

School of Social Work

Social Work with Integrity: Promoting Global Well-Being



Student Handbook

Revised 2020

TEXAS  STATE
UNIVERSITY[®]

The rising STAR of Texas

Table of Contents

Chapter One: Meet Texas State!	1
An Overview Of The University	1
History Of The School Of Social Work At Texas State University (SSW)	2
Texas State University School Of Social Work Today	3
Purpose.....	4
The Credo Of Texas State University School Of Social Work	5
Our School Mission	5
Our School Vision.....	5
Our School Motto	5
Our School Approach: Transcending Boundaries In A Rapidly Changing World	5
Our BSW Mission	6
Our MSW Mission.....	6
10 Core Competencies With 41 Accompanying Practice Behaviors	6
Outcome Measures	7
Program Refinement	7
Professional Values.....	8
Regulatory Laws.....	8
The Structure Of The School Of Social Work	10
Texas State School Of Social Work Organizational Flow.....	10
The School Of Social Work Faculty.....	10
University & School Of Social Work Resoucrs	27
Financial Aid, Scholarships, And Stipends	27
Student Organizations.....	28
Phi Alpha Honor Society	28
Organization Of Student Social Workers (OSSW).....	28
Opportunities For Service In The School	29



The Canvas Learning Management System And University Technology	29
Student Centered Resources	30
Looking To The Future: Licensure.....	32
Texas State School Of Social Work Policies.....	34
Academic Honesty.....	35
Course Grade Appeals	36
Moving Through The Curriculum	36
Chapter 2: Understanding The Texas State BSW Degree Program.....	37
How Texas State Conceptualizes And Organizes The Bsw	37
How The School Describes Generalist Practice	38
Knowledge And Skills Of Generalist Practice	39
Applying For The BSW.....	41
Bsw Admissions Requirements	41
Phase I (Pre-Social Work Major).....	42
Phase II (Social Work Major)	42
Phase III (Field Practicum)	42
Bsw Degree Plan	43
The Minor In Social Work.....	43
Writing Intensive Courses (WI)	44
Chapter 3: Understanding The Texas State MSW Degree Program	45
How Texas State Conceptualizes And Organizes The MSW.....	45
How The School Chooses Its Students.....	45
How The School Guides And Evaluates Its Students.....	47
The MSW Curriculum	48
MSW Degree Concentration	48
MSW Degree Tracks	48
Cohort Options	49
MSW Field Practicum	49
Electives	50



Chapter 4: Understanding The Texas State Field Internship Program..... 51

- How Texas State Conceptualizes And Organizes Field Placement 51
- Office Of Field Education 52
- BSW Field Internship Courses 53
- MSW Field Internship Courses 54
- Roles That Impact A Student’s Field Expereince 55
- The Student..... 55
- Field Advisor 55
- Field Instructor 55
- Off-Site Field Instructor/Task Supervisor 55
- The Faculty Liaison..... 56
- Field Practicum At Place Of Employment (“Employer Based”) 56
- Important Field Policies And Procedures 58

Chapter 5: Evaluation Of Student Fitness & Performance Policy 59

- Program Standards..... 59
- Evaluation Of Student Fitness And Performance..... 60
- The Student Review Process 61
- Documentation & Record Keeping 63



CHAPTER

1

Meet Texas State!

SCHOOL OF SOCIAL WORK, TEXAS STATE UNIVERSITY


AN OVERVIEW OF THE UNIVERSITY

Texas State University, located on the San Marcos River in the lovely Texas Hill Country, serves more than 38,000 graduate and undergraduate students and is the fourth-largest public university in Texas. It is located in San Marcos, a community of about 60,000 people, which is in the heart of the ethnically and culturally diverse area between Austin and San Antonio.

Established in 1899 as Southwest Texas Normal School, the university began as a teacher preparation school and is still known as the university which prepares the most schoolteachers in the state. Since the university's founding, the institution has undergone seven name changes and became officially known as Texas State University in 2013. The University is part of the Texas State University System and is governed by a nine-member Board of Regents under the oversight of the Texas Higher Education Coordinating Board. Institutional policy must comply with state education policy as interpreted by both boards.

Did You Know?

Texas State enjoys a distinction few universities can boast. It is the alma mater of a United States President: Lyndon B. Johnson. Texas State is the only Texas university to produce a U.S. President.




Throughout its rich history, Texas State has responded to the changing needs of Texas and the nation. Texas State, a comprehensive, culturally diverse university, met the benchmark in 2010 to be designated a Hispanic- Serving Institution. Although the teaching-learning experience, supported by research and creative activity, is the heart of Texas State, the University also encourages students to develop skills to prepare them as leaders for tomorrow's careers, and to explore ideas and experiences that will broaden their lives forever as we pursue:

- Comprehensive undergraduate education;
- Specialized graduate education;
- Research, scholarship, and creative expression;
- Professional, educational, and cultural service to the community, state, and nation;
- Enriched technology- enhanced learning communities; and
- A supportive, inclusive, and welcoming learning environment that enhances personal growth.

By enriching minds and humanizing hearts, the University intends to cultivate character and encourage life- long learning. For more discussion of the University's mission, goals, core values, and academic programs, please visit the University website: <https://www.txstate.edu/>

HISTORY OF THE SCHOOL OF SOCIAL WORK AT TEXAS STATE UNIVERSITY (SSW)

The first social work course was offered in the School of Sociology in 1975. Initially, social work was offered as a sequence in the sociology major. Later it developed as an academic minor, and eventually expanded into an academic major. The Bachelor of Social Work (BSW) program was first accredited by the Council on Social Work Education in 1978, with reaffirmation of accreditation offered in 1985 and 1992. The Master of Social Work (MSW) program was authorized by the Texas Higher Education Coordinating Board in the Fall of 1994 with instruction to begin in the Fall of 1995. The MSW Program received accreditation by CSWE in 2000. Both the BSW and MSW programs have successfully maintained accreditation standards through reaffirmation.



The School of Social Work has strong BSW and MSW programs with over 500 actively enrolled students each semester. The BSW program is a campus-based program for full time students. The School offers online MSW programs for two types of students; 1.) Foundation track for students who have a bachelor's degree in a field of study other than social work and wish to obtain an MSW or 2.) Advanced Standing track for students who have a Bachelor of Social Work degree from an accredited program. Students may complete their MSW education online as a full time or part time student.

The School of Social Work is part of the College of Applied Arts at Texas State University. The School is guided by a Director, Assistant Director, MSW Program Director, BSW Program Director, and Field Director who act as the administrative decision-making body for academic issues relating to social work education. The School Director reports directly to the Dean of the College of Applied Arts.


TEXAS STATE UNIVERSITY SCHOOL OF SOCIAL WORK TODAY

The School of Social Work (SSW) at Texas State University is a vibrant and growing unit of the College of Applied Arts. The School offers two degree programs, both fully accredited by Council on Social Work Education:

1. The Bachelor of Social Work (BSW) degree, prepares students for generalist practice
2. The Master of Social Work (MSW) degree, prepares students for advanced specialized practice in either administrative or direct practice.

The School also provides some outstanding advantages:

- A charming Hill Country setting and tree-covered campus on the crystal-clear San Marcos River
- A location midway between San Antonio and Austin; its site and ambiance offer the best of small-town easy living and metropolitan advantage
- A dedicated, knowledgeable, ethical, and academically prepared faculty representing a wide variety of interests and backgrounds

- 
- A well-planned curriculum which is very relevant to the work world and which carries high expectations for student learning
 - A broad array of interesting field placement settings across Central Texas (both rural and urban areas) in which students work in agencies under the supervision of licensed social workers
 - Small classes (in comfortable and attractive classrooms) with lots of interaction between students and faculty
 - Class scheduling which accommodates the needs of working people and part-time students
 - A solid MSW program offering advanced standing

The School which is administratively housed in the College of Applied Arts (CAA), is robust. Over the last 10 years, it has grown from a full-time faculty contingent of eleven to a full-time faculty of thirty-two most of whom hold a social work license awarded by the state of Texas. Twenty- hold the doctorate, twenty-eight hold the MSW degree. Faculty are active in research and publications. The School brings in millions of dollars in external funding and faculty are visible presenting their work at national and international conferences. Numerous faculty serve on national and international boards and committees in positions of leadership.

As a part of the College of Applied Arts, the School is affiliated with other CAA units; Agricultural Sciences, School of Criminal Justice and Criminology, School of Family and Consumer Sciences, Organization, Workforce, and Leadership Studies. For more information on the [College of Applied Arts](#).

Purpose

The School, which has created thousands of graduates, has long been committed to preparing social workers to practice competently with clients who are most forgotten in our society: these are the clients who are typically served by public agencies. Not only are the School's graduates well-prepared to deal effectively with the most marginalized populations, but they are also quite competent in working with a broad spectrum of clients, other professionals, policy-makers, and organizations. A key component to their preparation is the School's extensive network of public and private agencies, both rural and urban, in which students are placed for field practicum. Contact us for more information on an exciting career in: [Social Work](#).



THE CREDO OF TEXAS STATE UNIVERSITY SCHOOL OF SOCIAL WORK

Our School Mission

(What we intend to accomplish):

The School of Social Work at Texas State University prepares culturally responsive, advocacy-focused, ethical social workers who are prepared to serve as leaders for positive change. We maintain a rigorous academic culture committed to interdisciplinary cutting-edge research, community, national, and international service, and social justice. We are dedicated to upholding core values of the social work profession and CSWE competencies to train integrous effective social workers.

