

# Social Work

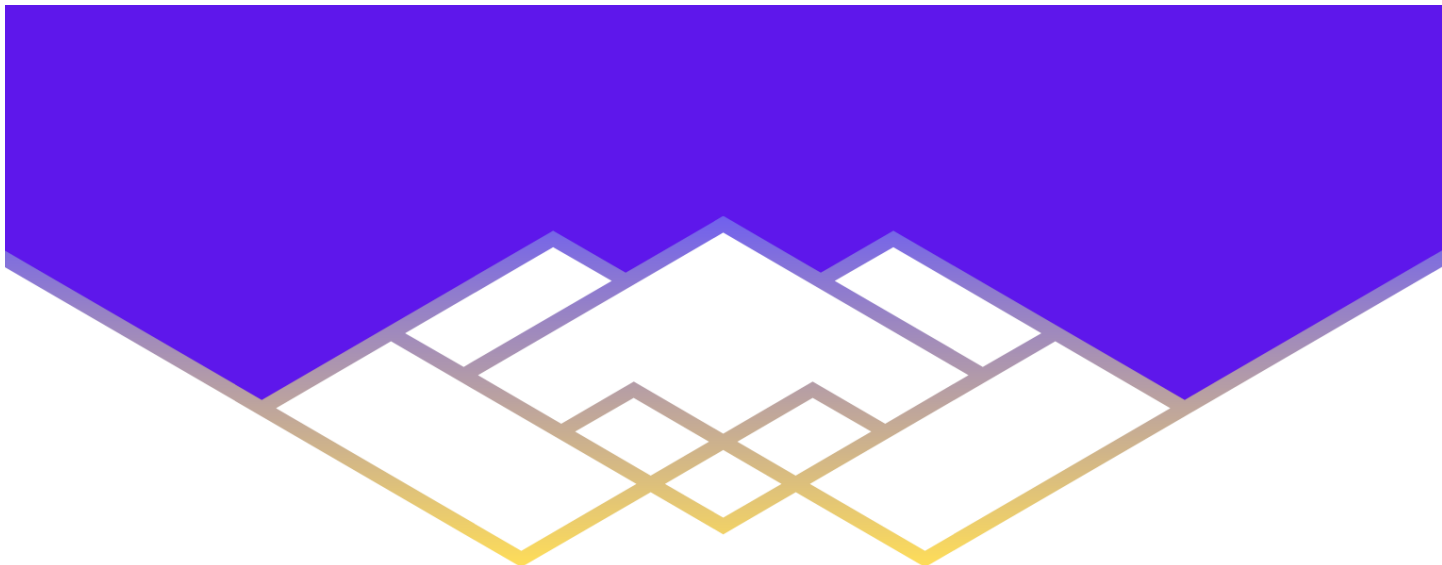
## Bachelor of Social Work Program

# STUDENT HANDBOOK

Revised Spring 2023

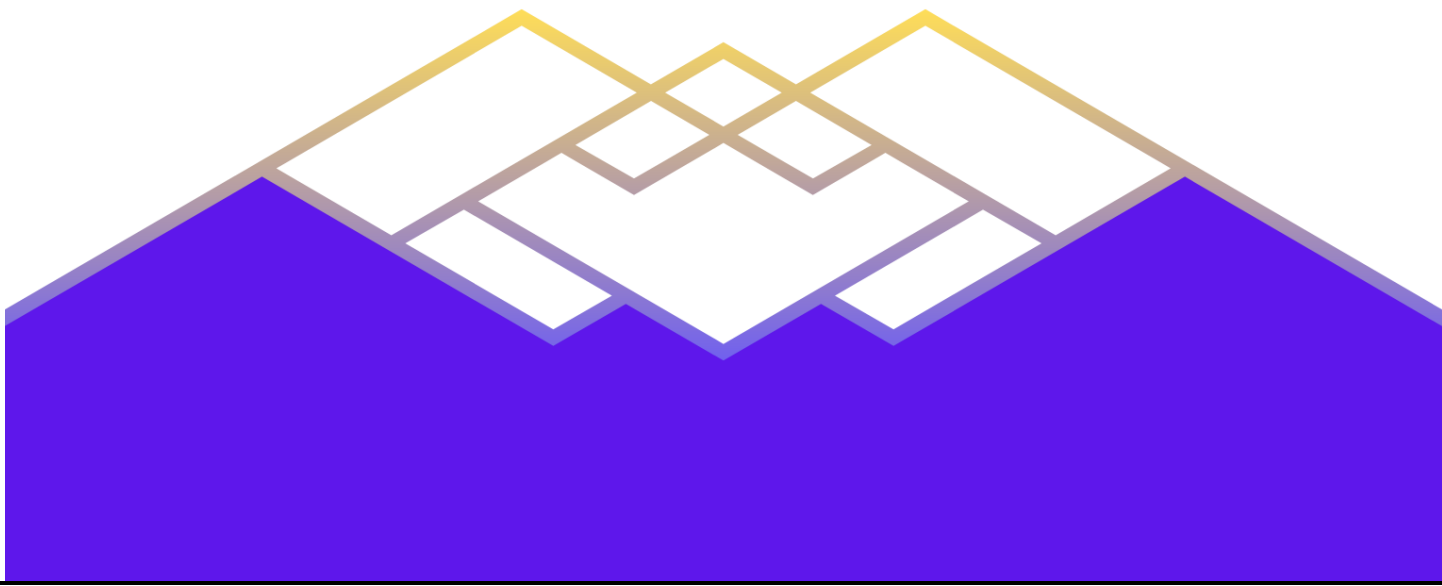
*"This document is provided as an advising resource only. Official curriculum requirements are listed in the JMU Undergraduate Catalog [substitute JMU Graduate Catalog for grad programs]. In the case of discrepancies, the University Catalog is the official curriculum students must follow. This document was reviewed by Dr. BJ Bryson on June 12, 2023."*

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[HTTPS://WWW.JMU.EDU/SOCWORK/INDEX.HTML](https://www.jmu.edu/socwork/index.html)



The Bachelor of Social Work Student Handbook is governed by The Office of Student Accountability and Restorative Practices (OSARP) updated 2022-2023 JMU Student Accountability Process and Standards of Conduct Handbook (Handbook). The JMU Student Handbook is available exclusively at [www.jmu.edu/handbook](http://www.jmu.edu/handbook)

BSW Program students are instructed to read the Social Work Student Handbook at their first orientation to the program when their Social Work Academic Plan (course of study) is developed, at the mandatory meeting when applying for admission to the program, and with their academic advisor when students are applying to the major. As part of admission to the program, students initial that they have read this Handbook. Students read the Field Education Manual as part of SOWK 493: Professional Forum I: Preparing for Field Practicum.





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# SOCIAL WORK AT JAMES MADISON UNIVERSITY

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## Introduction

The JMU Social Work Program prepares you for beginning professional practice. As a social work major, you will earn a Bachelor of Social Work (BSW) degree, which is the entry-level for professional social work practice as recognized by the National Association of Social Workers. See professional social work [careers and skills](#).

## Brief History of the JMU Social Work Program

The BSW Program at JMU began in 1962 within the Department of Sociology, Anthropology, and Social Work. It became a separate department on July 1, 1989, and joined the College of Integrated Sciences and Technology (CISAT) in the spring of 1994. The department moved to the newly created College of Health and Behavioral Studies in 2013. The JMU Social Work Program has been fully accredited across its sixty-year anniversary in fall 2022 by the Council on Social Work Education (CSWE).

The social work department houses the non-profit studies minor and the family studies minor, which has two foci, gerontology, and family ecology.

## Vision, Mission, and Goals of the Social Work Program (Updated 12/2022)

**Vision:** The BSW program graduates competent practitioners who are highly prepared for generalist professional practice and graduate education through exemplary commitment to ethical practice; diversity, equity, and inclusion; and social, economic, and environmental justice.

**Mission:** The BSW Program prepares generalist social workers committed to strengthening community life for diverse individuals, families, groups, and organizations. It promotes human rights and social justice through advocacy and action.

**Goals:** The BSW Program is committed to the following building from its vision and mission:

- To prepare students to work effectively in a broad spectrum of social service agencies to address poverty and challenge multiple forms of oppression, social injustice, and other human rights violations.
- To prepare students for life-long professional learning and advanced academic study by providing an environment geared toward achieving academic excellence.
- To advance excellence and integrity through the development of high-quality academic programs through high-impact teaching and engaged learning.
- To make contributions to professional knowledge through varied forms of scholarship.
- To respond to the profession and communities by providing service and continuing education opportunities.

## **EDUCATIONAL OBJECTIVES/COMPETENCIES**

(See the [Council on Social Work Education's Educational Policies, 2015](#))

This mission is actualized through the achievement of curricular objectives which are consistent with the CSWE (2015) competencies defined for generalist practice. CSWE requires all social work students to develop nine competencies. All course and learning objectives are linked to specific competencies and established in every core course syllabus.

Competency 1: Demonstrate Ethical and Professional Behavior.

Competency 2: Engage Diversity and Difference in Practice.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.

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

Competency 5: Engage in Policy Practice.

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

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

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

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

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The JMU BSW Program is currently under the auspices of the 2015 CSWE Competencies. Since the last BSW Program reaffirmation, CSWE has adopted the new standards below. The BSW Program will align with these in its next reaffirmation cycle. A detailed review of the new competencies are linked below.

### [CSWE 2022 Educational Policy and Accreditation Standards](#)

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

## BSW PROGRAM ORGANIZATIONAL STRUCTURE

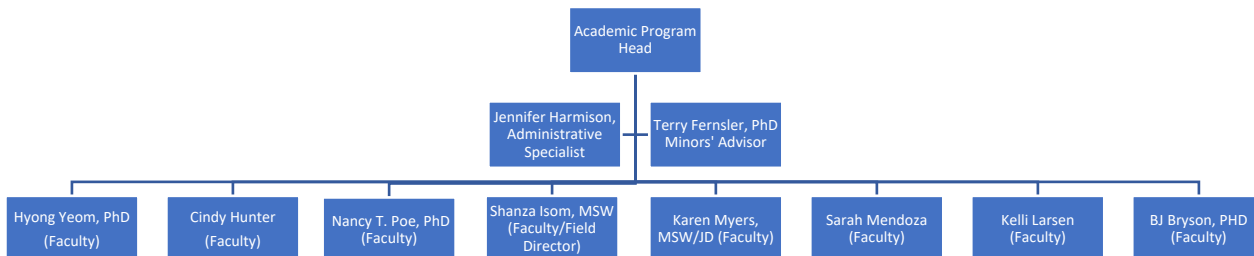
The BSW Program (Social Work Department) is led by the **Academic Program Head** (AUH), who reports to the dean of the College of Health and Behavioral Studies. The AUH collaborates with the faculty to oversee the curriculum, university & program policies, student recruitment, admissions, unit-level student affairs, retention, and other concerns as they arise. The faculty completes its work as a Committee of the Whole, apart from two standing committees (Assessment and AUPAC). One faculty member coordinates the department curriculum activities with the CHBS Curriculum Committee. Faculty members serve on various university and college committees as part of the JMU, CHBS, and department governance structures.

The **faculty** teaches and maintains all social work courses as the BSW curriculum, participates in student outcome assessments, maintains their professional affiliations, conducts research, and participates in service activities. The faculty maintains and teaches courses in the department minors. The faculty maintains a variety of professional experiences and career paths that support their teaching, research, or service. Adjunct faculty are recruited and may teach social work electives or within the department minors.

The **Administrative Specialist** supports the department's work by managing the primary office and documents under the supervision of the Academic Unit Head and collaborates with the AUH providing budget/financial assistance. Assignment of academic advisors, course overrides, supporting scheduling/room management, and managing all aspects of the main office. The Administrative Specialist supervises all student workers.

The **Minors' Advisor** assists students interested in Family Studies or Nonprofit Studies minors, including course planning. This may include internships or community-service experiences within these areas. The Minor Advisor serves as the university's assigned First Year Social Work Student Advisor. This is an additional contracted role.

### Social Work Organizational Chart



### Social Work Committee of the Whole

This committee consists of all faculty members, up to three student representatives, and is convened/facilitated by the AUH. The department's administrative specialist may be asked to attend all or part of the meeting as determined by the AUH. The committee typically meets twice per month with a focus on the unit's primary purposes of conducting the department's business, such as admission, curriculum review and update, student outcome assessment review, departmental policy review and acknowledgment of university or college policy, finalizing course scheduling, or among other items that may arise. The committee, without the presence of student representatives, identifies and seeks to support or hold accountable students in the major, best known as the gatekeeping functions of the profession.



## **Other Department Committees**

Beyond the Committee of a Whole, because of the small size of the department, faculty members lead various “committee efforts” bringing key information to the Committee of the Whole meetings.

*Assessment Committee* – This is the only true committee outside the Committee of the Whole. The committee consists of a Chair, at least one faculty member, and the field director. Their role is the oversight of the three primary student assessment tools (Written Comprehensive, Oral Examination, and Field Evaluation). This committee should systematically review the linkages between content/questions and the curriculum, apply analytics to questions in the determination of fidelity, suggest question alternations based on an evaluation of questions and feedback from faculty, and arrange examination times for students with accommodations for exams. The committee chair with the AUH writes the yearly [Academic Program Template](#) (APT) due June 1 of each year by every JMU program. It updates the department’s benchmarking process as required by CSWE at the August Summit. The Assessment Committee seeks support from JMU’s [Program Assessment Support Services](#) (PASS) to meet these efforts and for consultation as needed. Ultimately the AUH is responsible for the completion of the department’s Assessment with the designated faculty members.

*Curriculum and Instruction* – A faculty member learns the college/university curriculum process and policies and nurses our course changes through the JMU Acalog system, where all courses are managed for the JMU catalog. This faculty member may have more tasks in some years than others as JMU frequently changes its processes and demands on units. The faculty member reports to the faculty at the Committee of the Whole meetings when needed. This person is typically determined at the May or August department’s Summit.

*Inclusive Excellence* – A faculty member engages on the university committee as the department representative and coordinates the units IE efforts with the AUH and faculty members. The department’s diversity plan is updated each year at the August summit with a report due at the end of the academic year.

## **Social Work Advisory Committee**

The Social Work Advisory Committee consists of department faculty, except the AUH, and three student representatives who hear student concerns, often placed in the anonymous box in the student resource room. After discussion, student representatives share responses with student majors. Student representatives are selected through collaboration with the faculty for a two-year or four-semester term. Additionally, student representatives meet with the Social Work Committee of the Whole and shares student perspective on key issues. Students may not be present for discussion of student outcome assessment or individual student concerns.

The Social Work Advisory Committee has a role in the student “Grievance Procedure” (see p. 36), where they participate in the review of student concerns and make a recommendation to the AUH who may accept, reject, or amend the committee’s recommendation.

## **Social Work Advisory Group (SWAG)**

SWAG serves to advise the social work department on critical issues, its development, and curricular changes that reflect community needs. SWAG seeks nominations for and awards the Anne R. Myers, Lifetime Achievement Award given during Social Work Month, which acknowledges the contributions of social work department alumni to their communities. The committee consists of the AUH, a faculty representative, and at least two student representatives and seeks to balance the representation of community/agency partners, field supervisors, and alumni. Some members may hold multiple identity roles on SWAG and meet two to four times during the academic year or more depending on department needs, such as for CSWE reaffirmation.

## THE STUDENT EXPERIENCE

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### Coming Into the Social Work Program

Students come into the social work program through a variety of paths. Your process is often informed by your path to the program. This page highlights some of the paths students may take.

#### General Admission as a First-Year College Student

Most students come to JMU immediately following the completion of their high school or high school equivalency experience. However, not all of these students are alike in their process or path. Some students take dual enrollment courses or AP courses. This can be a response to what is available at your school or your academic interests. No matter the path, you were deemed acceptable for admission, we are glad you are here, and all students are reaching for 120 credit hours to graduate.

Students with dual enrollment or AP courses may qualify for college course credit. This is determined by the Office of the Registrar at admission. Transferology is the system JMU uses and you may find the Transfer Credit Equivalency Guide [here](#). Having some credit for courses may impact your course selection and needs. Your first-year advisor assigned your first term will help you navigate these concerns. This would include completion of your general education requirements, a set of courses every student will complete at JMU.

#### Transfers      Transfers      Transfers

There are many types of transfer students and conditions. You will find the most recent information regarding transfer credits from the Office of the Registrar and within the JMU Catalog. Below indicates areas you may want to become familiar.

#### Transfer from a Virginia Community College

The state of Virginia has worked to make a smoother transfer experience for students who attend community colleges. Some students have completed two years at a Virginia Community College and earned an Associate Degree. Students may have guaranteed admission status, have gone through the regular admission process, or have some academic credit that they are bringing. All of these conditions are evaluated through [the policy](#) and the university. It is important for students to know what courses were granted equivalency when they were admitted, as this impacts the development of their social work course plan and progression through the program.

A transfer student would want to know about social work course prerequisites and how they impact their program progression.

The social work program has an articulation agreement with Blue Ridge Community College reflecting specific course equivalents to be taken.

#### BSW Program Communication

As a declared social work major, the student's email address is added to the department's email distribution list. Student information will be listed within the designated faculty advisor's *MyMadison*, which is secured and governed by JMU policies. Official department communication, whether from the AUH, your advisor, or other announcements from the department, comes through your official JMU email per JMU policy. Students are expected to check their official JMU email addresses frequently and consistently to remain informed, especially of time-sensitive notices. All forms of electronic messaging are governed by JMU Policy 1209. The department does not share information with other email addresses.

## Students' Rights and Responsibilities

According to the [JMU Student Handbook](#) as published by the Office of Student Accountability and Restorative Practices (OSARP) –

**“It is the responsibility of every student to know and follow the policies outlined in the JMU Student Handbook along with federal, state, and local laws.** The Handbook outlines the Accountability Process, Sexual Misconduct Accountability Process, and Title IX Sexual Harassment Adjudication Process – the processes used to resolve allegations of student misconduct, as well as the rights of a student in the Accountability Process, Sexual Misconduct Accountability Process, and Title IX Sexual Harassment Adjudication Process.”

