JMSW STUDENT HANDBOOK

2014/2015
Welcome to the Joint Master of Social Work Program

On behalf of the faculty and staff, we welcome you to the Joint Master of Social Work Program. Our program is unique in graduate social work education and reflects several important characteristics. Our two universities—North Carolina A&T State University and the University of North Carolina at Greensboro—have collaborated to establish a single academic program which prepares students for clinical master-level social work practice. The Joint Master’s of Social Work program is built upon a successful 30-year relationship between our two undergraduate programs, which have a joint field instruction program. Students are taught on both campuses by a diverse faculty with many years of experience in both social work practice and academia. We work to meet the learning needs of individual students in our program while ensuring that our program meets national accreditation standards. Our program is fully accredited by the Council on Social Work Education.

During your educational process, you will find that all of our faculty look forward to helping you reach your goal of earning a Master of Social Work degree from our joint program. We do expect that you work diligently in your courses and in your field instruction. Please take the time to review the material contained in this Student Handbook. If you have any questions, I encourage you to contact your educational advisor.

Again, welcome to our program. Our faculty members are excited about your participation and we look forward to working with you during the coming semesters.

Dr. Jeffrey Shears, Ph.D.
JMSW Program Director
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HISTORY, MISSION, AND PROGRAM GOALS

The faculty congratulates you on your admission to the Joint Master of Social Work Program. Our graduate program in social work prepares students for multicultural clinical practice. The curriculum is organized by foundation courses, advanced clinical courses, and field instruction. Upon graduation, you will be prepared to gain employment as a clinical MSW practitioner in North Carolina.

Introduction

This handbook is not intended to substitute for the Graduate Bulletin nor for the Student Handbook of each university. The purpose of this handbook is to serve as a resource and reference book for students enrolled in the JMSW Program. It provides important information on many topics that directly affect the graduate social work student.

Students are urged to read this material thoroughly. Inquiries regarding matters in this handbook are welcomed and should be directed to the JMSW Program Director(s) or to your faculty advisor.

History

North Carolina Agricultural and Technical State University and the University of North Carolina at Greensboro have implemented a Master of Social Work program which is jointly designed and administered. The first class of JMSW students graduated in 1999, and the program has been continuously accredited by the Council on Social Work Accreditation since 1999.

North Carolina Agricultural and Technical State University

NCA&TSU, a historically black institution, is one of two land-grant institutions in the state of North Carolina. It is a comprehensive university with an integrated faculty and student body offering degrees at the baccalaureate, master’s, and doctoral levels. The purpose of the University is to provide an intellectual setting where students in higher education may find a sense of identification, belonging, responsibility, and achievement that will prepare them for the roles of leadership and service in the communities where they will live and work. In this sense, the University serves as a laboratory for the development of excellence in teaching, research, and public service.

The University of North Carolina at Greensboro

UNCG, a historically white institution, has a special place in public higher education in North Carolina. This institution was the Women’s College in the University of North Carolina System until 1965. It has a long-standing commitment to the liberal arts in undergraduate education. The University is also a doctoral degree-granting institution with unique authorization to concentrate its resources on a select number of doctoral programs. These characteristics provide the foundation for carrying out a special institutional mission: to promote excellence in mutually
supportive graduate and undergraduate education to men and women of every race, and to achieve national recognition in selected programs.

The two institutions have a history of collaboration in the undergraduate social work field instruction program, which has existed since 1973. The close proximity of the two campuses provides for effective use of mutual resources and the opportunity for students to experience diverse cultural university environments. A more extensive history of the JMSW Program, written by Dr. Wayne Moore, one of the JMSW faculty, can be found on the program’s website (www.jmsw.org).

The Joint Master of Social Work (MSW) Degree

The graduate schools of North Carolina Agricultural and Technical State University and the University of North Carolina at Greensboro offer two plans of study: two-year, three-year. All students are required to successfully complete a sequenced plan of study.

Mission and Program Goals

Preamble

In 1795, the first public university in the United States was chartered by the state of North Carolina. At that time, African-Americans, women, Native Americans, and some religious groups were barred from higher public education in this state. In 1891, North Carolina established the Agricultural and Mechanical College for the Colored Race in Greensboro to provide practical and technical training for African-Americans. During the first eight years, the college was co-educational; after 1901, women were no longer admitted. In 1928 women were again accepted, and in 1967 the name of the institution was changed to the North Carolina Agricultural and Technical State University (NCA&TSU).

In 1891, North Carolina also chartered a normal school for women in Greensboro. The foremost purpose of this institution was to train white women to teach in public schools across the state. Other major courses of study included home economics, music, and physical education. After a series of name changes, this institution became The Women’s College of the University of North Carolina. The school did not become co-educational until 1963. In 1971, when the North Carolina General Assembly combined all sixteen state-supported institutions of higher education into a single system, the name was changed to The University of North Carolina at Greensboro (UNCG).

The broader University system brought with it racial and gender integration; however, the rich legacy of NCA&TSU and UNCG—both born in discrimination and oppression—is reflected in the unique mission of the Joint MSW Program offered by NCA&TSU and UNCG.

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Mission

The mission of the Joint MSW Program is to prepare professional social workers for effective multicultural clinical practice; to collaborate with consumers and colleagues in the development of practices that promote social and economic justice and benefit the citizens of North Carolina; and to conduct research and community engaged scholarship. The context for this mission is an intentional, multicultural learning community in which difference is understood as a defining value and diversity is celebrated. The signature pedagogy is field education.

Goals

Four program goals reflect the mission of the Joint MSW program in three complementary areas: the provision of a quality master’s level social work curriculum; service to the people of North Carolina; and scholarship.

Goal 1. Create an intentional learning community which recognizes, understands, supports, and honors diversity and difference, especially for students from oppressed groups.

Goal 2. Prepare graduates to engage in culturally-competent, effective, ethical, multicultural clinical social work practice with families and youth at risk or with people affected by health and mental health issues.

Goal 3. Prepare graduates to be leaders who collaborate with consumers and colleagues to promote social and economic justice and improve the lives of the people of North Carolina.

Goal 4. Conduct and disseminate community-engaged scholarship which contributes to the knowledge base of the profession and promotes effective social work practice.

Program Administration

The program administration rotates between the two institutions every four years. When a University administers the program, it is considered the “home institution,” and the other University is considered the “host institution.” For individual students, the Home Campus is the university where they have been admitted and register for classes. Students attend classes on both the Home Campus and Host Campus and also have certain rights and privileges at both campuses.
THE JMSW CURRICULUM

The JMSW curriculum program is organized to provide students with a theoretical and applied education in social work to enhance and promote multicultural clinical social work education. The program is designed to insure that all students, as multicultural clinical social work practitioners, will be prepared to independently engage in clinical social work practice.