Our School Vision

Social Work With Integrity Promoting Global Well-Being

Our School Motto


(What we intend to create):

Leadership for Change!

Our School Approach: Transcending Boundaries in a Rapidly Changing World

(How we package our curriculum to prepare students to become leaders for change in a variety of settings operating in a dynamic social environment):

- Transcending the boundaries of geographic location (through online instruction), spanning from local to global through including content on social, economic, and environmental justice, globalization, diversity
- Transcending the notion of “traditional” student to include “non-traditional” learners such as student veterans, first-generation college students, and professionals in their mid-career points

- 
- Transcending historic clinical knowledge by expanding to diverse settings and interventions, incorporating cutting-edge intervention strategies such as contemporary music, technology, and wilderness therapy
 - Transcending traditional administrative knowledge by drawing in government efforts, non-profits, and entrepreneurial ventures
 - Embracing technology, popular culture, and the unique perspectives of students as vital components of the learning community
 - In addition to a School mission, each program has a distinct mission which informs curriculum, policies and procedures, and program-level decision making

Our BSW Mission

The mission of the Bachelor of Social Work Degree Program at the Texas State University School of Social Work is to educate competent, ethical, generalist social workers who are prepared for beginning social work practice.

Our MSW Mission

The mission of the Master of Social Work Degree Program at the Texas State University School of Social Work is to educate competent, ethical, social workers who are prepared for advanced social work practice in administration and supervision, or in direct practice.

10 Core Competencies with 41 Accompanying Practice Behaviors

(What students will be able to do):

As specified by the Council of Social Work Education in [2008 EPAS](#).

(Expanded to approximately 47 practice behaviors each for two concentrations)



Outcome Measures

(How we know that students are achieving those practice behaviors):


[Texas State BSW & MSW Student CSWE Outcomes Report 2019-2020](#)

Program Refinement

(How we integrate the outcome results back into our curriculum to refine and improve our educational product):

Goals: The School aims to meet these goals for both undergraduate and graduate students:

- 1. Comprehensiveness:** The School will graduate baccalaureate social workers who can function competently using the generalist framework with systems of all sizes.
- 2. Reasoning And Valuing:** The School will graduate social work practitioners who employ critical thinking and lucid self-assessment; understanding of professional history; ethical, value-based sensibilities; and scientific and creative processes to engage in competent, value-based social work with diverse clients and client groups in various settings.
- 3. Dimensions Of Human Development:** The School will graduate social work practitioners who comprehend, based on a broad array of liberal arts concepts and research knowledge, the needs of people (particularly the most vulnerable members of society), who grasp the ways those needs affect people's behaviors, and who can plan and implement effective practice methodologies to foster productive behaviors and ways of thinking.
- 4. Diversity And Justice:** The School will produce graduates who appreciate and respect the amazing diversity of the human family, who grasp how that diversity is reflected in the families and organizations that people create, who embrace diversity as a strength, who value social justice, and who ethically lead the struggle to foster a compassionate, productive, non-discriminatory society.



5. Acquiring And Refining Skills: The School will graduate practitioners who employ theoretically-sound, evidence-based interventions and communication techniques, who use supervision efficiently to improve their practices, who are prepared to evaluate and refine their methodologies, who are knowledgeable consumers and producers of research, and who are life-long professional learners.


6. Professional Leadership: The School will produce leaders and competent organizational citizens who, because they understand the historical and contemporary contexts of social work, can develop innovative, humane, consumer-oriented policies and systems, can advocate for marginalized populations, and can build bridges between public entities, private concerns, and various disciplines to improve the well-being and productivity of people, particularly the most neglected members of society.

Professional Values

The competent social worker must use knowledge and skills in accordance with the values embodied in the National Association of Social Workers' Code of Ethics. English and Spanish versions of the NASW Code of Ethics can be downloaded from the NASW website. A well-educated practitioner either a generalist or an advanced practitioner understands that these values, such as respecting diversity and striving for social justice, apply across all systems levels. Texas State School of Social Work infuses content on values and ethics into the curriculum across all content areas.

Regulatory Laws

Texas State undergraduate and graduate social work students are also expected to know and abide by the Texas State Board of Social Worker Examiners' Code of Conduct that can be downloaded in both English and Spanish from [Regulatory Laws](#).



Students prepare while in their studies to take and pass the appropriate licensing test. For BSW graduates, that test is the Licensed Baccalaureate Test (LBSW); for MSW graduates, that test is the Licensed Master Social Worker (LMSW) Test. These tests are developed, owned, and monitored by the Association of Social Work Boards, [ASWB](#). Graduates may apply for permission to sit for the test through the Texas State Board of Social Worker Examiners.

Texas State students are taught and understand that social work is regulated by the state in all 50 states of the U.S., as well as in District of Columbia and numerous foreign countries. The purpose of regulation is to protect the public from the incompetent, illegal, or unethical practice of social work. While in Texas State School of Social Work, students learn about the Texas regulatory law. Wherever Texas State graduates move to work, knowing the Texas regulatory law will help prepare graduates to research and understand the regulatory law in their location of practice..

Did You Know?

Texas State School of Social Work does not give academic credit to students for life or work experience.

THE STRUCTURE OF THE SCHOOL OF SOCIAL WORK

Texas State School of Social Work is part of the College of Applied Arts. The School organization chart follows:

Texas State School of Social Work Organizational Flow

<p>Constituents:</p> <p>Profession, Students, University, and Community</p> <p><i>Are affected by and influence the School and University</i></p>	<p>BSW Advisor <i>(our partner who is responsible to CAA Advising Center)</i></p>
<p>The School of Social Work Faculty and Staff</p> <p><i>Relate to and influence Constituents, and Coordinator and the Director; report to Director</i></p>	<p>Admissions Coordinator <i>(supports the MSW Coordinator and answers to the Director)</i></p>
<p>Programmatic Directors</p> <p><i>BSW Director, MSW Director, Field Director, and Assistant Field Coordinators work with faculty and staff, and report to the Director</i></p>	<p>MSW Academic Advisor <i>(provides assistance to MSW students for scheduling classes, preparation of degree audits, counseling services, degree planning evaluation of transfer work, and application for graduation)</i></p>
<p>Dean of College of Applied Arts</p> <p><i>works closely with Director and School faculty and reports to the Provost</i></p>	
<p>Provost of the University reports to the President, who reports to the Board of Regents</p>	

THE SCHOOL OF SOCIAL WORK FACULTY

The faculty of the School of Social Work is responsible for developing, monitoring, and refining the School's curriculum. Our current faculty are:



Dr. Carla Ackerson, LMSW, Senior Clinical Lecturer,

Graduate Degrees:

- MSW: Texas A&M University-Commerce
- Ed.D.: Texas A&M University-Commerce

Joined Texas State in: 2013

Years in Social Work Practice: 28

Years in Social Work Education: 11

Primary Practice Background: School Social Work, Policy Advocacy, Program Development

Primary Teaching Fields: Policy, School Social Work, Macro Practice

Primary Research Interests: Academic Entitlement in Higher Education

Dr. Angela R. Ausbrooks, LMSW, Director & Professor

Graduate Degrees:

- MSW: University of Texas-Austin
- Ph.D.: University of Texas-Austin

Joined Texas State in: 2000

Years in Social Work Practice: 9.5

Years in Social Work Education: 20

Primary Practice Background: Child Welfare

Primary Teaching Fields: HBSE; Research; Micro Practice

Primary Research Interests: Multiculturalism, Child Welfare, Resilience


Dr. Amy Benton, LCSW, Associate Professor

Graduate Degrees:

- MSSW: University of Texas-Austin,
- Ph.D.: University of California-Berkeley

Joined Texas State in: 2010

Years in Social Work Practice: 10

Years in Social Work Education: 11

Primary Practice Background: Adolescent Sexual Health

Primary Teaching Fields: Macro, Diversity

Primary Research Interests: Organizational Management, Worker Development, Social Work Education

Dr. Mi Jin Choi, Assistant Professor

Graduate Degrees:

- MSW: Ewha Woman's University in South Korea
- Ph.D.: University at Albany, State University of New York
- Post Doctorate Fellowship: University of South Florida

Joined Texas State in: 2018

Years in Social Work Practice: 15

Years in Social Work Education: 2

Primary Practice Background: Child Welfare

Primary Teaching Fields: Child Welfare

Research Interests: Childhood Adversity, Child Maltreatment, Family Poverty, Out-Of-Home Placement (Foster Care, Formal Kinship Care and Informal Kinship Care), Child Welfare Workforce (Child Welfare Training and Trauma-Informed Self-Care), and Quantitative Research.



Dr. Shinwoo Choi

Graduate Degrees:

- MSSW: Columbia University
- Ph.D.: University of Illinois

Joined Texas State in: 2020

Years in Social Work Practice: 10

Years in Social Work Education: 4

Primary Practice Background: Education, Grant Writing

Primary Teaching Fields: Field Coordinator

Primary Research Interests: Workforce Readiness and Technology

Dr. Kelly Clary

Graduate Degrees:

- MSW: University of Illinois
- Ph.D.: University of Illinois

Joined Texas State in: 2020

Years in Social Work Practice: 3

Years in Social Work Education: 4

Primary Practice Background: Substance Abuse Intervention, Crisis Intervention MI, SBIRT, Hospital Social Work.

Primary Teaching Fields: Research Methods, Diversity, Motivational Interviewing, and Screening Brief Intervention and Referral to Treatment, Direct Social Work Practice.