### Students' Rights:

- To be provided a learning environment and learning opportunities to achieve the status of professional social worker upon completion.
- To be provided a reasonably accessible academic advisor to assist in their pursuit of academic success, course progression, and career development.
- To be introduced to the social work curriculum by an academic advisor.
- To be made aware of the policies and procedures of the BSW Program
- To be provided clear and structured information about course content and expectations through the course syllabus and discussions with course instructors.
- To have access to department leadership in support of student learning or concerns.
- To be fairly considered for admission to the major/BSW Program when submitting their admission packet.
- To expect a standard of confidentiality regarding personal matters within the provision of the NASW Code of Ethics that governs social work practice.
- To be acknowledged by their requested identity and pronouns if shared.
- To promote reasonable personal safety within the bounds of university policy and practices.
- To be treated with respect in their pursuit of a BSW degree and becoming a generalist social worker.
- To be allowed to express concerns for the department's policies and procedures, or course policies, procedures, or engagements without fear of retaliation
- To have opportunities to participate in the governance of the BSW Program through various student leadership opportunities such as the Social Work Advisory Committee, Social Work Advisory Group (SWAG), or student representation on a variety of college-level committees.
- To seek external department support for accommodations, medical, or behavioral health concerns without retribution

### Student Responsibilities

- Read the JMU Social Work Student Handbook and to have a working knowledge of the JMU Student Handbook.
- Be acquainted with the policies and procedures used in the BSW Program and to seek out clarity with your academic advisor when needed.
- Read the NASW Code of Ethics and actively seek an understanding of its components.
- Read other professional ethic statements to further your understanding of ethics across a variety of groups.
- Develop your social work practice skills at the micro, mezzo, and macro levels [individual, family, group, & community levels] as linked to the CSWE EPAS Competencies embedded in every core social work course.
- Spend adequate time in preparation for class sessions and learning activities related to course materials or professional engagement.
- Meet routinely with their academic advisor, who will assist with registration, program requirements, and career planning.
- Participate in learning activities within courses and external to the university with openness as a lifelong learner.
- Understand social policies and how these impact the lives and communities of the people social workers may serve.
- Develop an understanding of human rights, social economic, and environmental justice; an appreciation of the many types of population and behavioral differences you may experience in social work practice in keeping with the NASW Code of Ethics.
- Participate in a welcoming learning environment that promotes brave spaces with attention to the reduction of micro/macro aggressions and biased behaviors, and acknowledgment of varying levels of privilege within spaces of discussion where students may explore difficult topics that may have a personal impact.

# Brave Spaces

In welcoming social work majors, the social work faculty and staff extend a deep welcome to our Black, Indigenous, Latinx, Asian American and Pacific Islander and students of color. These are tumultuous times. Recognizing the overlapping issues of the pandemic, racial injustice, challenging economics, the contentious and potentially dangerous political climate, and acknowledging that intersecting identities can leave students feeling uniquely isolated, we commit ourselves to:

- 1) creating brave spaces in our classrooms, offices, and virtual space for listening and speaking out.
- 2) disrupting racist and colonialist commentary, actions, and systems.
- 3) taking your lead but not expecting you to lead.



## Resources for Success

JMU offers several resources to assist students with math or writing challenges, off-campus housing, food insecurity, professional clothing, employment, etc. You will find a list of resources in the final section, Appendix J.

## **Student Leadership**

The Social Work Department believes in providing students with opportunities for professional networking and to develop leadership skills. This is achieved through a variety of informal (non-credit) and formal experiences that meet JMU's engaged community and civic engagement visions. Examples of informal experiences are volunteering at the RAM Clinic (Remote Area Medical) when it is local, opportunities within the college when community middle or high school students come for career exposure, or community opportunities such as walking neighborhoods to answer questions about the COVID-19 vaccination or assist with student recruitment by sharing their experiences or explaining the curriculum to potential majors. Formal opportunities may include serving on college committees such as the Dean's Student Advisory Committee, the CHBS Student Inclusive Excellence Committee, the CHBS Student Ambassadors, or the JMU End Sexual Assault Committee. Within the unit, students may serve on the Social Work Advisory Committee, the Social Work Advisory Group, or as a student organizational leader. Positions are often curated from the junior student body with faculty endorsement. Students must have time to meet the obligations of these committees or opportunities.

## **Student Organizations**

JMU promotes student involvement through 100+ campus organizations. Academic units promote professional development through student organizations. All student organizations must be in compliance with [university guidelines](#), including attending the yearly Leadership Orientation & Responsibilities Training session. Student organizations must maintain required documents and accounts with the support of a faculty/staff advisors. Social work maintains two student organizations.

**Social Work Organization (SWO)** – Any social work major (declared or admitted) may become a member and leader of SWO. The leadership structure is dictated by legal requirements to maintain the bank account of a president, vice president, and treasurer, though previous groups have included a historian, community service coordinator, or fundraiser. SWO is responsible for the solicitation and selection of the Gregory R. Versen Honorary Social Work Award that recognizes non-social work degreed human service workers who illustrate the values and qualities of a social worker. The awardee receives it during Social Work Month (March), and is named for Greg Versen, faculty emeritus. The SWO faculty advisor is selected yearly at the May Summit for the following year.

**Phi Alpha Honor Society for Social Workers** - Phi Alpha is a national honor society whose purpose is to recognize and promote academic excellence among social work students. Membership in Phi Alpha is by invitation to students with a minimum of nine credit hours in social work courses, holding a SOWK Grade Point Average (GPA) of 3.25 or above and a cumulative GPA at JMU of 3.0 or above.

*Phi Alpha Honor Society Officers and Membership Expectations:*

1. In consultation with Faculty Advisor, officers issue a call for membership applications, review applications, and plan an Induction Ceremony each semester. This may include a speaker who focuses on academic achievement and scholarship.
2. Conduct a fundraiser of social work items (apparel and/or items) each fall semester. This may be repeated in the spring semester.
3. Plan and deliver at least one academically oriented "event" each semester for social work majors, including one for National Social Work month (ex: poster sessions, "Finding Your Fifty" pre-field service workshop, publishing relevant bulletin boards, hosting brown-bag lunches, etc.)
4. Plan and deliver at least one social event each semester for members, usually following the Induction Ceremony.
5. In April of each year, outgoing officers recruit and train new officers for the following year.
6. Assist department faculty and staff with planning and hosting the traditional Senior Send-off event to recognize graduating seniors at the conclusion of each semester Awards medallions and cords at Senior Send-off.

The Phi Alpha faculty advisor is determined at the May faculty summit for the following year.



## SOCIAL WORK CURRICULUM

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The BSW degree requirements are found in the [JMU Catalog](#). The CSWE Educational Policy and Accreditation Standards (EPAS) 2015 guide curriculum development for the BSW Program (See p. 4).

### **BSW Degree Requirements**

The minimum requirement for the Bachelor of Social Work degree includes completing:

41 credit hours of [JMU General Education](#) requirements,

44 credit hours of core social work courses,

06 credit hours of 300-400 level social work electives.

29 credit hours of general electives

**Total 120 credit hours to graduate.**

### **Progression Through the Program and Required Social Work Courses**

Students are required to acquaint themselves with the general degree requirements applicable to all students at James Madison University, including the general education program. This information is provided in the JMU Catalog. Social work declared majors must monitor their progress in their program of study and work with their advisors to plan and complete all graduation requirements, including those of the university in the general education program and within the social work program. While a program of study will be provided and monitored by your advisor, ultimately, the student is responsible for following the plan and negotiating concerns as they arise with your advisor. Failure to follow the plan, which will include social work core course prerequisites, can result in mis-sequencing of requirements, delay graduation, or slow your program completion.

Students who declare social work as their major in their first year at JMU are assigned an initial first-year advisor, then transferred to a social work faculty advisor. The first-year advisor assists students in planning their first semester courses and general education courses to ensure a positive start at the university. Information about the General Education Program, including courses, can be found [here](#). An academic advisor will help you select courses from the General Education Program that support your progression in the social work program. Students then receive a social work department advisor who assists with aspects of course selection, application to the major, the 50-hour pre-field experience, the application to field experience, and the development of career perspectives, including graduate education or employment attainment. Depending on the number of credits accepted at JMU, **transfer students** may initially receive a social work faculty who provides similar guidance. Students progress from a declared to an accepted social work major through an application process and successful completion of core courses and all other JMU-required processes for graduation.

The JMU BSW Program is committed to students' anticipated completion within four years, recognizing that students who transfer, slow down their progression, or change majors may require additional time. Students are encouraged to routinely schedule check-ins with academic advisors to assist in their progression in the social work major, especially ensuring students are taking appropriate prerequisite requirements\* and preparing for their next steps. The [University Career Center](#) has many helpful supports and resources for students as they progress into their professional careers. It is never too early to become acquainted with these resources.

## Core Social Work Courses By Levels

Descriptions of the required and elective courses are found in the [JMU Undergraduate Catalog](#), available online. The prefix for all social work courses is SOWK. Coursework builds on knowledge from previous required courses, including those in the General Education Program that are part of the anticipated liberal arts education courses generalist social work education is built upon. Particular attention should be paid to prerequisite requirements\* for social work courses. Course progression in the social work program occurs in levels.

Level I	SOWK 287 Introduction to Social Work (3 credits) SOWK 288 Human Rights, Social, Economic, and Environmental Justice (3 credits)
Level II	SOWK 305 Social Work Research Methods (3 credits) SOWK 317 Skills for Generalist Social Work (3 credits) [co-requisite with SOWK 320] SOWK 320 Human Behavior in the Social Environment (3 credits) co-requisite with SOWK 317] SOWK 335 Social Policy (3 credits)
Level III	SOWK 465 Social Work Practice in Mezzo-Systems (3 credits) SOWK 466 Social Work Practice in Micro-Systems (3 credits) SOWK 467 Social Work Practice in Macro-Systems (3 credits) SOWK 493 Professional Forum I: Preparing for Field (1 credit) IPE 415 Interprofessional Seminar in Ethical Decision-Making in Healthcare (1 credit)
Level IV	SOWK 481 Social Work Field Practicum I (6 credits) SOWK 482 Social Work Field Practicum II (6 credits) SOWK 494 Professional Forum II: Transitioning to Professional Practice (3 credits)

Level III courses represent the first semester of senior year. Students must have completed 91+ credit hours immediately prior to taking the field practicum during the second semester of their senior year (final semester). These courses are taken together (SOWK 465, 466, & 467) and are often referred to as the 3Ms, where the focus is on the primary levels of generalist social work practice [micro (individual/families), mezzo (groups), and macro (larger systems, organizations, and communities)].

Please note that the **50-hour pre-field service requirement** must be completed prior to entering Level III courses. All required social work courses are offered each Fall and Spring semesters. Descriptions of social work elective courses may be found in the university catalog. Offering elective courses varies from the semester, with some electives offered during Winter and Summer sessions.

### Social Work Courses with Prerequisites\* or Co-requisites

All courses Level II and above require completion of Level I social work course with a grade of C or better.

Social Work Course	Prerequisites
SOWK 305: Social Work Research Methods	Level I SOWK courses MATH 220 or MATH 229 [Pre-OT]
SOWK 335: Social Work Policy	Level I SOWK courses POSC 225 OR POSC 302
SOWK 320: Human Behavior in the Social Environment	Level I SOWK courses a) PSYC 101 <b>&amp;</b> b) PSYC 160 <b>&amp;</b> c) SOCI 101 <b>or</b> SOCI 110, <b>&amp;</b> d) ANTH 195 <b>or</b> SOCI 336 <b>or</b> SOCI 354 <b>or</b> AAAD 200 <b>or</b> GEOG 200 <b>or</b> GEOG 280
SOWK 317: Skills for Generalist Practice	Level I SOWK Courses <ul style="list-style-type: none"> <li>• Should be taken the semester before you enter the 3Ms</li> <li>• May be a co-requisite with SOWK 320</li> </ul>

SOWK 317 is part of the practice sequence. The course best serves students' development when taken the semester before the 3Ms. This is especially important for many transfer students who may seek to take all 300-level courses together. Other students may take two courses in different semesters, leaving SOWK 317 & 320 to be taken together. Please discuss with your academic advisor for further clarification.



## Listing of Social Work Core Course with Credit Hours

Core Courses	Credit Hours
SOWK 287. Introduction to Social Work	3
SOWK 288. Human Rights	3
SOWK 305. Social Work Research Methods	3
SOWK 317. Skills for Generalist Social Work	3
SOWK 320. Human Behavior in the Social Environment	3
SOWK 335. Social Policy	3
SOWK 465. Social Work Practice in Mezzo Systems	3
SOWK 466. Social Work Practice in Micro Systems	3
SOWK 467. Social Work Practice in Macro Systems	3
SOWK 481. Social Work Field Practicum I	6
SOWK 482. Social Work Field Practicum II	6
SOWK 493: Professional Forum I: Preparation for Field	1
SOWK 494. Professional Forum II: Transition to Professional Practice	3
SOWK Electives: Elective courses are offered on a rotating basis. <ul style="list-style-type: none"><li>○ See course descriptions in the catalog.</li></ul>	6
IPE 415. Ethical Decision-Making in Healthcare: An Interprofessional Approach	1

### Social Work Elective Courses

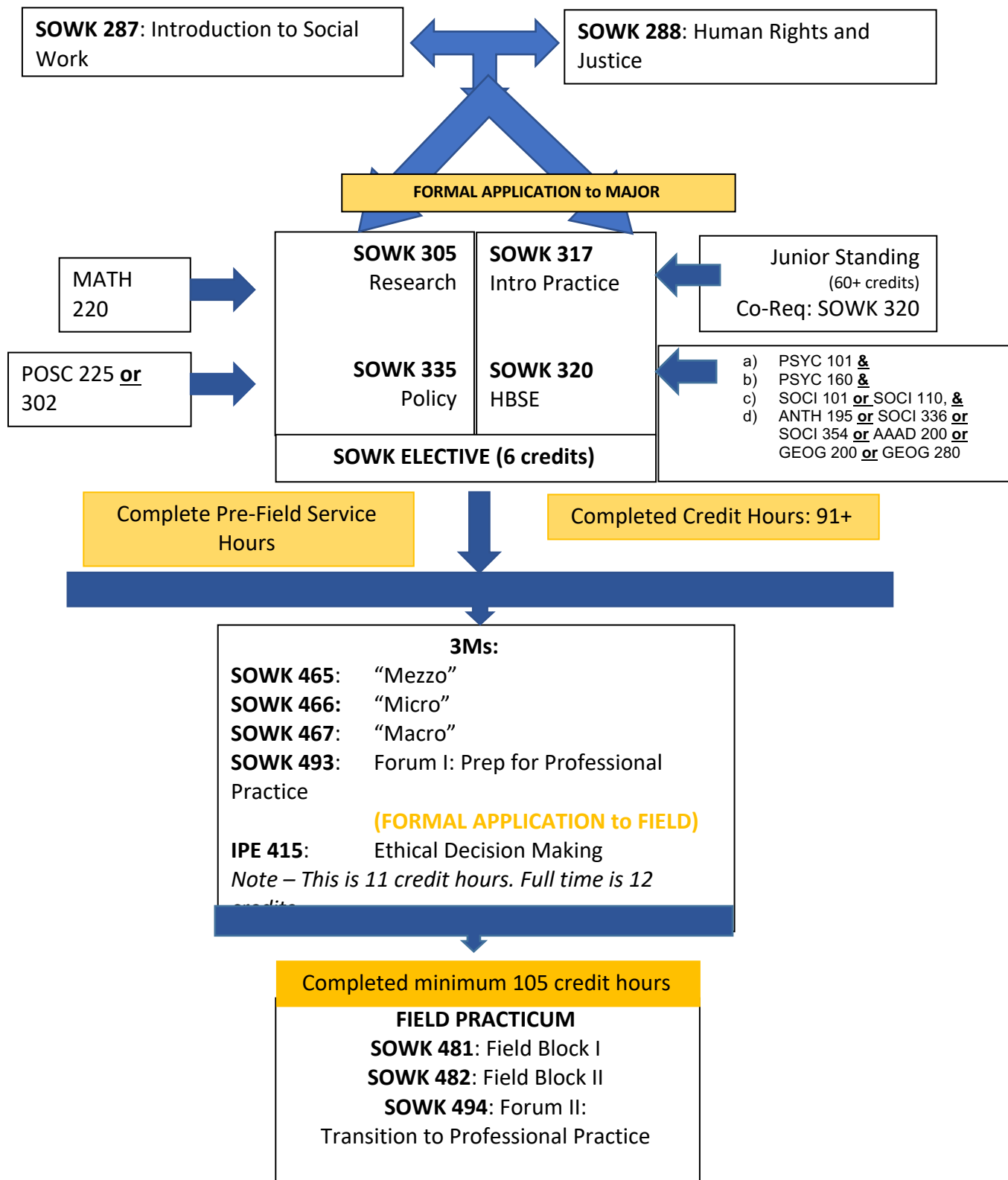
Social work majors are required to take two social work elective courses before graduation and typically before students enter the field experience. Elective courses are offered each semester and may include courses maintained in the Acalog system of the [undergraduate catalog](#) or special topics or workshop courses (SOWK 487 or SOWK 301/302) that emerge as a result of curriculum needs and/or student or faculty interests. Elective courses are advertised prior to the term's registration period by the office. Students may take additional social work elective courses if space is available. Elective courses may be taught by community adjunct professors with expertise in that area. Many electives are offered in the evening to accommodate scheduling.

### Unique Courses – Workshops/Special Topics, Independent Study, Honors

In addition to the core requirements of the Social Work Program, social work elective courses are offered each term. Refer to your *Undergraduate Catalog* for a list and description of the elective courses.

