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DEPARTMENT OF SOCIAL WORK

The Department of Social Work's undergraduate program offers both a major and a minor in social work. It is a specialized degree that prepares graduates for generalist social work practice with a solid foundation in the liberal arts and in the knowledge, skills and value base of social work. Through the mastery of core competencies, social work graduates apply their education working with diverse individuals, families, groups, organizations and communities. In addition, the program prepares qualified students to pursue graduate education in schools of social work and graduate programs in other human service fields.

“The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.” (CSWE, 2015, p.1)

The baccalaureate program at the University of New Hampshire is accredited by the Council on Social Work Education (CSWE) and must meet rigorous academic standards to retain this accreditation. Social Work majors pursue a program that encompasses the professional social work foundation of social welfare policy and services, social work practice, human behavior in the social environment, and research. Course content on theories and practice models that inform intervention, values and ethics, human rights and social, economic and environmental justice are integrated throughout the curriculum.

To connect the theoretical and conceptual contribution of the classroom with the work world, students must complete 40 volunteer service hours concurrent with/or after taking SW 424 and prior to their entering the semester in which they apply to field (for most students this will be spring of their junior year; for a few it will be senior fall). These volunteer experiences must be post high school, approved by their faculty advisor and documented with a signed note attesting to the hours and activities engaged in at the program/agency. This documentation will be maintained in the student file. In addition, students will complete a 450-hour social work field internship over two semesters of the senior year. The senior field placement in the final year of the baccalaureate program is arranged between the student and the field education coordinator. Evaluation of this senior field placement is one tool that measures student achievement of program competencies. Students are required to pay a liability insurance fee for their off-campus field education experience. In compliance with CSWE accreditation standards, the BSSW program does not grant social work course credit for life experience or for previous work experience.
Development and implementation of the undergraduate curriculum is directed by the Accreditation Standards of the Council on Social Work Education. The Educational Policy and Accreditation Standards (EPAS) identify nine core competencies that all social work program alumni should demonstrate. The competencies are as follows:

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic and Environmental Justice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations and communities
7. Assess individuals, families, groups, organizations and communities
8. Intervene with individuals, families, groups, organizations and communities
9. Evaluate practice with individuals, families, groups, organizations and communities

(CSWE, 2015, p.3-9)

A copy of the Educational Policy and Accreditation Standards can be accessed at: http://www.cswe.org

Social Work majors earn a B.S. in social work. Graduates are eligible for practice in a variety of social work settings throughout the United States. In addition, qualified graduates may be eligible for advanced standing in MSW programs that offer such options.

A. Academic Program

Social Work majors are required to take twelve major courses: SW 424, 525, 550, 551, 601, 622, 623, 625, 640, 640A, 641 and 641A. In addition, students are expected to complete four courses from the disciplines of anthropology/sociology, zoology, and two from a group of courses addressing diversity. The determination of which course to take within these categories is made by the student, in consultation with the student's advisor, from an approved departmental list. Many of these liberal arts foundation courses may also fulfill Discovery requirements and none of them may be taken as P/F. Social Work students are required to complete 40 volunteer service hours post High School and before entering the semester they will apply for field work (SW 640/640A) – generally, Junior spring.

Students wishing to minor in Social Work are required to take SW 424, SW 525 and any three other courses offered by the department, excluding SW 640/640A and SW 641/641A. Students interested in either a major or minor in Social Work should consult with the Undergraduate Program Coordinator, Martha Byam in Pettee Hall, room 231, (603)862-1077
B. Mission of the Undergraduate Social Work Program

The mission of the Undergraduate Program of Social Work at the University of New Hampshire is to educate baccalaureate students for generalist professional social work practice that is responsive to the social welfare and social service needs of the people of New Hampshire, the New England region and beyond. Consistent with the overall purposes of the profession, the program educates social work students to work effectively with diverse individuals, families, groups, organizations, and communities to optimize human potential for productive participation in society. Specifically, students in the baccalaureate program are educated for:

1. Practice that is social systems and client/environment oriented.
2. Practice with a strengths-empowerment perspective toward the achievement of social, economic, and environmental justice.
3. Practice that is sensitive and responsive to diversity and limitations on human rights.
4. Practice that is knowledge and research-based.
5. Practice that seeks to reduce poverty and improve the quality of life for all, domestically and globally.

C. Explanation of Social Work Mission Directives

The following program directives link the underlying philosophy of the program with the purposes and values of social work and the Core Competencies as outlined by CSWE.

Specifically, the program emphasizes the following:

- **Practice that is social systems and client/environment oriented**: Social Work professionals must be knowledgeable about systems and interrelated aspects of the environment to work for constructive change.

- **Practice with a strengths-empowerment perspective toward the achievement of social, economic and environmental justice**: practice must be flexible and responsive to strengths and recognize the dignity and integrity of individuals, families, groups and communities. People must be partners in designing the focus of services and, ultimately, the solutions that lead to greater health and independence.

- **Practice that is sensitive and responsive to diversity and human rights**: To be effective, social work practice must be broad-based and flexible. Practitioners must consider a multiplicity of factors inherent in understanding behavior and creating change including age, income level, gender, ability, education, sexual preference, marital or job status, cultural and ethnic heritage and other factors. Social workers must possess knowledge, values and skills to identify, accept and interact with a wide range of factors in order to meet the needs of the people served.
-Practice that is knowledge and research based: Social work practice must be solidly based on knowledge and research from social work and related fields. Furthermore, as practitioners, social workers must learn to develop and dissemintate new knowledge.

-Education for practice that seeks to eliminate poverty and improve the quality of life for all: Quality of life is a measure of the well-being felt by an individual, group, or community. Understanding quality of life issues is critical for effective social work practice.

D. Baccalaureate Program Goals

BSSW program goals were developed to respond to the social welfare and social service needs of the State of New Hampshire and the region. BSSW goals are also shaped by the 2015 EPAS and are as follows:

1. To provide quality education to prepare graduates for entry-level generalist practice consistent with the purposes of the social work profession,
2. To prepare graduates with the knowledge, values, ethics, and skills for effective generalist practice with client systems of various sizes and types.
3. To prepare graduates to practice with diverse populations,
4. To prepare graduates who are knowledgeable about the social contexts of practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change,
5. To prepare graduates for practice consistent with the values and ethics of the profession.
6. To prepare those seeking graduate education in social work or related human service fields with a solid foundation,
7. To prepare graduates for their responsibility to continue their professional growth and development.

DEPARTMENT ADMINISTRATION

The Department of Social Work is administered by the Department Chairperson with four program coordinators reporting to the chair, one for the BSSW program, one for the MSW program, one for the Field education program and a scholarship coordinator. These five individuals comprise the Departmental Administrative Team for overall administration of the department and its programs.

There are nine department committees that study program issues/challenges, research solutions and recommend action to the faculty as a whole. There are student representative positions on all committees except for MSW Admissions and Promotion and Tenure Committees. Students interested in serving on one or more of these committees should contact the Undergraduate Program Coordinator or the Student
Organization of Social Work (SOSW). Following is a brief summary of the activities of these committees:

**Department Academic Standards Committee**
This committee reviews and makes decisions regarding all requests made by either faculty or students for variance in department academic affairs policy. It meets on an as needed basis- some years it rarely meets; other years it is quite busy. It also serves as the Department Appeals Committee for student grievances or in case of termination of social work student status for professional incompetence, behavior or ethical conduct or academic issues.

**Faculty Meeting:** The faculty meets two Thursdays every month during the academic year from 12:40- 2:00 pm. Both undergraduate and graduate students have a seat on this governing body.

**Field Advisory Council:** The purpose of this committee is to involve agency field instructors, students and faculty in developing and maintaining quality social work field experiences for baccalaureate and MWS students. This committee meets approximately two times a year and is comprised of a representative group of field instructors and student representatives.

**HBSE Content Area Committee:** The Human Behavior and Social Environment meets on an as needed basis, usually about twice a semester.

**Research Content Area Committee:** The Research Committee meets on an as needed basis, usually about twice a semester.

**Policy Content Area Committee:** The policy committee usually meets on a Tuesday or Thursday between 12:40- 2:00pm and meets at least 4 times a year. This committee assesses content, policies and outcomes of undergraduate and graduate policy/services courses, including changes in texts and focus and content.

**Practice Content Area Committee:** The purpose of this committee is to review the content and policies connected to all baccalaureate and MSW practice classes, including texts and changes in focus and content. Meetings are twice a semester on Tuesdays from 12:30- 2:00pm.

**Department Advisory Council:** Comprised of members of the professional social work community and allies, this committee advises the Department Chair and Program Coordinators on issues affecting or potentially affecting achievements of the department’s mission, and goal. The Advisory Board meets four times during the academic year from 9-11am on Fridays.
Promotion and/or Tenure: Faculty on this committee review material submitted by faculty being considered for promotion and/or tenure and make recommendations for or against Promotion and/or Tenure.

MSW Admissions: This committee reviews and makes recommendation on admissions policies, procedures and criteria. Members of this committee also assist with the admission review process. Faculty only serves on this committee.

Curriculum Committee: This committee is responsible for program compliance with the CSWE Educational Policy and Accreditation Standards through periodic review of program mission, goals, outcome data, syllabi and texts. Meetings are generally at least three times a semester.

Student representatives are actively sought for all committees except for the Promotion and Tenure and MSW Admissions committees.

Students interested in serving as a student representative on one of these committees should contact the Chair of the Student Organization of Social Work (mailbox in the department office) or the Undergraduate Program Coordinator early in September of each academic year.

Social Work Department Anti-Racism Statement

“Any man’s death diminishes me because I am involved in mankind” –Donne

Recent events have compelled us as a department to examine and take action against the multifaceted nature of racism in the United States. Racism is dehumanizing to everyone it touches. Social Work holds a longstanding value of upholding and working toward social justice for all peoples. We are a caring community, welcoming and respecting of diversity and working for social justice on campus and in the world. We must examine racism beyond the actions of individuals, for it is embedded in the very fabric of our society.

We acknowledge that racism can be unconscious or unintentional, and that identifying racism as an issue does not automatically mean those involved in the act are racist or intended the negative impact. As an anti-racism organization we vow to purposefully identify, discuss and challenge issues of race and color and the impact(s) they have on our organization, its systems, and its people. We will also challenge ourselves to understand and correct any inequities we may discover and gain a better understanding of ourselves during this purposeful process.

