

Master of Social Work Program Handbook 2025-2026

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**COLLEGE OF SOCIAL AND BEHAVIORAL
SCIENCES DEPARTMENT OF SOCIAL
WORK**

MASTER OF SOCIAL WORK PROGRAM

**STUDENT HANDBOOK
*2025-2026**

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**The MSW Program at Jacksonville State University is accredited by the Council
on Social Work Education**

*This handbook was prepared to provide information and does not constitute a contract. Although every effort has been made to ensure the accuracy of the information in this handbook, those who use the handbook should note that policies and procedures change from time to time and the changes may not yet be reflected in this document. In addition, a document of this size cannot include all of the policies and information pertaining to students. More current or complete information may be obtained from your advisor, the internship coordinator, or other appropriate individuals in the Social Work Program.

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INTRODUCTION

While its roots are as a State Normal School with the purpose of preparing students for careers in teaching, Jacksonville State University (JSU) has developed into a modern regional university serving Northeast Alabama on a 318-acre campus with 53 buildings. It is the public, regional institution of higher education in its service region of east north central Alabama; JSU's purpose is to provide access to higher education to individuals in its service region. In addition, the University operates off-campus centers: JSU-Gadsden, Anniston, Ft. Payne, and Heflin, and is a leader in online education for several of its academic programs, especially at the graduate level. Through its programs of teaching, research, and service, Jacksonville State University has served the region and state for more than one hundred and thirty years.

JSU MISSION

Jacksonville State University, as a learning-centered community, provides distinctive educational, cultural and social experiences to prepare students to be competent, ethical professionals and engaged, responsible, global citizens.

LEARNING CENTERED UNIVERSITY

At Jacksonville State University, a public, regional comprehensive institution, 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, which 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 promotes a learning environment with relevant programs of study supported by current technologies, opportunities for experiential learning and other high impact practices, and flexibility in the learning process. Faculty will use various methods of teaching to meet different learning preferences and will set learning outcomes that emphasize the application of knowledge, ensuring that graduates are prepared with skills necessary for careers in a global marketplace. (revised 3.26.11; updated 6.21.23)

JSU STRATEGIC PLAN FRAMEWORK

Reach

As a thriving learning community, we depend on a strong financial foundation based on diverse student enrollment, a spirit of generosity, and a culture of accountability.

Commitment 1

As the higher education landscape is challenged with access and competition, we will commit to advance JSU's financial strength, enrollment goals, and the overall success of students.

Goals

1. **Inclusive Enrollment**

Attract, enroll, and support undergraduate and graduate students with unique experiences from across the region, state, and globe.

Objectives

1. Attract students with diversified backgrounds, experiences, and educational goals by developing innovative educational offerings and financial resources.
2. Increase the enrollment of undergraduate and graduate students.
3. Provide quality support services to undergraduate and graduate students.

2. **Spirit of Generosity**

Create a dynamic culture of philanthropy to inspire generosity.

Objectives

1. Embed philanthropy and service into all aspects of campus.
2. Encourage stakeholders to use their professional and social networks to garner additional support for JSU.
3. Increase fundraising from private sources.

3. **Culture of Accountability**

Cultivate an environment that promotes and encourages effectiveness, efficiency, innovation, informed practices, optimization, value communication, and transparency while continuously measuring our progress and seeking to expand our financial resources.

Objectives

1. Establish and ensure financial stewardship and fiscal responsibility.
2. Review and evaluate current procedures and research best practices to increase efficiency and promote innovation across all areas.
3. Increase and promote transparency through improved communication regarding internal decision-making and processes.

Engage

As a university, we ensure the vibrancy of our campus, community, and region through the benefit of belonging, mutual relationships, and power of place.

Commitment 2

Create symbiotic partnerships that impact the university learning environment, providing additional opportunities for the exchange of ideas, experiential learning, and community engagement, while allowing university members to give back to the community.

Goals

1. **Benefit of Belonging**

Improve the accessibility of a safe, equitable, diverse campus supportive of all campus and community members.

Objectives

1. Expand the opportunities for campus connections through co-curricular events, organizations, and partnerships.
2. Create environments to encourage campus and community members to connect and learn from each other.
3. Provide an accessible community that promotes full participation of diverse members and ensures equity through responsive environments.

2. **Mutual Relationships**

Strengthen partnerships to improve quality of life through collective impact.

Objectives

1. Increase reciprocal partnerships and level of campus and community engagement to achieve mutually beneficial initiatives.
2. Sustain and enrich the quality of relationships with JSU stakeholders (i.e., alumni, employers, local and state governments, parents, potential students).

3. **Power of Place**

Ensure a vibrant and successful campus and community that will be attractive to a diverse population.

Objectives

1. Make a visible, significant societal impact in JSU's region through outreach and events in various sectors (arts, athletics, economics, education).
2. Celebrate the people, experiences, and environments that make JSU unique.

Discover

As educators, we do not provide the answers. We provide the experiences, environments, and expectations that allow learners to discover the answers.

Commitment 3

In an age of rapid educational change and innovation, we will continue to advance our capacity for creating diverse, meaningful, and accessible learning opportunities that prepare all learners (faculty, staff, students, community members) for success.

Goals

1. **Experiences**

Provide learning experiences that connect learners with real-world knowledge, skills, and opportunities.

Objectives

1. Expand the use of High-Impact Learning in undergraduate and graduate programs.
2. Expand the utilization of technology to support students, faculty, and staff.
3. Develop formal mentorship programs (e.g., faculty to faculty, staff to staff, student to student, faculty to student).

2. Environments

Create and provide new learning environments characterized by modern facilities, technological enhancements, active learning, and engaging instruction.

Objectives

1. Increase the number of flexible, technology-enhanced learning spaces that promote active teaching and learning.
2. Continuously evaluate campus academic and non-academic spaces to renovate and/or build new facilities as needed.
3. Provide learners access to active learning opportunities, engaging instruction, sustainable training, and professional development.
4. Increase utilization of existing learning spaces on campus.

3. Expectations

Promote and assess critical thinking, essential employability skills, diversity and inclusion, and successful degree completion in all learning experiences and environments.

Objectives

1. Enhance efforts to ensure student success.
2. Transform teaching and learning across programs and experiences.
3. Cultivate a diverse, equitable and inclusive community.

More information can be found at <https://www.jsu.edu/president/strategic-plan/index.html>.

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HISTORY OF MSW PROGRAM AT JSU

The need for graduate social work professionals, locally, regionally and nationally, is supported by multiple workforce reports put forth by various national organizations including the National Association of Social Workers and the Council on Social Work Education, as well as federal, state and regional organizations. The reality is that there is a nationwide shortage of social workers. This is true for Alabama as well, particularly rural and non-urban communities in Alabama.

For many years, BSW students and other constituents asked if/when JSU would start an MSW program. Additionally, the results of alumni surveys, Bachelor of Social Work Program Exit Surveys, and a web-based MSW Interest/Needs Assessment revealed both need and demand for an advanced degree in Social Work, the faculty of the Social Work Program, with JSU upper administration support, developed its plan for the Master of Social Work program. Following approval from JSU's Graduate Curriculum Committee and the JSU Board of Trustees, the University submitted a proposal to the Alabama Commission on Higher Education (ACHE) for approval of a Master of Social Work Program. ACHE approved the new degree program in September 2016 with an implementation date of Fall 2017. JSU submitted its proposal to its institutional accreditor, the Southern Association of Colleges and Schools (SACSCOC), and received approval in July 2017. The first two-year, full-time students began in the fall of 2017 and began accepting advanced standing students in summer 2018. Upon meeting the criteria for accreditation through the Council on Accreditation, the program was accredited in June 2020, and this status was retroactive to Fall 2017.

The JSU MSW program prepares students for advanced generalist social work practice, emphasizing providing services in smaller, less urban practice settings. Attention to practice in these smaller communities will better prepare graduates to address the gaps in social work services among a large percentage of Alabama residents and persons living in similar small communities throughout the country. For more information on accreditation, please visit CSWE's website at www.cswe.org.

ADMINISTRATIVE STRUCTURE OF THE SCHOOL

The Department of Social Work is an autonomous unit within the College of Social and Behavioral Sciences. It is administered by the Department Head, who has delegated authority for certain educational and administrative tasks to individuals and committees within the Department. The administrative team of the Department consists of the Department Head, MSW Program Coordinator, BSW Program Coordinator, the Internship Coordinator, faculty, and staff.

The MSW and BSW Program Coordinators share in the overall management of the MSW and BSW programs. The Internship Coordinator oversees the operation of internships by implementing and enforcing internship policies. See the internship handbook for current internship policies and procedures.

MSW PROGRAM OVERVIEW

The Master of Social Work (MSW) degree program at Jacksonville State University (JSU) is an advanced generalist practice degree offered in a hybrid/blended format. The MSW program emphasizes a full range of high-quality experiences throughout the curriculum via innovative courses, creative internships, relevant research, service-learning activities, and dynamic faculty-student, student-student and community-student relationships that will prepare graduates for social work careers with an emphasis on smaller, rural and non-urban areas.

Advanced Generalist Social Work Practice Specialization

Advanced generalist social work practice is defined by its integration of a broad range of knowledge, values, and skills across micro, mezzo, and macro systems (Bolin, 2014). This scope of practice empowers social workers to adapt interventions to fit the unique challenges faced in diverse settings and situations. Key components of this framework include:

- An eclectic foundation that incorporates theoretical and methodological knowledge, as well as research and evaluation complexity, enabling practitioners to tailor their approach to the specific environmental and cultural needs of clients.
- A multimethod approach that applies interventions across individual, family, group, organizational, and community levels of practice to address current and emerging issues and maximize the odds of successful outcomes for human and environmental well-being.
- A commitment to social justice, fostering collaborative efforts between practitioners and clients to redistribute power and resources equitably in support of human and environmental well-being (Derezotes, 2000; Bolin, 2014).

An advanced generalist curriculum is especially appropriate for MSW programs preparing students to practice in rural and non-urban communities where infrastructure and formal service networks are often limited or absent (Derezotes, 2000). In such environments, social workers frequently encounter complex, multidimensional issues that require them to act autonomously, without the option to refer clients to specialized agencies. They must function as versatile practitioners—essentially a “one-stop” resource—capable of addressing individual needs within broader community and environmental contexts. Rural social work demands the competencies cultivated through advanced generalist training, such as ethical decision-making, cultural humility, and the ability to navigate resource-scarce environments (Leotti et al., 2021).

Rural/Non-Urban Emphasis

The knowledge and skills necessary to learn, understand, and relate to diverse populations is essential for all social work practice. Social workers must have the knowledge and skills to address unique concerns that face diverse communities (i.e. increased need for community and inter-professional relationships due to fewer formal resource and service agencies). Graduates must be prepared to address practice challenges in small communities if they are to be effective in addressing workforce needs of rural/non-urban human service agencies and the needs of the citizens they serve.

MSW PROGRAM MISSION STATEMENT

The mission of the social work program at Jacksonville State University is to provide students with knowledge, skills, values, and interests to prepare them for life-long learning, ongoing professional development, public service, and professional social work practice.

The mission of the Master of Social Work (MSW) program at Jacksonville State University is to provide a high-quality education through academic preparation for graduates to engage in independent advanced generalist social work practice, and to address local, regional, and national workforce needs for social work services. The motivation is for the development of professionals with advanced, ethical, evidence-based social work practice and leadership skills at all practice levels with the goal of improving individual and societal well-being.

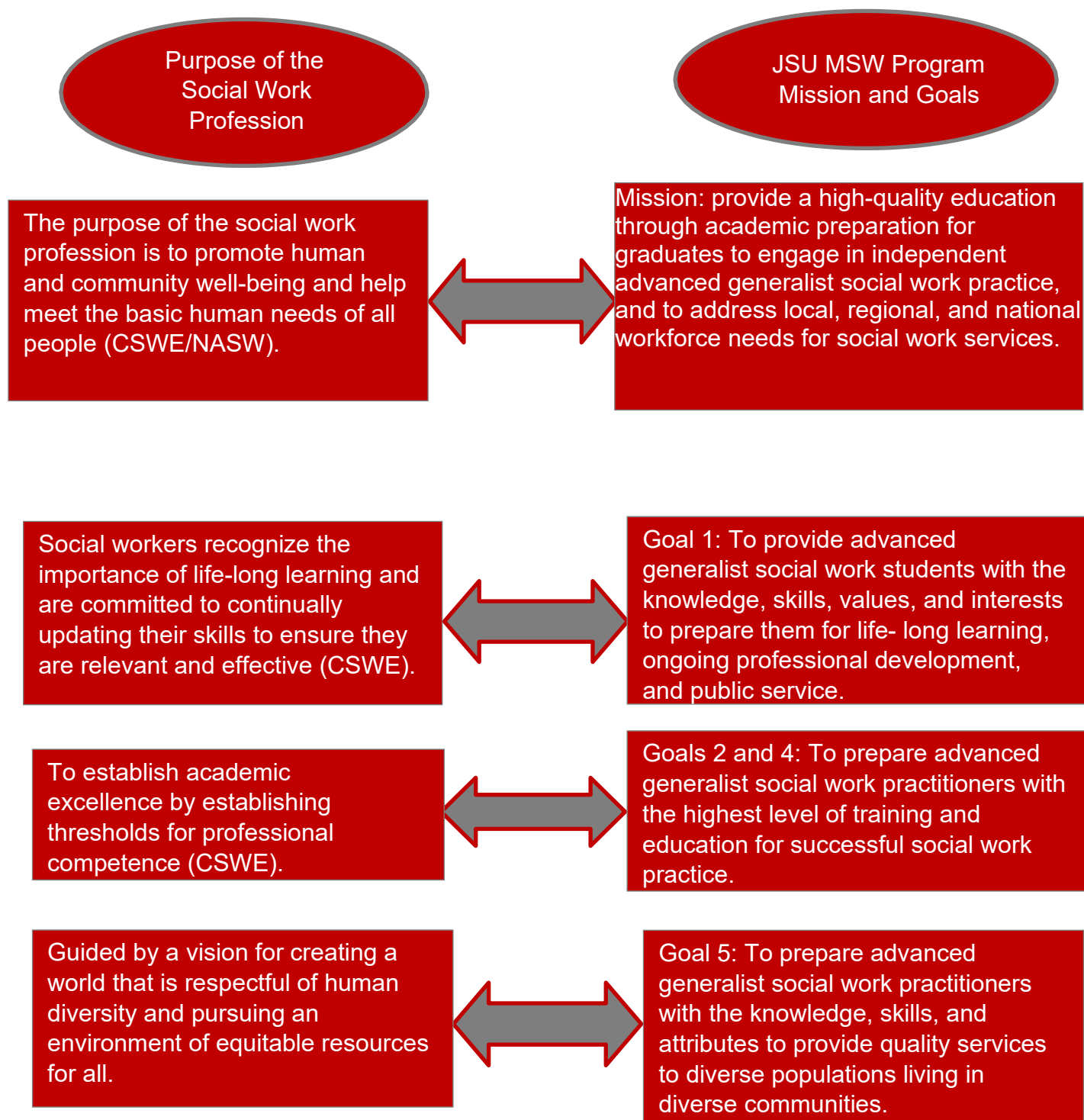
MSW PROGRAM GOALS

The goals of the MSW programs at Jacksonville State University are derived directly from the mission statement. The six (6) goals are as follows:

1. To provide academic preparation for advanced generalist social work practice with individuals, families, groups, organizations, and communities, with a goal of enhancing individual and societal well-being.
2. To provide advanced generalist social work students with the knowledge, skills, values, and interests to prepare them for life-long learning, ongoing professional development, and public service.
3. To provide high-quality education to graduate-level social work students that prepares them for advanced generalist social work practice on a local to global level.
4. To provide advanced generalist social work students opportunities for partnerships of service, with a central focus of being a regionally responsive, community-based, and practice-centered program.
5. To prepare advanced generalist social work practitioners with the highest level of training and education for successful social work practice emphasizing regional and rural communities.
6. To prepare advanced generalist social work practitioners with the knowledge, skills, and attributes to provide quality services to diverse populations living in diverse communities.

