



UNC
GREENSBORO

Department *of*
Social Work

BSW STUDENT HANDBOOK
2026-2027

Welcome to the UNCG Bachelor of Social Work Program

The Faculty and Staff of the UNCG Department of Social Work welcome you to the [UNCG Bachelor of Social Work Program](#). We are the oldest, continuously accredited Bachelor of Social Work program in North Carolina. Students are taught by a diverse faculty with many years of experience in both social work practice and academia. We work to meet the learning needs of individual students in our program while ensuring that our program meets national accreditation standards. Our program is fully accredited by the Council on Social Work Education.

Throughout your journey, our faculty are here to help you succeed. We expect you to engage fully in your coursework and field internship. Please take time to review the Student Handbook and reach out to your advisor with any questions.

We look forward to working with you in the semesters ahead!

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HISTORY, MISSION, AND PROGRAM GOALS

The Social Work faculty congratulates you on your decision to join the BSW program! Social work is a rewarding profession that has real opportunities for employment at both graduate and undergraduate levels. Please check out the National Association of Social Workers website:

www.socialworkers.org

Introduction

This is the Bachelor of Social Work Program (BSW) Student Handbook. This handbook is not intended to substitute for the Academic Bulletin nor the Student Handbook of the university. The purpose of this handbook is to serve as a resource and reference book for students enrolled in the BSW Program. It provides important information on many topics that directly affect social work students.

Students are urged to read this material thoroughly. Inquiries regarding matters in this handbook are welcomed and should be directed to the BSW Program Director(s) or faculty advisor.

History

UNCG has a special place in public higher education in North Carolina. In 1891, North Carolina chartered a “normal school” for women in Greensboro. The foremost purpose of this institution was to train white women to teach in public schools across the state. Other major courses of study included home economics, music, and physical education. After a series of name changes, this institution became The Women’s College of the University of North Carolina. The school did not become co-educational until 1963. In 1971, when the North Carolina General Assembly combined all sixteen state-supported institutions of higher education into a single system, the name was changed to The University of North Carolina at Greensboro (UNCG).

UNCG has a long-standing commitment to liberal arts in undergraduate education. The University is also a doctoral degree-granting institution with unique authorization to concentrate its resources on a select number of doctoral programs. UNCG’s mission is to redefine the public research university for the 21st century as an inclusive, collaborative, and responsive institution making a difference in the lives of students and the communities it serves.

UNCG Department of Social Work houses the BSW Program and JMSW Program, as well as the Gerontology Program. The mission of the Department is to prepare competent professionals to promote wellbeing across the lifespan and foster transformative change. We promote justice-oriented, student-centered education through interdisciplinary collaboration, community engagement, and ethical practice.

Since 1973, UNCG has partnered with North Carolina Agricultural and Technical State University (N.C. A&T) in the undergraduate social work field instruction program. In addition, the two universities have operated a Joint Master of Social Work (JMSW) Program since 1997. The proximity of the two campuses provides for effective use of mutual resources and the opportunity for students to experience diverse cultural university environments.

BSW Program Mission and Program Goals

The following mission statement was adopted by the faculty in fall 2020.

The mission of the BSW Program is to prepare culturally competent, ethical social workers who embody the core social work values as described in the National Association of Social Workers Code of Ethics. These core values include service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry. Human rights and social justice are key components of what social workers intentionally engage in, and an important part of our mission is for students to actively apply these values and ethics in their social work practice. Learning takes place within an intentional, collaborative community that respects and embraces diversity, equity, and promotes inclusive excellence. We prepare students to engage with others at the intersection of culture, race, gender, and class, to promote healthy functioning for individuals, families, groups, organizations, and communities. Our goal is the transformation of personal history into professional identity through mentoring, teaching, research, and lifelong learning, and our signature pedagogy – field education. Faculty promote social, economic, racial, and environmental justice through research, engaged scholarship, and collaboration with social services agencies.

Goals

1. Prepare students to become competent, engaged social workers who demonstrate the knowledge, ethics, values, and skills of the profession and work towards human rights and social justice.
2. Prepare students to work effectively with diverse and historically and currently oppressed groups.
3. Prepare students to facilitate inclusion at all systems levels—individual, family, group, organization, and community.
4. Create a learning community that respects diversity and promotes inclusion.
5. Engage with social service agencies and other community institutions to promote social change.

General Information

Students are directly admitted into the BSW program by declaring the social work major and can start taking BSW coursework, SWK 215 Introduction to Social Work; however, to continue through the program, students must meet progression requirements.

Academic credit is not awarded for life or work experience. Community social work agencies cooperate with the Department of Social Work in providing field work experience for the students. The number of students placed for field instruction is determined by the availability of these resources. At times, there may not be an approved site for student placement, and there may be a delay in meeting that part of the graduation requirements. Students enrolled in the field instruction courses are individually responsible for their transportation to and from community agencies. Students receive liability and malpractice insurance coverage through their tuition. Students can contact the BSW Field Director with questions about their liability and malpractice insurance.

THE BSW CURRICULUM

The BSW curriculum is organized to provide students with theoretical and applied education in social work to enhance and promote generalist social work education. The program is designed to ensure that all students will be prepared to engage in social work practice with individuals, families, small groups, organizations, and communities, all of which include diverse cultures.

This section of the Handbook will describe competency-based social work education, as required by our accrediting body, the [Council on Social Work Education \(CSWE\)](#), and provide an overview of the curriculum, including the concept of field education as the signature pedagogy of social work education.

Competency Basis of the Curriculum

The BSW Program's competency-based curriculum has been designed to comply with the Council on Social Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS), as revised in 2022. Here is the copy of the [2022 CSWE EPAS](#).

CSWE has delineated 9 core competencies that must be adequately addressed in all BSW and MSW curricula. These are listed in Appendix A. The BSW curriculum provides the professional generalist foundation necessary to prepare students for practice as generalist social workers, including a 440-hour field internship. Descriptions of all BSW courses are in Appendix B.

The Generalist Approach to Practice

Because generalist practitioners must be prepared to work with a variety of complex practice situations, they must be able to draw from a wide range of theories, assessment tools, intervention approaches, knowledge, and skills. An evidence-based approach to social work practice involves selecting appropriate interventions based on empirical evidence as well as the client's goals, needs, and preferences. Regardless of the intervention theory or approach, BSW students learn to incorporate an ecological, strengths-based perspective to engagement, assessment, intervention, and evaluation.

The ecological perspective considers the context of a client's life and problems. It does not situate problems within people but focuses on identifying and building on client strengths and resources as well as assisting clients to develop strengths and resources they do not already possess. This approach considers the nature of the client system, problems, strengths, and desires, as well as the most recent practice research in determining the most appropriate intervention strategies.

Within the BSW Program, the generalist perspective is based on the following attributes:

Professional generalist social workers:

1. Use a structured problem-solving model for effective engagement, assessment, intervention, and evaluation.
2. Work with all sizes of client systems, including individuals, families, groups, organizations, and communities.
3. Engage in critical thinking about evidence-based practice outcomes.

4. Use knowledge of the person-in-environment to establish positive relationships with clients, foster strengths, and promote planned change.
5. Adhere to the NASW Code of Ethics and practice with integrity.
6. Respect and embrace diversity.
7. Identify strengths within contexts that shape practice and
8. Promote social and economic justice through policy and practice.

Field Instruction as Signature Pedagogy

According to CSWE (2022), “Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity.” (p. 20). In social work, this signature pedagogy is field education.

Students are assigned to a social service agency where they are supervised by a social work field instructor or another field instructor of an appropriate profession. Students are in field internship on Tuesdays and Thursdays from 8 am - 5 pm both fall and spring semesters of the senior year for a total of 440 hours over the academic year.

The BSW Degree

Degree: Bachelor of Social Work

Required: 120 semester hours, to include at least 36 hours at or above the 300-course level

Available Concentrations and AOS Codes:

Social Work, U894

School Social Work with Special Subject-Area Teacher Licensure, U895

Addictions Studies Concentration

The purpose of the Social Work major is to prepare students for entry-level generalist practice in social work. This is a professional program of study that is strongly grounded for the first two years in liberal arts; the second two years focus on the professional curriculum. The program prepares students to work with individuals, families, groups, organizations, and communities.

Accreditation:

The program has been continually reaccredited by the [Council on Social Work Education](#) for an eight-year period ending in June 2029.

Overview of BSW Curriculum

Students can [declare social work as their major](#) through direct admission and then must meet program progression requirements in order to graduate with a BSW. BSW students take SWK 215 Introduction to Social Work, usually in their sophomore year. During the fall semester of junior year, students take SWK 310 Social Work Policy and Restorative Justice, SWK 311 Human Behavior and Social Environment, and SWK 315 Social Work, Diversity, and Vulnerable Populations. During the spring semester of junior year, students take SWK 325

Research in Social Work Practice, SWK 351 Professional Practice with Individuals and Families, and SWK 352 Professional Practice with Groups, which prepare them for their senior practice courses and for field instruction. During the fall semester of senior year, students take SWK 411 Social Work Methods with Individuals and Families, SWK 413 Field Instruction I, SWK 415 Field Instruction Seminar I, and one 400-level Social Work Elective. During the spring semester of senior year, students take SWK 412 Social Work Methods with Communities and Organizations, SWK 414 Field Instruction II and SWK 416 Field Instruction Seminar II, and one 400 level Social Work Elective.

Transfer Students

When transferring to the BSW program, it is recommended that incoming students meet with the Director of Undergraduate Studies as soon as possible to create a plan of study for the BSW Degree based on the student's individual and unique experience.