We are resolved to explicitly and publicly affirm our identity as an anti-racist academic department. We are resolved that our anti-racism commitment be reflected in the life and culture of the department through our policies, programs and practices as we continue to learn about racism.
We resolve to develop and work to implement strategies that dismantle racism within all aspects of our department, college, university, and society.

University Title IX Policy

Confidentiality and Mandatory Reporting: The University of New Hampshire and its faculty are committed to assuring a safe and productive educational environment for all students and for the university as a whole. To this end, the university requires faculty members to report incidents of sexual violence and harassment shared by students to the university’s Title IX Coordinator (Donna Marie Sorrentino, dms@unh.edu 603-862-2930/1527 TTY). If a student wishes to speak to a confidential service provider who does not have this reporting responsibility, you can speak with University Counseling Center or SHARPP. For more information about what happens when you report, your rights and reporting options at UNH, including anonymous reporting options, please visit (link).

NOTE: the links will refer directly to the Title IX section of the Affirmative Action and Equity website currently being revised. For the time being, the links referenced above will provide information in the documents titled, Community of Care… and will be posted http://www.unh.edu/affirmativeaction/title-ix

CURRICULUM

The Department of Social Work offers a major course of study which leads to a Bachelor of Science degree. It is an accredited program, based on standards established by the national accreditation board, the Council on Social Work Education. As such, the program:

1) Satisfies requirements for a Bachelor of Science degree in the College of Health and Human Services;

2) Provides content in the areas of: a) ethical and professional behavior; b) diversity and difference in practice; c) advancing human rights and social, economic and environmental justice; d) practice-informed research and research-informed practice; e) policy practice; f) engage, assess, intervene and evaluate practice with individuals, families, groups, organizations and communities.

3) Provides an educationally directed field experience, as the Capstone requirement.

A. Major Requirements

Students majoring in Social Work must complete major as well as University Discovery requirements for the Bachelor of Science degree described in the Undergraduate Catalogue at the time of their admission to UNH. In addition, students must complete four distribution requirements in identified disciplines and forty hours of volunteer
service as approved by the students’ advisor. Following are the twelve required major courses in the BSSW Program:

SW 424  *Introduction to Social Work* (Offered Fall and Spring)

Introduces the learner to the field of social work with emphasis on the “person-in-environment” construct and attention to a range of practice approaches to understanding and assisting the human condition. An overview of the history, values and ethics of the profession is central and includes various fields of practice in which social workers are employed. 4 cr.

SW 525  *Introduction to Social Welfare Policy: History of Social and Economic Justice* (Offered Fall and Spring)

This course provides an overview of the history and current status of social welfare policy in the United States. Considerations of the origins, development, and analysis of significant policies, values, attitudes, and other issues related to the social welfare system, and the delivery of service. Focus on policy analysis from a social, economic and environmental justice perspective. Satisfies the historical perspectives category for Discovery. 4 credits.

SW 550  *Human Behavior and Social Environment I* (Offered Fall only) *

Introduces human behavior and development as it influences and is influenced by multiple factors in the social environment, including individual genetic and biological composition, race, gender, age, socioeconomic status, ethnicity, geographic location, physical appearance and ability. The influence of these factors throughout the life cycle is covered. Provides a knowledge base and perspective to understand a client’s behavior, attitude, and values in relation to the attitudes and values of the social work profession and the larger society. Satisfies Discovery Social Science requirement. 4 credits.

SW 551  *Human Behavior and Social Environment II* (Offered Spring only)

Agents of socialization that most significantly affect family, group, and organizational development and behavior within an ecosystems framework. Particular attention is paid to the influence of class, gender, race, ethnicity, religion, age, sexual orientation and other aspects of diversity on development and behavior of larger systems. Satisfies Discovery Social Science requirement. 4 credits

SW 601  *Methods of Social Research* (Offered Fall only) **

Introduces students to practitioner-researcher role in social work. Critical evaluation of and introduction to research including project design, survey and evaluative methodologies. Introduction to statistics used in research process. Each student completes an individual research proposal. Prerequisite: SW 424 and junior or senior
status or permission of instructor. Writing Intensive 4 credits. Required for Honors in Major.

**SW 622  Social Work Practice I: Interventions with Individuals and Families**  
(Offered Fall only)

Introduces Social Work methods and practice. Basic principles, values, ethics, interviewing skills, problem assessment, and contracting of social work practice with individuals and families are studied. Skill training is provided in laboratory sessions. Prerequisite: SW 424 or permission of instructor. Must have junior or senior status. Writing Intensive. 4 credits. Open to minors on a space available basis only.

**SW 623  Social Work Practice II: Interventions with Groups, Organizations and Communities**  
(Offered Spring only)

A continuation of SW 622. Delineation and study of intervention and change strategies differentiated for individuals, groups and communities. This course emphasizes differential use of intervention techniques and processes with groups, organizations and communities. Skill training provided in laboratory sessions. Prerequisite: SW 622. Writing intensive. 4 credits. Open to minors on a space available basis only.

**SW 625: Social Welfare Policy in a Global Context**  
(Offered Spring only)

Builds on the curriculum content of SW 525. Both courses view social welfare policy as the framework from which social work services are developed and delivered. This course examines the macroeconomic context for policy analysis and advocacy and integrates policy and practice through student research and analysis of specific social problems. Policymaking is analyzed in legislative, community, organizational and global environments emphasizing advocacy for social and economic justice. Prerequisite: SW 424 and SW 525. Must have junior or senior status. 4 credits.

**SW 640  Social Work Field Experience I**  
(Offered Fall and Spring)

Majors will be placed in a social welfare setting for a minimum of 225 hours; individual arrangements made with BSSW Field Education Coordinator. Must have senior status (90+ earned credit hours). Prerequisite: SW 622. Co-requisite: SW 640A. Special Fee. (Not open to minors) 5 credits. Cr/F.

**SW 640A  Social Work Field Experience I: Seminar**

This weekly seminar, held concurrently with Social Welfare Field Experience I, integrates the field experience with social work theory and concepts learned throughout the curriculum by class discussion, exercises, readings and written assignments. Seminar I provides an opportunity for orientation to field, an overview of field requirements, review of the Code of Ethics, and the use of small group discussion for problem solving. Students learn to use supervision effectively, to participate in the helping process, and to
manage their own stress. Students learn to assess the impact of policy on the client system, agency and worker and to use research to inform practice. Pre-requisite: SW 622 and permission. Co-requisite: SW 640. 3 cr.

**SW 641 Social Work Field Experience II** (Offered Spring and Summer)

A continuation of SW 640 with a minimum of 225 hours in placement. Must have senior status. Prerequisite: SW 640/640A Co-requisite: SW 641A. Special fee. 5 credits. CR/F

**SW 641A Social Work Field Experience II: Seminar**

This is a continuation of Social Welfare Field Experience I: 640A and builds upon the concepts presented in the student’s first field practice seminar. This seminar is held concurrently with the field placement. It is designed to integrate the field experience with social work concepts through class discussion, readings and written assignments. Topics include but are not limited to, understanding and using agency structure to enhance client interactions, conducting and writing client assessment and other documents, enhancing the client-worker therapeutic interaction, effective use of supervision, effective use of self in practice, prevention of burn-out, termination with clients and with agency staff, and values and ethics. Pre-requisite: SW 640/SW 640A. Co-requisite: SW 641. 3 Cr.

**NOTE: The Department of Social Work does not grant social work course credit for life experience or previous work experience**

*Students who have successfully completed FS 525 with a C or better PRIOR to admission to the social work department, may waive SW 550 assuming appropriate life span content is covered but must take a 1 cr. Independent Study (SW 795) with one of the HBSE faculty during their first year in the program to learn the intervention techniques of ecomaps and genograms.*

**Students who have successfully completed with a C or better, Psych 502 or Soc 601, may waive SW 601 but must take a 1 credit Independent Study (SW 795) with one of the SW research faculty during their first year in the program.**

**B. Distribution Requirements**

To insure a solid liberal arts foundation, all Social Work majors are required to take one course from each of the following four subject areas. Courses marked with an asterisk (*) will also fulfill general education requirements or Discovery requirements for a baccalaureate degree. These four courses must be completed for a grade (not taken Pass/Fail).

**ANTHROPOLOGY** 411*Global Perspectives on the Human Condition: An Introduction to Anthropology, 500* Peoples and Cultures of the World, 515*Anthropology and Contemporary Issues** SOCIOLOGY 400*Introduction to
Sociology, 515*Introductory Criminology, 520*The Family, 530*Race and Ethnic relations, 540*Social Problems 525* Juvenile Crime and Delinquency, 535 Homicide

**ZOONOLOGY** 401*Human Biology, 507*Human Anatomy and Physiology, 508*Human Anatomy and Physiology II

**DIVERSITY REQUIREMENT** Majors must take two from the list below:
ANTH 450, ANTH 625, CMN 567, ENG 549, ENG 550, GERO 500, HIST 505/506, HIST 532, HUMA 609, NURS 595, PHIL 510, SOC 630, SOC 645, SOC 745, SW 706, SW 650, SW 701, SW 715, WS 401(HUMA), WS 405, WS 444A, WS 444B, WS 444C, WS 632

*If not completed before admission, students are expected to fulfill these distribution requirements as soon as possible after entering the major.*

**C. Social Work Electives**

**SW 697 A-E** *Special Topics in Social Welfare*

A seminar for upper level Social Work Majors. Current issues, programs, and development in social welfare and social work are selected. Topics may include: Alcohol and Alcoholism; Drugs and Chemical Dependency; Income Maintenance; Health Care; Aging, Housing or Social Justice. Topics selected will depend on faculty and student interest. A primary focus will be on increasing student understanding of a wide range of factors that influence program development and service delivery. Course may be repeated for different topics. Junior or senior status or permission. 4 credits.

**SW 650:** *Explorations in Social Justice*

This course uses adventure-based activities to address social justice issues and cultural competency. Students will participate in an engaging “learning lab” where an activity-based approach and guided reflection are used to build community and foster awareness of social identity, oppression, privilege, allied behavior, and action planning.

**SW 701** *Women and Aging*

An analysis of the major theories about the social conditioning of aging women and its effects in contemporary society. Human service response is addressed. Psycho-social, biological, legal and economic implications are explored. Prerequisite: Junior or senior status, or permission from instructor. Junior or senior status. 4 credits.

