BACHELOR OF SOCIAL WORK DEGREE

JACKSONVILLE STATE UNIVERSITY

PROGRAM HANDBOOK

July 2014

Check out the BSW Program on the World Wide Web at http://www.jsu.edu/socialwork/

The BSW Program at Jacksonville State University is nationally accredited by The Council on Social Work Education
Introduction

Jacksonville State University (JSU) has developed into a modern regional university serving Northeast Alabama on a 318-acre campus with 58 buildings. In addition, the University operates off-campus centers: JSU-Gadsden, Anniston, and Oxford. Through its programs of teaching, research, and service, Jacksonville State University has served the region and state for more than one hundred years.

JSU Vision

Jacksonville State University strives for continuous improvement as a learning-centered community committed to developing the ability to think critically, solve problems creatively and collaboratively, and communicate effectively.

JSU Mission

Jacksonville State University provides distinctive educational, cultural and social experiences for a diverse student population. As a learning-centered university, Jacksonville State University strives to challenge students academically in a responsive environment, meeting students' educational, career and personal goals. As an academic institution, Jacksonville State University seeks to produce broadly-educated graduates that are prepared for global engagement. As a public, comprehensive university, Jacksonville State University promotes excellence in scholarly and service activities consistent with its academic and professional strengths.

JSU Goals

1. Educate students to be productive, responsible citizens and effective leaders.
2. Advance student learning through academic excellence.
3. Increase student and faculty participation in research and service activities.
4. Create a diverse learning community that facilitates academic and professional excellence.
5. Effectively use technology to support learning, research, information management and evidence based decision-making.
6. Continuously improve administrative processes and services.
7. Enhance revenue growth and financial planning to ensure adequate fiscal resources for the University.
A Learning Centered University

At Jacksonville State University we believe that students, faculty, and staff comprise a community of learners. We believe it is important for learners to take responsibility for their learning. This means presenting a willingness to learn, being proactive in the acquisition of knowledge, and behaving with integrity and honesty in the learning environment. We believe that learning takes place when learners are engaged, assumptions are challenged, expectations are shared, and relationships are built around the purpose of learning.

Jacksonville State University will promote a learning environment with relevant programs of study supported by current technologies, opportunities for experiential learning, and flexibility in the learning process. Faculty will use various methods of teaching to meet different learning styles, and will set learning outcomes that emphasize the application of knowledge, thus ensuring that graduates are prepared with the skills necessary for careers in a global marketplace.
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I. HISTORY OF BSW PROGRAM AT JSU

Jacksonville State University began offering social work classes in 1979. In 1981, Dr. Becky Turner and Dr. Mark Fagan were hired to develop the curriculum necessary to offer a minor in Social Work. These courses included the Field Instruction component, which made it possible for the students to work with local agencies. In order to develop a major in Social Work members of the departmental faculty, Dr. Fagan and Dr. Rodney Friery wrote a proposal for a Title III Grant from the Federal Government. This grant provided funding for five years. Ms. Donna Smith was hired in 1984 as the Field Coordinator.

Approval for a BSW Degree at JSU was applied for with Alabama Commission on Higher Education (ACHE) in 1986. This original request was denied by ACHE. President Harold McGee, the dean of the College of Arts and Sciences, J.E. Wade, Dr. James Reeves and Dr. Bill Carr put time into getting approval from ACHE. The major was finally approved in November, 1987. In April 1988, the first class to graduate with a BSW Degree consisted of fifteen students. Initial Accreditation from the national Council on Social Work Education was granted to the program in 1992. This was effective for four years. Retroactive Accreditation status by CSWE was granted and effective back to April, 1988. Dr. Becky Turner became the initial BSW Program Director in 1988. She also became the Department Head for Sociology and Social Work in 1990. Ms. Gail Childs became the departmental secretary in 1991.

Mr. James Powe was hired in 1995 to be an agency based Field Supervisor at the Alabama Department of Human Resources in Calhoun County. DHR began providing stipends to BSW students who did their Field Instruction at that agency. Reaffirmation of Accreditation from CSWE was granted in 1996 and 2004 effective until 2012. Dr. Mark Fagan was promoted to Full Professor in 1992 and became the BSW Program Director in 1998. He became the Acting Department Head for Sociology and Social Work in 1999 and Department Head in 2002.

Ms. Kim Womack was hired in 1997 as a BSW Program faculty member. Ms. Dee Barclift and Ms. Robyn Snider joined the BSW Program faculty in 1998. Ms. Charlene Stephens became the BSW Program secretary in 1999. Dr. Maureen Newton was added to the BSW Program faculty in 1999. Mr. Jonathan Adams was hired in 2001 as an Agency-Based Field Instructor for DHR in Etowah County. Dr. Nancy Francisco Stewart became a BSW Program faculty member in 2003. Ms. Donna Smith retired in 2005 and Ms. Robyn Snider was appointed at University Field Coordinator at that time. Mr. Jonathan Adams assumed the teaching duties vacated by Ms. Snider. Dr. Jenny Savage joined the faculty in 2006. Dr. Maureen Newton was promoted to Associate Professor and awarded tenure in 2005. Dr. Nancy Francisco Stewart and Dr. Jenny Savage were awarded tenure and promoted to Associate Professor in 2009. Dr. Maureen Newton was promoted to full professor in 2011 and assigned as BSW Program Director in 2012.
The BSW Program currently has over 200 majors, 60 Field Agencies, a Student Social Work Club, and a chapter of Phi Alpha, the Social Work honor society. The program at JSU is one of the largest BSW Programs in the state. There are student stipends available each year to students doing their Field Instruction. These stipends are available for student placements at Area Agency on Aging and the Alabama Department of Human Resources.

II. BSW PROGRAM FACULTY AND STAFF

1. Jonathan T. Adams, MSW, LCSW
   Instructor
   314 Brewer Hall
   256 782-5338; jadams@jsu.edu
   2001

2. Dee Barclift, MSW, LCSW, PIP
   Instructor
   312 Brewer Hall
   256-782-5738; dbarclif@jsu.edu
   1998

3. Maureen Newton, Ph.D.
   BSW Program Director, Chair-Department of Sociology and Social Work
   Professor
   304 Brewer Hall
   256-782-5337; mnewton@jsu.edu
   1999

4. Jennifer Savage, Ph.D.
   Associate Professor
   308 Brewer Hall
   256-782-8343; jsavage@jsu.edu
   2006

5. Robyn Snider, MSW, LCSW, PIP
   University Field Coordinator, Instructor
   311 Brewer Hall
   256-782-5731; rsnyder@jsu.edu
   1998

6. Nancy Francisco Stewart, Ph.D.
   Associate Professor
   315 Brewer Hall
   256 782-5344; nfstewar@jsu.edu
   2003

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III. BSW PROGRAM OVERVIEW

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

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

**Generalist Social Work Practice**

The NASW Code of Ethics, an appreciation for human diversity and a commitment to
social and economic justice guides social work practice. Generalist social work practice
recognizes the profession’s dual purpose and responsibility to influence social as well
as individual change.

- Generalist social work is an approach to social work practice that is based on
research-guided knowledge, leading to evidence-based practice—directed at
determining the level or levels of intervention (micro, mezzo, and macro).
- Generalist social work involves a planned change process (engagement,
assessment, planning, implementation, evaluation of self and practice and
termination). The planned change process is based on a liberal arts foundation
that is integrated into professional social work practice and draws from social
systems theory closely linked to an ecological perspective that is attentive to the
interactions of the person and environment.
- A strengths-based perspective and the ability of social workers to empower
themselves and their clients to engage in system change is the foundation for
generalist social work practice.

The preparation for generalist social work practice enables graduates of the program to
be prepared for a broad array of introductory social work practice settings. Employers
who seek graduates with BSW degrees are agencies serving the elderly, hospitals,
community planning agencies, juvenile agencies, prisons, public and private child
welfare agencies, state and federal planning agencies, private industry, health care
organizations, and school systems.

In preparing the social work graduate for entry-level generalist practice, the BSW
Program prepares students for successful professional careers. The BSW Program
emphasizes the need for lifelong learning and encourages students to participate in
continuing education opportunities. This is accomplished in a number of ways including
providing those opportunities at the university; attending and participating in local, state,
and regional meetings, conferences, and workshops; attending and participating in
national meetings, workshops, and conferences; and encouraging student involvement
in volunteer work in social service agencies.

Important internet links for the social work program and university (subject to change):

- [http://www.jsu.edu/socialwork/index.html](http://www.jsu.edu/socialwork/index.html) (social work home page)
- [http://www.jsu.edu/socialwork/bsw/index.html](http://www.jsu.edu/socialwork/bsw/index.html) (program specifics)
- [http://www.jsu.edu/socialwork/BSW_Program_Faculty.html](http://www.jsu.edu/socialwork/BSW_Program_Faculty.html) (social work faculty)
- [http://www.jsu.edu/](http://www.jsu.edu/) (main JSU webpage)
- [http://www.jsu.edu/finaid/index.html](http://www.jsu.edu/finaid/index.html) (financial aid)
- [http://www.jsu.edu/finaid/scholarships/index.html](http://www.jsu.edu/finaid/scholarships/index.html) (scholarship information)
- [http://www.jsu.edu/studentaffairs/index.html](http://www.jsu.edu/studentaffairs/index.html) (JSU student affairs)
IV. PROGRAM GOALS AND OBJECTIVES

A. BSW PROGRAM MISSION STATEMENT

The mission of the Bachelor of Social Work (BSW) degree program at Jacksonville State University is to provide students with the knowledge, skills, values, and interests to prepare them for life-long learning, ongoing professional development, public service, and entry-level generalist social work practice. The BSW program succeeds through partnerships of service and with a central focus of being a regionally responsive, community-based, and practice-centered program. The Social Work program is guided by the CSWE Educational Policy and Accreditation Standards and the NASW Code of Ethics and we seek to provide leadership in social work practice and education in the community, the state, the region, and the nation.

B. BSW PROGRAM GOALS

1. Social work graduates will function as competent generalist social work practitioners with diverse client systems and organizations of various sizes and types.
2. Social work graduates will have a professional identity that incorporates the values and ethics of the social work profession.
3. Social work graduates will demonstrate a commitment to continue their own professional growth and development through life-long learning and critical thinking through an educational process which includes a liberal arts perspective and social work education.
4. Social work graduates will practice with knowledge regarding the person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, with a special emphasis on at-risk populations.
5. Social work graduates will pursue a 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.
6. Social work graduates will develop and use research, knowledge, and skills to apply evidence-based practice interventions and to evaluate their own practice outcomes.
7. Social work graduates will use critical thinking and analysis skills to collect and assess data and evidence to inform practice in order to best meet the needs of the target population.

C. BSW EDUCATIONAL COMPETENCIES

Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The explicit curriculum of the BSW Program seeks to develop core competencies in graduates that will make them effective practitioners with individuals, families, groups, organizations, and communities. The ten core competencies are listed below, followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors.
1. **Identify as a professional social worker and conduct oneself accordingly.**
   Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

2. **Apply social work ethical principles to guide professional practice.**
   Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

3. **Apply critical thinking to inform and communicate professional judgments.**
   Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

4. **Engage diversity and difference in practice.**
   Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

5. **Advance human rights and social and economic justice.**
   Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

6. **Engage in research-informed practice and practice-informed research.**
   Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.
7. **Apply knowledge of human behavior and the social environment.**
   Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

8. **Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**
   Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

9. **Respond to contexts that shape practice.**
   Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

10. **Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**
    Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

V. **BSW PROGRAM REQUIREMENTS**

Students completing the BSW will be prepared for entry-level generalist social work practice. The GENERAL STUDIES REQUIREMENTS FOR THE BSW DEGREE total 64 hours:

**Area I. Written Composition**—EH 101 and EH 102=6 hrs.

**Area II. Humanities and Fine Arts**—2 Literature Courses from the following (EH 201, 202, 203, 204, 219, or 220); EH 141; and one course from the arts (ART 202, MU 233, FL 101, or DR 242) = 12 hrs.

**Area III. Natural Sciences and Mathematics**—BY 101, 102, 103, and 104 plus MS 108, 110 or 112=11 hrs.

**Area IV. History, Social, and Behavioral Sciences**—HY 101 and HY 102 or HY 201 and HY 202; PSY 201; and SY 221=12 hrs.
Area V. Pre-professional, Major, and Elective Courses—EC 221; PSC 100; MS 204; CS 201; 1 course from the following (FCS 215, HPE 212, MSC 115, or HPE 109); and 8 hours of General Electives=23 hrs.

The requirements for a BSW degree include 54 semester hours of social work courses. The following social work courses are required and they total 39 hours: SW 330, 332, 350, 360, 380, 381, 390, 391, 448, 449, and 450. Introduction to Social Work (SW 330) is a prerequisite to all required social work courses except SW 380 (HBSE I).

Students will get their remaining 15 hours in social work by taking five social work elective courses from the following: SW 333, 334, 335, 336, 338, 339, 340, 343, 365, 370, 371, 392, 395, 399, 441, 442, and 443.

All social work electives require SW 330, except SW 370 and SW 371. Students working on a BSW degree are not required to have a minor in another academic discipline, however they may choose to do so if they desire.

SOCIAL WORK MAJORS MUST EARN A “C” OR BETTER IN ALL SOCIAL WORK COURSES. A minimum GPA of 2.25 in Social Work and 2.25 overall is required to graduate with a degree in social work.

VI. ADMISSION TO THE BSW PROGRAM

In order to gain admission into and progress through the BSW Program at JSU, a student must meet certain standards deemed necessary by the faculty and certain ethical requirements recommended by the National Association of Social Workers. These abilities and ethical considerations include, but are not limited to, abiding by the National Association of Social Workers’ Code of Ethics and achieving competence in areas defined by the Council on Social Work Education.

A. The National Association of Social Workers’ Code of Ethics identifies core values on which the social work mission is based, summarizes ethical principles that reflect the profession’s core values, establishes a set of specific ethical standards that guide social work practice, and provides the basis on which the public can hold a practitioner accountable.

Summary of NASW Code of Ethics below:

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.
The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

**Purpose of the NASW Code of Ethics**

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers’ conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The Code identifies core values on which social work’s mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession’s core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work’s mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.
Ethical Principles

The following broad ethical principles are based on social work’s core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: Service
Ethical Principle: Social workers’ primary goal is to help people in need and to address social problems.