The chart below demonstrates how the program's mission and goals is consistent with the profession's purpose and values:

Professional Purpose and Relationship to Program Mission and Goals

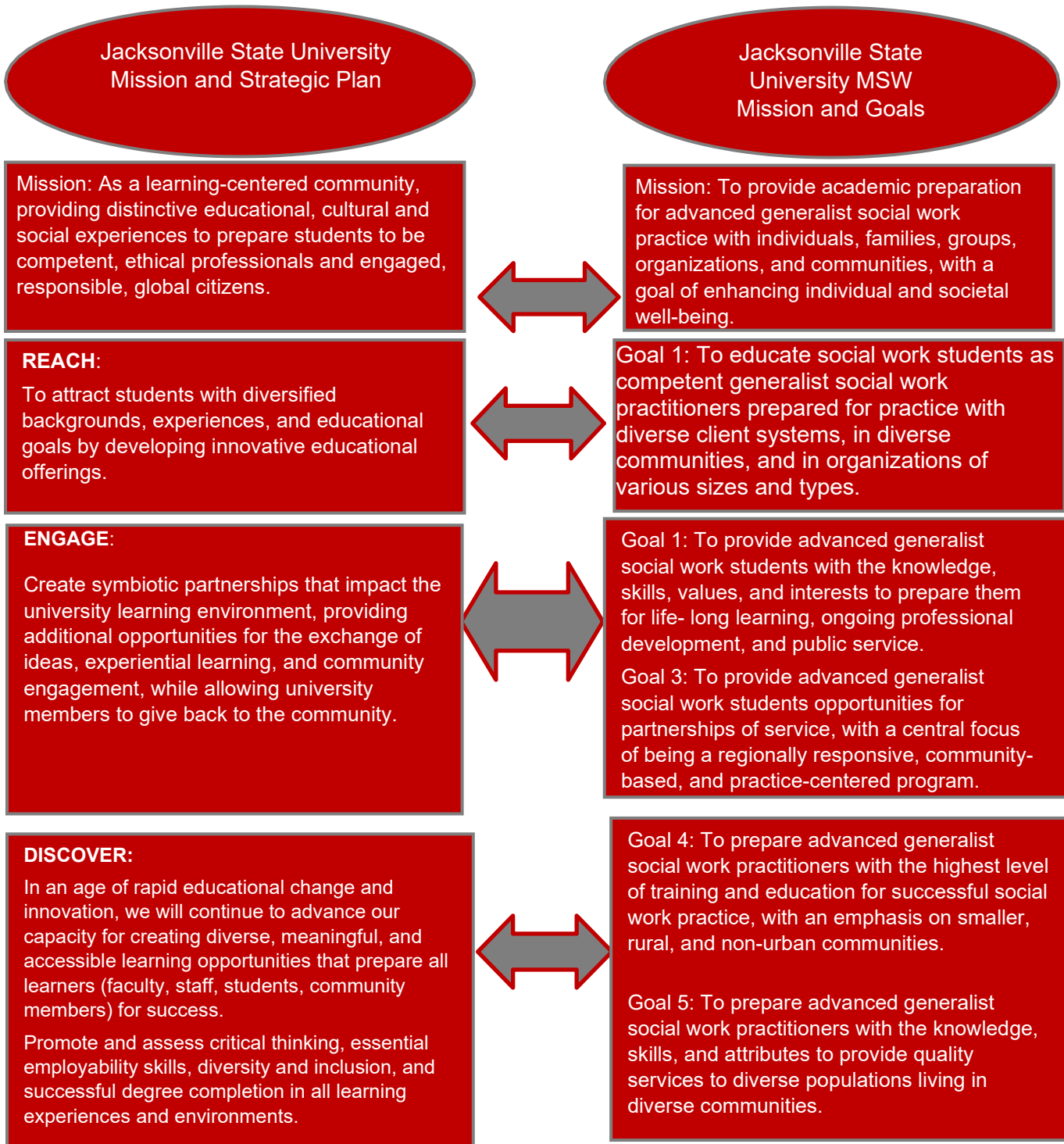


Social work faculty considered the history, culture, status and needs of the geographic region surrounding the university as part of program development. Northeast Alabama has numerous demographic characteristics that lead to complex challenges in addressing micro, mezzo, and macro human services needs of the region. Northeast Alabama has been a significant location for past and more recent events that have led to social and economic struggles, including the civil rights movement of the 1960s (Freedom Riders), weather disasters (most recent is 2011 deadly tornado-337 died statewide and 63 in our region), multiple plant/factory closings, (over 125,000 jobs lost statewide in last 15 years-<http://www.madeinalabama.com/warn-list/?warn-year=>), and a major military base closing in the same county as the university (Fort McClellan closed in 2000 after almost 100 years as an active base). The challenges facing northeast Alabama are similar to those across the southern region of the United States, especially issues related to poverty and employment, oppression and discrimination, access to healthcare, substance abuse/addictions, and weather-related disasters.

The social work program faculty believes it is essential for students to understand the historical and contemporary issues in these communities, thus providing them the capacity to practice intentionally. Intentional and effective social work practice requires awareness of the challenges facing diverse communities. The acknowledgement of the difficult social conditions that exist for these communities was a motivation for the creation of an advanced generalist practice MSW. We know that resources are scarce in many communities outside of the larger, urban areas of Alabama and in similar communities across the nation. Advanced generalist specialization is the most appropriate when preparing students for social work practice in diverse communities with limited resources and complex needs.

MSW Program Mission and Goals and Relationship to University Mission and Strategic Plan

Below is a chart demonstrating how the mission of the MSW program is aligned with the mission and goals of JSU:



MSW PROGRAM STUDENTS' RIGHTS AND RESPONSIBILITIES

Students are regularly encouraged to meet with MSW program faculty and staff to discuss programmatic and/or curricular issues of interest and/or concern. The social work program also subscribes to the University's statements of student rights and responsibilities as discussed in the JSU Student Handbook. These rights are listed below.

For further information, review the JSU Student Handbook (<https://catalog.jsu.edu/graduate/student-resources/student-policies-rights/>).

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 the 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.

Social Work Program Student Rights and Responsibilities

The social work program further recognizes the rights and responsibilities of social work students to participate in the MSW 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.

Students also have the 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, including, but not limited to, the following opportunities:

- the social work student organization (meets at least once per semester)
- JSU student exit survey (completed the semester of graduation)
- serving on faculty search committees (when searches occur)
- completing course evaluations each semester (EvaluationKit online survey)
- direct access with program faculty and administrators (ongoing)
- assist in planning and volunteering for student orientation sessions (as needed)
- plan and participate in service learning and volunteer activities (as available)
- participation in MSW program Faculty-Student Committee* (meets at least once per semester)
- Mid-term course evaluations for process improvement

- the MSW Program Coordinator and Academic Advisor meet collectively with each cohort for feedback regarding specific courses and processes prior to the end of each semester

*The MSW Faculty-Student Committee consists of social work faculty members and students. Membership is voluntary. This committee meets at least once in a major semester (fall/spring) and is designed to discuss, modify, and/or formulate the program curriculum, program policies and procedures, and concerns of students and faculty.

Students (individually or as a group) also have the right to:

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

Student responsibilities include, but are not limited to:

- becoming familiar with the MSW program policies and procedures as explained in the MSW 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 MSW 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 faculty members, MSW Program Coordinator, Department Head 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 Resources and Counseling and Career Services Center, etc.

MSW STUDENT ADVISEMENT

After admission to the program, but prior to starting classes, students receive academic advisement and professional guidance from the faculty member who has been assigned as their MSW Program Academic Advisor. The MSW Program Coordinator will also assist in providing academic and professional advisement/counseling as needed. Students are required to receive academic advisement at least once per semester to receive registration clearance for the upcoming semester.

Academic success for all students is an essential goal for the MSW program. In order to support this goal, faculty will evaluate student progress when 25% of the course has been completed. For those students who are at risk of having a grade of 80% or lower, additional monitoring/oversight will be initiated via Navigate, and if necessary, advisory meetings will be scheduled when 50% of the course has been completed, and again when 75% of the course has been completed. Faculty will notify the students, their MSW Program Academic Advisor, and the MSW Program Coordinator if any student has a course performance that puts them at risk of achieving a course grade below a B or 80%. When a student is identified as at risk, their MSW Program Academic Advisor will schedule a meeting with the student and course instructor to develop a plan to obtain and attain academic success. This meeting may be virtual or in-person, dependent upon the availability and preference of the student and faculty. Students who are conditionally admitted and/or are on probationary status will continue to be assessed each subsequent semester until they are removed from conditional/probationary status.

Advisement is also available from their MSW Program Academic Advisor, MSW Program Coordinator, and/or MSW Internship Faculty on an as-needed basis throughout the semester, depending upon student status and circumstances. The purpose of advisement is to provide counsel, guidance, and support to the student in his or her efforts to achieve educational and professional goals. Advisement is a mutual process requiring the student's complete understanding of the requirements of the MSW program and/or the Graduate School requirements with the support and assistance of their MSW Program Academic Advisor, MSW Program Coordinator, MSW Internship Faculty, faculty and staff of the MSW program, and staff in the Graduate School.

The MSW Internship Faculty initially meet with MSW students during the MSW program orientation. Internship instruction is explained, and professional/career interests are explored. Students are provided an Application for Internship during the orientation in order to initiate the planning process. They are required to meet with the Internship Faculty early in the semester prior to the internship placement to discuss areas of interest and possible agency settings for potential Internship Placements. The Internship Coordinator meets with students who are eligible for an internship at least once during the semester preceding the internship. The Internship Faculty continues student engagement and professional advisement throughout the internship experience, both one-on-one and in the internship seminar.

Students are expected to know and follow all Graduate School requirements as posted in the Graduate School Bulletin and Student Handbook. They will be assisted by their MSW Academic Advisor and/or the MSW Program Coordinator in the logical progression of academic work that is based on a pre-determined academic plan of study. In the MSW program, courses are sequential, and one may not take a course unless the prerequisite courses are completed before enrollment, or they receive approval by the MSW Program Coordinator or Department Head. Students will be asked to withdraw from a course if it is not in sequence or recommended by the MSW Academic Advisor. The MSW Program Coordinator and

an MSW Program Academic Advisor assist each student in making progress towards degree completion. The MSW Program Coordinator, MSW Program Academic Advisor, and/or MSW Internship Faculty also assist each student in the Application for Degree process.

Academic and professional advisement is emphasized throughout the MSW program. The MSW Program Coordinator, MSW Program Academic Advisor, and/or MSW Internship Faculty meet with students to discuss opportunities for lifelong learning, connecting and networking with professional groups and organizations and respond to student queries. MSW Program faculty and staff are available and may assist students with questions or concerns throughout the program. The MSW Program Coordinator, MSW Program Academic Advisor, and/or program faculty also assist students in accessing institutional services for issues or concerns that may impact their successful progression through the MSW program. The MSW Program faculty and staff do not serve as a replacement for professional mental health services. If any MSW Program faculty or staff believes a student needs services beyond those provided by the university, they may advise the student to contact the Associate Vice President for Student Affairs to learn of services available outside the institution.

Advisement and progression towards degree policies and procedures

When students are admitted to JSU and the MSW program, they receive electronic access to JSU web resources and are then contacted by the MSW program staff and given advisement and registration information (309 Brewer Hall/256-782-5591).

Students are contacted by their MSW Program Academic Advisor face-to-face, electronically, or by phone, before the first semester of the MSW program and each semester moving forward.

- The student meets with the advisor each semester to review progress toward completing degree requirements and obtains approval for his or her next semester's course schedule.
- After being admitted to the program, the student submits an Application for Internship during the student's first semester (2-year traditional and advanced-standing students) (2-year traditional students will do this again in the fall semester of their second year).
- The student continues to progress through the program. (See Progression Policies Below.)
- In preparation for graduation, the student should email the Graduate School and advise them that they are preparing for their final semester and are requesting that the Graduate Certification Officer review their academic transcript for graduation **the semester prior to the final semester of graduation.**
- The Graduate Certification Officer reviews the application for degree requirements and notifies the MSW Program Coordinator and the student of any deficiencies in the student's transcript.

- The final semester for MSW students is the advanced generalist specialization internship. Students are notified of a mandatory initial informational meeting about Internship which is held during the semester before the final Internship experience.
- Students complete and return to the MSW Internship Coordinator all required forms for the Internship and degree.
- The student will schedule an individual meeting with the MSW Internship Faculty. If no deficiencies are identified, formal planning for the Internship proceeds.
- The student completes degree requirements. (Total minimum hours for graduation = 60 hours for 2-year traditional students and 39 hours for Advanced-Standing Students).
- Dean's office, Graduate School Certification Officer, and Registrar's office certify the student for graduation.

Degree Progression Policies

The following progression policies apply for all students accepted into the MSW program:

- Adhere to the standards of conduct specified in the Social Work Code of Ethics and the JSU Social Work Professional Standards document.
- Maintain a GPA of at least 3.0 (The minimum GPA is required for acceptance into the internship practicum)
- Have no more than two "C's" in social work courses. No grades of "D" or "F" in any class, including Internship.
- Enroll continuously until the degree is completed.
- Complete internship (900 clock hours for 2-year students and 450 hours for advanced-standing students*) in agency settings designated by the Internship Coordinator.
- File Application for Degree in the semester prior to the semester when scheduled to graduate.
- Complete the degree within five calendar years from the date of initial enrollment. Refer to the Graduate Bulletin for more information.

*Note: Advanced-standing students who completed less than 450 clock hours during their BSW Internship will have to complete the remaining clock hours to meet the CSWE-required 900 clock hours.

MSW TWO-YEAR FULL-TIME PROGRAM

The MSW Two-Year curriculum requires one summer and four semesters to complete requirements for the MSW Degree. Students must be enrolled as full-time students throughout the program. *

First Semester (2-year students)

SW 5150 Generalist Practice with Individuals (A Term)	3
SW 5160 Generalist Practice with Families and Groups (B Term)	3
SW 5118 Human Behavior and the Social Environment I (A Term)	3
SW 5119 Human Behavior and the Social Environment II (B Term)	3

Second Semester (2-year students)

SW 5170 Generalist Practice with Organizations and Communities	3
SW 5112 Cultural Competence for Generalist Practice	3
SW 5950 Foundation Internship (450 hours) (32 hours a week) (2 hour bi-weekly seminar)	9

Bridge Semester (2-year students)

SW 5255 Social Welfare Programs, Policy, and Analysis	3
SW 5700 Social Work Research and Evidence-Based Practice	3
SW 5221 Social Work Practice in Rural and Non-Urban Areas	3

Fourth Semester (2-year Students)

SW 5217 Psychopathology and Psychopharmacology in Advanced Generalist Practice	3
SW Elective	3
SW 5224 Advanced Generalist Methods with Individuals and Families	3
SW 5225 Advanced Generalist Methods with Groups, Organizations, and Communities	3

Final Semester (2-year Students)

SW 5951 Advanced Internship (450 hours) (32 hours a week) (2-hour bi-weekly seminar)	9
SW Elective	3

Totals = 60 hours for the 2-year program

*Note: If a student needs to attend part-time, they must request a meeting with their advisor to develop a plan that allows them to matriculate through the program with a reduced hourly load.

MSW ADVANCED STANDING PROGRAM

An advanced standing curriculum is offered which requires one summer and two semesters to complete requirements for the MSW Degree. Advanced standing students must be enrolled as full-time students throughout the program. *

First Semester

SW 5225 Social Welfare Programs, Policy and Analysis	3
SW 5221 Social Work Practice in Rural and Non-Urban Areas	3
SW 5700 Social Work Research and Evidence-Based Practice	3
SW Elective	3
Semester Credit Hours	12

Second Semester

SW 5217 Psychopathology and Psychopharmacology	3
SW Elective(s)	3
SW 5224 Advanced Generalist Methods with Individuals and Families	3
SW 5225 Advanced Generalist Methods with Groups, Organizations, and Communities	3
Semester Credit Hours	12

Final Semester

SW 5951 Advanced Internship (450 hours) (32 hours a week) (2-hour bi-weekly seminar)	9
SW Elective(s)	6
Semester Credit Hours	15
Total Credit Hours for Advanced Standing = 39	

*Note: If a student needs to attend part-time, they must request a meeting with their advisor to develop a plan that allows them to matriculate through the program with a reduced hourly load.

CURRICULUM

Unless otherwise indicated, courses are three semester credit hours each.

SW 5100 Social Work Ethics and Professional Development (3)

Prerequisite(s): Admission to MSW program.

This course examines the issues of social work professionalism, the process of becoming a social work professional, and the exploration of ethical challenges within the profession. The course focuses on acquiring and practicing the skills of ethical decision-making, including value clarification, utilization of codes of ethics, and ethical analysis. Topics also include philosophy and history of the profession, licensure, human rights, and social justice.

SW 5110 Grant Writing, Fundraising, and Financial Management (3)

Prerequisite(s): Graduate Standing.

