishonesty.

### Campus Conduct

Members of the university community assume full responsibility for compliance with Texas laws and for proper self-conduct. In addition to behaving according to the ordinary conventions of adult society, members of the university community are bound by university rules and regulations conducive to creating a positive campus atmosphere and general academic wellbeing.

The code for student conduct is set forth in the Texas A&M University-Kingsville *Student Handbook*. Specific attention is given there to rules addressing academic misconduct, hazing, sexual harassment and substance abuse, including alcohol abuse and the illicit use of drugs. Grievance procedures and guidelines for sanctions are outlined. All students are responsible for obtaining and being familiar with the Texas A&M University-Kingsville *Student Handbook*.

In order to create a healthy and pleasant atmosphere, a campus-wide smoking policy designates only certain areas for smoking.

### University Campus Carry Policy

On June 1, 2015, Texas Governor Greg Abbott signed Senate Bill 11 into law. This law, effective August 1, 2016, authorizes a handgun license holder to carry a concealed handgun on the campus of an institution of higher education, subject to the institution’s rules adopted in accordance with this act. “Campus” includes all land and buildings owned or leased by the institution. Information regarding the Campus Carry Law can be found at the University website <https://www.tamuk.edu/upd/campuscarrylaw/index.html> The following information comes from this website.

**Quick Facts related to the Campus Concealed Carry Law**

* To be a licensed handgun holder, a person must be 21 years old and take/pass the concealed handgun class that is regulated by the Texas Department of Public Safety (DPS). A first-time Concealed Handgun License (CHL) applicant must complete four to six hours of classroom training, pass a written examination and pass a proficiency demonstration (shooting). All classroom and proficiency must be conducted by a CHL instructor certified by the DPS.
* All guns must remain concealed at all times or the permit holder is in violation of this law.
* A handgun license holder may not carry a handgun--
  1. on the premises of a church, synagogue, or other established place of religious worship. (effective notice required)
  2. the physical premises of a school (K-12th grade)
  3. on the premises of a high school or professional sporting event or interscholastic event is taking place
  4. on the premises of a collegiate sporting event (effective notice required)
  5. at any meeting of a government entity (effective notice required)
  6. on the premises of a polling place of election day, including early voting location
  7. in or into a secured area of an airport.

Texas A&M University-Kingsville may request additional exclusions from the concealed carry law with adequate justification. Justification should be based on the potential that a discharged firearm might cause a situation that could result in catastrophic harm beyond that caused directly by the firearm. We cannot justify exclusions based of attitudes or preferences or people who commonly use an area/building of the campus.

**TAMUK students, staff members, faculty members and visitors may not display their handguns on TAMUK campuses. They must keep their handguns concealed at all times, barring life-threatening emergencies.**

For frequently asked question regarding the campus carry law, refer to <https://www.tamuk.edu/upd/campuscarrylaw/faq.html>

### Requirement to Follow the NASW Code of Ethics and the TSBSWE Code of Conduct

All social work students are required to follow the NASW Code of Ethics and the Texas

State Board of Social Worker Examiners’ (TSBSWE) Code of Conduct. Substantiated violations of the NASW Code of Ethics and TSBSWE Code of Conduct may result in being place on probation with in the Social Work Program or dismissal from the Social Work Program. You can find a copy of the NASW Code of Ethics at the following weblink (printable version):

**https://www.socialworkers.org/pubs/code/default.asp?print=1&**

### Prohibition of Independent Practice While a Student and Use of Titles

All social work students are prohibited from engaging in any form of private or independent practice. They are further prohibited from receiving or taking direct payment from a client for services. Additionally, social work students may refer to themselves as a “Social Work Student,” or if they are in practicum, a “Social Work Practicum Student;” they may not and are prohibited from calling themselves a “Social Worker” or any derivation of the term “Social Worker” that would imply to the public that they hold a social work degree or are licensed to practice social work.

### Residency Requirements and Transfer Credit

**Residency requirements.** In accordance with the Texas A&M University-Kingsville undergraduate University Catalog, candidates for all bachelor’s degrees must have a minimum of 25 percent of total semester hours required for the degree completed in residence at Texas A&M University-Kingsville. Twenty-four of the last 30 hours must be taken at this University. Social work coursework that is required to be taken in residence includes SCWK 4331 The Social Work Profession II, SCWK 4641 Social Work Field Practicum I, and SCWK 4643 Social Work Field Practicum II.