- Topic courses (SOWK 487) and workshop courses (SOWK 301 and 302) reflect current societal and professional trends. Titles change, reflecting the course focus.
- SOWK 490: Independent Studies gives capable students the opportunity to design and work under the supervision of a faculty member on a topic of their interest that is typically not offered within the curriculum. Students must preplan such a course opportunity, and faculty must develop a syllabus for such a course. If you are interested in pursuing an Independent Studies course, please discuss it with your academic advisor early in your program of study. See policies related to selecting the SOWK 490 course ([link](#)).
- SOWK 499 ABC Social Work Honors courses are linked to the [Honors College](#) and are specific for students seeking a scholarly focus on social work-related topics. These courses require special consultation and registration. Review updated Honor College options with your academic advisor early. See policies ([link](#))

## SOCIAL WORK CURRICULUM DIAGRAM



### Program-Driven Assignments (PDAs)

The BSW curriculum is constructed to scaffold learning experiences throughout the program levels, fostering professional knowledge, values, and skills development. **Program-driven assignments** (PDAs) are learning experiences that seek to develop students' professional competencies, information literacy skills, professional writing, and provide learning experiences that simulate or demonstrate professional practice (See Appendix A). Still, other course activities have been used to enhance student development of interpersonal or people skills that assist in demonstrating their self-awareness and connections to others. Speakers are another way students may enhance their knowledge about the professional field of social work, the people we serve, the types of concerns people face, and how agencies work to address these concerns. Students may anticipate these experiences in their courses.

### Examples of PDAs and Course Activities Across the Curriculum (Chart)

*This chart provides a sample of anticipated activities in courses, including some of those required by the curriculum with other assignments that may be added at faculty discretion. Teaching processes and additional assignments in courses reflect the instructor's pedagogy (how they teach).*

Course	Course Activities & Assignments	Information Literacy	Professional Writing Assignments	Practice Experiences
SOWK 287	Pioneer project/Social Work Information Literacy  CSL/Eco-map  Cultural Humility Ethics Essay Resume Positionality assignment	Introduction to Information Literacy  How to use the library	Resume Preparation  Social Work Pioneers	20 hours of service learning in a human services agency
SOWK 288	Community-based justice advocacy assignment  Literature review  Poverty experience Intersectionality/ positionality assignment	How to evaluate webpages using CRAP  Introduction to APA	Group Topic Literature Review  Advocacy Project Executive Summary	Introduction to Task Groups (working together) Advocacy Project
Application to the Program			Application narratives  Professional resume	

<b>Course</b>	<b>Program-Driven Assignments</b>	<b>Information Literacy</b>	<b>Professional Writing Assignments</b>	<b>Practice Experiences</b>
SOWK 305	<p>CITI online training/test</p> <p>Article Reviews/Critiques (qualitative and quantitative)</p> <p>Research proposal/project</p> <p>Practice evaluation exercises</p>	Intermediate use of library databases & research tools	<p>Research Proposal</p> <p>Demonstration of intermediate APA</p>	Research Ethics Training
SOWK 317	<p>1<sup>st</sup> Interview- intake</p> <p>2<sup>nd</sup> Interview – process recording</p> <p>Social History</p> <p>Cultural Humility experience/reflection</p>	Selection of Research-Informed Articles	Writing social histories; intake forms; contact/session notes.	Community Service-learning for interviewing skills
SOWK 320	<p>System Study and Theory Application – individuals</p> <p>System Study and Theory Application – families</p> <p>System Study and Theory Application – groups</p> <p>System Study and Theory Application – communities</p>	Selection of Research-Informed Articles	Utilization of APA Style Manual	
SOWK 335	<p>Media Evaluation</p> <p>Social policy proposal and critique</p> <p>Bill Assignment</p> <p>Advocacy Day</p>	APA application for media (government documents, cartoons, social media cites)	Advocacy letters/emails to legislators, memo, goal setting	Advocacy Day

<b>Course</b>	<b>Program-Driven Assignments</b>	<b>Information Literacy</b>	<b>Professional Writing Assignments</b>	<b>Practice Experiences</b>
SOWK 493	Pre-field Service Blood-borne Pathogens HIPPA Training Field application Skills review Mandated reporter training  DSM introduction		Oral communication/ interviewing with agencies	50 hours in a human services agency and contact with degreed social worker
SOWK 465	Community-based Group Lab Experience  Community Group Observation Research-informed practice  Transactional Analysis assignment Ethical Dilemma Case/test	Selection of Research-Informed Articles	Group notes	Practice Group lab with community-groups IPE Group Facilitation
SOWK 466	Agency Profile Multi -dimensional assessment (w/eco-map and genogram)  Case Summary Final Documentation Annotated Bibliography 1 <sup>st</sup> /2 <sup>nd</sup> video critique and feedback 6. 2 <sup>nd</sup> interview critique and feedback  Ethical Dilemma Case/test	Selection of Research-Informed Articles	Various forms of professional practice notes: Case, progress, DAP, SOAP, Biopsychosocial/ multi-dimensional assessment, meeting notes	Engagement with agency representative

<b>Course</b>	<b>Program-Driven Assignments</b>	<b>Information Literacy</b>	<b>Professional Writing Assignments</b>	<b>Practice Experiences</b>
SOWK 467	Macro team project  Meeting analysis  Organizational assignment (system study)  Ethical Dilemma Case/test	Selection of Research-Informed Articles Evaluation of agency website and community sources	Executive summary; meeting notes	Community-Service Agency Engagement
IPE 415	Group Presentation  Reflection assignment	Selection of Research-Informed Articles		Group co-facilitation Self-reflection
SOWK 481	Journals  Community Agency Study  Field Integration Meetings  First Block self-eval First Block supervisor eval	Selection of Research-Informed Articles	Supervision conference reports  Journal entries	Minimal 236 hours field practicum experience under an agency supervision. Must PASS this course to move to SOWK 482
SOWK 482	Journals  Learning Case Study Field Integration Meetings  Final self-eval Eval of field experience Field Practicum agency assessment Final Field evaluation	Selection of Research-Informed Articles	Supervision conference report Journal entries	Minimal 236 hours field practicum experience under an agency supervision.

<b>Course</b>	<b>Program-Driven Assignments</b>	<b>Information Literacy</b>	<b>Professional Writing Assignments</b>	<b>Practice Experiences</b>
SOWK 494	Final Resume Professional Statements (ethics; diversity; social issues) Self-care plan Professional Practice Philosophy		Professional resume	Must be taken concurrently with SOWK 481 and 482

## Field Education

*Overview.* This section provides basic information regarding the field experience that occurs in a student's final semester. For specific detail, please review the field manual that is shared in SOWK 493: Professional Forum I: Preparation for Field. All field education policies are contained there.

Beyond course work, students prepare for the field experience with 20 hours of community service learning in SOWK 287: Introduction to Social Work, advocacy projects in SOWK 288: Human Rights, Social Economic & Environmental Justice, and SOWK 335: Social Policy and 50 hours of agency-based pre-field service with a BSW/MSW/LCSW professional who has signed off on the student's experience.

Field education allows students to connect professional standards, course content, and theoretical and conceptual perspectives within a practice setting. Students are advised to complete a minimum of 91 credit hours before entering the field experience, including all required social work courses.

The field experience follows the completion of the 3M semester [SOWK 465, 466, 467, 493, & IPE 415]. In SOWK 493: Professional Forum I: Preparation for Field, students complete their field applications and required training [HIPPA, Universal Precautions, and Mandatory Reporting].

Field courses are SOWK 481/482, six credits each. Along with SOWK 494: Professional Forum II: Transition to Professional Practice, three credits, known as Capstone. The semester is a total of 15 credits. Occasionally, students may take additional courses to complete the required 120 credit hours for graduation.

Students are placed in a human service agency under the supervision of a program-qualified social worker or its equivalent in their final semester. Where a BSW or MSW supervisor is not available in the agency, students will have an external equivalent practice supervisor matched with the agency supervisor.

### Pre-field Service Requirement (50 hours)

After discussion with their social work academic advisor students may seek up to two agency sites for completion of their 50-hour experience. The purpose is to develop a sense of the social worker role in organizations. Students find and arrange for a volunteer experience, where a professional social worker (BSW or MSW) is on site and available for engagement. This is not considered a formal field practicum. Students are seeking an opportunity to spend time in an agency setting observing organizational functioning including client/consumer/patient observation or engaging with them and time with the agency social worker. These experiences are not designed to complete office work for agencies, but the bulk of this time should be spent assisting in agency work that will expose the student to human issues. Your faculty advisor can assist you in determining the appropriateness of a site.

Students are expected to demonstrate professional behaviors including attendance/punctuality, dependability/follow-through, assumption of responsibility for their actions, effective use of feedback, the ability to treat clients and colleagues with dignity and respect, professional dress, and adherence to the NASW Code of Ethics.

### Other guidelines:

- Students may not count other service hours completed in other courses, including SOWK 287, or service opportunities associated with sorority/fraternity, religious, or other JMU clubs.
- In order to widen student experiences, hours should not be completed in previous service settings.
- If training hours are involved in serving at an agency, one-half of these hours may count towards your minimum 50 hours of pre-service experience. If working on a telephone hotline  $\frac{1}{4}$  of the hours on call can be counted unless actual caller contact exceeds the  $\frac{1}{4}$  limit.
- Pre-Field Service may be completed with sectarian agencies that do not promote that faith-based agency's belief system.



- Fundraising alone for any organization is not considered Pre-Field Service. However, if the student has a leadership role in organizing the fundraising event and volunteers, etc., the hours for those activities can count as pre-field service.
- Falsifying Pre-Field Service hours is considered to be an Honor Code and NASW Code of Ethics violation and will be treated as such.

Students must complete the Pre-Field Service Report Form (Appendix B) due to the Social Work Department on the first day of the semester the student enters the 3Ms (SOWK 465, 466, & 467) typically the first semester of senior year.

### Early Concerns for Field Practicums

Occasionally students have unique concerns about their field practicum. These concerns are privately discussed with the Field Director at the field interview meeting. Where appropriate, a student may have a discussion with their faculty advisor. Such concerns may include ODS accommodations, health/wellness issues, legal involvement, personal trauma history, or lack of transportation.

### Application for field

Students complete a Field Application through the IPT system, a web-based application (See Sample Application, Appendix C). Field experience applications are reviewed by academic advisors with the student before submission. The Field Director will review the application and meet with the student individually to discuss their learning experiences within and outside the department, including their 50-hour pre-field experience and any special career goals. The Field Director brings suggested placements for all students to the full faculty for discussion of the student's learning and supervision needs. Faculty-suggested placements are determined. The Field Director notifies students requesting they arrange an interview with the agency supervisor. If accepted by the agency, the placement is confirmed. If not, the Field Director will make another agency match with the process repeated.

### The Field Experience

Based on the agency schedule, students complete 472 hours over two blocks within a single semester, 32 hours per week, Monday – Thursday. Students are expected to attend required agency meetings, have at least one hour of supervision weekly, and demonstrate professional behaviors and generalist practice skills. Students have academic assignments associated with field [Community Agency Studies, supervisory reports, structured journals, and their choice of a Micro, Mezzo, or Macro Case Study] and assignments associated with their Capstone course taken with the field experience.

### Faculty Field Liaisons

Students are assigned a faculty field liaison that oversees their field experience creating field units. Students in these units participate in Field Integrating Meetings across the semester, often referred to as field seminars.

### The Capstone Course [SOWK 494: Forum II]

During the field experience, students take this course designed to further their professional development and anchored with the CSWE Competencies. They will complete a final resume, work through an ethical dilemma related to their field placement agency, develop a professional philosophy, and engage in advocacy and diversity analysis within their agency. Two student outcome assessments occur within the course– the Written Comprehensive and the Orals, with the department's Implicit Curriculum Survey.

### Additional Field Information

- Field students' work hours reflect the agency schedule in daily work times and days off. Typically, students do not work in agencies on Fridays due to class requirements. Students engage the holidays observed by the agency, and generally, fall or spring breaks are not allowed due to the agency work schedule.
- While the pandemic introduced greater remote work in social work, this is not anticipated as a continual process for the majority of field placements. Occasionally remote work may be part of the experience a student would experience during their field placement, often reflective of continual or emerging public

health risks. The department utilizes the CSWE-generated pandemic remote work list in support of needed remote work when required by the agency.

- Field placements may be within the JMU local catchment area of 45 minutes from campus. Students may need to plan for the extra expense of transportation/gas. The Social Work Department does organize student placements external to the area in the Northern Virginia/Washington DC area, Richmond, and Fredericksburg areas upon request and through consultation with the field director and the agreement of the social work faculty.
- Social work has offered a few international field placements over time. Such placement planning starts early when thinking about this as an option. A concern would be the simultaneous SOWK 494 course participation/completion.

## **Additional Curriculum Information**

### **Community-based Learning and Out of Class Requirements**

Community-based and professional learning opportunities are built throughout the curriculum with some that are mandatory and may have associated costs that are considered part of the professional educational experience. These may include VSWE Student Rally, Advocacy Day, Annual Social Work Celebration, Social Work Career Day, and/or Research Poster Day. Faculty work to keep costs reasonable and to notify students on the first day of a class with these assignments embedded. Students may contact professors to request assistance if the cost is a hardship. The faculty member of the course that has the requirement may make exceptions individually with appropriate notification and approval. Alternative assignments will be given in approved cases.

### **Selection of Minors or Additional Majors**

Unlike other campus majors, social work is considered an undergraduate-level professional program. Students may select a minor or an additional major, but this is not mandatory. The Social Work Program offers the Nonprofit and Family Studies minors. Across campus, there may be other minors that will support your career goals. Find out more about minors [here](#). Completing a minor often requires around 18 credit hours of designated coursework, and each minor has different requirements governed by another academic unit. Faculty social work advisors engage students in career discussions with the purpose of advancing an academic plan that best serves their professional development, which may include the selection of a minor or an additional major.

### **Enhancing Your Learning and Professional Development**

Selection of a minor is one method of enriching your efforts to become a professional social worker. The hope for social work majors is to be more rounded individuals capable of meeting current regional, national, and global realities. Students may seek to explore various academic topics and perspectives during their educational endeavors. Keep in mind that students must complete 120 credit hours.

- [General Education](#) courses *41 Credit Hours*
- Social Work core courses *44 Credit Hours*
- Social Work electives at the 300/400 level *6 Credit Hours*
- Electives *29 Credit Hours*

The Social Work Program encourages the selection of General Education courses that are prerequisites for advancing your progression through the program and provide a liberal arts foundation in keeping with accreditation standards. Other courses may support aspirations for graduate education. Sociology, economics, and political science are excellent for gaining more depth in policy areas. Philosophy courses can increase insight into ethical questions. Social and cultural issues are addressed in sociology and anthropology courses,

while sociology and psychology support understanding human behavior. Geography courses can help you better understand global issues and concerns. Courses that help students build their sociocultural foundations for understanding human rights/social justice issues and anti-oppression efforts within the context of broadening their worldviews may be captured in [African, African American Diaspora Studies \(AAAD\)](#), [Asian Studies](#), [Latin American, Latinx & Caribbean Studies](#), [Women, Gender, and Sexuality Studies](#), [Middle Eastern Communities and Migrations](#), or [Russian Studies](#). Foreign languages support our ever-changing society.

The BSW is a generalist degree that will provide you with entry-level skills for social work and human service endeavors. While a second major or minor may be seen as giving you more knowledge in a specific area, apart from Spanish, there is no evidence that having an extra credential makes you more “marketable” in the professional area. Students should thoughtfully consider their educational needs, interests, and goals in selecting elective courses.

### Course Scheduling Credit Hour

The JMU academic calendar is based on the semester system. The unit of credit is the credit hour. A typical full-time semester is between 12-15 credit hours. Students may take an overload (18+ credits) with permission from the Registrar’s Office.

### JMU Credit Hours Per Week – From JMU Catalog

Credit	In- class instruction	Out of class student work or engagement
1	50-minutes	Two hours

Social work courses are typically offered as 1, 2, or 3 credits in the format of

- Once a week for 2.5 hours
- Twice a week for two 75-minute sessions
- Three times a week for three 50-minute sessions

Other social work elective courses may include study abroad internationally or national service-learning trips. Such courses combine interaction with a specific population as part of the learning experience and may reflect the delivery of course content on a schedule reflective of the learning opportunity.

### Student Classification

The classification of students depends upon the number of credit hours they have earned.

Classification	Credit Hours
First Year	Fewer than 28
Sophomores	28-59
Juniors	60-89
Senior	More than 89

## ADMISSION TO THE B.S.W. PROGRAM

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### Overview

You may progress from a **declared** to an **admitted** social work major. You may declare a major in social work at any time. However, the university suggests a deadline of the third Friday of your third semester, typically September of your sophomore year, if you are a four-year student. Per the JMU catalog, you should be a student in good academic standing with the university. Students coming into JMU with additional credit hours from high school (dual enrollment/ AP course credit) or as transfer students from a community college or other university may have a different deadline.

The Social Work Admission Instruction Packet provides introductions (See Appendix D).

To declare the social work major, you need to schedule a 30-minute meeting with the Social Work Advisor, Dr. Terry Fernsler [fernslts@jmu.edu] to complete paperwork and individualized curriculum planning.

Students may follow this individual online process to add (or drop the major) and you will still need to schedule an appointment with Dr. Fernsler. The goal is to ensure you have a program of study that efficiently provides the best plan for completion of the program in a timely manner.

Log into *MyMadison*; select "Student Center."

Select Major/Minor Change from the "Other Academic..." dropdown menu.

- To add a program of study, select "Add Major/Minor." To narrow your search, select the plan type, change the criteria of plan description to "Contains," and enter the beginning letters of the plan. All students must have at least one major with a degree (i.e. Social Work – BSW).
- To drop a program of study, select "Drop Major/Minor."
- To update a concentration for an existing program of study select "Add/Change Concentration."