**SW 705** *Child and Adolescent Risks and Resiliency: Program, Policy and Practice*

An examination of the major policy and program questions of child welfare with a focus on child care and protection, adoption, foster care, juvenile delinquency, service delivery,
and concepts of treatment in public and private programs. Prerequisite: Junior or senior status or permission from instructor. 4 credits.

SW 706 - Social Action in the Dominican Republic

This course examines issues of culture, poverty, social development and social justice in the Dominican Republic through both service learning work and through preparatory and reflective class sessions and discussions. Students will examine social and economic development issues within a global framework and will explore efforts to improve conditions on this island nation. The service learning component includes working on a designated construction project and volunteering in a local elementary school. Students will also collaborate with community leaders to learn more about social, cultural and historical issues and will engage in a variety of cross-cultural activities. Students will engage with the local Haitian immigrant community, tour local schools and orphanages, and visit historical areas including the Zona Colonial of Santo Domingo. The primary part of the class with take place during March spring break. Special fee.  
Co-requisites: INCO 589

SW 711 Understanding Mental Illness

An overview of the public mental health system focusing on people affected by severe and persistent mental illness. Reviews the current service system and its history; major mental illness, psychosocial rehabilitation, and treatment; and community support systems. Prerequisite: Junior or senior status or permission. 4 credits.

SW 713 School Social Work

The course examines the school as a social institution that serves to educate and socialize children into US society and the role of the social worker in the school setting. Readings, activities, and discussions provide practical skills and theory for school social work practice. The course content addresses the history of school social work integrating social work values into a school setting, systemic needs within school settings, the importance of networking and professional collaboration, and working with diverse and at-risk youth and their families. Students also examine the role of school social workers in helping students, schools and families adjust to and cope with trauma, special education needs, and related topics. 4 credits

SW 712 Understanding Developmental Disabilities

Analysis of the complex social contexts of people with developmental disabilities. Explores and questions traditional approaches and the current service system. Examines family and community services and resources. Prerequisite: Junior or senior status or permission. 4 credits.
SW 714:  **Drugs and Alcohol: Use, Misuse and Addiction**

This course examines the historical, cultural, and social aspects of drugs and alcohol and their impact on the body and behavior, the progression of drug use and the treatment and prevention of addiction as well as the impact of addiction on families. Junior or Senior status of permission. 4 credits

SW 715  **Practice with Gay, Lesbian, Bi-sexual and Trans-Gendered People**

Sexual minorities constitute the minority group social workers will most consistently encounter wherever they work. Addresses practice with GLBT people on both professional and personal levels. The readings will include theoretical, experimental, clinical, counseling and personal perspectives, as well as providing an introduction to the GLBT subculture. A unit on gender minorities will be included. Students are also required to explore and examine their own attitudes and assumptions about gays, lesbians, bisexuals and gender minorities. Juniors and Seniors only or permission of instructor. 4 credits.

SW 785:  **Study Abroad: Comparative Social Welfare Systems**

Generally offered every two years, this is an intense, two-week, study abroad course with a focus on comparing and contrasting the practice and policy issues of another country with the U.S. Students examine the historical development of social welfare in another country including an analysis of the underlying values and attitudes that dictate practice and policy decisions. Includes agency site visits, lectures, themed readings and visits to important cultural sites. Junior or Senior status. Pre-requisite: SW 424 and 525 or permission. Special fee. 4 credits.

SW 795  **Independent Study in Social Service**

Independent work under department faculty guidance. Enrollment by permission only through arrangement with specific faculty. May be repeated with a different focus to maximum of 8 credits. Prerequisite: 12 credit hours in Social Work or permission. Variable 1-6 credits. Graded.
An Independent Study Contract is found as appendix A.

SW 796  **Independent Study: Teaching Assistantship**

Participating students provide leadership and supervision for small groups of majors in social work practice simulations. Student teaching assistants work closely with, and under the direction of department faculty. May be repeated to a maximum of 8 credits. Prerequisite: Senior status, 16 hours in Social Work and permission. Variable 1-6 credits. Cr/F.
SW 797H-798H  

Honors Thesis

Working with an assigned faculty adviser, students propose and develop a thesis project for both oral and written presentation during the senior year. Prereq. For 797H: admission to the SW Honors Program and permission. Prereq. For 798H: satisfactory completion of SW 797H and at least two, 600 level SW courses for honors and permission. Variable credits. 2-4 credits per semester; 6 credits total required over two semesters.

D. Service Hours requirement

All social work majors entering the program Spring 2012 and after, and who will take SW 424 in Fall 2012 or later, are required to complete 40 hours of service in an approved human service agency/program. Students may participate in multiple placement sites to complete the 40 hours, but one experience must be a minimum of 20 hours to promote a more in-depth and meaningful experience. This experience may be paid or volunteer, and must be approved by the student’s faculty advisor. The service hours must be post-high school and completed prior to applying for field work (SW 640640A). Numerous opportunities exist on campus for completion of these hours such as being a UNH resident assistant, peer educator at Health Services or advocate/educator for SHARPP as well as off campus opportunities such as working at a homeless shelter, extended care facility, food pantry, etc. Experiences that do not qualify include clerical and janitorial support, retail sales, restaurant work and babysitting.

Students must get approval from their advisors PRIOR to starting the experience and bring a note from their agency / program supervisor on agency letterhead attesting to the hours given and the tasks engaged in with a written signature of the program/agency contact. These will be kept in the student’s academic file, attached to a summary service record sheet. See appendix G.

E. Minor Requirements

A student wishing to minor in Social Work must complete SW 424 and 525 and three other courses offered by the Department of Social Work excluding SW 640, 640A, 641, 641A. Interested students should contact Martha Byam, Pettee Hall, Rm. 231, (603) 862-1077, Martha.byam@unh.edu.

F. Independent Study

Independent studies can be a useful way to pursue a particular body of knowledge or to gain experience in a practice area that may be unavailable in the general curriculum. Credit hours for an independent study are determined by the amount of work being undertaken and will be negotiated by the sponsoring faculty member and the student,
with a final review by the Undergraduate Program Coordinator. In all cases, documentation is required of all activities for the independent study.

**Students interested in pursuing an independent study must submit an Independent Study Agreement Proposal (Appendix A) to the Undergraduate Program Coordinator, before the end of the add/drop date for the semester in which the student wishes to engage in the project.** The proposal should include the name of the faculty sponsor; whose permission the student should secure before submitting the proposal. The Undergraduate Program Coordinator will review all proposals to insure that adequate faculty support/supervision is available for successful completion of the project. Review of proposals will pay particular attention to the number of credits being requested in relation to the amount of work being proposed. Students and sponsoring faculty must be careful to negotiate independent study projects that reflect the University standard for credit hours received for effort/work expended. Generally, one credit should equal about 3 hours/week of active work. Upon approval, the signed contract will be placed in the student's file.

Independent Study forms are also available in the Department of Social Work office. Baccalaureate students are limited to 8 credits of independent study and, generally, must be of either Junior or Senior status. The course number for independent study is SW 795: Independent Study in Social Service. Permission required.

**G. International Opportunities**

The University Center for International Education, located in Hood House, room 223 offers an extensive library of international opportunities for UNH students. These programs include many that are UNH managed, such as the programs in Ghana, London or in Budapest, among others. There are hundreds of others including post baccalaureate fellowships, and research funding opportunities for work abroad. The Department of Social Work encourages students to take a semester abroad or through the domestic exchange program, to study in another part of our country to have a cross cultural experience. Typically, the best semester to do this is the spring of the junior year, although students who are double majoring or who have one or more minors or who entered the social work program late may have to adjust this schedule. The website for the Center for International Education is: [http://www.unh.edu/cie/](http://www.unh.edu/cie/)

In addition, the Department offers opportunities through SW 785 to enroll in a study/tour to learn about comparative social welfare policy and practice. Historically, this program has taken students to London, Glasgow and Edinburgh, Scotland and Dublin, Ireland/Belfast, Northern Ireland. More recently, students studied in Latvia and the Dominican Republic. These opportunities can be a wonderful way to gain some cross cultural experience without having the expense and time commitment of a full semester. Generally, offered every other year. The Dominican Republic program (SW 706) is offered every spring.
Social Work Honors-in-Major Program

Social Work majors with a 3.4 overall GPA at the end of their sophomore year, qualify to participate in the Honors-in-major program. Requirements include: successful completion of three of the 600- or 700-level courses listed below for honors, one of which must be SW 601: Research methods and a 6-credit Honors thesis during the senior year.

<table>
<thead>
<tr>
<th>DEPT</th>
<th>NUMBER</th>
<th>TITLE</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>SW</td>
<td>601</td>
<td>Research methods in Social Work</td>
<td>4 cr.</td>
</tr>
<tr>
<td>SW</td>
<td>622</td>
<td>Social Work Practice</td>
<td>4 cr.</td>
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<tr>
<td>SW</td>
<td>623</td>
<td>Social Work Practice II</td>
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<td>SW</td>
<td>625</td>
<td>Social Welfare Policy II</td>
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<tr>
<td>SW</td>
<td>650</td>
<td>Explorations in Social Justice</td>
<td>4 cr.</td>
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<tr>
<td>SW</td>
<td>697</td>
<td>Special topics</td>
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<td>SW</td>
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<td>Women and Aging</td>
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<td>SW</td>
<td>705</td>
<td>Child Adolescence Risks and Resiliency</td>
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<tr>
<td>SW</td>
<td>706</td>
<td>Social Action in the Dominican Republic</td>
<td>4 cr.</td>
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<tr>
<td>SW</td>
<td>711</td>
<td>Understanding Mental Illness</td>
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<td>SW</td>
<td>712</td>
<td>Understanding Developmental Disabilities</td>
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<td>SW</td>
<td>713</td>
<td>School Social Work</td>
<td>4 cr.</td>
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<tr>
<td>SW</td>
<td>714</td>
<td>Drugs and Alcohol: Use, Misuse and Addiction</td>
<td>4 cr.</td>
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<tr>
<td>SW</td>
<td>715</td>
<td>Practice with Gay, Lesbian, Bi-sexual and Transgendered people</td>
<td>4 cr.</td>
</tr>
<tr>
<td>SW</td>
<td>785</td>
<td>Comparative Social Welfare systems</td>
<td>4 cr.</td>
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</tbody>
</table>

Each of the above courses will include supplementary research, reading, and writing for honors students, as negotiated with the instructor. A sample Honors Course Agreement is included in this handbook as Appendix B. Students interested in this option, should thoroughly read the Honors Program in Social Work hand-out, available in the Department office or on our website.

