




Bachelor of Social Work Program Student Handbook

**Department of Teacher Education and Social Work
Education Building, 3rd Floor
100 University Parkway
Macon, GA 31206
Phone: 478.757.2544
Fax: 478.471.2501
Email: rebekah.hazlettknuds@mga.edu**

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Social Work Faculty and Staff

<p>Rebekah Hazlett-Knudsen, PhD, LMSW </p> <p>Associate Professor of Social Work BSW Program Director Email: rebekah.hazlettknuds@mga.edu Phone: 478-757-2544</p>	<p>Jared Johnson, LMSW</p> <p>Lecturer of Social Work Field Education Director Email: jared.johnson1@mga.edu Phone: 478-757-2544</p>
<p>Kelisa Underwood, LCSW, PhD</p> <p>Assistant Professor of Social Work Email: kelisa.underwood@mga.edu Phone: 478-757-2544</p>	<p>Rhonda Amerson, PhD</p> <p>Associate Professor and Chair Dept of Teacher Education & Social Work Email: rhonda.amerson@mga.edu Phone: 478-757-2544</p>
<p>David Biek, PhD</p> <p>Associate Professor and Dean School of Education & Behavioral Sciences Email: david.biek@mga.edu Phone: 478-757-2544</p>	<p>Sonja Rivers</p> <p>Professional Advisor- Dept of Teacher Education & Social Work Email: sonja.rivers@mga.edu Phone: 478-471-2488</p>
<p>Ruth Compton</p> <p>Administrative Secretary School of Education & Behavioral Sciences Email: ruth.compton@mga.edu Phone: 478-757-2544</p>	
<p style="text-align: center;"><u>Part-time Faculty</u></p> <ul style="list-style-type: none"> ● Tangela Brice, LCSW ● Tynesha Jones, LCSW ● Trevis Killen, Ed.D, MSW ● Sandy Little-Herring, MSW 	

BSW Student Handbook

History of Middle Georgia State University	7
Mission of Middle Georgia State University	7
History and Mission of the MGA BSW Program.....	8
COUNCIL ON SOCIAL WORK EDUCATION	9
Accreditation	9
Core Competencies	9
BSW Curriculum.....	12
Requirements for a BSW Degree	12
BSW Full-Time Plan of Study (through 2022-2023 catalog)	13
BSW Full-Time Plan of Study (2023-2024 catalog)	14
BSW Part-Time Plan of Study (2022-2023 & 2023-2024 catalogs)	15
Descriptions of Social Work Courses	16
SOCW 2215: Introduction to Social Work.....	16
SOCW 2400: Critical Thinking and Writing for Social Work.....	16
SOCW 2500: Success in Social Work.....	16
SOCW 2700: Social Work and the Social Welfare System	16
SOCW 3000: Cultural Humility and Responsiveness in Social Work.....	16
SOCW 3005: Introduction to Forensic Social Work.....	17
PBSV/SOCW 3010: Human Services Management	17
PBSV/SOCW 3050: Crisis Management	17
SOCW 3100: Human Behavior and the Social Environment.....	17
SOCW 3200: Direct Social Work Practice I	17
SOCW 3250: Social Work and Mental Health.....	17
SOCW 3300: Social Work Practice with Groups.....	18
SOCW 3350: Social Work Across the Healthcare Continuum	18
SOCW 3400: Practice Lab I- Individuals, Families and Groups	18
SOCW 3500: Social Work Practice with Communities and Organizations.....	18
SOCW 3600: Social Work Research Methods.....	18
SOCW 3700: Social Welfare & Policy Practice	18
SOCW 3800: Practice Lab II - Change in Organizations and Communities	19
SOCW 4000: Direct Social Work Practice II.....	19
SOCW 4010: Children in Crises	19
SOCW 4220: Family Violence & Abuse	19

SOCW 4300: Social Work Practicum & Seminar I	19
SOCW 4500: Organizational and Community Change.....	20
SOCW 4600: Social Work Practicum & Seminar II	20
Declaring the Major	21
Declaring the Major	21
Brightspace Desire to Learn (D2L) BSW Program Dashboard	21
Academic Advising	22
Advising	22
<i>First and Second Year Student Advising</i>	<i>22</i>
<i>Third and Fourth Year Advising</i>	<i>22</i>
Admission to the MGA BSW Program	23
Admission Requirements	23
Application Timeline	23
Application Process	24
Application Decisions	24
Appeal of Decision	24
Transfer Students	25
Practice Courses	25
Academic Credit for Life Experience	26
ePortfolio: Showcasing your Success	26
ePortfolio Presentation Showcase	26
<i>ePortfolio Assignments</i>	<i>26</i>
BSW Program Policies	27
Grade & Course Policies	27
Grades	27
Field Education	27
Incomplete Grades	27
Course Withdrawal	28
Repeating Courses Policy	28
Attendance Policy	29
Program Progression Policies - Academic and Professional Behavior Standards.....	30
Summary of Academic and Professional Behavior Progression Standards	30
Standards for Academic Behavior (Performance)	30
Junior Year Academic Progression Standards.....	30

Senior Year Academic Progression Standards	30
Standards for Professional Behavior (Non-Academic)	31
Expectations of Professional Behavior	31
Examples of Professional Behavior Concerns.....	32
<i>Academic Misconduct</i>	32
<i>Communication and Interpersonal Skills</i>	34
<i>Self-Awareness or Self-Care</i>	34
<i>Issues of Ethical Behavior</i>	34
Procedures for Evaluating and Addressing Academic and Professional Behavior Concerns	35
Procedures for Evaluating Concerns of Academic Behavior	35
Procedures for Evaluating Concerns of Professional Behavior.....	36
Probation and Dismissal	38
Probation Policy & Procedure	38
Dismissal Policy	38
<i>Appeal of Dismissal Decision</i>	39
Grievance Policy and Procedure	39
<i>MGA Grievance Policy</i>	39
<i>Program and Departmental Grievance Procedure</i>	39
Student Participation in Development of Program Policy	40
IMPORTANT UNIVERSITY PROGRAM POLICIES.....	42
Accessibility Services	42
Pregnant and Parenting Students (ADA, the Rehabilitation Act, and Title IX)	42
Federal Family Educational Rights and Privacy Act (FERPA)	42
Statement of Nondiscrimination	43
Sexual Harassment Policy	44
The Social Work Community.....	44
Social Work Student Service	44
Social Work Advisory Council (SWAC)	45
Social Work Self-Care Nook & Little Library	45
Social Work Speaker Series	46
Inclusion, Equity, and Justice Series	46
Inclusion and Equity Pledge	46
Tubman Museum Tour	46
Justice in the City	46

MSW Program Sessions	47
Student Social Work Club - <i>Horizons</i>	47
MGA’s Phi Alpha Delta Iota Pi Chapter	47
NASW- GA Chapter	47
University Events	48
Scholarship and Financial Aid Information	48
Appendices	49
Appendix A: BSW Program Advising Agreement	49
Appendix B: Advising Guide	50
Appendix C: SOCW Course Equivalency Evaluation Form	52
Appendix D: ePortfolio- Competency Showcase Presentation	54
Appendix E: Acknowledgement of Expectations of Academic and Professional Behavior	64
Appendix F: Academic or Professional Behavior Concern Form	65
Appendix G: Academic or Professional Behavior Action Plan	68
Appendix H: BSW Candidate Professional Behavior and Integrity Assessment	69

History of Middle Georgia State University

Middle Georgia State University (MGA) is a constituent institution of The University System of Georgia, and is a fully accredited member of the Southern Association of Colleges and Schools Commission on Colleges.

MGA distinguishes itself from peer institutions by offering an affordable, highly personalized, student-centered education to students of diverse backgrounds. The history of MGA reveals a remarkable trajectory: not only is MGA Georgia's newest university – state university status was granted in July 2015 – it is also one of Georgia's oldest institutions, with origins in the late 19th century, in 1884, when New Ebenezer Baptist Association established New Ebenezer College, a junior college in Cochran, Georgia. More recently, in 1965, the USG Board of Regents (BOR) passed a resolution to create a public two-year college to primarily serve Bibb, Houston, Peach, Crawford, Monroe, Jones and Twiggs counties. In 1996, the Regents expanded the mission of the institution with the introduction of the Bachelor of Science degree and the name, Macon State College, reflected the new four-year degree status. In 2012, the Board of Regents voted to consolidate Macon State College and Middle Georgia College and in 2013, Middle Georgia State College incorporated all of the programs of the five campuses. In 2015, the BOR approved the college's proposal to offer master's degrees, and the name of the institution was changed to Middle Georgia State University. MGA has since successfully launched five graduate programs. With this sector change, a new mission statement was developed to support the institution's strategic goals: "Middle Georgia State University educates and graduates inspired, lifelong learners whose scholarship and careers enhance the region through professional leadership, innovative partnerships and community engagement." Today, according to U.S. News, MGA has a diverse population of approximately 7,981 students. The university has a minority population of 48 percent. The population consists of 34 percent black/African American, 5 percent Hispanic, 4 percent multiracial, .3 percent Asian, and 55 percent white.

Mission of Middle Georgia State University

The mission of MGA is to educate and graduate "inspired, lifelong learners whose scholarship and careers enhance the region through professional leadership, innovative partnerships, and community engagement." The BSW program at MGA will underscore the institution's mission statement through the development of professional social workers ready to engage in community-based problem-solving. Students in the BSW program will develop knowledge and skills that will then be brought back to communities throughout the region, transforming individuals and families in need of expert and compassionate social care. The MGA BSW program aligns with the core values of the university in the following ways:

1. Stewardship - commitment to stewardship/caring for and about students
2. Engagement - strong engagement/interaction with and on behalf of their communities
3. Adaptability - adaptability in the application of skills across practice levels
4. Learning - demonstrate a strong desire for learning

History and Mission of the MGA BSW Program

Approved by the Board of Regents of the University System of Georgia on November 12, 2019, the MGA Bachelor of Social Work (BSW) program builds on the institution's robust Undergraduate and graduate programming. Accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), MGA is committed to the high standards associated with accreditation and understands the importance of obtaining specialty accreditation for professional programs.

Vision of the MGA BSW Program

The vision of the MGA BSW program is to be a leader in the use of community-based experiential learning to prepare skilled generalist social workers to serve and advocate through direct and community practice within the region's rural and urban centers, and beyond.

Mission of the MGA BSW Program

The BSW Program at MGA prepares engaged, lifelong learners through community-based experiential learning. Students are equipped to apply generalist social work skills to address the needs of diverse individuals, families, and communities. Grounded in the values of service, competence, the importance of human relationships, diversity, and social justice, the MGA BSW Program is committed to developing skilled professional social workers engaged in empowering marginalized and underserved populations within the surrounding rural and near urban regions. Goals of the MGA BSW Program.

The goals of the MGA BSW program goals are connected with the institution's mission and values; and, include the following:

1. Prepare regional and national leaders in generalist social work practice who are well-equipped to address the human service needs of individuals, families and communities within rural and urban settings;
2. Help meet the immediate and growing need for generalist skills in public, private and social service agencies in the area of Middle Georgia, statewide and beyond;
3. Prepare students for generalist practice through a unique curriculum of community-based experiential learning opportunities; drawing on community partnerships and collaboration with program alumni;
4. Advance student development and application of culturally responsive generalist social work skills across diverse populations and practice areas;
5. Impart in students a strong social work identity founded upon critical-thinking, ethical decision-making and the values of competence, service, human worth, social justice, advocacy and life-long learning;
6. Prepare students to recognize and address issues of oppression and social justice using skills of the person-in-environment framework, advocacy, empowerment, policy practice and organizational practice;
7. Seek to advance the role of social work within the diverse Middle Georgia region;
8. Develop strong connections with community partners and program alumni through ongoing collaboration in experiential and field education opportunities;
9. Provide student opportunities to collaborate with faculty, local agencies and alumni on multisystem, practice and research-based, and interdisciplinary solutions to regional needs.

COUNCIL ON SOCIAL WORK EDUCATION

Accreditation

The MGA BSW Program is accredited by the Council on Social Work Education's Commission on Accreditation.

Accreditation of a baccalaureate or master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it meets or exceeds criteria for the assessment of program quality evaluated through a peer review process. An accredited program has sufficient resources to meet its mission and goals and the Commission on Accreditation has verified that it demonstrates compliance with all sections of the Educational Policy and Accreditation Standards.

Accreditation applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

For more information about social work accreditation, you may contact [Accreditation](#). To view the directory of accredited programs, please visit <https://www.cswe.org/accreditation/about/directory/>.

Core Competencies

The mission and goals of the BSW Program are linked with the Council on Social Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS). BSW students are prepared for entry-level social work practice through *holistic competency* of the nine *CSWE 2015 EPAS Core Competencies*. Holistic competency refers to the ability to demonstrate competence through the dimensions of knowledge, values, skills and cognitive/affective processes. Upon completion of the BSW program students will:

Competency 1: Demonstrate Ethical and Professional Behavior

- Practice Behavior 1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Practice Behavior 2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Practice Behavior 3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- Practice Behavior 4: Use technology ethically and appropriately to facilitate practice outcomes; and
- Practice Behavior 5: Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

- Practice Behavior 6: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Practice Behavior 7: Present themselves as learners and engage clients and constituencies as experts of their own experiences; and

- Practice Behavior 8: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

- Practice Behavior 9: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Practice Behavior 10: Engage in practices that advance social, economic, and environmental justice.

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

- Practice Behavior 11: Use practice experience and theory to inform scientific inquiry and research;
- Practice Behavior 12: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Practice Behavior 13: Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

- Practice Behavior 14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Practice Behavior 15: Assess how social welfare and economic policies impact the delivery of and access to social services;
- Practice Behavior 16: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

- Practice Behavior 17: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Practice Behavior 18: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

- Practice Behavior 19: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Practice Behavior 20: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Practice Behavior 21: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Practice Behavior 22: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

- Practice Behavior 23: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Practice Behavior 24: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Practice Behavior 25: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Practice Behavior 26: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Practice Behavior 27: Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

- Practice Behavior 28: Select and use appropriate methods for evaluation of outcomes;
- Practice Behavior 29: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Practice Behavior 30: Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- Practice Behavior 31: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

BSW Curriculum

Completion of the BSW program requires completion of core curriculum and formal program curricula. Students first complete a majority of the core curriculum within the freshman and sophomore years, including Areas A-E, Area F, and at minimum, 6 hours of general electives. Social work courses within Area F (SOCW 2215 and 2500) and social work elective courses are open to all students who have met the prerequisites; regardless of major. The formal BSW curriculum includes the junior and senior years. Progression into the formal social work curriculum requires application and acceptance into the BSW program. Courses must be taken as shown in the formal BSW Program Sequence. However, students who have the prerequisites may take SOCW 3000, SOCW 3600, and social work elective courses before or within the semester shown in the progression of study. To progress in the formal program, students must follow academic and professional behavior standards.

Requirements for a BSW Degree

To graduate with a BSW degree from MGA you need a minimum of 120 credit hours from five main areas:

Area	Courses	Total Credit
Core Curriculum (Areas A-E)	See university catalog and advisement guidelines Courses suggested for the following areas: Area D Elective: MATH 1401: Introduction to Statistics Area E Electives: PSYC 1101: Introduction to Psychology & SOCI 1101: Introduction to Sociology	42
Area F (program prerequisites)	PSYC 2103: Introduction to Human Development SOCI 1160: Introduction to Social Problems SOCW 2215: Introduction to Social Work SOCW 2500: Success in Social Work (MATH 1401 if not taken in Area D unless waived by BSW Program Director) Area F Guided Elective (PSYC 1101 if not taken in Area E) (SOCI 1101 if not taken in Area E)	18
General Elective	See university catalog and advisement guidelines	9
Social Work (Required)	SOCW 3000, SOCW 3100, SOCW 3200, SOCW 3300, SOCW 3400, SOCW 3500, SOCW 3600, SOCW 3700, SOCW 3800, SOCW 4000, SOCW 4300, SOCW 4500, SOCW 4600	48
Social Work (Electives)	See university catalog and advising guide	6
	TOTAL	120

- Social work majors must complete all Area F and social work required courses with a grade C or better.
- MATH 1401 may be waived if a student has received a grade of B or higher in the Area A Math requirement. Students must be aware that if MATH 1401 is not completed with a C or better, an addition Area D elective will be required.
- Students must have a GPA of 2.5 or above for formal admission, to progress, and to graduate.
- Upon formal admission to the program, students become BSW Candidates

BSW Full-Time Plan of Study (through 2022-2023 catalog)

Freshman Year - Social Work Major	
Fall Semester (16 hrs)	Spring Semester (16 hrs)
<ul style="list-style-type: none"> ● Area A -ENG 1101 (3 hours) ● Area A-MATH (3 hours) ● Area B-Institutional Options (4 hours) ● Area E- American History (3 hours) ● Area F- SOC 1101 (3 hours) 	<ul style="list-style-type: none"> ● Area A-ENG 1102 (3 hours) ● Area D Elective- MATH 1401 (3 hours) ● Area D-Lab Science Elective #1 (4 hours) ● Area E Elective- PSYC 1101 (3 hours) ● Area F- SOCW 2215: Intro to SW (3 hours)
Cumulative Total: 16	Cumulative Total: 32
Sophomore Year - Social Work Major	
Fall Semester (16 hours)	Spring Semester (15 hours)
<ul style="list-style-type: none"> ● Area C-Literature Elective (3 hours) ● Area D-Lab Science Elective #2 (4 hours) ● Area E Elective- SOCI 1160 (3 hours) ● Area E- Political Science (3 hours) ● Area F- PSYC 2103 (3 hours) 	<ul style="list-style-type: none"> ● Area C-Elective (3 hours) ● Guided Elective/Minor (3 hours) ● Guided Elective/Minor (3 hours) ● Area F- SOCW 2700: Social Work and the SW S (3 hours) ● Guided Elective/Minor (3 hours)
Cumulative Total: 48	Cumulative Total: 63
Junior Year- BSW Candidate	
Fall Semester (15 hours)	Spring Semester (15 hours)
<ul style="list-style-type: none"> ● SOCW 3000: Cult Hum & Res in SW (3 hours) ● SOCW 3100: HBSE (3 hours) ● SOCW 3200: Direct Social Work Pract I (3 hours) ● SOCW 3300: SW Pract with Groups (3 hours) ● SOCW 3400: Pract Lab I- Inds, Fams & Groups (3 hours) 	<ul style="list-style-type: none"> ● SOCW 3500: SW Pract w Comm & Org (3 hours) ● SOCW 3600: Research Methods for SW (3 hours) ● SOCW 3700: Social Wel & Pol Pract (3 hours) ● SOCW 3800: Pract Lab II- Chg in Comms & Orgs (3 hours) ● Program Elective (3 hours)
Cumulative Total: 75	Cumulative Total: 90
Senior Year- BSW Candidate	
Fall Semester (15 hours)	Spring Semester (12 hours)
<ul style="list-style-type: none"> ● SOCW 4000: Direct SW Pract II (3 hours) ● SOCW 4300: SW Practicum & Seminar I (6 hours) ● Program Elective (3 hours) ● Guided Elective/Minor (3 hours) 	<ul style="list-style-type: none"> ● SOCW 4500: Comm & Org Chg (3 hours) ● SOCW 4600: SW Practicum & Seminar II (6 hours) ● Guided Elective/Minor (3 hours)
Cumulative Total: 105	Cumulative Total: 120