This course includes skill building for assessing organizational financial resources, including how to repackage or expand revenue streams. Skill development is emphasized in areas such as grant seeking, proposal writing, service contracting, donor development, direct solicitation of gifts, and planning of fundraising events. This course will also address consumer and third-party fee setting and collection, outsourcing, and income investment.

SW 5112 Cultural Humility for Generalist Practice (3)

Prerequisite(s): degree admission to MSW program.

Students will examine the impact of culture, race, and ethnicity on client/worker interactions. The course presents practice theories and interventions for culturally humble advanced generalist practice with different populations. Students will develop essential knowledge, awareness, and skills to support culturally humble social work practice. Concepts related to the promotion of social and economic justice are emphasized. Topics include power, privilege, oppression, rural myths and stereotypes, and community self-concept.

SW 5118 Human Behavior and the Social Environment I (3)

Prerequisite(s): degree admission to MSW program.

This course explores the basic concepts and theories that explain the development of personality and social behavior within a social systems framework. Attention is given to the impact of bio-psycho-social-cultural factors on individuals, small groups, and the family. This course examines behavior within the context of individuals, families, groups, organizations, communities, and cultures and the core theories that guide social work practice.

SW 5119 Human Behavior and the Social Environment II (3)

Prerequisite(s): SW 5118.

This course provides students with a core knowledge of theory pertaining to broad social units (i.e., the workplace, organizations, institutions, ideologies, world views, etc.).

The course utilizes a systems framework and emphasizes the themes of advocacy, empowerment, and planned changes in exploring various theoretical orientations to the study of human behavior in organizations, communities, and society.

SW 5150 Generalist Practice with Individuals (3)

Prerequisite(s): degree admission to MSW program.

The course provides foundation content in knowledge and skills for strength-based generalist social work practice with individuals. Students will begin to acquire generalist social work practice skills and an identity with the social work profession.

SW 5160 Generalist Practice with Families and Groups (3)

Prerequisite(s): degree admission to MSW program.

The course provides foundation content in the knowledge and skills for strength-based generalist social work practice with families and groups. Family assessments and interventions and group practice issues will be examined.

SW 5170 Generalist Practice with Organizations and Communities (3)

Prerequisite(s): degree admission to MSW program.

The course provides foundation content emphasizing developing generalist knowledge and skills for strengths-based generalist social work practice at the group, organizational, community, and societal levels.

SW 5200 Social Welfare Policies, Programs, and Analysis (3)

Prerequisite(s): Admission to the MSW program.

The course includes an introduction to U.S. social welfare systems and the role of the social work profession in affecting change in social welfare policies and programs. The course also examines the evaluation/analysis of social programs and program/policy effectiveness. The course includes a review of both historical and current perspectives on the U.S. social welfare system. Student membership in the National Rural Social Work Caucus is required.

SW 5216 Crisis Intervention & Trauma Management (3)

Prerequisite(s): Graduate standing. Admission to the MSW program.

This course examines social work practice theories, interventions, approaches, and skills as they apply to practice with survivors of various forms of traumatic life events. Students will be able to apply theory to intervention techniques. Participants will learn the fundamentals of trauma and traumatic stress, and a general understanding of the implications of crisis intervention techniques to modify manage, and cope with trauma.

SW 5217 Psychopathology and Psychopharmacology (3)

Prerequisite(s): SW 5150, SW 5160, SW 5170, or advanced standing status.

This course will familiarize social work students with major mental disorders. Mental health issues are ubiquitous across social work practice settings; therefore, social workers need to be acquainted with the language, taxonomy, conceptualizations, and developments in the study of clinical assessment and diagnosis. This course focuses on

a bio-psycho-social-cultural understanding of mental illness from an ecosystem's perspective. Students critically examine the DSM-5-TR and the psychopharmacological interventions for psychopathological conditions across the lifespan.

SW 5221 Social Work Practices in Rural and Non-Urban Areas (3)

Prerequisite(s): SW 5150 and SW 5160 or advanced standing status.

This course introduces students to current trends in rural social work practice and considers the most effective ways to serve rural communities. Issues related to social work practice, rural communities, rural behavior, and social welfare policy are presented. A generalist model of practice, systems, and person-in-environment theories help students develop a more sophisticated understanding of general problems and concerns found in rural communities.

SW 5224 Advanced Generalist Methods with Individuals and Families (3)

Prerequisite(s): SW 5150, SW 5160, SW 5170, or advanced standing status.

This course develops the advanced generalist practice competencies needed for intervention with individuals and families from diverse backgrounds. Evidence-based theories and practice intervention strategies are applied.

SW 5225 Advanced Generalist Methods with Groups and Organizations (3)

Prerequisite(s): SW 5150, SW 5160, SW 5170, or advanced standing status.

This course develops the advanced generalist practice competencies needed for administrative and supervisory intervention with organizations and communities. Evidence-based theories and practice intervention strategies are applied, including the development of skills in social work leadership and administration.

SW 5228 Advanced Practice in Substance-Related and Addictive Disorders (3)

Prerequisite(s): Graduate standing. Admitted MSW student or with instructor permission.

Examine the prevalence and etiology of substance-related and addictive disorders and their impact on individuals, families, and society. Includes the incorporation of knowledge and skills regarding public policy and evidence-based practices for treatment and prevention.

SW 5229 Management, Supervision, and Consultation in Social Work (3)

Prerequisite(s): Admission to the MSW program and SW 5200.

This is an advanced practice course incorporating a review of organizational theories, an infusion of professional social work ethics, and a social justice framework for developing the knowledge, skills, and values necessary for effective leadership of human service organizations. The course material corresponds with content obtained in social work courses related to Social Policy and Advanced Practice with Communities and Organizations.

SW 5231 Aging, Society and the Life Course (3)

Prerequisite(s): Graduate standing. Admission to the MSW program.

The course provides an in-depth understanding of aging issues at individual and societal levels for effective social work practice with older adults and their families. This course prepares students to conduct social work interventions with older adults and their families in rural and non-urban communities.

SW 5234 Health, Health Care and Disabilities (3)

Prerequisite(s): Graduate standing. Admission to the MSW Program or with Instructor Permission.

This course provides knowledge about the contemporary organization of health care including the examination of state and federal health and disability policies and programs and modes of integrated health care. It includes an analysis of the ethics and politics of inequality in the U.S. health and healthcare systems.

SW 5237 Advanced Practice with Children and Adolescents (3)

Prerequisite(s): Graduate standing. Admission to the MSW program.

This course focuses on clinical social work practice with children and adolescents. Students will learn specific skills for effectively assessing and treating children and adolescents. The course examines the complexities of the interactions between children and their environment.

SW 5240 Death, Loss and Disaster Response in Social Work Practice (3)

Prerequisite(s): Graduate Standing. Admission to the MSW program.

The course offers an overview of the social impact of violence, major types of violent events, and natural disasters. Students will acquire skills in community mobilization, collaborative recovery and response practices, and grief support. Special attention will be paid to evidence-based crisis and trauma responses.

SW 5241 Core Components and Skills for Trauma-Informed Practice (3)

Prerequisite(s): SW 5150 and SW 5160 or Advanced Standing Status

This course focuses on students' acquisition of the knowledge, skills, and attitudes necessary to effectively use 12 common trauma-informed practice elements in interventions for and the treatment of traumatized children and their families. The course conceptualizes a trajectory of intervention that considers the impact of trauma, intervention objectives, and the practice elements needed to facilitate the intervention objectives. This course is taught using an inquiry-based learning (IBL) teaching method to enhance student engagement and learning using full-length cases to exemplify a range of different clients a clinician might encounter.

SW 5246 Advanced Practice in Forensic Social Work (3)

Prerequisite(s): Graduate standing. Admission to the MSW program.

This course explores the role of social work in legal processes within the criminal justice system, child welfare system, mental health system, juvenile justice system, domestic/family violence, etc. It includes the application of knowledge and skills in

forensic interviewing, risk assessment, expert testimony, mediation, and victim advocacy.

SW 5255 Policy Advocacy in Social Work Practice (3)

Prerequisite(s): Admission to the MSW program or pre-approval from instructor.

This course includes a review of the impact of the social work profession in current and historical collective social movements. This course teaches the knowledge, values, and skills to engage in the planned change process with a focus on social policy. Students will further their knowledge and skills in community and advocacy practice.

SW 5700 Social Work Research and Evidence-Based Practice (3)

Prerequisite(s): SW 5118, SW 5119 or MSW Advanced Standing Status.

This course is designed to enhance student competence in the integrated use of research and information technologies for knowledge building in social work practice. Students extend their skills in their understanding and use of quantitative and qualitative research methods. Students will build upon their knowledge of evidence-based practice, including skills needed to identify, implement, and assess appropriate interventions for practice across client system levels.

SW 5890 Special Topics (1)

Prerequisite(s): Graduate standing and instructor permission.

SW 5870 Independent Study (3)

Prerequisite(s): Graduate standing and instructor permission.

SW 5950 Foundation Internship (9)

Prerequisite(s): SW 5150 and SW 5160.

This course offers advanced internship instruction in a social welfare setting under the direct supervision of a professional social worker. The experience focuses on the development of advanced applied skills, knowledge, and values for direct social work practice. Students complete four hundred and fifty (450) hours of agency experience and bi-weekly integrative seminars are required for the semester.

SW 5951 Advanced Internship (9)

Prerequisite(s): SW 5221, SW 5224, and SW 5225.

This course offers advanced internship instruction in a social welfare setting under the direct supervision of a professional social worker. The experience focuses on the development of advanced applied skills, knowledge, and values for direct social work practice. Students complete four hundred and fifty (450) hours of agency experience and bi-weekly integrative seminars are required for the semester.

MSW APPLICATION PROCESS

Applicants must submit all of the following documentation for admission consideration to Graduate School Office of Admissions, Jacksonville State University, 700 Pelham Road North, Jacksonville, Alabama 36265-1602. The Graduate School application is located online at <http://www.jsu.edu/graduate/admission/apply.html>

In addition to the existing JSU Graduate School admissions requirements, students must apply to the MSW program and meet the criteria outlined below. The MSW Admissions Committee will review all admission and application requirements specific to the program.

Applications for the MSW program are accepted year-round.

Applicants for the Master of Social Work Two-Year Traditional program are considered for admission and enrollment beginning in the fall semester of each academic year. All required application materials must be received by July 1. Applications received before May 15 will be given priority consideration. Applications completed after July 1 may be considered but will not receive priority and may be considered for admission in the fall semester of the following year, unless otherwise specified.

Applicants for the Master of Social Work One-Year Advanced Standing Program-Summer Enrollment are considered for admission and enrollment beginning the summer semester of each academic year, and all required application materials must be received by April 1. Applications received before January 15 will be given priority consideration. Applications completed after April 1 may be considered but will not receive priority and may be considered for admission in the spring or summer semester of the following year, unless otherwise specified.

Applicants for the Master of Social Work One-Year Advanced Standing Program-Spring are considered for admission and enrollment beginning the spring semester of each academic year, and all required application materials must be received by November 1. Applications received before August 15 will be given priority consideration. Applications completed after November 1 may be considered but will not receive priority and may be considered for admission in the summer or spring semester of the following year, unless otherwise specified.

Required General Graduate Application and Admission Materials

1. Completed application for graduate admissions. (JSU Graduate Application for Admission)
2. Non-refundable \$35.00 application processing fee.
3. Official transcripts from all post-secondary institutions attended. Note: Students who have previously attended JSU do not need to request a transcript from the university.
4. International students should consult the International Student Applicants section of the current Graduate Bulletin or contact Graduate School at 256-782-5325.

Required Program-Specific Application Materials

1. Two completed Graduate Reference forms. Note: Forms must be completed by individuals who can assess the applicant's potential for success in graduate study (at least one from a previous professor/instructor and one from a supervisor of a paid or unpaid social services agency. (Letters from friends and family members are not suitable). Please visit <http://www.jsu.edu/graduate/student-resources/index.html> for the Graduate Reference Forms.
2. Professional resume. Your resume should detail your education, employment and any social-work related experience, such as internships, volunteer/service work, presentations, publications, advocacy, board memberships, etc.
3. Autobiographic/Personal Statement. ~600-800 words detailing your interest in social work, including personal experiences, strengths, values, and beliefs that will contribute to your competence as a social worker.

Guidelines for Preparing the Personal Statement (~600-800 words)

This statement must be included in your application for admission. The autobiographic statement details your interest in social work, including personal experiences, strengths, values and beliefs that will contribute to your competence as a social worker. The autobiographic statement should be a carefully prepared document that is typed and double-spaced, with 1-inch margins and 10-12 font. Please place your name at the top right-hand margin on each page and number pages at the bottom center. Please address the following:

- * Describe in detail your personal understanding of social work as a profession.
- * Discuss your interest in rural/non-urban social work practice
- * What factors influenced your decision to seek graduate social work education at Jacksonville State University? If you have worked or trained in another internship, why are you now considering a career change?
- * Describe the intellectual and personal qualifications that will enable you to practice social work successfully in non-urban/rural social work, for example collaboration with others, leadership ability, ability to empathize, communication and language skills. What limitations do you see in your work experiences, skills, or other attributes, including your awareness of your personal biases that you want to address to ensure your effectiveness in practicing social work?
- * How will you balance outside responsibilities with academic responsibilities?
- * Discuss your notable accomplishments, such as related work experience, military experience, volunteer services, other academic accomplishments, etc.

MSW PROGRAM UNCONDITIONAL ADMISSION REQUIREMENTS

In addition to meeting general admission requirements of the Graduate School, applicants for the MSW with a major in Advanced Generalist Practice must meet the following:

1. An earned baccalaureate degree from an accredited college or university with preparation in the social sciences (12 hours minimum) with a curriculum that

includes literature, biological sciences, psychology, and math.

2. Minimum overall GPA of 2.50 on a 4.00 scale with at least a 3.00 in the last 60 hours of the undergraduate degree.

The MSW Admissions Committee will review all admission and application requirements specific to the program. Admission to the MSW Program is determined on a selective basis. Meeting the minimum standards for consideration for admission does not guarantee admission to the MSW program. The MSW Admissions Committee may request a personal interview with applicants when deemed necessary for application evaluation.

MSW PROGRAM CONDITIONAL ADMISSION REQUIREMENTS

A student with less than a 2.50 undergraduate GPA in the last 60 hours may be admitted on a conditional basis, provided the student has a minimum undergraduate GPA of 2.25 and at least 2.75 in the last 60 hours.

A conditional admission requires the recommendation of the MSW Program Coordinator and Department Head after a recommendation by the MSW Admissions Committee.

Students are only admitted by this option if there are spaces available in the MSW program. A master's student admitted conditionally must maintain a minimum GPA of 3.0 in all coursework.

Conditional status will be reviewed and may be removed upon completion of twelve (12) hours of graduate coursework with a GPA of 3.0 or higher. Students are notified of their conditional admission status by an email from the Department. If an email address is not available, the student will be notified by postal mail.

ADMISSION WITH ADVANCED STANDING

The advanced standing program allows students to complete their MSW degree in less time than the traditional MSW program by reducing credit-hours from 60 to 39.

Students who hold a baccalaureate of social work degree (BSW) from a CSWE accredited institution may apply to the Advanced-Standing MSW Program. In addition to the satisfaction of all University admission requirements, admission to the MSW program with Advanced Standing also requires applicants to meet the following criteria:

- The BSW degree has been earned within seven years from the academic year of graduation to the academic year of enrollment.
 - Applicants who graduated more than seven years prior to the date of requested enrollment may be evaluated on an individual basis and considered for admission with advanced standing if consistently employed in a social work role and are practicing as a licensed baccalaureate social worker in their state of residence if this credential is available.
- A cumulative grade point average of 2.50 on a 4.00 scale for undergraduate coursework
- A minimum GPA of 3.0 on the last 60 hours of undergraduate course work.

- Grades of “B” (3.0) or better in internship education practicum
- Students must also provide a copy of their previous internship/field evaluation indicating the number of hours completed successfully. If the student is unable to obtain a copy of the internship evaluation, a statement from the institution indicating the number of hours successfully completed may be submitted.

Generalist Course Exemption/Course Waiver Policy and Procedures*

MSW students who do not meet the criteria for Admission with Advanced Standing may pursue exemptions for generalist courses if they believe it is material that has been covered in a previous BSW/MSW course, and they have demonstrated competence in the course work. Exemptions are not granted for the courses in the Advanced Generalist Specialization curriculum. Students who have completed generalist social work courses with a grade of “B” or better at a CSWE-accredited program can apply for course exemptions based upon the following criteria:

- Exemptions from generalist courses will be granted when students have prior undergraduate or graduate course work comparable to the content of a generalist course.
- The courses utilized for exemption review must have been completed within the five years prior to enrolling in the MSW program with a grade of B or better.
- Courses graded pass/fail, satisfactory/unsatisfactory, or on similar evaluative scales cannot be utilized for exemption review unless they are to support exemption from Foundation Internship (SW 5950).