SWK 215 Introduction to Social Work Entry Course

To begin Fall SWK 300-level courses (typically in junior year), BSW students must first have taken SWK 215 and passed with a C or higher, and all MAC (General Education) courses should be completed. Many transfer students will take SWK 215 Introduction to Social Work as visiting students or consortium students before starting the BSW program in the Fall. Newly admitted transfer students for the Fall semester who need SWK 215 to start their SWK 300-level courses can request from the [UNCG Admissions Office](#) to have their Admissions Date moved back to the Summer session and register to take SWK 215 during the summer so the SWK 300-level courses can be started in the Fall semester. Students can take Introduction to Social Work from another [Council on Social Work Education-accredited program](#) and transfer the course to UNCG. Please consult with the Director of Undergraduate Studies before you take the course at another CSWE-accredited program to ensure that it will transfer to UNCG.

Direct Admission & Progression Through the BSW Program

Students can [declare social work as their major](#) through direct admission. Students must complete the items below to progress through the BSW program. BSW students may attempt each BSW course a maximum of two times to earn a grade of C or higher

Sophomore/2nd Year Progression

- Students must complete SWK 215 with a C or higher. Students cannot start SWK 310, 311, and 315 courses during Junior Year until they have passed SWK 215 with a C or higher.

Junior Year/3rd year Progression

- In Fall of Junior year, BSW students will take SWK 310, 311 and 315 and must pass each with a C or higher.

- In November of Junior Year, students will complete the **Progression in the BSW Program Application** to indicate that they would like to continue in the BSW Program.
- To progress into Spring semester of Junior year, students must have at least an 2.5 GPA overall; have completed SWK 215, 310, 311, and 315 with a C or higher, and have completed the Progression in the BSW Program Application.
- If students do not meet the requirements to progress in the BSW program to the Spring semester of Junior Year, students will be contacted by the BSW Program Director, who will work individually with students to discuss an alternate plan of study for the student who wishes to continue pursuing the BSW degree.
- In the Spring Semester of Junior year, BSW students must complete SWK 325, 351, and 352 and must pass with a C or higher. Students must also complete the Junior year Field Orientation and Field Placement Process requirements as instructed by the Field Director.
- In order to start Senior year, students must have completed the following:
 - Completion of all MAC courses, BIO 105 or 111 or ATY 153; HDF 112; PSC 110; PSY 121, STA 108 or SWK 350; SOC 101; and completion of the SWK Culture and Diversity requirement (6 credits of Foreign Language or Culture & Diversity electives).
 - Completion of 84 Semester Hours with an overall 2.5 grade point average

Senior Year/4th Year Progression

- During the fall semester of Senior year, students will complete SWK 411, 413, 415, and a 400 level SWK elective. In order to progress to the Spring semester of Senior year, SWK students must complete SWK 411 and SWK 415 with a C or higher; pass SWK 413; and maintain an overall 2.5 GPA or higher.
- During spring semester of the Senior Year students, students will complete SWK 412, 414, 416, and a 400 level SWK elective. BSW students must complete SWK 412 and SWK 416 with a C or higher; pass SWK 414; and maintain an overall 2.5 GPA or higher.

A **Suggested Educational Plan for Social Work Majors** is included in Appendix C.

History of Criminal Background

Having a criminal background does not disqualify a student from obtaining a BSW, and we are committed to making sure students are successful. However, if a student has a significant criminal background, the student should communicate this to the BSW Program and Field Directors during the Field Placement process during the Spring semester of Junior year. The BSW Field Director will work with students to find an appropriate agency for the students to complete their SWK 413 and 414 Field Internship. If the student is not able to secure a field internship placement due to a criminal background, the student will meet with the BSW Program and Field Directors to discuss a different degree pathway.

Graduation Requirements

To receive a bachelor's degree in social work, students must complete a minimum of 120 credit hours. Forty-five of these hours must come from social work courses and twenty-five from related areas (SWK Cognate courses and SWK Culture & Diversity required courses). To graduate, students must achieve a minimum grade point average of 2.5. Students should consult with their advisor regularly to ensure that they meet requirements for graduation.

Independent Study

Under specific circumstances, the BSW Program offers independent study opportunities through SWK 451 Independent Study. This course may include a special project, topic, or investigation related to the student's interest. Before considering an independent study course, students should discuss this option with their assigned educational advisor. The student must obtain written approval by using the of a full-time faculty member who agreed to direct this study. Please note that the faculty member does not receive additional compensation and assumes additional responsibility for this undertaking.

Procedures

The student must get the approval of a faculty member who will assist in planning the work, oversee progress, help with any difficulties that may arise, and evaluate outcomes. The faculty's research or teaching interest should complement the area of study. Students will then complete the Permission to Register for Independent Study form (online from Registrar Office: <https://spartancentral.uncg.edu/forms/permission-to-register-for-independent-study/>) before a student receives permission to register for an independent study course.

The instructor is expected to maintain regular contact with the student during the semester. Only up to three (3) credit hours are granted for an independent study course. The course can be repeated for credit in relation to a different topic. After the faculty member and student have agreed on a plan for the Independent Study, students will complete the SWK 451 Independent Study Form found in Appendix D to document what was agreed upon between the faculty member and student. The completed and signed form should be emailed to the BSW Program Director.

School Social Work Licensure Program

Students interested in pursuing a career in school social work may apply for Licensure in School Social Work. The North Carolina Department of Public Instruction requires that all social workers hired for School Social Work positions must be licensed or be eligible to sign a provisional contract for School Social Work Licensure. Students in the licensure program must complete their BSW internship in an approved school social work setting.

School social work is an exciting and rewarding field of practice for those interested in working with elementary, middle, or high school-level students and their families. Much of the work in this field involves preventive or early intervention work, which often increases the success of social work services.

Our social work program is not approved for "licensure only" applicants, which means we can

only provide licensure to students who are currently in the BSW program. Alumni are also ineligible to return and seek this licensure. The BSW School Social Work website is:

<https://swk.uncg.edu/undergraduate/licensure-in-school-social-work/>)

License Eligibility

Students eligible to be considered for admission to this program must be accepted as social work majors, have completed SWK 215: Introduction to Social Work, SWK 310: Social Policy and Services, SWK 311: Human Behavior and Social Environment and SWK 315 Social Work, Diversity, and Vulnerable Populations (minimum grade of a C) and have an overall minimum GPA of 3.0. Students must submit an essay about why they would like to pursue the School Social Work licensure.

Application Procedure

- Professor Chauncey Greene, Coordinator of the School Social Work Licensure Program, meets with students in the fall semester of the junior year to review application procedures and answer questions.
- BSW students who want to apply to this program should go to the School Social Work website and download the *[Handbook for School Social Work: Undergraduate Licensure Program](#)* which provides requirements for this program and steps to follow for the application process.
- Students must complete the application by **5:00 p.m. on January 14** (eligible students must be in the spring semester of their SWK 300 level courses by this deadline).
- Students can access the application from the School Social Work website.
- Students who are accepted will have their paperwork forwarded to the UNCG Teacher Education Program and the Field Director
- Placements in school settings for the senior year internship will be arranged by the Director of Field Education.

Licensure Requirements

During senior year, students must complete their year-long field instruction in a school setting (SWK 413 & SWK 414). School internships will be arranged by the Director of Field Education. Students must complete, with a minimum grade of B, the following coursework: SWK 482: School Social Work and ELC 281: Cultural Foundations of Education. After students graduate and final transcripts are released by the Registrar's Office, the UNCG Student Services and Advising Office contacts students with steps to apply for the school social work License "A." Questions may be directed to Professor Chauncey Greene at cegreene@uncg.edu.

Addictions Studies Concentration

The need for social workers skilled in working with individuals living with substance use disorders continues to grow across the country. North Carolina has been disproportionately impacted by substance use-related mortality. This concentration provides students with specialized training in this area of social work practice through both coursework and practicum experiences. The Addictions Studies concentration coursework can be applied towards the educational requirements of the North Carolina Addictions Specialist Professional Practice Board for the Certified Alcohol and Drug Counselor (CADC) and Licensed Clinical Addiction Specialist (LCAS) credentials.

The application process for the CADC is separate from the SWK Addiction Studies concentration, and students must apply for the credential independently. However, SWK 455, HEA 331, and SOC 393 can be applied toward CADC and LCAS educational requirements. Each 3-credit course counts 45 clock hours compared to the 270 hours required for the CADC and the 180 hours required for the LCAS.

With the CADC, BSW graduates can work in roles such as Substance Use Counselor and Case Manager, Residential Treatment Counselor, or Medication-Assisted Treatment Counselor across settings including substance use treatment, criminal justice, reentry, and healthcare. A BSW with a CADC can practice as a Substance Use Counselor without needing to pursue a graduate degree; however, they must work under supervision. They cannot diagnose independently or practice independently and must be supervised by an LCAS, LCSW, or other board-approved licensed professional.

The Addiction Studies Concentration includes completion of the following:

- SWK 455 Substance Use and Social Work Practice
- Either HEA 331 Alcohol, Tobacco, and Other Drugs or SOC 393 Drugs and Society
- SWK 413 Field Instruction I and SWK 415 Field Instruction II (a year-long, 440-hour internship in an addiction setting)

Addiction Studies students are encouraged to get involved in the Social Work Student Organization.

Child Welfare Education Collaborative

The mission of the [North Carolina Child Welfare Education Collaborative \(CWEC\)](#) is to strengthen the public child welfare workforce in North Carolina, thus improving outcomes for families and children. CWEC is for students who are interested in pursuing a career in public child welfare social work. Students are required to complete the CWEC application process and commit to working for a county DSS agency for at least one-year post-graduation.

Students who successfully [complete the application](#) process are required to complete Pre-Service: Child Welfare in North Carolina for CWEC Students. CWEC pre-service is a competency-based course that is designed to provide BSW and MSW CWEC students with the required training needed prior to placement in a NCDHHS DSS county agency.