BSW Full-Time Plan of Study (2023-2024 catalog)

Freshman Year - Social Work Major			
Fall Semester (16 hrs)		Spring Semester (16 hrs)	
<input type="checkbox"/> Area A -ENG 1101	3	<input type="checkbox"/> Area A-ENG 1102	3
<input type="checkbox"/> Area A-MATH	3	<input type="checkbox"/> Area D Elective- MATH 1401 suggested	3
<input type="checkbox"/> Area B-Institutional Options	4	<input type="checkbox"/> Area D-Lab Science Elective for Non-Science Majors #1	4
<input type="checkbox"/> Area E- American History	3	<input type="checkbox"/> Area E- PSYC 1101	3
<input type="checkbox"/> Area E- SOC 1101	3	<input type="checkbox"/> Area F- SOCW 2215: Intro to SW	3
Cumulative Total	16	Cumulative Total	32
Sophomore Year - Social Work Major			
Fall Semester (16 hours)		Spring Semester (15 hours)	
<input type="checkbox"/> Area D-Lab Science Elective for Non- Science Majors #2	3 4	<input type="checkbox"/> Area C-Elective	3
<input type="checkbox"/> Area E- Political Science	3	<input type="checkbox"/> Area C-Literature Elective	3
<input type="checkbox"/> Area F- SOCW 2400: Critical Thinking and Writing for Social Work	3 3	<input type="checkbox"/> Area F: Guided Elective	3
<input type="checkbox"/> Area F- SOCW 2500: Success in Social Work	3	<input type="checkbox"/> Area F- SOCW 2700: Social Welfare and Social Work	3
<input type="checkbox"/> Area F- PSYC 2103		<input type="checkbox"/> Guided Elective/Minor	3
Cumulative Total	48	Cumulative Total	63
Junior Year- Student			
Fall Semester (15 hours)		Spring Semester (15 hours)	
<input type="checkbox"/> *SOCW 3000: Cult Hum and Resp in SW	3	<input type="checkbox"/> SOCW 3500: SW Pract w/ Comm & Org	3
<input type="checkbox"/> *SOCW 3100: HBSE	3	<input type="checkbox"/> *SOCW 3600: Research Methods for SW	3
<input type="checkbox"/> SOCW 3200: Direct Social Work Pract I	3	<input type="checkbox"/> SOCW 3700: Social Wel & Pol Pract	3
<input type="checkbox"/> SOCW 3300: SW Practice with Groups	3	<input type="checkbox"/> SOCW 3800: Practice Lab II- Change in Comms & Orgs	3
<input type="checkbox"/> SOCW 3400: Practice Lab I- Individuals, Families and Groups	3	<input type="checkbox"/> Program Elective	3
Cumulative Total	75	Cumulative Total	90
Senior Year- Student			
Fall Semester (15 hours)		Spring Semester (12 hours)	
<input type="checkbox"/> SOCW 4000: Direct Social Work Pract II	3	<input type="checkbox"/> SOCW 4500: Comm & Org Change	3
<input type="checkbox"/> SOCW 4300: SW Practicum & Sem I	6	<input type="checkbox"/> SOCW 4600: SW Practicum & Sem II	6
<input type="checkbox"/> Program Elective	3	<input type="checkbox"/> Guided Elective/Minor	3
<input type="checkbox"/> Guided Elective/Minor	3		
Cumulative Total	105	Cumulative Total	120

BSW Part-Time Plan of Study (2022-2023 & 2023-2024 catalogs)

Part-time students must have minimal completion of 63 hours of core curriculum including Area F courses and program as shown in the academic catalog prior applying for the part-time program					
Summer (6- 9 hours)		Fall Semester (6 - 9 hours)		Spring Semester (6 hours)	
<input type="checkbox"/> Area F SOCW course	3	<input type="checkbox"/> Area F SOCW course if needed	3	<input type="checkbox"/> SOCW 3600: Research Methods for SW	3
<input type="checkbox"/> Area F SOCW course	3	<input type="checkbox"/> SOCW 3100: HBSE	3	<input type="checkbox"/> SOCW 3700: Social Wel & Pol Pract	3
<input type="checkbox"/> SOCW 3000: Cult Hum and Resp in SW		<input type="checkbox"/> SOCW 3200: Direct Social Work Pract I	3		
Cumulative hours	69	Cumulative hours	75	Cumulative hours	81
Summer (6 hours)		Fall Semester (6 hours)		Spring Semester (6 hours)	
<input type="checkbox"/> SW Elective #1	3	<input type="checkbox"/> SOCW 3300: SW Practice with Groups	3	<input type="checkbox"/> SOCW 3500: SW Pract w/ Comm & Org	3
<input type="checkbox"/> General Elective	3	<input type="checkbox"/> SOCW 3400: Practice Lab I- Individuals, Families and Groups	3	<input type="checkbox"/> SOCW 3800: Practice Lab II- Change in Comms & Orgs	3
Cumulative hours	87	Cumulative hours	93	Cumulative hours	99
Summer (3 hours)		Fall Semester (9 hours)		Spring Semester (9 hours)	
<input type="checkbox"/> SW Elective #2	3	<input type="checkbox"/> SOCW 4000: Direct Social Work Pract II	3	<input type="checkbox"/> SOCW 4500: Comm & Org Change (service learning)	3
*General Elective if needed		<input type="checkbox"/> SOCW 4300: SW Practicum & Sem I	6	<input type="checkbox"/> SOCW 4600: SW Practicum & Sem II	6
Cumulative hours	102	Cumulative hours	111	Cumulative hours	120

Descriptions of Social Work Courses

SOCW 2215: Introduction to Social Work

This course provides an overview and historical examination of social work as a profession and social welfare as an institution. It will include a study of social work roles, settings, knowledge, values, and skills. Students will be introduced to problems and needs encountered in service delivery systems and the social work advocacy and intervention methods used to address related individual and system needs. This course is designed to contribute to the enrichment of general education for all students as well as those in the Social Work Education Program. ***This course is worth 3 credit hours.*** Prerequisites: SOCI 1101.

SOCW 2400: Critical Thinking and Writing for Social Work

In this course, students will be asked to think critically about the nature of social work practice and demonstrate that thinking through academic, scholarly writing. Students will become familiarized with a variety of common social work topics, assessing ways to successfully articulate ideas through written communication, learning how to balance their own ideals with professional social work values and ethics. Students will also examine various forms of social work documentation and record-keeping methods. ***This course is worth 3 credit hours.*** Prerequisites: ENGL 1101, ENGL 1102, and SOCW 2215

SOCW 2500: Success in Social Work

This course is designed to provide students with tools for success in undergraduate social work education and beyond. Topics include understanding and attaining CSWE Educational Competencies, APA writing style and requirements, professionalism in the classroom and field settings, social work ethics, development of social work identity, understanding the social work curriculum sequence, understanding and using advising, class portfolio assignments, maintaining and developing the BSW portfolio, and planning for graduate school and the workplace in the here and now. ***This course is worth 3 credit hours.*** Prerequisites: PSYC 1101, SOCI 1101 and SOCW 2215 with a C or higher.

SOCW 2700: Social Work and the Social Welfare System

This course introduces students to the history of social welfare and social policy, the policy-making process, key social policies, and resulting social programming. Students will learn the role played by social work in creating social policy. Special attention is given to contemporary examples of social policy and programming for populations served by social work. ***This course is worth 3 credit hours.*** Prerequisites: POLS 1101, SOCW 2215

SOCW 3000: Cultural Humility and Responsiveness in Social Work

This course prepares students to engage with diverse populations in a culturally responsive manner. Students will develop self-awareness, knowledge and skills for culturally competent and responsive practice with a range of diverse and historically disadvantaged or marginalized populations, including African/Black Americans, Asian-Americans, First Nations people, LatinX Americans, older adults, persons with disabilities, women, and LGBTQ+ populations. ***This course is worth 3 credit hours.*** Prerequisites: SOCW 2215 and SOCW 2500 with a C or better.

SOCW 3005: Introduction to Forensic Social Work

This course introduces students to social work roles and practice within forensic settings including within the criminal justice, legal and policy systems. This course will focus on theory, practice, intervention, and advocacy with diverse forensic populations including offenders, victims, juveniles, and related systems. This course assumes a justice-oriented, multisystems, and interdisciplinary approach. ***This course is worth 3 credit hours.***

Prerequisites & Corequisites: PSYC 1101, SOCI 1101

PBSV/SOCW 3010: Human Services Management

This is a study of the basic principles of public administration, both in government and in the private, non-profit sector. It includes an examination of ethics in public service. This course is worth 3 credit hours. Prerequisites: PSYC 1101, SOCI 1101, PSYC 2103, MATH 1401 and SOCW 2215 with a C or higher.

PBSV/SOCW 3050: Crisis Management

This course is an overview of crisis management in the social services and related professions. It is designed to equip the social work student with the basic tools necessary to apply crisis management skills within the discipline. Students will learn the basic concepts and structure of crisis management including crisis assessment, prevention, and intervention through instruction and activities. ***This course is worth 3 credit hours.*** Prerequisites: PSYC 1101, PSYC 2103, and SOCW 2215 with a C or higher; SOCW 3200 recommended.

SOCW 3100: Human Behavior and the Social Environment

This course presents a foundational perspective on human behavior in the context of the individual, family and group; and the impact of organizations and communities across the life span within the context of the social environment. Students will examine and apply theory to better understand and assess individuals, families, groups, organizations and communities; and the interactions between them. ***This course is worth 3 credit hours.*** Prerequisites: SOCW 2215, SOCW 2500 with a C or higher.

SOCW 3200: Direct Social Work Practice I

This course provides an introduction to direct social work practice. Students will learn to apply generalist social work practice skills and the planned change process to practice with individuals and families. This course provides students an understanding of social work practice theories, social work ethics and values and interpersonal skills and assessment skills. ***This course is worth 3 credit hours.*** Prerequisites: For BSW Majors: Formal acceptance into the Bachelor of Social Work Program and adherence to program progression policies. For Social Work Minors: SOCW 2215, 2500 and 2700 with a C or higher.

SOCW 3250: Social Work and Mental Health

This course is an introduction to mental health in correlation with relevant social issues. It provides students with an overview of the mental health system in relation to mental illness across the life cycle, connection with other community systems, and work with clients. An introduction to the most recent Diagnostic and Statistical Manual of Mental Disorders (DSM) will be provided. ***This course is worth 3 credit hours.*** Prerequisites: PSYC 1101, SOCI 1101 and SOCW 2215 with a C or higher.

SOCW 3300: Social Work Practice with Groups

This course provides students with a foundational understanding of generalist theories, knowledge, values, and skills for evidence-based social work practice with groups. Students will develop, analyze, and apply basic knowledge and skills in the assessment and application of interventions with groups. Topics include social work practice with groups, working with diverse groups and vulnerable populations, and stages of group development. ***This course is worth 3 credit hours.*** Prerequisites: Formal acceptance into the Bachelor of Social Work Program and adherence to program progression policies.

SOCW 3350: Social Work Across the Healthcare Continuum

This course provides an overview of generalist social work across the healthcare continuum. Students will learn practice skills specific to healthcare social work including biopsychosocial assessment, chart documentation, and discharge planning. Special consideration is given to the history of medical social work, structure of health care delivery systems, professional ethics, and diverse populations. ***This course is worth 3 credit hours.*** Prerequisites: PSYC 1101, SOCW 2215

SOCW 3400: Practice Lab I- Individuals, Families and Groups

This course is an experiential supplement to SOCW 3000, 3100, 3200 and 3300 and is intended to provide students with the opportunity to develop their use of direct practice skills with individuals, families and groups. Students will engage in simulated case practice in order to synthesize and apply direct practice content related to cultural responsiveness, ethical practice, practice skills, and human behavior in the social environment. ***This course is worth 3 credit hours.*** Prerequisites: Formal acceptance into the Bachelor of Social Work Program and adherence to program progression policies.

SOCW 3500: Social Work Practice with Communities and Organizations

This course provides a foundation for students to practice within communities and organizations, and challenges students to understand their role as a change agent. Students will develop knowledge and values for working with groups, organizations and communities to effect social change. ***This course is worth 3 credit hours.*** Prerequisites: Formal acceptance into the Bachelor of Social Work Program and adherence to program progression policies.

SOCW 3600: Social Work Research Methods

The purpose of this foundational course is to assist students in gaining basic knowledge of general research methods useful in social work settings across various populations and modalities. Throughout the course, students will learn to identify important concepts including hypotheses, research designs and specific research topics. Special focus will be given to social work and related ethics and their application to research. ***This course is worth 3 credit hours.*** Prerequisites: MATH 1401, SOCW 2215 and SOCW 2500 with a C or higher and adherence to program progression policies.

SOCW 3700: Social Welfare & Policy Practice

This course prepares students to engage in the beginning-level practice of policy-making, programming and planning. Students will develop the knowledge, skills and values necessary for policy practice and advocacy. Special attention is paid to the social, cultural, economic, and political influences on the social welfare system and policy making. ***This course is worth 3 credit hours.*** Prerequisite: Formal acceptance into the Bachelor of Social Work Program and adherence to program progression policies.

SOCW 3800: Practice Lab II - Change in Organizations and Communities

This course is an experiential supplement to SOCW 3500, 3600, and 3700 and is intended to provide students with the opportunity to apply their developing macro, policy, and research knowledge and practice skills to communities and organizations. Students engage in community-based experiential learning requiring student efforts outside of the classroom. ***This course is worth 3 credit hours.*** Prerequisite: Formal acceptance into the Bachelor of Social Work Program and adherence to program progression policies.

SOCW 4000: Direct Social Work Practice II

This course is a continuation of *Direct Practice I* and provides students with an advancement of knowledge and skills needed for generalist direct social work practice. Special attention is given to ethical and evidence-based direct practice with individuals, families and groups. Students will draw from the field practicum experience to apply ethics and values, solve ethical dilemmas, consider evidence for practice, and evaluate practice through single systems design and group methods. ***This course is worth 3 credit hours.*** Prerequisites: Formal acceptance into the Bachelor of Social Work Program and adherence to program progression policies.

SOCW 4010: Children in Crises

The overall goal of this course is to equip students with appropriate theoretical frameworks and information for understanding the needs and issues involved in serving children at risk. The purpose of this course is to investigate the impact of trauma and stressors on the lives of preschoolers, children and adolescents. The objectives include providing an examination of empirical research findings on the nature and etiology of various risk factors. Students will learn to assess familial and societal factors that contribute to and ameliorate risk from a General Family System theoretical perspective. Developmental crises, situational crises and crises of loss will be addressed. Current prevention and intervention strategies will also be explored toward the goal of strengthening families to provide nurturing and supportive environments for children. ***This course is worth 3 credit hours.*** Prerequisites: PSYC 1101, PSYC 2103, and SOCW 2215 with a C or higher.

SOCW 4220: Family Violence & Abuse

This course is an examination of the causes, consequences, prevalence of domestic violence and abuse, and law enforcement response. ***This course is worth 3 credit hours.*** Prerequisites: SOCI 1101, SOCI 1160 and SOCW 2215 with a C or higher.

SOCW 4300: Social Work Practicum & Seminar I

In this first generalist field experience, students will complete 200 hours of field experience and attend a weekly seminar. Under the supervision of an experienced agency field instructor, students will develop, integrate and apply generalist level social work knowledge, practice skills and values and ethics with individuals, families, groups, organizations, and communities. Students, agency supervisors and faculty field instructors will plan activities that support the development of generalist skills as specified in individualized student learning contracts. Students will further develop their ability to assume a variety of social work roles, responsibilities, and work with diverse populations. Note: This course includes 200 hours of fieldwork. ***This course is worth 3 credit hours.*** Prerequisites: Formal acceptance into the Bachelor of Social Work Program and adherence to program progression policies.

SOCW 4500: Organizational and Community Change

A continuation of *Social Work Practice with Communities and Organizations*, this course provides students with an advancement of knowledge and skills needed to practice within community and organizational environments. This course emphasizes ethics and evidence-based skills for program planning, program evaluation and grant funding. Students will apply skills within their field practicum to identify a macro need that would assist the agency and/or larger community and population. ***This course is worth 3 credit hours.*** Prerequisites: Formal acceptance into the Bachelor of Social Work Program and adherence to program progression policies.

SOCW 4600: Social Work Practicum & Seminar II

This generalist field experience is a continuation of the first generalist field course. In this course, students will also complete 200 hours of field experience and attend a weekly seminar. Under the supervision of an experienced agency field instructor, students will develop, integrate and apply generalist level social work knowledge, practice skills and values and ethics with individuals, families, groups, organizations, and communities. Students, agency supervisors and faculty field instructors will plan activities that support the development of generalist skills as specified in individualized student learning contracts. Students will continue to develop their ability to assume a variety of social work roles, responsibilities, and work with diverse populations. Note: This course includes 200 hours of fieldwork. ***This course is worth 6 credit hours.*** Prerequisites: Formal acceptance into the Bachelor of Social Work Program and adherence to program progression policies

Declaring the Major

Declaring the Major

Students may declare the major at any time. Students may declare the major in the following ways:

1. When [applying to MGA](#), students may select social work (BSW) as their major. Once accepted, the acceptance letter will state social work as the current major. Students will then attend an MGA new student orientation where program advisors will assist with the registration process.
2. Current MGA students wishing to change to social work should first complete the student information section of the [online change of major form](#). As a professional courtesy to the current program of study, the student should schedule a meeting with the current advisor to discuss the major change and to obtain the current advisor's signature. Finally, the student should schedule an appointment with a professional advisor in the Department of Teacher Education and Social Work, or the BSW Program Director, to complete and process the change of major form and to complete new student paperwork.