Primary Research Interests: Substance Abuse Among Emerging Adults, Military Members and Veterans, Emerging Adulthood Theory Development, Mental Health and Stigma, Brief Interventions (Motivational Interviewing And SBIRT), and Qualitative Research.



Ms. Valerie Gomez. Lecturer

Graduate Degrees:

- MSW: Texas State University

Joined Texas State in:

- Course Instructor: 2016
- Full-Time: 2018

Years in Social Work Practice: 16

Years in Social Work Education: 4

Primary Practice Background: School (K-12) Social Work

Primary Teaching Fields: Field Education

Primary Research Interests: Ethics and Artificial Intelligence, Social Work and Technology, Gender Pay Gap & Salary Negotiation, Generational Learning Styles

Dr. Heather Gough

Graduate Degrees:

- MSW: University of Denver
- JD: University of California-Berkeley
- Ph.D.: Arizona State

Joined Texas State in: 2020

Years in Social Work Practice: 15

Years in Social Work Education: 7

Primary Practice Background: Law and Social Work; Federal Indian Law; Child Welfare; Indigenous Resilience and Social Work

Primary Teaching Fields: Policy, Practice, SW History, Child Welfare, Indigenous Resilience and Social Work

Primary Research Interests: Indigenous Resilience and Social Work Practice; Re-imagining/De-colonizing Law and Social Work Practice/Education; Trauma Responsive Lawyering; Urban Debate


Dr. Tozi Gutierrez, Clinical Assistant Professor

Graduate Degrees:

- MSSW: University of Texas at Arlington, Administration
- Ph.D.: Our Lady of the Lake University (Leadership Studies)

Joined Texas State in: 2015

Years in Social Work Practice: 22

Years in Social Work Education: 6

Primary Practice Background: Macro Social Work

Primary Teaching Fields: Online/On Campus MSW and BSW Macro Level Courses and Field Education

Primary Research Interests: Distance Education, Leadership, Latinx/Hispanic Advocacy, Field Education, Self-Care & Well-being in Social Work

Dr. Catherine Hawkins, Professor

Graduate Degrees:

- MSSW: University of Texas-Austin
- Ph.D.: University of Texas-Austin

Joined Texas State in: 1991

Years in Social Work Practice: 15

Years in Social Work Education: 22

Primary Practice Background: Clinical, Mental Health, Chemical Dependency

Primary Teaching Fields: Mental Health, Spirituality, Environmental Sustainability and Global Social Work.

Primary Research Fields: Human Rights, Mental Health and Substance Abuse, Adult Professional Education


Dr. Eun Hae (Grace) Kim, Assistant Professor

Graduate Degrees:

- MA: University of Chicago
- Ph.D.: University of Pennsylvania

Joined Texas State in: 2017

Years in Social Work Practice: 0

Years in Social Work Education: 3.5

Primary Practice Background: N/A

Primary Teaching Fields: Undergraduate -Human Development, Diversity, Aging

Primary Research Interests: Aging, Interdisciplinary teamwork in Health Care, Community-Based Interventions for 65+

Dr. Jangmin Kim, Assistant Professor

Graduate Degrees:

- MSW: Portland State & Chonbuk National University
- Ph.D.: Indiana University

Joined Texas State in: 2017

Years in Social Work Practice: 4

Years in Social Work Education: 4

Primary Practice Background: Child Welfare and Administration, Workforce Development, Supervision, And Public-Private Partnerships, Parent-School-Community Partnerships in School-Based. Programs. Student Development and Engagement in Elementary

Primary Teaching Fields: Youth and Community Development

Primary Research Interests: Organizational and Community Practice, Educational Well-Being Of Vulnerable Children And Youth.



Ms. Stacie McGee, Lecturer

Graduate Degrees:

- MSW: Our Lady of the Lake University

Joined Texas State in: 2006

Years in Social Work Practice: 28

Years in Social Work Education: 14

Primary Practice Background: Generalist/Case Management in Juvenile Justice, School Social Work, Pediatric Developmental Abilities

Primary Teaching Fields: Generalist, International/Education Abroad, Ethics, Animal-Assisted Therapy, Spirituality

Primary Research Interests: N/A

Mr. R. Stephen Medel, Lecturer

Graduate Degrees:

- MSW: University of Texas-Austin

Joined Texas State in: Lecturer, 1998-2002; Clinical Lecturer, 2010

Years in Social Work Practice: 32

Years in Social Work Education: 14

Primary Practice Background: School Social Work; Criminal Justice; Experiential Learning; Psycho-Educational Skills; Prevention Programs for At-Risk Youth

Primary Teaching Fields: Practice, Policy, And Field.

Primary Research Interests: Children with Incarcerated Parents; Experiential Learning; Psycho-Educational Skills; At-Risk Interventions


Dr. KeriAnne Moon, LCSW, Lecturer

Graduate Degrees:

- MSW: University of Illinois at Urbana-Champaign
- DSW.: Capella University

Joined Texas State in: 2014

Years in Social Work Practice: 17

Years in Social Work Education: 12

Primary Practice Background: Mental Health

Primary Teaching Fields: Practice

Primary Research Interests: Online Teaching, Mental Health

Dr. Richard Morley, Assistant Professor

Graduate Degrees:

- MSW: Texas State University
- Ph.D.: University of Texas-Austin

Joined Texas State in: 2008

Years in Social Work Practice: 7

Years in Social Work Education: 12

Primary Practice Background: Placement Specialist, Parole Officer, Caseworker

Primary Teaching Fields: Statistics for Criminal Justice Undergraduates, Educational Psychology

Primary Research Interests: Brain Networks Associated with Violence, Self-Concept, Self-Awareness, and Antisocial Behavior Mindfulness Meditation and Violent Criminality


Dr. Erica Nason, Assistant Professor

Graduate Degrees:

- Ph.D.: University of New Mexico

Joined Texas State in: 2017

Years in Social Work Practice: 5

Years in Social Work Education: 3

Primary Practice Background: Developing Effective Interventions to Decrease the Occurrence and Impact of Sexual Assaults

Primary Teaching Fields: Research Methods, Clinical Science, Interpersonal Relationships, Psychopathology

Primary Research Interests: Behavioral Mechanisms, Sexual Trauma, Post-Traumatic Stress Disorder

Dr. Christine Norton, LCSW, Professor

Graduate Degrees:

- MS: Experiential Education
- MA: Social Service Administration
- Ph.D.: Loyola University-Chicago
- Other: M.S. Minnesota State University-Mankato, (Experiential Education)

Joined Texas State in: 2008

Years in Social Work Practice: 23

Years in Social Work Education: 17

Primary Practice Background: Adolescent Mental Health, Outdoor Behavioral Healthcare, Nature-Based Interventions

Primary Teaching Fields: Direct Practice courses, Adventure Therapy, Diversity, Study Abroad

Primary Research Interests: Foster Care in Higher Education; Adventure Therapy; Outdoor Behavioral Healthcare



Ms. Ellen Ostergren, Lecturer

Graduate Degrees:

- MSW: California State University

Joined Texas State in: 2018

Years in Social Work Practice: 15

Years in Social Work Education: 7

Primary Practice Background: Direct Services in Mental Health and Health Programs for Veterans, CBT, Trauma Informed Care, Motivational Interviewing and Crisis Intervention

Primary Teaching Fields: Field Education and Healthcare

Primary Research Interests: Rural Wellness Enhancement Programs, Veteran Mental Health

Dr. Rose Pulliam, Clinical Assistant Professor

Graduate Degrees:

- MSW: University of Alabama
- Ph.D.: University of Texas-Austin

Joined Texas State in:

Years in Social Work Practice: 20+

Years in Social Work Education:

Primary Practice Background: Clinical and Advocacy Work with Children, Adolescents, and Adults in Community and Health Care Settings.

Primary Teaching Fields: Diversity and Social Justice, Practice Courses, Policy, Program Development

Primary Research Interests: Human Rights and Social Justice, Social Work Education, Cultural Humility


Ms. Lisa Rogers, Lecturer

Graduate Degrees:

- MSSW: University of Texas-Austin
- MA: Episcopal Theological Seminary of the Southwest

Joined Texas State in: 2013

Years in Social Work Practice: 30

Years in Social Work Education: 7

Primary Practice Background: Practice and Advocacy with non-Profits and LGBTQ youth

Primary Teaching Fields: Policy, Practice, Spirituality, Social Movements, Diversity

Primary Research Interests: N/A

Dr. Katherine Selber, Professor

Graduate Degrees:

- MSW: University of Houston
- Ph.D.: University of Texas-Austin

Joined Texas State in: 2006

Years in Social Work Practice: 30+

Years in Social Work Education: 30+

Primary Practice Background: Working with Veterans And Their Families; Program Development

Primary Teaching Fields: Veterans, Administration, Management

Primary Research Interests: Capacity Building and Leadership in Veteran Service Organizations


Ms. Cassandra Smith, Lecturer

Graduate Degrees:

- MSW: Texas State University

Joined Texas State in: 2018

Years in Social Work Practice: 3

Years in Social Work Education: 2

Primary Practice Background: Working with Survivors of Domestic Violence and Abuse

Primary Teaching Fields: Chemical Dependency, Intro. to Social Work, Human Behavior in the Social Environment

Primary Research Interests: Technology Addiction of Emerging Adults and its Impact on Communication, Relationships and Self-Image.