This section of the handbook will describe competency-based social work education, as required by our accrediting body, the Council on Social Work Education (CSWE), describe the three program plans, and provide an overview of the curriculum, including the concept of field education as the signature pedagogy of social work education.

Competency Basis of the Curriculum

The JMSW Program’s competency-based curriculum has been designed to comply with the Council on Social Work Education’s (CSWE) Educational Policy and Accreditation Standards (EPAS), as revised in 2008 (see Appendix A). CSWE has delineated 10 core competencies, listed below, that must be adequately addressed in all BSW and MSW curricula.

Ten Core Social Work Competencies Identified by CSWE

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

The goal of competency-based social work education is to provide a curriculum through which students can demonstrate the integration and application of the 10 competencies in practice with individuals, families, groups, organizations, and communities. CSWE defines “competency” as “a set of measurable practice behaviors that are comprised of knowledge, values, and skills” (CSWE, 2008, p. 3) . CSWE has operationalized these core competencies by identifying 41 foundation practice behaviors, each of which is associated with a specific competency (see Appendix A). These 41 practice behaviors are addressed in the JMSW foundation curriculum, which is comparable to the preparation BSW students receive as generalist practitioners. MSW education is designed to produce advanced practitioners who synthesize and apply a broad

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range of interdisciplinary and multidisciplinary knowledge and skills in specialized areas of practice.

Therefore, CSWE requires that MSW programs identify advanced-level practice behaviors that reflect the focus of their concentration (specialization) curriculum. The JMSW Program has 17 advanced-level practice behaviors, also associated with the 10 core competencies that are unique to the program’s concentration on multicultural clinical practice (see Appendix B).

**JMSW Foundation Curriculum**

The JMSW foundation curriculum provides the professional foundation necessary to prepare students for practice as clinical practitioners. Students complete 30 hours of study in the professional foundation courses, including a year-long foundation field internship and seminar. These courses are designed to provide students with opportunities to demonstrate the 41 foundation practice behaviors associated with the 10 core competencies as described in the 2008 CSWE Educational Policy and Accreditation Standards (see Appendix A). Descriptions of all JMSW foundation courses are located in Appendix C.

**The Multicultural Clinical approach to Practice**

Because clinical practitioners must be prepared to work with a variety of complex practice situations, they must be able to draw from a wide range of theories, assessment tools, intervention approaches, knowledge and skills. An evidence-based approach to social work practice involves selecting appropriate interventions based on empirical evidence as well as the client’s goals, needs, and preferences. Regardless of the intervention theory or approach, JMSW students learn to incorporate an ecological, strengths-based perspective to engagement, assessment, intervention, and evaluation.

The ecological perspective takes into account the context of a client’s life and problems. It does not situate problems within people but focuses on identifying and building on client strengths and resources as well as assisting clients to develop strengths and resources they do not already possess. This approach takes into account the nature of the client system, problems, strengths, and desires, as well as the most recent practice research in determining the most appropriate intervention strategies.
Within the JMSW Program, the generalist perspective is based on the following attributes:

Professional clinical social workers…

1. Builds on professional values, ethics, principles, practice, methods and perspective of the profession.
2. Reflects the profession’s mission to promote social economic justice by empowering clients who experience oppression or vulnerability.
3. Requires the professional use of self to restore, maintain, and enhance the biological, psychological, social, and spiritual functioning of individuals, families, and groups.
4. Requires the application of advanced clinical knowledge and clinical skills in multidimensional assessment, diagnosis, and treatment of psychosocial dysfunction, disability, or impairment including emotional, mental, and behavioral disorders, conditions, and addictions.
5. Adhere to the NASW Code of Ethics and practice with integrity;
6. Respect and embrace diversity;
7. Identify strengths within contexts that shape practice; and

**Field Instruction as Signature Pedagogy**

According to CSWE (2008), a “signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner” (p. 8). In social work, this signature pedagogy is field education.

The JMSW Field Instruction Program provides educationally directed learning opportunities for students to perform professional multicultural clinical practice activities in structured agency settings. Through these internships, students have the opportunity to apply the knowledge, values, theory, and skills they have developed from their coursework to practice in a social service agency. All internships are accompanied by a field seminar, which is taught by the student’s faculty liaison, who also works with the student and field instructor to assure that the student’s educational needs are being met and that the student is performing satisfactorily in the field.

The foundation internship is two semesters. Two-year students begin the field internship with two weeks of pre-service training in the fall and then work 16 hours per week in an agency each semester of the foundation year. Three-year students complete this internship in their second summer, working 40 hours per week for 9 weeks. The purpose of the foundation field internship is to provide opportunities for students to apply the knowledge, skills, and values learned in their foundation courses and to demonstrate the 41 foundation practice behaviors. Students are normally placed in an agency that is different from where they would be placed in their advanced internship, which helps students develop a broader and deeper understanding of the nature and spheres of social work practice. Students must complete a total of 448 hours of practice in their foundation internship (including the pre-service training).

The advanced internship is in a setting that is appropriate for a clinical setting. Two-year students complete this internship in their second year, and three-year students complete this
internship in the third year. Advanced standing students complete the concentration internship only. Both program plans of study, students’ advanced internship is 24 hours per week in an agency for two semesters. The purpose of the advanced internship is for students to develop competency within their concentration by applying theories, concepts, knowledge, skill, and values directly related to that specialization. Students must complete 672 hours of practice in their concentration internship and demonstrate the 17 practice behaviors associated with their concentration.

JMSW students are required to successfully pass all field instruction and seminar courses in order to complete the program. For details about field instruction, including procedures for admission to field instruction and placement in agencies, please refer to the *JMSW Field Instruction Manual*.

**JMSW Capstone Project/Portfolio**

The purpose of the JMSW Capstone Project/Portfolio is to provide students an opportunity to demonstrate integration of theory and practice using the multicultural clinical social work model, within a selected area of practice, and in accordance with the program’s stated mission and objectives. This assignment also provides students an opportunity to reflect on their overall learning while in the JMSW Program including assessing their areas of professional growth and development. The Capstone Project/Portfolio is a graded assignment completed as part of the two advanced year field seminars. Students’ advanced year field liaison reviews, provides feedback, and must sign off on all five sections of this assignment. Each student’s final JMSW Capstone Project/Portfolio is a document that is available for review by appropriate and interested professionals (i.e., CSWE site visitors, interested JMSW applicants, and students in the program) since it validates the student’s learning experience in the program. Further details about the five sections of this assignment along with formatting guidelines can be found in Appendix E and on the program’s website.