Upon declaring the major, students should schedule an initial advising appointment with a professional advisor or the BSW Program Director to develop a plan of study and sign the BSW Advising Agreement (found in [Appendix A](#)).

Brightspace Desire to Learn (D2L) BSW Program Dashboard

Upon declaration of the major, students should email rebekah.hazlettknuds@mga.edu to be added to the BSW Dashboard D2L course. This course serves as a hub of information for BSW students including program announcements, information on the program, advising information, program syllabi, student resources, the BSW program calendar, student group information, and application materials for the formal program and the field program. If you are a BSW major and do not see the course in your D2L course options first search using the term (BSW Dashboard). If this does not yield results, please email rebekah.hazlettknuds@mga.edu to be added to the class.

Academic Advising

Advising

Advising is essential to academic progress and student success. Academic and professional advisors strive to provide the highest level of advising and mentoring. **The student is ultimately responsible for following all university policies and academic regulations applicable to their course of study, including core curriculum requirements, pre-requisites, and major and minor requirements.** Preferably advising is held in-person to discuss the student's academic progress, however virtual advising may occur. See [Appendix B](#) for the advising guide.

It is important to note that academic advisement is a shared responsibility between students and their academic advisors. **Students have the right to choose their academic faculty advisor within the program and may choose to be advised by faculty advisors prior to the completion of 45 hours.** Students should communicate with the BSW Program Director for an advisor change. Students may initiate a meeting with their academic advisor anytime during a semester. However, students will:

- Schedule a meeting with a BSW advisor or the BSW Program Director upon declaration of the major.
- Meet with their advisor minimally once per semester, during the program's scheduled Advisement Week, usually in week 8 or 9 of the semester.
- Review, sign and initial the advising agreement upon declaring the major and will update this upon application to the formal program.
- Adhere to the expectations and responsibilities stated in the Advising Agreement.

Students may schedule a faculty advising session through the D2L BSW Dashboard course. From the BSW Dashboard home page choose *Advising* under the content browser.

First and Second Year Student Advising

Students who declare social work as their major upon admission to MGA or declare the major before entering the formal BSW Program (3rd year) will first meet with the BSW Program Director to explore the program and establish an appropriate plan of study. Students will then be assigned to a faculty advisor who will meet with them minimally once per semester and will be tracked by the BSW Program Director. First and second year students are strongly encouraged to attend advising sessions in-person. Advising during the freshman and sophomore years will focus on adjusting to the new student role and campus life, orientation to the new program of study, completion of core curriculum, and academic success skills.

Third and Fourth Year Advising

Students will continue to work closely with their faculty advisor as they enter the formal program. Advising through the third and fourth years focuses on student empowerment and accomplishment of academic goals, including preparation for graduate school and beginning career.

All students should contact their assigned faculty advisors for all issues related to their program of study, course registration, academic problems, career plans, and other matters relevant to their success at MGA. However, if an academic advisor is unavailable, and a student needs immediate assistance, they may contact the BSW Program Director.

All students in the formal BSW program (junior and senior years) must meet end-of-semester checkpoints for adherence to the progression policies. The BSW Program Director will track student progress and degree information at the end of each term to ensure compliance with progression policies.

Admission to the MGA BSW Program

The social work program operates under a selective admissions policy. Students may apply for formal admission after completing the core curriculum, Area F and General Electives, as shown in the BSW Program Admission Requirements. *Students must apply to and be accepted into the BSW program, to take BSW courses at the 3000 or 4000 levels. Exceptions include SOCW 3000, SOCW 3600, and BSW Program Electives when prerequisites are met.*

Admission Requirements

Full acceptance to the formal BSW Program requires:

- Admission to MGA
- Completion of 85% of Core Curriculum, Area F **and** General Elective hours before formal admission. Students entering the formal program should have completed 57 out of 69 hours of Core Curriculum, Area F, and General Electives at the time of admission decision. *The BSW Program Director must approve any exceptions to this policy.*
- Completion of following prerequisite courses: MATH 1401, PSYC 1101, PSYC 2103, SOCI 1101, SOCI 1160 (ending 2022-2023), SOCW 2215, SOCW 2400 (starting 2023-2024), SOCW 2500, and SOCW 2700 (starting 2023-2024) with a C or better. The BSW Program Director must approve any exceptions to this policy.
- GPA of 2.5 or above at admission decision for full admission. When a student's overall GPA is below 2.5, the institutional GPA may be used for admission. For new transfer students, the overall GPA is used to make the admission decision
- Completed BSW Program Admission Application
- Upon acceptance (provisional or full) into the formal program, students are referred to as BSW Candidates

Application Timeline

Students should plan to apply in the spring or summer for formal admission the following fall.

Example: Student applies in the spring 2023 term for fall 2023 program admission. Application materials can be found on the BSW program website and are discussed during program advising.

Students reapplying to the program after an absence must complete the application for the fall admission term sought.

Applications are accepted beginning in April and **must be submitted by July 15th**. Applications are accepted on a rolling basis for fall admission and will be reviewed monthly between May through July. *Late applications may be considered if space is available.

For questions reach out to Rebekah.hazletknuds@mga.edu.

Application Process

1. Students planning to join the formal BSW program should first plan with their advisor as to the best time to apply to the program. Should the advisor be unknown, the student should schedule with the BSW Program Director.
2. Transfer students should schedule directly with the BSW Program Director to plan for the application.
3. When appropriate and by the due date, students should complete the application found at <https://forms.office.com/r/uey6bUtGRY>. **All application steps are integrated into the Microsoft Form.*
4. Acceptance is granted on a space-available basis. When needed, applicants may be ranked according to their qualifications and admitted in order of their rank, starting with the most qualified, until all available spaces are filled. As such, not all individuals who meet the admission requirements may be admitted.

Application Decisions

After faculty review of the student's application, the student is notified electronically (MGA email) regarding acceptance status. Students are notified of the decision within two weeks following the end of the semester in which the application was made.

- **Full acceptance** into the program requires the student to meet all the admission standards, including a completed application, a well-written and thoughtful essay, and average to strong recommendations by all references.
- **Provisional acceptance** may be granted to any student who does not currently meet course prerequisite requirements but who has a plan to complete these prior to starting the formal program or who has a written exception approved by the BSW Program Director, a GPA at or above a 2.25 but below a 2.5 at the time of the decision, evidence of writing concerns. The letter of decision lists provisions. To gain full acceptance, the student must complete all listed provisions.
- **Denial** is made due to a GPA below 2.25 at the time of the decision, no recommendation or recommendation with reservations made by student's references, particular concerns observed by faculty that may inhibit successful completion of course and fieldwork, or a significant event or a consistent pattern that violates the NASW Code of Ethics or the University Student Code of Conduct.

Students receiving a provisional acceptance will be reevaluated at the end of each semester to determine if an update of decision is appropriate. Reevaluation decision are emailed to the student's MGA email within two weeks of the end of the semester. ***Please note that students cannot begin the field education year without achieving full acceptance.**

Appeal of Decision

Students denied admission to the BSW program may appeal to the Chair of the Department of Teacher Education and Social Work for a reevaluation within ten days of the original decision. The appeal is made in writing and must present evidence that the student has met the reasons specified for the denial, or that the student's application warrants, minimally, provisional acceptance.

Transfer Students

All core curriculum (general education) courses must be evaluated by MGA Admissions. Transfer students should contact the MGA Admissions office at 478-471-2725 or by email at admissions@mga.edu. Transfer students can also find more information by visiting <https://www.mga.edu/admissions/transfer-students.php>.

Social work practice courses will not be accepted from social work programs that are not accredited, or in candidacy, by the Council on Social Work Education.

Up to 12 hours of transfer credit for 2000 or 3000 level social work courses can be evaluated on a course-by-course basis by the BSW Program Director, who will make the final determination. Social work practice courses are only accepted from social work programs that are accredited or in candidacy by the Council on Social Work Education. No field year course credit can be transferred. Social work electives at the 4000 level will be considered on a case-by-case basis.

Students seeking to transfer social work courses into the BSW Program must take the following steps:

1. The student should submit the **SOCW Course Equivalency form** ([Appendix C](#)) for each transfer course sought. This form will ask for the following information:
 - a. The course number and title of MGA SOCW course for which transfer credit is sought.
 - b. A link to the course description in the credit granting institution's academic catalog
 - c. A course syllabi
 - d. If credit is sought for a practice course (see below for a list of courses determined by the MGA BSW program to be practice courses) the student should submit verification of the credit granting program's CSWE accreditation or candidacy status. This can be a link to the program's CSWE Outcomes report or the program entry in the CSWE accredited program directory.
 - e. A completed and signed course exception form found at https://www.mga.edu/registrar/docs/Course_Substitution-Exception_Form.pdf.
2. Upon receipt, the BSW Program Director reviews the request and decides using the rubric shown on the SOCW Course Equivalency form.
3. If the course is approved for credit, the student is notified via their MGA email and the Course Exception form will be processed with the MGA Registrar.
4. If the course is not approved for credit, the student is notified via their MGA email and their plan of study is updated to reflect the needed credit.

Practice Courses

The following courses have been determined by the MGA BSW program as social work practice courses:

- SOCW 3200: Direct Social Work Practice I
- SOCW 3300: Social Work Practice with Groups
- SOCW 3400: Practice Lab I- Individuals, Families and Groups
- SOCW 3500: Social Work Practice with Communities and Organizations
- SOCW 3700: Social Welfare & Policy Practice
- SOCW 3800: Practice Lab II: Change in Organizations and Communities
- SOCW 4000: Direct Social Work Practice II

- SOCW 4300: Social Work Practicum and Seminar I
- SOCW 4500: Organizational and Community Change
- SOCW 4600: Social Work Practicum and Seminar II

Academic Credit for Life Experience

The MGA BSW program does not grant credit for life experience or previous work experience.

ePortfolio: Showcasing your Success

The ePortfolio is a useful tool for measuring a student’s growth and celebrating accomplishments and learning. Additionally, the ePortfolio is also a useful tool for seeking entry-level social work employment and pursuing graduate school. The ePortfolio is completed throughout the senior year and presented in the student’s last semester of the social work program; demonstrating growth and learning (across the 2015 CSWE Competencies) from the beginning of the social work program through graduation. To create the portfolio, students integrate ePortfolio assignments (see list below), with other program artifacts (class assignments, reflections, field activities and documentation, etc.) into a web-based portfolio to demonstrate growth and competence.

ePortfolio Presentation Showcase

Students present the BSW Showcase as a part of the SOCW 3800 and SOCW 4600 classes. During a showcase event, students present their learning to the larger university and professional community. Students in SOCW 3800 present their LEADS event through a poster presentation and students in SOCW 3800 present their final ePortfolio project. The BSW program hosts the showcase during finals week in the spring semester. Students in SOCW 3800 and SOCW 4600 are expected to attend the showcase and should plan their schedules accordingly. Students will be notified of the date at the beginning of the spring semester.

Course	ePortfolio Assignments
SOCW 2215	Social Workers Make a Difference Presentation
SOCW 2400	Counter Argumentative Essay
SOCW 2500	Professional Identity Paper/Presentation
SOCW 2700	NASW GA Chapter Legislative Education and Advocacy Day Presentation
SOCW 3000	Final Self-Assessment
SOCW 3100	Individual and Social Influences Paper & Presentation
SOCW 3200	Ethical Decision-Making Presentation
SOCW 3300	Group Presentations
SOCW 3400	Helping Process Project
SOCW 3500	Micro Macro Connection Paper
SOCW 3600	Journal Article Critique
SOCW 3700	Social Policy Analysis Paper/GA NASW Leg Ed & Advocacy Day Reflection
SOCW 3800	Macro Change Reflection & LEAD Event
SOCW 4000	Practice Connections Report
SOCW 4300	Learning Contract
SOCW 4500	Influencing an Organization or Community
SOCW 4600	*Present final ePortfolio

See [Appendix D](#) for BSW ePortfolio guidelines and assessment information.

BSW Program Policies

Grade & Course Policies

Grades

All MGA BSW Program faculty adhere to the same grading scale as endorsed by the institution and the University System of Georgia. Final grades will be based on the following scale:

Grade	Quality Points Per Semester Hour
A	4.0
B	3.0
C	2.0
D	1.0
F	0.0
I	No quality points are earned until the course is satisfactorily completed.
W	0.0
WF	0.0

If a student feels that they have been treated unfairly regarding a grade, students may pursue a MGA Grade Appeal, as found at https://www.mga.edu/faculty-affairs/docs/final_course_grade_appeal_form.pdf

Field Education

Field education students should closely review ALL policies found in the BSW Field Education Handbook. Please see the Field Education Handbook for more information on evaluating academic and professional behavior within the field experience. ***PLEASE NOTE:** Volunteer hours **CANNOT** count as field education hours. All field education hours must be obtained in the field education year within the student's placement agency. Students **SHOULD NOT** reach out to agencies of interest for placement, instead please contact the field education director to share interest in a specific agency.

Incomplete Grades

An incomplete grade is assigned **ONLY** when a student has successfully completed a majority of the course work with a C or better, has adhered to attendance policies for the semester and has a documented non-academic reason (emergency or personal difficulty) that prevents them from completing the remaining course work by the end of the term. Any student seeking an incomplete should discuss this with the instructor of the course who will then notify the BSW Program Director. To progress to the next semester, a student must have a plan to complete the missing course work before the midterm of the next semester. Should the missing coursework present a concern for successful progression, the student will meet with the BSW Program Director to develop an action plan to complete the coursework. All incomplete grades must be completed by the midterm of the next semester as shown at <https://mga.smartcatalogiq.com/en/2022-2023/undergraduate-catalog/academic-policy-and-information/grades-and-academic-records/>

Course Withdrawal

Students should use caution when withdrawing from major courses. As a first resort, students should seek the support needed to succeed. Withdrawal from a social work course should be made only with the consent of the student's advisor and the BSW Program Director. Due to the programs sequential and cohort structure, courses are offered only as shown in the plan of study. Students must understand that the decision to withdraw from a course may delay their graduation by up to a year.

Should a withdrawal be the best option, the student should initiate, with the advisor's knowledge, the MGA withdrawal process. Students are encouraged to read the withdrawal policy found at <https://www.mga.edu/registrar/registration/drop-add.php> before dropping/withdrawing from class. More information on policies and the process can be found at <https://www.mga.edu/ask/registrar-faqs/withdrawal-faqs.php>.

Please be aware of the following regarding Withdrawals:

1. Students can only withdraw from five (5) classes. Beyond this, each withdrawal will show as a WF on the student's transcript.
2. Students who withdraw from a course may have their financial aid impacted. Students are strongly encouraged to check with financial aid about the impact of any withdrawal *prior* to withdrawal.
3. Withdrawal can impact a student's progression and cause delays to graduation.

Repeating Courses Policy

1. **All students** who need to repeat a formal major course due to a low grade or withdrawal must write an action plan in partnership with their academic advisor. The plan must be endorsed by the academic advisor and approved by the BSW Program Director.
2. **Junior-level BSW Candidates** (3000 level courses) receiving a grade below a C in one formal BSW major course will be placed on probation and must meet with the BSW Program Director to develop an action plan for repeating a course but may progress. The action plan should document: 1) student's stated reason for receiving below a C and additional documentation, 2) when the course will be retaken and 3) a plan for successful completion including the end of the probationary period.
3. **Junior-level BSW Candidates** who need to repeat two formal major courses in the same semester, will not be allowed to progress into subsequent courses. The student will be placed on probation and an action plan will be offered and developed if the student wishes to plan for progression. The student's progression will be delayed.
4. **Senior-level BSW Candidates** (4000 level courses) can only retake only one 4000 level course. Students who receive a grade below a C in SOCW 4000 or 4500 or a below a B in SOCW 4300 or 4600, and will not be allowed to progress into subsequent courses until the course is retaken and a passing program grade earned, delaying progression until the next academic year. The student will be placed on probation and must meet with the BSW Program Director to develop an action plan for repeating the course. The action plan should document: 1) student's stated reason for receiving below a C (B for SOCW 4300 and 4600) and additional documentation, 2) when the course will be retaken and 3) a plan for successful completion including the end of the probationary period. Senior-level BSW Candidates who fail two courses will be dismissed from the program.

5. Students repeat **no more than two** (2) formal BSW major courses. Students earning a C (or B in 4300 and 4600) in more than two courses will be dismissed from the program.
6. **Students can repeat a major course only one time.** Students earning lower than a C in a repeated course, will be dismissed from the program.
7. **Students must understand that withdrawals and low grades can delay their graduation and result in dismissal from the program. See [Probation and Dismissal](#).**

Attendance Policy

The social work program is accredited by the Council of Social Work Education (CSWE) and requires per CSWE's 2015 Educational Policy and Accreditation Standards (EPAS) that, before graduation, students show mastery of the nine core competencies. The social work program provides sequential topics and experiential activities within a collaborative learning environment that offer students opportunities for knowledge building, skill acquisition, and self-awareness. Courses draw on assigned readings and personal experiences to build knowledge and to learn the values, skills, and behaviors necessary for social work practice. Experiential activities give students opportunities to practice skills learned and demonstrate appropriate professional behavior. Within this learning context, instructor-student and student-student intellectual exchanges, and peer observation and insights are critical for learning.

Therefore, attendance and active participation are mandatory for all social work classes, unless an accommodation is provided as determined under the ADA or Title IX.

Students who experience excessive absences should plan to discuss their progress and learning with their instructor and the BSW Program Director.

The program's policies include:

- At the third absence (in-class or online), an instructor may initiate a Concern Form.
- Due to the nature of professionalism expected in the field year, for field courses (SOCW 4300 and 4600), an instructor may initiate a Concern Form at the second absence.
- A Concern Form is submitted to the BSW Program Director, after which the student will meet with the Director to develop an action plan for attendance. The action plan will describe the expectations and a plan for attendance.
- Lack of adherence to the action plan and continued attendance issues will result in the student receiving an "F" in the course.
- An online student (or hybrid student during an online week) will be considered absent if there is no evidence of log-on or completion of assignments/interactions within a given class week.

Lateness: Students are expected to be to class and ready to engage in learning by class time. Being on time is an important part of professionalism!