Dr. K. Scott Smith, LCSW, Associate Professor

Graduate Degrees:

- MSSW: University of Texas-Austin
- Ph.D.: Florida State University

Joined Texas State in: 2012

Years in Social Work Practice: 16

Years in Social Work Education: 8

Primary Practice Background: Addictions, Virtual reality therapy,

Primary Teaching Fields: Substance Abuse and Addiction, Research Methods and Statistics, Practice

Primary Research Interests: Virtual reality therapy, Enhancing Human Performance through Technology


Ms. Stacy Stokes Batts, Lecturer

Graduate Degrees:

- MSW: Texas State University

Joined Texas State in: 2018

Years in Social Work Practice: 15

Years in Social Work Education: 8

Primary Practice Background: Crisis Intervention, Substance Abuse, Youth Mental Health Services

Primary Teaching Fields: Substance Abuse, Offender Education, Curriculum Development

Primary Research Interests: Intersection of Entertainment and Social Work practice/Substance Abuse, specifically Marijuana.

Dr. Laura C. Summerhill, Lecturer

Graduate Degrees:

- MSW: Columbia University
- MS Ed: Bank Street College of Education
- Ph.D.: New York University

Joined Texas State in: 2004-2007 on campus, 2012-present online

Years in Social Work Practice: 26

Years in Social Work Education: 11

Primary Practice Background: Clinical Social Work, Adoption-related practice

Primary Teaching Fields: Across the curriculum

Primary Research Interests: Adoption


Dr. Mark Trahan, LCSW, Assistant Professor

Graduate Degrees:

- MSW: University of Houston
- Ph.D.: University of Houston

Joined Texas State in: 2015

Years in Social Work Practice: 15

Years in Social Work Education: 10

Primary Practice Background: Mental Health services with Individuals, Families and Couples

Primary Teaching Fields: Advanced Direct Practice with Individuals, Families, and Couples,
Chemical Dependence and Substance Abuse

Primary Research Interests: Paternal self-efficacy, Low-Income Fathers, Virtual and Augmented
Reality Interventions for Behavioral Health.

Dr. Raphael Travis, Jr., LCSW, Professor

Graduate Degrees:

- MSW: University of Michigan
- Dr.PH: University of California at Los Angeles, (Public Health)

Joined Texas State in: 2007

Years in Social Work Practice: 4

Years in Social Work Education: 6

Primary Practice Background: Adolescent Psychiatric Mental Health; Juvenile Justice

Primary Teaching Fields: Practice

Primary Research Interests: Public Health and Practice Issues; Youth Development; Hip-Hop
culture, Music, and Well-Being


Dr. Sandra Vanegas, Assistant Professor

Graduate Degrees:

- MS: University of Texas-Dallas
- Ph.D.: Loyola University Chicago

Joined Texas State in: 2018

Years in Social Work Practice:

Years in Social Work Education: 2

Primary Practice Background: Youth and Family Services, Culturally Informed Educational and Clinical Practices

Primary Teaching Fields: Diagnostic Assessment, Evidence-Based Interventions

Primary Research Interests: Identifying and Addressing Disparities that Affect Racial/Ethnic Minority and Socioeconomically Diverse Children and Youth with Neurodevelopmental Disabilities, Including Autism Spectrum Disorders (ASD).

Ms. Jennifer Vasquez, LCSW-S, Lecturer

Graduate Degrees:

- MSW: Dominican University

Joined Texas State in: 2020

Years in Social Work Practice: 15

Years in Social Work Education: 2

Primary Practice Background: Trauma, Addiction, Hospital Social Work

Primary Teaching Fields: Field

Primary Research Interests: Trauma, Addiction


Dr. Lea R. Velez, Senior Clinical Lecturer

Graduate Degrees:

- MSW: Texas State University
- M.S.: Capella University
- DSW: University of Southern California

Joined Texas State in: 2014

Years in Social Work Practice: 20+

Years in Social Work Education: 20+

Primary Practice Background: Diverse Practice Experience Working with Individuals Experiencing Homelessness, Youth, And Initiatives to Promote Wellness For All Individuals.

Primary Teaching Fields: Macro Social Work, Program Development, Distance Courses, Service

Primary Research Interests: Intergenerational Programming on Quality of Life For Elders And Youth; Families Of Death Row Inmates; Physical Activity As Intervention For Individuals In Recovery

Ms. Emily Youngberg, Lecturer

Graduate Degrees:

- MSW: University of Texas-Arlington

Joined Texas State in: 2019

Years in Social Work Practice: 20

Years in Social Work Education: 1

Primary Practice Background: Administration, Community Development

Primary Teaching Fields: Varies

Primary Research Interests: N/A



UNIVERSITY & SCHOOL OF SOCIAL WORK RESOURCES

Financial Aid, Scholarships, And Stipends


Title IV-E Child Welfare Partnership Stipend: The School has two types of stipends currently available, including Title IV-E CWP stipends for child welfare services. The Title IV-E CWP stipends are available for the final field semester. These stipends, which are open to either BSW or MSW students, are competitive and require specific course prerequisites. Recipients receive a generous stipend in exchange for a contractual agreement to work in public child welfare after graduation. Title IV-E CWP stipends are also available to current CPS employees in qualified positions who are interested in completing the MSW program while they continue to work at CPS. Those who are interested in the Title IV-E stipends should contact [Title IV-E CWP program](#) or send an email to CWPartnership@txstate.edu.

The School also has several scholarships available. The School will notify students of appropriate application times and processes. Students who are interested in financial aid should contact the [Financial Aid Office](#) to discuss financial needs and options. The School hires work study students, positions which are open to all students, including Social Work students.

Also available are stipends provided by the Health Resources and Services Administration (HRSA) through the Behavioral Health Workforce Education and Training (BHWET) Project for MSW students interested in working in schools, hospital/clinics, or homeless serving agencies. These stipends are meant to support MSW students during their final field semester.

These stipends are also competitive and require specific standing in the program as well as completion of specific training modules. The BHWET stipends do not include a post-graduation contractual work agreement.

While the School is unable to reimburse students for travel money spent on class and field travel, some monies are available for those students who develop professional papers or poster presentations that are presented at scholarly meetings.




For MSW students: The School has a number of Graduate Assistantships available for qualified graduate students. Assistants work 20 hours per week doing a variety of tasks to help professors and the School. Entering students may apply for the Dean's Graduate Student Scholarship. The School also has 1-2 Research Fellowship positions for highly qualified graduate students who are particularly interested in and competent to work on research projects with selected faculty.

STUDENT ORGANIZATIONS

Phi Alpha Honor Society: Many students also participate in Texas State's Alpha Chi Chapter of Phi Alpha, the National Social Work Honor Society. Undergraduate membership in Phi Alpha is open to junior and senior social work majors who have completed at least four social work courses with a Texas State social work GPA of 3.30 or above and an overall GPA of 3.0 or above. Graduate membership in Phi Alpha is open to students who have completed at least four courses in MSW graduate studies and achieved a minimum grade point average of 3.5. Phi Alpha members inducted as undergraduates may also maintain their memberships as graduate students. New Phi Alpha members are inducted in a recognition ceremony held in conjunction with the OSSW ceremony or banquet every semester. In addition to promoting and recognizing academic achievement, Phi Alpha members also participate in service projects and in professional conferences and scholarly presentations.

Organization of Student Social Workers (OSSW): The Organization of Student Social Workers (OSSW) promotes a closer bond among students in social work and provides a means for students to have input into the BSW and MSW degree programs. OSSW, which serves as an advocacy and service organization for social work students at Texas State, is totally student-run, though a faculty advisor is assigned and is available to assist the organization in meeting its goals. Membership is open to all School students (including pre-majors and minors). OSSW sponsors several social events and community service projects throughout the year. OSSW promotes a closer bond among Social Work students, offers opportunities for leadership development, and provides a means for students to have input into School curriculum and procedures.

The group also offers students opportunities to participate in community enrichment and enhancement efforts. The group is open to Social Work minors, BSW majors, and MSW students.



Texas State recognizes several hundred student organizations that represent many different types of interests and students. Check them out on the [Student Involvement @ LBJSC](#).

OPPORTUNITIES FOR SERVICE IN THE SCHOOL

The School of Social Work accomplishes its work in committees and task forces. Most committees welcome student representation and offer a way for students to effectively serve the School and the student body. Any interested student should let the faculty know that he or she would like to be part of the school's governance structure. Student representatives to School committees and task forces are chosen through the student organization, and report back to the organization. From time to time, the School may need ad hoc committees of various types, and may ask for student representatives to be assigned to those committees.

Hints for Student Success

Texas State has IT tools, services and software to help students learn from anywhere. Technology resources are available on [DOIT Services](#)


THE CANVAS LEARNING MANAGEMENT SYSTEM AND UNIVERSITY TECHNOLOGY

Texas State uses a learning management system known as [CANVAS](#). All students must be knowledgeable about CANVAS and comfortable in using it. Faculty electronically post all syllabi and many other instructional materials on CANVAS. Many faculty require students to electronically submit their assignments via CANVAS and feedback and grades will be provided electronically through CANVAS. When a student registers for a class, she/he/they are admitted to the CANVAS site for that class and is well-advised to check the course CANVAS site frequently and regularly.