In addition to the above three courses taken for honors, each program participant will successfully complete a 6-credit honors thesis or project over both semesters of their senior year. Thesis or project proposals should be submitted to the Honors Program Coordinator, Dr. Mary Banach, who, in consultation with the Department Chair, will assign a thesis advisor from the faculty. Guidelines for the thesis are detailed in the Honors in Social Work Program handout.
Student Development: Admissions, Advising, Retention and Termination

A. Procedures for Admission

The Department of Social Work seeks to enroll students:

1. with a proven record of academic achievement (as evidenced by grades) especially in critical thinking, writing, and oral expression;

2. who agree to follow the NASW Code of Ethics,

3. who have been active in their own community in some way to improve the overall quality of life for people around them.

4. If an internal transfer student, must have a University GPA of 2.0 or better.

To facilitate the enrollment of students who satisfy these criteria, the following Policy for Admission and Retention is employed by the Department of Social Work.

1. Internal Transfer Students (students currently enrolled in a UNH Baccalaureate program who wish to declare a SW major).

   The Department accepts new internal transfers through an application, interview, and review process. Applications are available in the department office and on our website. Applications must be fully completed and accompanied by a University transcript (available through the Registrar's office or on webcat).

   Applicants must have an interview with the Undergraduate Program Coordinator to review his/her application upon submission of required materials. At this time, the NASW Code of Ethics will be reviewed. Students are expected to sign an agreement to adhere to the Code of Ethics in order for the application to receive further consideration. Any concerns or questions students have about this code should be discussed with the Undergraduate Program Coordinator during admission or, if concerns arise after admission, with their academic advisor. Students are notified in writing of the department's decision within two weeks of the interview.

   To enter the SW major as an internal transfer, students must be a degree candidate in good academic standing, with a minimum semester GPA of 2.0. Evidence of outstanding service or community involvement is also considered.

2. External Transfer and First Year Students

   Upon admission to the University, the Social Work Department will confer with the student to evaluate possible major transfer credit. Credit from CSWE accredited social work programs will be accepted for like course(s) at UNH upon review and approval of
the Undergraduate Program Coordinator. Social Work courses taken at non-CSWE approved programs will be considered only after careful examination of syllabus, course requirements, bibliographies, and instructor qualifications. On occasion, the Program Coordinator will confer with faculty who teach in and are knowledgeable about core courses in the curriculum to decide to accept transfer credit for a UNH Department of SW core course. In all instances, external courses that are accepted are noted in the student’s file with the Program Coordinator’s initials next to the note.

_The Department does not grant social work course credit for life experience or previous work experience_. Furthermore, credit is not awarded for work not accepted by the University Admissions office.

The NASW Code of Ethics will be reviewed with External Transfer and First year students at their orientation are expected to sign the agreement form at that time or within their first semester of campus, if they do not attend orientation. (Appendix C).

**B. Retention**

1. **A minimum semester GPA** of 2.0 is required to maintain good academic standing within the SW major. This policy becomes effective immediately during the semester that the student declares the major. Majors are required to earn a “C” or better in all major courses.

2. **Departmental Probation** occurs after one semester below a 2.0 GPA. Should a student then achieve a 2.0 GPA or above, during the probation semester, s/he will be returned to good academic standing within the Department.

3. **Academic Exclusion** from the major occurs when a student earns a semester GPA below 2.0 for two consecutive semesters. Exclusion means that the student will not be allowed to enroll in any additional required major courses. A change in major is advised.

4. **First year students and External transfer students**, in their first semester are not subject to departmental academic probation for the first semester to allow for adjustment to university life. However, if the student does not attain the required 2.0 semester GPA at the end of the second semester, s/he will be placed on departmental probation.

5. **Readmission following Exclusion**: Any student who has been excluded from the major because of two consecutive semesters below 2.0 may apply for readmission to the major upon submission of evidence of a semester (minimum 12 credit hours) GPA of 2.5 or above immediately preceding the readmission application.

6. **Repeat Course Rule**: If a student fails to achieve the required "C" or better in Social Work major courses, s/he may repeat the course once to achieve success.

7. **Academic Variance Petition Process**: Social Work majors requesting an exception to academic or student affairs policy must complete a written petition stating the variance
being requested with accompanying rationale. All petitions must include a statement from the student's advisor including the advisor's recommendation, and must be submitted to the Undergraduate Program Coordinator. The Academic Standards Committee will meet within two weeks of receiving the petition. Within two weeks of the meeting, students will be informed in writing about the outcome of their petition with a copy of the decision placed in the student's academic file. *It is expected that whenever possible, petitions will be handled by the Academic Standards Committee during the academic year. However, during the summer months, the Academic Standards Committee does not meet.* In order to provide summer coverage the Department Chair in consultation with the Chair of the Academic Standards Committee shall appoint an ad hoc committee of three (3) members from among Department faculty who, acting with the authority of the Committee and with appropriate available consultation, shall adjudicate the matter and inform the student or faculty member of the decision. For any variance in policy, it is the student's responsibility to work with their academic advisor, (or another faculty member of their choice) to prepare a complete petition, including all supporting documentation. Petitions must be typed and submitted in a timely manner. If the petitioner is not satisfied with the Academic Standards Committee decision, they may submit a written appeal to the Department Chair within two weeks of receiving the Academic Standards decision. A sample petition can be found in the Handbook, as Appendix D. This can also be found online at [http://www.unh.edu/registrar/forms/petitionform.pdf](http://www.unh.edu/registrar/forms/petitionform.pdf)

If the outcome of an appeal to the Department chair is unsatisfactory to the petitioner, they may appeal to the Associate Dean of the College of Health and Human Services. They must submit a written appeal within two weeks of receiving the Department Chair’s decision.

### C. Student Greviance

All members of the UNH Social Work community are encouraged to resolve conflicts informally and directly with the concerned party, in line with social work ethics and values. However, when this is not possible or has been unproductive, students are encouraged to talk with the Department Chairperson. The student may bring a support person of their choosing with them to the meeting but they are expected to speak for themselves during the meeting. The Department Chairperson will respond to the student grievance with his/her decision, if one is required, within two weeks of the meeting and will notify the student in writing. If no satisfactory outcome occurs, the student can then talk with the Dean of the College of Health and Human Services. Students are invited to consult with their advisor or another faculty member of their choice when pursuing a grievance.

The Department follows the The University Student Rights, Rules and Responsibilities manual for responding to student grievances. The full procedure is found at this link: [https://www.unh.edu/student-life/handbook/administrative/grievance](https://www.unh.edu/student-life/handbook/administrative/grievance)
D. Professional Competency and Ethical Behavior Issues

Upon admission into the social work program, students are expected to maintain academic integrity, professional conduct and ethical standards by adhering to the NASW Code of Ethics and the University of New Hampshire Student Rights, Rules, and Responsibilities. A clear understanding of behavior standards that demonstrate a commitment to the dignity and worth of all people is essential.

Beyond mastering a body of knowledge, social workers must possess and demonstrate professional values, skills and ethical principles. These values, skills and ethics are part of the social work academic enterprise. The NASW Code of Ethics is applicable to students of Social Work as well as professionals. Every new student in the program is expected to thoroughly review the Code of Ethics either during their admission process or during their first semester on campus and upon review, to sign a statement agreeing to abide by the principles of this document. This statement is maintained in the student's file. A copy of this statement is contained in the handbook as Appendix C. All students are given a copy of the Code of Ethics during the admissions/orientation process. Additional copies are available from the Undergraduate Program Coordinator, the student's academic advisor and/or the department administrative assistant.

The UNH Student Rights, Rules and Responsibilities is distributed to all students via email. Students may request hard copies as well. This publication clearly outlines community behavioral expectations and students are responsible for knowing and adhering to its contents. It can also be accessed electronically at: http://www.unh.edu/student/rights/

Behavioral violations of the Codes of Conduct contained in either of these two documents may be grounds for termination from the social work program. Occasionally, students in the program do not meet or maintain appropriate levels of professional competence and ethical conduct. Whenever a faculty member becomes aware of such concerns, every effort is made to resolve the issue quickly and directly with the student. However, when informal discussion between faculty and student(s) is unproductive, faculty and/or field supervisors may recommend a student be excluded from the social work major.

Criteria for exclusion from the major includes, but is not limited to the following:

1) Failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability required for professional practice as outlined in the NASW Code of Ethics and/or the UNH Student Rights, Rules and Responsibilities.

2) Persistent inappropriate or unprofessional behavior toward clients, colleagues, faculty or staff (at school or field placement).
3) Consistent failure to demonstrate effective interpersonal skills necessary for professional helping relationships (e.g. persistent judgmental or discriminatory attitudes or violations of client's rights to self-determination, boundary violations, etc.)

4) Consistent with the Americans with Disabilities Act, being unwilling to seek appropriate advice or counseling to address impairments that interfere with the students’ ability to function as a social work major in the classroom or in the field.

The Department of Social Work, consistent with the Americans with Disabilities Act, reserves the right to refuse to place or direct students in field work if their physical or mental health status suggests such action is warranted to safeguard clients, agencies, the students themselves, other students or Department faculty and staff.

1. Process for Termination for Compelling Professional Behavior and Ethical Issues

Initially, it is the faculty advisor's role to address issues related to the question of a student's continuance in the Social Work Program. This discussion may also include another faculty member within the department who may be currently teaching the student. It is expected that many concerns of this nature will be resolved informally within the student/faculty relationship. Faculty involved in such discussions should document their meetings with students about issues of professional behavior and ethical issues. This documentation must include the date of the meeting, the stated concern, the intervention, and accompanying plan for monitoring agreed upon changes.

