



Social Work Program Undergraduate Handbook

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INTRODUCTION

The Department of Social Work at the University of Northern Iowa offers a Bachelor of Social Work degree (BSW). The program is fully accredited by the Council on Social Work Education (CSWE). The CSWE is a nonprofit national association representing more than 2,500 individual members, as well as graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in this country. Educational Policy and Accreditation Standards (EPAS) are used by CSWE to accredit baccalaureate- and masters- level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. The UNI Social Work program abides by the educational policy and accreditation standards (EPAS) set forth by the CSWE. The CSWE Core Competencies are listed at the end of this handbook.

The goal of undergraduate social work education is to prepare majors, upon graduation, to fulfill the responsibilities of beginning level social work positions. Undergraduate social work education is considered a professional education program with field education as the capstone experience for students in the social work program at UNI. All students at UNI have to complete UNIFI General Education Program requirements. These courses help to ensure that students receive a broad liberal arts education. In addition to completing the UNIFI General Education Program, the Social Work major requires 49-54 credit hours, which includes the field placement taken in the student's senior year for 10-15 credits, which is a total of 120 total credits for the degree.

PROGRAM MISSION, GOALS & OBJECTIVES, AND CURRICULUM

MISSION STATEMENT

The mission of the UNI BSW program is to prepare students for beginning generalist social work practice at the individual, family, small group, organizational and community levels while adhering to social work values and ethics. Students will learn to use research informed practice to advocate for social and economic justice. This commitment is supported by the promotion of multicultural responsiveness. Critical thinking is a fundamental component of the program that encourages students to examine challenging or opposing concepts and explore conflicting personal and professional values. Service learning requirements, to include volunteer and internship experiences, contribute to the sharing of knowledge between community partners, faculty and students. (Spring 2020)

NASW CODE OF ETHICS/ETHICAL VALUES & PRINCIPLES

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

contribute to, and address problems in living.

[Code of Ethics: English](#)

[Code of Ethics: Spanish](#)

VALUE: Service

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

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

VALUE: Social Justice

Ethical Principle: Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people.

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

VALUE: Dignity and Worth of the Person

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

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

VALUE: Importance of Human Relationships

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

VALUE: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

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

VALUE: Competence

Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise. Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

UNDERGRADUATE SOCIAL WORK PROGRAM GOALS

1. Provide an integrated curriculum that builds on a liberal arts foundation and addresses knowledge and skills essential for beginning generalist social work practice with individuals, families, groups, organizations, and communities.
2. Infuse social work values and ethics throughout students' educational experience to serve as guides for practice and promotion of human and social well-being;
3. Promote student understanding of diversity through curriculum that identifies the experiences and needs of vulnerable and oppressed groups while emphasizing resilience and strengths;
4. Increase students' understanding of the types and processes of discrimination and oppression and enhance their ability to promote social and economic justice through advocacy and social reform;
5. Prepare students to engage, assess, intervene and evaluate practice with individuals, families, groups, organizations and communities within a person-in-environment framework.
6. Prepare students to critically assess and apply empirically-based knowledge, evaluate their own practice effectiveness, and participate in the evaluation of programs and policies.

UNDERGRADUATE SOCIAL WORK PROGRAM OBJECTIVES (CSWE Core Competencies)

Competency 1:	Demonstrate Ethical and Professional Behavior
Competency 2:	Engage Diversity and Difference in Practice
Competency 3:	Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4:	Engage In Practice-informed Research and Research-informed Practice
Competency 5:	Engage in Policy Practice
Competency 6:	Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7:	Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8:	Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9:	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

SOCIAL WORK MAJOR APPLICATION PROCESS

The Social Work major is accredited by the Council on Social Work Education. This requires an application to the major in addition to the University declaration procedure. Social workers need strong relationship skills, emotional maturity and stability, honesty, good judgment, sensitivity to others, including those from diverse backgrounds, concern about social issues, and the ability to focus on the needs of others. Core social work values include service, social justice, dignity and worth of the person, importance of human relationships, and integrity and compassion. There are many motivations for becoming a social worker. Some motivations, however, are not appropriate. These include the wish to promote religion with clients, the substitution of the social work major for needed personal therapy, and the desire to control others. Also, if you are currently abusing substances, such as drugs, alcohol, etc., these problems should be resolved before applying to become a social work

major. The University of Northern Iowa Social Work Department reserves the right to deny an applicant's admission to the major based upon factors related to the potential to become a social worker and make positive contributions to the field. The application is reviewed by the BSW Program Director. Application requirements include:

1. Complete and submit a [social work application](#)
 - a. Affirming you have reviewed the UNI Social Work Course Catalog and understand the academic requirements
 - b. Affirming you have reviewed the Council on Social Work Education (CSWE) "Nine Social Work Competencies" and understand these provide the framework for social work course content
 - c. Affirming you have reviewed the National Association of Social Workers (NASW) "Code of Ethics" and understand you are accountable for upholding the professional ethics, even as a social work student
2. Have a Total Cumulative GPA of 2.5 or higher
3. Complete a Declaration of Curriculum form to drop Social Work pre-major and add Social Work major

Students are notified via email with a letter of their acceptance within two weeks of submitting the application. The letter is added to their cumulative folder in the department. The student's advisement report will indicate that the student is a social work major. If the student is denied acceptance into the social work program, they are notified via email with a letter stating the reason for the denial. A student may request a meeting with the BSW Program Director at any time to discuss the reason for the denial and ways to improve their application if they decide to apply again, if applicable.