**Transfer credit.** In accordance with the Texas A&M University-Kingsville undergraduate University Catalog, all undergraduate transfer coursework for new, continuing, returning, post baccalaureate and international students is processed by the Office of Admissions. For timely evaluation, official transcripts should be sent directly from the granting academic institution to the Texas A&M University-Kingsville’s undergraduate Office of Admissions as soon as possible. Additionally, the Office of Admissions currently evaluates and articulates military credit with the following methods: 1) Credit for Physical Education with a DD-214 and Honorable Discharge; and 2) Evaluation of SMAART, AARTS, Coast Guard, and Community College of the Air Force transcripts during the admissions process with credit awarded based on ACE recommendations and the nature of the course; and where possible, ACE recommended credits transfer as direct matches to Texas A&M-Kingsville courses.

All undergraduate transfer course work in social work for new, continuing, returning, post baccalaureate and international students is reviewed by the BSW Program Director and recommended to the Texas A&M University-Kingsville undergraduate Office of Admissions for processing.

**Concurrent enrollment.** Credits earned by a student at another institution while also enrolled at Texas A&M University-Kingsville will be transferred to Texas A&M University, Kingsville only if the student has received prior written approval from the Dean of Arts and Sciences. Prior approval will be granted consistent with the University's normal load regulations and course requirements.

### Field Practicum Placements in Social Work

The social work field practicum courses are administrated by the Social Work Field Education Coordinator. According to the CSWE (2015), field education or the social work practicum is the signature pedagogy of the social work profession. The 2015 Education Policy and Accreditation Standards state:

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline – to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate 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 Social Work Competencies. Field education may integrate forms of technology as a component of the program (p. 12).

Only social work majors may enroll in a social work practicum course. Student placements at a particular practicum site are negotiated between the social work student and the

BSW Field Education Director. Please see the Social Work Field Practicum Handbook for details about social work practicums, and you may discuss the social work practicum sequence with the BSW Field Education Director. Refer to <https://www.tamuk.edu/artsci/departments/clhs/scwk/undergraduate-degrees/field-education.html>

### Academic, Professional, and Personal Performance and Dismissal from the Field Program

There may be conditions when a student’s academic performance, professional performance, or conduct merits termination from the program. Examples of such conditions may include, but are not limited to, violating the *NASW Code of Ethics*, when a Field Practicum Instructor may have serious concerns about the professional performance of a student, a student’s health or mental health status impairs their judgment, professional performance, or conduct; or engaging in threatening or menacing behavior towards others. If this occurs, the student’s circumstance will be reviewed by a committee comprised of the full-time, BSW degree program faculty members. The student’s circumstance may be substantiated, not substantiated, or declared that there is not enough information to determine. If the case is substantiated, the student may be dismissed from the program including field practicum if this applies, required to attend professional performance advising with the BSW Program Director, and/or they may be referred to an appropriate service agency; for example, the campus health or mental health clinic for evaluation. Any concerns regarding the student status in the field practicum and continuation in the social work program will be communicated to the student through a request in person or via email to meet with the student. A formal statement of findings and recommendations will be provided to the student in person and in writing regarding field practicum and program status from the BSW Program Director and the BSW Field Education Director.

Concerning professional performance and conduct, students are required to maintain professional standards consistent with social work professionals in training. This means that they should follow the *Code of Ethics of the National Association of Social Workers*, the *Texas A&M University-Kingsville Honor Code*, and the *Code of Conduct* of the Texas State Board of Social Worker Examiners.

While it is acceptable for social work students to experience health and mental health concerns like all other people, such concerns must not impair their professional performance or conduct. If a student’s health or mental health condition affects their professional performance or conduct in the classroom and/or at their field practicum site, they may be dismissed from the program or referred to an appropriate agency for evaluation or other services. If removed from the field program for health or mental health concerns or if a formal referral is made, the student will need clearance from their health care or mental health care provider to return to the program and field practicum site.

### Student Rights

As taken form the Texas A&M University-Kingsville 2012-2013 Student Handbook published by the Dean of Students:

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no university rule or regulation or administrative policy that in any way abridges the rights of freedom of speech, expression, petition, and peaceful assembly as set forth in the United States Constitution.

1. Students shall be treated on an equal basis in all areas and activities of the university regardless of race, color, religion, sex, age, national origin, sexual orientation, or education-related disabilities.

1. A student has the right to personal privacy except as otherwise provided by law and this will be observed by students and university authorities alike.