- Arrival to any class session after class start time will result in a 1 point class grade reduction. Lenience may be given for the first class session of the semester or on very rare occasion with prior notification and a reasonable cause.
- Students who are late 15 minutes or more will also be counted as absent.
- Chronic lateness (three or more times) is a professionalism issue and may be referred to the BSW Program Director via a Concern Form.

Program Progression Policies - Academic and Professional Behavior Standards

To be retained in the BSW Program, BSW Candidates must comply with all academic and professional behavior standards. BSW Candidates must adhere to all codes of personal, academic, and professional conduct that originate with the MGA BSW Program, Middle Georgia State University, and the National Association of Social Workers. The following sections discuss expectations for progression, academic and professional (non-academic) behavior and performance, and the procedures students can expect when a concern is identified or reported.

All social work students review and sign the Acknowledgement of Expectations of Academic and Professional Behavior form ([Appendix E](#)) each academic year. Professional behavior is monitored throughout the program using the BSW Candidate Professional Behavior and Integrity Assessment (Appendix H).

Summary of Academic and Professional Behavior Progression Standards

The BSW Program Director reviews each BSW Candidate's record for adherence to both academic and professional (non-academic) behavior standards. BSW Candidates must meet *these standards* to progress. BSW Candidates must meet the following requirements to progress in and graduate from the BSW program:

1. Junior BSW Candidates must adhere to the Junior Year Academic Progression Standards.
2. Senior BSW Candidates must adhere to the Senior Year Academic Progression Standards.
3. BSW Candidates earning lower than a C in more than two (2) formal social work courses, or who do not adhere to an established action plan (for academic or professional behavior) will be dismissed from the program.
4. To graduate with a BSW, BSW Candidates must have both an institutional and an overall GPA of 2.5 or above.
5. All students must adhere to program standards of professional behavior and all codes of behavior and ethics that originate with the MGA BSW Program, Middle Georgia State University, and the National Association of Social Workers.

Standards for Academic Behavior (Performance)

Junior Year Academic Progression Standards

The following policies apply to academic standards in the junior year:

1. BSW Candidates must earn a grade no lower than a "C" in all upper-division SOCW courses.
2. BSW Candidates must adhere to the [Repeating Courses](#) policy. Please read this policy carefully.
3. BSW Candidates must have an admitting GPA of 2.5 or above and full admission to the BSW program prior to entering the senior year (4000 level courses). Failure to achieve a 2.5 admitting GPA by the end of the junior year will delay progression.

Senior Year Academic Progression Standards

The following policies apply to academic standards in the senior year:

1. BSW Candidates must earn a grade no lower than a “C” in all upper-division SOCW courses. In the senior year, this applies explicitly to the SOCW 4000 and 4500 courses.
2. BSW Candidates must earn a grade of “B” or better in all upper-division field courses (SOCW 4300 and SOCW 4600). *A student must earn a "B" or better in seminar, along with a passing final field evaluation in their practicum to pass the SOCW 4300 and 4600 courses.*
3. BSW Candidates must adhere to the [Repeating Courses](#) policy. Please read this policy carefully.
4. To graduate with a BSW, a BSW Candidate must have an overall GPA of 2.5 or above.

BSW Candidates who do not meet program progression requirements, as summarized above, will be placed on probation and will have the opportunity to develop an action plan. Failure to establish or meet steps in the action plan will result in dismissal from the program. See [Probation and Dismissal](#).

Standards for Professional Behavior (Non-Academic)

Expectations of Professional Behavior

Students must adhere to all codes of personal, academic, and professional conduct that originate with the MGA BSW Program, Middle Georgia State University, and the National Association of Social Workers. The MGA BSW Program expects that students exhibit behavior that is consistent with excellent professional performance. *Such behavior is expected in the classroom, field settings, and the broader community, such as in community volunteer events, trainings, club events and in the student’s personal conduct across settings.*

Students should be aware that publicly available information may come to the attention of faculty or field supervisors and may be used to evidence professional or academic behavior concerns. Such information may include news stories, social media posts, etc.

Professional performance encompasses a commitment to social work mission and values, as found in the NASW Code of Ethics. Expected professional performance includes effective cooperation with others; effective communication skills; acceptance and integration of supervision and criticism; respect (in verbal tone and behavioral interactions) for colleagues, supervisors, instructors and clients; responsible and respectful advocacy for oneself; and integrity in personal action and decision-making.

Specifically, expected professional performance includes the following elements:

1. Integrity, including academic and professional work that is free from academic misconduct including cheating, giving and taking help and plagiarism.
2. Communication and Interpersonal Skills, as demonstrated by empathy for others, respectful communication of feelings, thoughts and intentions, ability to use active listening, productive and cooperative work with others, acceptance of feedback in a constructive manner, and the ability to take personal responsibility.
4. Self-Awareness and Self-Care, as demonstrated by a personal awareness of personal values, beliefs, biases, and behaviors, an ability to seek appropriate guidance and supervision through

communication of concerns and need for guidance, and how these affect academic and professional performance. Self-care may also be demonstrated through an ability to cope with life stressors and challenges and the ability to seek and use appropriate support.

6. Ethical Behavior, as demonstrated by a strong commitment and adherence to the purpose, values, principles, and standards of the NASW Code of Ethics and the student responsibilities included in the MGA Student Code of Conduct. Expectations of ethical behavior include:

- a. An ability to manage personal values, beliefs, and biases so that professional interactions are conducted in an unbiased and culturally responsive manner.
- b. An ability to seek appropriate sources of information, guidance, and supervision when an ethical dilemma occurs.
- c. An appreciation of diversity and the ability to value the identities of all clients.
- d. An ability to interact without imposing personal, religious, or cultural values on others, including clients, colleagues, and other professionals.
- e. Respect for the rights of others and a commitment to client choice and self-determination.
- f. A strong commitment to confidentiality and an understanding of the exceptions to confidentiality.
- g. A commitment to honesty and integrity in all interactions and academic work.
- h. In all interactions, students do not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

Examples of Professional Behavior Concerns

The following are considered examples of concerns of professional behavior because they originate and are controlled by the student's decision and application of personal integrity, values, and conduct. Students who exhibit such behaviors violate the NASW Code of Ethics and MGA Student Code of Conduct and fail to demonstrate Competency 1: Demonstrate Ethical and Professional Behavior (2015 CSWE Core Competencies).

Academic Misconduct

Academic misconduct is a violation of the [MGA Student Code of Conduct](#) and the National Association of Social Workers' Code of Ethics. All instances of academic dishonesty will automatically be subject to any policies outlined through a course syllabus, a referral to the BSW Program Director, and a written complaint to the Student Conduct Officer.

Cheating: As per the MGA Policy Manual (4.1.5.1), Cheating “includes but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff; (4) engaging in behavior prohibited explicitly by a faculty member in the course syllabus or class.

Giving and Taking Help: Learning is a process that requires integrity and commitment. The learning process benefits are disrupted when students share projects, papers, reflections, test questions, and other assignments. Students who allow others to complete their work deny themselves a chance to learn and grow. Students who recycle assignments without proper development do not allow themselves ample opportunity to enhance learning and self-discipline. **Do not share work with other students, do not allow others to complete your work for you, and do not self-plagiarize. Such behavior [giving or receiving] is cheating, a violation of the MGA Student Code of Conduct and the NASW Code of Ethics.**

Plagiarism: All students should understand the meaning of plagiarism. As per the MGA Policy Manual (4.1.5.1), Plagiarism “includes, but is not limited to: (1) the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment; (2) the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; (3) using internet material without proper citation; and (4) the use of one's previous work in another context without citing that it was used previously, also known as self-plagiarism.”

There are four main ways in which students plagiarize:

1. Students who do not know the meaning of plagiarism nor what plagiarism is in academic work.
2. Students who intentionally or knowingly present someone else's work as their own.
3. Students who recycle their work across classes without permission, citation, or further development.
4. Students who receive excessive help from an outside person resulting in submission of work that is not the student's own work (*This includes the use of classmates, friends, family, or “study” sites such as CourseHero and other such sites). A comparison of different writing samples/examples produced by the student within a class, usually evidences this type of plagiarism.

Use of Artificial Intelligence: The MGA BSW Program considers the use of Artificial Intelligence (AI) to be academic dishonesty in accordance with MGA Student Code of Conduct and social work ethics. It is the program's view that when students use AI to complete work, they become passive observers instead of active and authentic learners. Furthermore, AI-generated work severely limits the feedback and assessment of learning faculty can provide, further limiting learning. The program policy is that students will not use AI to write class or field assignments. In contrast, the BSW program supports using programs like Grammarly, tutoring, and the MGA Writing Center, as these tools position students as active learners with a growth mindset. Students alleged to have used AI in the classroom or field may be referred to the MGA Office of Student Affairs and receive a zero (0) on the assignment, an F in the course, or additional sanctions. For further information about the student conduct process, you can go to <https://www.mga.edu/student-conduct/academic-conduct-procedures.php>

The MGA BSW program takes academic misconduct very seriously. All instances of alleged academic misconduct are referred to the MGA Office of Student Affairs and the Student Conduct Officer and will follow the process outlined at <https://www.mga.edu/student-conduct/academic-misconduct.php>.

Communication and Interpersonal Skills

Students who experience professional behavioral concerns in communication or interpersonal skills may do so in the classroom, student club or event, or field or community settings. Such behaviors detract from effective interpersonal communication and violate expectations of behavior as described in the NASW Code of Ethics and CSWE 2015 Competencies. Examples of behavioral concerns in this area include:

- *Difficulty with verbal communication and interpersonal skills* with classmates, instructors, field supervisors, field-based clients or others. Difficulty may be demonstrated through yelling or shouting; use of inappropriate or derogatory language such as racist, homophobic, transphobic, misogynistic, or xenophobic language (referral to MGA Student Conduct Officer); use of unkind or hurtful language (insults); use of inappropriate silence to avoid needed discussions; frequent side conversations during class that distract from speaker.
- *Difficulty with non-verbal communication and interpersonal skills* with classmates, instructors, field supervisors, field-based clients or others. Difficulty may be demonstrated through poor attending skills such as avoidance of eye contact; lack of awareness of the impact of personal behavior on group such as coming to a presentation late and allowing door to slam or making a great deal of noise that distracts; use of personal behaviors that are intended to send a message such as eye rolling, loud sighing; lack of responsive or consistent communication through electronic means (MGA email) for purposes of class progression or advising.

Self-Awareness or Self-Care

Self-care and self-awareness are critical for sustained and ethical professional social work. The NASW Code of Ethics and the 2015 CSWE Competencies emphasize that students must seek to build self-awareness and attend to self-care needs. Examples of behavioral concerns in this area include:

- *Difficulty identifying and understanding the impact of their personal values, beliefs, biases, and behaviors on role as a social work student and budding social worker.* A deficit in this area may be demonstrated in written assignments, skills practice, or verbal presentation.
- *Difficulty in seeking and following through with mentoring and advising.* This may be demonstrated through lack of follow-up with advising or advisor, or lack of communication with faculty or advisor.
- *Difficulty asking for help when it is demonstrated that support is needed (time of crisis, demonstrated emotional turmoil, reported personal or family stressors).* This may be demonstrated in the classroom, in advising relationships, or in the field setting. Students should also demonstrate an ability to seek appropriate guidance and supervision through communication of concerns and need for guidance.
- *Difficulty establishing balance between competing life stressors and challenges and seeking appropriate supports.* This may be demonstrated in issues of classroom attendance or preparation, observed demeanor/affect, or unawareness or refusal of appropriate supports.

Issues of Ethical Behavior

Ethical behavior encompasses a wide range of behaviors which rely on a strong commitment and adherence to the NASW Code of Ethics. Issues of ethical behavior may occur in the classroom, student and club events, wider campus and community, and field settings. The NASW Code of Ethics

and 2015 CSWE Competencies stress student responsibility to ethical action and behavior. Ethical behavior is also required by the MGA Student Code of Conduct. Examples of behavioral concerns in this area include:

- Discriminatory action, such as hate speech toward protected or marginalized groups.
- Imposing of personal, religious or cultural values onto client groups and others.
- Violation of a client's right to self-determination, such as by limiting choices shared or deciding for the client without consultation.
- Violation of client confidentiality, such as releasing or sharing confidential information without permission or release from the client or even by accident (limit discussion of clients to professional situations and setting only and NEVER record video or take pictures in areas where clients may be – without agency and client approval).
- Sexual, physical or verbal violence or harassment of others in person or by virtual means (email, social media).
- Inappropriate dual relationships with clients or where a conflict of interest or power differential may exist.
- Demonstrated violation of integrity, such as through academic dishonesty.

Discriminatory, Violent or Harassing Behavior

Issues that involve discriminatory action; sexual, physical or verbal violence or harassment; or academic misconduct will be referred to the MGA Office of Student Affairs and the Student Conduct Officer in addition to possible notification of the campus or appropriate law enforcement agency. **Students in the field setting will immediately be removed from their agency placement.**

Procedures for Evaluating and Addressing Academic and Professional Behavior Concerns

Students (BSW Candidates and majors) must adhere to the [Standards for Academic and Professional Behavior](#). Students should be aware that when academic or professional behavior concerns occur, a process will be followed.

Procedures for Evaluating Concerns of Academic Behavior

The BSW Program Director reviews student records for adherence to both academic and professional (non-academic) behavior standards. Students must meet *these standards* to progress to the next semester. Concerns about academic behavior may be initiated by anyone with knowledge of a student's academic behavior and performance including faculty, field supervisors, or peers.

1. Upon the identification of an alleged violation of [Standards for Academic Behavior](#), the identifying party should complete a **Concern Form** ([Appendix F](#)) and submit this to the BSW Program Director electronically (MGA email).
2. Upon notification or identification of an alleged violation (e.g. grade lower than C, etc.), the BSW Program Director reviews the BSW Candidate's academic record to determine and document if a violation has occurred.
3. If demonstrated, the BSW Program Director notifies the BSW Candidate electronically (MGA email) that they have been **placed on probation** (including the specific concern/violation). The

BSW Candidate has the right and responsibility to respond at a meeting with the BSW Program Director. During the meeting the violation is discussed, the student's response is documented and if appropriate an action plan is established (See [Repeating Courses](#)).

4. The meeting should occur prior to the start of the next semester.
5. If program progression is appropriate per the [Standards for Academic Behavior](#) and [Repeating Courses](#) policy, an **Action Plan** ([Appendix G](#)) is developed that specifies expectations and necessary steps. Please note that progression may still result in a delay of graduation.
6. The final plan is then reviewed and approved by the Chair of the Department of Teacher Education and Social Work.
7. The completed and signed action plan is kept in the BSW Candidate's folder and a copy is provided to the BSW Candidate, the BSW Candidate's advisor, the BSW Program Director, the BSW Field Director, and the Chair of the Department of Teacher Education and Social Work.
8. If the BSW Candidate fails to respond to, or declines, a meeting and action plan request, the BSW Candidate will be prohibited from progressing or registering for formal BSW program courses until such a meeting occurs and may be dismissed from the program following a semester of inactivity.
9. Upon completion of the action plan, a student is removed from probation. If a student fails to successfully complete an action plan, they may be dismissed from the program. See [Probation and Dismissal](#).

Procedures for Evaluating Concerns of Professional Behavior

All BSW students are expected to meet the [Standards for Professional Behavior](#). Such standards include adherence to the MGA Student Code of Conduct and the NASW Code of Ethics. Concerns about professional behavior may be initiated by anyone with knowledge of a student's academic behavior and performance including faculty, field supervisors, or peer. Concerns related to professional behavior are addressed as follows:

1. Upon the identification of a concern related to the [Standards for Professional Behavior](#), the identifying party may initiate a concern form and submit this to the BSW Program Director electronically (MGA email).
2. Alleged violations that involve discriminatory action; sexual, physical or verbal violence or harassment; or academic misconduct will be referred to the MGA Office of Student Affairs and the Student Conduct Officer. Violations as described here should be reported as soon as possible and no later than 48 hours after knowledge of the event.
 - a. The BSW Program Director will refer the alleged violation to the MGA Office of Student Affairs, Student Conduct Officer within 48 hours of receiving a concern form.
 - b. The BSW Program Director will electronically (MGA email) notify the student of the concern, that they have been **placed on probation**, and of the referral to Student Conduct.
 - c. The alleged violation and possible sanctions for a first offense will be handled through the processes described in the <https://policies.mga.edu/policy-manual/section-4-student-affairs/4-1-student-handbook-code-of-conduct/4-1-5-student-code-of-conduct/4-1-5-3-student-conduct-procedures-student-rights.php> & <https://www.mga.edu/student-conduct/academic-misconduct.php>.
 - d. If a student is found responsible for a second offense through the Student Conduct process, they will be dismissed from the formal BSW program.

3. For alleged professional behavior issues related to *communication, interpersonal skills, use of self, or self-awareness, and ethical concerns such as a breach of client confidentiality or engagement in dual relationships*, dialogue, education, and support should be a first step in the resolution of concerns. **Efforts toward resolution for field education students should be documented through site visit or field supervision documentation.**
- a. If a resolution cannot be found between the student and involved parties (faculty, classmate, or field supervisor) the identifying party should complete a **Concern Form** and submit this to the BSW Program Director electronically (MGA email). The concern form should seek to specifically and measurably define the behaviors of concern and any impact. For field issues, an initial concern form should come to the Field Education Director.
 - b. The BSW Program Director will reach out to the student to schedule a meeting to within 48 hours of receiving a concern form.
 - c. For behavior concerns within the classroom or between peers, the BSW Program Director will first seek to informally resolve the issue. **If a resolution is not found or the behavior continues, the student will be placed on probation.** The BSW Program Director will notify the student within 48 hours and ask the student to meet to develop an action plan. ***Please note that concerns related to academic misconduct or discriminatory, violent, or harassing behavior the following policies may apply - [Academic Misconduct](#) and [Discriminatory, Violent, or Harassing Behavior](#).**
 - d. For behavior concerns in the field agency setting that rise to the level of a concern form, the student will be **immediately placed on probation and notified within 24 hours.** The BSW Program Director will ask the student to meet to develop an action plan to address the concern. ***Please note that field agencies reserve the right to terminate a student's placement at any time due to sustained concerns of professional behavior or discriminatory, violent, or harassing behavior. Termination from the field placement may result in a failing grade for the field seminar course. In addition, the following policies apply [Academic Misconduct](#) and [Discriminatory, Violent, or Harassing Behavior](#)**
 - e. Should an action plan be indicated, the student and BSW Program Director will collaboratively develop the plan, with input from faculty and other parties as appropriate.
 - f. The final plan is then reviewed and approved by the Chair of the Department of Teacher Education and Social Work.
 - g. The completed and signed action plan is kept in the student folder and a copy is provided to the student, the student's advisor, the BSW Program Director, the BSW Field Director, and the Chair of the Department of Teacher Education and Social Work.
 - h. Should a student deny responsibility, decline a meeting or the development of an action plan, the concern may be referred to the Office of Student Affairs, Student Conduct Officer to determine next steps.
 - i. Upon completion of the action plan, a student is removed from probation. If a student fails to successfully complete an action plan, they may be dismissed from the program. See [Probation and Dismissal](#).