At the time of the decision, any contingent conditions associated with a student's application would be included in the admission decision email. The application will be held open for 6 months as the student addresses the contingent conditions. When the student notifies the baccalaureate program administrative assistant of satisfying the contingent conditions within the 6 month timeframe, the application will be accepted. If the student does not notify the baccalaureate program administrative assistant of satisfying the contingent conditions within the 6 month timeframe, the student will have to resubmit a new application.

Procedures: Contingent conditions are shared with the student through email. The application will be held open by the baccalaureate program administrative assistant for 6 months. The application will be accepted upon the student satisfying the contingent conditions within the 6 month timeframe or denied if the contingent conditions or timeframe are not met. The student is responsible for notifying the baccalaureate program administrative assistant when the contingent conditions have been met. Students are notified via email with the decision by the baccalaureate program administrative assistant. (*Accreditation Standard B3.1.2*)

BACHELOR OF SOCIAL WORK DEGREE PROGRAM

The B.S.W. Social Work major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

Foundations:	6
PSYCH 1001 Introduction to Psychology	
SOC 1000 Introduction to Sociology or SOC 1060 Social Problems	
Required Courses: Research	
SOC SCI 2020 Social Sciences Statistics *	3
SW 3185 Social Work Research	3
Required Courses: Core	
SW 1001 Introduction to Social Work and Social Services	3
SW 4144 Social Policies and Issues	3
SW 4163 Diversity and Difference	3
SW 4164 Human Behavior and the Social Environment	3
Required Courses: Practice	
SW 2091 Practice with Individuals	3
SW 3192 Practice with Groups and Families	3
SW 4196 Practice with Communities and Organizations	3
SW 4200 Field Instruction	10-15
Electives: Any SW course	6
Total Hours	49-54

* [STAT 1772](#) will substitute for [SOC SCI 2020](#).

Admissions and class requirements: A minimum Total Cumulative GPA of 2.50 is required for admission to the Social Work major. In order to enroll in [SW 4200](#), a student must be a Social Work major and the following must be present: senior standing (90 or more credit hours); completion of [SW 1001](#); [SW 2091](#); [SW 3185](#); [SW 3192](#); [SW 4164](#); statistics course; and a minimum UNI and Total Cumulative GPA of 2.50. Students must also complete a field orientation prior to the start of field placement.

Students getting a Certified Nonprofit Professional certificate may count [RTNL 2130](#) and [RTNL 2210](#) as SW electives.

Graduation grade requirements: All required courses for the Social Work major require a C (2.00) or higher to count towards the major. A minimum UNI GPA of 2.50 is required for graduation as a Social Work major.

Students who graduate with a major in Social Work receive a Bachelor of Social Work degree.

SOCIAL WELFARE MINOR

The Social Welfare Minor provides a comprehensive understanding of the social welfare system, the values behind it, and the social issues facing individuals, families, groups and communities. It provides an understanding of social welfare and social service programs, and introduces students to the wide variety of Social Work positions.

Students complete one required course and four elective courses offered by the Department of Social Work for a total of 15 credits. If a student chooses to Major in Social Work, all the courses taken for the Social Welfare Minor will apply to the Major; however, students cannot receive both a Minor in Social Welfare and a Major in Social Work at the same time. Only students who graduate with a degree in Social Work from a program accredited by the Council on Social Work Education (CSWE) are eligible to be licensed as social workers in the State of Iowa (LBSW) and can be considered for Advanced Standing in the MSW program.

Required Core Courses:		
SW 1001	Introduction to Social Work and Social Services	3
Electives (Select four courses from the following):		12
SW 2045	American Racial and Minoritized Populations	
SW 3175	Child Welfare Policy and Practice	
SW 4121	Social Work in Mental Health Settings	
SW 4144	Social Policies and Issues	
SW 4163	Diversity and Difference	
SW 4164	Human Behavior and the Social Environment	
SW 4171/5171	Addictions Treatment	
SW 4173/5173	Social Services for Older Adults	
Total Hours		15

SOCIAL WORK PROGRAM CERTIFICATES

The University of Northern Iowa makes available, in addition to traditional programs, the opportunity for students to earn program certificates. Program certificates provide an alternative to programs leading to a degree, a major, or a minor; they certify that an individual has completed a program approved by the university. For information on the following program certificates, contact the Department of Social Work or the Office of the Registrar, which serves as the centralized registry.

ADDICTIONS TREATMENT CERTIFICATE

This UNI certificate program is designed to prepare Social Work majors for the field of substance abuse treatment. To receive a UNI certificate, a student must complete the requirements for the Social Work major (including graduation with a BSW) and the specific course work as indicated.

This UNI certificate program is designed to prepare students for the field of substance abuse treatment.