Value: Social Justice
Ethical Principle: Social workers challenge social injustice.

Value: Dignity and Worth of the Person
Ethical Principle: Social workers respect the inherent dignity and worth of the person.

Value: Importance of Human Relationships
Ethical Principle: Social workers recognize the central importance of human relationships.

Value: Integrity
Ethical Principle: Social workers behave in a trustworthy manner.

Value: Competence
Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers’ ethical responsibilities to clients, (2) social workers’ ethical responsibilities to colleagues, (3) social workers’ ethical responsibilities in practice settings, (4) social workers’ ethical responsibilities as professionals, (5) social workers’ ethical responsibilities to the social work profession, and (6) social workers’ ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.
B. Students in the BSW Program at JSU must also develop the following essential competencies outlined by the Council on Social Work Education which are essential to social work practice. Summary of CSWE Educational Competencies below:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.

If these ethical standards or educational competencies cannot be achieved by the student, unassisted or with the provision of reasonable accommodation, the university reserves the right to deny admission or to advise the student to consider an alternative academic major and seek proper counseling.

**Academic Requirements for Program Admission:**

Admission to the BSW Program requires passage of at least 60 semester hours (including MS 108 and MS 204), a 2.25 GPA, a grade of "C" or better in SW 330 (Introduction to Social Work), SW 390 Social Work Practice I, and a passing score on the English Competency Exam (ECE).

Applications for Admission to the Bachelor of Social Work Degree Program are distributed to students enrolled in SW 390, Social Work Practice I. This application should be submitted to the Program secretary during the semester. (No student can take SW 391 without admission to the BSW Program.) Students denied admission are encouraged to complete the application as soon as they meet the requirements and return it to the secretary for the BSW Program. **Students must have been formally accepted to the Social Work Program before taking SW 391, 448, 449, and 450.**
The completed Application for Admission to the Bachelor of Social Work Degree Program becomes part of the student’s admission file. Generally, decisions regarding admission to the BSW Program are made by the Admissions Committee one month prior to the end of each semester.

The Admissions Committee may take any of the following actions regarding a completed application for admission:
(a) acceptance into the program,
(b) provisional acceptance, or
(c) denial of admission.

Acceptance into the program generally means the student has presented evidence of meeting the minimum requirements for admission to the BSW Program. Provisional acceptance may be for academic or non-academic reasons.

**Students may be denied admission to or terminated from the BSW Program** for, but not necessarily limited to, any of the following non-academic reasons which are personal or professional:

1. Overtly expressed attitudes, values, and behaviors in opposition to or contrary to those found in the NASW Code of Ethics;
2. Evidence of chemical, alcohol, or drug abuse;
3. Personality, emotional, attitudinal, or personal issues or difficulties which may or actually impair performance, interactions, and relationships with classmates, faculty, agency staff, and/or clients;
4. Dishonesty, including lying, cheating, or plagiarizing in course work and/or Field Placement; and
5. Evidence of certain criminal or unlawful activity.

Students are provided written notice of the Admissions Committee’s actions. In the case of provisional acceptance, specific conditions which must be met before the student can be admitted to the program are provided. In the event acceptance is denied, the Committee’s decision may be appealed. Re-application for admission to the program is possible. When re-application is possible, the student is notified in writing of that possibility. Those denied admissions are not guaranteed readmission after appeal.

The Admissions Committee reviews the records of all social work students admitted to the BSW Program regarding continued enrollment and readiness for Field Placement during the semester prior to enrollment in SW 448 (Social Work Practice III), SW 449 (Field Placement), and SW 450 (Field Instruction Seminar). Action taken by the Admissions Committee regarding any student is reflected in the student’s BSW file. Any information relevant to a student’s continued enrollment may be placed in the student’s
BSW file by members of the faculty or staff. An application for Admission to the BSW Program appears below.

Students considering earning a degree in social work and who have been charged with or convicted of a misdemeanor or felony should be aware of the following:

1. Agencies and organizations that provide Field Instruction placements for social work students may require a criminal background check prior to agreeing to provide Field Instruction.

2. Agencies employing social workers may also require criminal background checks prior to hiring employees.

3. Alabama and most other states licensure laws for social workers inquire about whether the applicant has been charged with or convicted of a misdemeanor or a felony prior to allowing the applicant to sit for the licensure examination.
APPLICATION FOR ADMISSION TO THE
BACHELOR OF SOCIAL WORK (BSW) DEGREE PROGRAM AT JSU

(TO BE COMPLETED DURING SW 390)

********************************************************************************
Please print legibly or type complete answers to the following questions.
********************************************************************************

Name ___________________________ Date ___________ Student ID # __________________

Mailing Address
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

E-mail ______________________________________________________________________

Local Phone Number ___________________ Permanent Phone Number___________________

Emergency Contact Person:
Name______________________________ Telephone Number________________________
Relationship__________________________________________________________________
Address____________________________________________________
____________________________________________________________________________
City:_______________________________ State:_____________ Zip Code:_______________

Overall GPA _____ Grade in SW 330 _____
(Minimum requirements are overall minimum GPA of 2.25, grade of “C” or higher in SW 330, minimum of 60 hours (including MS 108, MS 110 or MS 112 and MS 204), and passage of ECE)

List and Briefly Describe Employment History_____________________________________________________
____________________________________________________________________________
____________________________________________________________________________

List and Briefly Describe Volunteer Work_____________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

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Describe What Influenced Your Decision to Pursue a major in Social Work

__________________________________________________

Do you claim protection under the Americans with Disabilities Act/Section 504?  □ Yes  □ No

Have you ever been convicted of crime?  □ Yes  □ No

If you answered “Yes” to the above question, list in the space below all prior misdemeanor and felony convictions and any extenuating or mitigating circumstances regarding such convictions. If necessary, you may use a separate sheet or sheets and attach to application.

Students considering earning a degree in social work that have been charged with or convicted of a misdemeanor or felony should be aware of the following:

1. Agencies or organizations that provide Field Instruction placements for social work students may require a criminal background check prior to agreeing to provide Field Instruction.

2. Agencies employing social workers may require criminal background checks prior to hiring employees.

3. Some state licensure laws for social workers inquire about whether the applicant has been charged with or convicted of a misdemeanor or a felony prior to allowing the applicant to sit for the licensure examination.

**CODE OF CONDUCT**

The Social Work Program at Jacksonville State University is a professional education program. As such, students are required to adhere to the standards, ethics, and values of the profession as identified by the National Association of Social Work (NASW). In addition, the program must meet the standards set by the Council on Social Work Education (CSWE). The following professional/behavioral expectations are based on the NASW Code of Ethics, CSWE’s accreditation standards, and the Jacksonville State University BSW Program Handbook.

1. Social work students are expected to uphold and advance the values, ethics, and mission of the profession.

2. Social work students are expected to treat fellow students, faculty, and staff with respect, honesty, courtesy, and fairness, and should avoid unwarranted criticism.

3. Social work students should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, age, religion, sex, sexual orientation, marital status, political belief, or mental or physical disability, creed, ancestry, pregnancy, and parental status.

4. Social work students should not participate in, condone, or be associated with dishonesty, fraud, deception, or plagiarism.
5. Social work students whose personal problems, psychosocial distress, legal problems, substance abuse, or mental difficulties interfere with their abilities to meet program requirements will be expected to take remedial action. (Refer to BSW Program Handbook, p. 10).

6. Social work students should not allow their private conduct to interfere with their ability to meet the program’s expectations.

7. Social work students are expected to continue to work on areas of professional growth if deemed necessary by the BSW Program Admissions Committee.

---

**Statement of Understanding**

I understand that if I am admitted to the social work program at Jacksonville State University and my professional development is not deemed satisfactory by the social work faculty, the BSW Program Admissions Committee has the right and responsibility to request reevaluation of my suitability for the social work program.

I hereby agree to abide by the standards outlined in this document, and I further understand that I must maintain a 2.25 overall grade point average and meet additional academic requirements in order to apply for the major and for field placement.

I affirm that the information provided on this application is accurate and I understand that it is to be reviewed by the Admissions Committee of the BSW Program at JSU. I further understand that providing false information on this application could be grounds for termination from the program.

____________________________________  ______________________
Signature                                      Date

---

The Family Educational Rights and Privacy Act was enacted by Congress to protect individual privacy by assuring the confidentiality of information related to the records and educational experience of students. This space was adopted by the BSW Program at JSU to permit students to grant written permission for specific program faculty to release confidential information about the student to BSW Program faculty and staff, Field Instruction agencies, licensing boards, agencies for employment, and graduate schools.

I have read and understand the above statement regarding my privacy rights and the confidentiality of information related to my educational experience and records. My signature below acknowledges that I have granted written permission to the BSW Program at JSU to release confidential information protected under the Family Educational Rights and Privacy Act to BSW Program faculty and staff, Field Instruction agencies, licensing boards, agencies for employment, law enforcement and graduate schools.

____________________________________  ______________________
Signature                                      Date

---

Return this form to: JSU Social Work Department, Brewer Hall, Room 309
(To be completed during SW 390)
VII. TERMINATION FROM BSW PROGRAM

A. NON-ACADEMIC REASONS

Students may be terminated from the program for non-academic reasons any time after admission. Non-academic reasons for termination may generally be categorized as personal or professional. The termination process may be immediate; if the violation is of a serious nature or the student may be given a temporary probationary period.

In some cases, the student’s academic advisor, along with members of the Admissions Committee, meet regularly with the student in an attempt to alleviate a violation or condition. A contract or agreement for change may be developed with the student and monitored by the faculty advisor or Admissions Committee. Students completing or complying with such contracts may remain in the program. Students not completing or complying with contracts to alleviate conditions may be terminated from the program.

Students terminated from the program are provided written notice of that decision. In some cases, a student terminated from the program for non-academic reasons may re-apply for admission at a later date. The decision to readmit a previously terminated student will be made by the Admissions Committee.

Students may be denied admission to or terminated from the BSW Program for, but not necessarily limited to any of the following non-academic reasons which are personal or professional:

1. Overtly expressed attitudes, values, and behaviors in opposition to those found in the NASW Code of Ethics.

2. Evidence of chemical, alcohol, drug abuse or addiction.

3. Personality, emotional, attitudinal, or personal issues or difficulties which may or actually impair performance, interactions, and relationships with classmates, faculty, agency staff, and/or clients.

4. Dishonesty, including lying, cheating, or plagiarizing in course work and/or Field Placement.

5. Evidence of certain criminal or unlawful activity.
B. **ACADEMIC REASONS**

Students may be terminated from the BSW Program for academic reasons. The following are examples of important academic issues of which students should be aware:

1. Academic probation or suspension may lead to termination from the BSW Program.
2. Students are not admitted to the program without successfully completing the following:
   - a “C” or better in SW 330, Intro to Social Work
   - 60 hours with a minimum overall GPA of 2.25
   - MS 108, MS 110 or MS 112 and MS 204
   - Passing the English Competency Exam
3. Students are not allowed to remain enrolled at JSU if they are placed on academic probation from failing 60 percent of course work, and they are suspended when failing 60 percent of their course work the semester following their placement on academic probation.
4. Students are not allowed to enroll in SW 391 (Social Work Practice II) until they have been admitted to the BSW Program.
5. Students are not allowed to enroll in Field Instruction (SW 449), Field Instruction Seminar (SW 450), and Social Work Practice III (SW 448) until they have completed all other courses required for the BSW degree with a minimum overall GPA of 2.25 and with a GPA of 2.25 in Social Work.
6. Students who earn a grade of “D” or below in a required social work course are eligible to repeat the course. A **single course may not be repeated more than twice.** A student cannot enroll in the same course in three consecutive semesters. Field Instruction, (SW 449 and SW 450), is an exception to this rule. **Students receiving a grade of “F” in SW 449 and SW 450 (Field Placement and Field Seminar) may not repeat them.** Students receiving below a “C” in SW 449/450 may be encouraged to change to a more appropriate major.
7. Not receiving at least a “C” in required social work courses after all attempts will result in dismissal from the BSW Program.
8. A maximum of four social work courses can be repeated. Achieving a “D” or below in more than four social work courses will result in dismissal from the BSW Program.
9. Students are not awarded the BSW degree until they receive a grade of "C" or better in SW 448, SW 449, SW 450 and have maintained a GPA of 2.25 overall and in the major. This requires a satisfactory performance evaluation by the Field Instructor of the student on the Final Evaluation for Field Instruction. Field Instructors are advised to notify the University Field Coordinator of student deficiencies as soon as they are detected in the Field Instruction experience. **The University Field Coordinator determines the final grade for Field Instruction Placement (SW 449) and the Field Instruction Seminar (SW 450). Students receiving below a "C" in Field Instruction may be encouraged to change to a more appropriate major.** Should the student desire to remain in the BSW Program, the application process to Field Instruction will resume with the Admissions Committee making the decision as to re-admission to Field Instruction.
C. **BSW Program Non-Academic Termination Appeals Process**

A student can appeal with a written statement to the BSW Program Director within 14 days of the letter of notification from the BSW Program Admissions Committee. The statement must specify reasons for disagreement with the committee’s decision and rationale for considering a different decision. The committee will then convene within 14 days of receipt of statement to review the appeal. The student initiating the appeal will be invited to address the committee. The committee will render, in writing, a follow-up decision or continuation of the original decision. If the student believes the committee’s appeal decision was made in error, a written statement of appeal may be submitted to the Associate Dean of the College of Arts and Sciences.

D. **BSW Program Students Rights and Responsibilities**

Student rights and responsibilities are found in the [JSU Student Handbook](#) and the [BSW Program Handbook](#).

The social work program subscribes to the University’s statements of student rights and responsibilities as discussed in the JSU Student Handbook. These rights are listed below.

**Student Rights and Responsibilities**

I. Students enjoy the same basic rights and are bound by the same responsibilities to respect the rights of others as are all citizens.

- It is assumed that the student as a citizen has the rights of freedom of speech, freedom of the press, freedom of peaceful assembly and association, freedom of political beliefs, and freedom from personal force and violence, threats of violence and personal abuse.
- The student as a citizen has a right to be considered equally for admission to, employment by, and promotion within the campus in accord with the provisions against discrimination in the general law.
- It is held that Jacksonville State University is no sanctuary from the general law and, furthermore, that the campus is a community of growth and fulfillment for all, rather than a setting described in the concept of in loco parentis.