Texas State provides numerous open computer labs across campus with state-of-the-art equipment to facilitate training, internet research, and general use for all students. Campus locations, hours, and software can be found at the [Texas State Library](#)

STUDENT CENTERED RESOURCES

- The Student Recreation Center is an 86,000 square-foot fitness and recreation facility that offers basketball and volleyball and racquetball courts, a weight and fitness room, and a jogging track, as well as a Cardio Corridor. The campus also hosts a good Fitness and Wellness Program and various intramural sports. More information can be found on [Department of Campus Recreation](#)
- The [Office of Student Diversity and Inclusion](#) is available to provide a variety of services, academic programs, and organizations to provide a more inclusive community.
- Career Services provides comprehensive career assistance through all stages of career development. They can help with identifying a major, building your resume, and searching for a job after college. As a value add, the same services are available after graduation as an alumni. More information can be found at the [Career Services](#) website.
- The Counseling Center offers free and confidential professional counseling as well as online mental health resources to currently Texas State students. More information can be found at the [Counseling Center](#) website.
- The Office of Disability Services: Students who have special needs or disabilities and require accommodations to successfully complete this course must notify the Texas State University Office of Disability Services [Texas Office of Disability Services](#) no later than the first week of class. If a student fails to notify that office in a timely manner, the professor may be unable to honor the request for accommodation.
- The Student Health Center provides primary care, urgent care, sexual and reproductive health, mental health, sports medicine, transgender care and travel health services to university students. More information can be found at the [Student Health Center](#) website.

- 
- The Writing Center: Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the paper. Texas State University provides several online tutoring services in the area of writing that students may wish to utilize, including the SLAC/Writing Center: including [SLAC's Online Writing Lab](#) (select from the Writing Help pull-down menu) and [Writing Center's Online Tutoring](#) (select from the Student Resources pull-down menu). More information can be found at the [Writing Center's](#) website.
 - University Libraries – Texas State has several research services available that include but are not limited to research databases, eBooks, eJournals, streaming media, video tutorials, scanning services, and APA assistance. Visit the [Social Work research guide](#) for subject material and to contact the [subject librarian](#).
 - Textbooks can be purchased through the [University Bookstore](#), by Student ID or by course.
 - If you plan to park on campus, students must register with [Parking Services](#) and purchase the appropriate color parking permit.
 - Transportation Services provides shuttle service to Texas State students, faculty, staff, and the general public in San Marcos.
 - The Texas State University Police Department is the principal provider of safety and security on campus. To report an emergency or crime in progress, call 911. For non-emergencies, call 512.245.2805 or view the [Texas State University Police Department](#) website

Hints for Student Success

The Council on Social Work Education (CSWE) represents over 3,000 individual members, as well as 158 graduate and 453 undergraduate programs of professional social work education. Founded in 1952, CSWE is recognized by the Council for Higher Education Accreditation as the sole accrediting agency to ensure high-quality social work education. Accreditation is critical to a social work program. In many states, a person seeking licensure as a social worker must have graduated from an accredited program of social work. The program's ability to secure certain grants and other benefits is also tied to its status as an accredited program.


Looking To The Future: Licensure

Licensing professionals is a mechanism the state uses to protect the well-being of its citizens and guard them against unethical, illegal, or incompetent social work practice. Licensure is a state, not a federal, function; consequently, there is no federal social work regulatory law.

No matter where graduates work as a social worker in the U.S., they will be regulated by the state. Applicants for licensure must demonstrate:

- Educational attainment in the discipline of social work with a minimum of 900 internship contact hours;
- Success on licensing testing instruments;
- For the upper levels of licensure, formal supervision by a licensed social worker;
- Good moral character;
- Payment of a licensing application and testing fee.

In most states, social workers must also demonstrate that they have received regular continuing education to maintain the license. In Texas, as in many other states, the title "social worker" is a protected title; an individual cannot call herself/himself/themselves a "social worker" unless she/he/they is/are regulated by the state.



The School strongly recommends that you keep copies of all your transcripts and field evaluations (i.e., Educational Learning Plan) and even course syllabi. You may need these items for licensure in other states.

Hints for Student Success

Professional licensure developed from medieval guilds to further the interests of workers like stone cutters. However, today licensure is not aimed at creating advantages for professionals; professional associations and unions fill that function.

Rather, licensure is aimed at protecting the public.

The first professional licensing law in the US was passed in Virginia in the mid-1600's and applied to physicians. Now hundreds of professions are licensed. Puerto Rico became the first US holding or state to license social workers in 1934. California followed with social work licensure 11 years later. Texas adopted social work regulation in about 1974. Now every state, most US principalities, and several foreign nations regulate social work.

Hints for Student Success

The NASW Code of Ethics, first adopted in 1960, has had several major revisions. The code, which is generally accepted as the professional standards of practice ethics, is not law; it is a voluntary code to which social workers subscribe. It may or may not be reflected in the regulatory law of the state in which graduates are licensed to practice. The state code of conduct constitutes law.


TEXAS STATE SCHOOL OF SOCIAL WORK POLICIES

Texas State outlines its student policies in the university's student handbook, which includes the academic honor code, code of conduct, and university policies. Please read these policies carefully.

Multiculturalism: Note that Texas State believes in freedom of thought, innovation, and creativity, and, consequently, it seeks to encourage diversity of thought and to nurture sensitivity, tolerance, and mutual respect.

Harassment or Discrimination: Discriminating against or harassing anyone based on race, color, national origin, age, religion, sex, sexual orientation, or disability is inconsistent with the university's purpose and will result in appropriate disciplinary actions. Any student, who believes she/he/they has been a victim of discrimination or has observed incidents of discrimination, should call the Dean of Students at 512-245-2124, or the School Director.

Safety: It is helpful to know that in the event of an emergency, students, faculty, and staff should monitor [Texas State Safety](#) for all safety and emergency communications. This page will be updated with the latest information available to the university, in addition to providing links to information concerning safety resources and emergency procedures.



Sexual Misconduct (Title IX): Effective January 2, 2020, state law (SB 212) requires all university employees, acting in the course and scope of employment, who witness or receive information concerning an incident of sexual misconduct involving an enrolled student or employee to report all relevant information known about the incident to the university's Title IX Coordinator or Deputy Title IX coordinator. According to SB 212, employees who knowingly fail to report or knowingly file a false report shall be terminated in accordance with university policy and Texas State University System (TSUS) Rules and Regulations: [Texas State Title IX](#)

Campus Carry Law: Effective August 1, 2016, concealed carry of a handgun by license holders is allowed on Texas public university campuses subject to the restrictions imposed by statutes and by the University President. Concealed carry is prohibited in some buildings on Texas State University Campuses. Please see [Texas State Campus Carry](#)

Academic Honesty: Students must demonstrate high standards of integrity. They should only submit assignments, exams, and all course requirements that reflect their own work. Since dishonesty harms the individual and his/her fellow students, as well as the integrity of the University, and harms the individual and his/her fellow students, as well as the integrity of the University, School, and profession, the School and University will strictly enforce policies on academic dishonesty. You must read and abide by the academic honesty policies as stated in the [Texas State Student Handbook](#) and the School of Social Work MSW Handbook [MSW Student Handbook](#). If you have any questions or reservations about this policy or your obligations under it, see your academic advisor immediately.

Special Accommodations

Students who have special needs or disabilities and require accommodations to successfully complete this course must notify the Texas State University Office of Disability Services [Texas State Office of Disability Services](#) no later than the first week of class. If a student fails to notify that office on a timely basis, the professor may be unable to honor the request for accommodation.



Course Grade Appeals

If a student believes there is an error on her/his/their course grade should approach the faculty person responsible for that course. If the matters cannot be resolved at that level, the student may wish to [Appeal a Course Grade](#).

Moving Through The Curriculum

Both undergraduate and graduate students should see their Academic Advisor. Undergraduate students schedule an appointment with the College of Applied Arts Academic Center to ensure that they are following the proper curriculum sequence. Graduate students schedule their appointments directly with the academic advisor. If a student does not follow the curriculum in the prescribed order the student may have to delay graduation. No student may go into field placement without having met all prerequisite and social work course requirements.



CHAPTER

2


Understanding the Texas State BSW Degree Program SCHOOL OF SOCIAL WORK, TEXAS STATE UNIVERSITY

HOW TEXAS STATE CONCEPTUALIZES AND ORGANIZES THE BSW

Texas State's Bachelor of Social Work program prepares students for entry-level professional generalist social work practice. Generalist practitioners use an eclectic knowledge base in differentially applying techniques and skills to solving problems with ethnically and culturally diverse individuals, families, groups, organizations, and communities.

Guided by its mission to prepare students to work in public services, the BSW aims to achieve these goals:

- 1. Taking Professional Responsibility:** Students will demonstrate responsibility for their actions guided by professional values and ethics as articulated in the NASW Code of Ethics, and by law, using the Texas State Social Workers Examiners Code of Ethics as a model;
- 2. Thinking Professionally:** Students will be proficient in expressing and applying ethical sensibilities, in understanding the effects of history on modern events, and in employing critical and creative thinking skills to address issues affecting clients, client groups, and professional concerns;
- 3. Analyzing Human Development:** Students will grasp the nature and course of human growth, will be accurate in analyzing human development using a variety of theoretical frameworks, and will apply this knowledge to systems of all sizes;



4. Seeking Tolerance and Justice: Students will explain, assess, and appreciate human diversity, and will articulate and apply principles of social justice as they apply to the human experience in all its complexity;


5. Refining Practice: Students competently employ research, evidence-based interventions, and communication techniques to enhance, evaluate, and refine their practice and to contribute to the knowledge base of social work;

6. Humanizing Services: Students will link people with resources, and will participate in devising, developing, and advocating for innovative, humane, consumer-driven services and policies;

7. Pursuing Excellence: Students will evaluate their professional growth, participate appropriately in supervision, engage in activities beneficial to the profession, and demonstrate commitment to life-long professional development.