For any student who received a previous degree and returns for the Addictions Treatment Certificate, all requirements of the certificate apply. Courses may be waived if they were completed for an earlier degree.

Required		
Social Work:		
SW 4171/5171	Addictions Treatment	3
Electives: select three of the following		9
SW 3175	Child Welfare Policy and Practice	
FAM SERV 3145/5145	Violence in Intimate Relationships	
FAM SERV 3160/5160	Prevention and Early Intervention Skills	
CRIM 3228	Mental Health and the Criminal Justice System *	
FAM SERV 1020	Family Relationships	
PSYCH 3102/5102	Drugs and Individual Behavior	
Total Hours		12

* [CRIM 3228](#) has prerequisite of [CRIM 2022](#) or [SOC 1000](#).

COURSE MAPPING

FRESHMAN

Fall	Hours	Spring	Hours
UNIFI electives	9	UNIFI electives	9
SOC SCI 2020 Social Science Statistics (or STAT 1772)	3	BIOL 1014 Life: Cont & Change	3
SOC 1000 Intro to Sociology (or SOC 1060 Social Problems)	3	PSYCH 1001 Intro to Psychology	3
		*Apply to SW major if Total Cumulative GPA is 2.5 or better	
	15		15

SOPHOMORE

Fall	Hours	Spring	Hours
UNIFI electives	12	UNIFI electives	12
SW 1001 Intro to SW and SS	3	SW 2019 Practice with Individuals	3
	15		15

JUNIOR

Fall	Hours	Spring	Hours
UNIFI electives	6	UNIFI electives	6
SW 3192 Practice with Groups & Families	3	SW 4163 Diversity & Difference	3
		SW 4196 Practice with Communities &	

SW 4164 Human Behavior & the Social Environment	3	Organizations	3
Social Work Elective	3	SW 3185 Social Work Research	3
	15		15
SENIOR			
Fall	Hours	Spring	Hours
UNIFI electives	9	SW 4200 Field Instruction	15
SW 4144 Social Policies & Issues	3	(11-15 credits)	
Social Work Elective	3		
	15		15

* Minimum UNI GPA of 2.50 required for graduation as a Social Work major.

- * Need 3 Social Work Electives
- * Social Work Electives
 - SW 1041 Global Social Work
 - SW 2045 American Racial and Ethnic Minorities
 - SW 3143 Self-Care and Stress Management in Helping Professionals
 - SW 3175 Child Welfare Policy and Practice
 - SW 4171 Addictions Treatment (Prereq junior standing)

SOCIAL WORK ACADEMIC ADVISING

The University of Northern Iowa aspires to create the best academic advising experience for each student. Academic Advising is a critical component of the teaching and learning environment at UNI. Advising is a personalized educational experience, empowering students to explore, articulate and achieve their academic, career and life goals. [Academic Advising Mission, Vision, Goals & Outcomes](#) [| Academic Advisor Portal](#). Once a UNI student, a student interested in social work is identified as a premajor in Social Work and assigned an academic advisor from UNI's Academic Advising Office, the Social Work Department Head or Social Work BSW Program Director. Once a Social Work major, the Social Work Department provides individualized academic advising support by assigning students to faculty academic advisors who also maintain teaching responsibilities. Students can find out who they are assigned to through their Student Center on MyUniverse. It is the student's responsibility to reach out to their advisors as needed to assist with providing guidance on issues that may include but are not limited to the social work major, course programming, adding an additional major/minor/certificate, adding/dropping courses, course substitutions, transfer courses, graduation requirements and courses. The goal of all academic advising is to help students make responsible decisions as they develop educational plans compatible with their potential and with their social work career passion and goals. (*Accreditation Standard 3.1.6*)

SOCIAL WORK POLICY ON THE USE OF “INCOMPLETE”

A grade of “incomplete” is generally to be discouraged and only employed when faculty conclude that a student is unable to complete assigned course work due to extenuating circumstances. Course requirements that are appropriate for incompletes include, but are not limited to, the requirements in the final 1/6 of the course, final assignments/assessments, and signature assignments. This is not

intended for work assigned in the first 12 weeks of the semester. Students must request the course extension in writing to the course instructor. A time frame for completing the course work that is acceptable to both the student and faculty must be agreed upon. It is recommended that this time frame not extend beyond two weeks after the formal course end date. An “I” may convert to an “F” if the incomplete is not resolved by the due date agreed upon. An instructor is under no obligation to accept work from a student after the mutually agreed upon time frame. It is the instructor’s decision whether to re-negotiate the agreement. As in all matters related to grading, an instructor’s decision about a grade-related matter is final. See also the information relating to incompletes in the current [UNI Academic Catalog](#).

POLICIES AND PROCEDURES FOR TRANSFER STUDENTS

More than 35 percent of incoming students have transferred to UNI from two- and four-year schools and almost 50 percent of social work majors are transfer students. The process for transferring to UNI starts with an [application](#). Students can find out what courses taken at an Iowa community college transfer to UNI for the social work major by checking out [Transfer Plans of Study](#). Transfer students can consult with Libby Fry, BSW Program Director (elizabeth.fry@uni.edu; 319-273-7204) prior to applying and once admitted to UNI to plan social work courses.