The following generalist courses are eligible for exemptions*:

- SW 5118 Human Behavior and the Social Environment I
- SW 5119 Human Behavior and the Social Environment II
- SW 5150 Generalist Practice with Individuals and Families
- SW 5160 Generalist Practice with Groups
- SW 5170 Generalist Practice with Organizations and Communities

Any prior Internship/Field Practicum completed with an overall grade of “B” (3.0) or better will be evaluated by the Internship Coordinator and MSW Admissions Committee to determine if competency was demonstrated before approving an exemption (SW 5950).

*Receiving an exemption from a generalist course does not lower the number of credit hours needed for graduation. Students receiving exemptions will still need to complete 60 graduate credit hours for the traditional 2-year MSW program. Receiving exemptions increases the number of elective credits that a student will complete in the program.

The MSW program admissions committee will review all admission and application requirements specific to the program.

Policy: The MSW Program and the Office of Graduate Admissions work together to guide students through the application and admission process. All applications are submitted to the Graduate School and completed applications are sent to the MSW

Program Admission Committee for review and acceptance decisions. Students must meet both JSU Graduate School admission requirements and MSW program requirements.

Procedures:

- 1) Student submits a completed JSU Graduate Application for Admission, including references, personal statement, resume, and transcripts.
- 2) The Graduate School Office of Admissions notifies the MSW Program Coordinator and Social Work Departmental Secretary that there is a completed application.
- 3) The Social Work Departmental Secretary loads the completed application into the shared drive and notifies the MSW Admissions Committee via email that a new application is ready for viewing. (The MSW Admissions Committee consists of the MSW Program Coordinator, the Internship Coordinator, and at least two faculty members assigned to the MSW Program.)
- 4) The MSW Admissions Committee reviews the materials and provides one of three recommendations to the MSW Program Coordinator: Unconditional Admission, Conditional Admission, or Denial of Admission. The Social Work Departmental Secretary notifies the Graduate School of the Admission Committee's decision, and the Graduate School notifies the student via email and/or postal mail.
- 5) In addition, if the recommendation is for admission, the MSW Program Coordinator and/or Social Work Departmental Secretary will email notification to the student and inform them of the date of orientation, name of MSW Academic Advisor, and registration information. Students must meet with MSW Academic Advisor prior to registering for classes.
 - a. If the recommendation is for conditional admission, then students would need to obtain a 3.0 total GPA for their first 12.0 hours to remain in the MSW Program. The MSW Program Coordinator and/or Social Work Departmental Secretary will email notification to the student and inform them of the date of orientation, the name of MSW Academic Advisor, and registration information. Students must meet with MSW Academic Advisor prior to registering for classes.
 - b. If the recommendation is for denial, the students will be contacted by the Graduate School via email and/or postal mail.

Students will be notified within 7-10 days of the decision using email or postal mail by the Graduate School, the Social Work Departmental Secretary, and/or the MSW Program Coordinator.

Admission to the MSW Program is determined on a selective basis. Meeting the minimum standards for consideration for admission does not guarantee admission to the MSW program. The MSW Admissions Committee may request a personal interview with applicants when deemed necessary for application evaluation. Applicants may not request interviews.

Life Experience

The MSW Program does not award academic credit for life or work experience under any circumstances. There are no exceptions to this policy.

Background Checks and Criminal History

Criminal conviction history does not automatically disqualify you from admission to the MSW program, nor is a background check required as part of the admissions application process. **However, before you apply to graduate study in social work at Jacksonville State University, you should be aware that all students accepted into the MSW program must be eligible for internship placement, and for required coverage under the school's professional liability insurance policy, as well as individual liability insurance.**

Criminal history may limit or possibly prevent a student's eligibility for internship placement. Successful completion of an internship placement is required in order to complete the MSW degree. Many agencies used for internship placement require a background check and/or drug screening as a condition of placement or employment. It is possible that some agencies may not accept a student for internship placement with certain criminal history backgrounds or a positive drug screen. Applicants to the MSW program who have concerns about previous criminal history are encouraged to discuss their concerns with the MSW Program Coordinator prior to admission or enrollment.

Admission to the MSW program does not automatically guarantee an internship placement. After being admitted to the MSW program, students are assessed for their eligibility for internship by participating in a comprehensive, interactive process with the Internship Coordinator. **As part of this assessment, students must disclose all relevant ethical violations or legal convictions before the pre-placement process can begin.** Details and instructions for disclosure are included in the MSW Program Manual.

If you graduate with an MSW degree, it is also possible that a criminal history could limit or prohibit one's ability to obtain social work licensure in Alabama or other states, for example, in a specialized credential (such as school social work) or employment in the field of child welfare. The Alabama Board of Social Work Examiners (ABSWE), which licenses social workers in Alabama, evaluates all social work license applications with a prior conviction history on a case-by-case basis to determine the applicant's ability to practice with safety to the public. For more information, please visit: <http://socialwork.alabama.gov/>

INTERNATIONAL APPLICANTS

The Office of Social Work Accreditation (OSWA), part of the Council on Social Work Education (CSWE), is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States. The office's International Social Work Degree Recognition and Evaluation Service (ISWDRES) recognizes academic credentials in social work that are comparable to accredited baccalaureate and master's degrees in social work in the United States. Recognition is necessary to establish qualifications for employment, graduate school admission,

membership in the National Association of Social Workers, state licensing, and/or certification. Recognition is based on the general comparability of the program objectives (as stated in the program catalogue or program's official memorandum) and level of the applicant's social work education to social work education in the United States.

If you have graduated from an International Academic Setting and your degree/diploma is recognized by the ISWDRES as comparable to accredited baccalaureate and master's degrees in social work in the United States, you may be eligible for the advanced standing program after review of your academic credentials.

Additional Admission and Progression Criteria

*In addition to the above standards, in order to gain admission into and progress through the MSW 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.**

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 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

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.

The following ethical standards are relevant to the professional activities of all social workers and are mandated by the National Association of Social Workers. Please visit the link for each category to read social work standards concerning:

- (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](#).

POLICIES AND PROCEDURES FOR EVALUATING STUDENTS' ACADEMIC AND PROFESSIONAL PERFORMANCE

Student academic performance is evaluated on the basis of performance in coursework and in the internship. Each semester, program faculty evaluate students in terms of verbal, written, and behavioral work in the classroom and in their internship. MSW students are allowed no more than two grades of "C" to remain in the program (Students must make a grade of A, B or C in their internship(s). Students who fail to make satisfactory academic progress will be contacted by their MSW Academic Advisor and/or MSW Program Coordinator and provided this information. MSW Program Faculty and Staff may assist the student in determining other options for graduate education.

MSW Program Degree Progression Policy:

The following progression policies apply for all students accepted into the MSW program:

- 1) Adhere to the standards of conduct specified in the NASW Social Work Code of Ethics and the JSU Social Work Professional Standards document.
- 2) Maintain a GPA of at least 3.0 (The minimum GPA is required for acceptance into the internship)
- 3) No more than two "C's" in social work courses. No grades of "F" in any class. No grade of "C" or "F" in Internship.

- 4) Enroll continuously until the degree is completed. *(Unless special circumstances are approved)
- 5) Successful completion of internship (900 clock hours for 2-year students and a minimum of 450 hours for advanced-standing students) in agency settings designated by the program's internship faculty (Grade of A, B or C required).

Students are also evaluated on professional performance. If students do not meet the following standards, they may be placed on suspension or terminated from the MSW program.

- Conduct that is not congruent with the values and ethics of the social work profession, including the NASW Code of Ethics, CSWE EPAS, or applicable to Jacksonville State University's rules and regulations. This includes behavior in the student's classroom and internship.
- Behavioral, personality, emotional, attitudinal, or personal issues or difficulties that interfere with the student's functioning and/or jeopardize the welfare of those with whom the student interacts, student peers, faculty, staff, and clients and coworkers in internship agency settings.
- Failure to communicate effectively, both verbally and in written form, including interviewing skills and interpersonal skills which permit appropriate professional interaction with other people.
- Failure to adhere to service learning/internship agency policies and professional standards.
- Failure to use sound judgment both in work with clients and regarding oneself, such as not seeking professional help for physical or emotional problems that interfere with the functioning of the program.
- Dishonesty and/or academic dishonesty, including lying, cheating, or plagiarizing in coursework and/or Internship.
- Repeated, unexcused tardiness and/or absences that negatively impact the learning process of the student and their peers.
- Failure to abide by MSW Program policies and procedures
- Participation in class or internship activities while under the influence of drugs or alcohol or other evidence of active chemical, alcohol, drug abuse or addiction.
- Maintaining, after it has been addressed, hostile, negative behavior directed toward clients, instructors, peers, agency staff, and/or university staff.
- Failure to disclose critical background information in applying for the program or internship that bears on one's competence or performance
- Evidence of certain criminal or unlawful activity.

Students will meet with or be contacted by the MSW Program Coordinator and/or their MSW Academic Advisor face-to-face, by phone, or in writing, either through postal mail or email, regarding their suspension or termination from the program for academic and/or professional reasons.

JSU ACADEMIC REGULATIONS AND PROCEDURES

For full JSU academic standards for Graduate School, please visit:
<https://catalog.jsu.edu/graduate/academic-policies-procedures/>.

Grading System

The following grades are given in graduate courses:

A - Four quality points per credit hour
B - Three quality points per credit hour
C - Two quality points per credit hour

The maximum number of hours of “C” grades permitted to count toward the Doctor of Science degree, educational specialist degrees, master’s degrees, master’s level teacher certification programs, alternative fifth-year program, or graduate certificate is six semester hours. If a student earns a grade of C or below on more than six semester hours of coursework, the student should consult the Dean/Associate Dean of the Graduate School for advisement.

F - Failing - Zero quality points

P - Passing - grade given for thesis hours, and other selected courses as specified in the course descriptions in this Bulletin.

The grade of F on a pass or fail course is computed as a regular F grade. The grade of P does not affect the GPA.

IP - In Progress (Dissertation research only). I – Incomplete

Assigning the grade: The grade of “Incomplete” or “I” may be assigned by an instructor if extreme 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; however, it may affect financial aid.

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. Grades of “I” will roll to “F” on the last day before the finals in the fall and spring semesters. They will roll on the day grades are due in the final summer term. 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 the established time frame will result in a grade of “F” being assigned.

Requesting extensions: the student must submit a written request for an extension to remove an “Incomplete.” All incomplete grade extensions must be submitted to the Dean/Associate Dean of the Graduate School prior to the last day before finals day for fall and spring semesters and prior to the day before grades are due in the summer terms. The instructor and graduate dean must approve the extension before the registrar grants an extension of time. If at any time during the process, as detailed above, the instructor is not available, the appropriate department head and/or academic dean will represent the instructor’s interest.

Incomplete grades and Graduation: All incomplete grade extensions for all courses, including those not required, must be completed prior to the degree being awarded. Otherwise, the grade of "I" will be converted to "F" in order for the degree GPA to be calculated.

NC No Credit

When an incomplete grade is not applicable, the no credit (NC) grade may be given to a student who is otherwise passing but who is unable to complete a course due to circumstances beyond the student's control. An NC grade is not calculated in the student's GPA. A grade of NC must be approved by the Director of Graduate School. A grade of NC cannot be retroactively assigned.

WF Withdraw Failing – Will be counted as a grade of F with zero quality points
WP Withdraw Passing – Zero quality points

X Audit – No credit

Grade Point Average (GPA)

A graduate student's overall GPA is calculated on graduate level courses only. The GPA is determined by dividing the quality points earned by the number of hours attempted. The GPA is not rounded. For reporting purposes, the GPA is truncated to two places past the decimal. All graduate coursework is factored into the GPA, even if a student takes courses not required for the degree, changes majors/concentrations, seeks a second graduate degree, etc. For those graduate students completing more than one program, the required GPA must be obtained both within the program and cumulatively.

Any student who does not attain good standing, as specified by their program, may be dismissed from the Graduate School. Good standing is defined as meeting the minimum required GPA for a degree or certificate program. Students failing to successfully reach the required GPA will be placed in one of the following statuses: Academic Probation or Academic Dismissal. Students who fail to reach the required GPA at the conclusion of the academic term and are more than six hours down (i.e., requiring seven hours of "A" grades to meet the required program and/or cumulative GPA) will be dismissed from their academic program and the Graduate School. For purposes of this regulation, part of terms is collectively considered one semester.

Transfer credit cannot be used toward the GPA of JSU coursework to meet the required minimum GPA of specified majors, teacher certification programs, or graduate certificate programs.

The maximum number of hours of "C" grades permitted to count toward a master's or educational specialist degree or Doctor of Science degree is six semester hours. All JSU coursework attempted, including duplications, will be calculated in the GPA.

Students may repeat only one graduate-level or doctoral-level course completed at the institution in which a "C" or lower was earned and may repeat it only once per degree. While the original grade earned in the repeated course will remain on the student's transcript, only the most recent grade will be counted in the GPA no matter if it is higher or lower.

Mid-Term/Final Grades

At mid-term, a grade is assigned to students who currently have a grade of “F” and “NC” in any class. This grade may be accessed for a limited time via MyJSU. Mid-term grades are reported for Fall and Spring Semesters only. Final grades may be accessed the same as mid-term grades.

ACADEMIC GRIEVANCE POLICIES AND PROCEDURES

If a student chooses to challenge a grade or a decision regarding termination from the MSW program, these policies and procedures are below:

Grade Appeal

Students wishing to appeal a grade should always begin by meeting with the instructor of record for the course. Oftentimes, this meeting will result in a satisfactory outcome for the student and instructor. If the student and instructor are unable to resolve the discrepancy, the student may consult with the instructor’s department head. If the issue remains unresolved, students should following the academic grievance process which can be found on the Academic Affairs [Academic Grievances](#) website. This process must be completed by midterm of the subsequent fall or spring semester.

Grade Appeal Process: College of Social and Behavioral Sciences

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 for 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 MSW Program Handbook and the Jacksonville State University Student Handbook.

B. Appeal to the Faculty Member for Review of the 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 students 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 14 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 is not changed, the department head will also advise the student of the right to appeal to the Dean of the School. If the grade is not changed, copies of all written communication described above will be sent by the department head to the Dean of the School.

D. Appeal to the Dean

If the grade is not changed at the departmental level, the student may appeal the assigned grade, in writing, to the Dean of the School. 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 Dean will meet with the student to discuss the facts and contentions pertinent to the grade appeal. The 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 Dean shall request a review of the student's appeal by the Academic Appeals Committee, comprised of two faculty in the SHSSS and two students. The Dean shall appoint two students, all of whom have voting privileges.

The Academic Appeals Committee and the Dean shall conduct an administrative hearing and shall review all pertinent information presented by the students, the faculty member and any others who may be called to assist the committee. The 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 Dean will then review the ACC's recommendation and express a recommendation thereon. The Dean shall forward all materials concerning the appeal, including the committee's report and the Dean's opinion of that decision, to the Associate Vice-President of Academic Affairs.

The AVPAA 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.

APPEAL/GRIEVANCE PROCEDURE FOR VIOLATION OF ETHICAL/PROFESSIONAL CONDUCT

A student can appeal with a written statement to the MSW Program Coordinator within 14 days of the letter of notification from the MSW 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 the 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 Social Work Department Head.

All Information regarding policies and procedures regarding terminating students from the MSW program for academic and/or professional performance is available in the MSW Program Handbook.

TRANSFER OF CREDITS

Transfer credits from other institutions will appear on the JSU transcript only if used to fulfill degree completion requirements.

The number of semester hours of graduate credit that may be transferred from a regionally accredited institution to JSU toward a graduate degree program is limited to the following maximums:

Six (6) hours toward a 30-semester hour program;

Nine (9) hours toward a 33-semester hour program; and

Twelve (12) hours toward a program of 36 or more semester hours.

The MSW program has implemented separate standards (see below) *

*The MSW Program will accept a limited number of transfer students each year.

Transfer credits, up to 12 semester hours for 60-hour programs and up to 9 (9) hours for 39-hour programs, may be accepted, from a master's degree program accredited by the Council on Social Work Education, based on a review by the MSW Admissions Committee. (There is no guarantee that transfer hours will be accepted.) Applicants must meet the following requirements:

- Admission requirements of the MSW Program and at Jacksonville State University;
- Follow the policy and procedures for the Office of Graduate School; and
- Within 30 days of notification of acceptance into the Program and prior to enrollment, the student must complete the steps required for assessing transfer credits.