Probation and Dismissal

Probation Policy & Procedure

When academic or professional behavior concerns occur, a Concern Form is submitted to (or completed by) the BSW Program Director and a student may be placed on probation per the [Procedures for Evaluating and Addressing Academic and Professional Behavior Concerns](#). Placement on probation means that it has been demonstrated that the BSW Candidate is academically or professionally deficient and is continuing their education with the understanding that they must improve and meet the conditions of probation set by the BSW Program.

A BSW Candidate may be placed on probation when:

1. When the BSW Program Director documents a violation of the [Standards for Academic Behavior](#).
2. When the BSW Program Director receives a Concern Form ([Appendix F: Concern Form](#)) related to [Standards for Professional Behavior](#) and as appropriate per the [Procedures for Evaluating Concerns for Professional Behavior](#).

Notification:

1. A BSW Candidate placed on probation will be notified electronically (MGA email) and will have the opportunity and responsibility to respond in a meeting with the BSW Program Director. See [Procedures for Evaluating and Addressing Academic and Professional Behavior Concerns](#).
2. Students who do not respond to the notification or request for a meeting as described above are subject to dismissal. **Field education students who do not respond will be pulled from the placement and unable to continue in SOCW 4300 or 4600.**

Action Plan:

1. An action plan establishes the conditions of probation and the probationary period. The action plan may be developed with input from the party initiating the concern form, the BSW Candidate and the BSW Program Director. See [Appendix G: Action Plan](#) for a copy of the action plan.
2. When the academic or professional behavior concern involves the field setting, the BSW Field Education Director and BSW Program Director will be involved in the development of the action plan.
3. The BSW Candidate will be removed from probation if they have met the steps of the action plan by the end of the probationary period. Completion is to be evidenced by documentation of class grading, faculty or field supervisor report, and student report. The BSW Program Director will inform the BSW Candidate and their advisor of this action electronically (MGA email).

Dismissal Policy

Dismissal from the program can occur due to:

1. Failure to meet steps in an established Action Plan.
2. Violation of the [Repeating Courses](#) policy.
3. As recommended as a sanction of the MGA Student Conduct process or hearing.
4. BSW Candidate being found responsible for a second offense through the MGA Student Conduct process.
5. Inactivity for a semester
6. Failure to respond to or declining a meeting and action plan request related to an evidenced academic or professional behavior violation.

Students dismissed from the program may choose to appeal the decision using the process described below in the Appeal of Dismissal Decision policy.

Appeal of Dismissal Decision

A BSW Candidate has a right to appeal dismissal from the formal program. The appeal should include written evidence that the student's academic or professional behavior warrants continued enrollment in the program or that stated policies were not followed prior to dismissal. A student who disagrees with dismissal from the program should follow the following process.

- A student who disagrees with dismissal should initiate their appeal by first requesting a meeting with the Chair of the Department of Teacher Education and Social Work.
- A student who believes that a fair remedy has been denied through meeting with the Department Chair may further appeal to the Dean of the School of Education and Behavioral Sciences.
- A student who believes that a fair remedy has been denied through meeting with the Dean may choose to initiate and follow a formal grievance process in accordance with the formal grievance policy of MGA, found at <https://www.mga.edu/student-affairs/complaints.php>.

Grievance Policy and Procedure

MGA Grievance Policy

As per MGA policy, "A grievance or complaint is a situation in which a student feels that the treatment he/she has received is not consistent with the University's policies," All BSW students have the right to pursue a complaint or grievance and should do so following the formal grievance policy and procedures of the program as shown below and through MGA, found at <https://www.mga.edu/student-affairs/complaints.php>.

Program and Departmental Grievance Procedure

The *Grievance Procedure* has a specific chain-of-command:

1. Instructor or Field Supervisor and Student
2. BSW Program Director (or if field related BSW Field Education Director first)
3. Chair of the Teacher Education and Social Work Department

4. Dean of the School of Education and Behavioral Sciences
5. MGA Office of Student Affairs

The Grievance Procedure is as follows:

1. The parties (student, instructor, field supervisor) involved in the grievance should first attempt to resolve the issue(s) themselves. If the parties fail to reach an agreement, then the BSW Program Director should be contacted and the Director will notify the Chair of the Department of Teacher Education and Social Work. Should the issue be field related, the Director of Field Education will replace the BSW Program Director in the following process however the student reserves the right to request the BSW Program Director.
2. Once the BSW Program Director is contacted by the student, instructor or field supervisor, a meeting will be established to discuss the grievance with all parties involved.
3. The BSW Program Director will document the grievance or grievances and ensure the Chair of the Department of Teacher Education and Social Work is notified.
4. The BSW Program Director will meet with the parties (individually or with all parties as needed) involved to discuss any issues and see if the grievance or grievances can be mutually resolved.
5. The BSW Program Director will notify the Chair of the Teacher Education and Social Work Department of the decision that results from the meeting and the mutual resolution.
6. If a mutual resolution cannot be reached, the BSW Program Director will make a decision based upon the available information in consultation with the Chair of the Department of Teacher Education and Social Work.
7. If the issue is field related the Field Education Director will notify the BSW Program Director and Chair of the Teacher Education and Social Work Department of the mutual resolution. If no mutual resolution is found, the grievance will first be referred to the BSW Program Director.
8. The student may appeal the decision of the meeting by writing a letter/email requesting appeal to the Chair of the Department of Teacher Education and Social Work (or BSW Program Director), within a week of the decision.
9. Within a week of the receipt of the appeal request, the Chair will schedule a formal meeting with the BSW Program Director or BSW Field Education Director.
10. The Chair will, at minimum, provide a written response within five working days.
11. If the student is still not satisfied with the decisions made by the above process, the student may appeal the decision of the meeting by writing a letter/email requesting appeal to the Dean of the School of Education and Behavioral Sciences.
12. The student, if still not satisfied with the decisions made by the above process, may pursue a grievance outlined in the Student Grievance Policy found in the *MGA Student Handbook* and <https://www.mga.edu/student-affairs/complaints.php>.
13. A BSW Candidate dismissed from the BSW Program, may choose to petition the Chair of the Department of Teacher Education and Social Work. Any petition is in writing within ten days of the original notification. Additionally, students are entitled to follow the formal grievance process following the student grievance policy of the Middle Georgia State University as found above.

Student Participation in Development of Program Policy

The MGA BSW program views participation in program policy development as a student responsibility and encourages students to take an active role in the development of program policy.

Students have the right to:

1. Organize in their interest through Horizons - the student social work club and Phi Alpha - Delta Iota Pi.
2. Have representation at BSW Program faculty and Social Work Advisory Council (SWAC) meetings.
3. Anonymously contribute feedback on the program structure and policies.

The MGA program assumes a proactive stance on gaining student input on program planning and policy development. Specifically, the MGA BSW Program employs the following strategies to encourage student participation.

1. During the fall and spring semesters, monthly meetings of Horizons (the student social work club/organization) are held for formal input, student involvement, and fellowship. Students may learn more about meeting times and how to join via the BSW Dashboard in Brightspace D2L.
2. During the fall and spring semesters regular meetings of the Phi Alpha Honor Society are held. Students may learn more about meeting times and how to apply via the BSW Dashboard in Brightspace D2L.
3. Students are welcome to attend BSW faculty meetings as described:
 - a. The Student Social Work Club and Phi Alpha presidents are notified of BSW faculty and SWAC meeting dates and times and may communicate these scheduled meetings to the student body.
 - b. The president or other officer designee may attend faculty or SWAC meetings to represent student interests.
 - c. Students with concerns who wish to attend BSW faculty meetings should notify the BSW Program Director to be added to the agenda. Students will be asked to join the meeting during the time set aside for students.
 - d. Please note that there will be times that students are asked to leave the meeting due to confidentiality.
4. Students are encouraged to participate in an anonymous student perception survey in the fall and spring semesters.
 - a. This perception survey is sent to students in the formal program at the end of each fall semester. Student feedback guides program policy by helping faculty of the program better understand student experiences and needs.
 - b. This survey helps the program better understand your experience and needs as we develop curriculum and program policy.
5. Upon graduation, student input is gathered through an Exit Survey. This information assists program development.
6. Students receive regular communications regarding the department and program through the BSW Dashboard in D2L, Facebook, Instagram, and email.
7. With approval from the Department Chair, students may select their academic advisor.
8. If social work majors have questions regarding the issue of participation in policy decisions, they are encouraged to seek out their academic advisor or the Director of the BSW Program.

IMPORTANT UNIVERSITY PROGRAM POLICIES

Accessibility Services

As per the [MGA Accessibility Services](#) webpage, “MGA 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 that disability, be denied full and equal access to academic and co-curricular programs or activities or otherwise be subjected to discrimination under programs or activities offered by Middle Georgia State University.”

This policy was developed to ensure equal access at MGA for individuals with disabilities and to ensure full compliance with all pertinent federal and state legislation, including Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act (ADA) of 1990 as amended.

Students seeking accommodations should reach out to Accessibility Services through the steps found at <https://www.mga.edu/accessibility-services/getting-started/index.php>.

Pregnant and Parenting Students (ADA, the Rehabilitation Act, and Title IX)

Expecting a child is an exciting time but you may also have questions related to your completion of courses or the semester. Our goal is to make sure you have the information you need to communicate with your instructors and the program to identify a plan for your success. Use the following steps to ensure you have a plan in place to support your education as a parenting student.

1. Maintain early and frequent communication with your attending physician about your role as a student. Documentation from your attending physician will be important in documenting needs you may experience related to the completion of coursework.
2. Should your physician identify medical risks or conditions *during* your pregnancy that impact your role as a student, please reach out to the MGA Office of Accessibility to discuss possible accommodations. Social work faculty will then be informed of any approved accommodations so that a plan can be put in place.
3. Communicate your due date with your instructors and/or the BSW Program Director and share your plan for returning to the classroom following the delivery of your child. *Plan to share this information in a private location such as the faculty member's office not before, during, or after class.*
4. Upon delivery of your child, provide documentation from your attending physician, documenting your period of absence to the MGA Office of Accessibility.
5. Should you experience a medical need upon delivery or post-pregnancy that falls under ADA (eg. C-Section) you should reach out to the MGA Office of Accessibility to explore accommodations and to develop an academic contract that will be communicated to social work faculty.

Federal Family Educational Rights and Privacy Act (FERPA)

Certain personally identifiable information about students (“education records”) may be maintained with the USG General Administration, which serves the BOR. This student information may be the same as, or derivative of, information maintained by a constituent institution of the University; or it may be additional information.

Whatever their origins, education records maintained at General Administration are subject to the Federal Family Educational Rights and Privacy Act of 1974 (FERPA). FERPA provides that a student may inspect his or her education records. If the student finds the records to be inaccurate, misleading, or otherwise in violation of the student's privacy rights, the student may request amendment to the record. FERPA also provides that a student's personally identifiable information may not be released to someone else unless (1) the student has given a proper consent for disclosure or (2) provisions of FERPA or federal regulations issued pursuant to FERPA permit the information to be released without the student's consent. A student may file with the U.S. Department of Education a complaint concerning failure of General Administration or an institution to comply with FERPA.

Faculty members who have any questions about records, documents, or procedures that may be covered under FERPA should contact the University Registrar or the Legal Assistant to the Chancellor for clarification (MGA Faculty Handbook).

Privacy of Student Academic Information (FERPA)

MGA complies with all provisions of the Family Educational Rights and Privacy Act of 1974. The full statement of the University's policy is available in the Office of the Registrar located in the Student Life Center. With some exceptions, students have the right to inspect and to challenge the contents of their education records. Access to academic records is coordinated through the Registrar's Office. Students wishing to inspect their records should contact the Registrar in the Student Life Center between the hours of 8:00 a.m. and 5:00 p.m. Monday - Friday, while the University is in session.

The University routinely releases to the public so-called Directory Information, as follows: the student's name, address, telephone listing, major field of study, participation in officially recognized activities and sports, weight and height of athletic teams, dates of attendance, degrees and awards received, and previous educational agency or institution attended by the student. Any student who wishes to have the above directory information withheld must complete and sign a request in the Registrar's Office. This request must be renewed at the beginning of each semester (MGA Faculty Handbook, 6-5.C.1).

Statement of Nondiscrimination

Middle Georgia State University is committed to ensuring a safe learning environment that supports the dignity of all members of the University community. Pursuant to Section 6.7 of the Policy Manual of the Board of Regents of the University System of Georgia (BOR), federal and state laws and regulations, and our vision, mission, and values, Middle Georgia State University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. Moreover, Middle Georgia State University is an Affirmative Action/Equal Educational and Employment Opportunity institution. Factors of race, national origin, color, sex, gender, age, religion, sexual orientation, or disability are not considered in the admission or treatment of students or in employment. To that end, University policy prohibits specific forms of behavior that violate federal and state laws and regulations, including but not limited to Title VII of the Civil Rights Act of 1964 and subsequent executive orders, Title IX of the Education Amendments of 1972, as well as Section 504 of the Rehabilitation Act of 1973.

For questions and issues concerning equal opportunity and compliance, please contact:

Complaints of Sex or Gender Discrimination (including allegations of sexual harassment or sexual misconduct)

Title IX Coordinator

Jenia Bacote, JD, Director of Diversity, Equity & Inclusion

Middle Georgia State University

Phone: 478.471.3627

E-Mail: titleix@mga.edu

Nondiscrimination of Students, Employees, and Applicants (issues of discrimination generally)

Chair of the Nondiscrimination Working Group

Josh Waters, University Counsel

Middle Georgia State University

Phone: 478.757.2666

E-Mail: nondiscrimination@mga.edu

Anonymous Complaints

Middle Georgia State University Ethics and Compliance Reporting Hotline

Online: <https://mga.alertline.com/gcs/welcome>

Phone: 877.516.3460

Sexual Harassment Policy

[According to 6.5 of the Middle Georgia State University Policy Manual](#), MGA is committed to ensuring a safe learning environment that supports the dignity of all members of the University community.

The Social Work Community

Social Work Student Service

Consistent with the mission and objectives of the BSW Program and profession of social work, students should complete service and continuing education hours each semester. Students are expected to engage in program service projects and events in each semester. Opportunities to serve are integrated into program schedule and hosted by Horizons and Phi Alpha.

Students are encouraged to engage in service and continuing education each semester. *Students are also encouraged to attend community or national organization events. Examples, NASW event, local training, etc.*

Students will be notified of events hosted by the program through the BSW Dashboard, email, and social media.

Social Work Advisory Council (SWAC)

The Middle Georgia State University (MGA) Social Work Advisory Council (SWAC) allows for communication between the Middle Georgia practice community and the MGA, Bachelor of Social Work program. The SWAC meets at least once annually and as needed to review and provide counsel regarding the MGA BSW curriculum, including the Field Education Program and other relevant program issues. Representation from the community will ensure the program infuses current practice interests and changing community needs.

Specifically, the SWAC provides guidance and sustains participation in matters such as:

- curriculum development
- program standards and procedures (admission, retention, and termination)
- faculty and student recruitment and retention (particularly minority group members)
- faculty development
- development and enhancement of practicum placement sites
- outside funding and resulting program planning
- collaborative projects with community agencies

Composition

The SWAC consists of the following members: BSW Program Director, BSW Field Education Director, six to eight representatives from the practice community of which a majority will have a BSW and/or MSW minimally, one at-large MGA representative from an outside discipline or department, two formally accepted BSW students who will serve one-year terms (these may be officers of registered social work organizations). Members from the practice community and MGA are asked to serve a two-year term. The BSW Program Director and BSW Field Education Director co-chair these meetings. The chair and dean of the Department of Teacher Education and Social Work will attend as able.

Student representation on the SWAC is an important part of ensuring that the views and opinions of BSW program student body are heard and considered in program planning and evaluation. As shown above, student representatives will serve one-year terms on the SWAC. Students with an interest in serving on the SWAC should communicate with the BSW Program Director.

Social Work Self-Care Nook & Little Library

Self-Care is an important aspect of ethical social work practice. The BSW program strives to support student self-care in many way throughout the academic year. One way is through the *Social Work Self-Care Nook*, located on the 3rd floor of the Teacher Education (TEB) building. BSW students are encouraged to visit the *Nook* during business hours to make use of the dedicated social work computer, enjoy a much-needed break by coloring or playing with a sensory bin or toy, pause with a book from the social work *Little Library* over a cup of sustainable tea or coffee, grab a quick snack, or access information on MSW programs or areas of practice in social work. *The Nook* is supported through donations.

Little Library: The Little Library is a resource for students on a range of social work related topics and with a focus on topics of social justice, inclusion, and culturally responsive social work practice. *Students are encouraged to enjoy available books in the Nook space but may check items out with Dr. Hazlett-Knudsen via a sign out sheet and are expected to return books within a two-week period.* Books are for all to enjoy so social work students are encouraged to treat the resource with respect and care. Donations of books are always welcome and should be brought to Dr. Hazlett-Knudsen.

To make a request for an addition to the Nook or to donate, please contact rebekah.hazlettknuds@mga.edu or visit the BSW Program Nook wish list at https://www.amazon.com/hz/wishlist/ls/17L5BPPMXKYTW?ref=cm_sw_em_r_un_un_XAOAbUbOjf43Y.

Social Work Speaker Series

The BSW Program hosts speaking events throughout the academic year. These events feature social work practitioners, community members, students in the program, and faculty on a wide range of topics related to generalist social work practice. As a part of this series, the program hosts a *Social Work Career Panel* to increase awareness of the profession of social work and the diverse and important roles held by social workers.

Inclusion, Equity, and Justice Series

In partnership with the MGA Office of Diversity, Equity, and Inclusion, the MGA Office Student Life, and the MGA Diversity Committee, the BSW Program sponsors the following events during Black History Month. Additional events may vary from year to year but can include speakers through the Social Work Speaker Series, Service Events, and Cultural Events.