**JMSW Independent Study**

The JMSW Program offers independent study opportunities under specific circumstances. An independent study may include a special project, topic, or investigation related to the special interest of the student. The student should have a solid foundation of theory, research, and knowledge to support an in-depth investigation or study. Before considering an independent study, the student should discuss this option with the assigned educational advisor. A student should review thoroughly the course offerings of the two universities to ascertain if a regular course or special course offering may be available. The student must get approval of a full-time faculty member (from either university) who will agree to direct this study. Please note that the faculty member **does not** receive additional compensation and assumes additional responsibility for this undertaking. JMSW students are allowed to only take one independent study as part of their educational program.
**Justification**

The success of any independent study depends on the student’s initiative in shaping the terms of the study or investigation, and reliability in carrying out such a commitment. Therefore, a proposal describing the independent study must be submitted for prior approval.

**Independent Study Proposal Procedures**

A completed study proposal must be developed and submitted before a student may receive permission to register for independent study.

1. This proposal must set forth, briefly but coherently, the subject, scope, method, and materials to be used during the project. The proposal must address how it will enhance competencies related to the student’s concentration.

2. The student must get the approval of a faculty member who will assist in planning the work, oversee progress, help with any difficulties that may arise, and evaluate outcomes. The faculty’s research or teaching interest should complement the area of study.

3. The proposal must indicate the evaluation procedures agreed upon by the student and the supervising faculty member. For instance, students may be required to present a synopsis of their study at a noontime colloquium for undergraduate and graduate social work majors or other professional forum in the program, state, or professional arena. Practice behaviors identified by the JMSW faculty should be utilized to evaluate student progress toward expected competencies.

4. The instructor is expected to maintain regular contact with the student during the semester. A maximum of three (3) credit hours are granted for any independent study.

5. When the student and the designated faculty member have developed the full proposal, a signed copy must be reviewed and signed by the student’s educational advisor and then reviewed, approved, and signed by the JMSW Program Director. A signed copy will be placed in the student’s permanent file.

6. When students have been admitted to the program through UNCG, they must complete the Permission to Register for Independent Study form (available on the UNCG Graduate School website), secure the signature of the instructor, and submit the form to the JMSW Program Director along with the proposal.
JMSW Plans of Study

The JMSW Program offers two plans of study within which students can master the required competencies and practice behaviors: a two year full-time plan and a three year part-time plan. The foundation clinical curriculum is taught in the first year of the two-year program, and the three-year clinical foundation curriculum is taught over the course of the first two years of that program. These courses provide the educational clinical foundation for the advanced curriculum, which, when combined, provide students with opportunities to learn and demonstrate all 41 foundation practice behaviors. In the two-year program, the concentration curriculum is taught in the second year; in the three-year program, it is taught in the third year.

The two plans of study are located on the following pages. SOWK is the designation for courses at NCA&TSU; SWK is the designation for courses at UNCG
## JMSW Multicultural Clinical Practice Curriculum

### Two-Year Plan of Study

(For students entering the program in Fall 2014 and later)

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation Curriculum</strong></td>
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</tr>
<tr>
<td><strong>Fall Semester</strong></td>
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</tr>
<tr>
<td>SOWK/SWK 621 Foundations of Social Work &amp; Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>SOWK/SWK 622 Social Work Practice with Individuals</td>
<td>3</td>
</tr>
<tr>
<td>SOWK/SWK 623 Social Work Practice with Groups</td>
<td>3</td>
</tr>
<tr>
<td>SOWK/SWK 624 Social Work Practice and Human Diversity</td>
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</tr>
<tr>
<td>SOWK 784/SWK 600 Field Education/Instruction &amp; Seminar</td>
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<tr>
<td><strong>Total</strong></td>
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</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>SOWK/SWK 626 Social Work Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOWK/SWK 618 Social Work and Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK/SWK 609 Family Theory and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>SOWK/SWK 619 Foundations of Clinical Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 785/SWK 608 Field Education/Instruction &amp; Seminar II</td>
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<td><strong>Total</strong></td>
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<td><strong>Total hours for Foundation Curriculum</strong></td>
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<table>
<thead>
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<th>Curriculum</th>
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</thead>
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<tr>
<td><strong>Advanced Concentration Curriculum</strong></td>
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</tr>
<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td>SOWK/SWK 634 Research Designs &amp; Data Analysis for Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK/SWK 652 Advanced Clinical Social Work Practice I</td>
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<td>SOWK 786/SWK 640 Field Education/Instruction III</td>
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<tr>
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<tr>
<td>SOWK/SWK 644 Organizational Context of Clinical Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK/SWK 653 Advanced Clinical Social Work Practice II</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 787/SWK 647 Field Education/Instruction IV</td>
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<td>SOWK 792/SWK 648 Field Seminar IV</td>
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<tr>
<td><strong>Total</strong></td>
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</tr>
<tr>
<td><strong>Total hours for Advanced Concentration Curriculum</strong></td>
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</table>

| **Total hours for JMSW Program**                | **60**       |
JMSW MULTICULTURAL CLINICAL PRACTICE CURRICULUM
THREE-YEAR PLAN OF STUDY
(For students entering the program in Summer 2014 and later)

<table>
<thead>
<tr>
<th>Year One</th>
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<tr>
<td><strong>Summer Session II</strong></td>
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<tr>
<td>SOWK/SWK 621 Foundations of Social Work &amp; Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>SOWK/SWK 618 Social Work and Social Justice</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
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</tr>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>SOWK/SWK 622 Social Work Practice with Individuals &amp; Families</td>
<td>3</td>
</tr>
<tr>
<td>SOWK/SWK 624 Social Work Practice &amp; Human Diversity</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>SOWK/SWK 619 Foundations of Clinical Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK/SWK 623 Social Work with Groups</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

| Year Two                                      |              |
| **Summer Sessions I and II**                  |              |
| SOWK 784/SWK 600 Field Education/Instruction and Seminar I | 3            |
| SOWK 785/SWK 608 Field Education/Instruction and Seminar II | 3            |
| **Total**                                     | **6**        |
| **Fall Semester**                             |              |
| SOWK/SWK 626 Social Work Research Methods     | 3            |
| SOWK/SWK 609 Family Theory and Intervention   | 3            |
| **Total**                                     | **6**        |
| **Spring Semester**                           |              |
| Electives (2)                                 | 6            |

| Year Three                                    |              |
| **Fall Semester**                             |              |
| SOWK/SWK 634 Research Designs & Data Analysis for Social Work Practice | 3            |
| SOWK/SWK 652 Advanced Clinical Social Work Practice I | 3            |
| SOWK 786/SWK 640 Field Education/Instruction III | 5            |
| SOWK 789/SWK 641 Field Seminar III            | 1            |
| **Total**                                     | **12**       |
| **Spring Semester**                           |              |
| SOWK/SWK 644 Organizational Context of Clinical Social Work Practice | 3            |
| SOWK/SWK 653 Advanced Clinical Social Work Practice II | 3            |
| SOWK 787/SWK 647 Field Education/Instruction IV | 5            |
| SOWK 792/SWK 648 Field Seminar IV             | 1            |
| **Total**                                     | **12**       |