II. All students have responsibilities and rights based upon the nature of the educational process and the requirements of the search for truth and its free presentation. These rights and responsibilities include:

- Each student has the freedom, dependent upon level of competence, to teach, to learn, and to conduct research and publish findings in the spirit of free inquiry.
- Each student has the right to pursue normal curricular and extracurricular activities, including freedom of movement.
• Students have the right to expect that records maintained on them contain only information which is reasonably related to the educational purposes or health and safety of the individual or others. Furthermore, it is assumed that the student has the right to protection from unauthorized disclosure of confidential material contained in university records.
• Students have the right to reasonable and impartially applied rules, designed to reflect the educational purposes of the institution and to protect the safety of the campus.
• Students have the right to recourse if another member of the campus is negligent or irresponsible in the performance of his or her responsibilities or if another member of the campus represents the work of others as his or her own.
• Students who hold opinions about basic policy matters of direct concern to them have the right to have them heard and considered at appropriate levels of the decision making process. It should be noted that students who have a continuing association with the institution and who have substantial influence have an especially strong obligation to maintain an environment supportive of the rights of others.

III. The University has rights and responsibilities which include but are not limited to the following:

• The University has a right and an obligation to present and debate public issues.
• The University has a right to prohibit individuals and groups who are not members of the University community from using its name, its finances, and its physical operating facilities for commercial or political activities.
• The University has the right to prohibit students from using its name, its finances, and its physical and operating facilities for commercial activities.


The social work program further recognizes the rights and responsibilities of social work students to participate in the BSW Program through involvement with the student social work organization and to organize groups and participate in campus activities that address social work concerns and/or that address special needs which they have as individuals or as a group. For example, students are made aware of campus groups such as the sociology club, W.I.S.E.-Women’s Issues Support and Empowerment, Students for Equality-LGBTQ group, etc.

Students also have rights and responsibilities to participate in formulating and modifying policies that affect academic and student affairs. This activity primarily occurs at two levels. At the university level, students are encouraged to participate in the student government association, as well as, campus organizations and committees.
At the program level students are encouraged to participate in formulating and modifying policies that affect academic and student affairs through the following opportunities:

- the social work student organization
- the JSU student exit survey
- JSU student exit interview
- serving on faculty search committees
- completing course evaluations each semester
- direct access with program faculty and administrators
- assist in planning and volunteering for student orientation sessions
- plan and participate in service learning and volunteer activities
- participation in BSW program Faculty-Student Committee*

*The Faculty-Student Committee consists of three social work faculty members and at least one, but no more than three social work students. These students are current or former officers for the JSU student social work organization. These officers are elected annually by social work students and serve a one year term. This committee meets at least once a semester and is designed to discuss, modify, and/or formulate program curriculum, program policies and procedures and concerns of students and faculty.

Students also have the right to:

- voice concerns about personal or program issues using both formal and informal methods
- expect reasonable access to faculty/staff for advisement and assistance in planning their academic program
- an education that provides them the opportunity for entry-level generalist social work practice

Student responsibilities include, but are not limited to:

- becoming familiar with the BSW program policies and procedures as explained in the BSW Program Handbook
- attending class when required and participating in all classes. The social work program requires attendance of a minimum of 80% of classes when they take place in the traditional classroom setting
- communicating effectively and appropriately with faculty, staff, and peers
- behaving in a manner consistent with the University Policies and Procedures AND the NASW Code of Ethics in all relationships in the BSW program
- honesty-in communicating with faculty, staff and peers, completing coursework, and other aspects of the educational experience in the social work program

Students who are encountering problems in their academic program are invited to discuss them with a faculty member, BSW Program Chair/Department Chair or other appropriate JSU personnel. These student/faculty conferences can result in, but are not limited to: a reduced course load, campus tutoring services, study skills course(s) and/or guidance, counseling and/or testing through the JSU Disability Support Services and Counseling and Career Services Center, etc.
A. Honor and Civility

A tradition of intellectual honesty can only be maintained at Jacksonville State University by the cooperation of students and faculty members. In addition, since every student is entitled to full participation in class without interruptions, all students are expected to be in class and prepared on time. This classroom is a public place, not a private domain. It is expected that students will conduct themselves in a reasonable, polite, and considerate manner. Examples of acceptable behavior include listening to the instructor during lecture, asking questions and discussing issues appropriate to the material being reviewed, and completing assignments. Examples of unacceptable behavior include (but are not limited to) talking to classmates during lecture, sleeping, reading other than class material, studying for another course, leaving the classroom at will, and disrupting the class. All students are expected to attend class fully prepared with appropriate materials. All devices that make noise must be turned off (cellular phones, pagers, personal stereos, etc.). Any student deemed disruptive by the professor will result in expulsion of the student from the classroom, with an absence for the day and possibly disciplinary action including termination from the course. Please make your best effort in being considerate to all in the class.

It is the policy of the College of Arts and Sciences that all forms of personal electronic communication devices must be out of sight and in the power-off mode for class and testing periods. During a testing period in class, any use of a personal electronic communication device, without the prior consent of the instructor, constitutes prima-facie evidence of academic dishonesty with no right of grade appeal. If the instructor observes the device, the presumption is that cheating has occurred and a grade of "F" will be assigned for that exam, quiz, etc.

B. Academic Honesty

In a University community, true knowledge can be gained only through honest means. All academic dishonesty is expressly prohibited. Violations include BUT ARE NOT LIMITED TO, the following actions:

1. The use of unauthorized materials or the receipt of unauthorized assistance during an examination or in the completion of any other assignment, exercise, experiment, or project for academic credit. Unauthorized materials may include, but are not limited to, notes, textbooks, previous examinations, exhibits, experiments, papers, or other supplementary items.
2. Copying or utilizing information from a paper of another student during an examination.
3. Rendering unauthorized assistance to another student by knowingly permitting him or her to copy an examination, project, paper, assignment, exhibit, exercise, or other material to be submitted for academic credit.
4. Illegally obtaining or attempting to obtain unauthorized prior knowledge of an examination or test materials.
5. Selling or giving to another student unauthorized copies of tests or examinations or research assignments.
6. The use of a commercially prepared term paper or research project or the submission of a paper, project, or experiment completed by someone other than the student submitting any of the above for academic credit.
7. Falsifying class attendance.
8. Falsifying reasons why a student did not attend a required class or take a scheduled examination.
9. Taking an examination in the place of another student.
10. Making unauthorized change in any reported grade or on an official academic report form.
11. Unauthorized collaboration between two students on an examination, paper or project.
12. Plagiarism, which is the deliberate act of copying, writing or presenting as one’s own information, ideas or phrasing of another person without proper acknowledgement of their true source.

Note: Students may be found in violation of the Academic Honesty Policy through the academic grading procedure as long as notice and hearing are granted and appeal is available and/or through the University Judicial System (See Judicial Procedures in the university student handbook).

IX. NONDISCRIMINATION

The Social Work Program is committed to a policy of nondiscrimination in all aspects of its program activities. The program respects and values diversity and does not discriminate on any basis including the following: race, color, gender, age, creed or religion, ethnic or national origin, disability, political orientation, or sexual orientation.

X. BSW STUDENT ADVISEMENT

Although students may declare a social work major at any time by completing a form in the departmental office, formal acceptance to the BSW Program will not occur until students have made application in the manner described above. The admissions application process provides one opportunity for an evaluation of a student’s ability to reach desired program goals and objectives.

Social work majors are assigned a social work faculty advisor upon declaration of the major. This closely monitored advisement process ensures that social work faculty advise all social work majors and BSW Program faculty meet with advisees at least once during each semester. For each advisee, the faculty advisor accesses the student’s academic transcript on the My JSU Banner System, which reflects the
student's course history, hours completed, and overall GPA. A social work form, "Student Checklist," is completed on each student and is updated each semester.

Advisement sessions each semester also provide social work faculty opportunities to counsel out students who are academically or personally unable to pursue the BSW. As concerns and / or questions about students arise, social work faculty members confer with each other as part of the advisement process. Students are expected to work closely with their assigned Academic Advisor to plan a sequential course of study and complete curriculum requirements in an appropriate and timely manner.

Introduction to Social Work (SW 330) is a prerequisite to many social work courses and should be taken no later than the first semester of the junior year. This course provides necessary information to assist students in a rational decision of whether to pursue the BSW degree. It is recommended that students complete the General Studies requirements before taking advanced social work courses above SW 330. Some General Studies requirements are prerequisites for social work courses and students are urged to read the JSU Catalogue carefully when planning schedules and seek clarification from Academic Advisors when questions arise.

A major step in the student advisement process occurs during the semester prior to each student's Field Instruction placement. At that time, the Field Coordinator reviews all applications for Field Instruction, obtains input from other faculty regarding each student's readiness to advance to Field Instruction and advises students who fall short of those requirements. Once students are accepted for Field Instruction, further evaluation of their abilities to achieve desired goals and objectives occurs during the placement experience and in the Field Instruction Seminar (SW 450) at semester midterm. Performance evaluations submitted by agency Field Instructors as part of the grading of students can alert the Field Coordinator for the need for special attention concerning students needing assistance in improving their Field Instruction performance. The Field Instruction Manual provides clear guidelines on student behavior during the experience.

The semester before completing course work is when students apply for admission to Field Instruction. Students also file an application for degree in the College of Arts and Sciences. A certification secretary in the office of the Associate Dean of the College of Arts and Sciences is responsible for reviewing carefully each student's transcript to determine if students have met requirements for graduation. Where deficiencies exist, students are notified by the College office. Students must have a 2.25 overall and a 2.25 in social work to graduate.

A. ADVISEE INSTRUCTIONS FOR ACADEMIC ADVISEMENT AND REGISTRATION

1. Review your academic transcript on My JSU.
2. Complete the Social Work Record of Courses Taken. (BSW Program Checklist)
3. Focus on completing the General Studies Requirements first.
4. Complete a Trial Schedule Registration Form by using the online class schedule for the chosen semester.
5. List any questions about the schedule.
6. Bring updated BSW Program Checklist, completed Trial Schedule Registration Form, and any questions to the meeting with the Academic Advisor.
7. Obtain signature of Academic Advisor on your completed Trial Schedule Registration Form.
8. Present your Trial Schedule Registration Form, signed by you and your advisor, to the BSW Secretary to remove the alternate PIN for online registration.

Advisement Summary

All Social Work majors are required to see their assigned advisor prior to registration for each semester or summer term. Social work majors are assigned an advisor as soon as they declare their major in social work. At this time students should contact the social work administrative staff to start an advisement file. This will include a copy of any transfer course transcripts, a JSU Benchmark completion form and a copy of the BSW Program Checklist. The BSW program administrative staff will then assign the student to a faculty advisor.

Faculty advisors have office hours and specific advisement schedules (fall and spring) for students to make appointments. In preparation for advisement meetings, students must have a copy of the BSW Program Checklist of courses which is updated each semester by the student and the advisor to show what courses have been completed and what courses are still needed for completion of the social work degree.

It is the student’s responsibility to bring the Checklist and a trial schedule to each advisement meeting. Students should complete the trial schedule for the advisor to review with the student to insure that the student will progress through the curriculum efficiently and successfully. If the student’s assigned advisor is unavailable, assistance will be provided by another member of the faculty or staff. Students work together closely with their faculty advisor on the academic plan. Students must review all JSU and BSW Program requirements for graduation in order to matriculate through the academic curriculum timely and successfully.

XI. ADMISSION TO FIELD INSTRUCTION

Prior to the semester for the anticipated Field Placement, students must attend an informational meeting where they will receive the application for Field Instruction. The student then completes the application and returns it to the field coordinator. The application must be approved by the Admissions Committee before a student can participate in Field Instruction.

Students applying for Field Instruction attend the informational meetings for Field Instruction held in the semester prior to placement. Students must meet individually with the Field Coordinator to discuss various placement opportunities. After reviewing potential placements, students will be referred to agencies where they will be
interviewed regarding the placement. Following the pre-placement interview, the student, agency field instructor, and Field Coordinator will make a determination as to the appropriateness of the placement.

A. **ELIGIBILITY REQUIREMENTS FOR FIELD INSTRUCTION**

Students applying for Field Instruction must meet the following criteria for admission to Field Instruction:

1. Students must have applied and been accepted to the BSW Program.

2. Students must have a minimum GPA of 2.25 in social work and a minimum overall GPA of 2.25.

3. Students must have successfully completed the volunteer placement SW330, Introduction to Social Work. Evidence that a successful volunteer placement has been completed must be provided for admission to Field Instruction. Students should provide a performance evaluation from their volunteer placement agency as part of the application process for Field Instruction.

4. Students must adhere to a value system congruent with the National Association of Social Worker's (NASW) Code of Ethics. This will be assessed through student interaction in social work classes, interviews with faculty, and the completion of a self-awareness values exercise.

5. Students must have membership in NASW and must have malpractice insurance. Students must apply for membership in NASW, as well as malpractice insurance in the semester prior to placement for Field Instruction. The Field Instruction Application Packets provided students in the informational meetings in the semester prior to Field Instruction provide information on and applications for NASW and malpractice coverage.

6. Student must have completed all courses required for the BSW degree with the exception of SW 448, Social Work Practice III, which is taken concurrently with SW 449 and SW 450. Exceptions may occasionally be granted by the admissions committee on a case by case basis only due to extreme extenuating circumstances.
B. AGENDA FOR STEPS IN PREPARING FOR FIELD INSTRUCTION

The following chart gives information about the details for application and completion of Field Instruction.