ONGOING PROGRAM ASSESSMENT

Ongoing program assessment is essential to ensure the curriculum's effectiveness and relevance. Furthermore, one of the Educational Policy Standards that all programs must meet to retain accreditation by the Council on Social Work Education is related to assessment. In addition, the University requires programs to report student learning outcomes regularly.

The assessment plan for the BSW Program assesses the explicit curriculum (the formal educational structure, including courses and how they are organized and taught) and the environment within which learning occurs (implicit curriculum). The following is a brief description of some of the most important elements of the assessment plan.

BSW Curriculum Evaluation Plan

The BSW faculty members have designed an assessment plan that assesses student performance on the nine 2022 CSWE competencies by directly measuring the 20 generalist behaviors associated with those competencies. All behaviors are evaluated by two measures: the final field evaluation and the Social Work Education Assessment Project's (SWEAP) BSW Curriculum Instrument, which measures how well the program's curriculum prepares our students for competent social work practice at the generalist practice level.

After field instructors have completed the final field evaluation at the end of the spring semester, the Field Director downloads the data for analysis. At the end of each semester, course instructors enter ratings (1-5) for the embedded measures associated with the courses on the program's field education software program, Tevera. The ratings on embedded measures do not influence students' course grades.

At the end of the semester, students in SWK 412 complete the SWEAP BSW Curriculum Instrument. After completion of the semester, the Director of Undergraduate Studies runs a report on the SWEAP Curriculum Instrument program outcome data. The assessment rating on the SWEAP Curriculum Instrument does not influence students' course grades.

The Director of Undergraduate Studies combines field and curriculum data to arrive at overall scores for individual behaviors and composite scores for the nine competencies. These analyses are conducted at the end of each academic year. BSW faculty review these results in an early fall meeting to make decisions about curriculum changes that need to be made to address areas where students are not meeting benchmarks. The assessment results are published on the program's website (per CSWE requirement) and sent to the University's Office of Academic Assessment. No individually identifying information is included in any of these reports.

Evaluation of the Learning Environment (Implicit Curriculum)

According to CSWE (2022), the students' learning experience includes the following: "student development, admissions, advising, retention, and termination; student participation in governance; faculty, administrative and governance structure; and resources (p. 24)." The BSW Program monitors all of these elements. The following are brief descriptions of how we assess the learning environment by gathering information from current and former students.

Student Satisfaction

The BSW Program Director and Field Director meet a minimum of once per semester with students to monitor student satisfaction with the elements of the learning environment that are directly relevant to their ongoing educational experience, including advising, governance, and issues related to progress in the program (e.g., area of concentration choice, registration for graduation, etc.). Based on this evaluation information, program or curriculum modifications may be initiated. The Chair also completes senior exit interviews in April every year to gather student feedback on topics such as field placement experiences, classroom instruction, advising, program communication, professional preparation, and opportunities to strengthen the program.

Student Progress and Retention

During the monthly BSW Faculty Meetings, faculty review the performance of individual students based on grades, interpersonal skills, cognitive skills, communication skills, values, ethics, and, where applicable, field supervisor ratings of student field performance. This information is used to assess whether students, individually and as a cohort, are meeting the competencies. Results from this assessment may be used in advising individual students as well as a basis for modification of individual courses or methods of instruction. Additionally, students who exhibit problem behaviors in the classroom are engaged using the Performance Improvement Plan (PIP) found in Appendix E.

Evaluation of Field Instruction Program

At the end of each program year, the BSW Field Director reviews the performance of field instruction agencies and supervisors to ensure they are providing high-quality learning experiences that align with CSWE standards for field instruction. In instances where areas for growth are identified, the Field Director partners with the agency to collaboratively assess the situation, highlight strengths, and develop recommendations or modifications that support continuous improvement and student success.

BSW Program Advisory Board

The BSW Program Advisory Board serves as a consultative body that provides strategic guidance, current social work field perspectives, and expert advice to support the mission and goals of the BSW Program. It is composed of ten professionals in the Triad Region with ties to the Department of Social Work and UNCG. At least two of the ten advisory board members are alumni of the BSW Program, and the Social Work Student Organization Leadership is also invited to participate in this committee. The BSW Program Director and BSW Field Director jointly run the advisory board and host two yearly meetings, one in Fall and one in Spring.

BSW POLICIES AND PROCEDURES

Students should carefully read this section to ensure they understand the program and university policies and procedures.

Non-Discrimination

The BSW Program is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, class, color, gender, age, creed, ethnic or national origin, family structure, marital status, religion, sex, disability, political orientation, sexual orientation, or any other targeted characteristic.

Sexual Harassment

The University is committed to providing and promoting an atmosphere in which employees realize their maximum potential in the workplace, and students can engage fully in the learning process. Accordingly, sexual harassment is prohibited. Sexual harassment is defined as deliberate, unsolicited, unwelcome verbal and/or physical conduct of a sexual nature or with sexual implications. The definition does not include personal compliments welcomed by the recipient or relationships which are freely entered into by both parties by Section 703 of the Title VII of the Civil Rights Act, and North Carolina General Statute 126-16 (in the case of employees)

and [Title XI](#) of the education Amendment Act of 1972 (in case of students). For complete university policy on sexual harassment and grievance procedures, see appropriate sections of UNCG's Policies for Students.

Social Media

Students and faculty are expected to utilize social media responsibly, by emerging guidelines from NASW. Here is a [link](#) to those guidelines. In most cases, faculty will not engage with current students on social media, though social media may be employed in a professional way for recruitment and communication purposes.

Class Attendance

Social work is a practice-based profession where reliability and in-person presence are essential. Regular attendance mirrors real-world expectations in practice settings. Students are expected to attend all scheduled classes, arrive on time, and be prepared for class by reading the text and other assigned readings. It is expected that students will contribute actively to the overall classroom learning experiences through significant class participation.

BSW Attendance Policy for Two Day A Week Classes

Below is the BSW Program Attendance Policy for classes that meet twice a week (Tuesday/Thursday classes). For classes that have a different meeting schedule (like SWK 415 and SWK 416, which meet every other week), please consult the course syllabus and professor for the attendance policy. Since the class meets two days a week, students are allowed up to four (4) absences without penalty to their grade. Absences beyond this limit will impact your participation grade in the following ways:

Absence	Point Deductions
1 st -4 th absence	No points deducted
5 th absence	2.5 points deducted
6 th absence	2.5 points deducted; and/or being administratively withdrawn from the course
7 th absence & each additional absence	5 points deducted and/or being administratively withdrawn from the course

Students who miss six or more days may be administratively withdrawn by the BSW Faculty from the course. Be aware, this means that the above points will be deducted from your final total grade, therefore, absences can have a profound impact on your final grade in this course.

BSW Attendance Policy for One Day A Week Classes

Below is the BSW Program Attendance Policy for classes that meet once a week for three hours. For classes that have a different meeting schedule (like SWK 415 and SWK 416, which meet every other week), please consult the course syllabus and professor for the attendance policy. Students are allowed two excused absences for any reason (i.e. illness, emergencies, etc). After the two excused absences are used, additional absences will impact on the student's final grade in the following way:

Absence	Point Deductions
1 st & 2 nd absence	No points deducted
3 rd absence	5 points deducted and/or being administratively withdrawn from the course
4 th absence & each additional absence	10 points deducted (equivalent to a decrease in letter grade); and/or being administratively withdrawn from the course

Students who miss three or more days may be administratively withdrawn by the BSW Faculty from the course. Be aware, this means that the above points will be deducted from your final total grade, therefore, absences can have a profound impact on your final grade in this course.

BSW Late Arrivals to Class Policy

Arriving 15 minutes late or leaving 15 minutes early will result in no points being given for the day. Please communicate with the instructor before the weekly classes if you have technology issues or any health concerns that might affect your class attendance.

If students are experiencing circumstances that are affecting attendance and require additional support from the university, students should reach out to the Faculty Advisor, Dean of Students' office or the UNCG Office of Accessibility and Resources. Please review the [UNCG Attendance Policy](#) for more information and guidance.

Student Participation

BSW faculty believe that students are the keystone in the structure and operation of the program. Students in the BSW Program are encouraged to be involved in many aspects of the life of the program, including the student organization and various activities on the UNCG campus and the surrounding communities.

Social Work Student Organization

The Social Work Student Organization (SWSO) is the vehicle that serves as the communication link between students and the program. All BSW students are encouraged to be active in SWSO. SWSO plans group activities and programs, implements ideas, raises issues, solves problems, and provides ongoing feedback to the BSW Program and Field Directors regarding students' program concerns and suggestions. The organization is one of the mechanisms through which the elected student officers provide ongoing input into program policy, practices, and procedural changes by serving on the BSW Program Advisory Board. Student officers are expected to elicit input from their respective class groups so they can represent the views of the student body at these meetings. Officers of SWSO are elected annually after the Spring semester.

Student Participation in the BSW Program Advisory Board

Another way that students have input into the program is through service on the BSW Program Advisory Board, which meets twice a year. All elected student officers serve as ex officio members of the BSW Program Advisory Board, which also includes program alumni, field instructors, and other key social workers in the community who can advise faculty on program policies, procedures, and curriculum changes.

Student Rights

Please refer to the University Catalog for information on policies related to student rights: <https://osrr.uncg.edu/>. Students in the BSW Program are afforded all human rights, and it is expected that all students, staff, and faculty will collaborate to create an environment of respect and civility. Students have the right to participate in the life of the BSW Program through involvement with the student organization, activities on the campus of UNCG, and through participation with faculty in evaluation and improvement of many aspects of the BSW Program. Students have the right to voice concerns about personnel or programming issues using both formal and informal methods. Students have the right to appeal grades and to appeal suspension or dismissal from the BSW Program.