**Total hours for JMSW Program** 60
ONGOING PROGRAM ASSESSMENT

The JMSW faculty believe in the importance of ongoing program assessment in order to assure the effectiveness and relevance of the curriculum. Furthermore, one of the Educational Policy Standards that all programs must meet to retain accreditation by the Council on Social Work Education is related to assessment. According to CSWE, “Assessment is an integral component of competency-based education....Data from assessment continuously inform and promote change... to enhance attainment of program competencies” (2008, p. 16).

The assessment plan for the JMSW Program assesses both the explicit curriculum (the formal educational structure, including courses and how they are organized and taught) as well as the environment within which learning occurs (implicit curriculum). Following is a brief description of some of the most important elements of the assessment plan.

JMSW Curriculum Evaluation Plan

The JMSW curriculum is organized to provide students with a theoretical and applied education in social work and to enhance and promote clinical social work education. The program is designed to insure that all students, as multicultural clinical social work practitioners, will have acquired competencies to independently engage in clinical social work practice.

The JMSW Program’s competency-based curriculum has been designed to comply with the Council on Social Work Education’s (CSWE) Educational Policy and Accreditation Standards (EPAS), as revised in 2008. The JMSW faculty members have designed an assessment plan that measures both the 41 foundation practice behaviors, developed by CSWE, and 17 practice behaviors, developed by this faculty, for the advanced curriculum. In addition, some of the 17 advanced practice behaviors have been further delineated so they specifically target each of the two concentrations (i.e., practice behaviors have been delineated for the four concentration courses and the advanced year field internship).

All practice behaviors are evaluated by three different measures with two of these measures always including the field evaluation and a student self rating. The third measure is an assignment from a JMSW course that specifically measures a particular practice behavior. Through the inclusion of the foundation field evaluation and advanced field evaluation as measures of all 58 practice behaviors the field program becomes the signature pedagogy for the JMSW Program.

A data collection method has been designed so that beginning in the fall 2014 semester faculty members will routinely enter into a data base aggregated data from designated embedded measures for their particular courses. In addition, data from the Foundation Field Evaluation and Advanced Field Evaluation along with the student self-ratings will be entered into this same data base. The data will be analyzed at the end of each academic year and be used to inform curriculum changes for the following year.
Evaluation of the Learning Environment

According to CSWE, a program’s learning environment consists of “the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty administrative structure and resources” (2008, p. 10). The JMSW Program monitors all of these elements. Following are brief descriptions of some of the ways in which we assess the learning environment, by gathering information from current and former students.

Student Satisfaction

The JMSW Program Director meets a minimum of once per semester with students in each of the two plans of study to monitor student satisfaction with the elements of the learning environment that are directly relevant to their ongoing educational experience, including advising, governance, and issues related to progress in the program (e.g., registration for graduation, etc.). Based on this evaluation information, program or curriculum modifications may be initiated.

Students are also asked to complete surveys to provide more formal evaluative information regarding such elements as their overall program satisfaction, as well as satisfaction with field internship, advising, their own professional development, and their perception of strengths and weaknesses of the program. From time to time, focus groups are held with graduating classes. The purposes of these groups are to assess students’ perceptions of the effectiveness of the JMSW program, their perceptions of their readiness to enter employment, and to identify areas for program and curriculum improvement.

Student Progress and Retention

During each semester, faculty review the performance of individual students based on grades, interpersonal skills, cognitive skills, communication skills, values and ethics, and, where applicable, field supervisor ratings of student field performance. This information is used to assess whether students, individually and as a cohort, are meeting the competencies. Results from this assessment may be used in advising with individual students as well as a basis for modification of individual courses or methods of instruction.

Evaluation of Field Instruction Program

At the end of each program year, the JMSW Co-Directors of Field Instruction review the performance of field instruction agencies and supervisors to determine whether these agencies are providing effective field instruction and meeting the CSWE standards for field instruction. If they are not, the Co-Directors of Field Instruction meet with the agency to assess the situation and design a solution. Should the agency no longer be able to meet established standards for field instruction, the agency will not be used by the JMSW program.

Alumni Survey

Every other year, the JMSW Program Director and faculty in the JMSW program conduct the JMSW Survey of Graduates and review findings from this survey. This survey measures whether the program is meeting its program objectives, alumni perceptions of knowledge and skill
acquisition during participation in the JMSW program, alumni membership in NASW, and alumni identification with the values and ethics of the profession. Based on findings from the survey, the JMSW Program Director and faculty may choose to make adjustments to courses in the curriculum.

**JMSW Program Advisory Board**

JMSW faculty believe that it is essential to have ongoing input regarding JMSW Program policies, practices, and procedures from practitioners in the field. As a result, practitioners have been invited to serve on the JMSW Program Advisory Board which meets twice a year, once in the fall semester and again in spring semester. Some of these committee members are JMSW alumni who are able to provide particularly helpful guidance and input to the program since they are former students and are currently practicing in the field. In addition, some members of this committee are also current field instructors who are able to provide input particularly around field practices and policies. The three officers of the Student Organization (i.e., President from the two year class in the advanced year, Vice-President from the first year class of the two year program, and the Treasurer from the three year class) also serve as student representatives on this Advisory Board. The JMSW faculty strongly believe that this program will progress and stay relevant only if ongoing input is elicited from both practitioners and current students.
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GRADUATE SCHOOL AND JMSW POLICIES AND PROCEDURES

The JMSW Program’s policies and procedures follow those of the two universities, as outlined in the graduate catalogue (A&T) and bulletin (UNCG), which are available online and in the graduate school offices. Students follow the policies on the campus where they were admitted. In addition, there are some policies and procedures that are unique to the JMSW Program. Students should carefully read this section to ensure they understand program and university policies and procedures.