1. Each student shall be free from disciplinary action by university officials for violations of civil and criminal law off campus, except when such a violation also is determined to be a violation of the provision regarding off-campus conduct in the Student Code of Conduct and university policies.

1. Each student subject to disciplinary action arising from violations of the Student Code of Conduct and university policies shall be assured procedural due process. At all judicial hearings, an accused student shall be assumed innocent until proven guilty, and, in initial judicial hearings, the burden of proof shall rest with those bringing the charges. In all proceedings, the student shall be guaranteed substantive and procedural due process.

1. Students’ academic rights include competent instruction for full-allotted time and sufficient assignments graded fairly and promptly to inform the student of academic standing. Admission to the university and any of its sponsored programs is open to all qualified individuals without regard to any subgroup classification or stereotype.

### Student Responsibilities

While university faculty members and staff members give students’ academic advice and assistance, each student is expected to take responsibility for her or his education, personal, and professional development. The student must know and abide by the university’s academic and disciplinary policies. The student must also know and meet the requirements of her or his degree program, must enroll in courses appropriate to the program, must meet prerequisites and take courses in the proper sequence to ensure orderly and timely progress, and must seek advice about degree requirements and other university policies when necessary.

The student must give correct local and permanent address and telephone numbers to the Office of the Registrar and the Social Work Program and must notify this office immediately of any changes in address or telephone number. Official correspondence is sent to the address last given to the registrar; if the student has moved and failed to correct this address, he or she will not be relieved of responsibility on the grounds that the correspondence was not delivered.

The student must verify her or his schedule of classes each semester, must see that necessary corrections are made, and must keep documentation of all schedule changes and other transactions. As taken from, and elaborated on, the Texas A&M University-Kingsville 20122013 Student Handbook published by the Dean of Students:

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and the administration.

1. A student has the responsibility to be fully acquainted with the published university policies and to comply with them and the laws of the land.

1. A student has the responsibility to recognize that student actions reflect upon the individuals involved, upon the entire university community, the Social Work Program, and the social work profession.

1. A student has the responsibility to recognize the university‘s obligation to provide an environment for learning including, but not limited to, managing classroom behavior of students by enforcing the Social Work Program’s policies.

**Class Attendance and Participation**

Classroom attendance and participation is necessary and expected. Students are responsible for understanding the Texas A&M University-Kingsville class attendance policy. Students must notify the course instructor of **any** absence in writing and provide written documentation in order for the absence to be considered unexcused.

**Social Media Policies**

Please review the last page of this handbook for the social media policy of the program. All students are asked to sign a copy of the policy during new student orientation. If students are not present for the orientation, students will be asked to review and sign the policy statement during advising with the program director.

### The Appeals/Grievance Process for Social Work Students

**Academic Performance Grievance**

**Policies:** The BSW Program follows the grievance policy and procedures established by the Texas A&M University Kingsville. Per the Texas A7M University Kingsville Student Handbook 2022, “academic grievances are complaints brought by students regarding the university’s provision of education and academic services affecting their role as students” (p. 74). Academic grievances include but are not limited to the following:

1. Grade appeals, including errors in calculations or recording of tests or other grades; capricious, complaints of arbitrary or prejudiced action or procedures in assessing a grade; and/or allegations that procedures in assessing a grade; and/or allegations that procedures and practices used to determine a grade were not consistently or accurately followed.
2. Failure of faculty member to follow university policies in the conduct of classes or examinations.
3. Failure of faculty member to recognize properly an authorized excuse or absence.
4. Capricious or unreasonable arbitrary actions by a faculty member that adversely affects student performance.
5. Failure of a faculty member to announce and/or provide in the course syllabus teaching procedures, grading policies, and the various requirements for successful completion of the course; also, substantial changes or departures in announced policies without due notice and explanation.
6. Discriminatory action toward students within the classroom by a faculty member, e.g., by singling out specific students for either preferential or adverse treatment.
7. Failure of a faculty member to honor a specific commitment to a student concerning completion of work delayed because of illness, accident, or other justified reason.
8. Interpretation of academic policies affecting eligibility for academic programs or scholarships, degree plan advisement disputes, and/or academic decisions resulting in academic suspension or enrollment holds.

The general policy regarding a student grievance is to grant an opportunity to address the issue one level above the person whose action is being contested. Every possible effort should be made to resolve the grievance at the lowest level. The process may vary depending upon the area of concern but will generally involve several possible steps.