FIELD PLACEMENT

FIELD PLACEMENT DESCRIPTION

Field instruction is an integral and essential component of Social Work education. It provides a learning experience in a setting where the student can integrate curriculum content and theory, develop skills, practice intervention techniques, participate in the role of social worker, and evaluate oneself in that role. The profession strives for greater diversity in roles, settings, methods, and clientele. To meet the requirements of being a generalist social worker in a variety of settings requires field instruction to provide learning experiences which will prepare students for a dynamic and diverse profession. The student will be provided with a variety of experiences which foster the development of skills through which students can work with confidence, exercise independent judgment, and respond to a diversity of roles and responsibilities.

GOALS OF BSW FIELD INSTRUCTION

1. To offer learning experiences which provide the opportunity for students to use and test the knowledge and skills derived from the curriculum in learning the professional competencies of generalist social workers, through active participation in the delivery of human services.
2. To provide settings where students can develop the interpersonal and communication skills essential for professional Social Work.
3. To help students test themselves and their commitment to social work values and attitudes, and evaluate their own preparation for the profession.
4. To prepare students to identify the policies, practices, services, and procedures that interfere with effective delivery of human services and to develop strategies for change.
5. To prepare students to develop the skills and attitudes of a self-directed learner.

CREDIT AND TIME REQUIREMENT

The Social Work major requirements include completing a field placement in the students' senior year for a minimum of 400 hours. Undergraduate students complete 10-15 credits or 400-600 hours of field instruction. For the summer term, students can register for 10-12 credits for 33-40 hours per week for 12 weeks. For the spring term, students can register for 10-15 credits for 25-38 hours per week for 16 weeks. The field program does not grant social work credit or hours for life experience or previous social work related experience. The field hours can only be completed through the field instruction course during the time frame of the university semester. Students begin their field placement during the first week of classes and continue through the last week of the semester in either the Spring or Summer. Students who want exceptions, such as beginning placement prior to the start of the semester, ending a placement early, or extending placement beyond the end of those semesters, can do so only with the full knowledge and consent of the field office and agency instructor. (*Accreditation Standard 3.3.3*)

PLACEMENT PROCESS

Students will attend a field orientation session at least one semester prior to their field experience semester. It is recommended students attend up to two semesters prior to their field experience semester as once they attend, they do not have to attend again. The Field Office communicates directly with students via email and in class presentations as to when the field orientation sessions are offered (i.e. Fall, Spring, Summer). Field orientation includes the student receiving information about how they are cleared to enroll in field instruction, required activities that prepare them for interviewing with field partners, and deadlines for all paperwork to be submitted. During the orientation sessions, students will also learn about the best practices for resume writing and interviewing with UNI's Career Services. In order to be cleared to enroll, students must:

- Be admitted into the social work major
- Have a university and total cumulative grade point average of 2.5 or better
- Completed SW 1001 Introduction to Social Work and Social Services, SW 4164 Human Behavior and the Social Environment, SW 3185 Social Work Research, SW 2091 Practice with Individuals, and SW 3192 Practice with Groups and Families with C or better
- Attended a field orientation session
- Have senior standing (90 credits or more completed for degree)
- Submitted all required paperwork is December 1st for Spring field semesters and April 1st for Summer field semesters.

Once students attend a field orientation session, they are provided with access to the department's Intern Placement Tracking (IPT) system. This online system allows the student to access field profiles of approved sites. The profiles contain information on the site's mission, population served, programs where the student may be placed, point of contact for interested students, point of contact for field supervision, supervision requirements, what type of intern the agency can support, typical field placement working days and hours, transportation requirements, and brief examples of internship experiences for the type of social work student(s) the site is approved to support. The student reaches out to the agency contact for field placement as outlined in the profile. The student

schedules and attends the agency interview. Once an internship offer is accepted by the student, a contract is signed. (*Accreditation Standard 3.3.5*)

OPPORTUNITIES FOR STUDENT PARTICIATION

(*Accreditation Standard 3.1.9*)

STUDENT SOCIAL WORK ASSOCIATION

The [Student Social Work Association](#) (SSWA) is a student organization from the Social Work Department full of students who want to learn more about the profession. The SSWA brings in speakers and organizes events that help students to become informed and active in the community and with those practicing Social Work. Students join the SSWA to learn more about the social work program and profession, meet other students in the major and get involved in helping others both on campus and in the community through special projects and events. The SSWA holds bi-weekly meetings on an array of topics such as career exploration in social work, assistance with choosing classes and de-stress days before finals. The SSWA is also involved in volunteer opportunities throughout the academic year. With no penalty for missing a meeting, students can choose which speakers or events they want to go to.

STUDENT REPRESENTATION ON DEPARTMENT COMMITTEES

Through participating in the Student Social Work Association or by responding to Department requests for student representatives, students have opportunities to represent the student voice at BSW Curriculum Meetings, Field Education Meetings and special committees arranged. Students attend the meeting, ask questions, provide feedback on agenda items, complete special tasks or projects assigned, and communicate issues and results back to the social work student population. Student representatives can change from semester to semester, based on interest.