Non-Discrimination

The JMSW Program is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees on the basis of race, class, color, gender, age, creed, ethnic or national origin, family structure, marital status, religion, sex, disability, political orientation, sexual orientation, or any other targeted characteristic.

Accommodations for Students with Disabilities

Under the Americans with Disabilities Act (ADA), pursuant to Section 504 of the Rehabilitation Act, “reasonable accommodation” to students with disabilities is provided in JMSW courses. Students should inform the instructor at the beginning of the semester about specific accommodations needed and provide authorized documentation through designated administrative channels. Consult either the NCA&TSU or UNCG graduate bulletin for further information.

Sexual Harassment

Both universities are committed to providing and promoting an atmosphere in which employees realize their maximum potential in the workplace and students can engage fully in the learning process. Accordingly, sexual harassment is prohibited. Sexual harassment is defined as deliberate, unsolicited, unwelcome verbal and/or physical conduct of a sexual nature or with sexual implications. The definition does not include personal compliments welcomed by the recipient or relationships which are freely entered into by both parties by Section 703 of the Title VII of the Civil Rights Act, and North Carolina General Statue 126-16 (in the case of employees) and Title XI of the education Amendment Act of 1972 (in case of students). For complete university policy on sexual harassment and grievance procedures, see appropriate sections of NCA&TSU Student Handbook or UNCG’s Policies for Students.

Student Participation

JMSW faculty believe that students are the keystone in the structure and operation of the program. Students in the JMSW Program are encouraged to be involved in many aspects of the life of the program including the student organization and various activities on both the NCA&TSU and UNCG campuses and the surrounding communities. Opportunities for students to attend faculty meetings and be engaged with decision-making related to JMSW Program changes and updates will be facilitated by faculty.
**Student Attendance at Faculty Meetings**

At the onset of each academic year the JMSW Program Director(s) will email out to all students a schedule and sign-up sheet for the JMSW faculty meetings for the year. Students are encouraged to sign up and attend these meetings. One student representing each of the classes will be allowed to sign up and attend each faculty meeting for a possible total of three JMSW students in attendance at any one meeting (i.e., one student from the full time first year class, one student from the full time second year class, and one student from the 3 year class). Students who attend one of these faculty meetings are expected to email their classmates a summary of important points addressed in the meeting. Student participation in these meetings ensures that their input is elicited in regard to ongoing program policy, practices, and procedural development and other changes.

**JMSW Student Organization**

The graduate social work student organization, JMSW-Student Organization (JMSW-SO), is the vehicle which serves as the communication link between students and the program. All JMSW students are automatically members of the JMSW-SO and are encouraged to be active in the JMSW-SO. Through the student organization, students plan group activities and programs, implement ideas, raise issues, solve problems, and provide ongoing feedback to the JMSW Program Director in regard students’ program concerns and suggestions. The organization is one of the mechanisms through which the elected student officers provide ongoing input into program policy, practices, and procedural changes by serving on the JMSW Program Advisory Board. Student officers are expected to elicit input from their respective class groups so they can represent the views of the student body at these meetings. Officers of JMSW-SO are elected annually at the onset of the fall semester. In order to have representatives from each class the president of the JMSW-SO will be elected from the advanced year class, the vice-president from the foundation year class, and the treasurer from the three-year class. The JMSW Program Director serves in an advising capacity to these student officers and meets with them at least twice a semester.

**Student Participation in the JMSW Program Advisory Board**

Another way that students have input into the program is through service on the JMSW Program Advisory Board which meets twice a year. All elected student officers will serve as ex officio members of the JMSW Program Advisory Board, which also includes program alumni, field instructors, and other key social workers in the community that can advise faculty on program policies, procedures, and curriculum changes.

**Student Participation in the JMSW Field Advisory Committee**

JMSW students also have input into the program through service on the JMSW Field Advisory Committee which meets twice a year. At the onset of each academic year one student volunteer from each class is asked to serve as an ex officio member of the JMSW Field Advisory Committee which also includes field instructors and other key social workers in the community.
These field instructors and community practitioners advise faculty on policies, procedures, and any other issues related to the field instruction component of the program.

**Student-to-Student Mentoring Program**

The advanced year JMSW students provide mentoring to the foundation year students. Involvement in this student-to-student mentoring program is voluntary both for the mentor and mentee. The JMSW-SO officers oversee and coordinate this student support program. In addition, some of the student officers and/or mentors assist faculty each year in providing an orientation to new students. Students are also asked to volunteer to meet with interested applicants at the program’s annual information session.

**Student Rights**

The JMSW Program follows policies on student rights on the campus where students were admitted. Please refer to the appropriate Graduate School bulletin for information on policies related to student rights. Students in the JMSW Program are afforded all human rights, and it is expected that all students, staff, and faculty will practice to create an environment of respect and civility.

Students have the right to participate in the life of the JMSW Program through involvement with the student organization, activities on the campuses of both UNCG and NCA&TSU, and through participation with faculty in evaluation and improvement of many dynamic aspects of the JMSW Program. Students will participate in formulating and modifying policies affecting academic and student affairs through participation in faculty meetings and on faculty committees that are engaged in policy revision.

Students have the right to voice concerns about personal or program issues using both formal and informal methods. See the section in this handbook entitled *Complaints and Grievances* for more information.

Students have the right to appeal grades and to appeal suspension or termination due to unprofessional behavior or impairment. For more information, see the procedures outlined under *Grade Appeal* and *Unprofessional Behavior and Impairment* in this handbook.

**Academic Advising**

Advising is provided to assist students in the development of meaningful educational plans that are compatible with their professional goals and the mission of the JMSW Program. On admission, each student is assigned a faculty advisor.

**The academic advising system in the JMSW Program is guided by the following principles:**

1. Each student will have a faculty advisor.
2. Student advising offers a continuing relationship between the advisor and the student. This relationship is based on knowledge both of the JMSW Program and of the student’s
educational needs, career goals, personal strengths, areas of potential difficulty, and preferred learning patterns.

3. Each student engaged in field education will also have a faculty liaison. This role is reviewed in the field section of the student handbook.

The academic advising system is based on the following roles and responsibilities:

**Faculty Advisor Responsibilities**

1. The faculty advisor should guide the academic and professional development of advisees.
2. The faculty advisor should orient advisees to the JMSW Program’s mission and curriculum.
3. The faculty advisor should assist students with selecting areas of concentration and electives. Students can find advising forms that include the concentration declaration form and the elective course approval form on the program website (www.jmsw.org) under the Current Students link.
4. The faculty advisor should meet with each advisee each semester as needed, remain abreast of the advisee’s progress, and be available to counsel advisees regarding any concerns.