Academic Advising

BSW advising is an essential component of student success in the program. Advising is provided to assist students in the development of meaningful educational plans that are compatible with their professional goals and the mission of the BSW Program. Students in their Freshman and Sophomore years in the BSW program are assigned a primary advisor in the [HHS Advising Center](#) and the BSW Program Director is the secondary advisor. Once BSW students start their Junior Year and are enrolled in Fall SWK 300 level courses, they will be assigned a BSW Faculty Advisor who will provide ongoing advising and mentoring for the student's remainder of their BSW program. If a student would like to change Faculty Advisors, students should contact the BSW Program Director.

Freshmen and Sophomores will meet with their HHS Advising Center advisor to register for the next academic semester. HHS Advisors will reach out to their assigned BSW students to schedule their advising/registration appointment. Students will not receive their advising/registration code until they have met individually with their HHS Advisor. Students may reach out to their HHS Advisor or the BSW Program Director throughout the academic year for additional support and questions that might arise. The BSW Program Director presents to each section of SWK 215 Introduction to Social Work course to help orient prospective BSW students to the requirements for the Social Work major and help students map out a plan for their Social Work academic career.

Juniors and Seniors who are assigned a BSW Faculty Advisor will attend a Group Advising session each semester to register for the next academic semester. The BSW Program Director will share information about the Group Advising session in advance. Students who cannot attend the Group Advising session will schedule a meeting with their Faculty Advisor for a different time. Students will not receive their advising/registration code until they have met individually with their Faculty Advisor. Students may reach out to their Faculty Advisor throughout the academic year for additional support and questions that might arise.

The academic advising system in the BSW Program is guided by the following principles:

1. Each student will have a faculty advisor.
2. Student advising offers a continuing relationship between the advisor and the student.

3. This relationship is based on knowledge both of the BSW Program and of the student's educational needs, career goals, personal strengths, areas of potential difficulty, and preferred learning patterns.
4. Each student enrolled in SWK 413 & SWK 414 Field Instruction will also have a Faculty Liaison. This role is reviewed in the field section of this Handbook and in the BSW Field Education Manual.
5. The academic advising system is based on the following roles and responsibilities:

Faculty Advisor Responsibilities

1. The Faculty Advisor should guide the academic and professional development of advisees.
2. The Faculty Advisor should orient their advisees to the BSW Program's mission and curriculum.
3. The Faculty Advisor should assist students with selecting electives.
4. The Faculty Advisor should meet with each advisee each semester as needed, remain abreast of the advisee's progress, and be available to counsel the advisee regarding any concerns.

Student Responsibilities

1. Students should initiate contact with their Faculty Advisors as needs arise and bring to their attention issues and circumstances in which they need information, assistance, or clarification.
2. Students should identify areas of concern regarding any aspect of the educational experience.
3. Students should view their Faculty Advisors as resources who can make appropriate referrals to other services as needed.
4. Students should consult with their Faculty Advisor regarding questions about course work or their Faculty Field Liaison regarding issues with field; however, the ultimate responsibility for assuring completion of course and field work in the proper sequence and in a timely manner lies with students.
5. Students should register for classes in accordance with the curriculum sequence, and if questions arise, students should contact their Faculty Advisor and/or the BSW Program Director to resolve issues with registration.

Special Circumstances Related to Advising

Academic Concerns

If a student is experiencing concerns related to academic performance identified by either the student or an instructor, the Faculty Advisor may be asked by the BSW Faculty Committee to discuss the concerns with the student. If the Faculty Advisor is involved in circumstances that surround the concern (e.g., the assigned advisor is the instructor of the course where the concern is noted), either the current Faculty Advisor or the student may request that another faculty

member serve as Faculty Advisor by alerting the BSW Program Director. The BSW Program Director should make the reassignment and ensure that the student can meet with the new Faculty Advisor.

Students who are at risk of not passing a course should reach out early to the course instructor and meet with the course instructor about their academic progress in the course. Students should not wait until the end of the semester to address academic concerns. Students can also consult with their Faculty Advisors for additional support.

A course instructor may initiate a meeting with the student and complete a Performance Improvement Plan (PIP) (Appendix E) if there are late arrivals, absences, academic integrity concerns (plagiarism or unauthorized use of Artificial Intelligence), missing assignments, low assignment grades, or interpersonal behaviors that are negatively impacting the classroom and academic performance. On the PIP the following will be included: a description of the academic concerns will be provided by the instructor; students' strengths/resources identified; changes needed for the student for improvement; support and resources will be discussed with the student, and the details of how and when the progress of the PIP will be reviewed. The PIP will be signed by the student and instructor. The instructor will provide a copy of the completed PIP to the student, the student's Faculty Advisor, and BSW Program Director.

If the concerns do not improve and the student remains at risk of not passing the course, the instructor will consult with faculty at the monthly BSW Faculty Meetings. At that point, the student's assigned Faculty Advisor or BSW Program Director will contact the student to offer additional support and resources.

Field Education

The Faculty Advisor should be a resource for students in field education; however, the primary point of contact for students in field education is the Faculty Field Liaison. If a field concern arises for a student in which the Faculty Field Liaison serves in a dual role (e.g., Field Instructor and Field Liaison) then the student or faculty member can request to meet with the BSW Program Director instead to address and resolve the issue. Please see the Field Education Manual for details regarding the role of the Faculty Field Liaison.

Coursework and Program Standing

If circumstances arise that warrant dropping a course or withdrawing from the program of study, the student should consult with the Faculty Advisor immediately. The Faculty Advisor should review the circumstances and make a recommendation to the student based on the review. If academic concerns are an issue, please see the section above.

Grading

BSW courses are graded on a scale from A to F. The grading scale used in the BSW Program is below:

Percentage	Grade Earned
95% - 100%	A
90% - 94%	A-

87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
67% - 69%	D+
63% - 66%	D
60% - 62%	D-
59% and below	F

The grade of “I” may also be given in courses where the student is unable to complete course requirements by the end of the term in which the course was offered. Note: Students cannot be placed in field internship (SWK 413 or 414) until all incompletes are resolved. If an incomplete occurs in the first semester of field, it must be resolved before classes begin in January for course continuation/admission decisions. The UNCG policy on incomplete grades is in the University Catalog: <https://catalog.uncg.edu/academic-regulations-policies/undergraduate-policies/grading/>

Removal of Incomplete Grade

An Incomplete grade may be removed by completion of the deferred work. A student should not re-register for the course to remove the Incomplete. An Incomplete received during a semester or in summer session must be removed within six months from the last day of examinations in the term in which the course was taken. An Incomplete that is not removed within the prescribed time limit of 6 months is automatically converted to an F by the University Registrar. When an Incomplete is removed, it will be replaced by a traditional grade, or, in certain designated courses, by P, NP, S, or U. Current deadlines for removals of Incompletes are published each semester in the Registration Guide, and on the [University Registrar's Website](#)

Right to Appeal a Final Course Grade

BSW Students have 90 days to submit a Final Grade Appeal for a SWK course. Some examples of what merits a final grade appeal include: the instructor miscalculated a final grade; the instructor has violated the grading policies outlined in the syllabus without reasonable cause; or the instructor has not provided a reasonable explanation of how the student's work was evaluated.

If after the Final Grades are posted in UNCGenie, a student wants to submit a Final Grade Appeal for a SWK course, below is the process:

1. Students will first complete the Final Grade Appeal form (Appendix F) and then submit it directly to the Course Instructor for their review (the course instructor will deny or accept the Final Grade Appeal) and cc the BSW Program Director.
2. If the Final Grade Appeal is denied by the Course Instructor, the student can request the Final Grade Appeal to be reviewed by the Social Work Department Chair.
3. If the Final Grade Appeal is denied by the Department Chair, the student can request

the Final Grade Appeal be reviewed by the Health and Human Sciences (HHS) Dean's office

4. The student will receive written notification of the decision (deny or accept) by the instructor, department chair, and HHS Dean's office, if applicable

Students who wish to appeal a final grade for a course outside of the SWK curriculum should follow the procedures outlined by the [university or related department](#).

Suspension and Dismissal from BSW Program

Students must meet the program's progression requirements as outlined in the BSW Student Handbook. If a student does not meet the program's progression requirements, the student will meet with their Faculty Advisor or the BSW Program Director to discuss a pathway moving forward. The BSW faculty review students' academic and professional performance through the Student Advancement Committee, which meets during monthly faculty meetings or more often as required. When a student's academic or professional performance causes concern, the Faculty Advisor or BSW Program Director will notify the student.

Professional Behavior Expectations

Students are expected to exhibit professional and ethical behaviors throughout the UNCG community (which includes when on campus in other courses, UNCG community spaces, and in the residence halls) and the greater community.

Professional behaviors that students should exhibit are:

1. Ethical professional behavior (i.e., as delineated in the [NASW Code of Ethics](#))
2. Provide a safe environment for all and refrain from the threat of physical harm to self or others.
3. Refrain from discriminatory behavior or harassment toward others based on race, gender, age, sexual orientation, disability, or any other characteristic that is protected by law or University policy.
4. Willing to accept appropriate evaluations from supervisors or to modify one's professional behaviors as requested.
5. Arrive on time to class or to an internship.
6. Attend class and internship regularly and follow BSW program guidelines on how to handle absences.
7. Avoid impairment in judgement, decision-making, or problem-solving in one's professional life (*Examples of Unprofessional Behaviors/Impairments* in Appendix G).
8. Appropriate or non-disruptive behavior toward colleagues, faculty, staff, peers, or clients.
9. Demonstrate interpersonal skills necessary to form effective professional relationships.

BSW students agree to abide by the standards of professional conduct delineated in the National Association of Social Workers (NASW) Code of Ethics and the standards of personal behavior as presented in the [Student Code of Conduct](#) at the University of North Carolina at Greensboro.