HOW THE SCHOOL DESCRIBES GENERALIST PRACTICE

The social work generalists who graduate from Texas State University are educated in the knowledge, skills, and values necessary for focusing on the interface between persons and their environment, and in using multi- method interventions with multi-level client systems. A generalist practitioner promotes effective and humane operations of social systems and helps develop social policy and change. At the conclusion of SOWK 4374 and 4975, the field placement courses in the BSW program, students are expected to be able to integrate and apply their liberal arts, supportive social science, and social work knowledge as entry-level practitioners.



The majority of the School's BSW graduates provide generalist social work services to individuals, families, and groups, often in public agencies or in non-profit agencies that receive public money. They work to enhance the problem-solving and coping capacities of individuals, families, and groups, and to link people with systems that provide needed resources, services, and opportunities. These graduates contend with organizational, community, and societal constraints to services on an ongoing basis. Some work in administrative and planning positions. All must understand the impact of larger systems on their personal and professional lives, as well as the lives of their clients.


Knowledge And Skills Of Generalist Practice

Generalist social work practice is based on a solid liberal arts framework and is guided by integrative perspectives that include a strength-based, systems perspective, emphasizing the person-in-environment, and addressing human diversity and developmental theories.

Generalist social work practitioners use an eclectic knowledge base in differentially applying appropriate techniques and skills to problem-solving with ethnically and culturally diverse individuals, families, groups, organizations, and communities. The generalist is required to develop the skill to simultaneously assess each problem from micro, mezzo, and macro perspectives, and then plan and undertake appropriate interventions using micro, mezzo, and macro skills.

These are the elements we teach at Texas State School of Social Work;

- The BSW social work generalists who graduate from Texas State often use basic micro and mezzo skills, such as interviewing and group leadership, with colleagues and decision makers to shape organizational and community change. They understand the nature and boundaries of the professional self.

- 
- Generalists collect data, assess situations, plan and implement intervention, develop and implement appropriate termination and disengagement procedures, and evaluate practice, regardless of what kind of system or field of practice in which they operate. Performing these functions requires the generalist to understand individual behavior and small group dynamics in the context of the larger social environment, and to efficiently use micro and mezzo level skills, such as problem solving with and for individuals and small groups.
 - Generalists promote effective, humanely operated societal systems to prevent and ameliorate problems by implementing existing programs and policies, changing them, or developing new ones. They advocate for empowering individuals, groups, and communities within larger systems and for social action to change these systems to be more just and humane.
 - Generalists understand organizational structure and effective macro intervention techniques, such as planning and implementing programs. They also are familiar with legislative processes and how to effectively change social policy.
 - Generalists operate within the professional values of social work, and within the laws regulating social work in their state or jurisdiction.

Did you Know?

Social workers use the term “client” to refer to individuals, families, groups, organizations, and communities that receive social work services. Typically, when social workers refer to “micro” work, they are referring to work at the individual, family, or group level. “Macro” work refers to work at the organizational or community level.



APPLYING FOR THE BSW

Texas State School of Social Work offers the Bachelor of Social Work Degree (BSW) with a major in Social Work on-campus and online to prepare students for entry-level professional, generalist social work practice.

More information about the [BSW Program](#). Students can also contact the BSW Advisor in Encino Hall suite 207 or call the School of Social Work or the Applied Arts Advising Center at 512-245-1490.

The Social Work Advisor helps students stay on target in meeting the general studies requirements and the social work course requirements. The Advisor provides instructions on applying to the Social Work Major which students can do in the Fall or Spring semester. The application is available on the School website.

BSW Admissions Requirements

The social work major (BSW) degree requires 48 hours in Social Work and 27 hours in supportive social sciences. The social work curriculum is interwoven with liberal arts and general studies, consisting of 60 semester credit hours: [BSW Degree Plan](#). The Social Work major does not require a minor. Students progress through the BSW degree program in three phases. Faculty regularly assess students during this process, examining whether students are adhering to professional ethics and whether students are performing appropriately in practice situations.



Phase I (Pre-Social Work Major)

Social work pre-majors should complete most of their general education core/liberal arts courses before applying for admission to Phase II of the social work major. To be eligible to apply, students must complete at least 45 credit hours, including the following: COMM 1310, ENG 1310 and 1320; MATH 1315, 1316 or 1319; PHIL 1305 or 1320; SOWK 1350 and 2375; Any core 030 Natural Science Course; HIST 1310 and 1320 and US 1100, if required. Applicants must complete SOWK 1350 & SOWK 2375 with a C or above. Phase II applicants must have a GPA of at least 2.50 overall.


Phase II (Social Work Major)

Applicants for Phase II submit a formal application. An admissions committee screens applicants, considering the student's academic record and suitability for social work practice, and informs applicants in writing if they are admitted, conditionally admitted, or denied admission. When the student is admitted into Phase II of the BSW degree program, his/her formal academic major is converted from Pre-Social Work to Social Work.

Admission into Phase II does not guarantee success in the BSW degree program. School of Social Work (SSW) faculty continually assess students' progress; majors must maintain a minimum 2.5 GPA overall and earn a 'C' or higher in every social work and supportive social science course. Faculty also expect students to adhere to the social work professional [Code of Ethics](#), show emotional and mental stability, demonstrate strong communication skills, develop working interpersonal relationships, and develop self-awareness. For more information, please reference the [Evaluation of Student Fitness and Performance Policy](#).

Phase III (Field Practicum)

Students who have completed all required courses (excluding SOWK 4374 and 4975), have met all criteria for the BSW degree, and have a finalized degree audit report on file with the Academic Advising Center may apply for the field practicum. Most students think this is the most exciting aspect of the social work degree, which provides real-world experience and education.



Students take one semester of a comprehensive internship (SOWK 4374 and 4975 simultaneously). For detailed information and answers to questions about the field practicum experience, visit the [Field Practicum Office Page](#).

Hints for Student Success

Remember that participating in Organization of Student Social Workers (OSSW) and Phi Alpha Honor Society are good ways to connect with other students and with the larger profession.

See Chapter 1 for more information.

BSW Degree Plan

While we will attempt to meet students' individual circumstances, we have structured the BSW curriculum to progress through the following sequence of courses, amounting to at least 121 credit hours. The sequence is in the Texas State 2019-2020 Catalog and is distributed to students in a printed handout through the **College of Applied Arts Advising Center** - Click on the link found below:

[Undergraduate Degree](#)

The Minor in Social Work

Earning a minor in Social Work requires 18 semester hours, including SOWK 1350, 2375, 4355, plus 9 semester hours of Social Work electives. Students who minor in social work learn a great deal about our society: its problems, its values, and its responses to needs. Students are better informed as citizens, and they are prepared to work intelligently to make our society better. The social work minor, however, does not prepare students to be professional social workers or to seek state licensure as social workers.



Writing Intensive Courses (Wi)

The University designates many courses as "Writing Intensive, (WI). To graduate, baccalaureate students must take 9 hours of writing intensive courses (excluding English 1310 and 1320). A number of Social Work courses are designated as WI and are marked with WI in the catalogue. Because communication, both verbal and written, is critical in social work practice, it is imperative that Social Work students develop and refine their writing and speaking skills.

Hints for Student Success

Social Workers agree that communication skills (Verbal, non-verbal, and written) are critical for successful Social Work Practice. The school encourages students to take every opportunity to practice communication and strive to improve communication



CHAPTER

3

Understanding the Texas State MSW Degree Program **SCHOOL OF SOCIAL WORK, TEXAS STATE UNIVERSITY**

HOW TEXAS STATE CONCEPTUALIZES AND ORGANIZES THE MSW

Students pursue the degree of a Master in Social Work (MSW) with a concentration of **Advanced Practice Leadership (APL)**. This concentration provides opportunities for the student to develop both micro and macro skills, so graduates of our program are uniquely prepared to work in either a direct practice or administrative work environment.


The School conceptualizes the knowledge, skills, and commitment to advocacy and leadership for change as basic to social work practice regardless of specialization.

Hints for Student Success

Be sure to check the information on the financial aid, scholarships, and stipends in Chapter 1!

How The School Chooses Its Students

The School of Social Work is part of the Texas State University Graduate College; all its procedures regarding student admission and retention conform to the Graduate College policies outlined in the Texas State University Graduate Catalogue or on the Graduate College website.



Potential students apply first to the Texas State Graduate College using the Admissions System Slate found in their online application system, available on the [Graduate College website](#). A very modest application fee applies.

Applicants also provide official transcripts from all universities they have attended, though Texas State graduates' transcripts are already available to the Graduate College.

[Applicants Can Apply Here](#). As part of this application process, applicants complete a Statement of Purpose (SOP). The application is enhanced if applicants can demonstrate that they have engaged in volunteer or paid work in social services, particularly to disadvantaged populations.


Applicants must demonstrate an undergraduate grade point average of 3.0.

Texas State School of Social Work does not require the Graduate Record Exam (GRE), but applicants who have a GRE score may report it.

Applicants are wise to submit their applications as early as possible, as School admissions are competitive. The Admissions Coordinator is available to help applicants answer any questions about the application process. Once the Graduate College accepts the applicant, the School will examine complete application packets, reviewing them on the basis of GPA, writing skills, paid and unpaid work experience in social services, and commitment to disadvantaged populations and social justice.

Some applicants wish to transfer from another university into the School of Social Work. Transfer applicants should discuss their personal situations with the Graduate College and the MSW Admissions Coordinator. [Graduate Transfer Information](#).

Once applicants are admitted, they must confirm their intent to attend by signing a commitment document which the Graduate college will send them. They must also participate in mandatory orientation sessions; these occur on campus for on-campus students and online for online students.