Inclusion and Equity Pledge

During Black History Month, students in the BSW Program are invited to take the MGA Inclusion and Equity Pledge. In taking the pledge students commit to listen to the experiences of others, honor the dignity and worth of all, and act through service and learning.

Tubman Museum Tour

To celebrate Black History Month and to learn about the rich history of Black and African Americans in the Macon community and beyond, BSW students and faculty join in a guided tour of the Tubman Museum and facilitated dialogue. This event may require a fee and is offered based upon the level of interest. Horizons, the BSW Student Club plays an important role in planning and facilitating this event.

Justice in the City

In the spring semester, the BSW Program hosts the Justice in the City event. Students and faculty visit the King Center, MLK sites and the Center for Civil and Human Rights and end the day with dinner, group discussion and fellowship. All education and social work students are welcome to register for the event. This event may require a fee and is offered based upon the level of interest. Delta Iota Pi, the MGA Phi Alpha Chapter plays an important role in planning and facilitating this event.

MSW Program Sessions

To support BSW student preparation for graduate school, the MGA BSW program hosts presentations from MSW programs around Georgia in the fall semester.

Student Social Work Club - *Horizons*

All students are encouraged to participate in *Horizons*, the student social work club, as an important part of student connectivity and professional and academic growth. *Horizons* engages students through various avenues of volunteering, campus events and community outreach. Students are encouraged to join and participate through the following avenues.

1. Upon declaration of the major, each student is told about *Horizons* and encouraged to join.
2. Elections are held at the end of the academic year. At which time all *Horizons* members in good standing with the program and university can campaign to fill a position.
3. Students are notified of meeting times through posted flyers, email communications, and social media. In addition, announcements and reminders about *Horizons* are made in classes.
4. The BSW Program supplies *Horizons* with a faculty advisor.
5. The advisor is responsible for organizing the first meeting of the academic year and monitoring elections and attending all meetings.
6. BSW faculty recognizes curriculum input from *Horizons*; the president is notified and invited to program faculty and advisory council meetings.

MGA's Phi Alpha Delta Iota Pi Chapter

The MGA Phi Alpha Delta Iota Pi Chapter was established in January of 2022. The purposes of the chapter are to provide a closer bond among students of social work and to promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites those who have attained excellence in scholarship and achievement in social work. GPA criteria and applications for Phi Alpha are available through the BSW Dashboard in Brightspace D2L and are called for once per semester (September and February). Interested students should watch for emails from the BSW Program Director and on the program's social media accounts.

NASW- GA Chapter

BSW students are encouraged to join the NASW and to participate in NASW events throughout the year. The NASW-GA State Conference is held each September. Students can learn more about joining NASW at the student rate by visiting <https://www.socialworkers.org/Membership/Membership-Types/Students>. Student should specify the Georgia chapter when joining.

University Events

MGA has robust student life program and students are strongly encouraged to get involved in campus-wide and program events. Many events social work students will connect with through the BSW program.

Office of Student Life (<https://www.mga.edu/student-life/>): The Office of Student Life develops a wide range of events for MGA students on all campuses. Students can learn more about events happening around campus at the MGAKnightLife portal at <https://mga.presence.io/>.

Office of Diversity, Inclusion, & Equity (<https://www.mga.edu/diversity-inclusion-equity-office/index.php>): The Office of Diversity, Inclusion, and Equity plans and facilitates events that support diversity and inclusion. Events are open to all students and faculty.

MGA Inclusion Pledge: Each spring, the BSW Program joins the Offices of Student Life and Diversity and Inclusion to formally pledge to listen to the stories of others, treat all people with dignity and respect, and commit to fostering an inclusive learning environment, by taking a formal Inclusion Pledge. The program strives for 100% participation.

MGA Day of Service: Each year in September, the BSW Program joins the larger MGA community to give back the university and surrounding communities. A team of social work students and faculty spends the day contributing through service and fellowship.

Students can learn more about social work and campus events through the BSW Dashboard via Brightspace D2L. To be added to the BSW Dashboard, email rebekah.hazlettknuds@mga.edu.

Scholarship and Financial Aid Information

Students may contact the MGA Office of Financial Aid for assistance with seeking and applying for financial aid, including grants, scholarships, loans and/or student employment. Students may learn more about the financial aid process and types of funding available by visiting <https://www.mga.edu/financial-aid/index.php>. To contact financial aid with a general question, students may call 478-387-0580 or email fainfo@mga.edu. Students may locate their financial aid advisor (assigned by student last name) by visiting https://www.mga.edu/financial-aid/docs/Staff_Location_and_Email_addresses.pdf.

Students seeking scholarships may use the Financial Aid Scholarship page (<https://www.mga.edu/financial-aid/opportunities/scholarships.php>) as a starting point. There students will find information on [Middle Georgia State University Foundation Scholarships](#), external scholarship information, and tips on applying for scholarships.

Appendices

Appendix A: BSW Program Advising Agreement

**Middle Georgia State University
Bachelor of Social Work (BSW) Program
Advising Agreement**

Student Banner ID # _____

Your advisor's job is to review the required plan of study for the BSW program with you, offer an opportunity for you to ask questions, answer your questions, offer you academic advice, and refer you to the appropriate places for help. The ultimate responsibility for understanding and implementing your education plans and making decisions about your education and career goals rests with you - the individual student. While your advisor will work collaboratively with you and will work to stay current with your progression, remember that you are the one who will ultimately experience challenges if you do not 1) inform your advisor of any academic challenges you experience including a failing grade in a course, a grade lower than a C in any required social work prerequisite, core course or elective, 2) meet with an advisor in person every semester and 3) register for your courses in sequence with the BSW program of study.

Students are responsible for:

- 1) Knowing the requirements for the core curriculum, BSW program admission requirements, the BSW academic program of study;
- 2) Adhering to the BSW plan of study;
- 3) Monitoring their own progress within the program and toward graduation;
- 4) Meeting with their assigned social work advisor each semester, during the scheduled advising week, to review their progression and to address any questions or concerns;
- 5) Being prepared for advising sessions (for example, bringing a list of questions or concerns, having a tentative schedule developed, and/or being prepared to discuss interests and goals with the advisor and bringing the advisement guide); and
- 6) Registering for their courses and notifying their advisors of any anticipated or experienced holds, registrations errors or other concerns.

Advisors will:

- 1) Help students clarify their values, goals, and potential;
- 2) Help students understand the nature and purpose of a college education;
- 3) Provide accurate information about educational options, requirements, policies, and procedures;
- 4) Help students plan educational programs consistent with the requirements of their degree program and with their goals, interests, and abilities;
- 5) Assist students in the continual monitoring and evaluation of their educational progress; and
- 6) Help students locate and use the many resources of the university to meet their unique educational needs and aspirations.

****To help ensure your successful completion of the courses you need in order to graduate in a timely manner, you are advised to do the following: (Please initial each line)**

- _____ I will check my degree audit on the computer (in SWORDS) at least one time each semester.
- _____ I will meet with my advisor at least one time each semester during advising week and will come prepared to that meeting with an understanding of the courses I need to take for the following semester and my advisement guide. If I choose not to follow my advisor's recommendations, I will accept responsibility for my choices.
- _____ I will become familiar with general education studies and social work major requirements and will use both check sheets to make sure I am taking the correct courses. I will always bring along my Advisement Guide anytime I meet with the advisor.
- _____ I will schedule an in-person appointment to meet with my social work advisor regarding advisement.
- _____ I understand that in order to accumulate the 120 credit hours required for graduation or graduate in four years, I need to take a minimum of 15 credit hours a semester or make up the difference during summer sessions. If I transferred, I will use the list of the number of hours accepted by MGA to determine the number of credit hours I need to take in a semester.
- _____ I understand that dropping a course during the semester without consulting with my advisor may create future scheduling difficulties for me.
- _____ I also understand that I must have the required prerequisites for all core curriculum, Area F and General Elective courses and that upon formal admission into the BSW program I must take core social work courses according to the progression policy.

Student's Signature _____

Date _____

Advisor's Signature _____

Date _____

*Place a signed copy in advisement file, provide student with a copy for future reference.

Appendix B: Advising Guide

MGA BSW Advising Guide

Student's Name _____ Banner ID _____ Advisor _____

Core Curriculum Requirements

Area A: Essential Skills

- ENGL 1101 (3 hours) Semester taken _____ Grade _____
- ENGL 1102 (3 hours) Semester taken _____ Grade _____
- MATH (3 hours) Semester taken _____ Grade _____

(Choose from 1001, 1101, 1111, 1112, 1113, 1113H, or 1251)

_____/9 hours

Area B: Institutional Options

Choose one (4) hour course from Science and Health, Humanities, Mathematics and Technology, Social Science, or Cultural Diversity as listed in the academic catalog core curriculum.

- _____ Semester taken _____ Grade _____

_____/4 hours

Area C: Humanity and Fine Art

- Literature Semester taken _____ Grade _____
(Choose one (3) hour course from ENGL 2111(H), 2112, 2121, 2122, 2131(H), 2132(H), 2141, 2142)
- 2nd Elec Semester taken _____ Grade _____

(Choose a (3) hour Lit Elec from above or from ARTS 1100, 2010, 2011; COMM 1110, 1100; FREN 1001, 1002, 2001, 2002; GRMN 1001, 1002, 2001, 2002; HUMN 2111H, 2151, 2152(SCIE 2152), 2155, 2156; MUSC 1100, SPAN 1001, 1002, 2001, 2002, 2998, 2999, or THEA 1100)

_____/6 hours

Area D: Natural Science, Math, & Technology-Option 1 for Non-Science majors

Lab Science Elective- Choose two (4) hour courses from the following: ASTR 1010K, 1020K; BIOL 1001K(H), 1002K(H), 2107K, 2108K; CHEM 1151K, 1152K, 1211K, 1212K; GEOL 1125K, 1126K; PHYS 1011K, 1012K, 1111K, 1112K, 2211K, 2212K *Note lab courses should be taken in sequence (example BIOL 1001K and 1002K). See academic catalog for requirements.

- Option 1: _____ Semester taken _____ Grade _____
- Option 2: _____ Semester taken _____ Grade _____
- Area D Elective (MATH 1401) Semester taken _____ Grade _____

_____/11 hours

Area E: Social Sciences

- American History Semester taken _____ Grade _____
(Choose from HIST 2111(H), or 2112(H))
- POLS 1101(H) Semester taken _____ Grade _____
- PSYC 1101(H) Semester taken _____ Grade _____
- SOCI 1101(H) Semester taken _____ Grade _____

_____/12 hours

_____/42 Total Core Curriculum

Area F: Major Requirements and Prerequisite Courses

- PSYC 2103- Development Semester taken _____ Grade _____
- SOCI 1160- Intro to Social Probs Semester taken _____ Grade _____
- SOCW 2215- Intro to Social Work Semester taken _____ Grade _____
- *SOCW 2500- Success in Social Work Semester taken _____ Grade _____
- Guided Lower Level Elective Semester taken _____ Grade _____
- Guided Lower Level Elective Semester taken _____ Grade _____

_____/18 hours

Social Work Core Curriculum

45 hours of upper level social work core requirements 6 hours of social work electives	Course Prerequisites
Junior Year Semester I (15 hours) (requires student to have formal admission to BSW Program)	
<input type="checkbox"/> SOCW 3000: Cultural Hum and Resp in Social Work (3 hours)	PSYC 1101, SOCI 1101, SOCI 1160 and SOCW 2215 with a C or higher Formal acceptance into the Bachelor of Social Work Program and adherence to program progression policies
<input type="checkbox"/> SOCW 3100: Human Behavior & the Social Environment I (3 hours)	
<input type="checkbox"/> SOCW 3200: Direct Social Work Practice I (3 hours)	
<input type="checkbox"/> SOCW 3300: Social Work Practice with Groups (3 hours)	
<input type="checkbox"/> SOCW 3400: Practice Lab I- Individuals, Families & Groups (3 hours)	
Junior Year Semester II (12 hours) (to progress to Jr II student must have a C in all Jr 1 courses and a minimum 2.5 GPA)	
<input type="checkbox"/> SOCW 3500: Social Work Practice with Comm & Org (3 hours)	Formal acceptance into the Bachelor of Social Work Program and adherence to program progression policies MATH 1401; SOCW 2215 and SOCW 2500 with a C or higher and adherence to program progression policies Formal acceptance into the Bachelor of Social Work Program and adherence to program progression policies
<input type="checkbox"/> **SOCW 3600: Social Work Research Methods (3 hours)	
<input type="checkbox"/> SOCW 3700: Social Welfare & Policy Practice (3 hours)	
<input type="checkbox"/> SOCW 3800: Practice Lab II – Change in Orgs & Comm (3 hours)	
**Program Elective	
Senior Year Semester I (9-12 hours) (to progress to Sen I student must have a C in all Jr II courses and a minimum 2.5 GPA)	
<input type="checkbox"/> SOCW 4000: Direct Social Work Practice II (3 hours)	Formal acceptance into the Bachelor of Social Work Program and adherence to program progression policies
<input type="checkbox"/> SOCW 4300: Social Work Practicum & Seminar I (6 hours)	
**Program Elective	
Senior Year Semester II (9-12 hours) (to progress to Sen Sem II student must have a C in all Sen Sem I courses and a minimum 2.5 GPA)	
<input type="checkbox"/> SOCW 4500: Org & Comm Change (3 hours)	Formal acceptance into the Bachelor of Social Work Program and adherence to program progression policies
<input type="checkbox"/> SOCW 4600: Social Work Practicum & Seminar II (6 hours)	
**Program Elective	

*Application to the formal program submitted in SOCW 2500

**Students can take program electives or the research course without formal admission

Social Work Electives

Students are required to successfully complete **6 credit hours of social work electives** from the following choices:

SOCW 3005 Intro to Forensic SW SOCW 3010 Human Services Management SOCW 3050 Crisis Management
 SOCW 3250 SW & MH SOCW 4010 Children in Crises SOCW/CRJU 4220 Family Violence & Abuse

General Electives

List all electives taken: _____

_____/9 hours

Student Signature: _____ Date: _____

_____/120 hours
Total Hours

Advisor Signature: _____ Date: _____

2020/2021, 2021/2022, 2022/2023

Date reviewed: _____

Initials of faculty: _____

Overall GPA: _____

Institutional GPA: _____

Appendix C: SOCW Course Equivalency Evaluation Form

SOCW Course Equivalency Evaluation Form

Students seeking to transfer social work courses into the BSW Program must complete a SOCW Course Equivalency Evaluation Form for each course equivalency sought. Please see the BSW Program Student Handbook (page 23) for information and for steps.

Name: _____ MGA ID: _____

Address: _____

MGA email: _____ Phone: _____

Transfer course information:

Transfer Course No. (ex. SOW xxxx)	Transfer Institution	Course Title	Course Hours	MGA SOCW Course Number	Course Title	Course Hours

1. Please provide the course description of the transfer course.
2. Please provide a link to the course description as found in the credit granting institution's academic catalog.
3. Please submit a course syllabus for the transfer course along with this form.
4. If the transfer course is a social work practice or field course (see page of the BSW Program Student Handbook), please submit verification of the credit granting program's CSWE accreditation or candidacy status (this can be a link or an attachment).
5. Submit a completed and signed course exception form as found at https://www.mga.edu/registrar/docs/Course_Substitution-Exception_Form.pdf listing *each* course sought.

Student Signature: _____ Date: _____

BSW Program Director Signature

Date

Please include this page with each transfer course submission:

**For BSW Program Director use only*

1. MGA Student ID: _____		2. Student Name: _____	
3. MGA Course Sought: _____		4. Transfer Course: _____	
		5. Credit Grt Inst: _____	
6. Is this an MGA BSW Practice course? Y N If yes, complete #s 7 & 8. If no, continue to #9		7. If yes, is the course from a CSWE accredited (or in candidacy) program? Y N	
8. If no, the course cannot be used for credit as an MGA BSW Practice course and no credit will be granted. Student notified of outcome: _____			
9. Course Description Similarity			
High=10 <input type="checkbox"/>	Fair=8 <input type="checkbox"/>	Low=7 <input type="checkbox"/>	None=0 <input type="checkbox"/>
Course descriptions share more than three similarities including focus, purpose, and keywords.	Course descriptions share at least three similarities including focus, purpose, and keywords.	Course descriptions share two or fewer similarities and may not share focus, purpose, or keywords.	The course descriptions have no similarity in focus, purpose or keywords.
10. Learning Outcomes Similarity			
High=10 <input type="checkbox"/>	Fair=8 <input type="checkbox"/>	Low=7 <input type="checkbox"/>	None=0 <input type="checkbox"/>
All learning outcomes share similarity in student learning outcome and can be connected to social work outcomes in the MGA SOCW course. This may include knowledge, values, affective processes, application, analysis, etc.	Most learning outcomes share similarity in student learning outcome and can be connected to social work outcomes in the MGA SOCW course. This may include knowledge, values, affective processes, application, analysis, etc..	At least one learning outcome shares similarity in student learning outcome and can be connected to a social work outcome in the MGA SOCW course.	There is no similarity between learning outcomes.
11. Content Similarity			
High=10 <input type="checkbox"/>	Fair=8 <input type="checkbox"/>	Low=7 <input type="checkbox"/>	None=0 <input type="checkbox"/>
More than 60% of course content (schedule, activities, and assignments) demonstrates strong similarity.	More than 50% of course content (schedule, activities, and assignments) demonstrates strong similarity.	Less than 50% of course content (schedule, activities, and assignments) demonstrates strong similarity.	There is no similarity between course content.
12. CSWE Competency Similarity * Practice Courses only			
High=10 <input type="checkbox"/>	Fair=8 <input type="checkbox"/>	Low=7 <input type="checkbox"/>	None=0 <input type="checkbox"/>
Mapped CSWE competencies in both courses demonstrate greater than 50% similarity.	Mapped CSWE competencies in both courses demonstrate greater than 40% similarity.	Mapped CSWE competencies in both courses demonstrate less than 40% similarity.	There is no similarity between mapped competencies.
TOTAL SCORE			_____/30*
			_____/40**
Comments:			

*Note: *For non-practice courses, classes with a score of 25 points (83%) and above may be considered as equivalencies.*

***For practice courses, classes with a score of 34 (85%) and above may be considered as equivalencies.*

BSW Program Director Signature _____

Date _____

Appendix D: ePortfolio- Competency Showcase Presentation

ePortfolio - Competency Showcase Presentation

Overview

This is the final project and ePortfolio assignment for this last semester of the social work program. This is a comprehensive assignment based on the progress of each student's classroom and practicum activities measured throughout the program. To create your portfolio, you will integrate ePortfolio assignments, and other program artifacts (class assignments, reflections, field activities and documentation, etc.) into a web-based portfolio that tells your story of growth and competence. You should develop a presentation that showcases your achievements across CSWE Competencies 1-9; making connections to practice behaviors (PBs). The goal is discuss highlights and make connections.