When there is no resolution or expected behavior change, the student or faculty move to the formal departmental grievance process. Following are the steps in this process:

- The concerned faculty member or student petitions the Department Academic Standards Committee (see description of responsibilities and membership on page 5) clearly stating the concern and relating the concern to the Department or Field Policy Handbook, the NASW Code of Ethics and/or the UNH Student Rights, Rules and Responsibilities. The statement should include the recommendation of the petitioner. The petition should be given to the Undergraduate Program Coordinator

  **During the Academic year,** the Undergraduate Program Coordinator will call a meeting of the Academic Standards committee within two weeks of receiving the petition. Students may prepare a written document in response to the faculty petition, stating their view of the situation with any explanation they think would be helpful to the committee. **During the summer months,** when the Academic Standards Committee does not meet, petitions shall be forwarded to the Department Chair who, with two available faculty members shall form an ad hoc committee to act with the authority of the Academic Standards Committee to adjudicate the matter and inform the student and/or faculty
member of the decision. Whenever possible, the two faculty members will be selected by
the time of the last faculty meeting for that academic year.

- The petitioning party involved will be notified in writing when
  the meeting will be held to act on their petition. They will be invited to present their
  case to the committee and then will be asked to leave as the committee deliberates.

- Within two weeks of the above meeting, each party to the petition will be informed in
  writing about the outcome of the petition with a copy of the petition placed in the
  student's academic file. Occasionally, it may become necessary to extend this time frame
  for unusual circumstances such as committee members being away, University holidays
  or a need for additional information before acting on a given petition. In this case, all
  parties would be informed in writing of this situation with an expected time frame for
  resolution of the issue.

- If a student or faculty member is dissatisfied with the decision of the Academic
  Standards Committee, they may appeal in writing, to the Department Chair within two
  weeks of receiving the committee's decision. Further appeal may go to the Dean of the
  College of Health and Human Services and final appeal may be made to the office of the
  Provost and Executive Vice President for Academic Affairs.

E. University Grievance and Complaint Procedure

All students, faculty, and staff of the Department of Social Work are encouraged to make
every effort to resolve conflicts informally with the involved parties. However, when
informal resolutions are not effective, students may choose to use the University
grievance and appeal procedures described in the UNH "Student Rights, Rules and
Responsibilities" which follow.

Preface

- All members of the UNH community are encouraged to make efforts to resolve
  conflicts informally before pursuing grievance or complaint procedures. Students
  are encouraged to talk with faculty or staff members or to write letters to seek
  resolution of their concerns. In some cases, however, the University
  acknowledges that such action may be intimidating and/or ineffective. In those
  cases, students can pursue the respective complaint procedures described below to
  resolve concerns involving faculty or staff.

- The grievance and complaint procedures may be initiated by any UNH students,
  including undergraduate or graduate degree candidates. These options are
  available to students who believe that a University faculty or staff member has not
  acted according to policies outlined in this publication or any other official
  publication of the University of New Hampshire. The University has established
  specific procedures to address concerns related to discriminatory harassment and
sexual harassment detailed in 10.2. In all cases where a student complains of sexual harassment by an employee (e.g., faculty, staff, teaching assistant) the responsible person aware of the complaint must seek the assistance of the Director/Title IX Coordinator of the Affirmative Action and Equity Office. Exceptions to this requirement include the Counseling Center, Health Services and SHARPP (Sexual Harassment and Rape Prevention Program). Harassment complaints against teaching assistants may be filed under this policy or by using Article III of the Student Code of Conduct. The Office of Affirmative Action and Equity may be consulted at any time for assistance.

Complaints About Faculty

- Students should discuss their concerns directly with the faculty member and seek a resolution. However, if the student feels that direct discussion would be counterproductive or if, after consulting with the faculty member, a student still has a complaint, she or he should talk with the chairperson of the faculty member’s department. If no satisfactory resolution results, the student may talk with the dean of the college or school. If the matter is not resolved by the dean, final appeal may be made to the Provost and Executive Vice President for Academic Affairs.

Complaints About Staff

- Students should discuss their concerns directly with the staff member and seek a resolution. However, if the student finds that direct discussion would be counterproductive or if, after consulting with the staff member, a student still has a complaint, she or he should talk with the staff member’s supervisor. If no satisfactory resolution results, the student may talk with the director of the department and/or supervisor of the department. If the matter is not resolved at this level, final appeal may be made to the respective Vice President who oversees the department in which the staff member works.

http://www.unh.edu/student-life/handbook
UNH Student Rights, Rules and Responsibilities (2016-2017)

Affirmative Action and Equity Policies

F. Nondiscrimination Policy

The University of New Hampshire is a public institution with a long-standing commitment to equal opportunity for all. The University does not discriminate on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity and expression, disability, veterans’ status, or marital status, in admission or access to, or treatment or employment in, its programs, activities or services. Inquiries regarding discriminatory harassment (including sexual harassment) should be directed to: The Director & Title IX Coordinator, Affirmative Action and Equity, Thompson Hall 305,
105 Main Street, Durham, NH 03824-3547, Telephone (603)-862-2930, TTY (603) 862-1527, Fax (603) 862-2936 or Email dms@unh.edu; or to the Boston Office, Office for Civil Rights (OCR), U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921, Telephone (617) 289-0111, Fax (617) 289-0150, TDD 800-877-8339. Email OCR.Boston@ed.gov; or to the Executive Director, State of New Hampshire Commission for Human Rights (NHCHR), 2 Chenell Drive Unit 2, Concord, NH 03301-8501, Telephone (603) 271-2767, Fax (603) 271-6339, or Email humanrights@nhsa.state.nh.us.

• The University of New Hampshire (UNH) seeks excellence through diversity among its administrators, faculty, staff and students. We are committed to enhancing and sustaining an educational community that is inclusive and equitable, and cherish these values as being inextricably linked to our core mission. We are a public institution with a long-standing commitment to equal employment and educational opportunity for all qualified persons. The University does not discriminate on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity or expression, disability, veteran status, or marital status, in admission or access to, or treatment or employment in, its programs or activities.

• Inquiries regarding discrimination should be directed to:
  ○ UNH Director & Title IX Coordinator, Affirmative Action and Equity 105 Main St., Thompson Hall 305
  ○ Durham, NH 03824
  ○ Telephone: (603) 862-2930 Voice / (603) 862-1527 TTY / 7-1-1 Relay NH
  ○ Fax: (603) 862-2936
  ○ Email: dms@unh.edu or to:
  ○ Boston Office
  ○ Office for Civil Rights (OCR)
  ○ U.S. Department of Education 8th Floor
  ○ 5 Post Office Square Boston, MA 02109-3921
  ○ Telephone: (617) 289-0111
  ○ TDD: (800) 877-8339
  ○ Fax: (617) 289-0150
  ○ Email: OCR.Boston@ed.gov
  ○ NH Commission for Human Rights (NHCHR) 2 Industrial Park Drive
  ○ Concord, NH 03301
  ○ Telephone: (603) 271-2767
  ○ Fax: 603) 271-6339
  ○ Email: humanrights@nhsa.state.nh.us
  ○ U.S. Department of Justice (DOJ) Civil Rights Division
  ○ 950 Pennsylvania Avenue, NW Washington DC 20530-0001
  ○ Telephone: (888) 736-5551
  ○ (202) 514-4609
  ○ TTY: (202) 514-0716
  ○ Email: askdoj@usdoj.gov
• The Director of Affirmative Action and Equity is the Title IX Coordinator for UNH.
The time limitations for filing a complaint are: with UNH, one year; with OCR, complaints of discrimination must ordinarily be filed within 180 days of the last act of discrimination. If your complaint involves matters that occurred longer ago than this and you are requesting a waiver, you will be asked why you did not file your complaint within the 180-day period; with NHCHR, a charge MUST be filed within 180 days of the last date of discrimination. (Under certain circumstances a charge may be filed up to 300 days from the date of alleged discrimination. If you are beyond 180 days, contact the Commission immediately to find out if you have the basis to file a timely charge.) With DOJ, please contact them directly for information.

Policy on Harassment and Sexual Harassment

- The University of New Hampshire is committed to establishing and maintaining an environment that puts concern for the dignity of its members among the central ethical dimensions of its intellectual enterprise. Discrimination and discriminatory harassment (including sexual harassment), unjustifiably interferes with members of the academic community and creates a circumstance in which access to education and work is diminished.
- The University is committed as well to the free and open exchange of ideas, active discourse, and critical debate so necessary to a university. Accordingly, all members of the University of New Hampshire community have the right to hold and vigorously defend and promote their opinions. The exercise of this right may result in members of the community being exposed to ideas that they considered unorthodox, controversial, or even repugnant.
- It is the policy of the University of New Hampshire to uphold the constitutional rights of all members of the university community and to abide by all United States and New Hampshire State laws applicable to discrimination and harassment. In accordance with those laws, all members of the UNH community will be responsible for maintaining a university environment that is free of intimidation and harassment. Therefore, no member of UNH may engage in harassing behavior within the jurisdiction of the university that unjustly interferes with any individual’s required tasks, career opportunities, learning, or participation in university life.
- The requirements of federal and state law determine the definition of discriminatory harassment. The relevant body of law stipulates that any behavior may be considered to be harassing when: (1) submission to or rejection of such behavior by an individual is used as a basis for employment or academic decisions affecting that individual; or (2) submission to such behavior is made either explicitly or implicitly a term or condition of an individual’s employment or academic work; or (3) such behavior unjustly, substantially, unreasonably and/or consistently interferes with an individual’s work or academic performance or creates an intimidating environment.
- Verbal or physical conduct directed at the complainant’s race, color, religion, age, sex, national origin, disability, veteran status, marital status, sexual orientation, or gender identity or expression, is a consideration in the determination of discriminatory harassment. The university will consider the totality of the
complaint and its circumstances, the private or public environment of the behavior, the intensity or severity of the actions, the pattern of behavior and the power relationship, if any, between the parties.

- Discriminatory harassment does not include comments that are made in the classroom that are germane to the curriculum and a part of the exchange of competing ideas. A single incident that creates a distracting and uncomfortable atmosphere on a given day does not constitute discriminatory harassment. However, isolated or sporadic acts that are severe may. It is possible for a series of individual incidents, each minor in itself, to have the cumulative effect of becoming pervasively harassing behavior.

- Factors to be weighed in the determination of discriminatory harassment include conduct that purposefully places or threatens to place another in fear of imminent bodily injury, and threatens to commit any crime against a person with a purpose to terrorize.

- Unjust, substantial, unreasonable, and/or consistent interference with an individual’s participation in university life may be signified by responses such as: avoiding areas of the campus where the behavior in question typically takes place, academic performance or work assignments becoming more difficult because of the behavior in question, or leaving the university because of the behavior in question.