**Grievance Procedures**

Per the Texas A&M University Kingsville Student Handbook, the University Kingsville is committed to providing an educational client that is conducive to the personal and professional development of each individual student. To ensure that commitment, the University has developed procedures for students to pursue grievances within the University community, should such action become necessary.

Informal complaints may be filed, verbally or in writing, with offices across the campus. The process to file a formal complaint, or grievance, is outlined below. The decision as to which procedure to use for a grievance filed by a student shall be made solely by the University and based on the facts of each particular case. Each grievance shall be directed to a specific procedure and accorded only one opportunity to be adjudicated unless the appeal body remands the grievance for further review. Individuals may also file an anonymous complaint at the Texas A&M University System Risk, Fraud, and Misconduct Hotline.

The procedure utilized shall provide for a prompt and fair consideration of the complaint. If extenuating circumstances prevent either party from meeting the time frame stipulated while grievance proceedings are underway, all parties involved will confer and agree on an alternate schedule. Proceedings are not judicial trials and formal rules of evidence shall not apply, but evidence submitted must be material and relevant to the issue under consideration. Any person who brings a grievance has the burden of proof and must provide documentation and evidence to support the allegation.

The following steps or levels are taken from the Texas A&M University Kingsville Student Handbook and used to address a student academic grievance:

**Level 1:** The student discusses orally or in writing the problem or complaint with the person whose decision or action is being contested (respondent). After consideration of the request and in consultation with the department chair, the respondent shall notify the student in writing of the decision regarding the complaint within ten business days of the meeting. That notification will also include information on the student’s right to appeal, the deadline and process for appeal, and the name and address of the person responsible for receiving the request for the appeal.

**Level 2:** If the complaint is not resolved, the student has three business days after notification of the respondent’s decision, to appeal in writing to the appropriate College Dean.

1. The student should put their academic grievance in writing according to the following guidelines:
   1. Identify the specific nature of the academic grievance.
   2. Explain the grounds for the academic grievance, and whether the basic justification for it is based on a claimed violation of a university rule, policy, or established practice.
   3. The name of the person whose decision is being disputed, the dates of the occurrence, and the name, current address, and phone number of the complaining student.
   4. The remedy sought or how the student would like to see the complaint resolved. What does the student want done as result of the complaint?
2. The appropriate dean of the college shall have 15 days to evaluate the academic grievance appeal request and to determine appropriate action. The dean of the college evaluates the academic grievance appeal to deter if it meets the following criteria:
   1. Alleges facts which, if true, would demonstrate a violation of university policy or regulations;
   2. Is appropriate for consideration by the dean or if it should be referred to another hearing body for resolution;
   3. Contains information that a prima facie case exists and that the allegations appear to be substantially credible;
   4. Addresses a violation, if true, results in a personal wrong to the student; and
   5. Was filed in a timely manner.
3. If the complaint does not meet all of the above conditions, the dean of the college may terminate the academic grievance and so notify the student.
4. If the complaint meets all of the above conditions, the dean of the college will seek to facilitate the resolution of the complaint.
   1. Review the student’s academic grievance and gather any additional information from the student if needed.
   2. Review the administrative head’s report and possibly confer with either the student or person responsible for enforcing the policy or procedure.
   3. The dean of the college may at their discretion, meet with the student and/or respondent together or separately if deemed appropriate.
      1. The student and respondent must be given three business days advance notice of any meeting.
      2. The failure of the student to appear without justifiable cause will result in the meeting proceeding as scheduled and the matter being resolved based on the information available to the Dean.
      3. If the original academic grievance was against a non-supervisory employee, responsibility for the defense of the contested actions rests with the employee’s supervisor. The employee may be called as a witness.
   4. In consideration of the information provided, the burden of proof shall be on the student to prove their case by a preponderance of evidence that is more likely than not that the alleged actions/events occurred and that they constituted unfair treatment or a violation of policy.
   5. Within 15 business days of receipt of the academic grievance appeal, the dean of the college will complete any consultation and shall notify in writing the student and the respondent of their determination of the academic grievance and a summary of the findings. The decision may consist of: a ruling in favor of the student and the student’s proposed resolution, a ruling in favor of the student with a new resolution; or a ruling not in favor of the student.

The results of grievances appealed to this level are final and may not be further appealed. Academic grievances initiated at Level Two may be appealed to the next level – Level Three.

**Level 3**: The decision of an academic grievance first initiated with the dean of the college at level 2 may be appealed by either party to the Judicial Appeals Board by delivering a letter of appeal to the Senior Student Affairs Officer within three business days after notification of the findings. The Senior Student Affairs Officer then convenes the Judicial Appeals Board to consider the appeals request.