PROCEDURES FOR RESOLVING STUDENT ACADEMIC ISSUES

CLASSROOM

If a student is displaying academic issues in the classroom, the instructor of the course will work directly with the student to address those issues. If the academic issues continue, the instructor of the course will consult with department faculty during faulty case consultation sessions that are held after curriculum committee team meetings. This session is an opportunity for the instructor to consult with faculty about student successes, concerns, and how to best support them. The instructor can also refer the student to various University support programs, which can include but are not limited to: UNI Rod Library, The Learning Center Services, Student Accessibility Services, Office of Compliance and Equity Management, Student Health Clinic, Counseling Center and Student Wellness Service.

FIELD

If a student is displaying academic issues in field, the instructor of the course will work directly with the student to address those issues. If the academic issues continue, the instructor of the course will consult with department faculty during faulty case consultation sessions that are held after curriculum committee team meetings. This session is an opportunity for the instructor to consult with faculty about student successes, concerns, and how to best support them. The instructor can also refer the

student to various University support programs, which can include but are not limited to: UNI Rod Library, The Learning Center Services, Student Accessibility Services, Office of Compliance and Equity Management, Student Health Clinic, Counseling Center and Student Wellness Service.

PROCEDURES FOR RESOLVING STUDENT CONDUCT ISSUES

CLASSROOM

If a student is displaying conduct issues in the classroom, the instructor of the course will work directly with the student to address those issues. If the conduct issues continue, the instructor of the course will consult with department faculty during faulty case consultation sessions that are held after curriculum committee team meetings. This session is an opportunity for the instructor to consult with faculty about student successes, concerns, and how to best support them. If the conduct issues continue, the instructor is to consult with the Department Head. If the student's conduct continues to be problematic and is not aligned with the Social Work program's mission, values and ethics, [UNI Academic Ethics/Discipline Policy](#), and/or [UNI Student Code of Conduct Policy](#), the student may be counseled out of the program. Students may reach out to [UNI's Dean of Students](#) office for guidance and support at any point during this process in 102 Gilchrist Hall or at (319) 273-2332.

FIELD

Agency supervisors will address any conduct issues with students placed at their agency. If the conduct issues continue, the agency supervisors will notify the faculty liaison assigned to the student. If the conduct issues continue, the faculty liaison can determine if the field director needs to be brought in to assist with the issues through a support plan, or if the student needs to be placed at another site. If a support plan is put into place and the student's conduct continues to be problematic and not aligned with the Social Work program's mission, values and ethics, [UNI Academic Ethics/Discipline Policy](#), and/or [UNI Student Code of Conduct Policy](#), the student may be counseled out of the program. Students may reach out to [UNI's Dean of Students](#) office for guidance and support at any point during this process in 102 Gilchrist Hall or at (319) 273-2332.

PROCEDURES FOR TERMINATION

TERMINATION BASED ON ACADEMIC PERFORMANCE

Undergraduate students at the University of Northern Iowa are expected to meet academic standards set by the university and to demonstrate satisfactory academic progress towards earning a degree. Academic Alert and Academic Probation serve to warn students that unless their academic performance improves, they may be placed on [Academic Suspension](#).

For the Undergraduate program, academic performance standards include a required total grade point average of 2.5 to get into the undergraduate program, a required UNI and total grade point average of 2.5 to enroll in field instruction, and a required UNI graduate point average of 2.5 to graduate. All required undergraduate social work courses will require a C or better to pass the course.

The University's Undergraduate Academic Standing Policy highlights the [procedures](#) for Academic Alert, Academic Probation, Academic Suspension, Readmission After Suspension. Following a

second suspension, the student will be permanently academically suspended if their UNI term GPA is less than a 2.00. The procedures can be found at.

TERMINATION BASED ON PROFESSIONAL PERFORMANCE

The University has established disciplinary procedures for any student who intentionally commits, attempts to commit, or incites or aids others in committing acts of misconduct. The policy can be found at <https://policies.uni.edu/303>.

The Undergraduate program provides a case consultation process to address student professional performance in the classroom and in field. If student professional performance issues interfere with the student's, other student's abilities to successfully complete the program, and/or the instructor's ability to teach the course, a remediation process is initiated.

At the University level, any student who is found, after appropriate hearing, to have violated any of the rules of personal conduct may be sanctioned up to and including suspension, expulsion or dismissal. The procedures can be found at <https://policies.uni.edu/303>.

The Undergraduate's remediation procedures include a meeting between the student and course instructor (if a classroom issue) or agency instructor (if a field issue) with an action plan to support the student and resolve the issue(s). Step 2 involves a meeting between the student, course instructor and department head (if a classroom issue) or agency instructor (if a field issue) with an action plan developed to support the student and resolve the issue(s). Step 3 involves a meeting between the student and department head (if a classroom issue) or field director (in a field issue) to review lack of progress and alternatives to a social work degree. For field specific issues, an alternative field site may be an option in certain situations prior to be counseled out of the program.