- In determining whether discriminatory harassment exists, the University will evaluate the evidence from the standpoint of a reasonable person’s reaction and perspective under the circumstances presented.

- Every instance of alleged discriminatory harassment must be considered in the context of its specific and unique circumstances. However, the following are examples of behaviors that may be judged to be harassing: repeatedly directing racial epithets at an individual; hanging a noose in an African-American’s work place or dormitory; painting a Nazi swastika on the door of a Jewish individual; repeatedly sending unwelcome, sexually-explicit email messages; taunting a person about his or her sexual orientation, disability, or religion; making unwelcome sexual propositions; repeatedly telling derogatory gender-based or ethnic-based jokes; displaying sexually suggestive objects or pictures in the workplace except as those items may be part of legitimate pedagogical pursuits; giving unwelcome hugs or repeatedly brushing or touching others.

- A person who believes that he or she has been harassed should take steps to resolve the matter. Those steps may begin with direct, voluntary communication with the person engaging in the behavior in question, in an attempt to resolve the issue. Should the complainant not wish to contact the accused directly, the complainant has the right and is encouraged to pursue procedures that result in an administrative resolution or judgment. Any University community member may contact the Director & Title IX Coordinator of the Affirmative Action and Equity Office with a harassment complaint, including sexual harassment. Alternatively, members of the community may choose to contact any one of the persons listed below, who will serve as a liaison to the Director. Students with complaints against other students may file a complaint with either the Office of Conduct and Mediation or the Affirmative Action and Equity Office. Complaints against
faculty or staff are handled by the Affirmative Action and Equity Office.
• Students may find it helpful to contact one of the following depending upon personal circumstances and student status:
  ◦ The Sexual Harassment and Rape Prevention Program (SHARPP) Coordinator will act as a confidential support advocate for graduate and undergraduate students complaining of sexual harassment by another student, or by a faculty or staff member.
  ◦ The Director of the Office of Conduct and Mediation will advise students wishing to make a harassment complaint against another student.
  ◦ The University of New Hampshire at Manchester’s Director of Counseling will advise UNHM students wishing to make a harassment complaint against any member of the UNH community.
  ◦ The Dean and the Associate Dean of the Graduate School will advise graduate students wishing to make a harassment complaint against any member of the UNH community.
  ◦ The Director of the University Advising and Career Center will advise their students wishing to make a harassment complaint against any member of the UNH community.
  ◦ The Director of the Office of Multicultural Student Affairs will advise any student wishing to make a harassment complaint against any member of the UNH community.
  ◦ The Vice Provost for Faculty Development and Inclusive Excellence, and the President’s Commissions (on the Status of Women, on the Status of People of Color, on the Status of People with Disabilities, and on Gay, Lesbian, Bi-sexual, and Transgender Issues), will advise any community member wishing to make a harassment or sexual harassment complaint against any other member of the UNH community.
• Reprisals or retaliation against any person bringing a complaint through this process will not be tolerated, no matter whether the complaint is ultimately judged to be consistent with the criteria determining harassment or inconsistent with the criteria determining harassment. The university will pursue administrative action against those found to have retaliated against any individual participating in the complaint process. Also, the bringing of capricious or reckless complaints will not be tolerated.
• The Discrimination and Discriminatory Harassment Policy identifies (1) protected categories, (2) clarifies the process for addressing certain complaints against university employees, and (3) incorporates various updated legal requirements. Please consult the on-line version of this policy at http://usnholpm.unh.edu/UNH/V.Pers/B.htm#5 or for a copy of the Discrimination and Discriminatory Harassment Policy booklet, contact the Affirmative Action and Equity Office by phone at 862-2930 V/TTY or email at dms@unh.edu.

• UNH Policy on Nonsexist Language

• On July 13, 1984, the University of New Hampshire issued the following bylaw
entitled Policy on Nonsexist Language which reads:

- The University of New Hampshire, as an equal opportunity educational institution, is committed to both academic freedom and the fair treatment of all individuals. It, therefore, discourages the use of language and illustrations that reinforce inappropriate and demeaning attitudes, assumptions, and stereotypes about sex roles. Accordingly, all official University communications, whether delivered orally or in writing, shall be free of sexist language.
- Compliance with this policy shall be the responsibility of appropriate supervisory personnel. Concerns or questions regarding the implementation of this policy can be directed to the Director & Title IX Coordinator of the Affirmative Action and Equity Office at (603) 862-2930 Voice / (603) 862-1527 TTY. Copies of this policy and suggested guidelines for the use of nonsexist language will be available from the Affirmative Action and Equity Office and the President’s Commission on the Status of Women at (603) 862-1058.
- Relay NH: 800-735-2964

**Contact Us**

**ReportIt!**

Help us improve our campus and community climate. If you have observed or experienced an incident of bias, discrimination or harassment, please report the incident by contacting the Affirmative Action and Equity Office at affirmaction.equity@unh.edu or TEL # (603) 862-2930 voice/ (603) 862-1527 TTY / 7-1-1 Relay NH, or log on to the ReportIt website. Anonymous reports may be submitted.


**G. Academic Advising**

Each social work major is assigned a faculty advisor from among the core department faculty. It is the expectation of the department that students and advisors meet at least once every semester to review academic and professional development. Although it is ultimately the students' responsibility to ensure they have met all necessary requirements for graduation, advisors work closely with students to monitor progress.

Students are encouraged to meet with advisors more often so that a relationship may develop to enhance the student's education. Advisors must be part of all academic planning, including study abroad and independent study options. All advisors will use the department advising guide to assist students in their planning and will make conference notes in a student's file after each advising meeting. An advising guide is contained in the handbook as Appendix E.
Students are advised to check their email daily and “like” our Facebook page, as news of department events and unique opportunities are sent to all undergraduates on a regular basis. **Please be sure we have your accurate e-mail address!**

**Successful advising requires that all parties be responsible for knowing the full range of University and Department requirements for graduation – both students and faculty!**

**Career Planning**

Students are encouraged to use the University Academic Advising and Career Services office in Hood House. They have extensive resources to help with your career plans including internships and jobs. Further information is found on their website: [www.unh.edu/ucc](http://www.unh.edu/ucc). In addition, students will discuss their career aspirations with faculty advisors. Discussing career options early in the educational process is encouraged so that faculty can direct students to enriching opportunities that will help to prepare them for their career. Seniors will devote a portion of SW 641A working on resumes and job interviewing as well as graduate school application and selection. The Department maintains a position vacancy bulletin board near the student mailboxes and lists many jobs on our Facebook page.

An additional resource is Laura Haley, the Student Success Coach for all students in the College of Health and Human Services. Her office is located in Hewitt Hall Dean’s office.

**H. Student Organization of Social Work (SOSW)**

The student organization of Social Work is run by and for students, with a common interest in the field of Social Work. The organization's goals include: (1) cultivating peer support, (2) exposing students to career options, (3) to further understanding of the social work profession and (4) to provide service and/or advocacy for those in need in the community.

Meeting times vary by the semester – watch emails for notices! They also have a mailbox located with the faculty mailboxes. All students are encouraged to participate as much as their schedules allow! The current faculty advisor is Professor Kim Kelsey.

**I. Title IV-E program: Child Welfare**

Juniors may apply for a Title IV-E scholarship for their senior year. This scholarship pays in-state tuition and a $2500 stipend to social work majors committed to working in child welfare. Deadline for applications are generally March 1. The social work senior field internship is completed at a child welfare agency and upon graduation the student is committed to working for DCYF for one and a half years. Interested students should contact the Title IV-E coordinator, Kim Kelsey (862-2704).
J. University Partnership (UP) Program: Child Welfare Traineeship

Juniors may apply for the University Partnership (UP) Program for their senior year. This scholarship pays in-state tuition and a $2500 stipend to social work majors committed to working in Child Welfare. Students agree to two years of employment with NH-DCYF for each year of UP Program funding. Deadline for applications is March 1. Interested students should contact the UP coordinator, Melissa Wells (862-0076).

K. BSW Licensing Laws in New Hampshire and regionally

Currently, New Hampshire does not require licensing for baccalaureate level practitioners. Maine and Massachusetts, two adjoining states where you may seek employment after graduation do have licensing for workers at this educational level. In Maine and Massachusetts, a Baccalaureate degree holder may take an exam to be considered a Licensed Certified Social Worker. With a BSSW degree, there is no work experience requirement to sit for the basic ASWB (Association of Social Work Boards) exam.

For information on Massachusetts go to: www.mass.gov
For information on Maine, go to: http://maine.gov/pfr/professionallicensing/professions/social-workers
For general information on licensing, see: www.aswb.org (association of social work boards)
Appendices
APPENDIX A

Independent Study Agreement

Date:________________
Number of Credits:____

This is a contract for doing an INDEPENDENT STUDY with Professor____________, Department of Social Work, University of New Hampshire.

NAME:

ADDRESS (campus):

TELEPHONE NUMBER:

EMAIL ADDRESS:

ADDRESS (home):

DATE MATERIAL IS DUE:

The following agreement has been made: The independent study which I propose is attached to this form. This proposal includes:

1. A description of the following: Independent Study Focus.
2. The method of gathering data about the focus.
3. A possible bibliography.
4. How I plan to demonstrate accomplishment of the proposal (paper, booklet, photographs, hours in agency, etc) i.e., the final product
5. Style of faculty sponsor supervision:
   a. regular meetings
   b. independent, but “on call” conferences

___________________________
Faculty Sponsor

___________________________
Student

___________________________
Undergraduate Program Coordinator
APPENDIX B

Honors Course Agreement

Department of Social Work
University of New Hampshire

Student Name: ________________________ Student ID #: ________________________

Address: ______________________________

Phone: _______________________________ Email: _______________________________

Course Number: ______________________ Instructor: __________________________

In order to qualify as a Honors in Major course, the following work will be completed in addition to the usual course requirements.

Reading: ______________________________

Writing: ______________________________

Other: ________________________________

_________________ __________________
Student Signature/Date Instructor Signature/Date

*If an honors student is a Social Work major, a copy of their contract must be placed in his/her file.
Appendix C

STUDENT’S LETTER OF AGREEMENT

I, the undersigned, have read the Code of Ethics of the National Association of Social Workers which was supplied to me by the Department of Social Work at the University of New Hampshire. I have had an opportunity to discuss any questions I may have about the Code and agree to be bound by its provisions. I understand that violation of the Code of Ethics may constitute grounds for exclusion from the major.