Evaluation of transfer credit is made by the social work program admissions committee of the student's major and approved by the Director of Graduate School. A student intending to enroll at another institution and transfer a course to JSU, must receive approval of the coursework prior to enrolling in the course to ensure the course will be

accepted for inclusion in the student's program of study at JSU.

Transfer credit cannot be used to raise the GPA of JSU coursework to the required minimum GPA of specified majors, teacher certification programs, or graduate certificate programs. The total amount of credit applied from a previously earned graduate degree at JSU, and external transfer credit combined is limited to the same maximums as transfer credit that are specified in the Transfer of Graduate Credit section of this Bulletin.

Transfer credit must meet time limit requirements as stated under "Time Limit on Degree Completion." Any exceptions will be made by the Director of the Graduate School.

To request graduate transfer credit, a student must submit a Transfer Credit Request Form, listing the transfer course(s) and descriptions. In addition, the student must request that an official transcript from the institution at which the credit was earned be sent directly to the Graduate School at JSU. It is the responsibility of the student to ensure that the transcript has been received. The [Transfer Credit Request Form](#) is available on the Graduate School's website.

The request for transfer credit(s) must also be accompanied by an official copy of the graduate catalog from the institution at which the course(s) were taken that cover the year(s) the course(s) was/were taken. For each course for which transfer credit is requested:

- The course must have been taken within the past five years,
- The student must have earned a minimum grade of 3.0 on a 4.0 scale;
- And the name of the course and the course syllabus

TIME LIMIT ON DEGREE COMPLETION*

All graduate work toward a master's degree must be completed within a period of six calendar years which would include the summer term. Students in the MSW program must get approval from the MSW Program Coordinator for any extension of the program plan for which they were admitted. Any additional exceptions will be made by the Dean of the Graduate School.

SOCIAL WORK STUDENT EXPECTATIONS AND POLICIES

Social Work courses are dedicated to open, respectful dialogue. They do not endorse or require agreement with any concept that assigns superiority, inferiority, blame, guilt, or moral character based on race, color, religion, sex, ethnicity, or national origin. Our goal is to encourage critical thinking and mutual understanding while honoring diverse perspectives.

Student Conduct

All students shall abide by the [National Association of Social Workers Code of Ethics](#); [JSU Student Code of Conduct](#); and the Classroom Policies. Links may also be located within JSU and Social Work Resources Tabs.

Student Self-Reporting

A student must disclose any arrest, charge, or conviction for any of the criminal offenses designated below (state, federal, or municipal)—excluding minor traffic violations that do not result in an arrest, injury, or risk of injury to others—that occur after the student is first admitted to the University. Disclosure shall be made within five (5) business days of the subject event and should be made to the Director of Community Standards and Student Ethics, Suite # 301A, Angle Hall, (256) 782-8080, on a form to be promulgated by that office. This disclosure obligation applies whether the subject event occurred inside or outside the State of Alabama and regardless of whether the University is in session at the time. Reportable offenses shall include any felony offense or any misdemeanor offense involving danger to another, moral turpitude, or the illegal possession / use / distribution of illegal drugs or prescription medication.

Reportable offenses include, but are not limited to the following:

- Murder
- Burglary
- Criminal Solicitation
- Robbery
- Conspiracy
- Theft
- Assault
- Receiving Stolen Property
- Reckless Endangering
- Forgery
- Vehicular Assault
- Issuing a bad check (negotiating a worthless check)
- Unlawful Imprisonment
- Unlawful use of a credit card
- Kidnapping
- Endangering the welfare of a child
- Interference with custody
- Hate Crime
- Arson
- Illegal carrying of a concealed deadly weapon
- Any offense in which the main component deals with a sexual offense, including any offense involving child pornography
- Illegal Possession of a deadly weapon instrument
- Illegal use of a deadly weapon or dangerous
- Domestic violence
- Any offense dealing with the illegal possession, use, sale, distribution or trafficking of controlled substances, illegal drugs or prescription medication
- Violation of a protection from abuse order
- Making a terrorist threat
- Driving a vehicle or operating a watercraft under the influence of alcohol or drugs
- Leaving the scene of an accident
- Resisting arrest or attempting to elude a law enforcement official

- Stalking Failure to comply with this disclosure obligation may be deemed a violation of the Student Code of Conduct.
Student Self-Reporting form can be located at:
https://cm.maxient.com/reportingform.php?JacksonvilleStateUniv&layout_id=20

Academic Honesty Policy

In a university community, true knowledge can be gained only through honest means. A Scholar's Code can be found in both the Undergraduate and Graduate Catalogs and the Student Handbook. Students who violate the Scholar's Code will be subject to disciplinary actions which could range from a zero on an assignment to failure of the course; repeated offenses can result in dismissal from the university. Records of academic dishonesty are kept in the Office of Community Standards and Student Ethics. To learn more visit [Scholar's Code](#) webpage.

Student Privacy Policy

Jacksonville State University protects the privacy of all students, including online and distance learning students, through adherence to the Family Educational Rights and Privacy Act of 1974 (FERPA) through compliance with other institutional policies and procedures governing the management and security of protected information of faculty, staff, and students, and by outlining the expectations of privacy for the university community as regards to electronic information. To view the full policy please visit the [JSU Student Privacy Policy](#) website.

Jax State Student Laptop Policy

JAX State students will need a laptop that runs either windows or Macintosh operating systems. Students are encouraged to bring laptops to classes and learning spaces on campus to access virtual labs and other computing resources available online. This laptop requirement ensures you will have adequate and timely access to the electronic resources necessary to be a successful JAX State Gamecock. **Chromebooks, tablets, and smartphones cannot access all the electronic educational material and resources used at JAX State and are therefore not suitable devices.**

Verification of Student Attendance Policy

The University must abide by federal guidelines to verify the participation of students. For all course types, including thesis, internships, labs, online courses, etc., the instructor must verify your participation based on some type of participation. This may include submission of an online assignment or other course related contact with the instructor. **(However, simply logging into Canvas will not count as an academically related activity.)**

Social Work Attendance Policy

Jax State believes that the extent to which students are committed to their academic and professional responsibilities is reflected in their efforts to attend class regularly and on time. When circumstances prevent a student from meeting these responsibilities, the student is expected to give prior notice to the course instructor or present documentation that emergency circumstances prevented prior notice.

The BSW and MSW program at JSU are accredited by the Council on Social Work Education. Due to our responsibility to address accreditation standards in our academic programs, it is the policy of the Social Work Program that students ***must attend and participate in at least 80% of the scheduled in-person classes in order to receive a passing grade for the course.***

If your class is hybrid or 100% online, your instructor will determine if you have attended and/or participated in 80% of the class through various means, including, but not limited to: assignments with due dates, exams, discussion boards, virtual class meetings, etc.

Class absences are strongly discouraged. However, we understand that illness, accidents, and other emergency situations may arise through no fault of your own. If your absences are likely to lead to you missing more than 20% of the class, your instructor and your advisor will discuss academic options to determine what best meets your needs and the requirements of the program.

Unexcused absences are recorded and reported directly to your advisor. Unexcused absences for student athletes and students on scholarship or any type of financial assistance (including for veterans) are reported additionally to respective coaches and/or advisors.

A social work program approved or a JSU sanctioned event, may be counted as professional off-campus education and may be excluded from this attendance policy.

Because tardiness is disruptive and disrespectful to a class meeting, three (3) tardies, as defined by the instructor, will equal one (1) absence. Likewise, leaving early is unacceptable and may result in an absence from the class. Students who leave the classroom and return beyond a scheduled break may be counted as tardy at the discretion of the instructor. In order to be counted as present, the student is responsible for signing the roll sheet.

Honorlock Use Policy

The instructor of this course may elect to utilize Honorlock to proctor your exams this semester. Honorlock is an online proctoring service that allows you to take your exam from the comfort of your home. You DO NOT need to create an account, download software or schedule an appointment in advance. Honorlock is available 24/7 and all that is needed is a computer, a working webcam, and a stable Internet connection.

To get started, you will need Google Chrome and to download the Honorlock Chrome Extension. You can download the extension at www.honorlock.com/extension/install.

When you are ready to take a test, log into Canvas, go to your course, and click on your exam. Clicking "Launch Proctoring" will begin the Honorlock authentication process, where you will take a picture of yourself, show your ID, and complete a scan of your room. Honorlock will be recording your exam session by webcam as well as recording your screen. Honorlock also has an integrity algorithm that can detect search-engine use, so please do not attempt to search for answers, even if it's on a secondary device.

NOTE: You must have a reliable webcam, microphone, and high-speed internet in order to complete the exams via Honorlock. The Honorlock internet speed requirements are 1.5 Mbps download and 750 Kbps upload. Everyone should test their

internet speed immediately. You can test your internet speed using an online internet speed test.

Policy on Incomplete Grades

Students wishing to request a grade of “Incomplete” or “I” for a course must complete the following steps:

- To be eligible you must be passing the course after the last day to drop from the current term.
- Discuss with their instructor a completion plan for the requested Incomplete grade.
- Fill out the [Incomplete Grade Completion Plan Form](#)

Please Note: This form is used to request an Incomplete grade for only one course. Students needing to request multiple Incomplete grades for multiple courses should submit one form for each course.

Additional Information:

- Coursework for a grade of “I” must be completed within the next major (fall or spring) semester.
- Once the student has completed all coursework requirements for a grade of “I,” the instructor submits a grade change to the Registrar’s Office. The Registrar then notifies the student of the grade change.
- Students who are approved for an “I” in a course should not register for the course again.
- Failure to complete coursework requirements within the established time frame will result in a grade of “F” being assigned or grades of “I” will roll to “F” on the day grades are due in each term.
- If at any time the instructor is not available, the appropriate department head and/or academic dean of the course will represent the instructor’s interest.
- All Incomplete grades for all courses, including those not required, must be completed prior to a degree being awarded. Otherwise, the grade of “I” will be converted to “F” for the degree GPA to be calculated.

Requesting extensions: 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. *Graduate students must also submit all incomplete grade extensions to the Director of Graduate Studies prior to the last day of classes in the fall and spring semesters and prior to the day before grades are due in the final summer term. The instructor and graduate director must approve the extension before the Registrar processes the request. If at any time during the process, as detailed above, the instructor is not available, the appropriate department head and/or academic dean will represent the instructor’s interest.

Late Assignments Policy

All assignments are due at the time noted by the instructor. **A 10% deduction for late assignments will be taken each calendar day.** Any late assignments submitted without prior approval will not be accepted for credit.

No Binding Obligation

This syllabus is designed to guide our learning in this course, but it is subject to change based upon factors such as realizing course goals and learning outcomes, student progress, etc. Changes are effective, if and when made at any time during the semester, with oral notice to those in attendance or using our Learning Management System (Canvas) or Navigate Communication System.

Academic Grievance

A student may appeal an assigned grade, or a similar decision related to academic performance if the student has evidence or reason to believe a grade was assigned or a decision was made in a malicious, (intentionally harmful; spiteful) capricious, (subject to, led by, or indicative of a sudden, odd notion or unpredictable change; erratic) erroneous, (containing error; mistaken; incorrect; wrong) or arbitrary (based on whim or personal preference, without reason or pattern; random) manner. The burden of proof and preponderance of evidence shall be upon the student such that the student challenging the decision, action or final grade assigned has the burden of supplying evidence that proves that the instructor's decision was incorrect.

In cases where the academic decision is based on a deficiency in or a violation of a clinical or professional standard, the deficiency or violation may be considered sufficient proof to support an academic failure or dismissal notwithstanding a student's success in other areas of academic performance.

For the grievance to be valid, the student must follow the steps outlined below in the order indicated and within the given timelines. Furthermore, the grievance at each additional step in the process must be in writing, utilizing the form located on the Academic Affairs webpage. Documents submitted for the purpose of grievance will become the property of Jacksonville State University and will be used solely for the purpose of investigating the grievance. For additional information on how to file a grievance, please go to [the JSU Student Handbook \(Links to external site\)](#).

Military-Connected Students Statement

The Office of Military & Post-Traditional Student Services serves all active duty, guard, reserve, veteran, and dependent students at JSU. If you have any questions, please contact (256) 782-8838, veterans@jsu.edu, or at the physical location in the basement of Daugette Hall. If you are a student currently serving in the military (Active Duty, Guard, or Reserves) with the potential of being called to military service or training during the course of the semester, you are encouraged to contact your course instructor no later than the first week of class to discuss the class attendance policy. The instructor may make accommodation for this absence or suggest that you take the course at another time.

Jacksonville State Title IX & Clery Policy

Jacksonville State University does not discriminate on the basis of sex in the educational programs or activities that it operates. JSU is required, by Title IX of the Education Amendments of 1972 and the Department of Education regulations, to implement Title IX, not to discriminate in such a manner. This requirement to not discriminate in educational programs and activities extends to employment by the university and to admission thereto. This may include sexual harassment, sexual misconduct, domestic violence, dating violence, stalking and other conduct that is addressed in our "[Sex-Based Harassment and Misconduct Policy](#)". Anyone with knowledge of this type of conduct is asked to immediately report such incidents to the University Police Department at (256) 782-5050 or the Title IX Coordinator at (256) 782-5769. If an individual wishes to keep the information confidential, the individual speak with a counselor at the Counseling Services office at (256) 782-5475 or a medical provider at JSU's Health Center (256) 782-5310. For more information about Title IX or to report a concern, please visit the [JSU Title IX webpage](#).

Clery Notice: In compliance with the [Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act](#), the [Jacksonville State University Police](#) provide information on crimes statistics, crime prevention, law enforcement, crime reporting, and other related issues for the past three calendar years. The [JSU Annual Campus Security and Fire Report](#) is available online.

In addition to this extensive policy outlining response to any type of student harassment and/or discriminatory or hostile act, various sites on campus are designated "Safe Zones" where students may speak with faculty and/or staff regarding questions about or reporting an actual hostile act. These sites are indicated by a round green sticker labeled Safe Zone + located on office walls, doors, windows, or bulletin boards.

Students with Disabilities Policy

Jacksonville State University is committed to creating an inclusive learning environment that meets the needs of its diverse student body. If you are currently experiencing or anticipate that you will have any barriers to learning in this course, please feel welcome to discuss your concerns with me. It is my goal to create a learning experience that is as accessible as possible. The Department of Social Work accommodates students with disabilities, pursuant to federal and state law. If you have a disability, or think you may have a disability, that may have some impact on your work in this course and for which you may require academic adjustments or accommodation, please work with a staff member at Disability Resources so that accommodation can be considered. Students that receive accommodation letters, or Individualized Post-Secondary Plans (IPPs) should meet with me to discuss the provisions of your accommodation as early in the semester as possible. You can find more information about the [Office of Disability Resources on the web](#), or by visiting the Student Success Center on the 2nd Floor of the Houston Cole Library. You may also call (256) 782-8380 or email at disabilityresources@jsu.edu. All discussions will remain confidential.

Student Responsibilities

It is the student's responsibility to be prepared to discuss the assigned reading materials and to participate in all class discussions including those managed in blogs and other electronic formats. At all times, the students are expected to be courteous and respectful to their classmates and instructors. It is the student's responsibility to obtain any lecture notes, handouts or information presented in class when they are absent from a scheduled class. Information should be obtained from peers. Students will not be permitted to make up pop quizzes that are missed due to absence. Students will not be permitted to take a pop quiz that is already in progress if they are tardy. Make-up Exams are scheduled by the instructor for each course. Students who miss a scheduled make-up exam will receive a ZERO for that exam. Please remember that you are preparing for a professional career where missed deadlines could lead to the loss of a job or could have negative repercussions for a client. Please take all deadlines seriously. In addition, excessive tardiness or leaving class early will not be condoned.

Failure to complete any portion of this course's assigned work may prevent the completion of this course. Assignments are aligned with CSWE competencies. Therefore, when not completed, the student has not sufficiently demonstrated mastery of the competency as required. Specifically, students who do not submit assignments correlated to the CSWE competencies will not pass the course.

It is expected that students will exhibit professional social work behaviors. As such, not having your book and/or required course materials for class is not an excuse for late work or lack of participation. Failure to timely complete any portion of assigned work may prevent successful completion of the course.

Social Work Program Professionalism Policy

Professionalism is a required attribute among social workers. Most importantly, professionalism demonstrates the values of the social work profession through words, ethics, actions, and demeanor. Professionalism in the classroom entails coming to class on time, being appropriately dressed for an adult learning environment, reading the assigned materials and critically reflecting on it, being prepared to engage in discussion, and completing all assigned activities. Additionally, it contributes appropriately to in-class exercises and small group activities.