<table>
<thead>
<tr>
<th>AGENDA</th>
<th>POINT OF CONTACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Admission to BSW Program and successful completion of all pre-field requirements</td>
<td>Marti Moore, 309 Brewer Hall</td>
</tr>
<tr>
<td>2. Application for Field: Part I form</td>
<td>Robyn Snider, 311 Brewer Hall</td>
</tr>
<tr>
<td>3. Application for Field: Part II, Understanding Your Values</td>
<td>Robyn Snider, 311 Brewer Hall</td>
</tr>
<tr>
<td>4. Application for Degree</td>
<td>Marti Moore, 309 Brewer Hall</td>
</tr>
<tr>
<td>5. Complete resume</td>
<td>Robyn Snider, 311 Brewer Hall</td>
</tr>
<tr>
<td>6. Approved/Denied Admission to Field</td>
<td>Robyn Snider, 311 Brewer Hall</td>
</tr>
<tr>
<td>6. Join NASW - Must be a member before sending for liability insurance</td>
<td>Address on Application Website: <a href="http://www.socialworkers.org">www.socialworkers.org</a></td>
</tr>
<tr>
<td>7. Purchase liability Insurance. Apply for insurance after you are accepted as a member of NASW.</td>
<td>Address on Application</td>
</tr>
<tr>
<td>8. Meet with Ms. Karen Gregg, ASAP or email: <a href="mailto:kgregg@jsu.edu">kgregg@jsu.edu</a>. Provide copy of email to Ms. Snider, <a href="mailto:rsnider@jsu.edu">rsnider@jsu.edu</a></td>
<td>Certification Secretary; Room 114, Martin Hall; 256-782-5231</td>
</tr>
<tr>
<td>9. Meet with Ms. Snider after you receive course information from Ms. Gregg</td>
<td>Robyn Snider, 311 Brewer Hall</td>
</tr>
<tr>
<td>10. Optional: Submit completed DHR Stipend Application to (Supervisor at Calhoun County DHR)</td>
<td>Robyn Snider, 311 Brewer Hall</td>
</tr>
</tbody>
</table>

C. APPEALS PROCESS

Students denied admission to field instruction and dissatisfied with the decision of the Field Admissions Committee have the right to appeal as set forth in this handbook.
APPLICATION FOR FIELD INSTRUCTION

I. IDENTIFYING INFORMATION

Semester: ____________________________ (to begin Field Placement)

Name: ____________________________ Student ID#: ____________________________

Street Address: ____________________________

City, State, Zip: ____________________________

Home Phone: ____________________________ Cell/WorkPhone: ____________________________

Email Address: ____________________________

Agency or Field of Interest: ____________________________

Strengths - Please briefly state the skills, experience, or strengths you feel you possess.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Learning Needs – Briefly state the challenges you will have and skills you need to learn in field.

________________________________________________________________________

________________________________________________________________________

Areas of Interest – Select five (5) populations. Number them in order of preference 1 to 5.

1. Adults
2. Older Adults
3. Adolescents
4. Children
5. Families
6. Corrections
7. Medical/Health
8. Sexual Assault
9. Gay/Lesbian/Bisexual
10. Older Adults
11. Developmentally Disabled
12. Physically Disabled
13. Mental Health
14. Domestic Violence
15. Substance Abuse
16. Homelessness/Housing

Other (specify): ____________________________
General Information

1. Do you speak a language other than English?  
   _____ Yes  _____No  
   If yes, specify language: ____________________________

2. Will you working during field?  
   _____ Yes  _____No  
   If yes, how many hours per week: _________________

3. Do you have a registered, insured car?  
   _____ Yes  _____No

4. Have you ever been investigated by a child welfare agency (e.g., DHR)?  
   _____ Yes  _____No

5. Do you have a disability that will affect your placement?  
   _____ Yes  _____No

   To have reasonable accommodations made under the ADA and Section 504 of the  
   Rehab Act, you need to register your disability needs with DSS. If you currently have an  
   IPP, please attach a copy.

6. If you have any agencies or client populations you would NOT wish to work with, please  
   indicate what populations and why this is so:

   ____________________________________________________________

7. Have you ever been convicted of a crime or criminal activity?  
   _____ Yes  _____No

   If you answered “Yes” to the above question, list in the space below all prior misdemeanor and  
   felony convictions and any extenuating or mitigating circumstances regarding such convictions.  
   If necessary, you may use a separate sheet or sheets and attach to application

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   Students considering earning a degree in social work that have been charged with or convicted  
   of a misdemeanor or felony should be aware of the following:

   1. Agencies or organizations that provide Field Instruction placements for social work  
      students may require a criminal background check prior to agreeing to provide Field  
      Instruction.

   2. Agencies employing social workers may require a criminal background check prior to  
      hiring employees.

   3. Some state licensure laws for social workers inquire about whether the applicant has  
      been charged with or convicted of a misdemeanor or a felony prior to allowing the  
      applicant to sit for the licensure examination.
I understand that consideration for admission may be contingent upon the results of a reference and background check. I, therefore, authorize JSU to investigate all statements made on my application and to discuss the results of the investigation. I further authorize JSU to contact former educators, employers, or other persons who can verify information, and I give my consent for contacted persons to respond to questions pertaining to information on my application.

I affirm that the information provided on this application is accurate and I understand that it is to be reviewed by the Admissions Committee of the BSW Program at JSU. I further understand that providing false information on this application could be grounds for termination from the program.

Student Signature __________________________ Date ______________

The Family Educational Rights and Privacy Act was enacted by Congress to protect individual privacy by assuring the confidentiality of information related to the records and educational experience of students. This space was adopted by the BSW Program at JSU to permit students to grant written permission for specific program faculty to release confidential information about the student to BSW Program faculty and staff, Field Instruction agencies, licensing boards, agencies for employment, and graduate schools.

I have read and understand the above statement regarding my privacy rights and the confidentiality of information related to my educational experience and records. My signature below acknowledges that I have granted written permission to the BSW Program at JSU to release confidential information protected under the Family Educational Rights and Privacy Act to BSW Program faculty and staff, Field Instruction agencies, licensing boards, agencies for employment, and graduate schools.

Student Signature __________________________ Date ______________

DO NOT WRITE BELOW THIS LINE. TO BE COMPLETED BY THE FIELD COORDINATOR

O Accept  O Deny

________________________________________  __________________________
Robyn V. Snider, LCSW, PIP
BSW Field Coordinator
Jacksonville State University

Date
I. UNDERSTANDING YOUR VALUES

A. What do you believe is the role of a professional social worker?

B. What do you believe is meant by social work values and ethics? Why are they important in social work practice? How might they influence your behavior in a practicum setting?

C. Discuss what you believe to be the key ethical principles and responsibilities that form the basis of social work. Why are they important?

D. In your opinion, in what ways or situations might your values and ethics differ from those of professional social work practice?

II. SELF-AWARENESS

A. If you were to describe yourself to someone else, what characteristics would you be sure to include? Why?

B. If people who know you quite well were to describe you, what characteristics would they include? Why?

C. Is there a difference in the two lists of characteristics above? How do you account for the difference?

D. Comment on your comfort level with people who are different from you and how this might affect your choice of a practicum setting.

E. Considering your value system, what situations or types of clients might create a value conflict for you? Why?

F. How might the possible value conflicts affect your choice of a practicum setting? Do you believe you should avoid those situations and/or clients or confront the conflict? Explain why or why not.

G. Considering your personal history, what situations or types of clients do you feel you could over identify with? Why?

H. How might possible over identification affect your choice of a practicum? Would your personal history make you more or less suitable for certain practicum settings or certain populations? Why or why not?

I. How do you typically respond when you are in a stressful and anxious situation? Be specific.

J. What helps you in coping with stressful situations?

K. How do you typically respond to those in a crisis?

L. How can you use your responses in I, J, and K to help you in choosing a practicum setting?
XII. ACTIVITIES TOWARD BSW PROGRAM COMPLETION

1. Student is admitted to JSU and receives electronic access to the JSU Catalogue (http://www.jsu.edu/students/academic-resources/index.html) and JSU Student Handbook. (http://www.jsu.edu/studentaffairs/handbook.html)

2. A Social Faculty Member is assigned as an Academic advisor to each student by the SY-SW program secretary (309 Brewer Hall/256-782-5591) and the student progresses through the General Studies curriculum.

3. Student meets with advisor each semester to review progress toward completing degree requirements and obtains approval for their next semester's course schedule.

4. Student takes SW 330-Introduction to Social Work (late sophomore or early junior year) after a minimum of 30 hours and is given the location for the electronic copy of the BSW Program Handbook (grade of "C" or better is one requirement for admission into BSW Program).

5. Students take and pass the English Competency Exam after completion of at least 60 hours. Students must also pass MS 108, MS 110 or MS 112 and MS 204. (MUST SUCCESSFULLY COMPLETE A MINIMUM OF ALL OF THE REQUIREMENTS ABOVE PRIOR TO APPLYING FOR ADMISSION TO THE BSW PROGRAM).

6. Student submits application for admission to the BSW Program upon successful completion of SW 390, Practice I and all additional requirements and begins to complete the social work curriculum requirements.

7. Student's application is reviewed by the Admissions Committee for a decision on admission (students must have completed at least 60 hours, have at least a GPA of 2.25, have passed the ECE, passed MS 108, MS 110 or MS 112 and MS 204, and have earned a "C" or better in SW 330, Intro to Social Work).

8. Decision letters are then mailed to the student concerning program admission.

9. Student continues progression in major and prepares to apply for field placement prior to their final semester.

10. In preparation for graduation, the student should email Ms. Karen Gregg (kgregg@jsu.edu), Certification Secretary, College of Arts and Sciences, with their name, student number, and advise Ms. Gregg that they are preparing for Field Placement and are requesting that Ms. Gregg review his/her academic transcript for graduation **no later than the semester prior to Field Placement.**
11. College of Arts and Sciences Certification Secretary reviews application for degree and notifies the BSW Program Director and the student of any deficiencies in student’s transcript.

12. After being admitted to the program and completing all requirements prior to Field Placement eligibility, the student submits an application for Field Placement during the semester prior to the semester of Field Placement.

(All social work courses required for the BSW must be completed with a minimum GPA of 2.25 in social work and an overall GPA of 2.25 to be eligible for Field Placement).

13. The student is notified of a mandatory initial informational meeting about Field Placement which is held during the semester before the Field Placement experience. Students are given an Application for Degree and information regarding the following: Graduating Senior Survey (GSS) which is completed online through the JSU Office of Institutional Research and Assessment, Exit Interview Survey, College Base Exam, and graduation.

14. Student completes and returns to the Field Coordinator all required forms for Field Placement and degree. Student arranges to complete required College Base Exam.

15. Student will also schedule an individual meeting with BSW Program Field Coordinator, Ms. Robyn Snider. Formal planning for Field Placement proceeds with students having no identified deficiencies.

16. Student completes degree requirements (final semester-SW 448, 449, and 450 = 15 hours).

17. Dean’s office certifies student for graduation.

XIII. JSU ACADEMIC STANDARDS

Students at the University are required to meet minimum cumulative grade point averages (GPAs) in accordance with the following table. For purposes of determining satisfactory academic progress, May, Summer I, Summer II and associated marathon terms will be combined as one semester for the purpose of determining readmission after suspension.

<table>
<thead>
<tr>
<th>Hrs Attempted</th>
<th>Required Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>00-32</td>
<td>1.5</td>
</tr>
<tr>
<td>33-64</td>
<td>1.7</td>
</tr>
<tr>
<td>65-96</td>
<td>1.9</td>
</tr>
<tr>
<td>97+</td>
<td>2.0</td>
</tr>
</tbody>
</table>

~ 38 ~
A. **ACADEMIC WARNING**

A student will be placed on "academic warning" at the end of any term in which the cumulative GPA is less than the required minimum cumulative GPA.

B. **ACADEMIC PROBATION**

A student will be placed on "academic probation" at the end of any term following a semester on "academic warning" when the cumulative GPA is less than the required minimum cumulative GPA. Students on "academic probation" must limit their course work during fall and spring semesters to no more than twelve hours attempted and no more than three semester hours attempted during May, Summer I and Summer II terms. To avoid "academic suspension" a student must maintain a semester GPA of 2.00 or greater or achieve the required minimum GPA.

C. **ACADEMIC SUSPENSION**

A student will be placed on "academic suspension" at the end of any term following a semester of "academic probation" when the cumulative GPA is less than the minimum cumulative GPA required. A student placed on "academic suspension" will be suspended for one semester, after which students may return to the University on "academic probation." (Note: from the last day of Spring Semester to the first day of fall counts as one semester.) Upon return students must meet a GPA of not less than 2.00 for each course or achieve the required cumulative minimum GPA. Students will be placed on "academic suspension" only once. Failure to maintain the required minimum cumulative GPA after "academic suspension" places the student on "academic dismissal." No credit for the purpose of transfer may be earned from any other institution of higher education while a student is on "academic suspension."

D. **ACADEMIC DISMISSAL**

A student will be placed on "academic dismissal" following a semester of "academic suspension" when the suspension semester's GPA is less than 2.00 or the required cumulative minimum GPA has not been achieved. "Academic dismissal" is for at least one calendar year (twelve months). No credit for the purpose of transfer may be earned from any other institution of higher education while a student is on "academic dismissal."

E. **REINSTATEMENT**

The administration recognizes that extenuating circumstances may have precipitated a student's poor academic progress. Such circumstances are not excuses for poor academic progress, but may justify consideration for reinstatement. Students suspended or dismissed for academic reasons have the option of petitioning for reinstatement through the Associate Vice President for Academic Affairs. Reinstatement is for one semester only. Subsequent reinstatements must be approved by the Academic Council. Any student under academic suspension or dismissal has the option of petitioning for reinstatement.
The reinstated student must maintain a 2.0 grade point average for each attempted course during the reinstated semester. All requirements specified by the Office of Associate Vice President for Academic Affairs must be met. Among these are a course load of no more than the minimum full-time load, consultation with an academic advisor, and any special conditions necessary for the individual's reinstatement, e.g., specific courses, removal of incompletes, or progress reports.

Students not maintaining the GPA requirements or any condition of reinstatement will be suspended or dismissed from the University. The reinstated student in an academic suspension status must remain suspended for one semester. The reinstated student placed in an academic dismissal status must remain dismissed for one calendar year (12 months). Upon reinstatement the student will be ineligible for financial aid, unless an appeal is made to the Financial Aid Appeals Committee.

The Office of the Associate Vice President for Academic Affairs is responsible for maintaining an active file on each reinstated student and academic progress is monitored throughout the semester.

F. GENERAL EDUCATION REPEAT COURSE POLICY

Students may repeat courses in which they have previously earned a "D" or an "F" grade. The student grade point average will be determined by using only the higher grade for the repeated course. If the same grade is earned more than one time, the student will have all but one of the grades noted as repeated. The academic transcript will be noted with the repeated course and will remain on the record thus determining minimum requirements for graduation and academic action (academic warning, probation, etc.). The higher grade will be used to determine the GPA.