Student supports may include, but are not limited to, classroom or field accommodations, remediation sessions focused on academic and/or performance issues, referrals to the UNI Counseling Center, referrals to Student Accessibility Services, and referrals to the UNI Learning Center.

STUDENT GRIEVANCE ISSUES

STUDENT ACADEMIC GRIEVANCE POLICIES AND PROCEDURES

UNI provides policies and a [process](#) for the redress of academic grievances for graduate and undergraduate students within the framework of academic freedom, the integrity of the course, and the prerogative of the faculty to assign grades.

STUDENT PERSONAL CONDUCT APPEALS

Students may reach out to [UNI's Dean of Students](#) office (102 Gilchrist Hall or at (319) 273-2332) for guidance and support at any point during the process of evaluating personal conduct issues that are in direct conflict with professional standards outlined in the NASW Code of Ethics for practicing social workers. The University has a [process](#) for appealing a decision reached by a Student Conduct Administrator.

PROCEDURES FOR WITHDRAWING FROM THE SOCIAL WORK MAJOR AND/OR UNIVERSITY

If a student decides to withdraw from the Social Work program, they should meet with their academic advisor assigned through the Social Work Department. A [Declaration of Curriculum form](#) is completed and submitted via email or in person to the Social Work Department office.

If a student decides to temporarily withdraw from the University of Northern Iowa, they should meet with their academic advisor assigned through the Social Work Department. There is optional paperwork that the registrar's office encourages students to fill out. It is a [withdrawal form](#) and it allows the student to put a freeze on their account to ensure that there is no activity until they decide to return to UNI. It documents the reason for withdrawal and if the student will be returning so the account can be handled accordingly. The student should satisfy any current or past due balance with the University. Leaving a current or past due balance could affect the student's credit score if it goes to collections.

If a student decides to permanently withdraw from the University of Northern Iowa, they should meet with their academic advisor assigned through the Social Work Department. The student should contact the Office of the Registrar at (319) 273-2241 to notify them of the withdrawal. The student should satisfy any current or past due balance with the University. Leaving a current or past due balance could affect the student's credit score if it goes to collections.

OFFICE OF THE REGISTRAR ACADEMIC STANDING

UNDERGRADUATE ACADEMIC STANDING POLICY

Undergraduate students at the University of Northern Iowa are expected to meet academic standards set by the university and to demonstrate satisfactory academic progress towards earning a degree. Academic Alert and Academic Probation serve to warn students that unless their academic performance improves, they may be placed on Academic Suspension. No students in their first-semester in attendance at the University of Northern Iowa will be placed on Academic Suspension.

First-semester students (freshman and transfer students) at the University of Northern Iowa placed on Academic Alert or Academic Probation may be subject to conditions designed to increase academic success. A student who does not agree to these conditions may have their course schedule canceled for the semester.

All continuing students (students who are in their second semester or beyond at UNI) who are placed on Academic Probation should also seek assistance for academic improvement from academic advisors, The Learning Center, or the Counseling Center.

Academic Standing is not run following the conclusion of summer term.

[For a flowchart of the undergraduate academic standing policy, click here.](#)

ACADEMIC ALERT

Any *first*-semester student who has a 1.00-1.99 UNI term GPA will be placed on Academic Alert. Only first-semester students new to the university can be placed on Academic Alert. While on Academic Alert, the student will be limited to 15 credit hours. Academic Alert is not recorded on the student's official academic transcript.

At the end of a student's semester on Academic Alert, one of the following actions will be taken:

- The student will be removed from Academic Alert and shall be in Good academic standing if their UNI cumulative GPA is 2.00 or higher.
- The student will be placed on Academic Probation if their UNI cumulative GPA is less than a 2.00.

ACADEMIC PROBATION

Any *first*-semester student who has a UNI term GPA below 1.00 will be placed on Academic Probation. Also, any *continuing student* will be placed on Academic Probation when their UNI cumulative GPA is below a 2.00. A student placed on Academic Probation must earn a minimum UNI term GPA of 2.00 for each semester while on Academic Probation until their UNI cumulative GPA reaches 2.00 or higher.

While on Academic Probation, a student will be limited to 15 credit hours. Once a student's UNI cumulative GPA reaches 2.00 or higher, they will be removed from Academic Probation. Academic Probation is not recorded on the student's official academic transcript.

At the end of a student's semester on Academic Probation, one of the following actions will be taken:

- The student will be removed from Academic Probation and shall be in Good academic standing if their UNI cumulative GPA is a 2.00 or higher AND their UNI term GPA is a 2.00 or higher.
- The student will continue on Academic Probation if their UNI term GPA is a 2.00 or higher and their UNI cumulative GPA remains below a 2.00.
- The student will be placed on Academic Suspension if their UNI term GPA is less than a 2.00.

ACADEMIC PROBATION

A student on Academic Probation who fails to earn a UNI term GPA of 2.00 will be placed on Academic Suspension. Academic Suspension is for a minimum period of one academic semester and is permanently noted on the student's official academic transcript. Once suspended, a student will not be allowed to re-enroll at the University of Northern Iowa until they have been academically reinstated.