Presentation

You will present your ePortfolio as a part of SOCW 4600 class, providing the opportunity to share your ePortfolio with professionals from the university and community during the BSW ePortfolio Showcase.

BSW ePortfolio Showcase: The BSW program will host the BSW ePortfolio Showcase during finals week. This showcase is open to the student body, officials from the university, and our community partners. You are expected to plan your schedule so that you are able to attend the showcase and are encouraged to invite your field supervisors. Minimally, two faculty will grade your ePortfolio - this is your official grade on the assignment.

Creation of the ePortfolio: Your ePortfolio must use the following structure and information.

1. **Introduction:** In this section introduce yourself. What brought you to social work? What are your interests? How have you been involved with the program? Get creative but keep it focused and professional.
2. **Field Experience:** In this section, identify yourself as an intern and discuss your field placement including the following.
 - a. Agency name
 - b. Your field and task supervisors
 - c. Agency mission and purpose
 - d. Population served by agency
3. **Competencies:** Each competency and practice behavior will be discussed through attention to your progress through the program and field-based practice behaviors that evidence your competency. **For each competency and practice behavior, individually include the following.**
 - a. Identify the Competency
 - i. List and describe the competency and practice behaviors.
 - b. Curriculum Connections

- i. Identify and discuss how your *knowledge, skills, values, and affective/cognitive processes* were impacted by the completion of courses and specifically the ePortfolio assignments during the junior and senior years. *Focus on the ePortfolio assignments but you may note other activities that built your competency.*
 - ii. Please note that for competencies 6-9, you should take special care to address how you gained competence with the following client systems: individuals, families, groups, organizations, and communities.
 - iii. Please note that different ePortfolio assignments demonstrate different competencies - *not all apply to all competencies.*
 - iv. Example: – for Competency 6, perhaps you discuss the role of the Individual and Social Influences Paper in your ability to integrate and apply empowerment theory to your engagement with underserved individual clients.
 - c. Field Experience Connections
 - i. Identify and discuss how your *knowledge, skills, values, and affective/cognitive processes* were impacted by the completion of your field learning contract activities.
 - ii. Please note that for competencies 6-9, you should take special care to address how you gained competence with the following client systems: individuals, families, groups, organizations, and communities.
 - iii. You should only discuss practicum activities relevant to PBs, not necessarily every activity.
 - iv. When discussing practicum activities, be sure to indicate how your activities relate to the practice behaviors and thus the competency.
 - v. Example: For competency 1, practice behavior 1.3 perhaps you include an example of your professional interaction with coworkers at the agency evidenced by professional dress, verbal communication, and electronic communication.
 - d. Competency Reflection: Provide a written reflection of what the competency means for your social work identity and professional actions. You might reflect on your growth and overall achievement.
- 4. Next Steps: In this conclusion section, share how you plan to move forward as a social worker and helping professional. What do your next steps look like?

Evaluation

You will be graded by at least two social work faculty on this final assignment using the following rubric.

**See end of document for definitions for levels of achievement*

1. Demonstrate Ethical and Professional Behavior			
Behaviors	Student's presentation demonstrates a strongly developed ability to describe and apply the behavior and related competency	Student's presentation demonstrates an emerging ability to describe and apply the behavior and related competency	Student's presentation demonstrates a need to further grow in ability to describe and apply the behavior and related competency
1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	1	.75	.5
1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	1	.75	.5
1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	1	.75	.5
1.4 Use technology ethically and appropriately to facilitate practice outcomes.	1	.75	.5
1.5 Use supervision and consultation to guide professional judgment and behavior.	1	.75	.5

2. Engage Diversity and Difference in Practice			
Behaviors	Student's presentation demonstrates a strongly developed ability to describe and apply the behavior and related competency	Student's presentation demonstrates an emerging ability to describe and apply the behavior and related competency	Student's presentation demonstrates a need to further grow in ability to describe and apply the behavior and related competency
2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	1	.75	.5
2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences.	1	.75	.5
2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	1	.75	.5
Advance Human Rights and Social, Economic, and Environmental Justice			
Behaviors	Student's presentation demonstrates a strongly developed ability to describe and apply the behavior and related competency	Student's presentation demonstrates an emerging ability to describe and apply the behavior and related competency	Student's presentation demonstrates a need to further grow in ability to describe and apply the behavior and related competency
3.1 Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	1	.75	.5

3.2 Engage in practices that advance social, economic, and environmental justice.	1	.75	.5
Engage In Practice-informed Research and Research-informed Practice			
Behaviors	Student's presentation demonstrates a strongly developed ability to describe and apply the behavior and related competency	Student's presentation demonstrates an emerging ability to describe and apply the behavior and related competency	Student's presentation demonstrates a need to further grow in ability to describe and apply the behavior and related competency
4.1 Use practice experience and theory to inform scientific inquiry and research.	1	.75	.5
4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	1	.75	.5
4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.	1	.75	.5
Engage in Policy Practice			
Behaviors	Student's presentation demonstrates a strongly developed ability to describe and apply the behavior and related competency	Student's presentation demonstrates an emerging ability to describe and apply the behavior and related competency	Student's presentation demonstrates a need to further grow in ability to describe and apply the behavior and related competency
5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	1	.75	.5

5.2 Assess how social welfare and economic policies impact the delivery of and access to social services.	1	.75	.5
5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	1	.75	.5
Engage with Individuals, Families, Groups, Organizations, and Communities			
Behaviors	Student's presentation demonstrates a strongly developed ability to describe and apply the behavior and related competency	Student's presentation demonstrates an emerging ability to describe and apply the behavior and related competency	Student's presentation demonstrates a need to further grow in ability to describe and apply the behavior and related competency
6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	1	.75	.5
6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	3	2.25	1.5
Assess Individuals, Families, Groups, Organizations, and Communities			
Behaviors	Student's presentation demonstrates a strongly developed ability to describe and apply the behavior and related competency	Student's presentation demonstrates an emerging ability to describe and apply the behavior and related competency	Student's presentation demonstrates a need to further grow in ability to describe and apply the behavior and related competency

7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	1	.75	.5
7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	1	.75	.5
7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	1	.75	.5
7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	1	.75	.5
Intervene with Individuals, Families, Groups, Organizations, and Communities			
Behaviors	Student's presentation demonstrates a strongly developed ability to describe and apply the behavior and related competency	Student's presentation demonstrates an emerging ability to describe and apply the behavior and related competency	Student's presentation demonstrates a need to further grow in ability to describe and apply the behavior and related competency
8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	1	.75	.5

8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	1	.75	.5
8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	1	.75	.5
8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	1	.75	.5
8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals.	1	.75	.5
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities			
Behaviors	Student's Presentation demonstrates a strongly developed ability to describe and apply the behavior and related competency	Student's Presentation demonstrates an emerging ability to describe and apply the behavior and related competency	Student's Presentation demonstrates a need to further grow in ability to describe and apply the behavior and related competency
9.1 Select and use appropriate methods for evaluation of outcomes.	1	.75	.5
9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	1	.75	.5

9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	1	.75	.5
9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	1	.75	.5

Levels of Achievement	Indicators
<p>Student's ePortfolio demonstrates a strongly developed ability to describe and apply the behavior and related competency</p> <p>100%</p>	<ol style="list-style-type: none"> 1. Student can describe how their learning was impacted using at least 3 dimensions of learning (knowledge, skills, values, and cognitive/affective processes). *See below for definitions of dimensions of learning. 2. Student can describe, using strong detail how they intentionally connected curriculum and field-based experience(s) to practice behaviors. 3. Student can thoroughly describe appropriate action(s) taken and concepts applied to demonstrate the behaviors. 4. Student provides no fewer than two sources of evidence of meeting the behavior, ex: assignments, documents, correspondence, detailed description, awareness of use of self in action related to the behavior.
<p>Student's ePortfolio demonstrates an emerging ability to describe and apply the behavior and related competency</p> <p>75%</p>	<ol style="list-style-type: none"> 1. Student can describe how their learning was impacted using at least 2 dimensions of learning (knowledge, skills, values, and cognitive/affective processes). *See below for definitions of dimensions of learning. 2. Student can describe, using satisfactory detail, how they intentionally connected curriculum and field-based experience(s) to practice behaviors. 3. Student can partially describe appropriate action(s) taken and concepts applied toward demonstration of the behaviors. 4. Student provides no less than one source of evidence of meeting the behaviors, ex: assignments, documents, correspondence, detailed description, awareness of use of self in action related to the behaviors.

<p>Student's ePortfolio demonstrates a need to further grow in ability to describe and apply the behavior and related competency</p> <p>50%</p>	<ol style="list-style-type: none">1. Student describes how their learning was impacted using one of fewer dimensions of learning (knowledge, skills, values, and cognitive/affective processes). *See below for definitions of dimensions of learning.2. Student cannot describe or poorly describes how curriculum and field-based experience(s) connect to practice behaviors.3. Student is unable to describe appropriate action(s) taken or concepts applied toward demonstration of the behavior.4. Student provides no sources of evidence of meeting the behavior, ex: photos, documents, correspondence, detailed description, awareness of use of self in action related to the behavior.
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Appendix E: Acknowledgement of Expectations of Academic and Professional Behavior

MGA BSW Knights Have Integrity

Uphold MGA and social work values in your words, writing, and actions!

The BSW program takes academic and professional behavior very seriously. You are learning to be an ethical social worker and are expected to act ethically in your academic and professional actions. Students are responsible for reading and understanding the ***Program Progression Policies - Academic and Professional Behavior Standards and Procedures for Evaluating and Addressing Academic and Professional Behavior Concerns*** found in the BSW Student Handbook.

A BSW Candidate may be placed on probation when:

3. When the BSW Program Director documents a violation of the **Standards for Academic Behavior**.
4. When the BSW Program Director receives a Concern Form related to **Standards for Professional Behavior** and as appropriate per the **Procedures for Evaluating Concerns for Professional Behavior**.

Placement on probation means that it has been demonstrated that the BSW Candidate is academically or professionally deficient and is continuing their education with the understanding that they must improve and meet the conditions of probation set by the BSW Program. The conditions of probation are established in an action plan.

Dismissal from the program can occur due to:

7. Failure to meet steps in an established Action Plan.
8. Violation of the *Repeating Courses* policy.
9. As recommended as a sanction of the MGA Student Conduct process or hearing.
10. BSW Candidate being found responsible for a second offense through the MGA Student Conduct process.
11. Inactivity for a semester
12. Failure to respond to or declining a meeting and action plan request related to an evidenced academic or professional behavior violation.

Students dismissed from the program may choose to appeal the decision using the process described below in the Appeal of Dismissal Decision policy.

I _____ acknowledge that:

- _____ I have been provided with information related to expectations of academic and professional behavior expectations through the BSW Student Handbook.
- _____ It is my responsibility to become familiar with standards of academic and professional behavior and progress, student conduct, procedures for settlement/adjudication through review of the program policies, BSW Student and Field Education handbooks, and MGA Student Code of Conduct.
- _____ Should it be alleged or demonstrated that I have violated expectations of academic and professional behavior, I am subject to procedures as outlined in the BSW Student Handbook and the [MGA Student Conduct Procedures and Student Rights](#).
- _____ I have the right to appeal decisions related to academic or professional behavior violations, including program dismissal through the appeal procedures as outlined in the BSW Student Handbook and the [MGA Student Conduct Procedures and Student Rights](#).

Banner ID: _____

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Appendix F: Academic or Professional Behavior Concern Form



Concern Form

Purpose:

The purpose of the Concern Form process is for faculty (or field agency supervisors) to identify students who may need remediation or intervention to successfully complete academic or professional behavior requirements for progression in their program of study. Students who receive a concern form are placed on probation and provided the opportunity to meet with the BSW Program Director to discuss the situation and if appropriate develop an action plan.

Process Steps:

- A. Faculty completes a concern form and gives it to the BSW Program Director and the Department Chair. The form should indicate if an action plan is recommended by the faculty member.
- B. Action plan may be devised with input from the faculty, the BSW Program Director, and the student. All action plans must be approved by the BSW Program Director and the Department Chair.
- C. If a warranted action plan is not completed to the satisfaction of all parties, the student may be dismissed from his/her program of study.
- D. If the Concern Form is related to discriminatory action, sexual, physical or verbal harassment, or academic misconduct, a referral will be made to the Office of Student Affairs, Student Conduct Officer. In addition to being part of the student's departmental advising folder, this report will be made part of the student's disciplinary record and shall remain on file in accordance with Board of Regents record retention policy.

Types of Concerns:

Examples of academic and profession behavior warranting a Concern Form:

- Student who is absent and/or late for placement.
- Student who does not exhibit professional dress or demeanor when interacting with students, field supervisors, or faculty as defined by the Department of Teacher Education & Social Work and community partner agency.
- Student who does not demonstrate an ability to contribute effectively in a group setting.
- Student who exhibits a lack of proficiency in written and/or language skills.
- Plagiarism or cheating on any graded activity (Use University policy).
- Breach of confidentiality. (HIPAA/FERPA)
- Student who exhibits disruptive behavior toward fellow students, faculty or staff in all professional settings.

Notes: See the Bachelor of Social Work Program Student Handbook and the Bachelor of Social Work Program Field Education Handbook for further information on defined academic and professional behaviors. Concern Forms that do not result in an action plan should be placed in the student's folder.

Consequences

Concern Form Consequences:

Concern Forms which result in a developed action plan, may jeopardize the student's program progression, being placed in field experiences or clinical experiences and/or not being placed in field experiences the following semester. If the student is already placed in a field experience at the time the Concern Form is filed and the action plan is developed, the student may be removed from the field experience and may receive an **"F"** grade in the field experience class or field experience component of the class.

If the student refuses/fails to comply with any part of the concern process (e.g. meet with faculty member, meet with department head, or sign forms), the student may be removed from the BSW Program and/or any field experience in which he/she is currently enrolled. The student may not be allowed to enroll in any further field experiences or professional classes until the student complies with all components of the action plan.

The student may appeal any aspect of the Concern Form process to the Dean of the School of Education & Behavioral Sciences.

Student Name: _____

ID No. _____

Major: Social Work (BSW)

Advisor: _____

Name of faculty member initiating the Concern Report: _____

Complete the following:

1 State the concern:

.

2 Give evidence for area(s) of concern. Attach copies of documentation.

3 Document the student's response to the completion of the concern form.

4 Sign the faculty statement below; have the student sign the student statement below.

Faculty statement: I have met with the student and discussed the concern(s).

MGA Faculty Signature _____ Date _____

Student statement: I have met with the faculty member(s) and discussed the concern(s).

Student Signature _____ Date _____

5 Action Plan:

_____ No action plan warranted. (Faculty member reports decision of no action taken to BSW Program Director).

_____ Action plan warranted (see next page). Persons to be involved in the development of the action plan include: student, faculty, and other: _____. The action plan must be approved by the BSW Program Director and Department Chair.

6 Distribute copies of this form and the Action Plan (if applicable) to the Dean, Dean's Administrative Assistant, BSW Program Director, BSW Program Field Education Director, Faculty Member, Advisor, Student, and the Student Advising Folder

Signature of faculty member initiating concern form: _____

Date: _____

Appendix G: Academic or Professional Behavior Action Plan

Action Plan

Student Name: _____ ID No.: _____

Major: BSW Advisor: _____

Faculty Member: _____ Dept.: _____

BSW Program Director: _____ Required Completion Date: _____

Action Plan:

The candidate will:

I understand that failure to comply with this action plan may result in my not completing my program of study.

Student: _____ Date: _____

This action plan has been reviewed and approved by:

Faculty Member's Signature: _____ Date: _____

BSW Program Director's Signature: _____ Date: _____

Department Chair's Signature: _____ Date: _____

Completion

This action plan has been completed to the satisfaction of all parties. Supporting evidence or documentation: _____

Faculty Member's Signature: _____ Date: _____

BSW Program Director's Signature: _____ Date: _____

Department Chair's Signature: _____ Date: _____

7 Distribute copies of this form and the Action Plan (if applicable) to the Dean, Dean's Administrative Assistant, Program Chair, Field Coordinator, Faculty Member, Advisor, Student, and the Student Advising Folder.