Seeking Out Support in Difficult Times to Prevent Impairment

As described in the [NASW Code of Ethics](#) social workers have a responsibility to avoid “impairment” and ensure that our personal problems, psychosocial distress, substance abuse, mental health, medical conditions, and/or any other conditions or circumstances do not “interfere with our professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility” (NASW, 2017).

Students should immediately seek consultation and additional support if they are having personal problems, psychosocial distress, substance abuse, mental health, medical conditions, and/or any other conditions or circumstances that affect functioning in the BSW program. Students can utilize several UNCG resources such as the [UNCG Student Health Center](#), [Office of Accessibility and Resources and Services](#), [UNCG Dean of Students](#), [UNCG Students First Office](#) and if there is an immediate emergency, [UNCG Police Department](#).

Process to Address Professional Behavior Standards Concerns

Social work is professional discipline, and therefore, the UNCG BSW program holds its students to standards that differ from those in non-professional academic programs, which include not only academic standards but professional behavior standards. These expectations are designed to ensure that students are prepared to become competent and ethical social work practitioners who serve vulnerable clients and communities.

The primary aim of these standards is to support students in achieving success throughout their time in the Social Work Program and later as Social Work practitioners. Faculty members and Field Instructors will evaluate student progress using their professional social work expertise to determine whether these expectations are met. As social workers, the [NASW Code of Ethics](#) is used to guide our professional standards.

When a situation arises where a student may have exhibited behaviors that are inconsistent with the NASW Code of Ethics and UNCG Code of Conduct either in the classroom, field internship or community, the following procedures will be followed to review the concern and determine if the student may have their BSW program progression suspended until the behaviors can be improved and/or if the student will be dismissed from the BSW program.

Initial Student and Faculty Member Meeting

When a faculty member becomes aware that a student may be professionally impaired or is exhibiting behaviors that are inconsistent with the NASW Code of Ethics or UNCG Code of Conduct in the classroom setting, field internship, or community, the faculty member will initiate a conference with the student. At this meeting, the faculty member will inform the student of details regarding the behaviors or impairment that is causing concern and will obtain the student’s perception of the behavior.

The faculty member will use the Performance Improvement Plan (PIP) (Appendix E) to discuss with the student the specific changes that are expected of them in terms of this behavior and the date at which such behavior will be re-evaluated. The Faculty Member

will provide the completed PIP to the student, the student's Faculty Advisor, and BSW Program Director, outlining the description of specific behaviors or incidents which are concerning and a plan, including targeted goals with the date of re-evaluation, to restore professional standards on the part of the student. The faculty member will also indicate in writing to the student the possible outcomes if the problem is not resolved, which could include the student's BSW program progression suspension and/or dismissal from the BSW program.

If this is an issue related to campus safety, the faculty member will consult related UNCG offices (UNCG Police, UNCG Dean of Students, etc). The faculty member will notify the BSW Program Director of cases that involve issues related to campus safety. The BSW Program Director will consult with the Dean of Students, if appropriate. See this link for more details on what behaviors are related to campus safety: <https://sa.uncg.edu/dean/> The Dean of Students may request a meeting with the student to further assess the situation.

If there are serious unprofessional behaviors and/or impairment that occur in the classroom, UNCG community, or field internship placement, such as extremely rude or threatening outbursts or behavior, illegal activities, intoxication, possession, distribution, sale, physical or verbal aggression and/or use of illegal drugs, and words or conduct that indicate a propensity to harm self or others may warrant immediate faculty intervention and/or immediate dismissal from the BSW program.

BSW Faculty Meeting Review

- a. If the student has failed to make sufficient progress in following the Performance Improvement Plan (PIP), the faculty member will discuss the student during the next monthly BSW faculty meeting as part of the student advancement discussion. The BSW faculty will review the documentation and information from the faculty member and decide if the student's behavior and/or impairment warrants that the student's progression in the BSW program be suspended and/or the student will be dismissed from the BSW program.
- b. The BSW Program and Field Directors will communicate any decisions regarding the BSW program to the student in writing.
- c. In all instances where a decision is made to suspend BSW program progression or dismiss the student from the BSW Program, the student may appeal this decision (see below).

Process for Resolving Student Performance Problems in Field

When unprofessional behavior and/or impairment surface in the field, the following process should be followed:

1. First, the student and field instructor discuss the problem and devise a remedy.
2. The field instructor works with the student around practice and learning issues.

3. If the field instructor sees little or no progress within a reasonable period, the field instructor contacts the faculty liaison immediately.
4. The student, field instructor, and faculty liaison discuss the problem. The faculty liaison will generally intervene with both the student and field instructor, sometimes jointly, to clarify the problem and suggest ways of improving the situation, including establishing a timeline and a contract for corrective behavior. This contract should be written and signed by the student, field instructor, and faculty field liaison.

Although this usually leads to resolution of performance problems in the field, the *Field Education Manual* goes on to outline both the grounds for a decision to terminate a field internship and the process to be followed.

Termination of a Field Assignment

In rare instances, the field instructor, faculty liaison, and director of field education may decide that it is in the best interest of all parties for the student to discontinue the field internship. This may occur when a problem arises that cannot be resolved through the normal field education resolution procedures. Examples of the basis for such a decision include the following:

1. A student fails to maintain at least a 2.5 overall grade point average. The appeal process does not apply for substandard academic performance.
2. Poor adjustment in the field educational process for the profession. The problem identified may be in the demonstration of social work knowledge, values, skills, cognitive and affective processing abilities, or the emotional maturity necessary for entry-level practice.
3. The student, faculty liaison, or field instructor acknowledges that the selection of social work as a major was inappropriate and recommends the removal of the student from field.
4. Non-compliance with the NASW Code of Ethics.
5. A student has not complied with the requirements of a corrective plan.
6. The agency has not been able to provide an appropriate educational experience.

Any violation of stated agency, university, or program policies and/or procedures may also result in the termination of the field internship. The agency or universities may initiate termination of the field internship prior to the end of the semester. The following procedure will apply:

1. Written notification of the desire for termination, including explicit reasons, must be prepared by the party initiating termination. Copies should be sent to the student, field instructor, other appropriate agency personnel, faculty liaison, and field director.
2. The faculty liaison may schedule separate conferences with the student, field instructor, and other appropriate agency personnel to ascertain the validity of the termination request.
3. The faculty liaison will have a joint conference with the student, field instructor, and other appropriate agency personnel to discuss the request.
4. If necessary, additional conferences may be called prior to the decision.

5. After consultation with the faculty liaison, the field director will decide whether the internship should be terminated.
6. The student is notified of the decision, and it is recorded in the student's record. The faculty liaison informs the field instructor and agency, in writing, of the decision reached.
7. The student must complete the termination process in the internship. This includes administrative requirements and termination of contracts with assigned clients.
8. The student will be informed in writing of the specific reasons for the termination, the appeals procedures, and the right to appeal.

When a student has been terminated from a field placement due to unprofessional behavior and/or impairment, the Field Director will decide whether to reassign the student to a new internship. If the Field Director determines that the student should not be reassigned (e.g., should be terminated from the field program), the Field Director brings the matter to that BSW Program Faculty to determine what, if any consequences, the student will face in the BSW Program. Students can appeal a decision to be terminated from the field program by following the process outlined in the Field Education Manual (Appeal and Grievance Procedures).

Appeals Process for Suspension and Dismissal from BSW Program

When students have been suspended or dismissed from the BSW program because of exhibiting behaviors inconsistent with the NASW Code of Ethics or UNCG Code of Conduct or impairment in the classroom, field internship and community, they have the right to appeal the decision as outlined below:

1. Within 5 business days of receiving notification of suspension or dismissal from the BSW program, the student must make a written request via email for an appeal hearing to the BSW Program Director.
2. The BSW Program Director will assemble a BSW Appeal Review Committee, which will consist of three people to hear the appeal. The Appeals Committee will consist of one current BSW student and two BSW faculty members. The BSW Program Director will designate one BSW faculty member to serve as the Appeals Committee chair. The faculty member who initiated the suspension or dismissal process will not be eligible to hear the appeal but may present written information and/or supporting documentation. The BSW Program Director or Designee will also attend this meeting.
3. Within five business days from receiving the student's written email request for an appeal hearing, the BSW Program Director will select a date and place for the in-person hearing. The Appeals Committee Chair will notify the student of the date of the in-person hearing via email to the student's UNCG email address.
4. During the hearing, the student will have an opportunity to present information and/or supporting documentation as to why the decision of the BSW Program regarding suspension or dismissal from the program should be changed. The burden of proof that this decision should be changed will rest with the student.
5. The student may involve an advisor/support person of their choice, including an attorney. The student may consult with this advisor/support; however, the student must be the sole

author of all written material presented to the Appeal Hearing Committee, and any advisor/support person will not be allowed to speak for the student during the hearing.

6. Following the Appeals Hearing, the Committee will convene to review the actions taken against the student and decide to uphold or overturn the suspension or dismissal from the BSW Program. The Committee will base its decision on the oral and/or written evidence presented at the Appeals Hearing.
7. A simple majority of votes of the Committee present at the Appeals Hearing will decide whether the appeal is upheld or overturned. The Appeal Hearing Committee Chair will provide a written report of the Committee's findings and decisions and the reasons for those findings and decisions (hereinafter "Committee Report") to the BSW Program Director.
8. The BSW Program Director will provide the student with a copy of the Appeals Hearing Committee Report via the student's UNCG email address within 3 business days after the BSW Program Director receives the Appeals Hearing Committee Report. A copy of the Appeals Hearing Committee Report will be retained in the student's file. The BSW Program Director will notify the BSW faculty and other relevant professionals of the Appeal Hearing Committee's decision.
9. The Appeals Hearing Committee Report decision is final, and no further appeal is allowed.