For more information about the [MSW Admissions Process](#).

How The School Guides And Evaluates Its Students

Before the new student enrolls, the Graduate College and the MSW Field Advisor prepare the student's formal degree audit, which serves as the actual curriculum contract between the University and the student. Students are advised to scrupulously follow their curriculum sequence, as outlined on the degree plan. These and many more helpful issues are part of the MSW Orientation.

All courses use a variety of ways to measure whether students achieve the School's competencies and practice behaviors. Each course syllabus carefully explains the measures used in that course. Students are well-advised to carefully read the syllabus, posted on the course CANVAS site, and follow it.

If a student wishes to appeal a final course grade, the process can be found here: [Grade Appeal](#). Should a student face academic or behavior problems, the Graduate Advisor/MSW Coordinator can assist that student to examine options and develop a plan to resolve problems.

Did you Know?

Faculty may discuss students' progress through the program, students' aptitude for the profession, and what activities will best prepare the student for professional practice.



Hints for Student Success

Social workers use the term “client” to refer to individuals, families, groups, organizations, and communities that receive social work services. Typically, when social workers refer to “micro” work, they are referring to work at the individual, family, or group level. “Macro” work refers to work at the organizational or community level.

THE MSW CURRICULUM

In general, the MSW program offers a curriculum structured in this way:

MSW Degree Concentration

Students pursue the degree of a Master in Social Work (MSW) with a concentration of **Advanced Practice Leadership (APL)**. This concentration provides opportunities for the student to develop both micro and macro skills, so graduates of our program are uniquely prepared to work in both a direct practice and administrative work environment.

MSW Degree Tracks:

The **Foundation track** is for students who do not hold a Bachelor of Social Work (BSW) degree from an accredited program but instead have a bachelor’s degree in another field of study. The Foundation Track is 62 credit hours.

The **Advanced Standing track** is for graduates of a Council on Social Work Education (CSWE)-accredited BSW program with a BSW obtained within the last 10 years. The Advanced Standing Track is 36 credit hours.



Cohort Options:

The MSW Program can be completed on either a full time or a part time basis. The various MSW program cohorts are offered as follows:

Foundation

- On Campus
- Online

Advanced Standing


- On Campus
- Online

*The MSW online program is offered part-time (two courses a semester) or full-time (three courses a semester).

MSW Field Practicum

The Practicum is a major element of our educational design and is described in depth in the chapter on Field Placement in this Handbook. In general, students work in agencies under supervision. Foundation Field (SOWK 5410 and 5411) occurs concurrently with classroom courses and involves a total of 360 clock hours during the first year of the curriculum. Advanced Practicum I and II is the student's last experience in the program and involves 540 clock hours of agency work. Field students also attend an integrative seminar that helps student's link classroom learning to field experiences.

See the Field Placement (Chapter 4) for more information.



The Graduate College requires that all graduate students complete an exit requirement. Students will complete a comprehensive online exam in Canvas. The exam is approximately 140 questions and is drawn from exams courses within the MSW program. Topics include material from all classes including research, policy, direct practice, and program planning. Students will be given three hours to complete the exam, and it must be completed in one sitting.

Electives

Students who begin as foundation students take at least one elective, while Advanced Standing students take at least two electives. The School strongly believes that all students need to know about the broad range of knowledge and skills in the field to be well-prepared professionals. Therefore, we encourage students to take an elective in the concentration other than the one they choose for their concentration.

The School offers interesting electives in specific topics, such as spirituality, intervention in drug addiction and abuse, intervention in child abuse and neglect, interdisciplinary perspectives on aging, helping troops transition, adventure therapy, school social work, hip hop and social justice for individuals and community change, healthcare, and international social work,. Students should check with the MSW Advisor if they have questions about electives.

Hints for Student Success

One event that can end a student's academic career quickly is plagiarism: stealing or using another person's ideas and/or words as your own. The way to avoid plagiarism is simple: give credit where credit is due. In the same way that moral people would not consider stealing another person's wallet, they also would not consider stealing another person's intellectual property. Bear in mind that plagiarism applies to material contained in the web, as well as material printed on paper. Be careful to use proper citations (use APA style), and check with your faculty if you have any questions about whether you are properly citing another person's work.



CHAPTER

4

Understanding the Texas State Field Internship Program **SCHOOL OF SOCIAL WORK, TEXAS STATE UNIVERSITY**

HOW TEXAS STATE CONCEPTUALIZES AND ORGANIZES FIELD PLACEMENT

Field internship (sometimes called "field placement" or "field practicum") is considered the signature pedagogy of social work education. It is the experience in which all the material students have learned in class comes together in practical application. It consists of hundreds of hours of placement, under the supervision of a licensed social worker at an agency or setting in which students get to practice and develop their social work skills.

The purpose of field education is to provide the student with the opportunity to develop competence in social work skills and professional values in actual social service settings. The comprehensive curriculum of the School of Social Work encourages the student to integrate theory, knowledge, values, and skills learned in the classroom and demonstrate mastery of social work behaviors and development of professional competencies in field education. Through coursework and field internships, students are prepared to become professional social workers with the knowledge values, and skills needed to serve individuals and families, transform communities, influence social policy, and promote social and economic justice.



Did you Know?

Texas State School of Social Work works with hundreds of agencies across Texas and across the nation, which serve as field placement sites for our students.

OFFICE OF FIELD EDUCATION

The Office of Field Education at Texas State University School of Social Work coordinates all Bachelor of Social Work (BSW) and Master of Social Work (MSW) foundation and advanced practice field internships. Students are not expected to secure their own internships and are not encouraged to reach out to partner agencies. The Office of Field Education secures all agency placements for social work students. We place students in many states and countries where social service agencies are available.

All eligible students are required to apply for their field education internship through an application process. Information sessions are held at the beginning of every semester to provide guidance regarding field education, answer frequently asked questions, and review available field placement options for students.

Students will be notified the semester before their intended practicum to begin the field application process. During this planning time, information sessions are held, applications for the field are processed, pre-placement interviews are conducted, and students are referred to agency interviews. Students are assigned a Field Advisor to guide the field education process for every student. All students must complete a mandatory field education orientation prior to beginning their field internship.

Field Education consists of two courses taken concurrently, the experiential field practicum and the integrative seminar. Field internships are available to begin in the Fall and Spring semesters. Full-time students complete one block placement approximately over a 15-week semester. Part-time students will complete field internships over two semesters.

The field education courses are as follows:



BSW Field

SOWK 4374 - 3 credit hours/ Integrative Seminar

SOWK 4975 - 9 credit hours/ 420 Contact Hours

MSW Foundation Field

SOWK 5410 - 4 credit hours/ Integrative Seminar

SOWK 5411 - 4 credit hours /360 Contact Hours

MSW Advanced Field

SOWK 5378 - 3 credit hours/ Integrative Seminar

SOWK 5979 - 9 credit hours/ 540 Contact Hours


SOWK 5379/5679 - 9 credit hours/ 540 Contact Hours (PT ONLY)

Field Education is an exciting time for students and agency partners alike. The path to becoming a social work professional starts in the field placement where students realize their career options. If you have additional questions, please review the [Frequently Asked Questions](#) and the [Field Education Handbook for Student Interns & Field Instructors](#).

BSW FIELD INTERNSHIP COURSES

BSW internship occurs in SOWK 4374 (Generalist Field Practicum I) and 4975 (Generalist Field Practicum II), in what is called Phase III of the BSW degree program. To be admitted to field, official Social Work majors:

- Must have completed all general degree requirements;
- Must have completed all required courses for the BSW degree, excluding SOWK 4374 and 4975;
- Must apply for a degree summary through the College of Applied Arts Advising Center;
- Must officially apply for internship through the School Office of Field Practicum, which involves:

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- completing the application form, which includes an application, resume, and student survey
 - being academically approved by the Advisor
 - completing personal interviews with potential agency staff
- ✓ Students are required to take SOWK 4374 and SOWK 4975 simultaneously since the 420 internship hours at the agency require a commitment to the agency that precludes taking any other courses.

MSW FIELD INTERNSHIP COURSES

The MSW field practicum consists of two separate field practicum experiences. Foundation (first year) MSW students enroll in SOWK 5410 Foundation Field I and SOWK 5411 Foundation Field II and are required to complete a total of 360 clock hours in field. Each of these courses provides 4 semester credit hours (SCH) for a total of 8 SCH.

The Advanced year full-time practicum (SOWK 5374 & 5979) occurs in the student's last semester. The field sequence is based on a block field experience that requires students to be in field approximately 40 hours a week during a 15-week semester (total of 540 clock hours).

The part-time student's Advanced year Practicum (SOWK 5378 & 5379) occurs across two semesters of the student's fourth year. The concurrent experience is approximately 18-clock hour per week over two semesters. The student will complete 270 hours over each semester for a total of 540 clock hours. SOWK 5378 & 5379 combined provide 6 SCH and SOWK 5679 provides 6 SCH, for a total of 12 SCH. The student can elect to go full-time and do a block placement of 540 hours over one semester.



ROLES THAT IMPACT A STUDENT'S FIELD EXPERIENCE

The Student

The student, as a novice professional in social work, will be held to professional standards and codes of ethics, including those at the agency

Field Advisor

Any member of the field education team who works with a student to identify a suitable generalist or advanced field placement site.

Field Instructor

A qualified MSW or BSW who works or volunteers at the agency, who assumes overall responsibility for the student's educational experiences during a field placement and acts as a supervisor at the agency. Provides a protected weekly hour of educational supervision and support and orients the student to the organization and program.