1. The student’s academic grievance appeal must be in writing and made on the basis of one or more of the following: the decision is unsupported by substantial evidence on the record; there was a substantial departure from, or denial of rights or procedures provided for in the academic grievance process; there is new evidence, previously unavailable, which if proven accurate, would substantially alter the decision or remedy imposed; and/or the remedy imposed is disproportionate to the gravity of the conduct.
2. The Judicial Appeals Board shall have 15 business days to evaluate the academic grievance appeal request and determine the appropriate action.
3. If the complaint does not meet the criteria for appeal set by the board, the Judicial Appeals Board may terminate the academic grievance appeal and so notify the student.
4. If the academic grievance appeal meets all of the criteria set by the board, the Judicial Appeals Board will conduct a hearing. The student and respondent must be given three business days’ notice of any meeting. Hearsay statements may be considered, but the pane shall consider the existence or lack of corroborating evidence and the reason for the absence of the person to whom the statement is attributed. Cross examination of witnesses shall not be permitted, but panel members may ask questions of any witness.
5. In consideration of the information provided, the burden of proof shall be upon the student to prove their case by a preponderance of evidence.
6. Within 15 business days of receipt of the academic appeal, the chair of the Judicial Appeals Board will notify the student and respondent in writing the determination of the appeal and a summary of the findings.

The decision of the Judicial Appeals Board’s review of an academic grievance appeal is final and cannot be further appealed.

**Final Grade Appeal Process**

The instructor of the class is the primary authority with respect to the assessment of a student’s academic performance and final grade in that course. All practices and procedures that are used to determine a student’s final grade should be communicated to the student in the course syllabus.

Students can appeal a final grade based upon or a combination of the following:

* + An error in calculating the grade or inaccurate recording of the grade.
  + Failure of the instructor to notify students clearly and promptly of the criteria for grade determination.
  + Assignment of a grade based on reasons other than the stipulated criteria or standards.
  + Assignment of a grade based on factors other than performance in the course (e.g., personal bias).
  + Inconsistent or inequitable applied standards for evaluation of student academic performance.

**Level 1**

It is the responsibility of a student who believes their final grade is the result of a capricious, arbitrary, or prejudiced action of that the procedures and practices used to determine the grade were not consistently and/or accurately followed, to first discuss the matter with the instructor of the class orally or in writing.

1. In the event that the student is unable to contact the faculty member, they should contact the department chair regarding the matter for assistance in contacting the faculty member.
2. After reviewing the student’s request, the instructor (in consultation with the department chair) shall respond to the grade appeal in writing within ten business days of receipt of the grade appeal request.

**Level 2**

If no satisfactory resolution is reached with the instructor and/or department chair, or if the instructor is unavailable, and the student wishes to appeal the final grade, the student shall file a grievance appealing the final grade to the dean of the college in which the class was taught.

1. The grade appeal must be filed within three business days after notification of the instructor’s decision and must include the following:
   1. A detailed description concerning specific points of dissatisfaction with the assigned grade.
   2. Any and all supporting documentation that demonstrates the occurrence of one or more of the above listed grounds for appeal.
   3. A complete list of all potential witnesses including their phone, email, and other contact information.
   4. Specific action the student is seeking to resolve this matter.
2. The dean of the college will have 15 business days to evaluate the grade appeal request and determine appropriate action:
   1. Review the student’s grievance and gather any additional information from the student.
   2. Review the faculty member’s report and possibly confer with either the student or person responsible for enforcing the policy or procedure.
   3. Evaluate the grade appeal grievance request to determine if the appeal:
      1. Alleges facts which, if true, would demonstrate a violation of university policy or regulations.
      2. Is appropriate for consideration by the Dean or if it should be referred to another hearing body for resolution.
      3. Contains information that a *prima facie* case exists and that the allegations appear to be substantially credible.
      4. Addresses a violation which, if true, results in a personal wrong to the student; and
      5. Was filed in a timely manner.
   4. If the grade appeal does not meet all of the above conditions, the appropriate dean of the college may terminate the grade appeal grievance and so notify the student and faculty member.
   5. If the grade appeal meets all of the conditions, that administrator will seek to facilitate the resolution of the complaint.
      1. The dean of the college will secure from all parties statements and such other information as they deem helpful and will issue their findings and remedies if any.
      2. The decision will be based on a preponderance of evidence.
      3. A conference may be scheduled with the parties involved to resolve the disagreement, if deemed appropriate by the dean of the college.
      4. Within 15 business days of receipt of the appeal, the appropriate college dean will complete any consultation and shall notify in writing the student and respondent of their determination of the grievance and a summary of the findings.