However, all course work, including repeated courses, will be used in the determination of class rank and graduation honors. Courses in which a grade of "C" or better has been earned may be repeated, but will not qualify for the repeated course grade point average. The policy is effective for JSU course work only and is not applicable to any work which may have been earned at another institution.

The policy is not retroactive to repeated course work prior to the fall semester, 1997. It should be noted that some programs have higher requirements for admission to, continuation in and graduation from the program. Therefore, the repeated course flexibility may not apply to all degree programs. Additionally, student athletes will be governed by NCAA eligibility guidelines.

G. SECOND CHANCE

Undergraduate students who have interrupted their college career for a period of at least two consecutive calendar years may apply for Second Chance Provision. Under this policy all course work completed at an earlier date will be eliminated from computation of the GPA and cannot be applied toward a degree at JSU. Such work will remain on the student's academic record, but will not be used in the computation of the GPA.
GPA for degree requirements. It will, however, be used to compute the GPA for honors at graduation, class standing, and may be used for admission to graduate studies. Some undergraduate professional programs may require inclusion of all course work for admission to, continuation in, and graduation from the program. Students should seek advice from the appropriate college dean or designated person.

Students seeking Second Chance status will be required to follow the catalogue in effect at the time of re-enrollment. Second Chance may be granted only once and is irreversible. Students seeking to apply for Second Chance can obtain a form in the Office of Admissions and Records. Second Chance is not applicable to Teacher Education Program admission.

H. ACADEMIC FORGIVENESS

Occasionally, during a particular semester, students encounter personal, emotional or financial circumstances so devastating that performing academically at a level approximating their usual record of achievement becomes impossible. Normally, these students realize their situations in time to take the advisable course of action and withdraw from the University. If that is not done, however, and a student’s grades for the semester are decidedly below that student’s normal record, the student can petition for academic forgiveness. All course work taken, even hours completed satisfactorily during the semester for which forgiveness is declared, will be disregarded in the cumulative grade point average and as hours earned toward graduation. Academic forgiveness may be granted one time and is applicable only to JSU undergraduate course work.

Two factors are considered in the review of petitions for academic forgiveness:

a. The student’s record must show a pattern of successful academic performance to be considered for academic forgiveness. Two semesters or twenty-four hours of course work with a minimum of a 2.00 GPA is required to determine a pattern of successful academic performance. A pattern of successful academic performance may be established before or after the term for which academic forgiveness is requested. Except for graduating seniors, twelve of these hours must be successfully completed after the semester in question.

b. The problem encountered by the student must be unusual in degree and bear a logical connection to the student’s poor performance. The problem and the effects of the problem on the student’s work must be reasonably documented and verifiable.

I. PROCEDURE FOR ACADEMIC FORGIVENESS

Students may petition for academic forgiveness for only one semester (any Fall, Spring, May, or Summer term) already completed at the University. A petition will not be considered if the student has received a degree subsequent to the semester in question. (HTTP://WWW.JSU.EDU/CATALOGUE/CURRENT/ACADEMIC_REGULATIONS.PDF)
1. The student submits his/her letter of request with supporting documentation to the Dean or designated representative of his/her major (undecided majors are sent to the Office of the Associate Vice President for Academic Affairs).

2. The Dean (or designee) determines that minimum criteria (pattern of successful academic performance, time requirements, etc.) have been fulfilled. If any criteria are deficient, the student is notified by the Dean (or designee).

3. Upon completion of the minimum criteria, the Dean (or designee) prepares a packet consisting of the signature sheet, student's letter, supporting documentation, and academic record.

4. The completed packet is forwarded by the Dean (or designee) to the Department Head of the student’s major.

5. The Department Head reviews the packet, indicates approval or disapproval by his/her signature and returns the packet to the Dean (or designee).

6. The Dean reviews the packet, indicates approval or disapproval by his/her signature, and forwards it to the Vice President for Academic Affairs.

7. The Vice President for Academic Affairs reviews the packet, indicates approval or disapproval by his/her signature proved, the Dean (or designee) sends the original packet to the office of Admissions and Records where the student’s record is adjusted and the student notified that the transcript has been changed. The Dean (or designee) is responsible for notifying the Department Head and student of the approval.

8. If disapproved, the Dean (or designee) will retain the original packet and notify the Department Head and student.

9. Declared majors should present the petition to their College Dean. Undecided majors should submit the petition to the Associate Vice President for Academic and Student Affairs. After review by the appropriate parties, a recommendation regarding the petition will be made by the Associate Vice President for Academic and Student Affairs. The Vice President of Academic and Student Affairs will then consider all recommendations and documentation and make a final decision. The student will be notified of the results of the petition by the Associate Vice President for Academic and Student Affairs. Once granted, academic forgiveness may not be reversed.

J. Transfer Credit

Transfer students are required to present one official transcript from each institution previously attended. These transcripts must be mailed to JSU directly from the institution or placed in a sealed envelope from the institution and presented unopened to the Office of Admissions. If less than 24 semester hours are accepted, students must
also fulfill all requirements listed under the Freshman Admissions section. If 24 semester hours or more are accepted, transfer students who do not have credit for EH 101 or MS 112 may take the ACT/SAT for placement in the appropriate English or Math courses. Those who choose not to take the ACT/SAT for placement purposes may contact the English and/or Math Departments for a placement test.

The University reserves the right to accept or deny course work presented for transfer. Typically, all course work from regionally accredited institutions will be accepted as fair equivalent courses at JSU provided JSU has an equivalent course at the appropriate level. Credit for any course or part of a course will not be granted twice. Courses not having fair equivalents at JSU may or may not be accepted as an elective. The transfer decision will be made on a course-by-course basis by the Registrar's Office during the credit evaluation process. For additional information, students may contact the Registrar's Office.

All grades attempted from other institutions will be used in computing grade-point-average at JSU. Students transferring course work are advised the grade-point-average requirements will be based on overall GPA requirements as well as resident requirements when considering admission to or retention in certain programs, major and minor requirements, and graduation requirements. Grades of “D” will be accepted except in EH 101, EH 102 and MS 100. However, a course in which a “D” grade has been earned is not creditable toward the major and/or minor requirements and may not be creditable toward some specific program requirements.

Students may transfer from a two-year college at any time. Although an unlimited number of hours are acceptable from a two-year college, students must earn a minimum of 64 semester hours from a four-year college or university, 32 of which must be earned from JSU. Therefore, JSU recommends that each transfer student not earn credit beyond 64 semester hours (96 quarter hours) at the two-year college.

Transfer credit is not given for social work courses completed in unaccredited social work programs. Transfer credit for equivalent coursework completed in accredited social work programs is granted upon review and with the approval of the program director. The program uses no proficiency examinations as substitutes for social work course credit.

**K. CORRESPONDENCE COURSES**

Credit obtained through correspondence courses (taught by regular full-time faculty members) from other accredited colleges or universities may be counted toward graduation, provided that the total work done through correspondence does not exceed 12 semester hours. Only hours on which a “C” grade or better has been earned will be accepted.

No credit is granted for courses through correspondence in the following areas: English composition and grammar, speech, professional education courses, beginning and intermediate foreign language courses, and science courses with required laboratories.
Written approval must be obtained from the appropriate Dean/academic advisor prior to registering for correspondence work.

L. Withdrawals

Students may withdraw without any academic penalty until the ‘Last Day to Withdraw Without Academic Penalty’. After this date if the student is passing, the permanent record will reflect the notation “withdrew passing,” which indicates good standing and the privilege of readmission. If a student is failing, the permanent record will show the notation “withdrew failing.” This is equivalent to a grade of “F” for calculation of grade point average. Refer to the academic calendar for deadline dates for withdrawals without penalty. No Withdrawals will be processed after the Last Day to Withdraw, see the academic calendar for dates. Students must notify the Registrar’s Office in writing (fax or mail), or by JSU email to registrar@jsu.edu. For mailed requests, the postmark will be used to determine the withdrawal date.

Students who withdraw during a semester may not petition for reinstatement during the semester in which the withdrawal occurred.

Any student who has registered but does not wish to attend must notify the Registrar’s Office in writing (fax or mail), or by JSU email to registrar@jsu.edu by the last day to register for the semester to receive a full refund of tuition charged. For mailed requests, the postmark will be used to determine the withdrawal date. Failure to assure this notification may result in academic and financial penalty. Please contact housing for residence hall refund policy.

Students scheduled to receive financial aid who do not plan to attend a semester for which they have registered must notify the Office of Student Financial Services and the Registrar’s Office in writing (fax or mail) or JSU email by the last day to register for the semester to cancel their registration and financial aid. Students who fail to notify the Office of Student Financial Services will be enrolled and subject to academic and financial penalty.

Medical/Compassionate Withdrawal

A student may request and be considered for a Medical Withdrawal when extraordinary circumstances, such as a serious illness or severe injury prevent the student from continuing classes. This covers both physical and mental health difficulties. A student may request and be considered for a Compassionate Withdrawal when extraordinary personal reasons, not related to the student’s personal physical or mental health (for example, care of a seriously ill child or spouse, or a death in the student’s immediate family), prevent the student from continuing classes. Medical or compassionate withdrawals will be considered for the current or immediate preceding semester only.
A student must request a medical or compassionate withdrawal by contacting the office of the Associate Vice President for Enrollment Management and Student Affairs, Bibb Graves Hall, Rm. 102, (256) 782-5020. **Students receiving federal financial aid should meet with the Director of Student Financial Services before making a decision to request a medical or compassionate withdrawal.**

**M. INCOMPLETE GRADES**

**Assigning the grade**--the grade of "Incomplete" or "I" may be assigned by the instructor if unusual circumstances prevent a student from completing course requirements and only if the student is passing the course. The "I" grade does not immediately affect a student’s grade point average.

**Completing the course requirements**—the student is responsible for arranging to complete the remaining course requirements. One calendar year is allowed for completing the work. Students should not register for the course again. Once the student has completed all course requirements, the instructor submits a grade change to the Registrar’s Office for recording. The Registrar then notifies the student of the grade change. Failure to complete course requirements within one calendar year will result in a grade of “F” being assigned.

**Requesting extensions**—before the end of one calendar year, the student must submit a written request for an extension to remove an incomplete. The Instructor, Department Head, and Dean must approve the extension before the Registrar grants an extension of time. The Registrar notifies the student of the action taken on an extension request.

If at any time during the process, as detailed above, the Instructor is not available, the appropriate Department Head and/or Dean will represent the Instructor’s interest.

**N. TESTING**

**ECE** - Undergraduate students must successfully complete the University English Competency Exam. Students who have completed EH 101 and 102 and have earned 60 semester hours are eligible to take the examination. Students are strongly advised to complete this examination during the junior year. Students must pass the ECE before filing an application for graduation. Students register online for the ECE. Information regarding the ECE can be found at the following English Department website: [http://www.jsu.edu/english/ece.html](http://www.jsu.edu/english/ece.html)

**EPP** - To assess and improve its academic programs, the University must obtain periodic measurements of student perceptions and intellectual growth. As a requirement for graduation, all seniors must take a general education achievement test (currently, the ETS Proficiency Profile) and complete a Graduating Senior Questionnaire. Additionally, some programs require that their majors take a comprehensive test of achievement in the discipline. Students may also be required to participate in other evaluations of University programs and services. The information obtained through
these assessment procedures is used solely to improve the quality of the educational experience for future generations of JSU students. For information on the EPP contact Counseling Services at (256) 782 5475.

O. Grading System

The following represents the grading system used by the University and the basis upon which quality points are earned. The grade point average (GPA) may be determined by dividing the quality points earned by the GPA hours. The GPA is not rounded. The GPA is truncated to two places past the decimal for reporting purposes.

A — four quality points per hour (90-100)
B — three quality points per hour (80-89)
C — two quality points per hour (70-79)
D — one quality point per hour (60-69). This grade will not be assigned for EH 098, 099, 101, 102, 348, LS 094, 095, 096, 097, 098, 104, MS 100.
NC— No credits (0-69). This grade assigned only in English 098, 099, 101, 102, 348, LS 094, 095, 096, 097, 098, 104 and MS 100.
F — No quality points (0-59). Failing grades may not be removed from the academic record. This grade will not be assigned for EH 098, 101, 102, LS 094, 095, 096, 097, 098, 104 and MS 100.
P — Passing. Grade given for selected courses as specified in the course descriptions in this catalogue. The grade of P does not affect the GPA. The grade of F on a pass or fail course is computed as a regular F grade.
W— Withdrawn or Dropped class, non punitive
WF— Withdrawn failing (counts as an F)
WP— Withdrawn passing, non punitive
X— Audit – no credit.
I— Incomplete – non-punitive.

The grade of “D” is considered passing. However, a “D” grade will not be allowed to count toward fulfilling required courses in the major, minor, and teaching field.

P. Policy on Life or Work Experience

The BSW Program does not award academic credit for life or work experience under any circumstances. There are no exceptions to this policy.
XIV. COLLEGE OF ARTS AND SCIENCES GRADE APPEAL PROCESS

A. BASIS FOR APPEAL

A student may appeal a course grade if the student has evidence that the grade was assigned in a malicious, capricious, erroneous, or arbitrary manner. The following steps provide a guideline for the appeals process. **No appeal will be entertained more than one semester following the date the grade was assigned.** Short Terms (May, Summer I, and Summer II) for this policy, are considered as a semester. The appeals process is not intended to question the general evaluation of faculty grade awards or grade distributions. These procedures are explained in the BSW Program Handbook and the Jacksonville State University Student Handbook.

B. APPEAL TO THE FACULTY MEMBER FOR REVIEW OF ASSIGNED GRADE

Within three weeks after the beginning of the next term, the student should discuss the assigned grade with the faculty member. If it is found that the assigned grade is incorrect in the judgment of the faculty member, he/she will initiate the appropriate change. If the faculty member is no longer with the University, the student should confer with the department head who will then make every effort to receive written statements concerning the matter from the former faculty member. If it is not possible to receive information from the faculty member regarding the grade, then the student may appeal the grade as described below and the department head will represent the interests of the faculty member who issued the grade.