Complaints and Grievances Process

Students have the right to make complaints and/or grievances regarding concerns other than grading, e.g., faculty capacity, fairness, discrimination, equal treatment, etc. If a student wishes to make a complaint or grievance, they should follow the process below:

1. Speak directly to the person(s) involved in the situation and attempt to come to a mutual resolution. If this does not resolve the complaint or grievance, then proceed to step two below.
2. Speak with the Faculty Advisor if appropriate or to the BSW Program or Field Director(s) and provide a written summary of the complaint or grievance. If this does not resolve the situation, then proceed to step three below.
3. Speak to the Department Chair and provide a written summary of the complaint or grievance, including the steps taken before contacting the Department Chair. If this does not resolve the situation, then proceed to step four below.
4. The Department Chair will advise students regarding appeals to the Dean level on a case-by-case basis.

Academic Integrity

Academic integrity is paramount to academic success and professional development. At no time should any student engage in any form of plagiarism or other dishonorable academic activities such as cheating. Students are responsible for becoming familiar with campus policies pertaining to academic honor and integrity and for indicating that they have abided by these policies by

signing an honor pledge for all work submitted. The [UNCG Academic Integrity Policy](#) is online. Students should recognize their responsibility to uphold academic integrity and to report apparent violations to the appropriate persons. Should a violation of academic integrity be suspected, faculty and students will follow the policy and procedures of the University.

NASW Code of Ethics

Students in the BSW Program are expected to adhere to the values and standards for practice delineated in the NASW Code of Ethics which can be found in the Field Education Manual and at the following [website](#). BSW faculty and field instructors will review these standards in specific detail both in the classroom and field.

National Association of Black Social Workers Code of Ethics

Students can consult the [National Association of Black Social Workers website](#) for more information and details on the standards for social work practice that have been delineated by this organization.

NASW Practice Standards and Guidelines

Students should stay up to date with the [NASW Practice Standards and Guidelines](#).

Alcohol, Illicit Drugs, and Weapons Policy

The BSW Program, along with the University, encourages all students who drink to use alcohol responsibly and within the limits of the law. The BSW Program does not tolerate the use of illicit drugs and will act according to applicable laws regarding the use of any illicit substance. The BSW Program does not tolerate the use of weapons outside the provision of current law related to the use or possession of weapons. Should a situation arise that involves the illegal use of alcohol or the use of illicit substances or the use or possession of weapons outside the boundaries of current law, legal action will be pursued in accordance with current law. For further information consult the university policies related to [illegal use of alcohol and other drugs](#) and the [weapons policy](#).

Adverse Weather and Campus Closure Policy

When weather conditions such as ice or snow make it difficult to travel to or remain in class, the University Chancellor will request that local media broadcast campus closure as a public service message. If you have a question about whether classes are delayed, canceled, or if UNCG is closed, call (336) 334-4400 or (336) 334-5000.

Program Communication

It is important for students to stay informed of events and announcements about program information. There are two major ways the program communicates with students: email, the BSW Program Canvas page.

Email

There is a listserv set up for all social work students so they can receive timely program information. There is also a listserv for seniors managed by the Field Director that communicates information about the field program. These emails will be sent to students' UNCG email

addresses. Students should check their UNCG email daily for any information from professors or the BSW program.

BSW Program Canvas Page

There is a BSW Program Canvas Page that students are invited to participate in. On the Canvas page, there will be community and program announcements shared. Please reach out to the BSW Program Director if you need to be added to the Canvas Page.

Phi Alpha Honor Society

The honor society for students in the BSW Program is Phi Alpha. Induction into the honor society is open to all BSW students who meet application requirements. An email is sent to all students about the requirements, deadline, and application process. Students are required to submit an essay summarizing their service and leadership contributions that qualify them for induction into Phi Alpha. The induction ceremony is held annually; inductees' family members and significant friends are invited to attend. Interested students should contact the Phi Alpha Faculty Advisors: Dr. Michelle Vance and Dr. Bree Alexander-Richardson

Department of Social Work and Gerontology's Artificial Intelligence Policy

Understanding how to use generative AI tools (such as ChatGPT, DALL-E, Claude, etc) is quickly emerging as an important skill for students and industry. To that end, the use of generative AI is encouraged with certain tasks and with attribution in the Department of Social Work and Gerontology. The following are examples of when the use of generative AI tools is encouraged and permitted (unless otherwise told by instructor):

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

As a student, it is imperative that you understand appropriate and ethical ways to use AI. If it prohibits learning and critical thinking, it should not be utilized. The following are examples of when the use of generative AI tools is not permitted (unless otherwise told by instructor):

- Impersonating you in classroom contexts, such as using the tool to compose discussion board responses or personal reflections.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. When using AI tools, please cite according to [APA Guidelines](#):

In-text Example

When prompted with “Is the left brain right brain divide real or a metaphor?” the

ChatGPT-generated text indicated that although the two brain hemispheres are somewhat specialized, “the notation that people can be characterized as ‘left-brained’ or ‘right-brained’ is considered to be an oversimplification and a popular myth” (OpenAI, 2023).

Reference Example

OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language].
<https://chat.openai.comt/chat>

Any assignment that is found to have used generative AI tools in unauthorized ways is in violation of UNCG’s academic integrity policy. When in doubt about permitted usage, please ask for clarification from your instructor.

We encourage all students to review Harvard Business Publishing Education’s [Student Use Cases for AI](#) for information and education on appropriate use of AI.

UNIVERSITY FACILITIES AND SERVICES

Financial Aid

Students should check with the Financial Aid Office to determine if they are eligible for financial assistance. Students may be eligible for graduate assistantships and other forms of financial aid as they become available. There are a couple of scholarships designated for social work students and can be found on the UNCG’s [Scholarship Universe](#).

Library

BSW students have full use of and access to the UNCG [Jackson Library](#).

Health Services

[Gove Student Health Center](#)

The Student Health Service supports the mission of the University of North Carolina at Greensboro by offering comprehensive primary and preventive health care to students. Health care providers, including physicians, physician assistants and nurses, are available in the Student Health Services during regular hours (8 a.m. - 8 p.m. Monday-Friday; 9 a.m. - noon Saturday; 6 - 9 p.m. Sunday) to provide students with primary medical care, including gynecological and sports medicine. Appointments are encouraged and may be made by calling (336) 334-5334 or by reviewing information on the [Student Health Center website](#). Clinical support services include laboratory, x-ray, and pharmacy services. The Counseling and Testing Center offers brief individual, group, and couples counseling and psychotherapy for students, provides crisis intervention and referrals to community agencies, and administers standardized educational testing.

While students can expect to receive comprehensive primary health care at the Student Health Services, some services must be referred to a hospital or specialist in the community, and these services are not covered under the Health Fee. Students are strongly encouraged to purchase comprehensive health insurance to protect themselves from the financial difficulties which often follow a serious illness or injury due to the high cost of medical care. Student's health insurance is offered through the University to provide students with coverage for medical services and

hospitalization.

[UNCG Psychology Clinic](#)

This clinic is located at 1100 West Market Street and is open from 8 a.m. – 8 p.m. Monday – Thursday and Friday from 8 a.m. – 7 p.m. Students can receive assessment and counseling services based on a sliding scale fee. Students should contact this clinic at (336) 334-5662 for more information.

Office of Intercultural Engagement

The [Office of Intercultural Engagement](#), an integral part of the Division of Student Affairs, bases its philosophy on inclusion — fostering recognition and respect for the voices of all students. The Office contributes to the University’s academic mission in providing student-centered programs that promote awareness of and respect for cultural diversity and offer opportunities to provoke thought and expand cross-cultural and inter-cultural knowledge. The Office strives to contribute to a community in which all students are empowered to recognize and act on one’s social responsibility in relation to domestic and global issues. The Office also offers advocacy, programming and support systems to encourage students to realize the highest level of their potential, particularly as it pertains to the University’s retention and graduation efforts of underrepresented student populations.

Office of Accessibility Resources and Services

The [Office of Accessibility Resources and Services \(OARS\)](#) is committed to orchestrating the educational development of qualified students who have a physical or learning disability. Simultaneously, the staff continually works to improve the understanding and support of the total University community toward this end. Students are encouraged to be independent and autonomous individuals who know their learning strengths and develop appropriate coping strategies for academic success. OARS serves as a supportive psychological environment, so those students may achieve their educational objectives. For more details, contact the [OARS](#), 157 Elliott University Center, (336) 334-5440 (V/TTY).

Writing Assistance

The [University Communication Lab](#) (3211 MHRA) offers individual assistance with planning, writing, or revising papers. BSW students may call (336) 334-3125 for information or an appointment, or drop in, bringing their work in progress with them. A friendly, specially trained undergraduate or graduate student writing consultant will talk with them about the assignment and ideas, read drafts, offer feedback, advice, and instruction as needed, and help find answers to questions.

Recreational Opportunities

The [Student Recreation Center](#) (Leonard J. Kaplan Center for Wellness) is UNCG’s recreation center. An innovative recreation facility for UNCG students, faculty, staff, and alumni located at 1301 West Gate City Boulevard. It includes a three-court gymnasium, elevated jogging/walking track, fitness studio, racquetball courts, and climbing wall. Other facilities include Rosenthal Pool, the Outdoor Recreation Fields, and a golf practice station. Activities offered include outdoor adventures, exercise classes, Yoga, Tai Chi, intramural and club sports, and CPR and first aid classes. For information on schedules and activities, call (336) 334-5924,

Bookstore

Books for courses are available at the [UNCG bookstore](#) located in the Elliot University Center.

Computing Services

Instructional and Research Computing Center (IRC), UNCG

At UNCG computer labs and instruction in computing are operated by the IRC offices. IRC staff are available to provide help with statistical programs, data entry programs, editors, programming languages, data management tools, and many other products. A wide variety of software is available. Each semester, the IRC provides workshops on a variety of topics. Workshop topics and times are available at the beginning of each semester through the IRC Office in 235 Bryan Building. Internet access can be gained through most computer labs across campus, including a computer lab in 127 Stone Bldg.