Disruptive behavior will not be tolerated—this includes side conversations with peers during scheduled class time. Be prepared to begin class promptly at the assigned time—excessive tardiness and absenteeism will not be tolerated. Please silence cellphones prior to entering the classroom. Texting, checking email, chat room discussions, playing online games, blogging, and social media communication is strictly prohibited while class is in session. Outside of the classroom additional professional behavior is expected - this includes not gossiping about classmates or events occurring in the classroom or at practicum. Professionalism extends to social media - having a blog or other means of communication that is subversive or harmful to the classroom environment/classmates/faculty is considered a violation of the professionalism policy.

Social Work Education, as well as Professional Social Work Practice, mandates that all social workers engage in diversity and difference in practice. We are instructed to have

knowledge and skills to engage in practice that is anti-racist, diverse, and reflects equity and inclusion (ADEI). Specifically, CSWE, the accrediting body of social work education states that social workers should "understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group organizational and community levels and in policy and research." (CSWE EPAS 2022) The content and discussions of this course are designed to promote a deeper understanding of social issues and professional competence in social work practice. By participating in this course, students are not being asked to assent with the faculty, but they agree to uphold these principles and contribute to a productive and respectful learning environment.

Scholars' Code

The University recognizes that the open exchange of ideas plays a vital role in academic endeavors, as often it is only through discussion with others that one is fully able to process information or to crystallize an elusive concept. Therefore, students generally are encouraged to engage in conversations with their teachers and classmates about their courses, their research, and even their assignments. These kinds of discussions and debates in some ways represent the essence of life in an academic community. Even so, it is important for all scholars to maintain academic integrity in all aspects of their work, clearly noting when they have relied upon or incorporated the work of others.

To ensure academic honesty and provide support for students who may have engaged in minor violations, the university proposes the Scholars' Code as a means by which the course instructor can work with students in an educational and restorative manner while also securing the academic integrity of the university.

This policy emphasizes several values in order to provide students with a clear path forward if they have committed an offense and to provide faculty with clear steps to follow when a student has committed an offense in their class. The first of those values is the student's academic responsibility, followed by values impacting the process through which an offense is adjudicated: nondiscrimination, equal and consistent treatment, confidentiality, and respect.

To that end, the policy consists of the following aspects:

- Violations
- Levels of offense
- Procedures and standards for course instructor reporting
- Process
- Levels of sanction based on offense
- Appeals process

This policy is intended to provide a consistent view of academic dishonesty and practice to follow for course instructors in reporting incidents of academic dishonesty and in initiating the formal adjudication process on the university level.

Violations

In a university community, true knowledge can be gained only through honest means. Therefore, all academic dishonesty is expressly prohibited, whether in the traditional classroom or in online or hybrid settings.

Violations include, but are not limited to, the following:

- 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.
- Copying or utilizing information from a paper of another student during an examination.
- 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.
- Illegally obtaining or attempting to obtain unauthorized prior knowledge of an examination or test materials.
- Selling or giving to another student, unauthorized copies of tests or examinations, or research assignments.
- 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.
- Falsifying class attendance.
- Falsifying reasons why a student did not attend a required class or take a scheduled examination.
- Taking an examination in the place of another student.
- Making unauthorized changes in any reported grade or on an official academic report form.
- Unauthorized collaboration between two or more students on an examination, paper, or project.
- Plagiarism, which is the deliberate act of copying, writing, or presenting as one's own the information, ideas, or phrasing of another person without proper acknowledgement of their true source.
- Making use of computing facilities and electronic devices in an academically dishonest manner including personal devices such as phones, tablets, dual monitors, watches, and glasses.
- Using online sources and programs, such as artificial intelligence, ChatGPT, and other generative AI, to produce content without proper acknowledgment or authorization.

Levels of Offense

The following levels of offense provide specific examples of academic dishonesty in three categories: collaboration, cheating, and plagiarism.

MINOR OFFENSES: In general, minor offenses involve errors in judgment that, in the course instructor's professional opinion, violate academic integrity, such as:

- Minor Collaboration example: student copies part of the work of another student exactly on an assignment on which collaboration is allowed but copying is not.
- Minor Cheating example: A student is caught glancing at another exam, but there is no evidence of premeditation or collaboration between those students.
- Minor Plagiarism example: student indicates that source of information is not original but does not follow proper citation procedures.

MODERATE OFFENSES: In general, moderate offenses are unpremeditated dishonest acts that directly affect only one student, such as:

- Moderate Collaboration example: student paraphrases or copies a sentence (or two) without citing the source or provides an improper citation.
- Moderate Cheating example: student cheats, or facilitates the cheating of another, on an examination (in cases where there is no evidence of premeditation). A student tries to gain an advantage in an exam by removing reserved materials from a lab or library to have additional study time at home.
- Moderate Plagiarism example: student paraphrases or copies a portion of a document without citing the source or provides an improper citation.

MAJOR OFFENSES: In general, major offenses are premeditated dishonest acts or dishonest acts that directly affect the offenders and/or other students' grades, such as:

- Major Collaboration example: student poses as, or facilitates another posing as, someone else during an exam; student requests or receives payment for unauthorized academic content; student directs another student on how to evade detection.
- Major Cheating example: student cheats or facilitates the cheating of another on an examination in a way that is premeditated (e.g., using a cheat sheet, a prearranged system of sharing answers, a prearranged system of accessing unauthorized academic content, or some similar method that was planned in advance).
- Major Plagiarism example: student places his/her name on a written assignment he/she did not write.

The Department of Social Work maintains standard policies relating to Honesty, Attendance, Grading, and Written Work. Please consult the [JSU SW Student Handbook](#) for this information. The Department also adheres to the University policy in regard to academic discipline: [JSU Student Handbook](#). The BSW and MSW are professional level degrees, therefore, professional conduct is expected. Students who are caught plagiarizing assignments or cheating on exams may not get credit for the assignment or exam; may be expelled from the class, the Social Work Program, or the University. It is

the expectation of the faculty of the Department of Social Work that students adhere to the standards of the [National Association of Social Workers Code of Ethics](#).

Personal Electronic Communication Devices

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.

Cell phones are to remain out of sight and in power-off mode during class. If a student has an outside emergency, they can be reached at 256-782-5591. Students should provide this number to their families, and children's daycare/schools.

Honor and Civility Statement

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 and all devices that make noise turned off (cellular phones, computers, etc.) unless being utilized to take notes or participate in classroom activities. Any student deemed disruptive by the professor will result in an 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.

ADDRESSING PROBLEMS

Students are advised to deal with concerns and problems before they become critical. When a student has a concern, the student is advised to follow these steps when the concern is relevant to:

Classroom Instruction

The student should first talk with the instructor and attempt to resolve the issue. If a satisfactory resolution is not reached, an appointment should be made to meet with the MSW Program Coordinator. This meeting should be scheduled within ten (10) days of the issue. If a satisfactory resolution is not reached, an appointment should be made to meet with the Social Work Department Head. This meeting should be scheduled within ten (10) days of the decision made by the MSW Program Coordinator. If a satisfactory

resolution is not reached, students have a right to appeal any academic decision to the Dean of the College of Social and Behavioral Sciences or the Associate Vice-Provost for Academic Affairs.

Internship

1. The student should first talk with the agency internship instructor and attempt to resolve the issue. If a satisfactory resolution is not reached;
2. The student should meet with the Internship Coordinator. If a satisfactory resolution is not reached;
3. A meeting involving the concerned parties should be arranged with the MSW Program Coordinator. If a satisfactory resolution is not reached during this meeting;
4. An appointment to meet individually or as a group with the Social Work Department Head should be made.

Any other issues should be discussed with the students' advisor or MSW Program Coordinator. If there is no satisfactory resolution the student should arrange to meet with the Social Work Department Head.

TERMINATION FROM THE PROGRAM

Academic Reasons

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

1. Academic probation or suspension may lead to termination from the MSW Program.
2. Students are not allowed to remain enrolled at JSU if they are placed on academic probation from failing 60 percent of their course work and are suspended when failing 60 percent of their course work the semester following their placement on academic probation.
3. A maximum of one social work course can be repeated. Achieving a "C" or below in more than two social work courses will result in dismissal from the MSW Program and The Graduate School.
4. The Internship Coordinator determines the final grade for Foundation Internship and Advanced Internship (SW 5950 and SW 5951). Students receiving below a "C" in Internship will not be allowed to continue in the MSW program and may be encouraged to change to a more appropriate major.
5. Students will be notified by writing, either through postal mail or email, and if possible, by phone or face-to-face contact regarding their termination from the program for academic reasons.
6. Students terminated for academic reasons cannot appeal reinstatement based on academic performance.

Non-Academic Termination

Students may be put on probation or terminated from the program for non-academic reasons any time after admission. Non-academic reasons for probation or 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 students' MSW Academic Advisor, along with members of the Admissions Committee, will meet regularly with the students 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 who do not complete or comply with contracts to alleviate conditions may be terminated from the program.

Students terminated from the program are provided with written notice of that decision.

Students may be denied admission to, placed on probation, or terminated from the MSW Program for, but not necessarily limited to any of the following non-academic reasons, personal or professional:

- Conduct that is not congruent with the values and ethics of the social work profession including the NASW Code of Ethics, CSWE EPAS, or applicable to Jacksonville State University's rules and regulations. This includes behavior in the student's classroom and internship
- Behavioral, personality, emotional, attitudinal, or personal issues or difficulties that interfere with the student's functioning and/or jeopardizes the welfare of those with whom the student interacts, student peers, faculty, staff, and clients and coworkers in internship agency settings.
- Failure to communicate effectively, both verbally and in written form, include interviewing skills and interpersonal skills which permit appropriate professional interaction with other people.
- Failure to adhere to service learning/internship agency policies and professional standards.
- Failure to use sound judgment both in work with clients and in regard to oneself, such as not seeking professional help for physical or emotional problems that interfere with the functioning of the program.
- Dishonesty and/or academic dishonesty, including lying, cheating, or plagiarizing in coursework and/or Internship.
- Repeated, unexcused tardiness and/or absences that negatively impact the learning process of the student and their peers.
- Failure to abide by the MSW Program policies and procedures
- Participation in class or internship activities while under the influence of drugs or alcohol or other evidence of active chemical, alcohol, drug abuse or addiction.
- Maintaining, after it has been addressed, hostile, negative behavior directed

toward clients, instructors, peers, agency staff and/or university staff.

- Failure to disclose critical background information in applying for the program or field that bears on one's competence or performance
- Evidence of certain criminal or unlawful activity.

Students will be notified in writing, either through postal mail or email, and if possible, by phone or face-to-face contact regarding their termination from the program for non-academic reasons.

MSW Program Non-Academic Termination Appeals Process

A student can appeal with a written statement to the MSW Program Coordinator within 14 days of the letter of notification from the MSW 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 convene within 14 days of receipt of the 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 Dean of the College of Social and Behavioral Sciences.

Students dismissed for non-academic reasons who wish to return to the program at a later date must wait at least one semester, but no longer than one calendar year after their dismissal and need to set up a meeting with the MSW Program Coordinator, Department Head, and Internship Coordinator prior to applying. The decision to readmit a previously terminated student will be made by the Admissions Committee.

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.

Student Organizations and Professional Affiliations

Students are provided opportunities and encouraged to organize in their interests, first, through the Social Work Club (SWC) and also the Phi Alpha Honor Society.

The SWC participates in various on and off campus activities, including entertainment, service and learning programs. The SWC also engages with other campus programs and organizations for shared activities and events.

Officers are elected annually.

Phi Alpha Honor Society, the National Honor Society for Social Work Students, is an organization for master's level social work students who have demonstrated academic excellence. The purpose of Phi Alpha is to provide a closer bond among students of social work and promote humanitarian goals and ideas. 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 (<http://www.phialpha.org/>).

In addition, MSW students are requested to be members of the following professional organizations:

- a) the National Association of Social Workers (decreased fee for students)
- b) the National Rural Social Work Caucus (free)

STUDENT SUCCESS POLICIES AND SERVICES

Introduction

The Division of Student Success plays a crucial role in your development as a student, and we offer an array of programs and services that are focused on your success. Take a moment to learn about the many resources available to you that will enhance your experiences and provide you with lasting memories. In addition, feel free to keep in touch with me through e-mail at tbking@jsu.edu.

Dr. Timothy B. King
Vice Provost for Student Success 256-782-5020

Assistive Technology

Jacksonville State University excels in the availability of and access to technology to assist students who may have differing abilities in terms of learning processes. All JSU students are provided with access to the services provided through our Office of Disability Resources. All MSW students, regardless of the program option, have access to services through the Office of Disability Resources.

The mission of Department of Disability Resources at JSU is to ensure equal learning and opportunities for students, faculty, staff and guests with disabilities by increasing the capacity of Jacksonville State University to eliminate physical, programmatic, policy, informational and attitudinal barriers. We work to ensure access under federal and state statutes to university courses, programs, facilities, services and activities by providing or arranging reasonable accommodations, academic adjustments, auxiliary aids and services, training, consultation and technical assistance. Disability Resources provides reasonable accommodations through a variety of services and programs.

Accommodation may include:

- Exam Proctoring
- Special Testing Procedures
- Extended Time on Exams
- Priority Registration
- Interpreter Services (ASL)
- Captioning Services • Readers
- Note Takers
- Brailled Formats
- Enlarged Print Materials
- Alternative Formats

Assistive Technology Disability Resources Staff are also available to provide the following services:

- Academic Guidance
- Study Skills Instruction
- Presentations on Disability-Related Topics
- Consultation with Faculty or Staff on Working with Individuals with Disabilities
- Interpreting and Captioning Services for Campus Events
- Referral to the Alabama Department of Rehabilitation Services (ADRS)
- Information and Referral to Community and Campus Resources

Disability Resources
Houston Cole Library, 2nd Floor
700 Pelham Road North
Jacksonville, AL 36265
256-782-8380

Counseling Services
147 Trustee Circle
700 Pelham Road North
Jacksonville, AL 36265
256-782-5475

*After hours the counselor can be contacted through UPD

Title IX Gender-Based and Sexual Misconduct Policy**

Jacksonville State University (JSU) is committed to maintaining a safe, inclusive campus community where all can feel secure and free from sexual harassment, discrimination, and misconduct in the classroom, social environments, recreational environments, residential environments, and the workplace. With this in mind, all members of the JSU community are expected to adhere to the requirements of the law, to the standards set forth in this policy, and to other JSU codes of conduct.

This policy further intends to provide for proper resources for those individuals whose rights may have been violated; it outlines appropriate procedures for investigating and determining the outcome of any such report and/or complaint. This policy provides the enforcement procedures used in implementing this policy, while balancing the rights of complainants, respondents, and witnesses. <http://www.jsu.edu/studentaffairs/title-ix/index.html>

Gloria Floyd
Title IX Coordinator
(256) 782-5769
titleix@jsu.edu

Safe Zone

The purpose of the JSU safe zone project is to provide advocacy, guidance, and compassion for students who are experiencing problems, difficulties or crisis due to their sexual orientation, gender identity, being the victim of crime, hazing, bullying or sexual assault, and/or are the recipient of discrimination due to their mental health status, disability, race, religion, ethnic or national origin. Students can locate safe zone areas by locating a safe zone marker on the door of an advocate or through the safe zone membership section of this web site.

<http://www.jsu.edu/studentaffairs/safe-zone/index.html>

Sexual Misconduct, Discrimination and Harassment Grievance Procedures and Investigative Process

Students who wish to report a concern or complaint relating to discrimination, harassment or sexual misconduct may do so by reporting the concern to the JSU's Title IX Coordinator:

301 Angle Hall

700 Pelham Road North Jacksonville, AL 36265

256.782.5769

<https://www.jsu.edu/titleix/reporting-a-concern.html>

Resources

University Police Department

Salls Hall (next to Campus Inn Apartments) Emergency 256.782.6000

256.782.5050

Dial 6000 or 5050 from any campus extension

Jacksonville Police Department

116 Ladiga Street SE Jacksonville, AL 36265

256.435.6448

2nd Chance, Inc.

An organization dedicated to serving survivors of domestic violence and sexual assault
Crisis Line 256.236.7233

National Sexual Violence Crisis Hotline

1-800-656-HOPE (4673)

RMC/JSU Health Center

256-782-5310

<http://www.jsu.edu/studenthealth/>

Welcome to the RMC/JSU Health Center at Jacksonville State University. We are located at 1701 Pelham Rd. South. The RMC/JSU Health Center is a primary health care facility operated via a joint partnership with Northeast Alabama Regional Medical Center (RMC). The Health Center provides outpatient medical services as well as promotes preventive health measures to currently enrolled students, faculty, staff and currently active JSU Alumni. Clients are encouraged to make an appointment, but walk-ins are welcomed.