The results of the Final Grade Appeal grievances appealed to the dean of the college, after being initiated with the course instructor at Level One, are final and my not be further appealed.

Decisions of grade appeal grievances first initiated at the level of the college dean may be appealed to the Judicial Appeals Board via the Senior Student Affairs Officer. The student must appeal in writing within three business days after notification of the findings by the Dean of the College. The Judicial Appeals Board will have 15 days to review the grade appeal and render a decision. The decision of the Judicial Appeals Board reviewing a grade appeal grievance is final.

The final grade appeal grievance process does not apply to grades resulting from academic dishonesty cases. Adjudication and appeals of academic dishonesty cases are handled through the Academic Misconduct Process described in a separate section of the Texas A&M University Kingsville Student Handbook.

**Professional Performance Grievance**

The BSW Program adheres to the nonacademic grievance policies and procedures of the Texas A&M University Kingsville. The Texas A&M University Student Handbook describes professional performance or nonacademic student grievance procedures in Section 15.7 pages 78-80 in the Student Handbook.

**Policies:** Per the Texas A&M University Kingsville Student Handbook 2022, “Texas A&M University is committed to providing an educational climate that is conducive to the personal and professional development of each individual. In order to ensure that commitment, the University has developed procedures for students to pursue grievances within the University community, should such action become necessary.”

Nonacademic grievances are complaints brought by students regarding a disagreement or unresolved dissatisfaction with a staff member, another student, student group or administrator in which the student alleges that they have been dealt with arbitrarily, differently or in ways which violate established laws, rules, procedures, or past practices by the University as a whole or any unit or function thereof and in a manner that has caused harm to the student. Nonacademic student grievances can include but are not limited to the following types of allegations:

1. An alleged infringement upon the rights or sensibilities of an individual by a university employee, student, or student organization.
2. A question about the interpretation or application of an administrative policy or procedure of the university.
3. An unresolved concern about a university program, service, or activity.
4. Issues regarding financial assessments to a student including fees, charges, and refunds by the University. Assessments that have been authorized by the State, the Board of Regents, or university policy may not be appealed, but an appeal may be based upon the department’s administration and interpretation of Texas Statutes, Regents’ policies, or University policies.

The general policy regarding a nonacademic student grievance is to grant an opportunity to address an issue one level above the person whose action is being contested. Every possible effort should be made to resolve the grievance at the lowest level. The process may vary depending upon the area of concern but will generally involve several possible steps.

1. The procedure utilized shall provide for a prompt and fair consideration of the complaint.
2. If extenuating circumstances prevent either party from meeting the time frame stipulated while grievance proceedings are underway, all parties involved will confer and agree on an alternate schedule.
3. Proceedings are not judicial trials and formal rules of evidence shall not apply, but evidence submitted must be material and relevant to the issue under consideration.
4. Any person who brings a nonacademic grievance has the burden of proof and must provide documentation and evidence to support the allegation.

**Procedures Related to Nonacademic Student Grievance:**

**Level One:** The student discusses orally or in writing the problem or complaint with the person whose decision or action is being contested (respondent). After consideration of the request and in consultationwith the department chair, the respondentshall notify the student in writing of the decision regarding the complaint within ten business days of the meeting and/or notification of the nonacademic grievance. It shall also include information on the student’s right to appeal, the deadline and process for appeal, and the name and address of the person responsible for receiving the request.

Level Two: If the complaint is not resolved, the student has three business days after notification of the respondent’s decision to appeal, in writing to the appropriate University and/or director/administrator who oversees the area in which the complaint originated.