**Student Responsibilities**

1. Students should initiate contact with their advisors as needs arise, and bring to their attention issues and circumstances in which they need information, assistance, or clarification.
2. Students should identify areas of concern regarding any aspect of the educational experience.
3. Students should view their advisors as resources who can make appropriate referrals to other services as needed.
4. Students should consult with their faculty advisor regarding questions about course work or their faculty field liaison regarding issues with field; however, the ultimate responsibility for assuring completion of course and field work in the proper sequence and in a timely manner lies with students.
5. Students should register for classes in accordance with the curriculum sequence and if questions arise, the student should contact his/her advisor and/or the JMSW Program director(s) to resolve issues with registration.
6. The faculty advisor is not a personal counselor. The faculty advisor may assist in referring students to a personal counselor if appropriate.

**Reassignment**

Students frequently develop relationships with faculty who serve as informal mentors and advisors for curricular, field, career, and personal needs and may wish to change faculty advisors to strengthen and maintain these relationships. To change faculty advisors, students should notify the assigned advisor and the desired advisor of the request to be reassigned. If all parties agree, reassignment may be made. The JMSW Program Director should be notified of any change in assignment to advisors.
Special Circumstances Related to Advising

Academic Concerns. If a student is experiencing concerns related to academic performance identified by either the student or an instructor, the faculty advisor may be asked by the JMSW faculty committee to discuss the concerns with the student. If the advisor is involved in circumstances that surround the concern, e.g., the assigned advisor is the instructor of the course where the concern is noted; either the current advisor or student may request that another faculty member serve as advisor by alerting the JMSW Program Director. The JMSW Program Director should make the reassignment and ensure that the student is able to meet with the new faculty advisor. Any grievances should follow due process as outlined in the section on grievances in this student handbook.

Field Education. The faculty advisor should be a resource for students in field education; however, the primary point of contact for students in field education is the faculty liaison. If a field concern arises for a student in which his/her field faculty liaison serves in a dual role (e.g., field instructor and field liaison or field liaison and Co-Director of Field Instruction) then the student or faculty member can request that he/she meets with the JMSW Program Director instead to address and resolve the issue. Please see the Field Instruction Manual for details regarding the role of the faculty field liaison.

Coursework and Program Standing. If circumstances arise that warrant dropping a course or withdrawing from the program of study, the student should notify the faculty advisor immediately. The advisor should review the circumstances and make a recommendation to the student based on the review. If academic concerns are an issue, please see the section above. The JMSW faculty committee must approve any plan that involves potential re-instatement in the JMSW Program. Any such plan that involves dropping a course and/or withdrawal or a leave of absence from the curriculum sequence must be approved by the JMSW Program Co-Director(s) in consultation with the faculty. The plan will be given to the student in writing by the Program Director. Students who seek re-admission to the JMSW Program will also have to follow any required procedures of the Graduate School where they were originally admitted to the program.

Grading

JMSW courses, including field instruction seminars, will be graded on a scale of A, B, C and F. Field instruction courses will be graded Pass (Satisfactory) or Fail (Unsatisfactory). The grading scale used in the JMSW Program is below:

<table>
<thead>
<tr>
<th>Grade Earned</th>
<th>Descriptive Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
</tr>
<tr>
<td>0-69</td>
<td>F</td>
</tr>
</tbody>
</table>

Failing
The grade of “I” may also be given in courses where the student is unable to complete course requirements by the end of the term in which the course was offered. The instructor determines whether or not an “I” is warranted. The “I” is to be removed by the beginning of the next semester. JMSW students cannot progress in the program unless they have successfully passed all of the previous semester’s courses. An “I” that is not removed within the time limit established by the Graduate School at the admitting university automatically becomes an F unless an extension is requested in writing by the student and granted following procedures set out in the appropriate graduate school bulletin.

**Right to Appeal a Grade**

Students who wish to appeal a grade should follow the procedures outlined by the graduate school at the university where the student was admitted (e.g., students admitted through NCA&TSU will follow that procedure). The links to the UNCG Graduate School Bulletin and NCA&TSU Graduate Catalog below will provide more information about the grade appeal process.

http://grs.uncg.edu/bulletin/
http://www.ncat.edu/academics/schools-colleges1/grad/graduate-catalog/index.html

Note that grievances that are not related to grading are addressed below under *Complaints and Grievances*. The process for appealing suspension or dismissal due to unprofessional behavior or impairment is addressed under the *Unprofessional Behavior and/or Impairment*

**Transfer Credit**

The JMSW Program will grant academic credit for foundation coursework completed at another CSWE-accredited MSW program up to 6 hours. Requests for transfer course credit must meet the requirements of the university that is administering the admissions process.

1. The student requesting credit for coursework completed at another CSWE-accredited MSW program must be admitted to the JMSW Program prior to approval of a request for transfer credit. However, admission to the JMSW Program does not guarantee approval of transfer credits.

2. Upon admission, the student may request a review of course(s) taken in another CSWE-accredited MSW program to determine whether the course(s) may be transferred for credit. Coursework must be in the MSW foundation curriculum and must have been completed within the three-year period preceding admission to the JMSW Program.

3. A minimum course grade of B must have been earned in each course by the student requesting transfer credit.

4. All requests for transfer credit must meet the requirements of the Graduate School of North Carolina A&T State University or the University of North Carolina at Greensboro,
depending upon which school is administering the admissions process at the time of the request.

5. When requesting consideration for transfer credit, a student must submit a letter of request to the JMSW Program Directors which identifies the course(s) for which transfer credit is requested, a copy of the official catalog of the university where the course was taken, a copy of the course syllabus, and an official transcript showing the grade earned.

6. Within the above guidelines, students may request consideration for transfer credit for any JMSW foundation course with the exception of SOWK 705/SWK 624, Social Work Practice and Human Diversity. All students must complete this course during their enrollment in the JMSW Program.

7. Advanced Standing Students cannot transfer course credits from any other MSW program into the JMSW Advanced Standing Program.

JMSW faculty in the relevant curriculum area will consider the request for transfer credit based on review of the submitted materials, including the course syllabus, grade received, and possible consultation with the university where the course(s) was (were) previously taken. The JMSW Program Director will inform students in writing of their decision regarding requests for transfer of course credit. Each course for which transfer credit is requested will be reviewed independently in a timely fashion. No coursework in the advanced year curriculum may be transferred from another institution.

**Continuous Enrollment**

The two graduate schools require that your pursuit of a graduate degree be continuous from the time of entry through the completion of all required coursework. Definitions of continuous enrollment can be found in the graduate bulletins of each campus.