Select "Submit Request"

You will be assigned a social work faculty advisor to assist you in developing your Social Work Academic Plan (course of study), monitoring your academic progress, assisting you with career development, and with admission to the B.S.W. Program.

## Timeline

Declared majors must attend an admission meeting that reviews the process the semester a student plans to apply to the social work major. Announcements are emailed from the department's official distribution list of majors. The admission packet to be completed is found on the social work department webpage and requires the use of your JMU EID and password to download.

See the Admission Process Flow Chart, Appendix E.

As a declared social work major, you must apply to become an admitted major the semester immediately following successful completion of SOWK 287 (Introduction to Social Work) & SOWK 288 (Human Rights, Social Economic and Environmental Justice). Declared majors will receive an invitation to the Canvas Admission site upon course completion. Students submit their completed admission packet to the Canvas website. Due dates are October 15<sup>th</sup> or March 1, regardless of other holidays or weekends. Students should work with their faculty advisor to develop their admission packet materials and meet the deadline. Email addresses of three professional references must be submitted to the designated link according to the submission timeline. Failure to adhere to admission deadlines will result in an Admissions Professional Behavior Chart (See Appendix F).

## Submission

Note: You will receive an invitation from the department to join the Canvas Admission site where you will upload all your admission documents under your name in Canvas Assignments. This allows for ease of faculty review of your application materials. One of your first actions is to supply the names and email addresses of three references via a secure link sent in the official admission email invitation.

Students should work with their faculty advisor in developing admission materials and reviewing how they will complete program requirements. This should include:

- a discussion of the NASW Code of Ethics & the International Federation of Social Work Code of Ethics,
- a process for completion of required courses,
- how the student will complete their 50-hour pre-field experience,
- an initial discussion of career or graduate education plans, and
- any field experience concerns.

Students submit an admission packet through Canvas that they have developed and reviewed with their faculty advisor during the designated semester. The admission materials include:

- Application typed and completed,
- Resume in the SOWK 287 format provided,
- An unofficial copy of JMU transcripts (including evaluation by the Office of the Registrar of transfer credits if applicable), and
- Emails of at least three persons for references.\*
- Signed Student Agreement for Admission to the B.S.W. Program

*\*References should reflect individuals who know of your work, service, or volunteer experiences from a variety of sources. You are encouraged not to have more than one reference from a location/source.*

## Process of Determination

Declared social work majors who have successfully completed the SOWK 200-level courses are invited to apply to the program. There are three determinations made in reviewing student applications.

- For a determination of **unconditional admission** (full admission), the student must have a 2.0 overall average with no single grade lower than a “C (2.0)” in the 200-level social work courses and have completed the 20 hours of community service-learning required in SOWK 287.
- For a determination of **conditional admission**, the student may be considered to have a deficit in one of the main criteria areas that may be resolved within one semester. This could be a GPA below 2.0 overall average, not completing the 20 hours of community service-learning required in SOWK 287, incomplete application components such as a resume or reference, or an incomplete written statement.
- The student would have failed to submit appropriate materials for successful evaluation and review for a determination of no admission.

Successful admission requires evaluation of a student’s written application, a GPA of 2.0, a well-written statement and resume, and an unofficial copy of your transcripts by two faculty members. The personal statement assesses your writing ability and choice of social work as a profession. Additionally, students are evaluated on the basis of community service and life experiences, academic performance, communication skills, work-related skills, ability to work with others, motivation, professional value orientation, and career plans. Work-related skills and characteristics students are expected to demonstrate include:

- Punctuality
- Attendance
- Follow Through/Dependability
- Meeting of Deadlines
- Handling of stress
- Using humor appropriately
- Assumption of responsibility for actions
- Flexibility
- Work organization
- Acceptance of written feedback (200 level courses)
- Acceptance of verbal feedback (200 level courses)
- Effective use of written feedback (300-400 level courses)
- Effective use of verbal feedback (300-400 level courses)

All students receive a decision letter from the AUH. Those with conditional admission are encouraged to speak with their academic advisor to develop a response to concerns. Those who successfully receive full admission will gain “swipe access” to the student resource room on the second floor, open to all social work students.

## DEPARTMENTAL POLICIES

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*All department policies are in coordination with the [JMU Student Handbook](#).*

### **Honor Code**

The Social Work Department adheres to the [JMU Honor Code](#). Upon enrollment at James Madison University (JMU), each student is automatically subject to the provisions of the Honor System. Each student has a duty to become familiar with the Honor Code and the provisions of the Honor System. Ignorance of what constitutes an Honor Code violation cannot be used as a defense in an honor hearing. Students may especially pay attention to [plagiarism](#) in writing assignments as an easier made violation given the number of original papers written across the curriculum.

Some social work courses may have additional specific violations to be aware of such as:

- Falsification of community or pre-field service hours
- Use of take-home tests or other assignments belonging to another student or alum in any course
- Use of texts or other materials for online testing
- Falsification of field practicum hours

### **Academic Advising**

Academic Advising is a cornerstone of student success. All JMU first-year students are assigned a first-year advisor whose primary responsibilities are assisting with the college academic experience transition and initial course advising with a focus on general education. The first-year advisor discusses the student's major and provides initial information. The social work first-year advisor will assist the student in developing their initial social work coursework plan, known as the Social Work Academic Plan, including when to take prerequisite courses for social work core classes. During the student's second semester, first-year students are transferred and given a social work faculty advisor.

Social work student advising is considered a mutual process where students must actively participate in the routine review of their coursework plan and progression in the program. An underlying assumption is that students have the right and responsibility to define their learning process and that academic advisors are resource persons in this process. Faculty schedule advisement time to review students' established coursework plan and to address changes that may be needed due to course availability or other concerns. Registration time is a busy time and students are asked to schedule before their registration time starts.

JMU students may declare a social work major at any time through the online [JMU academic advising system](#). University academic advising located in the Student Success Center provides assistance to students in making decisions about changing majors. Some students come to JMU as undeclared majors and may keep this designation for their first year. JMU encourages students to declare a major by the first semester of their sophomore year. Other students declare social work as their major after trying other majors at the university. Whenever a student who declares and becomes a social major, the student will see the program's academic advisor or AUH to develop their coursework plan before being assigned to a faculty academic advisor.

When declaring the social work major, transfer students are assigned a social work academic advisor who establishes their coursework plan. Depending on when a transfer student is admitted to JMU, the social work AUH may provide transfer students with this support. Each transfer student has unique circumstances that make initial advisement important and set the most efficient coursework plan for successful completion.

## Following the Social Work Academic Plan

Academic advisors make substantial efforts to ensure a course progression and completion plan is developed for each social work major in their first meeting with a social work advisor. The Social Work Academic Plan, known in the department as “the blocks” (See Appendix G), reflects the best path for students planning to graduate in December or May. This individualized plan identifies courses students are to take each semester and when completion is expected. Variations may occur over time based on course availability during registration, switching of major, or transfer status. This may impact the taking of prerequisite courses that are not under the control of the department. We aim for every student to maximize the use of the course plan as a tool for completion in the most efficient process and timeframe.

The student is responsible for signing up for courses in the sequence provided. The department recognizes that course availability can disrupt semester scheduling, especially with prerequisite courses. If this happens, look at the social work curriculum chart that offers some alternatives for prerequisite courses (See the Curriculum Diagram on p. 29), then contact your academic advisor for assistance. Remember, social work core courses are sequenced with prerequisites. Failure to follow the course plan can result in not being able to register for courses or extending your program completion time.

## Transfer Credit

The [transfer credit process](#) is dictated by the JMU Office of the Registrar. Effective February 2022, current JMU students in good standing should complete the Intent to Transfer Credit form (requires DUO two-step authentication). Students no longer need prior written approval to take a course outside of JMU if:

- It is listed as a “match” in Transferology
- Your course adheres to the General Education restrictions and Transfer Policies listed below and on the Intent to Transfer Credit Form.
- You have **not** already taken the course at JMU

Students are responsible for reviewing all transfer and General Education policies. Lack of adherence to these policies will result in the rejection or revocation of your transfer credit.

Credit for **social work courses from other accredited social work programs** may be listed in Transferology and will require additional steps to ensure the transfer course meets social work core course standards. A student would submit syllabi of these courses to the academic unit head, who reviews the content and may seek consultation from the appropriate faculty member(s) in making a recommendation to accept the transfer course. In some cases, recommendations may include suggestions as to how the student can resolve gaps created by differences in courses from program to program without repeating the entire course. If gaps are present, a contract is written holding the student accountable for completing and submitting assignments before transfer credit is granted. Where social work course credit is not offered, the AUH determines elective or open course hours and submits information to the Office of the Registrar.

Students seeking to **transfer courses from social work programs that are not accredited** also submit syllabi of the courses for which they are seeking social work credit. Additionally, students may be asked to submit assignments completed in the courses under review. The academic unit head, with consultation from the appropriate faculty member(s), reviews course objectives, content outline, learning activities, theoretical frames of reference, and bibliographies of courses. This review determines whether the content and objectives of courses taken are substantially equivalent to the academic content offered in the JMU BSW program, and a recommendation is made regarding the transfer course. In some cases, recommendations may include suggestions on how the student can resolve gaps created by differences in courses from program to program without repeating the entire course. If gaps are present, a contract is written holding the student accountable for completing and submitting assignments before transfer credit is granted.

In either case, the student is notified by the academic unit head of the status of each course and any contracts needed to grant credit. Upon completion of the contract, the student should submit documentation to the academic unit head, which is included in the student’s permanent file and credit awarded.



Because course content changes over time, required social work coursework taken at JMU or other universities more than five years from the date of reentry/admission to the program will be reviewed carefully; it is likely that students will be required to retake courses to maintain current knowledge for the current curriculum.

## **Registration**

Course registration is a routine part of the college experience. JMU scheduling and the Office of the Registrar's policies inform when courses are offered and in what modality (in-person, online asynchronous, online synchronous, or hybrid) they may be offered. The program uses course projections to determine course offerings. The schedule is crafted with faculty input on times, days, and delivery modalities of courses within. Feedback from the Social Work Advisory Committee containing students is used in making determinations. Core social work courses are offered in fall and spring terms but not in winter or summer terms. Social work electives are offered every term.

Most students move through the program in cohorts and can anticipate that courses are offered to meet this model. Social work majors are encouraged to review their coursework plan, Social Work Academic Plan (See Appendix G) routinely with their academic advisor prior to the advertised registration period as determined by the Office of the Registrar. This supports documenting plan changes that may need to be made. If you are having difficulties with course selection or registration, your academic advisor can provide assistance.

Registration periods are dictated by the Office of the Registrar and may change from year to year, often with priority registration for students with ODS accommodations or JMU obligations like sports, followed by seniors. Course locations may vary. Therefore, students should take into consideration the length of time it takes to traverse between classes located in different buildings on campus. A goal would be for all of our students to have an awareness of what courses they need, including prerequisites for core social work courses, when their registration period opens. Students are often able to see courses and "put them in their basket" until registration opens for them.

Registration can be challenging for students who seek to be double majors or who have a minor of study. Always consult with your minor advisor to make sure you are on track.

The program offers social work majors entry into social work classes first and then opens registration to anyone with the course prerequisites. Students sometimes want to take every social work elective offered and at times, students have been limited to two electives to ensure that all majors have equitable opportunity for course selection.

Sometimes, student cohorts are split between instructors due to the number of students needing a course or mandated accreditation standards. The social work department views all faculty members as having the credentials, prerequisite knowledge, and practice skill for the courses they teach. Students may prefer a particular instructor's teaching style, but all are considered competent in their teaching areas. Community practitioners may teach elective courses and are similarly vetted.

## **Course Registration Overrides**

The department's office handles overrides for all departmental courses (SOWK, FAM, GERN, NPS). Individual faculty members do not grant overrides for any course. Available seats in a course are impacted by the room size classes are assigned based on department course enrollment estimates. If a course is full, students should sign up for the course waiting list in the registration system as their best chance to capture opening spaces. Please contact the main office ([sowk@jmu.edu](mailto:sowk@jmu.edu)) if the list is full or to provide a written explanation of your override need. Please consult your academic or minor advisor if you are having difficulties. As seats open up waitlisted students are added to the course. The AUH makes a determination, and the department will notify the student with override information. Academic advisors may be able to provide assistance but cannot provide overrides.

## Life Experience Credit

The department follows the CSWE standard that no academic credit can be given for life experience or previous work experience.

## Procedures Regarding Grades Below a “C” in Core Social Work Courses

To be eligible for acceptance into the Social Work Program and later to enroll in the field practicum and senior seminar, you can have no single grade lower than a “C (2.0)” in the following courses: SOWK 287, 288, 305, 317, 320, 335, 465, 466, 467, 494, 494, 481, 482, and IPE 415. Two social work electives are required for the major.

If you receive a grade lower than a “C (2.0)” in the respective courses, you must repeat the course:

- prior to unconditional admittance into the program in the case of SOWK 287 and 288,
- prior to taking the upper-level practice courses in the case of SOWK 305, 317, 320, and 335 and
- prior to applying to the field in the case of SOWK 465, 466, and 467.

***A Course May Be Repeated Only Once in Order to Continue in the Major.*** You may repeat the SOWK 287 and 288 during the semester application to the program. Permission from the AUH may allow SOWK 287 or 288 to be corequisites with SOWK 305 and 335 if course delays greatly impact the student’s graduation progression. These decisions are individually based on a student’s academic circumstances, in consultation with the student’s academic advisor and the course instructor. If the student has any professional behavior charts, these may be considered in the determination. This is considered an exception to the policy of course repeats and is rarely issued.

A student may not enter the field practicum semester (SOWK 481, 482, 494) if all required social work courses are not successfully completed with a grade of “C” or better. It is permissible but not encouraged for students to take a social work elective during their field practicum semester; however, this is occasionally recognized as a necessity for students to graduate on time. Students are encouraged to consult their academic advisor early if there are concerns for course completion.

You must receive a grade no lower than a “C (2.0)” in SOWK 481 Social Work Field Practicum I in order to continue in SOWK 482 Social Work Field Practicum II. Please refer to the field practicum manual for complete information. If you have a course grade below “C” in any social work course, schedule a meeting with your academic advisor to discuss.

## Grade Review Process

Please see “Grade Review Procedure” section in the [JMU Undergraduate Catalog](#) for policy statement regarding grade reviews.

Maintaining standards of excellence and the integrity of the teaching/learning process are important values to JMU faculty. The university and its faculty members recognize that grades may sometimes be inappropriately assigned. If such disagreements occur, students have a right to voice their opinion concerning a particular course grade. Evaluation of student work and assignment of grades on the basis of academic criteria are the responsibilities and prerogatives exercised by the faculty member. A faculty member is responsible for evaluating student performance on a fair and scholarly basis per university policy. The student is responsible for maintaining all documentation for his/her classes, including copies of assignments and grades earned.

The Social Work department follows the JMU policies for grade review (appealing course grades). Students should review this policy if a concern arises, as deadlines are established in the JMU Grade Review policy. Students should first discuss their grade concerns with the course instructor. Grounds for grade review are limited to two categories.

- The grade was assigned in a manner other than that listed in the course syllabus or as amended by the faculty member with appropriate notice.
- The grade was assigned in a manner other than that used for other students in the class.
- If a student believes that a final course grade was unfairly awarded, that student may initiate the grade review process by completing the [grade review form](#). See a full description of this [process and the policies](#) which govern it. The process will involve the course instructor, meetings with the student and AUH, and may rise to the CHBS dean for resolution. Should a grade change be warranted, the course instructor does this through *MyMadison*.

### **Grievance Procedure for Students**

Please see the “Grievance Procedure for Students” section in the JMU Undergraduate Catalog for the policy statement. This policy applies to student grievances related to the instructional process that do not concern grades, discrimination, or harassment. Policies for grievances concerning these matters are outlined elsewhere in the Catalog.

To begin the formal grievance procedure, the student should submit to the academic unit head a written statement explaining the reason for the grievance with any supporting documentation. The Social Work Advisory Committee consisting of faculty and students, engages in a review of materials and makes a recommendation to the AUH and may accept, reject, or amend recommendations. If either the student or faculty member (respondent) disagrees with the AUH’s decision, it may be reviewed by the CHBS Dean, who will make the final decision. A written summary of the outcome is filed with the University Complaint Log University according to [University Policy 3110](#). The policy further discloses the procedures for filing complaints.

## **Maintaining Good Standing in the Social Work Program**

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As a declared social work major, students are introduced to the profession through introductory courses (SOWK 287 & 288). These courses provide foundational professional knowledge and introduce the NASW Code of Ethics that social work students are expected to adhere to and understand. After completion of these courses, students are expected to apply to the program, which includes attending the mandatory admission workshop, scheduling time with your academic advisor for a review of the admission process and materials prior to submission, writing a personal statement, submitting transcripts and providing professional references (See Appendix D – Social Work Admission Instruction Packet).

Once admitted, students are expected to maintain an overall and social work minimum GPA of 2.0 necessary for graduation. Students are expected to maintain the standards of the profession academically and demonstrate professional behavior.