1. The student should file the nonacademic grievance in writing using the following guidelines:
   1. Identify the specific nature of the nonacademic grievance.
   2. Explain the grounds for the nonacademic grievance, and whether the basic justification for it is based on a claimed violation of a university rule, policy, or established practice.
   3. The name of the person whose decision is being disputed, the dates of the occurrence, and the name, current address, and phone number for the student filing the grievance.
   4. Attach any supporting documents or evidence, names and contact information of witnesses and short statements summarizing the testimony the witnesses may present.
   5. How the student would like to see the issue resolved or what the student wants done.
2. The appropriate University Administrator shall have 15 business days to evaluate the nonacademic grievance appeal request and determine appropriate action. The University Administrator shall evaluate the nonacademic grievance to determine if it meets the following criteria:
   1. Alleges facts which, if true, would demonstrate a violation of university policy or regulations.
   2. Is appropriate for consideration by the administrator or if it should be referred to another hearing body for resolution.
   3. Contains information that a *prima facie* case exists and that the allegations appear to be substantially credible.
   4. Addresses a violation, which if true, results in a personal wrong to the student who filed the grievance; and
   5. Was filed in a timely manner.
3. If the complaint does not meet all of the above conditions, the University Administrator may terminate the nonacademic grievance and so notify the student.
4. If the complaint meets all of the conditions, the University Administrator will seek to facilitate the resolution of the complaint.
   1. Review the student’s nonacademic grievance and gather additional information from the student if needed.
   2. Review the administrative head’s report and possibly confer with either the student who filed the grievance or the person responsible for enforcing the policy or procedure.
   3. The University Administrator may at their discretion, meet with the student and/or respondent together or separately if deemed appropriate.
      1. The student and respondent must be given three days advance notice of any meeting.
      2. The failure of the student to appear without justifiable cause will result in the meeting proceeding as scheduled and the matter being resolved based upon the information available to the University Administrator.
      3. If the original nonacademic grievance was against a non-supervisory employee, responsibility for the defense of the contested actions rests with the employee’s supervisor. The employee may be called as a witness.
   4. In consideration of the information provided, the burden of proof is upon the student to prove their case by a preponderance of the information provided. This means that it is more likely than not that the alleged actions/events occurred and that they constituted unfair treatment or a violation of policy.
   5. Within 15 business days of receipt of the appeal, the University Administrator will complete any consultation and shall notify in writing the student who filed the grievance and the respondent of their determination of the nonacademic grievance and a summary of the findings. The decision may consist of: a ruling in favor of the student and the student’s proposed resolution; a ruling in favor of the student with a new resolution; or a ruling not in favor of the student.
5. The results of the nonacademic appealed to this level are final and may not be further appealed. However, nonacademic grievances initiated at Level Two may be appealed to the next level.

**Level Three:**

The decision of a non-academic grievance first initiated with a University Administrator at Level Two may be appealed by either party by delivering a letter of appeal to the Senior Student Affairs Officer within three business days after notification of the findings.

1. The student’s nonacademic grievance appeal must be written and made of the basis of one or more of the following grounds:
   1. The decision is unsupported by substantial evidence on the record.
   2. There was a substantial departure from, or denial of rights or procedures provided for in the grievance process.
   3. There is new evidence, previously unavailable, which, if proven accurate, would substantially alter the decision or remedy imposed.
   4. The remedy imposed is disproportionate to the gravity of the conduct.
   5. The Senior Student Affairs Officer shall then convene the Judicial Appeals Board which shall have 15 business days to evaluate the grievance appeal request and determine appropriate action.
2. The Judicial Appeals Board shall evaluate the nonacademic grievance appeal to determine if it meets the following criteria:
   1. Alleges facts which, if true, would demonstrate a violation of university policy or regulations.
   2. Is appropriate for consideration by the Senior Student Affairs Officer or if it should be referred to another hearing body for resolution.
   3. Contains information that prima facie case exists and that the allegations appear to be substantially credible.
   4. Addresses a violaton which, if true, results in a personal wrong to the student who filed the grievance; and
   5. Was filed in a timely manner.
3. If the nonacademic grievance appeal does not meet all of the above conditions, the Judicial Appeals Board may terminate the grievance appeal and so notify the student.
4. If the complaint meets all of the conditions, the Judicial Appeals Board will conduct a hearing.
   1. The student and respondent must be given three business days advance notice of any meeting. The failure of the student who filed the grievance to appear without justifiable cause will result in the meeting proceeding as scheduled and the matter being resolved based on the information available to the Vice President. If the original grievance was against a non-supervisory employee, responsibility for the defense of the contested actions rests with the employee’s supervisor. The employee may be called in as a witness. It is the duty of the student and respondent to provide notice to and secure attendance of their witnesses to the hearing.
   2. The Senior Student Affairs Officer will provide the student and respondent with a copy of its hearing procedures three business days prior to the hearing.
   3. Hearsay statements may be considered, but the panel should consider the existence or lack of collaborating evidence and the reason for the absence of the person to whom the statement is attributed.
   4. Cross-examination of witnesses shall not be permitted. However, panel members may ask questions of any witness. At the conclusion of a witness’ testimony, the student or respondent may request that the panel ask other questions of the witness. The panel may or may not honor such requests.
   5. In consideration of the information provided, the burden of proof shall be upon the student to prove their case by a preponderance of the evidence; that it is more likely than not that the alleged actions/events occurred and that they constituted unfair treatment or a violation of policy.
   6. Within 15 business days of receipt of the nonacademic grievance appeal, the chair of the Judicial Appeals Board will notify the student and respondent in writing the determination of the appeal and a summary of the findings. The Judicial Appeals Board may adopt, reject, or modify any previous decision and may consist of: a ruling in favor of the student with the student’s proposed resolution, a ruling in favor of the student with a new resolution, a ruling not in favor of the student; or a ruling that a procedural error occurred and remanding the matter back to the level where that error occurred.