Services include:

- Primary Care
- Urgent Care
- Women's Health Care
- Men's Health Care
- Mental Health Screening
- Physicals

- Immunizations
- Allergy Injections
- Medication Management
- Laboratory
- Attention Deficit Hyperactivity Disorder (ADHD) Treatment
- Wellness Check-ups
- Health Fairs
- Radiology Services (off site)
- Rehab Services (off site)
- Referrals

Academic Support

The mission of the Office of Academic Enhancement and Tutoring Services is to support the University's mission by providing a variety of academic support services including objective based study halls, small group or individual tutoring, academic mentors, and academic enhancement workshops. The ultimate goal is to advance student learning through academic excellence for the purpose of educating students to be productive, responsible citizens and effective leaders.

Academic Center for Excellence

3rd Floor Theron Montgomery Building 256-782-8223

<https://www.jsu.edu/studentsuccess/academic-support/tutoring.html>

Student Financial Services

107 Angle Hall

700 Pelham Road North Jacksonville, AL 36265

256-782-5006

<http://www.jsu.edu/finaid/index.html>

ADMISSION TO INTERNSHIP

The Internship Coordinator reviews the records of all social work students admitted to the MSW program regarding continued enrollment and readiness for Internship during the semester prior to enrollment in SW 5950 and/or SW 5951 (Internship Placement). Action taken by the MSW Program Faculty and Staff regarding any student is reflected in the student's MSW file. Any information relevant to a student's continued enrollment may be placed in the student's MSW file by members of the faculty or staff.

Students who are 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 Internship placements for social work students may require a criminal background check prior to agreeing to provide Internship 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.

Internship Procedures

Prior to the semester of their anticipated Internship, students must attend an informational meeting where they will receive an Application for Internship. The student will complete the application and return it to the Internship Coordinator. The application must be approved by the Internship Coordinator before a student can participate in Internship.

Following the informational meeting, students must meet individually with the Internship 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 with the agency, the student, Agency Internship Instructor, and the Internship Coordinator will make a determination as to the appropriateness of the placement. Students must participate in a mandatory Internship Orientation prior to the first day at their internship site.

Eligibility Requirements for Internship

Students applying for Internship must meet the following criteria for admission to their internship:

Students must be accepted to the MSW Program.

- Students must have a minimum GPA of 3.00 in practice courses and must meet all other academic requirements for the program.
- 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.
- Students must have malpractice insurance. Applications will be submitted for insurance by the Social Work Department the semester prior to Internship. The Internship Application Packet provided to students in the informational meeting(s) provides information on malpractice coverage.
- For the Foundation Internship, students must have completed all required courses in the first semester. For the Advanced Internship, students must have successfully completed their first internship (either at BSW or Foundation level) and all required core courses of the Specialization year. Exceptions may occasionally be granted by the admissions committee on a case-by-case basis only due to extreme extenuating circumstances.

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

AGENDA	POINT OF CONTACT
1) Admission to MSW Program and successful completion of all pre-internship requirements.	Program Secretary, 309 Brewer Hall
2) Application for Internship: Part I, <i>Application</i>	Internship Coordinator, 311 Brewer Hall
3) Application for Internship: Part II, <i>Personal Statement</i>	Internship Coordinator, 311 Brewer Hall
4) Complete resume.	Internship Coordinator, 311 Brewer Hall
5) Meet with the Internship Coordinator to discuss potential internship sites as well as any special considerations.	Internship Coordinator, 311 Brewer Hall
6) Contact and attend interview(s) with potential internship site(s) and once an internship site is secured, notify Internship Coordinator.	Internship Agency Instructor(s) and Internship Coordinator
7) Meet with MSW Academic Advisor and register for the appropriate level internship course and any electives required.	MSW Academic Advisor
8) Attend mandatory Internship Orientation and Safety Training.	Internship Coordinator
9) File for Application for Degree (second year/advanced standing only).	On-line – JSU Online Graduation Application-Steps to Apply http://www.jsu.edu/registrar/graduation_procedures.html

The Appeals Process

Students who are denied admission to the internship and are dissatisfied with the decision of the Internship Coordinator have the right to appeal as set forth in this handbook.

APPENDICES

APPENDIX A: NASW Code of Ethics Summary

Approved by the 1996 NASW Delegate Assembly and revised by the 2021 NASW Delegate Assembly

The NASW Code of Ethics is a set of standards that guide the professional conduct of social workers. The 2021 update includes language that addresses the importance of professional self-care. Moreover, revisions to Cultural Competence standard provide more explicit guidance to social workers. All social workers should review the new text and affirm their commitment to abide by the Code of Ethics. Also available in Spanish.

- 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.

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's dual 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 153,000 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 800, Washington DC 20002-4241. Telephone: 202/408-8600, FAX 202/336-8311 and TTD 202/408-8396.

www.socialworkers.org/

APPENDIX B: STUDENT AND CAMPUS SERVICES

Division of Student Affairs

Students who fully immerse themselves in college are more likely to be successful academically, socially and personally. The Division of Student Affairs is prepared to walk with you through the JSU experience, and we offer an array of services and programs that may be beneficial to you.

Dean of Students Office

The purpose of the Dean of Students Office is to help students enhance their collegiate experience by providing co-curricular programs and activities that promote a better quality of life by assisting students in developing personal leadership skills and community responsibility. The office is student oriented, focused, and willing to serve a diverse student body. The services provided by the Dean of Students Office are intended to compliment the educational process and contribute to a well-rounded education so that students may develop physically, socially, spiritually, intellectually, and morally.

Post Traditional Student Services

Jacksonville State University has a long history of serving post-traditional students within the surrounding communities. It is our goal to provide better access to academic success at Jax State by providing resources and referrals to needed services and programs, both on and off campus, for all enrolled Adult Learners, Commuters, Students with Children, and Transfer Students.

Veteran and Military Services

As a Veteran and Military Services student, it is very important to know what resources exist both on and off campus to assist you while you are pursuing your academic, personal, and professional goals here at JSU. If you are in need of resources and just don't know what resource/assistance that you need, please stop by Veteran and Military Services in 117 Angle Hall, call 256-782-8838, or email veterans@jsu.edu.

University Recreation

The Recreation and Fitness Center was designed to encourage enrollment, broaden participation in on-campus activities by supporting diverse programming, function as a student-centered hub, offer co-curricular employment, and foster community participation on-campus.

International House and Programs

International House & Programs through its various areas; international admissions and recruitment, international student and scholar services, international house, study abroad carry out the mission of bringing in diverse students and scholars on campus and provide global engagement opportunities to our student population. The department's mission serves the university's mission of seeking to produce broadly educated graduates prepared for global engagement.

Honors Program

The Honors Program at Jacksonville State University provides academically gifted students with an enriched educational experience in a diverse range of courses that foster independent, critical thinking and effective communication. The Honors Program helps students fulfill their potential in their chosen fields while preparing them to meet the challenges and responsibilities of becoming citizens with global perspectives.

College to Career Initiatives

Career Services empowers students to actively engage in opportunities designed to help them to be employable after graduation. These might include student job fairs, resource connections, and resume building.

JLink

JSU's Professional Networking Site on Campus. It is a product of JSU's Career Services

Mental Health and Wellbeing

Counseling Services

As a college student, there may be times when personal stressors interfere with academic performance and/or negatively impact daily life. If you or someone you know is experiencing mental health challenges, please contact Counseling Services at 256.782.5475 or visit <https://www.jsu.edu/ccservices/index.html> for more information or to request an appointment. Students may also stop by the Counseling Center at 147 Trustee Circle (located between Sparkman and Mason Halls) to request services.

In the event of a crisis after hours, please contact the University Police Department at 256.782.5050 to be connected with the on-call counselor. The National Suicide Prevention hotline (988) is another resource and is available 24 hours a day. You may also reach out to Crisis Text by texting "START" to (741 741) where you will be connected to a trained responder.

The Jed Foundation

The Jed Foundation, a leading organization working to protect the emotional health of America's college students was developed with input from leading experts in mental health and higher education. The Jed Foundation (JED) is a nonprofit that protects emotional health and prevents suicide for our nation's teens and young adults, giving them the skills and support they need to thrive today and tomorrow. JED partners with high schools, districts, and colleges to strengthen their mental health, substance misuse, and suicide prevention programs and systems. <https://jedfoundation.org/>

Support Groups

JSU offers a variety of support groups to assist students, faculty, and staff. Support groups provide opportunities for people to share their experiences and feelings, coping strategies, or firsthand information about diseases or treatments.

RMC Student Health Center

The RMC/JSU Health Center is a primary health care facility operated via a joint partnership with Northeast Alabama Regional Medical Center (RMC). With no co-pay, we provide outpatient medical services as well as promote preventive health measures to currently enrolled students, faculty, and staff. Appointments are recommended and walk-ins are welcome as long as schedule permits. If you should have an urgent need during hours when the Health Center is closed, you should dial 911 or contact University Police Department (UPD) at (256) 782-5050.

Support and Advocacy

Resources for LGBTQ+

JSU Safe Zone is a campus-wide program that works to ensure a welcoming environment for all gender identities and sexual orientations. By establishing an identifiable network of trained individuals committed to fostering an atmosphere of respect and inclusion, the program provides a safe space for members of the LGBTQ community and their Allies on campus. Students can locate Safe Zone areas by locating a Safe Zone sticker on the door of an advocate. JSU will offer basic and advanced Safe Zone training opportunities every semester to our JSU campus community.

Title IX Coordinator

The Title IX Coordinator is the employee who oversees the university's centralized review, investigation, and resolution of reports of sexual misconduct, sex-based discrimination, and/or sex-based harassment (including incidents of sexual assault, stalking, dating violence, and domestic violence). The Title IX Coordinator also coordinates JSU's efforts to comply with the responsibilities contained in the Title IX regulations and other applicable statutes, including but not limited to the Violence Against Women Act and the Campus Sexual Violence Elimination (Campus SaVE) Act. Title IX Coordinator is the clearly designated option for reporting sexual harassment, discrimination and/or misconduct to initiate JSU response obligations.

Diversity Initiatives

Regardless of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, status as an individual with a disability, protected veteran status, genetic information or political affiliation, students matter at JSU. For students, the JSU Division of Student Affairs exists to assist you with personal needs, advocate for your voice, listen to your suggestions, and engage you through the higher education lifespan. Students, you make a difference in our community, and You Matter to us!

Community Standards and Student Ethics

What do I do if I was the victim of a violation or crime? We recommend you report it! You can do this by using the reporting form listed above or contacting the police. If you're unsure what you want to do, please feel free to reach out via email llowell@jsu.edu or phone 256-782-8080 to talk with someone in our office. Please remember there are many resources for you as a student, and you can always visit the counseling center in Doughtette Hall for a confidential space.

Disability Resources

For more information about Disability Resources for Jacksonville State University (e.g. how to apply, Jacksonville State University policies, documentation guidelines, and contact information), click on the Disability Resources link above.

Counseling Services

For more information about Disability Services for Jacksonville State University, click on the Counseling Services link above.

Basic Needs Support

Gamecock Market Food Pantry

The Gamecock Market is an initiative on Jax State's campus that serves Faculty, Staff, and Students in need. We offer a variety of free services to our campus community that include food, clothing (professional and casual), hygiene products, school supplies, and maternity needs. You can visit the Gamecock Market in Sparkman Hall basement. Please go to this page and click on the link to place an order or make an appointment: <https://www.jsu.edu/gamecockmarket/index.html>

Lactation Rooms

There are several permanent lactation rooms available around campus, JSU is committed to making sure that lactation areas are available wherever they are needed. However, if you need a lactation area in an area where one is not currently located, contact at (256) 782-5769 or email titleix@jsu.edu they will make arrangements for an area to be made available.

Pregnant or Parenting Students

Title IX prohibits discrimination on the basis of sex- including pregnancy, parenting and all related conditions- in education programs and activities that receive federal funding. To report discrimination on the basis of sex, please contact the Title IX Coordinator at (256) 782-5769 or titleix@jsu.edu.

Further, if you are interested in receiving accommodation for pregnancy or conditions related to pregnancy, contact the Title IX Coordinator (256) 782-5769 or titleix@jsu.edu. You may need to submit medical documentation from your treating physician that includes the physician's name, practice/group, and contact information. You can schedule a time to meet with the Title IX Coordinator to develop an accommodation plan around your pregnancy or related condition by contacting the Title IX Coordinator.

RMC Student Health Center

The RMC/JSU Health Center is a primary health care facility operated via a joint partnership with Northeast Alabama Regional Medical Center (RMC). With no co-pay, we provide outpatient medical services as well as promote preventive health measures to currently enrolled students, faculty, and staff. Appointments are recommended and walk-ins are welcome as long as schedule permits. If you should have an urgent need during hours when the Health Center is closed, you should dial 911 or contact University Police Department (UPD) at (256) 782-5050.

Financial Aid

JSU offers a variety of types of financial aid including Federal and State Grants, Federal Stafford Loans, Federal PLUS Loans and the Federal Work-study Program. We also offer scholarships, veteran benefits and work with many outside resources.

Scholarships

Jacksonville State University is committed to assisting students with financing their college education. Scholarships are awarded on the basis of academic achievement, athletic skills, special talents, and/or financial need. JSU offers several different types of scholarships to help defray the cost of attending school for new and continuing students. JSU-funded scholarships are non "refundable", and unused funds cannot be carried over to subsequent semesters. Each scholarship may be regulated by a different set of requirements. The institution has scholarships that are automatically offered and some that require an application. Don't miss out on scholarship opportunities! Become familiar with the information regarding the scholarships' requirements, award amounts, and deadlines.

Student Employment

The JSU Student Employment Program (SEP) allows currently enrolled JSU students to participate in on-campus employment opportunities. Almost every department at JSU employs students on a part-time basis to work in offices, labs, the library and other areas on-campus. These on-campus jobs enable students to explore career options, gain practical work experience in a professional environment, earn money and build their professional resume, develop professional networks and references and enable students to make connections between work, school, and career aspirations.

Housing

We want you to make Gamecock housing your home away from home and enhance your community through joining its goals and purposes. We hope this year will be full of personal growth and educational accomplishments. Please know that our residence life staff is here to assist and support you in the community! On-campus living provides opportunities for involvement, activities, and knowledge. We believe that learning does not end in the classroom but is enhanced by interacting with a diverse group of residents, participating in leadership opportunities, and engaging in life-learning activities.

Transportation - jsuRIDE

The jsuRIDE's mission is to provide safe and reliable transit service to Jacksonville State University. The system operates Monday through Friday from 7:00 a.m. to 4:30 p.m. each semester, but is idle during university holidays, semester breaks and weekends.

Academic Support Services and Programs

Academic Advising

Advisement is key to assuring student success in academics and careers. Your advisors are expert in the degree program you are working on and will assist you in

finding the courses you need. They also function as a resource for information about campus services and programs. They will provide guidance on academic policies, regulations, and personal support.

If you are unsure where to seek advisement, use the links below to locate your academic program.

College of Arts and Humanities

College of Business and Industry

College of Education and Professional Studies

College of Health Professions and Wellness

College of Social and Behavioral Sciences

College of Science and Mathematics

Learning Support

Tutoring and Academic Support

The Student Success Center is pleased to announce a partnership with tutor.com to provide online learning support to students each semester. Tutor.com provides students with access to over 3,000 online tutors and appointment availability 24 hours per day, 7 days per week. Subjects cover a wide variety of course types including math, science, world languages, computer science, nursing and health sciences, history and social sciences, literature, and business. You may also schedule an in-person tutoring session through Navigate. Go here for instructions.

Writing Support

For assistance with writing, The Writing Center is available through online appointments: <https://www.jsu.edu/english/jsuwritingcenter/appointments.html>

You may request an in-person or virtual session.

Learning Support Resources

Welcome to Learning Support Resources, where every learner is empowered to achieve their academic and personal goals. Our dedicated team collaborates across campus to create inclusive, accessible, and supportive learning environments tailored to meet the diverse needs of all learners, including those learners with disabilities, transfer learners, and adult learners.

We offer Student Success Courses designed to build essential skills and confidence, Testing Services that serve both our campus and community, and specialized support for transfer and adult learners to ensure seamless transitions and ongoing success. By partnering closely with faculty, staff, and community stakeholders, we proactively identify and remove barriers, champion universal design principles, and foster a culture of growth and continuous improvement.