C. APPEAL TO THE DEPARTMENT HEAD

If the question of the assigned grade cannot be resolved between the student and the faculty member, the student may appeal in writing to the department head. This written appeal should be made by the end of the fourth week of the term. The student should include all known information relating to the appeal. The department head shall review with the faculty member the substance of the student's appeal and seek to determine its validity. If the department head determines the assigned grade is inappropriate he/she will recommend to the faculty member that the grade be changed. The faculty member may or may not concur with the department head's recommendation.

The department head will notify the student in writing, usually within ten days of the appeal, whether or not the assigned grade will be changed by the faculty member. If the grade is changed to the student's satisfaction, the matter is concluded. If the grade will not be changed, the department head will also advise the student of the right of appeal to the Associate Dean of the College. If the grade will not be changed, copies of all written communication described above will be sent by the department head to the Associate Dean of the College.
D. APPEAL TO THE COLLEGE ASSOCIATE DEAN

If the grade is not changed at the departmental level, the student may appeal the assigned grade, in writing, to the Associate Dean of the College. In the written appeal the student should provide all information possible relating to the problem. This written appeal should be made within one week of receipt of the notice from the department head that the grade will not be changed by the faculty member. The Associate Dean will meet with the student to discuss the facts and contentions pertinent to the grade appeal. The Associate Dean will also meet with the instructor and department head to gather all relevant information concerning the course, its grade structure, and the assignment of the grade to the student making the appeal.

If the resolution to the student's grade appeal is not obtained through the above procedures, the Associate Dean shall request a review of the student's appeal by the Academic Appeals Committee, comprised of the CLS Faculty Council and three students. The Dean shall appoint three students, all of whom have voting privileges. The Academic Appeals Committee and the Associate Dean shall conduct an administrative hearing and shall review all pertinent information presented by the student, the faculty member and any others who may be called to assist the committee. The Associate Dean shall preside and question, but will not be a voting member of--or participate in--the deliberations or conclusions of the Academic Appeals Committee. The Associate Dean will then review the ACC's recommendation and express a recommendation thereon. The Associate Dean shall forward all materials concerning the appeal, including the committee's report and the Associate Dean's opinion of that decision, to the Dean.

The Dean will then review the report and endorse the committee's decision, reject the decision, or modify the decision. The Dean shall then notify the student and the faculty member of his/her decision concerning the appeal. If the Vice President for Academic Affairs agrees that a grade change is warranted, he/she shall notify the Dean of Admissions and Records as to the disposition of the student's grade. The opinion rendered by the Dean becomes final after two weeks from the date of the letter of his/her decision. Upon receipt of the Dean's decision concerning the grade appeal, either the student or faculty member may request reconsideration by the VPASA. The VPASA's decision is final.
330. Introduction to Social Work (3). Designed to assist the student who is considering Social Work as a career. Fundamental concepts of Social Work, client systems, fields of practice, history, and the current status of Social Work are presented. Students are required to complete 30 hours of volunteer work in fulfilling course requirements.

332. Social Policy and Services (3). Prerequisites: SW 330, SW 380, and SW 390. Current social policies and programs are presented and analyzed. Information on influencing policy formulation in the administrative, legislative, and judicial arenas is emphasized.


334. Service Learning (3). Prerequisites: SW 330. Current trends and the historical development of service learning in social services are discussed. Developing, managing, and evaluating service learning programs are reviewed. Students are required to complete 40 hours in a social service organization.

335. Social Work in Health Care (3). Prerequisites: SW 330. This course explores social work practice in various health care settings such as hospitals, health maintenance organizations, long-term care facilities, and home health care agencies. The psychosocial aspects of working with clients (patients) and the range of intervention strategies available to social work practitioners will be discussed.

336. Crisis Intervention (3). Prerequisites: SW 330. This course provides content in crisis theory and intervention strategies. May be used as an elective in social work.

338. Social Work Practice in Mental Health (3). Prerequisites: SW 330. This course is designed to teach the identification, symptomatology, and current trends in the treatment of mental illness. Emphasis will be placed on the diagnosis and treatment of dysfunctional cognitive, emotive, and behavioral disorders.

339. Communication In Social Work Practice (3). Prerequisites: SW 330. An exploration of the historical development and current trends in both verbal and written forms of social work communication. Students will gain understanding in the development of effective presentations; psycho-social assessments; memorandums; proposals, progress notes; agendas; minutes; and other types of communication needed to be effective social work practitioners.

340. Social Work and Substance Abuse (3). Prerequisites: SW 330. This course presents the current trends related to the use, abuse, and addiction of alcohol and drugs. Treatment options and legal ramifications will be explored.

343. Family and Child Welfare Services II (3). Prerequisite: SW 330 and SW 333. This course examines contemporary theory, practices and services in the field of child welfare and social services for children and families. Emphasis will be placed on supportive, supplementary, and substitute care services in child welfare, including skills and knowledge most helpful in case management with children and families.

350. Social Work Research (3). Prerequisites: SW 330 and CS 201. This course will focus on the application of theories and skills of social research to social work practice with individuals, groups, organizations, and communities. It is recommended this course be taken soon after SW 330. Students can use the skills and knowledge developed in this course to better complete the research assignments in the advanced social work courses. (Social Work Majors only.)
360. Cultural Diversity and Social Justice (3). Prerequisite: SW 330. Content is presented that promotes understanding, affirmation, and respect for people from diverse backgrounds. Content focuses on how prejudice, discrimination, and exclusion affect the experiences of members of diverse groups.

365. Perspectives on Poverty (3). Prerequisites: SW 330. This course explores the heritage of poverty in the United States and the implications of the myths, facts, and social policies that influence and affect individuals, families, and communities. The course emphasizes the complex causes and prevalence of poverty and explores poverty research and models to eradicate or prevent poverty.

370. Aging and Human Development (3). An examination of aging in the United States. Primarily a sociological perspective but deals with the psychological and biological aspects of aging, as well as contemporary demographic, economic, and political trends. (SW 370 is cross-listed with SY 370 but only one course can be counted for credit.)

371. Perspectives on Death and Dying (3). An examination of the attitudes of differing cultures and subcultures toward death, which encourages students to supplement relevant readings by discussing personal attitudes toward death and dying. Current research in this topic will be explored by lectures, films, and reading. By better understanding death and dying, students can explore in this course opportunities for growth and for improving the quality of life. (SW 371 is cross-listed with SY 340 but only one course can be counted for credit.)

380. Human Behavior and Social Environment I (3). Prerequisites: BY 101, 102, 103 and 104. Information about the stages of the human life cycle from birth through old age is presented. Attention is given to the biological and social factors of human development. SW 380 may be taken concurrently with SW 330. (Social Work Majors only.)

381. Human Behavior and Social Environment II (3). Prerequisites: SW 330 and SW 380. Recommended Prerequisite: SW 350. The focus is on the following social systems: family, group, organization, community, culture, and society. Human behavior within these systems and the behavior of these systems as entities are studied. (Social Work Majors only.)

390. Social Work Practice I (3). Prerequisite: SW 330. Generalist social work practice, ethics and values of the social work profession, and basic helping skills will be studied. Students will begin to acquire generalist social work practice skills and an identity with the social work profession. (Social Work Majors only.)

391. Social Work Practice II (3). Prerequisites: SW 330 and SW 390 and admission to the BSW Program. Generalist practice skills will be developed for work with families and groups. Family assessments and interventions, and group practice issues will be reviewed. (Social Work Majors only.)

392. Cognitive Theories in Social Work Practice (3). Prerequisites: SW 330. The process of how emotions work and how humans can learn to behave more rationally in dealing with anger, anxiety, and depression are reviewed.

395. Case Management (3). Prerequisite: SW 330. This course will assist students to develop skills in assessment, consulting, teaching, modeling, and advocacy to enhance the optimum social functioning of clients. Attention will be paid to the ways in which social workers can utilize practice models to pursue policies, services, and resources in a variety of social service settings.

399. Study Tour (3). Prerequisites: SW 330. Topics, excursions, and requirements determined by department. May be duplicated for credit; however, only three (3) credits may be applied toward any major or minor. Infrequently scheduled and subject to minimum and maximum numbers. Advanced deposit required.

441, 442, 443. Independent Study (3) (3) (3). Prerequisites: SW 330, Approval of Instructor, and Department Head required. Students with advanced standing explore areas of special interest with individualized instruction from a faculty member. (Social Work Majors only.)
448. **Social Work Practice III** (3). *Prerequisites: All other courses for the BSW degree and admission to Field Instruction Placement.* Generalist practice knowledge, values, and skills will be studied and developed for work with and in organizations, communities, and large social systems. Must be taken concurrently with SW 450 (3) and SW 449 (9).

449. **Field Instruction Placement** (9). *Prerequisites: All other courses for the BSW degree and admission to Field Instruction Placement.* Internship in a social service agency for 450 hours of supervised practice accompanied by a seminar (SW 450) and a practice course (SW 448).

450. **Field Instruction Seminar** (3). *Prerequisites: All other courses for the BSW degree (except SW 448 and SW 449) and admission to Field Instruction Placement.* Class meets once a week. Must be taken concurrently with SW 448 and SW 449.
### BSW PROGRAM CHECKLIST

(Revised Summer 2014)

Name: ____________________________  Student Number: ____________________________

**GENERAL STUDIES (64 Hrs)**
*Enter grade in blank & highlight missing courses*

<table>
<thead>
<tr>
<th>I. Written Composition (6 Hrs)</th>
<th>Meets Req: Yes / No</th>
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<tr>
<td>EH 101 (3)</td>
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<th>II. Humanities &amp; Fine Arts (12 Hrs)</th>
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<tr>
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<td>MU 233 (3)</td>
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<td>FL 101 (3)</td>
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<td>BY 104 (1)</td>
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<td>Or HY 201 (3)</td>
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<td>PSC 100 (3)</td>
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<td>MS 204 (3)</td>
<td>Elective (2)</td>
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<td>HPE 212 (3)</td>
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<td>HPE 109 (3)</td>
<td>MSC 115 (3)</td>
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**General Studies (Hrs Completed):** __________/64

Overall GPA: __________  ATT Hrs: __________  ERN Hrs: __________/128
300+ Level Hrs: __________/52  ECE (Circle One): Complete  Eligible  Retake __________

**SOCIAL WORK (54 Hrs)**

~ 52 ~
*Enter grade in blank & highlight missing courses*

**Required Social Work (39 Hrs)**

Meets Req: Yes / No

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<thead>
<tr>
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<tr>
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<td>SW 332(3)</td>
<td>(SW 330/380/390)</td>
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<td>SW 350(3)</td>
<td>(SW 330/CS 201)</td>
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<tr>
<td>SW 360(3)</td>
<td>(SW 330)</td>
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<td>SW 380(3)</td>
<td>(Biology Pre Req)</td>
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<td>SW 381(3)</td>
<td>(SW 330/SW 380)</td>
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<td>SW 390(3)</td>
<td>(SW 330)</td>
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<tr>
<td>SW 391(3)</td>
<td>(SW 330/390 &amp; Admission to BSW Program)</td>
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Hrs Completed: ___/39

**Social Work Electives (15 Hrs)**

Meets Req: Yes / No

(SW 330 is a prerequisite for all electives except SW 370 & SW 371)

Select Five:

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<td>SW 334(3)</td>
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<td>SW 338(3)</td>
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<td>SW 340(3)</td>
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<td>SW 343(3)</td>
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<td>SW 365(3)</td>
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<td>SW 370(3)</td>
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Hrs Completed: ___/15

**GENERAL ELECTIVES (10 hrs)**

Meets Req: Yes / No

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Hrs Completed: ___/10

**Comments/Additional Info:**

~ 53 ~
ADMISSION REQUIREMENTS FOR BSW PROGRAM:
(SW391 requires admission into the BSW Program.)
30 Semester Hours Completed
Passage of MS 108, 100 or 112 & MS 204
2.25 Overall GPA
Grade of "C" or better in SW 330
Passage of ECE

GENERAL REQUIREMENTS FOR GRADUATION:
128 Semester Hours Completed
52 Hours of 300+ Level Courses
64 Hours from a 4-Yr College with 32 Hours from JSU
Overall GPA 2.25 and BSW GPA 2.25
Completion of EPP Exam, Exit Interview & Alumni Data Sheet

SOCIAL WORK ELECTIVES:
(SW330 is a prerequisite for all electives except SW370 & SW371)
SW300m Interpersonal Skills & Human Relations (3)
SW333 Family and Child Welfare Services I (3)
SW334 Service Learning (3)
SW335 Social Work in Health Care (3)
SW336 Crisis Intervention (3)
SW338 SW and Mental Health (3)
SW339 Communication in Social Work Practice (3)
SW340 SW and Substance Abuse (3)
SW343 Family and Child Welfare Services II (3)
SW365 Perspectives on Poverty (3)
SW370 Aging and Human Development (3)
SW371 Perspectives on Death and Dying (3)
SW392 Cognitive Theories in SW Practice (3)
SW395 Case Management (3)
SW399 Social Work Study Tour (3)
SW441 Independent Study I (3)
SW442 Independent Study II (3)
SW443 Independent Study III (3)
## FRESHMAN YEAR = 32 hours

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<td>HY 101 or HY 201</td>
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<tr>
<td>BY 101, Intro</td>
<td>3</td>
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<tr>
<td>BY 103, Bio Lab</td>
<td>1</td>
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<td>ART 202, MU 233, FL 101 or DR 242</td>
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<td>SY 221, Intro</td>
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<td>EH 102, Comp.</td>
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<td>EH 141, Speech</td>
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<td>BY 104, Bio Lab</td>
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<td>PSY 201, Intro</td>
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## SOPHOMORE YEAR = 32 hours

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<td>EH 201,202,203,204,219, or 220</td>
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<td>MS 108, MS 110 or MS 112</td>
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<tr>
<td>CS 201, Intro to Information Technology</td>
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<tr>
<td>PSC 100, Intro to American Government</td>
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<td>FCS 215, HPE 212, MSC 115 or HPE 109</td>
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## JUNIOR YEAR = 34 hours

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<td>SW 360, Cultural Diversity</td>
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<tr>
<td>SW 380, HBSE I</td>
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<td>SW 381, HBSE II</td>
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<td>SW 350, Research</td>
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<tr>
<td>SW 390, Practice I</td>
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## SENIOR YEAR = 30 hours

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<td>SW 391, Practice II</td>
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<td>SW Electives</td>
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<td>General Elective</td>
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## FINAL SEMESTER
*(Courses taken concurrently)*

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<td>SW 449, Field Placement</td>
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<tr>
<td>SW 450, Field Seminar</td>
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**TOTAL HOURS: 128 for the BSW Degree**
APPENDICES:

APPENDIX A:

COUNCIL ON SOCIAL WORK EDUCATION EDUCATIONAL POLICY AND ACCREDITATION Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work’s purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master’s, and doctoral levels—shapes the profession’s future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master’s-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (in italics) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master’s (M) level.