READMISSION AFTER SUSPENSION

Academic Suspension is for a minimum period of one regular academic semester. Only with strong justification, Academic Suspension is for a minimum period of one regular academic semester. Only with strong justification, demonstrated potential for future success, and an agreement to enter the Early Readmission program (ERP) would a student be readmitted prior to sitting out for a semester. Entry into the ERP does not remove the suspension from a student's record.

An undergraduate student who has been placed on Academic Suspension may be readmitted only after completing an application for readmission and receiving formal reinstatement from the **Committee on Admission, Readmission, and Retention**. The application for readmission can be completed and submitted online.

To request early readmission prior to sitting out a semester, complete the **Application for Early Readmission from Academic Suspension**. Readmission prior to sitting out a semester is contingent on the Committee's recommendation, and the student's acceptance of entry into the ERP. As a condition of reinstatement, a student will be subject to stipulations designed to increase academic success. A student who does not agree to these conditions will be denied early readmission or have their course schedule canceled for the semester.

To request readmission after sitting out a semester, complete the **Application for Readmission from Academic Suspension**. Readmission from Academic Suspension will not be granted for summer semesters.

A student who is readmitted after a first suspension, either through admission to the Early Readmission Program (ERP) or after sitting out for one semester, will be placed on Academic Probation following Suspension. A student readmitted after suspension must earn a UNI term GPA of 2.00 for each semester until their UNI cumulative GPA reaches 2.00 or higher. While on Academic Probation following Suspension, the student will be limited to 15 credit hours for a semester. Failure to earn a UNI term GPA of 2.00 or higher will result in a second suspension.

A second Academic Suspension will be for two regular semesters (summer sessions excluded). Students suspended for a second time may apply for early readmission through the **Committee on Admission, Readmission, and Retention** by completing the **Application for Early Readmission from Academic Suspension**, only after having sat out for a minimum of one regular semester.

If a student sits out for two regular semesters, then the student will complete the **Application for Readmission from Academic Suspension**. Readmission from Academic Suspension will not be granted for summer semesters. A third Academic Suspension is considered permanent. Only the most extenuating circumstances would warrant consideration for readmission from Academic Suspension a third time.

At the end of a student's semester on Academic Probation following Suspension, including semesters in the Early Readmission Program, one of the following actions will be taken:

- The student will be removed from Academic Probation following Suspension and shall be in Good academic standing if their UNI cumulative GPA is a 2.00 or higher.
- The student will continue on Academic Probation following Suspension if their UNI term GPA is a 2.00 or higher and their UNI cumulative GPA remains below a 2.00.
- Following a first suspension, the student will be academically suspended for the second time if their UNI term GPA is less than a 2.00.
- Following a second suspension, the student will be permanently academically suspended if their UNI term GPA is less than a 2.00.

Undergraduate students wishing to discuss the **Undergraduate Academic Standing Policy at UNI**, or seeking information regarding readmission after Academic Suspension, may make an appointment with the Office of the Registrar, Gilchrist 115 or call **319-273-2241**.

Obtained from <https://registrar.uni.edu/students/academic-standing/undergraduate> in March 2026

UNIVERSITY RESOURCES & POLICIES

FREE SPEECH SYLLABUS STATEMENT

The University of Northern Iowa supports and upholds the First Amendment protection of [freedom of speech](#) and the principles of academic and artistic freedom. We encourage the free and responsible exchange of diverse ideas on our campus. The University is committed to open inquiry and the spirited and thoughtful debate of such ideas. All UNI employees, students, applicants and campus visitors are welcome to disclose their personal pronoun preferences, though no one shall be compelled to do so.

UNI ROD LIBRARY

[Rod Library](#) faculty and staff can help you be successful with assignments involving any sort of research, so take advantage of their services.

Each department has a designated librarian to support your needs. Anne Marie Gruber is our liaison librarian for this course. You are encouraged to schedule an appointment with her. She can be reached at anne.gruber@uni.edu or (319) 273-3711. She holds weekly, in-person office hours in McCollum and Sabin Halls, for which you do not need an appointment.

Librarians can help you with:

- Getting started by finding and narrowing a topic/research question
- Searching for a book, article, or data to support your paper, poster, or other project
- Tips and tricks for finding resources and using library databases and Google efficiently
- Evaluating search results and sources for the most relevant and reliable sources
- Citing sources and creating your bibliography
- You can also stop by, chat, email, text, or call the library all hours the library is open.

THE LEARNING CENTER SERVICES

The [Learning Center](#) at Rod Library provides free tutoring for a variety of different areas (i.e., writing, math, science, business, Spanish, college reading and learning strategies). The Learning Center at Rod Library is open for walk-in assistance Monday-Thursday 10am-10pm and is free of charge for all UNI students. If you are unavailable during normal tutoring hours, online tutoring is also available through TutorMe. Request access [here](#). For more information email TheLearningCenter@uni.edu, call 319-273-6023, or visit the TLC desk located on the main floor of Rod Library.

In addition, The Office of International Engagement offers free coaching sessions with experienced staff, in-person and online, for international and multilingual students. Students can schedule time with an advisor for in-person assistance or simply walk-in for services during established coaching times at The Learning Center in Rod Library. More information can be found on the [OIE Academic Coaching Website](#).