Off-Site Field Instructor/ Task Supervisor

Staff person onsite who oversees the student's day-to-day tasks if the field instructor is not available. If the field instructor is on site, it is not necessary to have a task supervisor.



The Faculty Liaison

The field faculty is a member of the faculty of the School of Social Work selected to work with particular social agencies, when possible, because of interest, knowledge and background in the particular field. The field faculty is the liaison between the School and field placement agency and is expected to serve both as consultant to the field instructor and advisor to the student. In the capacity of field liaison, the faculty member is directly responsible to the Director of Field Education, who has overall responsibility for the Office of Field Education.

Did you Know?


A student earns a BSW or MSW, and unless the student has engaged in fraud to obtain the degree, no one can take the degree away from that student. However, one's license belongs to the State: The State gives and the State can take away. Consequently, it is CRITICAL that social workers be familiar with regulatory law governing social workers in the state in which the social worker is employed. A social worker is accountable to that law, and ignorance of the law is no excuse!
Therefore, be familiar with your state's licensing regulations and abide by them.

Form List > Field Education Handbook

<https://www.socialwork.txstate.edu/fieldpracticum/forms.html>

Field Practicum At Place Of Employment (“Employer Based”)

Though it is the School's policy, students complete the field practicum requirements in agencies where the student has never been employed or is not currently employed, occasionally students lack viable alternatives and need to complete placement at the agency of employment. The challenge in that situation is to propose a new learning experience for the internship. The Field Coordinator may grant an exception to this policy if the following conditions are met:

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- The field practicum must have social work as its primary function. The organization must be one in which social work practice is clearly distinguishable from the practice of other disciplines.
 - The organization must provide social work students with a qualitatively different experience from that provided by regular employment.
 - The student must answer to a different chain of command, where a social worker qualifies as a field instructor and assumes responsibility for the student's training.
 - The field practicum must have a clearly identifiable educational focus unencumbered by workload and the administrative requirements of regular employment.
 - The organization must support the student's obligations to the university for written assignments, projects, and integrative seminars. No exception will be granted on assignment requirements or seminar attendance for work-related reasons
 - The agency must be formally affiliated with the Texas State University College of Applied Arts and School of Social Work.
 - The employment work hours and internship hours must be clearly articulated.

It is the student's responsibility to submit a written proposal to the Field Coordinator, addressing the conditions mentioned above and including written documentation from the agency that explicitly addresses all of the points above and clearly delineates release time (work hours and internship hours) provided by the student to complete the field practicum requirement.

Form List > Employer Based Practicum Guidelines (EBP)

<https://www.socialwork.txstate.edu/fieldpracticum/forms.html>

Under no circumstances will students be allowed to do more than one field practicum assignment at their place of employment, unless special exception is given by the Field Coordinator.



Important Field Policies And Procedures

Deadlines for submitting student applications for all field placements are final. If a student fails to submit an Application for Field Placement by the posted deadline date, she/he/they may not be eligible for placement in that specific semester.

Further details about the policies can be found at the [Office of Field Education website](#). Scroll to the bottom of the page and under form list, select Field Education Handbook. If questions are not addressed in the handbook, email SWField@txstate.edu.

Hints for Student Success

Students in field practicum may have to work over Spring Break or Winter holidays. After all, agencies do not get a Spring Break—and their clients may need your services during that time.



CHAPTER

5

EVALUATION OF STUDENT FITNESS & PERFORMANCE POLICY

SCHOOL OF SOCIAL WORK, TEXAS STATE UNIVERSITY

PROGRAM STANDARDS

The Texas State School of Social Work prepares students for ethical professional social work practice. Students must meet both academic and professional standards to advance successfully through the social work program. Academic standards include maintaining a minimum 3.0 GPA and successful completion of all required degree coursework. Professional standards are demonstrated through the student's professional development and ethical behavior.


Students sign a contract before admission to the program: 1) agreeing to adhere to the NASW Code of Ethics and applicable state laws, and 2) acknowledging their understanding that a student can be terminated from the social work program based on failing to satisfactorily achieve academic and professional standards. Faculty evaluate students' academic achievement and professional development based on the Council of Social Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS20), the University Honor Code, and the Texas State School of Social Work Student Handbooks in order to identify actions that can be taken to facilitate students' successful advancement or to terminate enrollment in the program if remediation is not possible.

The Program Standards Committee is a standing committee comprised of five faculty members appointed by the School Director. Committee members will serve for the academic year and rotate off of the committee on a staggered basis to ensure consistency and continuity of policies and procedures.

EVALUATION OF STUDENT FITNESS AND PERFORMANCE


The Texas State School of Social Work will comply with University program standards and policies related to student fitness and performance. If there are changes in the student's academic standing:

- The University Registrar Graduate College, and/or Academic Advisor will inform each student and the BSW or MSW Degree Coordinators in writing of any changes in the student's academic standing.
- The student is responsible for contacting the BSW or MSW Program Director within ten (10) working days to submit a corrective action plan indicating how the student will resolve the academic standing issue by the end of the semester in which the problem is identified; and
- Students who fail to comply with this process may not be allowed to continue in the program.
- If a faculty member has a serious concern about a BSW or MSW student's professional behavior and/or development, the faculty member will:
 - Document that concern on a Student Concern Form within the semester that the concern is identified;
 - The faculty member will submit the Student Concern Form electronically to the appropriate BSW or MSW Program Director;
 - The faculty member and the appropriate BSW or MSW Program Director will discuss the concern within three (3) working days to determine if a corrective action plan is needed;
 - If it is determined that a corrective action plan is needed, the faculty member and appropriate BSW, MSW, or Field Program Director will meet with the student to discuss the concern and develop the corrective action plan together if requested;
 - If the student is unable or unwilling to participate in the development of a corrective action plan, the faculty member will develop the corrective action plan and document the student's lack of involvement on the plan;

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- A copy of the corrective action plan will be sent electronically to the student, the appropriate BSW, MSW, or Field Program Director, and the School Director within three (3) working days. In the event that the faculty member is also the appropriate BSW, MSW, or Field Program Director, the Chair or a member of the Program Standards Committee will assist in this process; and
 - If the student's behavior ceases or the concern is resolved, the faculty member will document this change of behavior or concern, inform the appropriate BSW, MSW, or Field Program Director, and no further action will be pursued.

THE STUDENT REVIEW PROCESS

- If the documented unprofessional behavior or developmental concern persists, the faculty member will initiate remediation based on the following:
- The faculty member who had the initial concern will consult with the student's appropriate BSW, MSW, or Field Program Director, who will then refer the continued concern to the Program Standards Committee for action and/or recommendations;
- The Program Director will submit the Student Concern Form, corrective action plan and any other supporting documentation to the Chair of the Program Standards Committee within three (3) working days;
- A copy of all documentation will also be provided to the student within three (3) working days;
- The Program Standards Committee will convene a hearing within ten (10) working days to make recommendations;
- The meeting may be held in a safe zone if requested by anyone attending this meeting;
- Attending this meeting will be: the faculty member who voiced the concern, the student, and a quorum of the Program Standards Committee. The Program Standards Committee may also invite other individuals who are deemed relevant to the process;
- The student may also bring a support person to provide support or advisement to the student. However, the support person is not allowed to address the Program Standards Committee on behalf of student;

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- The Program Standards Committee members will hear the faculty member's concern, as well as the student's response, and any attempts to resolve the concern;
 - At the conclusion of the hearing, all participants will be excused from the room. The Program Standards Committee members will remain in order to deliberate.
 - The Program Standards Committee will report their decision(s) in writing within three (3) working days to the student, the appropriate BSW or MSW Program Director and the School Director, and the appropriate BSW or MSW Program Director will then notify the student of the Committee's decision(s) in writing within three (3) days.
 - The student has ten (10) working days to accept/reject the Program Standards Committee's recommendation(s) in writing. If a student fails to respond in writing to the appropriate BSW or MSW Program Director within ten (10) working days, this will be an indication of acceptance of the decision;
 - If the student rejects the Program Standards Committee's recommendations, the student may appeal the Committee's decision in writing to the School Director within ten (10) working days of the notification of the Committee's decision.
 - The student may appeal the School Director's decision in writing to the College Dean within ten (10) working days of the notification of the School Director's decision.
 - The College of Applied Arts Dean's decision is final.
 - If a faculty member is concerned that a student's professional development and/or behavior is so serious that it requires a prompt or immediate resolution and no corrective action plan is feasible, the faculty member will follow these procedures:
 - The faculty member will notify the appropriate BSW, MSW or Field Program Director if the student will be entering an internship and has a concern or need for prompt resolution.
 - The Program Standards Committee will be notified and convene with at least three (3) committee members within two (2) working days. All procedures outlined above will be followed within an expedited timeframe of two (2) working days instead of ten (10).



DOCUMENTATION & RECORD KEEPING

The School must complete all Student Fitness and Performance Evaluation procedures by the last day of the semester (including exam week), unless the faculty member delivers the concern to the appropriate BSW or MSW Program Director within one week of the end of the semester. Should this occur, the Program Standards Committee must complete its deliberations within one week of the next semester's first class day.

The Program Standards Committee report will remain in the School Director's office, and the School Director will notify any appropriate University officials of the Program Standard Committee's decision if needed.

The appropriate BSW or MSW Degree Director will advise any student who has one or more unresolved student concerns on file with the School Director at the end of a semester that they are advanced to the next semester only on a probationary basis until a final recommendation is delivered by the Program Standards Committee and due process is completed. Students will not graduate if they have an unresolved student concern on file