For continuation, students must demonstrate readiness to enter and continue in the professional and upper-level courses and field practicum in the baccalaureate social work program of study. This requires meeting the performance standards identified below:

- academic achievement (maintenance of an overall GPA of 2.0 and no grade lower than a “C (2.0)” in core social work courses, SOWK 287, 288, 305, 317, 320, 335, 465, 466, 467, 481, 482, 493, 494 and the two social work electives counted toward the major. **A COURSE MAY BE REPEATED ONLY ONCE IN ORDER TO CONTINUE IN THE MAJOR.**
- demonstrated capacity to master the necessary skills of generalist social work practice, such as self-awareness, client empathy, nonjudgmental attitudes, contributions to client self-determination, confidentiality, advocacy, and effective oral and written communication skills
- effectiveness in working with client systems as demonstrated in courses, community service, and throughout the field practicum experience
- personal and professional conduct consistent with the NASW Code of Ethics

**Behaviors demonstrating a violation of the above requirements include, but are not limited to:**

- engaging in inappropriate or disruptive behavior toward or making derogatory or pejorative oral or written statements about/towards others, including students, faculty, field supervisors, colleagues, and clients that suggest an intolerance of differences
- inability to work with persons from populations reflecting age, class, color, culture, disability, ethnicity, gender, gender expression, health, citizenship status, or linguistic differences
- inability to work with persons with varying identities and expressions, immigration status, national origin, political ideology, race, religion, sex, sexual orientation, and spirituality.
- inadequate interpersonal relationship skills necessary for social work practice
- failure to respect interpersonal boundaries with others (students, faculty, agency staff, clients)
- disregard for principles of confidentiality
- demonstration of written and/or oral communication skills inconsistent with feedback
- inability to accurately assess strengths and limitations as they relate to professional practice and effective use of self
- unwillingness to receive and accept feedback and supervision in a positive manner, and to use such feedback to enhance professional development, including a negative or inappropriate response to the professional gatekeeping process that involves routine review and understanding of the professional role and responsibilities with self and others
- unwillingness to assume responsibility for own actions
- inability to deal with current life stressors through the use of appropriate coping mechanisms including how stress and disappointments are handled
- inability to engage in remedial strategies with regard to unresolved personal, medical, mental health, legal, or substance abuse problems/issues or psychosocial distress that interferes with the ability to meet program requirements

- evidence of chemical dependency documented as occurring while being a social work major, including the field practicum
- evidence of threat of harm to oneself or someone else
- documented evidence of felony conviction occurring while being a social work major including field practicum (a history of a felony conviction may impact field placement opportunities)
- scholastic dishonesty, including lying, cheating, plagiarism, collusion, falsifying academic records, or an act designed to give unfair academic advantage to the student [faculty must adhere to university guidelines in addressing these issues]
- poor work habits, including the areas of punctuality, attendance, dependability, meeting deadlines, organizational skills, team/group participation, and conflict resolution.
- violation of university expectations for non-academic conduct as presented in the University Catalog, the *University Student Handbook*, the *Social Work Student Handbook*, and the *Field Practicum Manual*.

Each student's **progress is reviewed prior to admission to the field practicum**. Each student submits an application through the online IPT system for the field practicum during the semester when taking the 3Ms (SOWK 465, 466 & 467), IPE 415 (Interprofessional Ethics), and while taking SOWK 493: Forum I: Preparing for Field. The student's advisor and the Field Director review the application. The Field Director, with the concurrence of the social work faculty, makes the field site assignment based on this review. Requirements for admission to the field practicum include:

- unconditional acceptance into the Social Work Program
- a minimum of an overall Grade Point Average of 2.0
- completion of SOWK 287, 288, 305, 317, 320, 335, 465, 466, 467, & 493 with no single grade lower than a "C (2.0)".
- completion of the Pre-field Service requirement and submission of one copy of the Pre-Field Service Report Form due the first day of the semester in which SOWK 465, 466 and 467 are taken
- successful completion of Universal Precautions class/training and Health Insurance Portability and Accountability Act (HIPPA) Training with a score of no less than 80% occurring in SOWK 493
- submission of a professional resume
- attendance at the pre-placement seminars
- meeting with the Field Director for the purpose of assessing readiness for field placement and determining agency setting, etc.
- signing the Acknowledgement of Risk Statement
- signing the Student Agreement Form
- contacting the agency, arrange for and attend a pre-practicum interview with agency supervisor

The Social Work Field Experience Manual, reviewed in SOWK 493, provides complete information on the field experience, its requirements, and policies.

### **Professional Behavior Charts**

The BSW Program is an undergraduate professional program preparing generalist-level social worker practitioners able to demonstrate professional competencies as established by the Council on Social Work Education (CSWE) and this program. Social workers serve as representatives of the profession, its mission, and its core values. A commitment to developing one's self-awareness and that of others are expected of students, as identified in the NASW Code of Ethics.

The Professional Behaviors Chart (PBC) (See Appendix F) was created as a means to document the student behaviors that a faculty member identifies as areas for growth and correction. These include academic and behavioral expectations related to maintaining good standing in the program. All faculty members will inform

their course participants and advisees of the PBC. Discussion of the PBC occurs during the first week of SOWK 287 & 288. If a faculty member becomes aware of a student's behavior that needs to be improved and corrected, the following steps take place:

1. The faculty member meets with the student to discuss the professional behavior of concern, provide strategies and corrections and may complete a PBC. Where possible, course instructors provide feedback that students utilize. When verbal feedback has not proven effective or students have not responded with positive action, a written PBC is developed.
2. Copies of the PBC are given to the student, their academic advisor, and retained in the students' file within the Social Work Department office. Most PBCs are addressed and resolved at this level.
3. When the faculty becomes aware of PBCs across courses, a discussion of the nature of concerns may occur to understand how to provide support to students, such as referrals to the writing center or other university supports.
4. Faculty advisors may alert all faculty members if a student receives more than one PBC in a given semester, and a faculty review will occur. This review may result in a request for the student to discuss their professional conduct with the faculty.
5. The PBCs a student has received will be a source of discussion for the entire faculty when the student applies to the major and when their field placement is being decided. Failure of a student to address concerns may warrant additional requests by the faculty up to receiving a "contract" that informs and stipulates what the student must do to remain in good standing in the Social Work Program.

### **Formal Social Work Student Review Process**

Social Work students have a variety of processes for feedback on their professional development as a social worker, including academic advising, feedback from course instructors, the Professional Behavior charts given by course instructors, during the admission to the major process, and admission to the field practicum. When it has been identified that a student is struggling to meet or not successfully meeting the performance standards necessary for continuation in the program, a review may be called by any faculty member in consultation with the AUH. The student will be asked to attend a meeting with the relevant members of the faculty, including the AUH, to discuss the identified areas of concern to develop a remediation plan to assist the student in demonstrating the expected behaviors. Students may determine that the field of social work is not a positive match and may change majors. Others believe fully they can respond to concerns and develop the personal insight, academic skills, or behavioral change necessary for the completion of the major.

After the review meeting, the AUH writes a summary of the meeting and develops a contract for continuation in the social work program. This contract will include expectations for the student, supportive resources relevant to the specific concern, and a date by which the expectations are to be completed. The contract will be signed by the student, their academic advisor, and the AUH. The academic advisor monitors the student's progress for meeting actions stipulated in the contract of desired change behaviors and addresses questions or provides additional resources for the student if needed.

On or after the date of completion stated in the plan, the student may be required to attend a follow-up meeting with their advisor and/or the AUH to provide an update on their progress in meeting the expectations outlined in the remediation plan. If the student has successfully met the expectations, they will receive a letter documenting the completion of their contract from the AUH and will be considered a student in good standing.

If the student does not demonstrate the successful completion of the remediation plan (including any contracts or plans developed in the field practicum), the AUH will seek consultation from the faculty and consider options such as extending/modifying the contract, refusing admission, or terminating the student from the social work program. The student will be notified of the decision in writing within seven days of the follow-up meeting date.

In extreme instances (based on the severity of concerns), the faculty holds the right to bypass the remediation plan/contract and recommend the termination of the student from the social work program. The AUH and the advisor will meet with the student to discuss the situation. The AUH may consider options such as developing a new contract, refusing admission, or terminating the student from the social work program. In the event of termination, the notification will occur within seven days and include a description of the appeals process discussed below.

### **Social Work Appeal Process**

A student has the right to appeal decisions that include termination from the program. If the student does not agree with the decision of the AUH, they may appeal to the college's dean. The student would write a detailed letter identifying the initial concern, any corrective request suggested and completed, and their rationale for the appeal. The Dean reviews the information, discusses concerns with the AUH, and responds within 7 business days. The Dean's decision will be final. Students terminated from the program are not eligible for reapplication to the Social Work Program.

## COURSE-RELATED INFORMATION AND POLICIES

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### **Basic Expectations from Course Instructors**

*Course Delivery.* JMU requires that courses are delivered in the modality determined at registration. There are wide varieties of course delivery, the main ones being in-person/face-to-face, online/virtual, or hybrid (a mixture of face-to-face and online engagement). Online courses can be synchronous, meaning the course is delivered online at the scheduled time with the course instructor delivering course content, or asynchronous, meaning the course has guided and required content occurring throughout the semester under the supervision of the course instructor. In these courses, the instructor typically has various methods for engaging with course participants, such as video presentations, Flipgrid or videos, recordings, or frequent written feedback. Remember, there are many other modalities that include community service learning, community study, or travel. If you registered for an in-person/face-to-face course at a scheduled time, you should expect a room assignment and that the course instructor will deliver the course in this modality. Similarly, if you signed up for an online course, you should be able to access the course through the Internet and the campus course management system, Canvas. Course instructors may not change the course modality, however, sometimes, there are conditions or emergencies that may impact a session. These should be temporary and course participants should be given adequate notice. Any unique conditions of teaching or learning, such as a community service-learning component, should be disclosed when students register.

JMU encourages courses that utilize high-impact educational practices such as collaborative projects, external community-based and community service-learning opportunities, undergraduate research, or global learning. Social work courses routinely incorporate engaged, civic, and community-based learning opportunities. Students are notified of anticipated activities at the beginning of the course, and experiences are located in the course syllabus. An example might be in SOWK 335 (Policy) students routinely travel to Washington DC or Richmond to engage in advocacy practice or participate in the Rally experience with social work students from across the state. Students should anticipate the cost of these experiences as part of the curriculum learning process. Where possible, students are informed at registration of possible additional expenses.

*Syllabus.* Course instructors should provide the course syllabus at the beginning of the semester. It contains a course description, course and learning objectives, required course materials/textbooks, content to be covered, assignments, grading information, and policies such as attendance or inclement weather. It will provide how to contact the course instructor. Not every instructor provides a daily or weekly detailed, organized list of all course elements for students. The faculty strives to make the course syllabus accessible to all students and is typically posted on the course Canvas page or may be distributed by the course instructor.

*Instructor Contact Information.* The syllabus provides preferred ways to contact the course instructor – Zoom, email, or other methods. The instructor's office location, email address, and office hours are typically provided.

*Canvas.* Canvas is JMU's current learning management system. Every course instructor is offered a Canvas site for their course, but not all professors use Canvas in the same manner. Canvas use is not mandatory for course instructors. Most will post the syllabus or use the embedded Zoom link as needed. Use of the Canvas grade book is also optional. It is good for students to ask instructors to what level they use Canvas.

*Other Technology.* In some courses, other technology or applications may be required. This should be clarified with the instructor on the first day of the course. JMU is moving to a Microsoft campus as it provides the best protection for student privacy and has been vetted by the university. Students should be aware of security and privacy issues when using external JMU applications that have not been vetted. Many of these tech applications (Kahoot, Google, YouTube, etc.) have been frequently used by students and instructors. We simply ask that all are aware of the privacy risk when using these.

### **Class Attendance, Tardiness & Participation Policies**

Student attendance and participation in a course may be linked to course credit, evaluation, and final grades. Tardiness and leaving class early can also impact your learning process. Course attendance policies are developed based on providing a context for student learning that meets the course learning objectives. JMU is



currently in the process of evaluating its attendance policy in reference to emerging concerns from the COVID-19 pandemic with the [new policy posted Spring 2022](#).

“Instructors must provide an attendance policy for each course. The attendance policy must state any mandatory, unrepeatable components of the course, and the expected procedure for requesting and obtaining approval for scheduled absences” (Faculty Handbook section III.A.17, Attendance Policy). It further states, “Faculty shall make reasonable adjustments for students who are ill, have family emergencies or serve as duly authorized representatives of the university at some event. It is the responsibility of the faculty member to determine whether or not an adjustment is reasonable for the course. Any class activity which cannot be excused must be noted in the class syllabus.”

Contained in the new policy and in light of ongoing health and mental health concerns, faculty cannot require documentation from the University Health Center, Virginia Department of Health, a doctor, or a therapist’s office for absences due to COVID-19. Faculty may not request proof of COVID testing, vaccinations, or mandate masks not in keeping with the university’s COVID policies. “As a condition of the Honor Code, students are required to tell the truth about their absences or face an Honor Code violation.” The University Health Center’s self-care resources can manage many health concerns. Other ongoing health concerns may require support from the [Office of Disability Services](#) or the [University Counseling Center](#). A student may seek support from the [Dean of Students Office](#) for health or family emergencies.

Course attendance policies should identify how attendance impacts graded assignments, what assignments or learning activities in class cannot be missed, and how absences will impact grades. Students should speak with their course instructor on the first day of class to understand the attendance policy and its impact on grading. Many social work courses include teaching modalities like group work, presentations, small group activities, debates, collaborative discussions, and skills practice as integral parts of professional learning and skill building. Not being present in class for these types of activities can often interfere with students’ learning of course content, evaluation of skill development or achievement of course learning objectives.

Course attendance policies are reviewed early in the semester as the course instructor reviews the syllabus and course expectations.

### **Incomplete Grade Procedures in Core Social Work Courses**

A course instructor may determine the grade of [“Incomplete”](#) when a student has “extraordinary circumstances,” such as illness, that make the student unable to complete course work and request consideration. The final semester grade of “I” is awarded at the end of the term. Final coursework should be completed by the end of the next regular semester, or the grade is recorded as “F”. A grade of “Incomplete” should not be given if a student has missed significant portions of a course regardless of the cause or has not turned in significant assignments. A determination of a grade of “I” is at the course instructor’s discretion, with consultation from the AUH as needed.

In addition, each course in the core curriculum contains required program-driven assignments and activities (PDAs). Students must complete all course PDAs or the instructor-determined alternative assignment to be eligible to receive a final grade and credit for satisfactory completion of a core social work course.

For a grade of Incomplete, students and instructors must complete the Incomplete Grade Contract Form, signed by both instructor and student (See Appendix I). A copy of the form is retained in the student’s academic records until the grade of “I” is resolved either by adequate completion of agreed work by the agreed time or by failure to turn in work by the end of the following semester where a grade of “F” is automatically issued. Students are encouraged to complete missed coursework as soon as possible to prevent adverse impacts on their course plan.

If you receive an “Incomplete” grade in SOWK 287 or 288, you may apply to the Program major while completing the course. In applying to the program with a grade of “I”, a student must meet all other requirements. A student may receive conditional admission following faculty screening until the end of the

semester when their application is reviewed by the AUH, which will determine admission to the program. The coursework must be completed and the “ Incomplete “ grade removed before the AUH reviews the student’s application after receiving a conditional admission. The student must be fully admitted prior to entering the field practicum semester.

If you receive an “Incomplete” grade in courses listed as prerequisites to SOWK 465, 466, and 467 (SOWK 305, 317, 320, and 335), the coursework associated with the “Incomplete” grade **must** be completed and the grade of “Incomplete” removed prior to the beginning of the following semester if you are registered for these courses.

If you receive a grade of “Incomplete” in any course listed as a prerequisite to field practicum (SOWK 465, 466, and 467), you **must** complete coursework and the grade of “Incomplete” removed prior to the beginning of the field practicum.

### **Departmental Grading Scale**

The following scale is used for all course final grades in the Department of Social Work (Grades will NOT be rounded up). Grading Scale and G.P.A. Equivalent [Revised Fall 2023]

<b>A</b>	100-97	4.0	<b>A-</b>	94	3.7
	96	3.9		93	3.6
	95	3.8		92	3.5

<b>B+</b>	91	3.4	<b>B</b>	88	3.1	<b>B-</b>	85	2.8
	90	3.3		87	3.0		84	2.7
	89	3.2		86	2.9		83	2.6

<b>C+</b>	82	2.5	<b>C</b>	79	2.2	<b>C-</b>	76	1.9
	81	2.4		78	2.1		75	1.8
	80	2.3		77	2.0		74	1.7

<b>D+</b>	73	1.6	<b>D</b>	69	1.2	<b>F</b>	Below 64	1.6
	72	1.5		68	1.1			
	71	1.4		67	1.0			
	70	1.3		66	.9			
				65	.8			

**A :** Excellent. Mastery of material; robust scholarship; insightful and effective integration and application of concepts in meeting course learning objectives. Strong reflection skills and evidence of perspective-taking.

**B :** Solid. Good grasp of material; links to outside/scholarly sources to examine questions. Able to demonstrate course learning objectives with clarity. Demonstrates “*walking around knowledge*” and capacity for “perspective-taking.”

**C :** Basic. Adequate understanding of material at recognition/recall/understanding level; Completes requirements with limited/ minimal scholarship and/or evidence of integrating concepts. Course Objectives are met at basic level.

**D :** Lacking. Incomplete and/or misdirected engagement with material. Lack of integration and application of scholarly concepts. Missing evidence of consistent scholarly endeavor. One or more Course Objectives are not demonstrated.

**F :** Insufficient. Course assignments do not reflect meeting of Course Objectives.  
[Adopted 8/2022]

## UNIVERSITY POLICIES

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All JMU Academic Policies may be found in the [JMU Catalog](#).

### Academic Honesty and Turn It In

Making references to the work of others strengthens your own work by granting you greater authority and by showing that you are part of a discussion located within an intellectual community. When you make references to the ideas of others, it is essential to provide proper attribution and citation. Failing to do so is considered academically dishonest, as is copying or paraphrasing someone else's work. The results of such behavior will lead to consequences ranging from failure on an assignment to failure in the course to dismissal from the university. Please ask if you are in doubt about the use of a citation. Honest mistakes can always be corrected or prevented.

Academic dishonesty is not limited to plagiarism. Other examples of academic dishonesty include cheating on tests or homework, taking an exam or writing a paper for someone else, and selling or uploading unauthorized documents from a class. Talk with your instructor if you have questions regarding academic honesty.

The JMU community uses a plagiarism detection system called *Turnitin*. Turnitin is integrated into Canvas and is available for use by all JMU faculty and students.