**Graduation**

In order to graduate, students must submit a Plan of Study to the appropriate Graduate School through which they were admitted. This plan must be cleared by the academic advisor and JMSW Program Director as well as by the appropriate Graduate School. Although program administration rotates every four years between the two campuses, participation in the formal graduation ceremony rotates every year. Thus, in some years, students who matriculated through NCA&TSU will participate in the UNCG graduation ceremony and vice versa. The JMSW Program Director will inform students about how to apply for graduation and which university will host the formal graduation ceremony in a given year.
Academic Ineligibility, Suspension, and Termination

For completion of a graduate degree program, both graduate schools require an overall average of B (3.0) at the time the student graduates. JMSW students therefore must have an overall grade point average of B (3.0) or better at the time of their graduation. The JMSW faculty reviews students’ academic and professional performance through the Student Advancement Committee, which meets during faculty meetings or more often as required. When a student’s academic or professional performance causes concern, the educational advisor or Program Director will notify the student. When possible, faculty will assist the student to develop a plan for remediation.

No more than six (6) credit hours of a grade of C may be applied toward the minimum hours required for the Master of Social Work degree. If a student exceeds six (6) credit hours with a grade of C he or she is automatically ineligible to continue in the JMSW Program.

Should a student receive a grade of F in any course, he or she will automatically be suspended from continuing in the JMSW Program. Students who must leave the program for academic performance reasons must request to be readmitted in writing to the JMSW Program Director who will consult with the JMSW faculty and then inform the student in writing if he/she will be readmitted to the program. Students must follow any additional readmission procedures required by the Graduate School where they originally were admitted to the program. If readmitted, the student may retake the course(s); however, the course(s) must be taken in sequence so the student will have to wait until the course is offered in the next cycle before he or she may re-enroll in the course. Thus, the student must suspend any coursework until all pre-requisite courses are completed.

Note that students have the right to appeal a grade as outlined in the Right to Appeal a Grade section of this Student Handbook.

Unprofessional Behavior and/or Impairment

Students may also be suspended or dismissed from the JMSW Program due to unprofessional behavior or impairment. Unprofessional behavior is defined as the inability or unwillingness on the part of a student to abide by the standards of professional conduct delineated in the National Association of Social Workers’ Code of Ethics or the standards of personal behavior as presented in the UNCG Student Code of Conduct (http://sa.uncg.edu/handbook/) and the NCA&TSU Student Handbook (http://www.ncat.edu/student-affairs/student-services/dean/student-handbook.html).

Examples of Unprofessional Behavior

Behaviors which may indicate a lack of professionalism may include, but are not limited to, the following:

1. Unethical professional behavior (i.e., as delineated in the NASW Code of Ethics).
2. Threat of physical harm to self or others.
3. Discriminatory behavior or harassment toward others on the basis of race, gender, age, sexual orientation, disability, or any other characteristic that is protected by law or University policy.

4. Inability to accept appropriate evaluation from superiors or to modify one’s professional behaviors as requested.

5. Habitual tardiness to class or to an agency.

6. Habitual unexcused absences from class or from an agency.

7. Impaired judgement, decision-making, or problem-solving in one’s professional life. (also see examples of impairment below)

8. Inappropriate or disruptive behavior toward colleagues, faculty, staff, peers, or clients.

9. Consistent failure to demonstrate interpersonal skills necessary to form effective professional relationships.

**Examples of Impairment**

Conditions which may indicate impaired ability to function professionally as a social worker may include, but are not limited to, the following:

1. Personal problems that affect functioning.
2. Psychosocial distress, substance abuse, or mental health conditions that affect functioning.
3. Medical conditions that affect functioning.
4. Other conditions or circumstances that affect functioning.

**Suspension or Dismissal from the JMSW Program Due to Unprofessional Behavior and/or Impairment**

Following are the procedures to be followed in a situation involving possible unprofessional behavior and/or impairment of a JMSW student:

1. The initial step will vary depending on whether the unprofessional behavior or impairment surfaced in the classroom or the field setting.
   a. Unprofessional behavior or impairment surfaced in the field setting
      1) When this behavior surfaces in the field setting, the field instructor should first attempt to address this problem with the student in an arranged meeting.
      2) If this meeting, in the professional judgment of the faculty field liaison, a student has failed to make sufficient progress with identified problems the field instructor should immediately contact the faculty liaison instructor so both can arrange a joint meeting with the student.
      3) At this meeting, the field instructor and field liaison will inform the student of specific details regarding the unprofessional behavior or
impairment that is causing concern. The field instructor and faculty liaison should also elicit the student’s perception of the problem at this meeting. The student will be informed what specific changes are expected of him/her in terms of this behavior and the date at which such behavior will be re-evaluated.

4) The field liaison should prepare a written summary of this conference and send it to the student, the student’s educational advisor, and the field instructor, and place a copy in the student’s file. The summary should include a description of specific behaviors or incidents which are deemed problematic and a plan, including targeted goals, with the date of re-evaluation, to restore professional standards on the part of the student. The field liaison should also indicate to the student in writing the consequences if the problem is not resolved.

b. Unprofessional behavior or impairment surfaced in the classroom setting

1) When a faculty member becomes aware that a student may be professionally impaired or is exhibiting unprofessional behavior in the classroom setting, the faculty member will immediately initiate a conference with the student. At this meeting the faculty member will inform the student of details regarding the unprofessional behaviour or impairment that is causing concern and will obtain the student’s perception of the problem behavior. The faculty member should also inform the student about the specific changes that are expected of him/her in terms of this behavior and the date at which such behavior will be re-evaluated.

2) The faculty member will prepare a written summary of this conference and send it to the student and the student’s educational advisor, and place a copy in the student’s file. The summary will include a description of specific behaviors or incidents which are deemed problematic and a plan, including targeted goals with the date of re-evaluation, to restore professional standards on the part of the student. The faculty member will also indicate writing to the student the consequences if the problem is not resolved.

2. Regardless of the setting in which the unprofessional behavior or impairment surface, if, in the professional judgment of the faculty member and field liaison, a student has failed to make sufficient progress in following the written plan, the faculty member or field liaison will request that the JMSW faculty discuss the student during the next faculty meeting as part of the student advancement discussion. The JMSW faculty will decide if the student is professionally impaired to the extent that suspension or dismissal from the JMSW Program is necessary. Students who are dismissed will have to follow appropriate termination procedures in their field setting as outlined in the JMSW Field Instruction Handbook.
3. When unprofessional behavior or impairment has surfaced in the field setting, the JMSW faculty liaison or the faculty involved in the student advancement discussion may recommend to the JMSW Co-Field Directors that the student be reassigned to another field internship.