The Center for Information Technology and Instruction (CITI) operates on the main floor of the library, near the Circulation Desk. The primary purpose of this lab is to provide information and instruction for access to electronic information including the Internet and multimedia materials. The Super Lab is in the back of the main floor of the Jackson Library. The computers are available during the library's operating hours. More information on [computing services at UNCG](#) can be found by calling the technical assistance number at (336) 256-8324 which is open from 8am-5pm Monday –Friday.

E-Mail Accounts

UNCG uses the [iSpartan mail system](#). Students can activate their accounts from a link on that page. Assistance may be obtained from [6-TECH](#) by calling (336) 324-TECH (8324) or emailing 6-TECH@uncg.edu.

Parking

Information can be obtained by contacting [Parking Services](#) at (336) 334-5681.

Student Employment Information

Students are encouraged to utilize the [Career & Professional Development Center](#) services center as they prepare to graduate and search for employment. The career centers can also help students prepare resumes. When faculty become aware of employment opportunities, this information will be conveyed to students via email or the BSW Canvas Page.

APPENDIX A: 2022 CSWE 9 Social Work Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. 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 codes of ethics as appropriate to context. Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context; 2022 Educational Policy and Accreditation Standards
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social Workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and

- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, 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 individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social Workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with 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. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities.

Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Appendix B: BSW Course Descriptions

215 Introduction to Social Work (3)

Introduction to social welfare programs and social work practice. Topics include: social problems confronting society; societal and community helping resources; social work practice in a changing society. Field observation required. (Fall, Spring & Summer)

SWK 225 Introduction to Social Work Data Analysis (3)

Students learn how to use data to understand and support real-world issues that impact everyone. They will be able to read and talk about data with confidence, use it to explore questions that matter to them and their community, and be an informed and engaged citizen. MAC: MAC Nat Sci Data Analysis

310 Social Work Policy and Restorative Justice (3)

Pr. SWK 215; major or minor in social work Examination and survey of historical development of the concept of social welfare; analysis of theoretical framework used to organize the study of social welfare services. Supervised volunteer experience required. (Fall)

311 Human Behavior and Social Environment (3)

Pr. SWK 215 or permission of instructor Emphasis on theories relevant to understanding and influencing change on the societal, organizational, group, and individual levels. (Fall)

315 Social Work, Diversity, and Vulnerable Populations (3)

Pr. SWK 215; major or minor in Social Work

Examination and understanding of cultural and human diversity with focus on oppressed groups. Students will have the opportunity to learn about broad differences and likenesses among diverse populations and cultures. (Fall)

325 Research in Social Work Practice (3:3)

Pr. SWK 215 and admission to major and Pr. or Coreq. SWK 250 or STA 108

Focus on social workers as both consumers and producers of research. Emphasis on using research for needs assessment, evaluation of social work interventions, and creation of new social work knowledge. (Spring)

351 Professional Practice with Individuals and Families (3)

Pr. 215, 310, 311, and admission to major

Lecture-laboratory course to teach verbal and written skills necessary for conducting the helping interview and other related social work activities. Extensive use of simulated role play experience and instructor/peer feedback. (Spring)

352 Professional Practice with Groups (3)

Pr SWK 215, grade of C or higher in SWK 310 and SWK 311. SOWK major.

This is an introductory course in group practice with the objective to teach students the knowledge and practices which are necessary for group work. The course emphasizes basic theory about groups process, demonstrates the skills necessary for effective practice, and gives

students the opportunity to discuss and practice these skills. (Spring)

400 Level Core Courses

Undergraduate social work majors may not enroll in a 400-level social work course unless they have completed at least 84 semester hours including SWK 215, 310, 311, 315, 325, 351, 352; or have received special permission of the instructor. Undergraduate social work minors must also have completed a minimum of 84 semester hours including SWK 215, 310, and 311; or receive permission of the instructor to take a 400-level social work course.

411 Social Work Methods With Individuals and Families (3)

Pr. admission to field instruction, Coreq. SWK 413 and 415. Majors only. Emphasis on knowledge, values, process, and skills in social work practice and introduction to interventive methods. (Fall)

412 Social Work Methods With Communities and Organizations (3)

Pr. 411, Coreq. SWK 414 and 416. Majors only.
Focus on development of social work practice skills emphasizing delivery of social services. (Spring)

413 Field Instruction I (5)

Pr. admission to the social work major, completion of 215, 310, 311, 315, 325 and 351, and admission to field instruction; Coreq. 411 and 415
Educationally directed learning experienced by performing a range of activities related to entry level practice. (Fall)

414 Field Instruction II (5)

Pr. 411, 413 and 415, Coreq. 412 and 416.
Continuation of 413. Emphasis placed upon extended application and evaluation in the practice environment. (Spring)

415 Field Instruction Seminar I (1)

Pr. admission to field instruction, Coreq. SWK 411 and 413. Critical review and analysis of application of social work theory in practice setting. (Fall)

416 Field Instruction Seminar II (1)

Pr. 415, Coreq. SWK 412 and 414.
Continues critical review and analysis of social work theory in practice setting. (Spring)

Electives for Advanced Undergraduates

405 Environmental Justice (3). Interdisciplinary exploration of models that address social, economic, environmental justice concerns and their impact on community, economic, and environmental sustainability. Notes: Same as PCS 406.

410 Selected Topics in Social Work (3)

Opportunity for students to study in depth topic of special interest.
Pr. permission of instructor. May be repeated for credit when topic varies.

422 Comparative Study of Cross-cultural Social Work Practice (3)

Pr. 215, 310, 311, 315, 325, 351. May be repeated for credit when topic varies.

Compares social work, social service programs, and social policies of the U.S. with those of selected other countries throughout the world, emphasizing services for families, children, and vulnerable populations. (Summer)

423 Community Peacebuilding (3)

Focus on social workers utilizing the values of human right and social justice, especially as they apply to social workers being peacemakers and peacebuilders in communities. Examination of the historical and theoretical aspects of peacebuilding and the application of nonviolent theories with communities.

427 Human Services for Immigrants and Refugees (3)

A perspective on the history of immigration, its role in the U.S.A., immigrants in North Carolina, their process of integration, cross-cultural competency, and the challenges in services delivery to immigrants. (Fall)

430 Social Agency Program Development (3)

Organization of new agencies or those initiating additional services. Needs assessment, resource development, grant writing, agency operations, and relationships with funding agencies.

433 Restorative Justice: Theory and Models (3)

Examines the principles and practices of restorative justice, evaluating the potentials and limitations of restorative methods and interventions in the US and internationally.

Notes: Same as PCS 433.

451 Special Problems in Social Work (1–3)

Pr. requires written plan, permission of sponsoring instructor, and approval of department head. Intensive, independent study of specialized topics.

454 Mental Health Social Work (3)

This course will provide knowledge and skills necessary for practicing effective social work with people who have mental illness and their families.

455 Substance Abuse and Social Work Practice (3)

Pr. permission of instructor, SWK 325 and SWK 351. Introduction to the issues of substance abuse and addiction and their impact on clients and their families. Social work assessment and intervention methods will be taught.

470 Social Services for the Aging (3)

Systematic study of social work approaches to providing services to the aging. Focus on current policies, services, and models of practice.

479 Gender and Peacebuilding (3)

Examines the role of gender, sex, diversity, and power relations in the creation and resolution of conflict and building of peace.

482 School Social Work (3)

Pr. SWK 215, SWK 310, SWK 311, SWK 315, SWK 325, SWK 351, senior standing, and SOWK major. or permission of instructor.

Examination and understanding of school social work services with emphasis on professional standards, cultural sensitivity, accountability, and program planning.

484 Social Services for Children (3)

Designed for practitioners and students to provide knowledge for working with children and to teach strategies, techniques, and skills for effective treatment

APPENDIX C: University of North Carolina at Greensboro - Department of Social Work

Bachelor of Social Work Suggested Educational Plan (updated Spring 2026)**1st Year**

Fall Semester		Spring Semester	
<i>MAC Foundations</i>	3	<i>MAC Oral Communication</i>	3
<i>MAC Written Communication</i>	3	<i>HDF 112* (MAC Crit Think Soc and Behav Sci)</i>	3
<i>PSY 121* (MAC Crit Think Soc and Behav Sci)</i>	3	<i>STA 108 or another Math* (MAC Quant Reason)</i>	3
<i>MAC Health and Wellness</i>	3	<i>MAC Crit Think Hum and Fine Arts</i>	3
<i>BIO 105, 111 or ATY 153* (MAC Crit Thk Nat Sci)</i>	4	University Elective/Minor Course	3
Total Semester Hours	16	Total Semester Hours	15

2nd Year

Fall Semester		Spring Semester	
<i>MAC Nat Sci Data Analysis</i>	3-4	<i>SOC 101* (MAC Crit Think Soc and Behav Sci)</i>	3
<i>Foreign Language or Culture & Diversity El*</i>	3	<i>Foreign Language or Culture & Diversity El*</i>	3
<i>SWK 215</i>	3	<i>MAC Global Engagement and Intercultural</i>	3
<i>PSC 110* (MAC Civics & Community)</i>	3	University Elective/Minor Course	3
University Elective/Minor Course	3	University Elective/Minor Course	3
Total Semester Hours	15-16	Total Semester Hours	15