The JMU Honor Code is available from the Honor Council website: <https://www.jmu.edu/honor/code.shtml>.

### Adding/Dropping Classes

JMU offers several periods to add a course each semester, at registration and typically the first few days of the semester. These dates are always posted by the Office of the Registrar. Students are responsible for registering for classes and for verifying their class schedules on e-campus (MyMadison). Changes may only be made during the designated time periods and under the stated JMU policy conditions.

Last day to add or drop a class:

Add with Departmental Permission. This is sometimes influenced by space availability and by the academic unit head with consultation of the instructor. Dates are advertised in all social work syllabi.

- Semester / 1st Block is \_\_\_\_\_ (determined by the Office of the Registrar)
- 2nd Block is \_\_\_\_\_ (determined by the Office of the Registrar)

Withdrawing from a class after the drop deadline results in a "W" grade and corresponding tuition charges, if applicable. Dates are posted widely each academic year and each semester of the academic year.

- Semester / 1st Block is \_\_\_\_\_ (determined by the Office of the Registrar)
- 2nd Block is \_\_\_\_\_ (determined by the Office of the Registrar)

JMU states "No exceptions will be made to these deadlines."

### Class Recording

JMU establishes circumstances under which the recording of class sessions may occur. Unauthorized recording by students is prohibited. The university prohibits recording class sessions by instructors or students except in accordance with applicable law and university policy. Class recordings may not be used in any way that denigrates and/or decontextualizes an instructor, student, or guest. Students who have accommodations for assistive technology through the Office of Disability Services may use this in agreement with that accommodation.

## Disabilities & Reasonable Accommodations

James Madison University is committed to the full and total inclusion of all individuals and to the principle of individual rights and responsibilities. To this end, policies and procedures will ensure that persons with a disability will not, on the basis of a disability, be denied full and equal access to and enjoyment of academic and co-curricular programs or activities or otherwise be subjected to discrimination under programs or activities offered by the University. This policy was developed to ensure equal access at the University for individuals with disabilities and to ensure full compliance with all pertinent federal and state legislation.

If you have a disability protected under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, students with special needs who require accommodations in course-based efforts must contact the instructor immediately to discuss their specific needs. Course accommodations are based on documentation from the Office of Disability Services. Students need to contact Office of Disability Services, located first floor of the Student Success Center [ <http://www.jmu.edu/ods> ] before any appropriate accommodations can be made. JMU does not discriminate on the basis of race, color, creed, national of origin, sex, age, sexual orientation or disability in admission or access to, or treatment in, its educational programs or activities.

## **Disruptive Behavior**

Students are required to abide by the rules of conduct established by the university and by individual instructors in classes. Students shall not engage in disruptive behavior or negatively impact the learning environment in classes.

Disruptive behavior is defined as inappropriate student behavior that a reasonable faculty member would view as interfering with the ability of instructors to teach and students to learn. It may constitute a violation of law, a violation of the student conduct code or a violation of an instructor's established rules of conduct for a particular class. Examples include, but are not limited to:

- Verbal or physical threats or harassment
  - Physical violence
  - Refusal to comply with reasonable faculty member instructions
  - Interrupting other speakers, speaking out without being recognized or engaging in personal insults
  - Refusal to comply with JMU guidelines related to COVID-19
  - Refusal to comply with directives related to health and safety issued by state and federal authorities
- Civil expression, disagreement or debate as permitted within the class as permitted by a faculty member is not, in itself, disruptive behavior and is not prohibited

The instructor has the authority to maintain order in the classroom, the lab or any other learning environment where instruction takes place so that all students may participate in the learning process. This includes the authority to impose sanctions on students who engage in behavior disruptive of the learning process. This authority must be exercised responsibly and with consideration not only of the student sanctioned, but also of the other students in the class.

## **Inclement Weather**

For the safety and well-being of its students and employees, the university may close or limit its services based on inclement weather or other emergencies. Information is available from a variety of sources including the [JMU website](#) and the [LIVESAFE](#) app.

*Makeup Days.* When it is necessary to cancel classes due to weather or other emergency, faculty members have several options for making up missed instructional time:

- Hold class at the regularly scheduled time on the official university make-up day.
- Hold class at a time acceptable to all class members other than the regularly scheduled time or the official make-up day. Time and location will be arranged by the academic unit.
- Accommodate the missed instructional time within the remaining class meeting time.

- Hold class through electronic means.

Faculty are encouraged to provide a written statement, in their syllabus/syllabi, of their method for addressing class cancellations due to inclement weather conditions or emergency situations. If the university is closed because of inclement weather conditions or emergency situations, faculty members are prohibited from requiring students to attend events, classes, laboratories, or any other functions on campus.

Students who are participating in off-campus activities such as internships, practica, student teaching or health services placements, or other assigned course work at locations remote from campus, will still be required to keep and attend their assigned placements, unless the placement site is closed or the student is unable to reach the placement site safely. It is the responsibility of the student to contact the placement site to receive instructions on attendance at the site, and to notify the instructor of record in the course of any closings of the placement site or inability to reach the placement site because of closings or inclement weather conditions.

*Final Exams Rescheduled for Inclement Weather or Emergencies.* When the university closes due to weather or other type of emergency, faculty will administer regularly scheduled examinations **at a time designated by the university**. The official make-up dates and times will be designated as part of the closing announcement or shortly thereafter. Unless otherwise notified, examination locations will be the same as the location for the regularly scheduled exam.

If it is determined that exams cannot be given because of inclement weather or other emergency, faculty will assign final grades to students based on course requirements completed prior to the regularly scheduled exam date. For additional information, refer to [JMU Policy 1309](#).

## Religious Observation Accommodations

All faculty are required to give reasonable and appropriate accommodations to students requesting them on grounds of religious observation. The faculty member determines what accommodations are appropriate for their course. Students should notify the faculty by no later than the end of the Drop-Add period the first week of the semester of potential scheduled absences and determine with the instructor if mutually acceptable alternative methods exist for completing the missed classroom time, lab or activity.

## University Closing, Class Cancellations, and Exam Postponement

JMU administration determines the closure of the university for inclement weather or emergencies. Notifications are announced on the university alert system, on websites, or other established systems, including local media. Faculty are encouraged to provide a written statement, in their syllabus/syllabi, of their method for addressing class cancellations due to inclement weather conditions or emergency situations. If the university is closed because of inclement weather conditions or emergency situations, faculty members are prohibited from requiring students to attend events, classes, laboratories, or any other functions on campus.

*Final Examinations.* In response to inclement weather and other emergencies, the university may be forced to reschedule or cancel final examinations. Decisions to close university operations will be made by the president or a designee. If the decision to close the university and reschedule or cancel final examinations is made, announcements will be made as noted above. When the university closes due to weather or other types of emergencies, faculty will administer regularly scheduled examinations at a time designated by the university. The official make-up dates and times will be designated as part of the closing announcement or shortly thereafter.

*Field Placements.* Social work students in their field experience must keep and attend their assigned placement unless the placement site is closed or the student cannot reach the placement site safely. The student must contact the placement site and notify the instructor of the record associated with the placement process. Hours do not accumulate when students are out of field placement except with agreed upon.

# APPENDIX

## Appendix A

### JMU Social Work Program Driven Assignments

## BSW Curriculum Planning 2021

<b>Course</b>	<b>Program-Driven Assignments/Formative Assessments</b>	<b>Engagement Activities</b>	<b>Professional Writing</b>	<b>Holistic Outcome Assessment Activities</b>
SOWK 287	1. Pioneer project/Social Work Information Literacy 2. CSL/Eco-map 3. Cultural Humility 4. Ethics Essay 5. Resume	20 hours of Community Service-learning in a human services agency	Poster presentation APA style; Professional resume Introduction to DEAL reflective writing	
SOWK 288	6. Community-based justice advocacy assignment 7. Literature review 8. Poverty experience	Advocacy assignment	Literature review –APA style	
Application to the Program	9. Application		Application narratives Professional resume	
SOWK 305	10. CITI online training/test 11. Article Reviews /Critiques (qualitative and quantitative) 12. Research proposal/project 13. Practice evaluation exercises		APA Style guidelines Research Proposal/Project Using databases and other research tools	
SOWK 317	14. 1 <sup>st</sup> Interview- intake 15. 2 <sup>nd</sup> Interview – process recording 16. Social History 17. Cultural Humility	Community Service-learning for interviewing skills	Writing social histories; intake forms; case notes. Reflection on SL	
SOWK 320	18. System Study and Theory Application – individuals 19. System Study and Theory Application – families 20. System Study and Theory Application – groups 21. System Study and Theory Application – communities	Engaged learning – interviewing and researching communities	Professional writing at multiple system levels assessment	



SOWK 335	22. Social work information literacy – websites and popular media critique/log 23. Social policy proposal and critique 24. Bill Assignment 25. Advocacy Day	Civic engagement- legislative advocacy Rally/Celebration	APA guidelines review Advocacy letters/emails to legislators; memo; logic model, cartoons, newspaper articles, gov docs, info graphic, audiovisual clips and blogs	
SOWK 493	26. Pre-field Service 27. Blood-borne Pathogens 28. HIPPA Training 29. Field application 30. Skills review 31. Mandated reporter training 32. DSM introduction	50 hours service-learning in a human services agency and contact with degreed social worker	Oral communication/ interviewing with agencies	
SOWK 465	33. Community-based Group Experience 34. Community Group Observation 35. Research-informed practice 36. Transactional Analysis assignment	Community Engagement with groups	APA guidelines review Group notes	
SOWK 466	37. Agency Profile 38. Multi -dimensional assessment (w/eco-map and genogram) 39. Case Summary Final Documentation 40. Annotated Biblio 41. 1 <sup>st</sup> /2 <sup>nd</sup> video critique and feedback	Community Engagement agency interviews	Case assessment; case notes; thank you notes for agencies; Evidence-based practice	
SOWK 467	42. Macro team project 43. Meeting analysis 44. Organizational assignment (system study)	Community Service-learning /organizational based Macro projects	Executive summary; meeting notes	
IPE 415	45. Group Presentation 46. Reflection assignment		Reflection paper	
SOWK 481 and 482	47. Community Agency Study (481) 48. Field Journals (both) 49. Field Integration Meetings (both)	SOWK 481: Practicum in an agency supervised by field facilitator and faculty liaison	Supervision conference reports  Agency study (481)	

	<p>50. Supervisory conference report (both)</p> <p>51. Macro/Mezzo/ OR Micro Case Study</p>	<p>– 236 hours first block (Must PASS this course to move to SOWK 482) First Block Student Self-Eval &amp; Supervisor Eval.</p> <p>SOWK 482: Practicum in an agency supervised by field facilitator and faculty liaison – 236 hours. Final Self Eval., Eval. Of Field Experience &amp; Field Practicum Agency assessment</p>	<p>Case Study (482)</p> <p>APA style for lit review</p>	<p>Final Field Evaluation</p>
<p>SOWK 494</p>	<p>52. Final Resume</p> <p>53. Professional Statements (ethics; diversity; social issues)</p> <p>54. Self-care plan</p> <p>55. Professional Practice Philosophy</p>		<p>ePortfolio – writing for professional practice</p>	<p>1. Written Comprehensive exam</p> <p>2. Oral Comprehensive exam</p> <p>3. Implicit Curriculum Survey</p>

Appendix B  
Pre-Field Service Report Form  
(50-Hours)

Department of Social Work  
James Madison University  
801 Carrier Drive, MSC 4303  
Harrisonburg, VA 22807

Pre-Field Service (50 hours) Report Form

This form is to be completed by the student and signed by the supervisor with whom the student completed the Pre-Field Service and the person with a social work degree with whom the student conferred on-site.

Student Name: \_\_\_\_\_ Field Practicum Semester: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Human Service Setting/Agency: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

Supervisor Title: \_\_\_\_\_

Name and degree of social worker on staff, if different from above

\_\_\_\_\_

Agency Address: \_\_\_\_\_

Agency Phone: \_\_\_\_\_ Supervisor Email: \_\_\_\_\_

Total number of hours spent at agency: \_\_\_\_\_

Date(s) and hours worked: (time sheet may be attached)

**Evaluation for 50 hours Pre-field Community Service**

Social work students are expected to cultivate the following habits and characteristics. Please give us your feedback at the end of the student’s service time. This evaluation should be filled out by the staff person who had the most contact with the student.

	Does not meet expectations	Meets expectations	Exceeds expectations
Attendance/Punctuality			
Follow-through/dependability			
Assumption of responsibility for actions			
Effective use of feedback			
Treats clients and colleagues with dignity and respect			

Comments:

The social work department is always open to feedback on our program or students. Please feel free to contact Shanza Isom, director of field placements at [isomsa@jmu.edu](mailto:isomsa@jmu.edu)

Name and position of person filling out evaluation

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Signature \_\_\_\_\_ Date: \_\_\_\_\_

Name and degree of Social Worker (If different from above): \_\_\_\_\_

Signature \_\_\_\_\_ Date: \_\_\_\_\_

( ) I have met with the student and s/he has a beginning understanding of the role of social work in this practice setting.

## Appendix C

### Sample Field Application

Note: Download on Social Work Department Webpage  
EID and Password Needed

**JAMES MADISON UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
APPLICATION FOR FIELD PRACTICUM  
(Please word-process)**

NAME \_\_\_\_\_  
(Last) (First) (Middle)

LOCAL ADDRESS \_\_\_\_\_  
(Street) (City) (State) (Zip Code)

LOCAL TELEPHONE \_\_\_\_\_ CELL TELEPHONE \_\_\_\_\_

EMAIL ADDRESS \_\_\_\_\_

PERMANENT ADDRESS \_\_\_\_\_  
(Street) (City) (State) (Zip Code)

PERMANENT TELEPHONE \_\_\_\_\_

DO YOU HAVE A VALID DRIVER'S LICENSE? YES \_\_\_\_\_ NO \_\_\_\_\_

DO YOU HAVE CAR INSURANCE? YES \_\_\_\_\_ NO \_\_\_\_\_

DO YOU HAVE MEDICAL INSURANCE? YES \_\_\_\_\_ NO \_\_\_\_\_

PERSON TO BE NOTIFIED IN CASE OF EMERGENCY

NAME \_\_\_\_\_ RELATIONSHIP \_\_\_\_\_

ADDRESS \_\_\_\_\_  
(Street) (City) (State) (Zip Code)

TELEPHONE \_\_\_\_\_ ALTERNATE TELEPHONE \_\_\_\_\_

SEMESTER OF DESIRED PRACTICUM \_\_\_\_\_

DATE OF ANTICIPATED GRADUATION \_\_\_\_\_

- I. Course Preparation: List all required social work courses by number and title (completed or currently completing).
- A. List all approved social work electives by number and title (completed or currently completed).
  - B. List all minor, prerequisite, related elective courses or courses that you wish to highlight by number and title (completed or currently completing).
- II. Identify and briefly discuss any areas of special interest in social work you might have.
- III. Career plans. Indicate your current thinking about your career plans and goals. What do you hope to be doing immediately after successfully completing all BSW requirements?
- IV. Please attach the following essays to your application.

These essays and the resume will be forwarded to the field practicum agency along with your application. They should be informative, well thought out, well written, and contain the amount of self-disclosure with which you feel comfortable. Please type the descriptive title prior to writing each statement.

- A. **Updated chronological resume** which should include both volunteer human service experiences and all work experiences for the past four years only.
- B. **Volunteer/community service/pre-field service experiences.** Highlight those experiences with particular emphasis on the one experience that was the most meaningful to you. Briefly discuss how these experiences prepared you for the field practicum and their impact on your understanding of the social work profession. (two-three pages)
- C. **Personal Statement.** Comment on your family and personal values and important life experiences that shaped who you are today. Identify experiences that sparked your interest in social work. Identify and discuss personal qualities/strengths that equip you for the social work profession. Note areas needing growth that relate to the beginning of the practicum experience. (two-three pages)

**V. Release of Information**

I \_\_\_\_\_, give permission to the JMU Director of Field Placement to discuss with my assigned Faculty Field Instructor (FFI) and my potential agency field supervisor and for my FFI to discuss with the Director of Field and my agency supervisor any academic, criminal, and anecdotal information pertaining to my potential/performance in a field placement. I understand that this agreement is valid until my final field grade is submitted (and may be revoked at any time with a signed written request).

\_\_\_\_\_  
Student - Printed name

Signature \_\_\_\_\_ Date \_\_\_\_\_  
Student

Signature: \_\_\_\_\_ Date \_\_\_\_\_  
Faculty Advisor



## Appendix D

### Social Work Admissions Instruction Packet

## **B.S.W. PROGRAM ADMISSIONS INSTRUCTIONS**

Applying to the BSW Student Admission Checklist

Admission To the B.S.W. Program (Overview)

Admission Form (To be completed)

Personal Statement Instructions

Reference Instructions & Link

Social Work Program Admission Form

Student Agreement Sheet

Transcript Submission

Resume Link with University Career Services

Student Agreement Form (signed by student and advisor)

## BSW STUDENT ADMISSIONS CHECKLIST

***This page is designed to help students complete each of the following tasks:***

\_\_\_\_\_ Start planning your admission process early by scheduling an appointment with your academic advisor. The dates for submission are October 15 (Fall term) and March 1 (Spring term). Three references (name and email addresses) are due earlier to a link sent from the Social Work office, ensuring all your materials are in on time. You will be invited to the Canvas Admission site, where you will find admission materials.

\_\_\_\_\_ Read this entire application thoroughly before completion! The Social Work Department's webpage version is in .pdf (you can only read it). You will need your EID and password to access it. The version on Canvas will allow you to fill in and complete the form.

\_\_\_\_\_ Submit your three professional references (name and email address) to the link provided early. References submitted directly to the Social Work Department receive a submission link returning your reference to the department.