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).
Educational Policy 1.1—Values
Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.

Educational Policy 1.2—Program Context
Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

Accreditation Standard 1.0—Mission and Goals
The social work program’s mission and goals reflect the profession’s purpose and values and the program’s context.
1.0.1 The program submits its mission statement and describes how it is consistent with the profession’s purpose and values and the program’s context.
1.0.2 The program identifies its goals and demonstrates how they are derived from the program’s mission.

2. Explicit Curriculum
Educational Policy 2.0—The Social Work Curriculum and Professional Practice
The explicit curriculum constitutes the program’s formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program’s competencies through an intentional design that includes the foundation offered at the baccalaureate and master’s levels and the advanced curriculum offered at the master’s level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies
Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.
Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

• advocate for client access to the services of social work;
• practice personal reflection and self-correction to assure continual professional development;
• attend to professional roles and boundaries;
• demonstrate professional demeanor in behavior, appearance, and communication;
• engage in career-long learning; and
• use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

• recognize and manage personal values in a way that allows professional values to guide practice;
• make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
• tolerate ambiguity in resolving ethical conflicts; and
• apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
• analyze models of assessment, prevention, intervention, and evaluation; and
• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
Educational Policy 2.1.4—Engage diversity and difference in practice.
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.
Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.
Educational Policy 2.1.10(a)—Engagement
Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment
Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention
Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation
Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice
Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.
Educational Policy 2.3—Signature Pedagogy: Field Education
Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Accreditation Standard B2.0—Curriculum
The 10 core competencies are used to design the professional curriculum. The program
B2.0.1 Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.
B2.0.2 Identifies its competencies consistent with EP 2.1 through 2.1.10(d).
B2.0.3 Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].
B2.0.4 Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).
B2.0.5 Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard 2.1—Field Education
The program discusses how its field education program
2.1.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.
B2.1.2 Provides generalist practice opportunities for students to demonstrate the core competencies.
2.1.3 Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.
2.1.4 Admits only those students who have met the program’s specified criteria for field education.
2.1.5 Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program’s competencies.
2.1.6 Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work
work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.1.7 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.1.8 Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.

Educational Policy 3.1—Diversity

The program’s commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standard 3.1—Diversity

3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.

3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.

3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.
Educational Policy 3.2—Student Development
Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student’s professional development.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation in Admissions
B3.2.1 The program identifies the criteria it uses for admission.
3.2.2 The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.
3.2.4 The program describes its policies and procedures concerning the transfer of credits.
3.2.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination
3.2.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.
3.2.7 The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.
3.2.8 The program submits its policies and procedures for terminating a student’s enrollment in the social work program for reasons of academic and professional performance.

Student participation
3.2.9 The program describes its policies and procedures specifying students’ rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.
3.2.10 The program demonstrates how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.3—Faculty
Faculty qualifications, including experience related to the program’s competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers.
Accreditation Standard 3.3—Faculty

3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master’s degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty’s teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master’s programs.

B3.3.3 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master’s degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.

3.3.4 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program’s mission and goals.

3.3.5 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program’s mission and goals.

3.3.6 The program describes how its faculty models the behavior and values of the profession in the program’s educational environment.

Educational Policy 3.4—Administrative Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure

3.4.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.

3.4.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.

3.4.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
3.4.4 The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.

**B3.4.4(a)** The program describes the BSW program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE accredited program and a doctoral degree, preferably in social work.

**B3.4.4(b)** The program provides documentation that the director has a full-time appointment to the social work program.

**B3.4.4(c)** The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.

3.4.5 The program identifies the field education director.

**3.4.5(a)** The program describes the field director’s ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

**3.4.5(b)** The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or postmaster's social work degree practice experience.

**B3.4.5(c)** The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

**3.4.5(d)** The program provides documentation that the field director has a fulltime appointment to the social work program.

**Educational Policy 3.5—Resources**
Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

**Accreditation Standard 3.5—Resources**

**3.5.1** The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.

**3.5.2** The program describes how it uses resources to continuously improve the program and address challenges in the program’s context.

**3.5.3** The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.

**3.5.4** The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.
3.5.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

4. Assessment

Educational Policy 4.0—Assessment

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program’s competencies (AS B2.0.3; AS M2.0.4).

4.0.2 The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.

4.0.3 The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.

4.0.4 The program describes how it makes its constituencies aware of its assessment outcomes.

4.0.5 The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.

http://www.cswe.org/Accreditation/2008EPASDescription.aspx
APPENDIX B:

NASW CODE OF ETHICS SUMMARY

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections. The first Section, "Preamble," summarizes the social work profession's mission and core values. The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values that inform social work practice. The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

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

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.
This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

The National Association of Social Workers is the largest organization of professional social workers with over 130,000 members. NASW was formed in 1955 and has three responsibilities:

- Strengthen and unify the profession
- Promote the development of social work practice
- Advance sound social policies

Promoting high standards of practice and protecting the consumer of services are major association principles.

NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies. It promotes, develops and protects the practice of social work and social workers. NASW also seeks to enhance the well-being of individuals, families, and communities through its work and through its advocacy. A professional social worker has a degree in social work and meets state legal requirements. Professional social workers practice in many settings including family service agencies, child welfare, community mental health centers, private practice, schools, hospitals, employee assistance programs, and public and private agencies. Professional social workers are the nation's largest group of mental health services providers.

The National Association of Social Workers (NASW) is located at 750 First Street, NE, Suite 700, Washington DC 20002-4241. Telephone is 202/408-8600, FAX 202/336-8311 and TTD 202/408-8396.

www.socialworkers.org/
APPENDIX C:

STUDENT SERVICES

Counseling and Career Services. Counseling and Career Services offers personal, educational, and career counseling for JSU students. Personal counseling is conducted in a private setting under the strictest confidence. Counselors are available on an individual or group basis. Counseling and Career Services features a comprehensive career library, on-line computer resources for making vocational and educational decisions, and is the registration site for CLEP, ACT, GRE, MAT, and other examinations.

Counseling and Career Services provides employment assistance to graduating seniors and alumni through on-campus interviews, job listings, career fairs, referrals, computer resources, corporate information, and individual counseling. In addition, Counseling and Career Services coordinates programs for part-time, off-campus employment, internships, and cooperative education experiences. For information, call (256) 782-5475.

Disability Support Services. Disability Support Services (DSS) provides academic support services as required by Section 504/ADA, removing unfair barriers, and equalizing opportunities to otherwise qualified students. DSS does provide additional programming for students who have sensory disabilities. DSS works with faculty and staff to facilitate the student’s integration into the academic community. For information, call (256) 782-8380.

Multicultural Programming. Multicultural programming promotes cultural diversity within the University community. The office enhances the University environment through programs and activities to develop leadership and academic skills, as well as to increase awareness of diverse cultures and backgrounds. For information, call (256) 782-5490.

Student Health Center. The Williams Student Health Center is a primary health care facility providing outpatient medical services as well as promoting preventive health measures. Services include health education, health screening, treatment of short-term illnesses, emergency first aid, physical examinations, allergy injections, and family planning. Medications are available through physicians dispensing. The Student Health Center is located between Sparkman Hall and Mason Hall. Office hours are Monday through Friday, 8:00 a.m. to 4:30 p.m. Call for an appointment at (256) 782-5310.
APPENDIX D:

PHI ALPHA HONOR SOCIETY

A National Honor Society for Social Work Students

Purpose:

The purposes of Phi Alpha Honor Society are to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership, those who have attained excellence in scholarship and achievement in social work. Students who are inducted into this honor society are encouraged to remain in contact with the JSU BSW Program post-graduation and to make suggestions on how to improve the program, as well as, opportunities for service, etc.
APPENDIX E:  
Jacksonville State University – BSW Student Social Work Club

All social work students are strongly encouraged to join the Social Work Club. Participation provides many rewards. The Social Work Club is an organization for students designed to facilitate faculty-student and student-student interaction with formal or informal gatherings in the pursuit of furthering their social work academic career, as well as, enhancing the social work program. Club officers and members may include meeting agenda items that focus on issues such as the BSW Curriculum, student affairs, etc., or they can focus on issues such as service learning activities. This organization provides an outlet for students to get involved in program concerns, university concerns, or public/community issues, etc. The social work club also offers a chance to network with students and faculty from other colleges and universities, as well as, social work professionals.

Why should I join the Social Work Club? The Social Work Club provides opportunities for formulating or modifying BSW program policies affecting academic or student affairs; service learning projects on and off campus, recreational and entertainment activities, making valuable social and professional connections and personal growth.

Social Work Resources:

- Council on Social Work Education (the sole accrediting agency for social work education in US)
- Association of Social Work Boards (ASWB) (for licensure exam)
- SWES Home Study Workbooks for Licensure (for licensure exam)
- Association for Advanced Testing in the Behavioral Sciences License Preparation (for licensure exam)
- Academic Review Home Study Program (for licensure exam)
- Association of Baccalaureate Social Work Program Directors (BPD)
- Institute for the Advancement of Social Work Research (IASWR)
- National Association of Deans and Directors of Schools of Social Work (NADD)
- National Association of Social Workers (NASW) (The National Association of Social Workers (NASW) is the largest membership organization of professional social workers in the world, with 132,000 members.)
- National Association of Social Workers, Alabama Chapter (for licensure preparation workshops)
- School Social Work Association of America (SSWAA)
- Social Worker.com (the social work careers magazine, has been published since 1994)
- Social Worker Action Network
- Social Work Resource Links at the JSU Library
- Social Work Licensing in Alabama (ABSWE) (for licensure in Social Work)
- Practice Research Network (incomes for social workers)
- Social Work
- Social Work Today Social Work Portal (a national monthly newsmagazine committed to enhancing the entire social work profession)
APPENDIX F:

Student Government Association

The Student Government Association is composed of four branches of government: Executive, Legislative, Judicial, and Student Activities Council. Each branch is devoted to serving Jacksonville State University students in different ways. **Social work students are encouraged to be involved in the JSU-SGA as either officers or active student participants.**

Executive Branch
The SGA President presides over the Executive Branch, which is comprised of the Vice President of Student Senate, Vice President of Student Activities, Vice President of Organizational Affairs, Chief Justice, and Director of Publicity.

Legislative Branch
The Vice President of Student Senate is in charge of the Legislative Branch of government and serves as the President of the Senate. The Legislative Branch is made up of various committees and the 35 voting students who make up the Student Senate. The Vice President of Organizational Affairs assumes responsibility for all procedures of the Organizational Council. The VPOA also monitors the SGA funds and prepares the budget, in addition to overseeing the Allocations Committee.

Judicial Branch
The Chief Justice serves as head of the Judicial Branch. The Judicial Branch serves as the disciplinary appeal process for students and also coordinates the Traffic Court.

Student Activities Council
The Vice President of Student Activities presides over the Student Activities Council and is in charge of entertainment and recreational activities including concerts, lectures, movies, comedy clubs, and other special events. **All registered students are automatically members of the Student Government Association. To become more actively involved, go by the Office of Student Life in Room #402 Theron Montgomery Building.**

Student Government Association
402 Theron Montgomery Building
(256) 782-5491 Telephone
(256) 782-5087 Fax
http://sga.jsu.edu
SGA Hotline 782-5699
APPENDIX G

Scholarships specific to social work:

Audrey Knighton Field Instruction Scholarship
Full-time students demonstrating academic achievement during the Field Instruction Phase; to be eligible, students must be enrolled in Field Instruction (SW 499/450), have an overall 3.0 GPA and a 3.5 GPA in Social Work courses. Awarded in Spring / Summer / Fall. Submission deadline for Spring award is January 1st and submission for Fall and Summer award is March 1st.

Gweneth G. Mulder Scholarship
(To be eligible, students must have completed 12 hours in sociology OR social work and have a GPA above a 3.5 in the major and 3.00 cumulative. The criteria include number of hours completed GPA (overall and in the major) as well as involvement in the discipline.)

Website link to JSU scholarships:

http://www.jsu.edu/finaid/scholarships/types.html

NASW, Alabama Chapter-Torchbearer Scholarship
The NASW-AL Torchbearer Scholarship is awarded to students in a social work degree program who have demonstrated leadership, commitment to the field of social work, and the propensity to bear the torch to continue the legacy of our Alabama Social Work Pioneers.

Scholarship Eligibility:
1) Students must be a current member of NASW;
2) Students must be attending a CSWE accredited BSW program within the state of Alabama and completed 30 hours in the social work program; and
3) BSW applicants must have a 3.00 GPA overall and a 3.25 GPA in Social Work.

Application Requirements:
1) Completed application form;
2) Proof of current membership to NASW;
3) Official school transcript; and
4) Scholarship Essay

Scholarship Information:
The Alabama Chapter of NASW will award one scholarship to a BSW student in the amount of $500.00. Scholarship recipients will also receive a one year paid membership to NASW and will have an opportunity to present their essay at the annual Social Work Advocacy Day event in Montgomery, AL.

Go to the NASW-AL website for further information: http://www.naswal.org/
APPENDIX H

Local Organizations and Resources

ASBSWE-Alabama State Board of Social Work Examiners-(http://abswe.state.al.us/)
The Alabama State Board of Social Work Examiners is a regulatory organization comprised of licensed social work practitioners whose mission is:
* To protect the public from incompetent, unethical and unlawful social work practice.
* To enforce qualification standards for all levels of licensure and certification.
* To delineate unlawful conduct through disciplinary procedures against practitioners who violate applicable laws or rules.