At Learning Support Resources, we believe every learner has unique strengths. We're here to help you discover yours.

Testing Services

We offer a variety of standardized exams in both computer-based and traditional paper-pencil formats, as well as testing accommodation for students. Additionally, we offer testing for professional and licensure exams, placement exams, and college credit exams. Located on Ground Floor (B22) of Houston Cole Library.

Houston Cole Library (HCL)

In addition to physical materials, the library provides an extensive (more than 200 databases) collection of electronic resources, including those that allow access to books, reference works, journal and newspaper articles, audio-visual sources, and numeric data. Online guides provide links to Web sites relevant to academic programs. For more information, click on this Library link. You may also schedule study group space and consultation from your librarian at the library link in the Canvas course menu. For video guides on how to use the library resources see the link below.

JSU Library on YouTube

This is a wonderful resource that has videos on how to access the JSU Library online, conduct searches, and manage resources.

JSU Student Handbook

This handbook is a compilation of Jacksonville State University rules, regulations, policies, and procedures pertaining to all students and student organizations. The handbook is published annually by the Office of Student Affairs. For more information, click on [this JSU Student Handbook link](#).

Social Work Specific Resources

NASW Code of Ethics

NASW, ASWE, CSWE, and CSWA Standards for Technology in Social Work Practice

Rural Social Work Caucus

APPENDIX C: MSW Student Organizations

Social Work Club:

The SWC participates in various on and off campus activities, including service, learning, and social activities. The SWC also engages with other campus programs and organizations for shared activities and events. Officers are elected annually from both the BSW and MSW programs.

All social work students are encouraged to join the SWC, and participation provides many rewards. The SWC 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/interests, 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/MSW 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 SWC also offers a chance to network with students and faculty from other colleges and universities, as well as social work professionals.

Meetings are normally held on Thursdays so both BSW and MSW students can attend in person if they wish to do so. Faculty sponsors will also offer TEAMS (live or recorded) as an option for working students who would like to participate in the club. The SWC is open to all students across campus for membership. Two social work faculty members, one each from the BSW and MSW programs, serve as advisors to the organization. QR Codes for Social Work Club applications are located on the 3rd floor of Brewer Hall. Students may also see the Faculty Sponsors for an application.

Phi Alpha National Honor Society for Social Work Students:

Phi Alpha Honor Society, the National Honor Society for Social Work Students, is an organization for social work students who have demonstrated academic excellence. Students are eligible to join Phi Alpha if they have declared social work as their major, completed nine credit hours of required social work courses and are ranked in the top 35% of their class.

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 Social Work program post-graduation and make suggestions on how to improve the program, as well as, opportunities for service, etc.

APPENDIX D: Social Work Resources

Council on Social Work Education (the sole accrediting agency for social work education in the 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 E: Scholarship Information

The Thomas R. and Carolyn F. Smith Endowed Scholarship

Established by Thomas and Carolyn Smith for a graduate student pursuing a Master of Social Work entering their clinical field placement [internship] semester, accepts a field placement [internship] in a clinical setting with the goal of becoming a Licensed Clinical Social Worker. Preference may be given to a student interested in also becoming a Licensed Marriage and Family Therapist (LMFT), who has a GPA of 3.5 or higher in the graduate program. Students must have a financial need.

Students must submit a 250-word essay discussing goals for Clinical Social Work Practice, and a 250-word essay discussing how the scholarship would help them complete the program.

APPENDIX F: Local Organizations and Social Work 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 G: 2022 CSWE Competencies

2022 Educational Policy and Accreditation Standards for Baccalaureate and Master's Generalist Social Work (Council on Social Work Education)

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

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

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

distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

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

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

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

Social workers:

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

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing.

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

Social workers:

- apply research findings to inform and improve practice, policy, and programs; and
- identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

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

Social workers:

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

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

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

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

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

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

APPENDIX H: Specialization Competencies

JSU Advanced Generalist Specialization Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced generalist social workers recognize and understand challenges to human rights and social justice and identify frameworks of ethical decision making to create and implement evidence-based interventions designed to benefit the general welfare of society and/or those at risk for oppression (locally, nationally, and globally). They also understand that individual and/or social change is dependent on promoting and supporting the sustainability and well-being of people in their communities and the associated environment. Advanced generalist social workers understand the complex integration of knowledge, reasoning, values, and skills necessary to apply ethical principles to meet the unique challenges found in diverse communities with various worldviews. They also recognize that ethical and professional behaviors in practice include the use of self-reflection, self-regulation, supervision, consultation, and life-long learning to address biases that may influence personal and professional behaviors and to ensure their skillset is relevant and effective. Advanced generalist social workers recognize, accept and respect the importance of self-determination and the dignity and worth of all persons.

Advanced Generalist Social Workers:

- Manage and model personal and professional values and boundaries as they affect the unique relationships and challenges inherent in smaller, as well as diverse communities at multiple system levels through self-reflection and self-regulation;
- Promote and demonstrate a commitment to the social work practice and professional development through participation in professional relationships/partnerships, community engagement, and life-long learning;
- Apply ethical frameworks in decision-making and reasoning to address complex, multidimensional ethical challenges;
- Use supervision and consultation to guide professional judgement and behavior.

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

Advanced generalist social workers understand that underserved areas and populations provide opportunities and challenges to meet the unique needs of individuals, families, groups, organizations and communities and to promote and advocate for human rights and social, economic, and environmental justice. They understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. They understand that there are underserved and vulnerable populations in rural and smaller communities and their ethical obligation to advocate for human rights for persons in these communities. Advanced generalist social workers understand that policies related to social, economic and environmental justice impact clients and constituents differentially. They use knowledge of current and historical forms of oppression and discrimination to empower clients to equip them with knowledge and skills for well-being and sustainability. Advanced generalist social workers understand the complexities of dual relationships in rural and smaller communities. They use knowledge, skills, and values to guide planning and intervention for the advancement of human rights and social, economic, and environmental justice and recognize the varying types of oppression within diverse communities

Advanced Generalist Social workers:

- Advocate for, as well as educate individuals, families and groups in regard to empowerment on behalf of clients or with clients through direct intervention and/or coordination with others to promote human rights and well-being;
- Demonstrate leadership and advocacy within micro, mezzo, and macro systems to foster human rights and social, economic and environmental justice through collaboration with clients, colleagues, and constituencies; and
- Use research and analysis to understand and design planned change opportunities that address gaps, challenges, and/or lack of access or availability of resources and services within rural and smaller communities.

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

Advanced Generalist social workers understand human behavior and society and the function of culture from a strengths-based perspective that emphasizes how diversity and difference shape identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, geographic location, and tribal sovereign status. Advanced generalist social workers use research to understand the importance of considering diversity, oppression, and discrimination regarding privilege and power, in the provision of culturally sensitive services which are anti-racist and anti-oppressive. They understand the value of self-reflection and recognition of personal bias when practicing with diverse populations. Advanced generalist social workers understand practice in diverse communities of size and type, as well as, historical context leads to complex issues that may be systemic and include poverty, health disparity, discrimination and oppression. They also understand that practice in small or rural communities may be impacted at the micro, mezzo, and macro levels due to access and availability of resources.

Advanced Generalist Social Workers:

- Communicate and demonstrate respect for equality, recognizing that stigma and privilege influences the perception of diversity and difference;
- Assess the cultural, spiritual, and/or ethnic values, beliefs and behaviors of diverse groups within the context of the client and/or system environment to shape interventions in practice;
- Utilize technology to develop coalitions and social networks to increase access to resources and information;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences with an emphasis on practice in smaller and non-urban communities.

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

Advanced generalist social workers understand opportunities for quantitative and/or qualitative research at all levels of practice and the impact on planned change, intervention outcomes, policy outcomes and evaluation of practice. They know the principles of logic scientific inquiry, and culturally informed and ethical approaches to building knowledge. Advanced generalist social workers understand that new research-based knowledge is used to quantify social problems and develop appropriate and effective, anti-racist and anti-oppressive evidence-based interventions. They understand that research findings influence all levels of agency and legislative policy, including government/community-funded programs, and that this may be more directly evident in smaller and rural communities that are likely to lack access to or availability of appropriate and necessary services to meet holistic well-being. Advanced generalist social workers understand that research skills include, but are not limited to, expertise with the application and integration of technology, including, database development and management, data analysis and simulation activities/research. They understand the importance of practice evaluation and interprofessional collaboration with others to critically evaluate client services with an anti-racist and anti-oppressive lens. Advanced generalist social workers understand the importance of conducting ethical forms of research in practice for the protection of human subjects.

Advanced Generalist Social Workers:

- Assess, critique and apply evidence-based practice theories and interventions in order to develop successful models of planned change at the micro, mezzo, and macro levels of practice; and
- Demonstrate cultural sensitivity, cultural humility, and awareness of diversity and difference when engaging in research activities to better protect for any risks that may be racist, oppressive, or a cause of bias for human subjects.

Competency 5: Engage in Policy Practice

Advanced generalist social workers understand that the human services delivery systems exist within a social and political context. They understand and evaluate local, state, federal, and global policies that affect human rights and justice, social and economic well-being, fairness, sustainability, and equality. Advanced generalist social workers recognize the role policy plays in the development, funding and organization of human services and their role as social workers in engaging in rights-based policy practice to effect change for the betterment of society. They know the history and current structure of social policy and services, the role of policy in service delivery and the role of politics in policy development and implementation. Advanced generalist social workers implement agency policy and advocate for effective and ethical working environments which are anti-racist and anti-oppressive. They recognize the importance of participating in community and/or interest groups formed to advance the needs of clients and constituencies, particularly underserved and vulnerable populations likely to reside in smaller and rural communities. Social workers strategically use various forms of media to inform the public about social issues and policies and potential options for policy change.

Advanced Generalist Social Workers:

- Identify and assess social policy at all levels, with emphasis on how policy impacts availability of rights-based services and access to services, as well as, service outcomes/well-being;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice, with emphasis on populations in rural, non-urban environments;
- Demonstrate leadership in communicating and advocating for policies reflective of socially just actions which are built with anti-racist and anti-oppressive lenses.

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

Advanced generalist social workers understand the significance of engagement in building relationships between and among individuals, families, groups, organizations, and communities. They seek to utilize interprofessional collaboration to facilitate and reinforce relationships at all levels of practice to encourage, establish, sustain, and improve the well-being of individuals, families, groups, organizations, and communities. Advanced generalist social workers understand, recognize, and analyze theoretical perspectives related to human behavior, interpersonal connectedness, intersecting roles, and person-in-environment context and apply this knowledge for planned change interventions based upon evidence-based practices. They value the personal characteristics and actions necessary to build successful relationships, including, but not limited to warmth, empathy, genuineness, active listening, and positive regard for others. Advanced generalist social workers understand the risk for dual relationships working in smaller and rural communities. They recognize how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.

Advanced Generalist Social Workers:

- Apply strategies and culturally sensitive approaches to engage diverse clients and constituencies to advance practice effectiveness;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies in smaller and rural communities;
- Employ relationship building skills including empathy and respect for difference, to facilitate engagement, including engaging in interprofessional collaborations to better serve clients and constituencies.

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

Advanced Generalist social workers emphasize system interactions, person-in-environment, strengths-based approaches that include the use of evidence-based interprofessional, multi-modal and multi-theoretical approaches to assessment, actions and/or interventions. They understand that multidimensional, holistic assessment enables more directed interventions. They recognize the importance of interprofessional collaboration in the assessment process to be more culturally responsive and that may be more complex in smaller and rural communities. Advanced generalist social workers understand that personal experiences and self-reflection may affect assessment methods and decision-making. They understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diversity and difference. Advanced generalist social workers understand that assessment of individuals, families, groups, organizations, and communities, includes the inclusion and discernment of multiple sources of information. As part of the assessment process advanced generalist social workers recognize self-determination and dignity and worth of the person. They understand social, political, and economic history and socially constructed views and the context of clients and constituencies to help inform a culturally responsive and strengths-based approach to practice.

Advanced Generalist Social Workers:

- Use or develop assessment tools or methods that use a culturally responsive strengths-based approach to collect and organize data and apply critical thinking to interpret information from diverse clients and constituencies;
- Utilize a collaborative process to conduct comprehensive assessments of the client system appropriate to practice context that recognizes diversity and difference within clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and communities in smaller and rural communities.

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

Advanced generalist social workers use critical analysis and research evidence to apply knowledge of theoretical frameworks, including interprofessional conceptual frameworks and theories of human behavior, to develop culturally responsive interventions emphasizing strengths-based perspectives, client self-determination, and empowerment for client well-being. They understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Advanced generalist social workers understand the interconnection between the larger social environment and clients and constituencies in smaller and rural communities in the context of their practice and interventions. They are knowledgeable about and able to navigate complex environments and ethically respond to risks for dual relationships. The advanced generalist is innovative and creative and identifies or creates interventions to apply in ways that meet the needs of diverse clients and constituencies. The advanced generalist understands that barriers to client well-being in smaller and rural communities may require unique alternatives due to limited formal and/or informal resources. They understand successful outcomes for clients and constituencies may require leadership, networking, coalition building, mentoring, and teamwork, interdisciplinary cooperation and coordination. The advanced generalist social worker understands that professional, ethical practice in smaller and rural communities requires discernment of multiple roles and relationships as a community member. They practice purposefully and ethically with professional use of self and understand that practice interventions and actions are rights-based, as well as based upon client need, support systems and resources, research evidence, professional values, and law/policy.

Advanced Generalist Social Workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies with respect to diversity and difference in smaller and rural communities;
- Apply knowledge of human behavior and the social environment, person-in-environment, the strengths-based perspective, self-determination and other interprofessional conceptual frameworks within diverse communities and diverse populations;
- Cooperatively design and implement culturally responsive practice interventions and actions to advance mutually developed goals.

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

Advanced generalist social workers understand the importance of continuous and responsive evaluation of programs and practices with and on behalf of diverse individuals, families, groups, organizations, and communities, especially in smaller and rural communities. They evaluate the effectiveness of interventions, programs, and policies and understand the importance of utilizing and analyzing multiple sources of information including, but not limited to, input from stakeholders, broader societal trends, and environmental factors. Advanced generalist social workers understand theories of human behavior and the social environment, anti-racist and anti-oppressive perspectives, and critically evaluate and apply this knowledge in evaluating outcomes. They recognize the importance of evaluating processes and outcomes to advance best practices in practice, policy advocacy and analysis, and service delivery effectiveness. Advanced generalist social workers value interprofessional partnerships for creating and implementing evaluation processes. They effectively analyze and communicate quantitative and qualitative findings and implications for improvement across micro, mezzo, and macro levels of practice and policy evaluation.

Advanced Generalist Social Workers:

- Plan, select, and conduct culturally responsive ~~appropriate~~ methods of evaluative activities and critically analyze findings to continuously improve interventions, programs, and services;
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

APPENDIX I: Background Check Policy

JACKSONVILLE STATE UNIVERSITY MASTER OF SOCIAL WORK PROGRAM

POLICY ON BACKGROUND CHECKS AND DISCLOSURE

An increasing number of agencies require that students in the MSW program obtain and pass a background check, drug test and/or fingerprinting in order to participate in internship placements (The Internship courses 5950 or 5951). Consequently, students may be required to undergo a background check before beginning a internship placement as part of the MSW program. Be advised that drug testing may be a required part of the background check.

The following are the minimum areas of inquiry typically covered in the background check requested by JSU's partners, although some agencies may require a more comprehensive background check:

- Seven-year criminal court history
- Address verification
- Sex offender database search
- Two names verification (current legal and one other name (AKA))
- Statewide check of records
- Social security number verification.

The fees required to obtain a background check and any additional tests are the sole responsibility of the student.

Students are required to immediately report all changes in their criminal record that occur while enrolled in the MSW program, including any pending criminal charges, convictions, and/or serious driving violations as they may prevent placement in the internship. Failure to report any change in status will result in referral to the MSW Program Coordinator and may result in a delay in the student's ability to complete the MSW program and to graduate as planned.

Students must authorize release of the results of the background check to the internship agency. If there is any information in the background check report that an agency determines disqualifies the student from participating, then the student will be responsible for obtaining the necessary documents to correct/explain the information. If the issue is not resolved to the satisfaction of the agency, then the student may not be able to participate in a internship placement and may be unable to complete the requirements for the degree.

I hereby certify that I have read, understand, and agree to the Policy on Background Checks and Disclosure.

Name: _____

Date

JSU Student ID Number