\_\_\_\_\_ Read the NASW Code of Ethics and at least one other professional ethical statement [IFSW (International Federation of Social Workers) International Code of Ethics or NABSW (National Association of Black Social Workers) Code of Ethics or LASW (Latinx Association of Social Workers) Mission Statement or (JDHR) Universal Declaration of Human Rights]. These are referenced in the application process.

\_\_\_\_\_ Read the Social Work Student Handbook, available from the Social Work Department website, with your EID and password.

\_\_\_\_\_ Download a copy of your transcripts for submission through *MyMadison*.

\_\_\_\_\_ Draft and finalize your personal statement following the prompts on the form. Be sure to respond to each area. Using headings to organize your document. The JMU University Writing Center can support your writing efforts. Your social work academic advisor reviews your completed application, emphasizing that your responses are adequate. However, ultimately the responsibility is yours.

\_\_\_\_\_ Student Agreement Form should be reviewed with your social work academic advisor, and signatures occur. Under limited situations, faculty have specific processes for remote signatures. Students should strive for an in-person meeting with their academic advisor.

*Your signature on this form signifies that you have read, understand and agree to follow the policies and procedures in the Social Work Handbook and that you have read and agree to abide by the NASW Code of Ethics.*

\_\_\_\_\_ Compile all admission documents into one .pdf file for submission on the Admission Canvas site.

Please ensure that materials are completed, clear and promptly submitted no later than the stated deadline in the Social Work Student Handbook for the semester after you complete SOWK 287 and SOWK 288 or as stated in a letter from the department's Academic Unit Head (AUH). Pay attention to the dates on the Admission Flow Chart reviewed at the mandatory semester admission discussion. Failure to submit materials may result in a Professional Behavior Chart, negatively impact on the admissions decision, or on enrollment in required social work courses.

**PLEASE TALK WITH YOUR SOCIAL WORK ACADEMIC ADVISOR ----EARLY!**

## ADMISSION TO THE B.S.W. PROGRAM

### Overview

You may declare a major in social work at any time. You will be assigned a social work faculty academic advisor to assist you in developing your Social Work Academic Plan (course of study), monitoring your academic progress, assisting you with career development, and with admission to the B.S.W. Program. This document provides information for those applying to the program.

### Timeline

You must apply to the program the semester immediately following successful completion of SOWK 287 (Introduction to Social Work) & SOWK 288 (Human Rights, Social Economic and Environmental Justice). Admission packet due dates are October 15<sup>th</sup> or March 1, regardless of other holidays or weekends. Students should work with their faculty academic advisor to develop their admission packet and meet the deadline.

### Submission

Students should work with their faculty academic advisor in developing admission materials and reviewing how they will complete program requirements. This should include

- a discussion of the NASW Code of Ethics & the International Federation of Social Work Code of Ethics or other professional ethical statements,
- a review of the student's course and progression plan,
- how the student will complete their 50-hour pre-field experience,
- review of their personal statement written,
- an initial discussion of career or graduate education plans, and
- any potential field experience concerns.

Students submit an admission packet they developed and reviewed with their academic advisor during the designated semester. The admission materials include

- Student Agreement Form for Admission to the B.S.W. Program (signed)
- Application completed using WORD as no handwritten applications are accepted,
- Personal Statement (well written responding to prompts)
- Resume in the SOWK 287 format provided
- Unofficial JMU transcripts (including evaluation by the Office of the Registrar of transfer credits if applicable) and
- Email addresses and names of at least three persons for references.\*

*\*References should reflect individuals who know of your work, service, or volunteer experiences from a variety of sources. You are encouraged not to have more than one reference from a location/source.*

### Process of Determination

Declared social work majors who have successfully completed the SOWK 200 level courses are invited to apply to the program. There are three determinations made in reviewing student applications.

- For a determination of **unconditional admission** (full admission), the student must have a 2.0 overall average with no single grade lower than a "C (2.0)" in the 200-level social work courses, and to have completed the 20 hours of community service-learning required in SOWK 287.
- For a determination of **conditional admission**, the student may be considered to have a deficit in one of the main criteria areas that may be resolved within one semester. This could be a GPA below 2.0 overall average, not completing the 20 hours of community service-learning required in SOWK 287, incomplete application components such as a resume or reference, or an incomplete personal statement that is not hand-written.
- For a determination of **no admission**, the student would have failed to submit appropriate materials for successful evaluation and review.

Successful admission requires evaluation by two faculty members of a student's written application, a GPA of 2.0, a correctly formatted resume, an unofficial copy of your transcripts, a well-written personal statement, and professional references. The personal statement is used to assess your writing ability as well as your choice of social work as a profession. Additionally, students are evaluated on the basis of community service and life experiences, academic performance, communication skills, work-related or volunteer efforts, ability to work with others, motivation, professional value orientation, and career plans. Work-related skills and characteristics students are expected to demonstrate that are posted within every required social work course include:

- Punctuality
- Attendance
- Follow Through/Dependability
- Meeting of Deadlines
- Handling of stress
- Using humor appropriately
- Assumption of responsibility for actions
- Flexibility
- Work organization
- Acceptance of written feedback (200-level courses)
- Acceptance of verbal feedback (200-level courses)
- Effective use of written feedback (300-400 level courses)
- Effective use of verbal feedback (300-400 level courses)

**JAMES MADISON UNIVERSITY  
SOCIAL WORK PROGRAM ADMISSION FORM  
(Fill in this form using Microsoft WORD)**

Name \_\_\_\_\_ Date of Application \_\_\_\_\_  
                     (Last)                      First)                      (Middle)

JMU ID# \_\_\_\_\_

Local Address: \_\_\_\_\_  
   (Street)    (City)    (State)    (Zip Code)

Local Phone \_\_\_\_\_ E-Mail Address \_\_\_\_\_

Advisor \_\_\_\_\_ Minor or second major (if applicable) \_\_\_\_\_

Overall JMU GPA \_\_\_\_\_ Credit Hours Completed \_\_\_\_\_

Have you ever been given a Professional Behavior Chart(s)? YES \_\_\_\_\_ NO \_\_\_\_\_

- If yes, for what concern and how did you address this:  
 \_\_\_\_\_

Have you repeated a social work course? \_\_\_\_\_ If so, which course? \_\_\_\_\_

<b>SOCIAL WORK COURSES COMPLETED AND CURRENTLY TAKING. (Attach an Unofficial Transcript printed from MyMadison)</b>			
<b>Course #</b>	<b>Course Name</b>	<b>Instructor Name</b>	<b>Final Grade</b>
SOWK 287	Introduction to Social Work		
SOWK 288	Human Rights, Social Economic Environmental Justice		

**PERSONAL STATEMENT of SOCIAL WORK PHILOSOPHY:** Since you are entering a profession that values critical self-reflection and a commitment to lifelong learning, this personal statement is designed to encourage honest self-assessment and introspection while maintaining a professional voice. This statement aims to provide insight into what brought you to social work and how you will honor its values and principles as a member of the profession. In corporate relevant life experiences, volunteer and/or community service experiences, internships, and work experiences relevant to social work completed in no more than 1200 words, address the following:

1. Describe briefly what makes the social work profession the right fit for you.
2. The NASW Code of Ethics states, “social workers promote social justice and social change with and on behalf of clients.” How will this influence your role as a social worker?
3. According to the NASW Code of Ethics, “social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice.” Describe how you plan to commit to diversity, equity, and inclusion across identities as a social worker.
4. Identify an additional principle or consideration that stands out to you and explain how it exemplifies to you what it means to be a social worker. Look at these other codes of professional ethics.
  - IFSW (International Federation of Social Workers) International Code of Ethics or
  - NABSW (National Association of Black Social Workers) Code of Ethics or
  - LASW (Latinx Association of Social Workers) Mission Statement or
  - (UDHR) Universal Declaration of Human Rights
5. What are your personal strengths and qualities that will help you become an effective social worker? Based on your self-assessment, identify at least two personal areas of needed professional development and your specific plan for addressing these areas.

Optional: Are there any additional factors that you consider crucial or wish the BSW faculty to consider

## REFERENCE LINK INSTRUCTIONS

### Overview

Professional references are individuals who can affirm your qualities and temperament for becoming a social worker, while providing insights into your work ethic, skills, strengths, achievements, and challenges. They may be able to share your positive personality or character traits or attest to your potential serve others or barriers overcome.

Early submission of references is encouraged. Discuss possible individuals to use as references with your academic advisor. Be sure you have correct contact information including correct spelling of names and email addresses.

### Process

References should be received by the due date (October 15 or March 1). Your responsibility is to submit the names and emails of *three* references in a timely manner that allows for their response to the program’s request. You do not need to wait until your entire packet is complete to submit your references. Delays in

receiving references by the due date may result in the postponement of the application review until the next due date, which impedes your progression in the program.

*A high-value reference is a person who:*

- could speak to your strengths and challenges as a worker or volunteer
- directly supervised you in work, service-learning, or volunteer experience
- that you provided childcare or elder care responsibilities recently

*References that are generally discouraged:*

- Family members – even if they are in a helping profession
- Same-age peers – like a friend, Greek life member, faith-based group member, or co-worker
- A mature co-worker with limited knowledge of your work experience
- Your third-grade teacher whom you liked but have had no contact with since the third grade
- More than one person from the same area of life, business, or volunteer experience

## **The Link**

A link to enter the name and email of your three professional reference persons will be sent to eligible students at the start of the semester. While we require three, there is room for up to five referees. You are required to provide three references.

## **TRANSCRIPT SUBMISSION**

Students should submit a recent unofficial copy of their JMU transcript from their *MyMadison* account. The transcript should indicate completion of SOWK 287 and SOWK 288 with identification of any other courses being taken at the time of application.

## **RESUME LINK WITH UNIVERSITY CAREER SERVICES**

**SUBMIT A RESUME** that identifies your volunteer/community service experiences, internships, and work experiences relevant to social work. Go to the University Career Center, third-floor Student Success Center for assistance. *Use the SOWK 287 format.* It is the only acceptable resume format for submission.

[Get assistance in developing a professional resume appropriate for submission.](#)



James Madison University Department of Social Work  
**Student Agreement for Admission to the Social Work Program**

*Please sign YOUR INITIALS in the space before each statement or question below. Your initials indicate that you have read, understand, and completed each area as listed below.*

- \_\_\_\_\_ I have read and agree to abide by the NASW Code of Ethics.
- \_\_\_\_\_ I have read and understand the Social Work Department's policies and procedures outlined in the department's Social Work Student Handbook and agree to follow the guidelines.
- \_\_\_\_\_ I have read and understand the University's student policies as well as student rights and responsibilities as articulated in the Undergraduate Catalog and the University Student Handbook, both available online.
- \_\_\_\_\_ I understand that my GPA may be reviewed periodically to determine compliance with the JMU-BSW requirements.
- \_\_\_\_\_ I understand that my misrepresentation of any information requested as part of the admissions, or any other formal process used in the Social Work Department may be grounds for denial of admission or dismissal from the program.
- \_\_\_\_\_ I have discussed with my faculty advisor my academic plan for progression to graduation, including prerequisites for required social work courses, transfer credits, maintaining my GPA, and the potential negative outcome for deviations from the plan, such as adding a semester to your graduation schedule.
- \_\_\_\_\_ I have discussed with my faculty advisor my plan for completion of the 50-hour Pre-Field Service and the rules that govern the selection and reporting of this experience prior to the first day of the semester when taking the 3Ms.
- \_\_\_\_\_ I understand that if I have personal, medical, mental health, legal, or substance abuse problems/issues or psychosocial distress that interferes with my ability to meet program requirements, I am expected to take remedial action. I understand that my academic advisor may be a source of support, and they may refer me for additional services either on campus or within the community. Such conversations are held confidential.

Student Printed Name \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

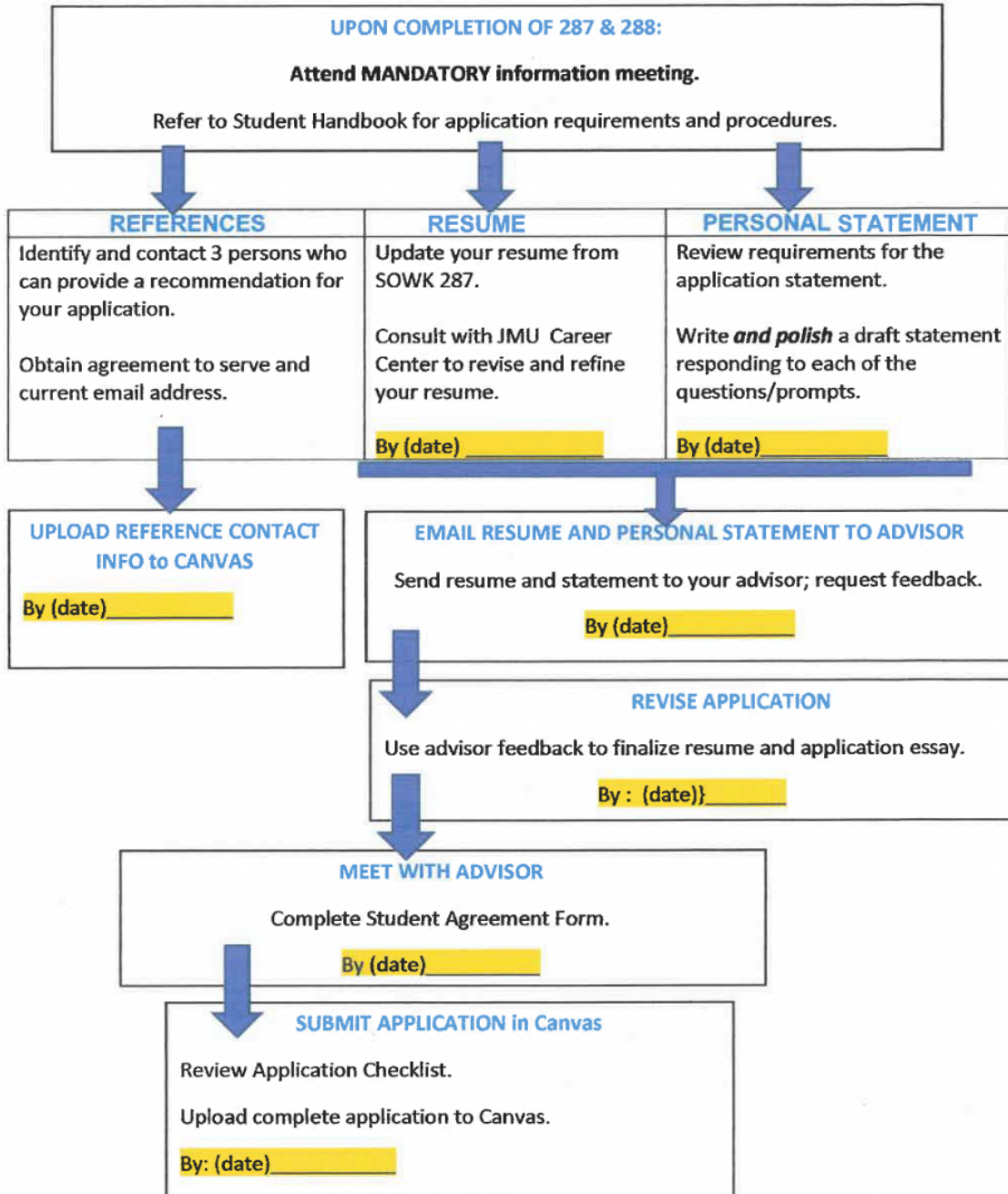
Advisor Signature \_\_\_\_\_ Date \_\_\_\_\_

## Appendix E

### Social Work Admission Process Flow Chart

## APPLICATION PROCESS FLOW CHART

Your application is a significant step in your academic and professional preparation. Applications are to be prepared carefully to reflect your standard of excellence.



## Appendix F

### Admissions Professional Behavior Chart

Name of Student: \_\_\_\_\_

Date: \_\_\_\_\_ Term: \_\_\_\_\_

Course/Activity: Admission to the Social Work Program

Professor/Advisor: \_\_\_\_\_

Professional Standards and Expectations

Social work classes are predicated on preparing professionals. Distinct from academic programs that consider only scholastic performance, students in the social work program are continuously monitored for their ability to engage in appropriate professional behavior, performance, expectations, and conduct. Standards for professional standards and expectations are delineated in course syllabi, the Social Work Student Handbook, and the NASW Code of Ethics. In addition to fulfilling academic expectations, students are expected to cultivate their professionalism through the demonstration of professional habits and/or characteristics while engaged in course activities within and outside the classroom. Therefore, demonstrating standards appropriate to the social work profession is considered a normal part of course requirements, **admission to and continuation in the social work program**. This form serves as a notice to students who have exhibited areas of concern in meeting these professional standards and expectations during the course or activity indicated above. You may have been asked to be mindful, to address or to correct behaviors by the course instructor during the term. This form is provided as documentation for you and a copy will be kept in your departmental records and removed upon successful completion of the program or if you change majors. The form may be completed at any time during the academic term by a faculty member to assist students in recognizing and addressing challenges of adherence to these standards and expectations.

Professional Standards or Expectations	Satisfactory	Unsatisfactory	Unacceptable	Comments
Meeting of Deadlines	All course work is turned in on time and meets the assignment standards; agreed upon peer or community-based assignments are completed at agreed dates and done well	Deadlines associated with class assignments, agreed peer task or community-based task are not met consistently; failure to notify of delays to appropriate source	Frequently does not meet deadlines; repeated failure to notify of delays to appropriate source	This Professional Behaviors Chart is being given to you due to a failure to meet the deadline(s) established for applying to the social work major. The meeting of deadlines is an important practice behavior for social workers so your failure to adhere to the provided deadline(s) for submitting your draft application materials to your advisor for review and/or submitting your final application materials to the department necessitates this PBC to reinforce the importance of this practice behavior.