The decision of the Judicial Appeals Board reviewing a nonacademic grievance appeal is final and cannot be further appealed.

**Student and Professional Organizations**

### Social Work Student Association (SWSA)

The Texas A&M University-Kingsville Social Work Student Association (SWSA) was established to promote the cultivation of active student participation and application of the generalist process in the social work profession. The student association is committed to maintaining the Code of Ethics as provided by the National Association of Social Workers (NASW). The Social Work Student Association is an additional avenue by which students endeavor to broaden their professional and educational goals beyond classroom learning. Any university student committed to the values and conduct of the social work profession is eligible to be a member of SWSA. Students interested in joining SWSA should contact the faculty advisor regarding acceptance and participation expectations. At present, Dr. Maureen Croft is the faculty advisor for SWSA.

### Phi Alpha Honor Society

Phi Alpha is an honor society for social work students who have completed at least nine semester hours of social work courses. The Lambda Alpha Chapter is a member of the national Phi Alpha Honor Society. “The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work" (Phi Alpha, n.d., para. 1).

Students must have a GPA of 3.25 in social work and an overall GPA of 2.7 to be eligible for membership. Students interested in membership may request an application from the BSW Program Director and submit that application following the Fall semester of the student’s junior year. Upon approval of the student’s application, the student pays a one-time fee of $40 to become a lifetime member of Phi Alpha. The BSW Program Director presently serves as the faculty advisor for Phi Alpha.

### Selected Professional Social Work Organizations

Council on Social Work Education

National Association of Social Workers

National Association of Social Workers – Texas Chapter

National Organization of Forensic Social Work

School Social Work Association of America

Society for Social Work and Research

South Texas Social Workers Society

**TAMUK Bachelor of Social Work Social Media Policy**

**Effective August 1, 2023**

Social work students are expected to demonstrate conduct/behaviors that support the NASW Code of Ethics and Professional Conduct regarding personal behaviors and use of social media tools. Students should be mindful that social media posts can impact their ability for future job opportunities, professional licensing, field internships, and their status in the social work program. Any posts, tweets, images, videos, and/or other social media tools deemed as questionable or concerning in relationship to acceptable ethical and professional conduct at present or in the future while in the social work program at TAMUK can result in an evaluation of the behavior and its impact regarding whether or not there is appropriate student readiness to enter the social work program, student readiness as a new student in the program, impact of current student status in the program and if said student’s status will change, and/or impact of readiness to enter the profession. Students are expected to be mindful of what they post as it relates to potential negative impact on TAMUK’s social work program, impact of the program’s relationship with the community, impact of the behavior on peers and instructors, and impact on the student’s ability to show competence and integrity as a future social work professional.

By reading and signing the above statement, you are signifying that you understand expectations regarding social media use while in the social work program at TAMUK, possible outcomes if social media activity has the potential to negatively impact the social work program at TAMUK, and further that all concerns regarding social media activity deemed concerning will be addressed and could result in termination from the social work program. For more information on the dos and don’ts regarding social work and social media use/expectations, check the following links for guiding information:

Social Work Licensure: <https://socialworklicensure.org/articles/social-media-social-work/>

NASW Code of Ethics:

<https://www.socialworkers.org/includes/newincludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf>

**See following statement: 4.03 Private Conduct at** <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English/Social-Workers-Ethical-Responsibilities-as-Professionals#:~:text=4.03%20Private%20Conduct,to%20fulfill%20their%20professional%20responsibilities.>

**“**Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities” (para. 3).

Check the box if you understand and agree to the above noted statement.

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**Student Printed Name**

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**Student Signature** **Date**