Alabama Arise Citizens’ Policy Project-(http://www.arisecitizens.org/)
Arise Citizens’ Policy Project (ACPP), founded in 1994, is a statewide nonprofit, nonpartisan coalition of 145 congregations and community groups and hundreds of individuals united in their belief that low-income people are suffering because of state policy decisions. Through ACPP, groups and individuals join together to promote state policies to improve the lives of low-income Alabamians. In a state that by many measures is the worst place for poor people to live in the United States, ACPP believes acts of charity are vital, but they are not enough; we must work to improve harmful state policies. ACPP provides a structure in which Alabamians can engage in public debates with the goal of improving the welfare of all Alabamians. Donations to ACPP, a 501(c)(3) organization, are tax-deductible.

Alabama Possible-(http://alabamapossible.org/)
Alabama Possible is a statewide nonprofit organization that works to reduce systemic poverty and its root causes by inspiring Alabamians to pursue a state in which no individual’s quality of life is diminished by poverty. AP disrupts misperceptions, raises public awareness and collaborates with residents to reduce poverty and its negative impacts on Alabama’s families. Through its work and activities, AP educates Alabamians about poverty, collaborates with higher-education and faith-based institutions on poverty-reduction activities and advocates for fact-based policy decisions.

Alabama Department of Human Resources-(http://www.dhr.alabama.gov/)
The Alabama Department of Human Resources will help families receive the least disruptive services they need, when they need them, and for only as long as they need them in order to maintain children in or return them to a safe, stable home.

Department of Public Health-(http://www.adph.org/)
Bureau of Children’s Health Insurance
Bureau of Clinical Laboratories
Bureau of Communicable Disease
Office of Emergency Medical Services
Center for Emergency Preparedness
Bureau of Environmental Services
Bureau of Family Health Services
Bureau of Financial Services
Bureau of Health Promotion and Chronic Disease
Bureau of Health Provider Standards
Center for Health Statistics
Bureau of Home and Community Services
Office of Human Resources
Bureau of Information Technology
Bureau of Professional and Support Services
Office of Program Integrity
Office of Radiation Control
County Health Department Services
Public Health Areas Map
ADPH Organizational Chart
County Health Departments
County health departments work to preserve, protect, and enhance the general health and environment of the community by:

- providing health assessment information to the community.
- providing leadership in public health policy.
- assuring access to quality health services and information, preventing disease, and enforcing health regulations

East Alabama Regional Planning and Development Commission-(http://www.earpdc.org/)
The Commission’s Area Agency on Aging provides services to seniors through either local contracts or by direct service provision and assists in the coordination of a variety of aging service programs with other agencies throughout the 10-county area. The Commission’s Area Agency on Aging is part of a nationwide Network on Aging under the direction of the U.S. Administration on Aging. The primary responsibility of the Area Agency on Aging is the implementation of the Older Americans Act of 1965, as amended, administration of state programs under the supervision of the Alabama Department of Senior Services, and implementation of local programs serving older Alabamians. In communities throughout the regions, the Commission currently funds 42 Senior Centers serving hot meals and 2 Nutrition Outreach Centers providing frozen meals to homebound elderly. The Commission operates “SenioRx”, a prescription drug assistance program, the Aging and Disability Resource Center (ADRC) which streamlines access to services for seniors 60 years and above and disabled persons regardless of age, and the Commission’s Senior Community Service Employment Program (SCSEP) offers assistance to unemployed job seekers, who are 55 years of age and older and with limited household income, etc.

National Organizations and Resources

CSWE-COUNCIL ON SOCIAL WORK EDUCATION
http://www.cswe.org/
The Council on Social Work Education (CSWE) is a nonprofit national association representing more than 2,500 individual members, as well as graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in this country.

NASW-NATIONAL ASSOCIATION OF SOCIAL WORKERS
https://www.socialworkers.org/
The National Association of Social Workers (NASW) is the largest membership organization of professional social workers in the world, with 132,000 members. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies.

ASWB- ASSOCIATION OF SOCIAL WORK BOARDS
http://www.aswb.org/
The Association of Social Work Boards (ASWB) is the nonprofit organization composed of and owned by the social work regulatory boards and colleges of 49 U.S. states, the District of Columbia, the U.S. Virgin Islands, and all 10 Canadian provinces. We are the only nonprofit organization dedicated to social work regulation. Our mission is to strengthen protection of the public by providing support and services to our member boards. ASWB owns and maintains the social work licensing examinations that are used to test a social worker’s competence to practice ethically and safely.
APPENDIX I:

Student Learning Outcomes-CSWE Competencies and Practice Behaviors

Assessment Plan

The Jacksonville State University (JSU) BSW program has adopted all 10 competencies and the 41 associated practice behaviors prescribed within the 2008 Educational Policy and Accreditation Standards. These were used to build the current process for assessing student outcomes. A primary goal is to identify and implement multiple measures to address the CSWE competencies and the accompanying practice behaviors and to determine student achievement for each of the competencies.

The program presents the following plan to assess the attainment of each of its program competencies. The plan includes specific procedures and the multiple measures of each practice behavior employed to assess the student achievement of each of the program’s competencies. The BSW program at JSU employs a three prong approach to assessing student learning success in achieving practice behaviors and competencies.

The first prong of assessment is the use of multiple quantitative measures to determine the percentage of students who successfully meet the level of achievement identified through benchmarks of success for each competency. This includes at least two quantitative measures for each practice behavior.

The second prong for assessing student learning outcomes is conducted through curriculum mapping. The Council on Social Work Education competencies and practice behaviors are identified within each of the core course syllabi and faculty determine which assignments address these areas. A curriculum matrix is then created that identifies key course assignments that address competencies and practice behaviors. Social work faculty reviews the matrix and then discusses student achievement on these assignments and how they relate to achieving the competency.

The third prong of assessment in the JSU social work program is the use of supplemental data from the Baccalaureate Educational Assessment Project (BEAP)-Foundation Curriculum Assessment Instrument (FCAI). National comparisons to JSU student data can be made to determine successful student achievement within the social work curriculum compared to national outcomes data for the following areas of the social work curriculum: Practice, Human Behavior and the Social Environment, Policy, Research, Ethics and Values, Diversity, and Social and Economic Justice. The BEAP program provides a comparison chart of BEAP instruments with CSWE competencies in order to help identify items from the instrument that can be used to measure outcomes on benchmark success for students.

As is required by CSWE 2008 EPAS, Jacksonville State University (JSU) developed a systematic, ongoing, assessment plan that identifies student achievement of benchmarks and selected multiple measures for assessing each practice behavior in order to assess student attainment of each of the program’s competencies. As has been discussed in multiple articles relevant to social work assessment (Mackie & Anderson, 2011, Petrachi & Zastrow, 2010, and Holloway, 2012), it is essential to use multiple measures to respond to reliability and validity problems that may arise with individual measures. Thus, we believe that the use of multiple measures will mitigate some of the weaknesses associated with any of the specific measures. We have insured that at least two measures exist in assessing each practice behavior.
Assessment Description

The first prong of the assessment model at JSU focuses on the use of quantitative methods to assess competencies, including pre-test/post-test measures, student self-evaluation, and Field Instructor Evaluation of Practice Behaviors and Field Instructor Evaluation of Professional Conduct.

The pre-test/post-test measure is the BEAP-Foundation Curriculum Assessment Instrument (FCAI) which has been developed for use by BSW programs across the country. At JSU the FCAI is given to BSW students at the end of the semester in SW 330-Introduction to Social Work (pre-test) and SW 450-Senior Field Instruction Seminar (post-test). It is an instrument that provides a measure of seven curricular areas of the BSW program in addition to specifying questions that are embedded in the assessment that directly relate to CSWE competencies and practice behaviors. It is used to determine how well a program has prepared students for practice. The FCAI also allows for identification of areas of the BSW curriculum that may need attention, as well as, providing national comparative data. The FCAI has also been tested for Reliability and Effect Size. BSW only schools across the country are currently using the FCAI.

The BEAP-Exit Survey is a self-report/self-evaluation which has also been developed for use by BSW programs across the country. It is given to BSW students just prior to graduation in SW 450-Senior Field Instruction Seminar. It is used to obtain feedback from students regarding their experiences in the social work program. The Exit Survey includes self-rated items addressing the evaluation of curriculum objectives related to the CSWE Competencies and Practice Behaviors. Within these items are specific questions embedded within the Exit Survey that address CSWE Competencies and Practice Behaviors. Students report how well they believe the JSU BSW program has prepared them in relation to these competencies. There is also national comparative data available for the Exit Survey.

An additional self-report/self-evaluation survey was adapted by JSU social work faculty to obtain feedback from students regarding their experiences in the social work program that were not addressed in the BEAP-FCAI or BEAP-Exit Survey. The JSU Social Work Exit Survey is an instrument that is also given to students to complete at the end of their senior year during the SW 450- Senior Field Instruction Seminar. Students are asked specific information regarding satisfaction with classes, instruction, and facilities, as well as, questions specific to their attitudes regarding their knowledge, skills, and values obtained throughout the social work curriculum. These responses are also used to determine student’s achievement of practice behaviors and competencies.

The Field Instructor Final Evaluation of Field is a key assessment instrument used to determine student achievement of practice behaviors and competencies in a practice setting. Under the 2008 EPAS, field education is referred to as signature pedagogy and is central to connecting theory and concepts of classroom learning to the practice world of the social work profession. The Field Instructor Final Evaluation of Field is completed by Field Instructors at the end of the semester for each student in a field placement. It provides a measure of all CSWE competencies and practice behaviors. It is used to determine how well a program has prepared students for practice. This measure is vital to the assessment process because it provides the BSW program with feedback from practicing social workers on how successfully students are engaging in social work practice during their field placement on the specific practice behaviors and competencies.

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The Field Instructor Evaluation of Professional Conduct is an addendum to the Field Instructor Final Evaluation of Field. The faculty of the JSU Social Work program determined that it is essential to have a measure that is specific to the professional conduct of students while engaging in their field placement. This measure includes questions not necessarily addressed by the previously mentioned instruments. It is an assessment completed by a person (field instructor) who observes student conduct in their field placement on a daily basis. The Field Instructor Evaluation of Professional Conduct is completed by Field Instructors at the end of the semester for each student in a field placement. It also contains questions specific to certain practice behaviors and competencies and these are used to help assess student’s achievement of CSWE competencies.

In addition to the above mentioned quantitative measures of student achievement of practice behaviors and competencies, the social work program selects key assignments from each required social work course that have been identified by faculty as a measure of student achievement for each practice behavior and related competency. This is a new use of existing data to assist faculty in creating course work that is relevant to students learning practice behaviors and competencies and to also give faculty a visual representation of student achievement on key assignments across the curriculum, not just for their specific courses. These outcomes can be used as a cross-comparison within the outcome measures to determine if outcomes on assignments are similar to outcomes on assessment measures. This cross-comparison will help to confirm strengths and weaknesses within the curriculum to insure student achievement of practice behaviors and competencies.

The third step in the JSU social work program assessment process is the use of BEAP-FCAI data national comparisons to determine successful student achievement within the social work curriculum. The BEAP-FCAI provides data on seven curriculum areas and gives program outcomes compared with national outcomes within these areas. The data is provided for students who complete the FCAI at exit from the JSU social work program. The exit data are used to review and improve the curriculum. These findings will be compared with the course mapping outcomes and the additional competency achievement outcomes. These measures will be used to determine student’s attainment of each of the CSWE competencies.

Assessment Measures and Process

The information provided below identifies the specific assessment procedures for all each of the three prongs of the assessment plan.

Competency Benchmark Assessment Measures

1) **The Field Instructor Evaluation of Field** is an assessment of students in their field placement. Field Instructors are asked to assess students on each practice behavior identified by CSWE in relation to the accompanying competency. Field Instructors are asked to assess in their field placement at the end of the semester.

2) **The Baccalaureate Educational Assessment Program, Foundation Curriculum Assessment Instrument** is an assessment that tests student responses to questions regarding the following social work curriculum content: Social Work Practice, HBSE, Policy, Research, Ethics and Values, Diversity, and Social and Economic Justice. We
give this assessment to students at the end of SW 330 Introduction to Social Work and in SW 448 Social Work Practice III.

3) **The Baccalaureate Educational Assessment Program, Exit Survey** includes a 35 item self-evaluation of the student’s preparation for social work practice. This evaluation asks students to rate themselves on how well they have been prepared with the knowledge, skills, and values or ethics of the social work profession. Students complete this survey at the end of the semester in which they will graduate.

4) **The JSU Student Exit Survey** an instrument developed by the social work program faculty to address questions specific to JSU and the JSU Social Work Program. The students can rate their experiences in the social work program. The students complete this survey at the end of the semester in which they will graduate.

5) **The JSU Professional Conduct Assessment** is a measure of students in their field placement. Field Instructors are asked to assess students on their professional conduct while in their field placement at the end of the semester.
<table>
<thead>
<tr>
<th>Assessment Measure</th>
<th>Format</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Evaluation of Field Instruction (FI)</td>
<td>Manually Completed by Field Instructors</td>
<td>End of Field Placement Senior Year</td>
</tr>
<tr>
<td>BEAP Foundation Curriculum Assessment Instrument (FCAI)</td>
<td>Manually Completed by Students, Electronically Analyzed by BEAP</td>
<td>Completed Twice by Students, once at the end of SW 330 Introduction to Social Work and at the end of their Field Placement Senior Year</td>
</tr>
<tr>
<td>BEAP Exit Survey (D)</td>
<td>Manually Completed by Students, Electronically Analyzed by BEAP</td>
<td>End of Field Placement Senior Year</td>
</tr>
<tr>
<td>JSU Exit Survey (JSUE)</td>
<td>Manually Completed by Students</td>
<td>End of Field Placement Senior Year</td>
</tr>
<tr>
<td>JSU Student Professional Conduct Survey (PC)</td>
<td>Manually Completed by Field Instructors</td>
<td>End of Field Placement Senior Year</td>
</tr>
</tbody>
</table>
APPENDIX J:

Course Evaluations

At the end of each semester students will be asked to complete course evaluations for each class taken. This is your opportunity to give feedback to the instructor and the university regarding what you learned in the course, how the material was presented (online, in-person, both), and your overall experience. Instructors use your feedback to help determine what is working well in teaching the course, as well as, what improvements may be necessary. Please participate in helping maintain the quality of the JSU the BSW program by completing these course evaluations.