## Appendix G

### Social Work Academic Plan Course of Study “The Blocks”

### SOCIAL WORK ACADEMIC PLAN: DECEMBER GRADUATION

**FOR GRADUATION: 120 EARNED CREDITS. 30 AT JMU; 60 FROM 4-YEAR INSTITUTIONS**

FALL /	SPRING /	SUMMER /	NOTES
<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	Total Earned Credits: _____ End of _____ Term
FALL /	SPRING /	SUMMER /	
<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<b>Upon completion of 287 &amp; 288, make formal application to the major.</b>  <b>To enter 3Ms next Spring:</b> <ul style="list-style-type: none"> <li>● Pre-field Hours complete</li> <li>● 91 + earned credits</li> </ul>
FALL /	SPRING /	SUMMER /	
SOWK 317 SOWK 320	SOWK 465 SOWK 466 SOWK 467 SOWK 493 : Forum I IPE Ethical Decision Making  _____	<input style="width: 30px; height: 20px;" type="text"/>	<b>To enter Field and graduate in December:</b> <ul style="list-style-type: none"> <li>● 105+ earned credits</li> </ul>
<input style="width: 30px; height: 20px;" type="text"/>	14	<input style="width: 30px; height: 20px;" type="text"/>	
FALL /	SPRING /	SUMMER /	
<u><b>To GRADUATE: ENTER WITH 105+ CREDITS</b></u>  SOWK 481: Field I SOWK 482: Field II SOWK 494: Forum II			
<input style="width: 30px; height: 20px;" type="text"/>			
15			

### SOCIAL WORK ACADEMIC PLAN: MAY GRADUATION

FOR GRADUATION: 120 EARNED CREDITS. 30 AT JMU; 60 FROM 4-YEAR INSTITUTIONS

FALL /	SPRING /	SUMMER /	NOTES
			Total Earned Credits: _____ End of _____ Term
FALL /	SPRING /	SUMMER /	
			Upon completion of 287 & 288, make formal application to the major.
			Total Earned Credits: _____ End of _____ Term
FALL /	SPRING /	SUMMER /	
	SOWK 317 SOWK 320		<p><b>To enter 3Ms in Fall:</b></p> <ul style="list-style-type: none"> <li>• Pre-field Hours complete</li> <li>• 91 + earned credits</li> </ul> <p><b>To graduate next May:</b></p> <ul style="list-style-type: none"> <li>• 120 earned credits</li> </ul>
FALL /	SPRING /	SUMMER /	
SOWK 465 SOWK 466 SOWK 467 SOWK 493 : Forum I IPE Ethical Decision Making _____	<p><b><u>TO GRADUATE: ENTER WITH 105+ CREDITS</u></b></p> <p>SOWK 481: Field I SOWK 482: Field II SOWK 494: Forum II</p>		
14	15		



Appendix H  
Professional Behavior Chart

Name of Student: \_\_\_\_\_

Date: \_\_\_\_\_

Term: \_\_\_\_\_

Course: \_\_\_\_\_

Professor: \_\_\_\_\_

**Professional Standards and Expectations**

Social work classes are predicated on preparing professionals. — Distinct from academic programs that consider only scholastic performance, students in the social work program are continuously monitored for their ability to engage in appropriate professional behavior, performance, expectations, and conduct. Standards for professional standards and expectations are delineated in course syllabi, the Social Work Student Handbook, and the NASW Code of Ethics. In addition to fulfilling academic expectations, students are expected to cultivate their professionalism through the demonstration of professional habits and/or characteristics while engaged in course activities within and outside the classroom. Therefore, demonstrating standards appropriate to the social work profession is considered a normal part of course requirements, ***admission to and continuation in the social work program***. This form serves as a notice to students who have exhibited areas of concern in meeting these professional standards and expectations during the course indicated above. Students are asked to be mindful, to address, or to correct behaviors by the course instructor during the term. This form is provided as documentation for you and a copy will be kept in your departmental records and removed upon successful completion of the program or if you change majors. The form may be completed at any time during the academic term by a faculty member to assist students in recognizing and addressing challenges of adherence to these standards and expectations.

Professional Standards or Expectations	Satisfactory	Unsatisfactory	Unacceptable	Comments
Attendance	Comes to and remains in class, peer group meetings, and community activities associated with the course and remaining for the duration; informs instructor (peers or community contact) of absences prior to or ASAP	Absent from several course (peer or community activity) sessions; occasionally leaves class	Frequent absences or leaving class early with or without excuses or notification	
Punctuality	Coming on time and is prepared for class, community activities and peer group meetings; provides timely notification of tardiness to instructor (peers or community contacts)	Tardiness for multiple course (peer or community activity) sessions with or without excuses or notification	Repeated tardiness significant in time with or without excuses or notification	

Follow Through/ Dependability	Completes agreed upon assignments, expectations of community engagements and peer group work on or before deadline with an ability to maintain relationships in the process	Unable to consistently complete assignments; demonstrates difficulty maintaining relationships in the process	Seldom meets agreed upon assignments; unable to maintain working relationships with others	
Meeting of Deadlines	All course work is turned in on time and meets the assignment standards; agreed upon peer or community-based assignments are completed at agreed dates and done well	Deadlines associated with class assignments, agreed peer task or community-based task are not met consistently; failure to notify of delays to appropriate source	Frequently does not meet deadlines; repeated failure to notify of delays to appropriate source	
Completion of Written Assignments	Written assignments reflect stated expectations; is error-free; reflects good scholarship; delivered on time and of excellent quality	Written assignments do not reflect many stated expectations; <b>generally</b> , includes some grammatical/ mechanical errors; late	Written assignments do not reflect expectations; is incomplete and of poor quality including repeated grammatical/ mechanical errors; assignments are routinely incoherent; consistently late	
Oral (or accommodated*) Communication Skills	Communicates ideas well; is able to modulate or express self for others to understand	Inconsistently able to clearly communicate ideas well; unable to express self for others to understand	Consistently unable to communicate ideas or to express self for others to understand.	
Work Organization	Able to manage/prioritize academic assignments including peer/ group work and <b>community-based</b> assignments	Frequently unable to manage or prioritize academic assignments	Does not manage or prioritize academic assignments	
Course Conduct or Behavior	Attentive and engaged in course sessions and activities; demonstrates an ability to work cooperatively with others; shows respect for others' opinions through active listening;	Disengaged during course sessions; uncooperative or unwilling to participate in course activities; disrupts class process by talking with others	Uses derogatory or demeaning remarks towards others; monopolizes class discussion; sleeps during class	

<p>Use of Technology</p>	<p>Demonstrates an ability to use technology in class, with peers or in community-based engagement in a positive and productive manner; limits personal calls, email use or browsing on mobile devices (laptops, cell phones, netbooks, iPads)</p>	<p>Inconsistent adherence to assigned technology use within courses or to meet community engagement; some unauthorized use of technology during class or in community engagement activities</p>	<p>Unable to effectively use technology related to assignments (Blackboard, designated podcast or blogs, data analysis software such as SPSS, etc.); Unauthorized use of Internet, email access and texting during class</p>	
<p>Adherence to the NASW Code of Ethics – i.e. - (In)ability to work with diverse persons Respect (or not) for interpersonal boundaries Respect or disregard of confidentiality Chemical dependency etc.</p>	<p>Level appropriate knowledge of the Code; awareness, demonstration and adherence of Code; conducts self in accordance to the Code</p>	<p>Limited awareness and demonstration aspects of the Code; unable to consistently conduct self in accordance to the Code</p>	<p>Identified violation of the Code; unable to conduct self in accordance with the Code</p>	
<p>Self-Awareness and self-control</p>	<p>Demonstrates personal awareness and limits of knowledge/abilities/skills; works to engage difficult topics that may arouse emotions or uncomfortableness; Acknowledges areas of works to resolve personal issues; demonstrates an understanding of the effects of one's behavior on others</p>	<p>Limited awareness of personal limits or to control emotional responses; unable to consistently recognize how one's behaviors effect others</p>	<p>Unable or unwilling to work on personal or emotional issues that impair working relationships; demonstrates emotional problems that interfere with an ability to work effectively with others; unable to form effective relationships with others; demonstrates impairments in judgment, decision-making or problem-solving skills</p>	

Diversity and Inclusion	Demonstrates a willingness and strives to understand differences in people (age, class, color, culture, ability status, ethnicity, family structure, gender, marital status, national origin, race, religion, gender identity, sexual orientation, regional or national origin).	Demonstrates some areas of significant challenges for understanding differences in people or experiences with limited ability to engage different experiences	Unwilling to explore or understand differences in people's experiences and identities; exhibits discriminatory behavior or harassment towards others on the bases of differences;	
Handling of stress	Handles stress in a productive manner, is optimistic and has a positive approach; demonstrates an ability to balance academic & personal life with supportive strategies; able to ask for help when needed.	Some areas of stress identified without strategies for management; handles stress in non-productive manner (complaining, angry, withdrawing)	Inability to identify areas of stress or to develop strategies for management; unable to ask for help when needed	
Using humor appropriately (in class and with peers)	Able to use humor as an effective tool in class and with peers; able to accept the humor of others	Inconsistent ability to use humor and to accept the humorous efforts of others	Inability to use humor with peers or in class effectively; humor used is offensive and oppressive; unable to accept the humor of others in appropriate situations.	
Assumption of responsibility for actions	Respectful discussion and appropriate acceptance regarding academic performance and/or performance with peers; acknowledges with respect actions impacting personal academic performance or that of peers.	Inconsistent demonstration of behaviors that indicate acceptance of responsibility for actions	Inability to accept responsibility for personal actions and their consequences	
Flexibility (adapts to changes in classroom and community activities)	Able to adapt to necessary changes while maintaining positive relationships with others	Unable to consistent appreciate the need for flexibility with peers or with community engagement activities	Unable to adapt to changes; rigidity with necessary changes experienced by others; negative responses to the need for flexibility.	
Acceptance of written feedback	Able to accept written feedback of coursework or class behavior	Demonstrates some difficulty in accepting written feedback of coursework or class behavior	Demonstrates an inability to accept written feedback of coursework or class behavior	
Acceptance of verbal feedback	Able to accept verbal feedback of coursework or class behavior	Demonstrates some difficulty in accepting verbal feedback of coursework or class behavior	Demonstrates an inability to accept verbal feedback of coursework or class behavior	

Effective use of written feedback	Able to use written feedback to improve coursework and/or class behavior	Demonstrates some difficulty in using written feedback to improve coursework and/or class behavior	Demonstrates an inability to use written feedback to improve coursework and/or class behavior	
Effective use of verbal feedback	Able to use verbal feedback to improve coursework and/or class behavior	Demonstrates some difficulty in using verbal feedback to improve coursework and/or class behavior	Demonstrates an inability to use verbal feedback to improve coursework and/or class behavior	
Professional dress	Professional attire for required class presentations and during community-based engagement activities	Inconsistency in wearing professional attire for required class presentations and/or during community-based engagement activities	Wearing shorts, thongs, flipflops, too tight attire, glitterier clothing, jeans/clothes with holes or other attire for required class presentations and/or community-based engagement activities	
Community engagement	Able to maintain professional demeanor when working within community settings; demonstrates timely engagement; able to represent self and department in a professional manner; appropriate professional dress for community engagement	Some difficulty in maintaining professional decorum when serving with community-based agencies and/or some difficulty with inappropriate dress	Unable to maintain professional decorum when serving with community-based agencies; inappropriate dress	

Discussion with the student occurs. Documentation of actions taken during the academic term:

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Date

Appendix I  
Incomplete Grade Contract Form

JMU Department of Social Work  
 INCOMPLETE GRADE CONTRACT

**Incomplete Grades ([Office of the Registrar](#))**

If, under extraordinary circumstances, such as illness, a student is unable to complete course work in a class, the student may request an Incomplete be given from the instructor of the course before the end of the semester in which the course is being taken. The letter "I" represents on transcripts incomplete work in a given course.

Final coursework for a course in which a student receives a grade of "I" must be completed by the end of the next regular semester or the grade is recorded as a "F."

This contract must be completed and signed by both the instructor teaching the course for which the grade of Incomplete is requested AND the student who is requesting the incomplete. The Office of the Registrar's statement is above. Please read for your understanding and ask questions for clarification before you sign this contract. Students cannot remove an "I" grade by re-enrolling for a course in which an "I" still stands. Students are required to meet with the course instructor before this contract can be initiated. All faculty members maintain office hours.

It is up to the discretion of the instructor as to whether a student should be granted the opportunity for an Incomplete. In general, students should have completed more than half of the coursework for any given class before an Incomplete may be considered. Interim communication about this contract may occur through the student's JMU email. Satisfactory completion of work by the agreed-upon due date is the sole responsibility of the student.

Student name \_\_\_\_\_ Student ID# \_\_\_\_\_

Student JMU email \_\_\_\_\_

Number/Name of the Course \_\_\_\_\_

Semester/Year \_\_\_\_\_ Section # \_\_\_\_\_

Instructor \_\_\_\_\_

Reason for Incomplete:  
 \_\_\_\_\_  
 \_\_\_\_\_

Review of work completed for the course \_\_\_\_\_

Work expected to be completed course \_\_\_\_\_

Grade expected if work is not completed by the date above: \_\_\_\_\_

\_\_\_\_\_  
 Student

\_\_\_\_\_  
 Instructor

The instructor should submit the signed form to the Social Work Office Administrative Assistant, provide a signed copy to the student, their advisor, and keep a copy for their records.



Appendix J  
Student Resources/Supports

## Social Work Student Supports

Social Work students may require a variety of supports during their time in the program. Faculty may suggest you utilize these supports to ease your anxiety and stress, support an assignment, or just to improve your academic efforts to improve career opportunities.

### Academic Supports

[The Learning Center](#) – Located in SSC. Free tutoring for statistics and math, multilingual student services, and communication center.

Transfer Credit – [Registrar's Office](#)

[University Career Center](#) – Are you career ready? Learn the five steps. Practice interviewing, attend career fairs, learn about jobs, take professional headshots, sign up for Handshake, and help with resumes. CHBS has an identified person for the major.

[University Writing Center](#) – Schedule a writing consult for a review of assignments or papers. Help with APA. In-person or online.

### General Supports

[Center for Multicultural Services](#) – Provides educational co-curricular support for students with a specific emphasis on creating welcoming affinity spaces for students (Black Student Lounge, Asian Pacific Islander Desi American Lounge, Latinx Student Lounge, Lavender Lounge, Intersecting Lounge), Intercultural Greek Organizations, and Heritage & Affinity focused events. Located in SSC.

[Dean of Students](#) - Dean of Students supports student learning and interpersonal growth that creates engaged and enlightened citizens and provides support, guidance, and advocacy. Life setbacks happen, whether academic, family crises, or other concerns – the Dean of Students Office is there to help. Located in SSC.

[Office of Disability Services](#) – Provides support for students who have a documented disability and works to protect their legal civil rights. This includes the determination of learning accommodations, testing support, and coordination with faculty to support student successes. Located in SSC.

### Behavioral/ Wellness Supports

[Counseling Center](#) – Offers appointments and walk-in assistance from 10:00 am to 3:00 pm in the SSC. Has some emergency assistance (Sentara Emergency Room is also available). Offers groups, relaxing spaces, free expression spaces, and therapy dogs.

[Dean of Students](#) – If you need to be out for family or life emergencies.

[Madison Cares](#) - If you or a friend need varying kinds of support (academic, emotional, mental health stressors). Reach out if you need to support someone else, they can share the burden.

[Office of Disability Services](#) (ODS) – For support as needed. Located in SSC.

[Office of Student Accountability and Restorative Practices](#) – supports and addresses Honor Code violations through restorative practices.

[Rebound](#) – Life is full of unexpected and gradual setbacks. Setbacks can produce guilt, shame, apathy, but this is life. Rebound seeks to help normalize that we all have setbacks and can learn from others how to bounce back.

Suicide and Crisis hotline – 24 hour assistance – **dial 988**

[Student Support Hub](#) - Has food, financial, and housing assistance. You'll find help and direction without judgment.

[Timely Care](#) – looking for a therapist or emotional support. Free online counseling support sponsored by the university. Sign up at - [timelycare.com/jmu](https://timelycare.com/jmu)

## Self-Care Mental Wellness

A note from the counseling center can be found in the blue box below. As a student you may have or experience a need for mental health support during the semester. The Social Work Department recognizes there are nuances to finding support that works for you across a variety of life issues and circumstances. We encourage you to seek support that works for you across these or other resources.

### **Self-Care/Mental Wellness** [*Shared by JMU University Counseling.*]

As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily life. If you or someone you know is experiencing mental health challenges at James Madison University, please connect with the Counseling Center (CC) located within the Student Success Center on the 3rd floor, Suite 3100. You can learn more about available CC services by visiting the website: <https://www.jmu.edu/counselingctr/> or calling the Center ([540-568-6552](tel:540-568-6552)). Their services are free and confidential.

JMU has also partnered with TimelyCare, a virtual health and well-being platform, to provide you with 24/7 access to virtual mental health care from anywhere in the United States at no cost. Download the TimelyCare App or visit <https://timelycare.com/jmu> to register and get started today. Other available support resources to consider on campus include, but are not limited to the: Office of the Dean of Students, Health Center, UREC Health Promotion, Learning Strategies Instruction, & Office of Disability Services. If there is ever an immediate concern for your safety or the safety of another individual please call 911. In case of a mental health emergency (e.g., thoughts or plans to kill yourself, thoughts of seriously harming others, recent sexual assault) M-F 8am-4:30pm, when the University is open, crisis services are available through the CC. After hours and/or on weekends: students can call the Center ([540-568-6552](tel:540-568-6552)) and press “1” to connect to the after-hours crisis line. Alternatively, all students may go to the Emergency Room at the Sentara RMH Medical Center, 2010 Health Campus Drive, Harrisonburg, VA, 22801, ([540-689-1414](tel:540-689-1414)), call the 988 Suicide & Crisis Lifeline ([988](tel:988)), and/or utilize the Crisis Text Line (text “HOME” to 741741).

JMU encourages students to consult with their course instructor for absences and use [Self-Care Notes](#).

THE END