________________________________________
Student Signature

________________________________________
Name (please PRINT clearly)

________________________________________
Street Address

________________________________________
City, State, Zip Code

________________________________________
Date
Appendix D

UNIVERSITY OF NEW HAMPSHIRE
UNDERGRADUATE
PETITION FOR VARIANCE
IN ACADEMIC POLICY

Student Name

Last

First

Initial

Student ID# (Soc. Sec. #)

College/School: LSA LAEPS WSBE HHS TSAS DCE UNHM

Major/Curriculum/Dept.

Class FR SO JR SR Other

I request

Reasons for this request

________________________________________

Signature

USE REVERSE SIDE IF NECESSARY

DO NOT WRITE BELOW THIS LINE

instructor's Comments

instructor signature

Adviser’s Comments

Adviser signature

Action: [ ] Approve [ ] Deny

Dean (or Administrative Officer) signature

Date

REV 8/02
Appendix E

2017-2018 B.S. in Social Work PROGRAM ADVISING GUIDE
Revised June 2017

Name: ___________________________  Admit Year: ____________

Major Course Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
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<tbody>
<tr>
<td>SW 424</td>
<td>SW 601 W</td>
<td>SW 640</td>
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<tr>
<td>SW 525 (HP)</td>
<td>SW 622W</td>
<td>SW 640A</td>
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<tr>
<td>SW 550 (SS)</td>
<td>SW 623W</td>
<td>SW 641</td>
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<tr>
<td>SW 551</td>
<td>SW 625</td>
<td>SW 641A</td>
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SW Distribution Requirements: Majors must take one course from each of the first two categories and two courses from the third category for a total of four additional courses.

**CATEGORY 1 (Anthropology & Sociology Requirement) Majors must take one course**


**CATEGORY 2 (Human Biology Requirement) Majors must take one course**

**ZOOLOGY** - 401* (BS) Human Biology (DLAB) __, 507*Human Anatomy and Physiology__, 508*Human Anatomy and Physiology II__

**CATEGORY 3 (Diversity Requirement) Majors must take two from the list below**

- ANTH 450: ____, ANTH 625: ____, CMN 567: ____ ENGL 549 ____ ENGL 550*(Huma): _____, GER0 500*(SS), ____,
- HIST 505: ____, 506*(HP): ____, HIST 532*(HP): ____, NURS 595: ____, PHIL 510 ____ , SOC 630: _____,
- SOC 645: ____ , SOC 745: ____ , SW 650: ____ , SW 701: _____, SW 706: _____, SW 715: _____,
- WS 632: _____

**DISCOVERY PROGRAM GENERAL EDUCATION REQUIREMENTS:**

Discovery Foundation Skills: ____ENGL 401* (to be completed in first year)

___ Quantitative Reasoning (1 course completed in first or second year)
___ Inquiry Course** (1 course to be completed in first or second year)

*Also fulfills one of four required Writing Intensive courses under University Writing Requirements

**INQ courses (444 course or INQ attribute course) may be taken in a category below or within the major

**Discovery in the Disciplines**-1 course from each category

I. ____ Biological Science (BS)* V. ____ Historical Perspectives (HP)
II. ____ Physical Science (PS)* VI. ____ World Cultures (WC)
III. ____ Fine and Performing Arts (FPA) VII. ____ Social Science (SS)
IV. ____ Humanities (HUMA) VIII. ____ Environment, Technology and Society (ETS)

*One (BS or PS) must have a Discovery Laboratory (DLAB)

**Writing Requirement**: 1 ____ 2 ____ 3 ____ 4 ____ (Must take 4 writing intensive courses, which include Eng. 401, one in the major and one which must be a 600 level or above.)

Volunteer Post HS Volunteer Hours (40): ____

**HONORS IN MAJOR**: 3 COURSES AT 600 LEVEL: ____, ____ (1 of which is 601) SW 797____SW 798____Thesis Advisor: ________________ Topic: _____________________ Date Presented/Grade: _____________
Appendix F

SERVICE HOURS RECORD

STUDENT NAME: ____________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Organization/Program</th>
<th>Activities/Tasks</th>
<th>Hours</th>
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Faculty advisor: _________________________________________________

*Forty service hours required in a pre-approved agency/program setting.*

*Hours must be completed post-high school, and before applying for field work (SW 640/640A)- this is typically fall of Junior year; for some it will be fall of senior year.*

*May be paid employment (e.g. RA, some camp counselor positions, etc) or volunteer.*

*Signed documentation of hours on agency letterhead required. Staple to this record sheet.*
Appendix G

CATEGORY 1- Anthropology and Sociology
Course Requirement Descriptions (must take 1)

*ANTH 411: Global Perspectives on the Human Condition: An introduction to Anthropology
Credits: 4.0
By providing a global perspective on the human experience, this course helps us think about the issues that confront students as citizens of the world. Gleaning lessons from cultures past and present this course examines what it means to be human. Whether humans are violent or peace-loving, egalitarian or hierarchical is linked to specific ways of life, rather than reflecting a fixed human nature. The course examines the economic, political, and social forces that shape human behavior and the global forces that people around the world currently confront. From an anthropological perspective it addresses pressing social issues such as sustainable development, hunger and poverty, population growth, religion and changing world views, racism, urbanization, co modification, and movements for social co-modification, and movements for social justice.
Attributes: WC

*ANTH 500: Peoples and Cultures of the World
Credits: 4.0
A) North America; B) South America; C) Middle East and North Africa; D) Sub-Saharan Africa; E) Asia; F) Oceania; G) Caribbean; Z) Other. Characteristic ecological, historical, and socio-cultural factors in the major ethnographic regions of the globe. Analysis of selected societies and institutions. Offered in the following sections as staff is available and student needs dictate. North America: Study of the economy, society, religion, art, and ideas of North American Indians from pre-colonial times to the present. South America: A survey of the indigenous cultures and selected studies of the relationship between environment and culture. Changes in culture and social organizations since the 16th century will be considered where historical data permit. Middle East and North Africa: The role of ecological, social, cultural, and historical factors in shaping Middle Eastern and North African culture today. Special attention will be paid to family, values, and religion; to nomadic, village, and urban ways of life; and to issues of unity, diversity, colonialism, and culture change. Sub-Saharan Africa: Study of Sub-Saharan economy, society, and culture from pre-colonial times to the present. South Asia: Emphasis on India, Sri Lanka, and Nepal. Traditional and changing South Asian cultures, including caste, family, economy, and religious traditions of Hinduism and Buddhism. Southeast
Asia: Geographical, historical, ethnic, and socio-cultural factors characteristic of the region. Impact of Indian, Chinese, Islamic, and European civilizations. Analysis of selected indigenous social, political, economic, and religious institutions. Oceania: Study of the economy, society, religion, art, and ideology of Pacific Island cultures from pre-colonial times to the present. Caribbean: The history and contemporary situation of diverse cultures of the Caribbean are examined using ethnography, music, and film. The mixture of cultural roots from Africa, Europe, and Asia are investigated and the dynamic and fluid nature of these cultures is stressed. Race as an experience of oppression and resistance is discussed.
Attributes: WC

**ANTH 515: Anthropology and Contemporary Issues**
**Credits:** 4.0
Anthropological approaches to current world issues such as racism, poverty, religious movements, revolution, and environmental stress. Selected topics examined in the context of both western and nonwestern societies.

*SOC 400: Introduction to Sociology*
**Credits:** 4.0
Overview of sociology as the scientific study of human social and cultural relationships. Social theory, methods and techniques of research, and current research findings on a wide range of social issues.
Attributes: SS

**SOC 515: Introductory Criminology**
**Credits:** 4.0
Introduces the scientific study of crime. Reviews the different forms of criminal behavior, theories of crime, and strategies of crime control.

**SOC 520: Family**
**Credits:** 4.0
Sociological study of marriage and the family in American society. Following a life-cycle approach, topics include gender roles, communication and conflict, dating and mate selection, work and family economics, the transition to parenthood, middle- and late-life family, divorce, and remarriage.

**SOC 530: Race and Ethnic Relations**
**Credits:** 4.00
Majority-minority group relations; special attention to nature and results of black-white and ethnic group relations in the United States.
*SOC 540: Social Problems
Credits: 4.00
Relation of customs and institutions to such social problems as crime, delinquency, alcoholism, physical and mental disease, sexual deviance, poverty, old age, broken families, and racial and religious prejudices. Especially for non-majors.
Attributes: SS

SOC 525: Juvenile Crime and Delinquency
Credits: 4.00
Crime, violence and the criminal justice system as it affects children and youth in the role of both perpetrators and victims.

SOC 535: Homicide
Credits: 4.0
Introduces to theory and research in homicide studies, including a review of the origins of and social responses to homicide.

**CATEGORY 2 – Human Biology**
Course Requirement Descriptions (must take 1)

*ZOOL 401: Human Biology
Credits: 4.0
Elementary study of structure, function, and development of all systems of the body. No credit toward major or minor. Cannot be taken for credit after BMS 507-508. Special fee. Lab.
Attributes: BS (DLAB)

ZOOL 507: Human Anatomy and Physiology
Credits: 4.00
Cellular and systematic aspects of the human body. Laboratory exercises utilize preserved specimens, dissectible models, living tissue and computer-aided instruction. No credit if credit earned for ANSC 511-512 or ZOOL 625. Not offered for credit to zoology majors. Lab. Special fee.

ZOOL 508: Human Anatomy and Physiology
Credits: 4.00
Cellular and systematic aspects of the human body. Laboratory exercises utilize preserved specimens, disectible models, living tissue and computer-aided instruction. No credit if credit earned for ANSC 511-512 or ZOOL 625. Not offered for credit to zoology majors. Lab. Special fee.

<table>
<thead>
<tr>
<th>CATEGORY 3- Diversity Requirements</th>
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<tr>
<td><strong>Course Descriptions</strong></td>
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</table>

**ANTH 450: Introduction to Race, Culture, and Power**  
*Credits: 4.00*  
Race, culture, and power intersect at a social space where those in that space experience differing opportunities and access to social and economic privileges, resources, and power. This course explains the way race functions today as a social and cultural category to justify systematic inequality and differences in power and to obscure the functioning of the global economy. The course draws on emerging literature on Blackness, Whiteness, and Minorities and on analyses of the differential implementation of social welfare policies in the United States. (Also listed as INCO 450.)