3rd Year

Fall Semester		Spring Semester	
<i>SWK 310 – Fall Only</i>	3	<i>SWK 325 – Spring Only</i>	3
<i>SWK 311 – Fall Only</i>	3	<i>SWK 351 – Spring Only</i>	3
<i>SWK 315 – Fall Only</i>	3	<i>SWK 352 – Spring Only</i>	3
University Elective/Minor Course	3	<i>SWK 225* (MAC MAC Nat Sci Data Analysis) (or elective if STA 108 taken)</i>	3
University Elective/Minor Course	3	University Elective/Minor Course	3
Total Semester Hours	15	Total Semester Hours	15

4th Year

Fall Semester		Spring Semester	
<i>SWK 411 – Fall Only</i>	3	<i>SWK 412 – Spring Only</i>	3
<i>SWK 413 – Fall Only</i>	5	<i>SWK 414 – Spring Only</i>	5
<i>SWK 415 – Fall Only</i>	1	<i>SWK 416 – Spring Only</i>	1
<i>SWK 400 Elective/Approved Upper-Level Course</i>	3	<i>SWK 400 Elective/Approved Upper-Level Course</i>	3
University Elective/Minor Course	3	University Elective/Minor Course	3
Total Semester Hours	15	Total Semester Hours	15

Total Hours Required to Graduate: 120**Special Notes:**

*BIO 105 or BIO 111 or ATY 153 meet MAC Critical Thinking in the Natural Sciences

*STA 108 will count for SWK 225 and MAC Quantitative Reasoning

*SWK 225 will count for MAC Nat Sci Data Analysis

*PSC 110 American Politics meets MAC Civics and Community

*SOC 101, HDF 112 and PSY 121 meet the MAC Crit Think Soc and Behav Sci

Students choosing to take a Foreign Language (not included: American Sign Language) will also meet the MAC Global Engagement & Intercultural Competency

Courses in italics are MAC & SWK Cognate courses, which must be taken by the spring semester Junior year.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO - DEPARTMENT OF SOCIAL WORK
60+ Hour Transfer Student Bachelor of Social Work
Suggested Educational Plan (updated Spring 2026)

When transferring to the BSW program, it is recommended that incoming students meet with the Director of Undergraduate Studies as soon as possible to create a plan of study for the BSW Degree based on the student's individual and unique experience.

SWK 215 Introduction to Social Work Entry Course

To begin Fall SWK 300-level courses (typically started in the third year of the program), BSW students must first have taken SWK 215 and passed with a C or higher. Many transfer students will take SWK 215 Introduction to Social Work as visiting students or consortium students before starting the BSW program in the Fall. Newly admitted transfer students for the Fall semester who need SWK 215 to start their SWK 300-level courses can request from the [UNCG Admissions Office](#) to have their Admissions Date moved back to the summer session and register to take SWK 215 during the summer so the SWK 300-level courses can be started in the Fall semester. Students can take Introduction to Social Work from another [Council on Social Work Education-accredited program](#) and transfer the course to UNCG. Please consult with the Director of Undergraduate Studies before you take the course at another CSWE-accredited program to ensure that it will transfer to UNCG.

If 60+ credit hours are transferred and/or an Associate of Arts Degree, below is an example of what a possible Plan of Study may be. There may be MAC courses or SWK Cognate Courses that were not completed or transferred over, and therefore, the student will have to make a plan to complete all additional MAC or SWK Cognate courses to be able to graduate with the BSW.

Suggested Educational Plan for Transfer AA or 60+ credit hour Students

SWK 215 must be completed before the Fall SWK 300 level courses can be started. SWK 215 can be completed prior to starting at UNCG as a visiting student or consortium student; during UNCG's summer session; or at another CSWE-accredited program and transferred into UNCG.

1st Year

Fall Semester		Spring Semester	
SWK 310 – Fall Only	3	SWK 325 – Spring Only	3
SWK 311 – Fall Only	3	SWK 351 – Spring Only	3
SWK 315 – Fall Only	3	SWK 352 – Spring Only	3
MAC/SWK Cognate/University Elective/Minor	3	SWK 225 (or elective if STA 108 taken)	3
MAC/SWK Cognate/University Elective/Minor	3	MAC/SWK Cognate/University Elective/Minor	3
Total Semester Hours	15	Total Semester Hours	15

2nd Year

Fall Semester		Spring Semester	
SWK 411 – Fall Only	3	SWK 412 – Spring Only	3
SWK 413 – Fall Only	5	SWK 414 – Spring Only	5
SWK 415 – Fall Only	1	SWK 416 – Spring Only	1

SWK 400 Elective/Approved Upper-Level Course	3	SWK 400 Elective/Approved Upper-Level Course	3
MAC/SWK Cognate/University Elective/Minor	3	MAC/SWK Cognate/University Elective/Minor	3
<i>Total Semester Hours</i>	15	<i>Total Semester Hours</i>	15

Total Hours Required to Graduate: 120

APPENDIX D: SWK 451 Independent Study Course Plan

SWK 451 Independent Study Course Plan

You will meet with your SWK 451 Instructor and together complete this form. Then you must submit this completed form via email to the BSW Director by the first day of the academic semester.

Student Name: Click or tap here to enter text.

UNCG ID Number: Click or tap here to enter text.

Instructor: Click or tap here to enter text.

Semester/Year: Click or tap here to enter text.

of Credit Hours for Independent Study (1-3 credits): Click or tap here to enter text.

SWK 451 Independent Study Time Commitment Guidelines

Use the time commitment guidelines below to help you plan your Independent Study:

1 credit course: ~3 hours per week

2 credits course: ~6 hours per week

3 credits course: ~9 hours per week

This includes all work related to the independent study: reading, research, writing, meetings with a faculty advisor, and any project or presentation preparation.

Topic of Independent Study:

Click or tap here to enter text.

Statement and Purpose of Study:

Click or tap here to enter text.

Methods and Procedures:

Click or tap here to enter text.

Frequency and duration of meetings between the student and the instructor:

Click or tap here to enter text.

Describe the requirements, outcomes, and grading criteria of the independent study. They must be tangible and measurable:

Click or tap here to enter text.

Required Signatures:

After the signatures are obtained, email the completed form to the SWK 451 Instructor and BSW Program Director. Retain a copy for your records.

Student: Click or tap here to enter text.

Date: Click or tap to enter a date.

Instructor: Click or tap here to enter text.

Date: Click or tap to enter a date.

APPENDIX E: Performance Improvement Plan (PIP)

**UNCG Department of Social Work
BSW Program
Performance Improvement Plan (PIP)**

Date:**Student Name:****Student Email:****Faculty Member:****Course:****Description of Areas of Improvement:****Description of Student's Strengths/Resources:****Plan for Improvement (what needs to change, by what date):**

Student Response/Input:

These concerns were discussed with the student, and the student was provided with a copy of this document. The student & faculty member will review this plan and progress towards growth on _____.

Student Signature**Date:****Faculty Signature****Date:****PIP Reviewed by BSW Director:****Signature****Date:**

APPENDIX F: Student Request Form for Final Grade Appeal

UNCG Department of Social Work
Student Request Form for Final Grade Appeal

Student ID#:	
Student Email Address:	
Student Phone Number:	
Course Name & Number	
Instructor Name:	

1. I wish to appeal my final grade based on the following reason (choose one):

- ☐ Miscalculation of final course grade
☐ Deviation from grading policies outlined in course syllabus without reasonable cause
☐ No reasonable explanation of how student's work was evaluated
☐ Other (explain below):
 Click or tap here to enter text.

2. List all documentation submitted with this appeal. Examples may include the course syllabus and or copies of graded work. Provide a complete listing of all graded work with the assigned grade for each assignment. Please provide a typed one-page explanation for your appeal based on item #1 above. Submit your completed appeal to your instructor.
3. [Undergraduate Final Grade Appeals](#) must be initiated within 90 days after final grades are posted. The Final Grade Appeal will go to the instructor for review. If the Final Grade Appeal is denied, the student can have the Final Grade Appeal reviewed by the Social Work Department Chair. If the Final Grade Appeal is denied, the student can have the Final Grade Appeal reviewed by the Health and Human Sciences Dean's office.

Instructor's Name: Date of Decision: Appeal Decision: ☐ Denied or ☐ Accepted	Department Chair's Name: Date of Decision: Appeal Decision: ☐ Denied or ☐ Accepted
HHS Associate Dean for Undergrad Affairs: Date of Decision: Appeal Decision: ☐ Denied or ☐ Accepted	

APPENDIX G: Examples of Unprofessional Behaviors/Impairment

Students may also be suspended or dismissed from the BSW Program due to unprofessional behavior or impairment. Unprofessional behavior is defined as the inability or unwillingness on the part of a student to abide by the standards of professional conduct delineated in the National Association of Social Workers' *Code of Ethics* or the standards of personal behavior as presented in the UNCG *Student Code of Conduct*.

Examples of Unprofessional Behavior

Behaviors which may indicate a lack of professionalism may include, but are not limited to, the following:

1. Unethical professional behavior (i.e., as delineated in the NASW *Code of Ethics*).
2. Threat of physical harm to self or others.
3. Discriminatory behavior or harassment toward others based on race, gender, age, sexual orientation, disability, or any other characteristic that is protected by law or University policy.
4. Inability to accept appropriate evaluation from superiors or to modify one's professional behaviors as requested.
5. Habitual tardiness to class or to an agency.
6. Habitual unexcused absences from class or from an agency.
7. Impaired judgement, decision-making, or problem-solving in one's professional life. (also see examples of impairment below)
8. Inappropriate or disruptive behavior toward colleagues, faculty, staff, peers, or clients.
9. Consistent failure to demonstrate interpersonal skills necessary to form effective professional relationships.

Examples of Impairment

Conditions which may indicate impaired ability to function professionally as a social worker may include, but are not limited to, the following:

1. Personal problems that affect functioning.
2. Psychosocial distress, substance abuse, or mental health conditions that affect functioning.
3. Medical conditions that affect functioning.
4. Other conditions or circumstances that affect functioning.