Appendix H: BSW Candidate Professional Behavior and Integrity Assessment

	Indicator	Performance Levels			
		Unacceptable	Needs Development	Proficient	Exemplary
1	Integrity	BSW Candidate consistently demonstrates behavior that lacks integrity. Professional judgments and actions are consistently contrary to the value of integrity; even following reprimand, warning, and monitoring. Holds a reputation of untrustworthiness. Examples: Dishonesty in representing work, effort, or situation; breaking confidentiality of client, cheating, falsifying hours, etc.	BSW Candidate demonstrates need for development in integrity. Professional judgment or actions have occurred that require warning, reprimand, or monitoring. Examples: Dishonesty in representing work, effort, or situation; breaking confidentiality of client, cheating, falsifying hours, etc.	BSW Candidate upholds the values and standards of the NASW Code of Ethics in all personal and professional actions. Demonstrates consistent professional judgment and completion of tasks/assignments based on value of integrity.	BSW Candidate upholds the values and standards of the NASW Code of Ethics in all personal and professional actions. Demonstrates integrity in all professional judgments and completion of tasks/assignments. Holds a reputation for integrity and trustworthiness and serves as a leader other students can look up to.
2	Confidentiality	BSW Candidate makes ongoing careless mistakes regarding client confidentiality and privacy. Examples may include speaking about client in earshot of other clients, taking pictures or video that risks client privacy, inappropriately sharing client information. BSW Candidate demonstrates an inability or unwillingness to uphold client confidentiality and privacy, even after warning, reprimand, and supervision.	BSW Candidate has made several careless mistakes regarding client confidentiality and privacy. Examples may include speaking about client in earshot of other clients, taking pictures or video that risks client privacy, inappropriately sharing client information. BSW Candidate demonstrates a lack of understanding or commitment to client confidentiality and privacy. Requires warning, reprimand, and additional supervision.	BSW Candidate upholds client confidentiality and privacy in their verbal, written, and physical actions. BSW Candidate demonstrates adherence to agency policy, client informed consent, and NASW Code of Ethics. Obtains needed informed consent and documentation.	BSW Candidate takes great care to uphold confidentiality and privacy of clients through their verbal, written, and physical actions. BSW Candidate is diligent that client information only be shared in accordance with agency policy, client informed consent, and NASW Code of Ethics. BSW Candidate discusses client information only when needed to benefit the client. Always obtains needed informed consent and documentation.
3	Interpersonal Skills	BSW Candidate demonstrates a continual pattern of inability to communicate and build relationships with others. BSW candidate lacks	BSW Candidate demonstrates inconsistent use of attending and basic skills. BSW Candidate may be able to demonstrate use of skills with either peers, BSW faculty, or	BSW Candidate demonstrates use of attending and basic skills and empathy. Verbal and non-verbal communication are proficient. BSW	BSW Candidate reliably demonstrates effective use of attending and basic skills in all interactions. Verbal and non-verbal communication are well developed. BSW Candidate

		engagement in all forms of communication between peers, BSW faculty, and community partners. Demonstrates lack of consideration for others (rude comments, loud noises while others presenting/speaking)	community partners, but not across all constituencies or situations.	Candidate appears to be coachable regarding suggestions regarding creating effective communication with others.	demonstrates a high level of emotional empathy and proactively seeks out feedback for improvement.
4	Demeanor	BSW Candidate demonstrates conduct not in accordance with social work values. BSW Candidate's behavior is immature, disrespectful, or argumentative. BSW Candidate has a poor attitude in response to feedback and does not engage in supervision or learning opportunities.	BSW Candidate demonstrates conduct not in accordance with social work values. BSW Candidate's behavior can, at times, be immature, disrespectful, or argumentative. BSW Candidate is not open to feedback or learning opportunities.	BSW Candidate can, at times, demonstrate conduct in alignment with social work professional values. BSW Candidate strives to demonstrate professional demeanor. BSW Candidate is amenable to constructive feedback and participates in the learning process.	BSW Candidate consistently demonstrates conduct in alignment with social work professional values. BSW Candidate demonstrates maturity, respect, and agreeability in all professional settings. BSW Candidate seeks feedback and actively engages in the learning process.
5	Appearance	BSW Candidate often appears disheveled, demonstrating poor hygiene, and disregard for agency dress code rules or policies.	BSW Candidate is aware of program dress code policies and regulations but does not consistently follow said policies. BSW Candidate may, at times, appear disheveled or unprepared for work setting.	BSW Candidate consistently maintains dress code policies as dictated by the agency. BSW Candidate appears to consistently demonstrate good hygiene practices in preparation for work setting.	BSW Candidate is dressed in professional attire at all times. Clothing, shoes, and accessories are appropriate for the setting and job duties. BSW Candidate is well-groomed and presented.
6	Leadership & Collaboration	BSW Candidate does not engage with peers or groups. BSW Candidate does not communicate or contribute ideas or effort. BSW Candidate benefits from group efforts more than they contribute. Others must pick up most of the slack from BSW Candidate.	BSW candidate does not fully engage as a group member or leader, as demonstrated by little communication with the group or lack of contribution to the group. BSW Candidate benefits from group efforts more than they contribute.	BSW Candidate engages in leadership as an active participant in group and peer learning during class and program activities. BSW Candidate demonstrates leadership through clear communication and contribution of ideas and effort. BSW Candidate contributes to group efforts as much as they benefit.	BSW Candidate serves as a role model for peers and the program through leadership ability during class and program activities. BSW Candidate assumes leadership roles in student organizations and class tasks, contributing a high-level of ideas and effort. BSW Candidate encourages shared leadership by empowering peers and colleagues. BSW Candidate contributes to group efforts as much as they benefit.

7	Service and Involvement	BSW Candidate has not attended any BSW sponsored service events in the last year. BSW Candidate does not hold a commitment to the value of service, as demonstrated by lack of service and adherence to BSW Service Policy.	BSW Candidate has only attended one BSW sponsored service event in the last year. BSW Candidate does hold a commitment to the value of service, as demonstrated by lack of initiative to consistent service and adherence to BSW Service Policy.	BSW Candidate engages in service to the university and surrounding community through involvement in several BSW sponsored events. BSW Candidate demonstrates commitment to the value of service through adherence to BSW Service Policy.	BSW Candidate engages in ongoing service to the university and surrounding community through BSW sponsored events and through involvement in external service opportunities. BSW Candidate demonstrates a strong commitment to the value of service, exceeding expectations of the BSW Service Policy.
8	Respect for Dignity and Worth of All	BSW Candidate is unable to recognize that every individual holds intrinsic value. BSW Candidate judges constituents based on their situation or circumstance and does not treat others with high regard or esteem.	BSW Candidate recognizes that every individual holds intrinsic value regardless of situation or circumstance. BSW Candidate is able to acknowledge that all constituents deserve to feel a sense of self-worth and dignity.	BSW Candidate recognizes that every individual holds intrinsic value regardless of situation or circumstance. BSW Candidate treats most individuals with high regard and esteem. BSW Candidate is able to encourage self-worth and dignity in all constituents.	BSW Candidate recognizes that every individual holds intrinsic value regardless of situation or circumstance. BSW Candidate regularly treats all individuals with high regard and esteem. BSW Candidate empowers all constituents to recognize their own sense of self-worth and dignity. Engages in advocacy to empower marginalized groups.
9	Attendance & Punctuality in Field and Class Setting	BSW Candidate has a consistent pattern of tardiness or absence from field placement and/or class. Multiple absences and instances of late attendance without communication. Attendance and punctuality are not a priority.	BSW Candidate is frequently tardy or absent from field placement and/or class without proper communication. Does not make attendance and punctuality a priority.	BSW Candidate is on time and in attendance at field placement and/or class. Uses absences sparingly and communicates about absence(s).	BSW Candidate is always on time and in attendance at field placement and/or class. Uses absences sparingly and communicates in advance about any needed absence(s).
10	Dependability & Reliability	BSW Candidate consistently requires frequent follow up and reminders from others. Follow up and reminders are required 85 to 100 percent of the time. BSW Candidate demonstrates pattern of not following through with assigned tasks, or schedule given by instructors, task, or field supervisors.	BSW Candidate frequently requires reminders from others for assigned tasks, assignments, and other duties. BSW Candidate might verbalize inability to stay organized but appears to not be receptive to suggestions or ideas from others regarding organization.	BSW Candidate demonstrates ability to be dependable and reliable, but still requires some reminders from those who have assigned tasks or other duties. BSW candidate will complete all tasks and duties as assigned, but not always by the time frame.	BSW Candidate demonstrates ability to function independently and proactively with minimal follow up. BSW Candidate shows evidence of trying to complete tasks and duties before they are due.

11	Interactions and Relationships with Peers (Colleagues)	BSW demonstrates a lack of maturity and positive use of self that significantly impacts the class and group dynamic. Examples: Consistent negative attitude, degrading others, demonstrating judgment of others, closed off-hostile-or negative body language or facial expressions.	BSW demonstrates some difficulty with respect of peers and use of positive interpersonal skills. BSW Candidate lacks maturity in verbal and nonverbal communication with peers or demonstrates a lack of consideration that negatively impacts class and group dynamics. Examples: complaining, interrupting, negative attitude or body language.	BSW Candidate demonstrates an ability to engage peers in a respectful manner. Uses interpersonal skills to contribute in a positive manner to class and group dynamics.	BSW Candidate demonstrates honesty, respect, warmth, and consideration in communication and actions with peers -maintains these traits even during disagreements or instances of feedback or boundary setting. BSW Candidate is viewed by peers as a trusted and encouraging influence on class and group dynamics.
*12	Interactions and Relationships with Professional Constituents (Faculty, Agency Staff and Supervisors)	BSW Candidate demonstrates an inability to form appropriate relationships with professional constituents. Evident by lack of attending skills through verbal and written communication.	BSW Candidate demonstrates ability to form appropriate relationships but appears to be situational. BSW Candidate shows signs of being unreceptive to feedback from others.	BSW Candidate has a demonstrated ability to interact and form relationships with professional constituents. BSW Candidate may require some guidance on how to best form relationships with professional contacts.	BSW Candidate demonstrates clear professional interactions with professional constituents evident by verbal and written communication that is consistently respectful and clear.
13	Interactions and Relationships with Clients	BSW Candidate demonstrates inappropriate interactions with clients. Examples may include, but are not limited to, unprofessional boundaries, not responding to client needs, or engaging in personal relationships with clients.	BSW Candidate demonstrates inappropriate interactions with clients. BSW Candidate is unable to consistently determine the difference between personal and professional relationships.	BSW Candidate demonstrates professional and appropriate interactions with clients. BSW Candidate is able to identify client needs as well as the difference between professional and personal relationships.	BSW Candidate demonstrates professional, supportive, and appropriate interactions with clients. BSW Candidate maintains appropriate boundaries while also addressing client needs regarding necessary steps of the planned change process.
14	Ability to Receive Feedback and Constructive Criticism	BSW Candidate resists or tunes out feedback, as demonstrated by no verbal response or reaction, denial, argumentativeness, or hostility.	BSW Candidate is reluctant to receive feedback, frequently becoming upset, or quiet and an unwillingness to discuss areas for improvement or development.	BSW Candidate accepts feedback and demonstrates an ability to integrate feedback into the development of skills and thinking. BSW Candidate shows willingness to	BSW Candidate receives feedback with openness and grace and uses feedback to develop skills and deeper cognitive and affective processes. BSW Candidate demonstrates humility as a learner, recognizing and eagerly discussing

				discuss areas for improvement or development.	areas for improvement or development.
15	Organization, Preparedness & Time Management	BSW Candidate lacks organizational and time management skills, resulting in consistent lateness and lack of preparation.	BSW Candidate lacks organizational and time management skills, resulting in frequent lateness and lack of preparation.	BSW Candidate is mostly organized and prepared for work tasks and/or class assignments and discussions. Uses several time management skills to facilitate timely completion of responsibilities.	BSW Candidate is always organized and prepared for work tasks and/or class assignments and discussions. Uses strong time management skills (including prioritizing tasks, use of a calendar, and saying no when needed) to ensure timely completion of responsibilities.
16	Supervision & Use of Feedback	BSW Candidate does not attend supervision and takes no initiative in setting up or preparing for supervision. Supervision appointments scheduled by supervisor are missed or if attended the student does not actively participate in discussion.	BSW Candidate attends supervision but does not take an active role in the development of the agenda or does not actively engage discussion or processing. Little evidence that feedback is used to improve written work and practice skills.	BSW Candidate demonstrates openness to receiving and using supervision and feedback. BSW Candidate shows some initiative and preparation for supervision by developing an agenda or asking questions. Engages in a fair level of processing with supervisor. Some evidence that feedback was used in written work and practice skills.	BSW Candidate demonstrates a consistent and appropriate use of supervision and feedback. BSW Candidate initiates (schedules) and prepares for supervision in the field setting and classroom. BSW Candidate develops questions (agenda) that clearly connects to practice concepts and dimensions of learning. In field and class settings, the candidate engages in supervision by eagerly asking questions and reflecting on feedback to improve practice. Strong evidence that feedback was used in written work and practice skills.
17	Self-Regulation	BSW Candidate is unable to regulate emotions and actions. Demonstrating outbursts, inconsistent behaviors, or problematic interactions not in accordance with NASW Code of Ethics.	BSW Candidate cannot consistently regulate emotions and actions. BSW Candidate engages in questionable interactions with incongruent behaviors.	BSW Candidate regularly exercises control of oneself. BSW Candidate works to govern actions and emotions in accordance with NASW Code of Ethics.	BSW Candidate always exercises control of oneself. BSW candidate is able to consistently govern actions and emotions in accordance with NASW Code of Ethics.
18	Self-Awareness	BSW Candidate does not recognize or discuss values, biases, strengths, weaknesses, and emotional	BSW Candidate minimally recognizes values, biases, strengths, weaknesses, and emotional reactions (e.g.,	BSW Candidate recognizes values, biases, strengths, weaknesses, and emotional reactions (e.g., signs of	BSW Candidate openly and independently recognizes values, biases, strengths, weaknesses, and emotional reactions (e.g., signs of

		reactions (e.g., signs of compassion fatigue) even when prompted. BSW Candidate's responses and discussion lack substance. BSW Candidate is unaware of impact on others and self-protecting.	signs of compassion fatigue) when prompted. Discussion of areas often lacks substance and may appear to mimic the responses of classmates. BSW Candidate struggles to see the impact their actions on others or to take personal responsibility.	compassion fatigue) when prompted. BSW Candidate is mindful of and teachable about their impact on others. BSW Candidate is willing to discuss and explore areas using feedback to further build self-awareness.	compassion fatigue). BSW Candidate is mindful of the impact their actions and takes personal responsibility. BSW Candidate demonstrates an eagerness to verbalize and discuss areas of self-awareness.
19	Cultural Responsiveness	BSW Candidate frequently demonstrates indifference to understanding cultural or identity differences and may demonstrate prejudice or hostility toward populations. BSW Candidate unable to effectively challenge potential biases.	BSW Candidate demonstrates an ability to understand the importance of cultural responsiveness, but does not seem to view it as an ongoing learning process or does not equally apply it to all cultures and identities.	BSW Candidate demonstrates respectful interactions with different cultures and identities and an understanding that cultural competence is a process. BSW Candidate see cultural humility as a requirement to open discussions and understanding.	BSW Candidate demonstrates clear engagement by acting in a humble and respectful way towards all different cultures and identities. BSW Candidate understands potential limitations to being culturally responsive. BSW Candidate demonstrates cultural humility, an ability to self-critique, and sees development of cultural competence as a vital lifelong process.
20	Use of Technology	BSW Candidate demonstrates inability to professionally use social media. For example, BSW candidates may compose electronic messages, such as text messages. Additionally, BSW Candidate demonstrates inability to use technology professionally in a classroom or workplace setting.	BSW Candidate demonstrates indifference regarding use of mobile device in classroom, and field settings. BSW Candidate is coachable but may require frequent reminders to not utilize personal cell phone in the classroom or field setting.	BSW Candidate demonstrates use of public technology often in accordance with guidelines set forth by the NASW, ASWB, CSWE and CSWA standards for Technology in social work practice, but not consistently.	BSW Candidate demonstrates use of public technology that is accurate, respectful, and in accordance with the NASW Code of Ethics, ASWB, CSWE and CSWA standards for Technology in social work practice
21	Initiative	BSW Candidate shows little interest in working on assigned tasks, projects, or assignments and appears to rely on the motivation of others. BSW Candidate may not take independent action, lack communication with	BSW Candidate shows inconsistent ability to use initiative to complete tasks, projects, or assignments; requiring multiple prompts or instructions. BSW Candidate may work on tasks both independently and	BSW Candidate shows initiative on tasks, projects, or assignments when first prompted or given instruction. BSW Candidate then works well independently and collaboratively to complete	BSW Candidate consistently takes initiative on tasks, projects, or assignments without prior prompt or instruction. BSW Candidate begins tasks early, keeps others updated on progress, and works well independently and collaboratively to complete

		others, or wait until the last minute.	collaboratively but requires ongoing prompting and follow up.	task(s). BSW Candidate primarily shows initiative through willingness to work on established projects.	task(s). BSW Candidate enriches field agency, class, or program through the development and implementation of creative ideas.
22	Growth Mindset & Adaptability.	BSW Candidate does not see setbacks or challenges as opportunities. BSW Candidate resists reflection or reframe, choosing instead to engage negativity or unchanged actions.	BSW Candidate struggles to recognize opportunities for growth or learning when faced with challenges. BSW Candidate may recognize a reframe of situation or challenge when shared by an instructor or supervisor.	BSW Candidate can recognize challenges and setbacks as opportunities for growth and learning when prompted and provided supervision. Uses guided reflection to make improvements and reframe situations.	BSW Candidate demonstrates commitment to growth, positive thinking, and acts accordingly. BSW Candidate sees setbacks or challenges as learning opportunities; easily reframing situations. BSW candidate constantly makes efforts toward improvement and serves as a model for others.
23	Self-Care	BSW Candidate does not utilize strategies for self-care or personal awareness of the need for self-care. BSW Candidate does not reach out for support.	BSW Candidate demonstrates one or two self-care strategies that contribute to professional and personal well-being. When reminded or prompted the candidate can verbalize the need for self-care but may infrequently reach out for support.	BSW Candidate demonstrates use of several self-care strategies that contribute to professional and personal well-being. BSW Candidate can recognize the need for self-care and reaches out for support when needed.	BSW Candidate demonstrates a wide range of self-care strategies that contribute to professional and personal well-being. BSW Candidate proactively engages in self-care and reaches out for support from multiple sources.
24	Professional Judgment	BSW Candidate rarely uses evidence and reasoning in decision-making. BSW Candidate consistently struggles to draw upon knowledge and skill effectively when making decisions, judgments, or acting. BSW Candidate does not pause when needed or use supervision effectively to make decisions.	BSW Candidate uses evidence and reasoning in decision-making in some situations. BSW Candidate struggles to draw upon knowledge and skill effectively when making decisions, judgments, or acting. BSW Candidate may not pause when needed or seek supervision.	BSW Candidate uses evidence and reasoning in decision-making in most situations. BSW Candidate draws upon knowledge and skill effectively in most decisions, judgments, or actions. BSW Candidate pauses when needed, seeks supervision, and uses appropriate self-regulation to respond appropriately in most situations.	BSW Candidate uses evidence and reasoning in decision-making in all situations. BSW Candidate draws upon knowledge and skill effectively in all needed decisions, judgments, or actions. BSW Candidate pauses when needed, seeks supervision, and uses appropriate self-regulation to respond appropriately in all situations.
25	Passion for Profession and Role	BSW Candidate speaks negatively about profession, agency, or program.	BSW Candidate does not contribute a voice for the profession, agency, and	BSW Candidate provides a positive voice for the profession, agency, and	BSW Candidate serves as a strong ambassador for the profession, agency, and program. BSW

			program nor demonstrate excitement and positivity about social work.	program by demonstrating excitement and positivity about social work and professional role.	Candidate serves as a strong voice for the profession, agency, and program by demonstrating excitement and positivity about their role and social work while offering constructive critique of the profession.
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