**ANTH 625: Sexuality in Cross-Cultural Perspectives**  
*Credits: 4.0*  
This course examines the ideologies and practices associated with sexuality from a broad perspective that incorporates diverse case studies from the ethnographic record. Working from the argument that much of human sexual behavior is culturally constructed rather than biologically determined, the course invites students to expand their notion of the "normal" and to consider the human condition from a cross-cultural perspective. Topics discussed include cross-cultural varieties of transgendered experience, same-sex sexualities, and heteronormative identities.

**CMN567: Gender, race, and Class in the Media**  
*Credits: 4.0*  
The purpose of this course is to introduce students to contemporary critical scholarship on the construction of gender, race, and class in the media - particularly popular media. Subjects such as the portrayal of ethnic groups, ideal body image, blue collar men, and gay, lesbian, bisexual, and transgender groups are case studies. This course is one that introduces students to performing communication analysis. Prereq: CMN 455; Communication, CMN: Media Practices and CMN: Business Applications majors only.
ENGL 549 - In the Groove: African American Music as Literature  
Credits: 4.0  
This is a music appreciation course that focuses on getting students into, behind, and under "the groove" of African American music and its intellectional traditions of black pride, power, and cultural expressivity. This course will contain a broad introduction to African American music origins but it will also consider the impact of cultural contexts such as slavery and Euro-American musical influences on African American culture. Students will gain new appreciation for the multi-faceted and wide-ranging ways in which African American music is performed how this music has helped unite one nation under its soulful groove.

*ENGL 550: Introduction to the Literature and Culture of Race  
Credits: 4.00  
This course introduces students to readings across the field of ethnic literature and culture in order to form their capacity to speak and think critically about race relations in America. Readings will include those in race theory, racial construction and authenticity, histories of raced subjects in America, the rise of ethnic studies, white ignorance and whiteness studies, the intersectionality of race with gender, sexual orientation, economic class, religion, and faith. Includes Asian American, African American, Native, and Latino/a literature. Writing intensive.

Attributes: HUMA, INQ, WRIT

GERO 500: I’m Old, So What! An introduction to aging in the United States  
Credits: 4.0  
This is the first of two mandatory courses for the GER0 Minor, but any student may take it as an elective. It introduces the learner to the field of gerontology (the study of how people age). It explores the biological, psychosocial, and cognitive changes within the context of society. The history of ageism and its influence on how it has affected the individual, families, and society is presented. The range of independence among older people is examined. Various disciplines that work within the field of gerontology are reviewed. Lectures, novels, films and guest speakers help to examine growing old in the U.S.

HIST 505: African American History  
Credits: 4.00  
Explores the forces integration of the Atlantic World through the African slave trade and the development of creole cultures in America, and takes the story of Black Americans' "creative survival" and the evolution of African-American culture through the end of the Civil War. Writing intensive.
*HIST 506: African American History  
**Credits:** 4.0  
Experiences, aspirations, and contributions of black Americans from their ethnic origins in Africa to the present American crisis in race relations; comparative study of cultures and institutions. Reconstruction to the present. Writing intensive.  
**Attributes:** HP, INQ, WRIT

*HIST 532: Modern Latin America  
**Credits:** 4.0  
Provides a broad overview of Latin America from the 18th century to the present. It examines the breakdown of colonial rules, the establishment of independent countries, the formation of viable nation states, the importance of geography, the roles of the different elements of society. Social, political, and economic changes and continuities emphasized to give a sense of the ambiguities of the historical process. Cultural differences illustrated with slides and music. The effects of elite rule and of United States interventions studied. Writing intensive.  
**Attributes:** HP, WRIT

HUMA 609: Ethnicity in America: The Black Experience in the 20th Century  
**Credits:** 4.00  
Team-taught course investigating music, literature, and social history of black America in the period of the Harlem Renaissance, the Great Depression, World War II, and in the 1960s. Special attention to the theme of accommodation with, and rejection of, dominant white culture. (Also offered as AMST 609, ENGL 609.) Writing Intensive.

NURS 595: Women's Health  
**Credits:** 4.00  
Examines women's health and women's health care from historical, political, and social perspectives. Discussion of societal and health-care constraints that hinder women from achieving their full health potential. Also presents information on women's health care practices, including the concept of self-care, and relates this to development of educated consumerism in the health-care system.

PHIL 510: Philosophy and Feminism  
**Credits:** 4.00  
Focuses on the philosophical issues in feminism primarily through the work of historical and contemporary philosophers. Topics include the question of the nature of women, feminism as an ethical and political theory, feminism as an exploration and transformation of the self, feminism as a philosophical methodology, the institutions of marriage and motherhood. Writing intensive.
SOC 630: Sociology of Gender  
**Credits:** 4.0  
Gender examined as (1) socially constructed differences between the sexes, and (2) a system of social relations, which are part of the fabric of our social institutions. Topics include gender socialization, gender and education, gender and employment, and work-family intersections. Attention paid to the issue of gender inequalities and to the intersection of class, culture, race-ethnicity, age, and sexual orientation with gendered experience and gendered institutions. Focuses primarily on the contemporary United States.

SOC 645: Class, Status and Power  
**Credits:** 4.00  
Focuses on the major dimensions of inequality, including class, gender, and race, by exploring the distribution of economic, political, and social resources within contemporary societies.

SOC 745: Race, Ethnicity, and Inequality  
**Credits:** 4.00  
Sociological perspectives on race and ethnic relations for graduate and advanced undergraduate students. Topics include the creation of racial and ethnic identities, the nature and extent of segregation, education, employment, and wealth inequalities, and the effects of state policy. The course emphasizes both theoretical and empirical assessments. Permission required.

SW 650: Explorations in Social Justice  
**Credits:** 4.00  
This course uses adventure-based activities to address social justice issues and cultural competency. Students will participate in an engaging “learning lab” where an activity-based approach and guided reflection are used to build community and foster awareness of social identity, oppression, privilege, allied behavior, and action planning.

SW 706: Social Action in the Dominican Republic  
**Credits:** 4.00  
This course examines issues of culture, poverty, social development, and social justice in the Dominican Republic through direct service learning work and preparatory and reflective class sessions and discussions. Students will have the opportunity to examine development issues that have plagued the island nation for years and current efforts to address these concerns. Special fee for course trip.
Credits: 4.0
SW 701: Women and Aging
Credits: 4.00
Analysis of the major theories about social conditioning of aging women and its effects in contemporary society. Human service response, psychosocial, biological, legal, and economic implications. Prereq: junior, senior status or permission.

SW 715: Practice with Gay, Lesbian, Bisexual, and Transgender People
Credits: 4.0
Sexual minorities constitute the minority group social workers most consistently encounter wherever they work. Addresses practice with gay, lesbian, and bisexual people on both professional and personal levels for the social worker. The readings include theoretical, experimental, clinical, counseling, and personal perspectives, as well as providing an introduction to the gay/lesbian/bisexual subculture. A unit on gender minorities is included. Students are also required to explore and examine their own attitudes and assumptions about gays, lesbians, bisexuals, and gender minorities. Prereq: junior, senior status or permission. (Also offered as SW 815.)

*WS 401: Introduction to Women’s Studies
Credits: 4.0
Interdisciplinary survey of the major areas of women's studies: women's history, cross-cultural perspectives, women in literature, psychology of women, etc. Basic principles and concepts fundamental to more advanced women's studies research. Topics vary. Required for major and minor. Writing intensive.
Attributes: SS, INQ, WRIT

*WS 405: Gender, Power and Privilege
Credits: 4.0
This course explores the diversity of women's lives through the dynamics of status, power, privilege, and inequality in contemporary United States. Students will examine women's diverse experiences by using the theoretical framework of the social construction of race, gender, economic class, and sexual orientation in historical context. We will examine categories of difference and the processes, philosophical developments, institutions, and conditions that lead to and rely on power and privilege in modern American society.
Attributes: HUMA

*WS 444A: Race Matters
Class examines race categories in the United States and how these historically changing categories shape our diverse realities across racial, ethnic, gendered, classed, and national identities. Students examine race as a category of difference and explore the multiple ways that individuals claim racial identities. Specific attention focuses on how diverse women have made history in their own lives and in the lives of others by resisting the interlocking systems of oppression.

**Attributes:** INQ/HP

**WS 444B: Score! Gender and Diversity in Sports**

Credits: 4.00

Utilizing guest lectures, films, readings, projects and discussion, this writing intensive course provides first-year students with the opportunity to investigate the social, historic, economic and political factors that shape sports opportunities for girls and women in the United States. Students examine the extent to which sports experiences are the same for all girls and women in their diversity, as well as comparable to males across their differences. Writing intensive.

**Attributes:** SS, INQ, WI

**WS 444C: On the Roads to Equality**

Credits: 4.0

Looking beyond what is traditionally thought of as the women's rights movement in the United States, this course remaps women's history and activism to include a diversity of women's experiences. A multicultural examination of history focuses on women's leadership and participation in immigrant rights, labor, the Black Women's Club, economic justice, reproductive rights, self determination and feminist movements during the 19th and early 20th centuries. Writing intensive.

**Attributes:** HP, INQ, WRIT

**WS 632: Feminist Thought**

Credits: 4.0

Theories of women's oppression and emancipation explored from various historical, political, cultural, and social perspectives. A major goal of the course is to increase awareness of historical and contemporary feminist approaches to understanding women's experiences, representations, and relative positions in societies. The course also considers the interrelation of theory and practice and the impact of past feminist theories on feminist movements. Prereq: WS 401 or WS 405. Writing intensive.

* Satisfy Discovery/Inquiry Course Requirement
Appendix H

Faculty Listing

Mary Acri, PhD, Assistant Professor; mary.acri@unh.edu.

Education: New York University School of Social Work, MSW, PhD
Courses taught: Practice I

Mary Banach, DSW, Associate Professor
mary.banach@unh.edu

Education: New York University, MSW
Columbia University, DSW
Courses taught: Social Work Practice; Social Work in the Law

Gretchen Bean, MSW, Clinical Assistant Professor and Undergraduate Field Coordinator
gretchen.bean@unh.edu

Education: University of Chicago, MSW
Courses taught: Field Seminar, Human Behavior

Kathryne Brewer, LMSW, Assistant Professor;
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