STUDENT ACCESSIBILITY SERVICES

The University of Northern Iowa (UNI) complies with the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), Section 504 of the Rehabilitation Act of 1973, the Fair Housing Act, and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability.

Students with disabilities experiencing a barrier to access should connect with [Student Accessibility Services \(SAS\)](#) to request accommodations. SAS views disabilities as an integral part of the rich diversity at UNI and works collaboratively with students, faculty, and staff to create an accessible educational environment for students. UNI faculty are not obligated to provide accommodations for students with disabilities without proper notification from SAS and the student. Students may initiate the accommodation process at any time. However, accommodations are not retroactive, and the process for getting connected takes time. Therefore, SAS staff always recommends that students initiate the process as soon as possible rather than wait for academic and social-emotional responsibilities to become overly stressful and/or overwhelming. For more information about the accommodation process, please contact SAS at (319) 273-2332 Relay 711, accessibilityservices@uni.edu, or GIL 102.

UNI ACADEMIC ETHICS/DISCIPLINE POLICY

Students at the University of Northern Iowa are required to observe the commonly accepted [standards of academic honesty and integrity](#).

UNI STUDENT CODE OF CONDUCT POLICY

The university's [student conduct code](#) maintains the principles of respect, honesty, and responsibility to create a safe, healthy environment for members of the campus community while preserving an educational process that is consistent with the mission of the University.

OFFICE OF CIVIL RIGHTS COMPLIANCE

Non-discrimination in Employment or Education: Content in this class has the potential to be disturbing to some individuals based on life experiences. If you ever feel the need to step out of the classroom or decline participation in an activity, please request an alternative learning experience.

UNI Policy 13.02 Discrimination, Harassment, and Sexual Misconduct states: "The University is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, that are free from discrimination and harassment based on a protected class, as well as retaliation."

Policy 13.02 outlines prohibited conduct and reporting processes. All University employees who are aware of or witness discrimination, harassment, sexual misconduct, or retaliation are required to promptly report to the Title IX Officer or Title IX Deputy Coordinator.

Title IX Officer Leah Gutknecht, Assistant to the President for Civil Rights Compliance, 117 Gilchrist, 319.273.2846, leah.gutknecht@uni.edu

If you or someone you know has been harassed or assaulted, you can find the appropriate resources at civilrights.uni.edu. Resources that provide free, confidential counseling are also detailed at civilrights.uni.edu.

For additional information, contact the Office of Civil Rights Compliance, 117 Gilchrist Hall, 273-2846, civilrights@uni.edu.

UNI STUDENT HEALTH CLINIC

016 Student Health Center

(319) 273-2009

General Medical Care, Routine Health Exams, Injury Evaluations, Immunizations, Coordination of Care for Chronic Medical Issues, Resource Nurse, [Psychiatric Services](#), [Travel Consultations](#), [Allergy Injections](#), [Lab Testing](#), [Sexual Transmitted Disease \(STD\) Testing](#), [Eating Disorders Management](#), [Women's Health Services](#), [Pharmacy](#)

COUNSELING CENTER

103 Student Health Center

(319) 273-2676

Mental health counseling, assessment, referral, groups, workshops, consultations.

STUDENT WELLNESS SERVICES

(319)273-2311

Student Wellness Services provides outcome-based health education programming, services and resources to meet the health and wellness needs of our unique student population based on the UNI National College Health Assessment. The office offers wellness coaching, wellness workshops, as well as health education and screenings.

SEXUAL ASSAULT & RELATIONSHIP VIOLENCE SUPPORT

There is free, confidential help on campus available to students who have been sexually assaulted or have been or are victims of physical/emotional abuse, stalking or harassment. For help and assistance due to sexual assault, contact the Riverview Center at (563) 231-1285. Additionally, 24-hour Sexual Assault Support is available at (888) 557-0310. 24-hr Relationship Violence Support is available at (800) 208-0388. Additional resources may be found at safety.uni.edu.

PANTHER PANTRY

The [Panther Pantry](#) strives to ensure that every UNI student is able to get their basic food and necessity needs met. They offer both perishable and nonperishable items for any currently enrolled UNI student facing food insecurity.

Main Level Maucker Union

Open Monday-Thursday 12:00-4:30

COUNCIL ON SOCIAL WORK EDUCATION (CSWE) CORE COMPETENCIES AND BEHAVIORS

Competency 1–Demonstrate Ethical and Professional Behavior

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

Competency 2 –Engage Diversity and Difference in Practice

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

Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice

- a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- b. Engage in practices that advance social, economic, and environmental justice.

Competency 4 –Engage In Practice-informed Research and Research-informed Practice

- a. Use practice experience and theory to inform scientific inquiry and research;

- b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- c. Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5 –Engage in Policy Practice

- a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- b. Assess how social welfare and economic policies impact the delivery of and access to social services;
- c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities

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

Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities

- a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- b. Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- d. Elect appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities

- a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- b. Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- e. Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

- a. Select and use appropriate methods for evaluation of outcomes;
- b. Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.