4. In cases that involve issues related to campus safety, the Program Directors will notify and consult with the Dean of Students at the university where the student is registered. See above links for these two offices for more details on what behaviors are deemed as being related to campus safety. This Dean of Students may request a meeting with the student to further assess the situation.

5. The JMSW Program Co-Directors will communicate any decision regarding suspension/dismissal from the JMSW Program to the student in writing and place a copy of the letter in the student’s file.

6. Notwithstanding steps 1-9 above, serious unprofessional behaviors and/or impairment, such as extremely rude or threatening outbursts or behavior, illegal activities, intoxication, possession, distribution, sale, and/or use of illegal drugs, and words or conduct that indicate a propensity to harm self or others may warrant immediate faculty intervention and/or dismissal from the program.

7. In all instances where a decision is made to suspend or dismiss the student from the JMSW Program, the student may appeal this decision (see below).

**Appeals Process for Suspension/Dismissal Due to Unprofessional Behavior or Impairment**

Students have the right to appeal suspension or dismissal decisions as outlined below:

1. Within five (5) business days (8am-5pm, Monday-Friday) of receiving the written letter regarding suspension or dismissal, the student must make a written request for an appeals hearing to the Directors of the JMSW Program. If the Director is directly involved in the situation in question, that person shall recuse him/herself from the appeals process.

2. The Co-Director(s) will assemble a JMSW Appeal Review Committee which will consist of three persons to hear the appeal. The Appeals Committee will consist of one (1) current JMSW student and two (2) JMSW faculty members. The Program Director will designate one JMSW faculty member to serve as the Appeals Committee chair. The faculty member who initiated the suspension/dismissal process will not be eligible to hear the appeal but may present written information and/or supporting documentation.

3. Within five (5) business days (8am-5pm, Monday-Friday) from the time that the Co-Director(s) receive(s) the student’s written request for an appeal, the Committee will select a date and place for the hearing. The Chair of the Committee will notify the student of date of the hearing in writing or via email to the last known and updated address for the student on file with the JMSW Program.
4. During the hearing, the student will have an opportunity to present information and/or supporting documentation as to why the decision of the JMSW Program regarding suspension/dismissal should be changed. The burden of proof that this decision should be changed will rest with the student.

5. The student may involve an advisor/support person of his/her choice, including an attorney. The student may consult with this advisor/support; however, the student must be the sole author of all written material presented to the Committee, and any advisor/support person will not be allowed to speak for the student during the hearing.

6. Following the hearing the Committee will convene to review the actions taken against the student for unprofessional behavior and/or impairment and make a decision to uphold or overturn the suspension/dismissal from the JMSW Program. The Committee will base its decision on the oral and/or written evidence presented at the hearing.

7. A simple majority of votes of the Committee present at the hearing will decide whether the appeal is upheld or overturned. The Chair of the Committee will provide a written report of the Committee findings and decisions and the reasons for those findings and decisions (hereinafter “Committee Report”) to the JMSW Program Co-Director(s).

8. The JMSW Co-Director(s) will provide the student a copy of the Committee Report within three (3) business days (8am-5pm, Monday-Friday) after their receipt of the Committee Report. The JMSW Co-Director(s) will also place a copy of the Committee Report in the student’s file. The JMSW Co-Director(s) will notify the JMSW faculty and other relevant professionals (e.g., field instructor) of the Committee’s decision.

9. The Committee Report decision is final and no further appeal is allowed.

Complaints and Grievances

Students have the right to make complaints and/or grievances regarding concerns other than grading, e.g., faculty capacity, fairness, discrimination, equal treatment, etc. If a student wishes to make a complaint or grievance, he or she should follow the process below:

1. Speak directly to the person or persons involved in the situation and attempt to come to a mutual resolution. If this does not resolve the complaint or grievance then proceed to step two below.

2. Speak with the faculty advisor if appropriate or to the JMSW Program Director(s) and provide a written summary of the complaint or grievance. If this does not resolve the situation then proceed to step three below.

3. Speak to one or both of the department Chairs either at NCA&TSU (Sociology and Social Work) or UNC Greensboro (Social Work) and provide a written summary of the complaint or grievance including the steps you have taken prior to contact with the Chair(s). If this does not resolve the situation then proceed to step four below.
4. The Chair(s) will advise students regarding appeals to the Dean(s) level on a case-by-case basis

**Academic Integrity**

Academic integrity is paramount to academic success and professional development. At no time should any student engage in any form of plagiarism or other dishonorable academic activities such as cheating. Students are responsible for becoming familiar with both campuses’ policies pertaining to academic honor and integrity (NCA&TSU Academic Dishonour Policy; UNCG Academic Integrity Policy) and for indicating that they have abided by these policies by signing an honor pledge for all work submitted. Students should recognize their responsibility to uphold academic integrity and to report apparent violations to the appropriate persons. Should a violation of academic integrity be suspected, faculty and students will follow the policy and procedures at the campus where the student was admitted to the JMSW Program.

**NASW Code of Ethics**

Students in the JMSW Program are expected to adhere to the values and standards for practice delineated in the NASW Code of Ethics which can be found at the following web site: http://www.socialworkers.org/pubs/code/code.asp. JMSW faculty and field instructors will review these standards in specific detail both in the classroom and field.

**National Association of Black Social Workers Code of Ethics**

Students can consult the website at http://www.nabsw.org/mserver/CodeofEthics.aspx for more information and details on the standards for social work practice that have been delineated by this organization.

**Alcohol, Illicit Drugs, and Weapons Policy**

The JMSW Program encourages all students who drink to use alcohol responsibly and within the limits of the law. The JMSW Program does not tolerate the use of illicit drugs and will act according to applicable laws regarding the use of any illicit substance. The JMSW Program does not tolerate the use of weapons outside the provision of current law related to the use or possession of weapons.

Should a situation arise that involves the illegal use of alcohol or the use of illicit substances or the use or possession of weapons outside the boundaries of current law, legal action will be pursued in accordance with current law.

For further information about University policies related to these matters please refer to the following:

- UNCG: http://sa.uncg.edu/handbook/
Establishing In-State Residency for Tuition Purposes

Residency for tuition purposes is defined by statute. In order to qualify as a resident of North Carolina for tuition purposes you must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months before you apply for classification as a North Carolina resident. In addition to this 12-month physical presence requirement, there are numerous other factors which must be considered in determining whether or not an individual is a resident for tuition purposes.

“Domicile” is a legal term defined as a place where a person intends to remain and live permanently, and the place a person intends to return to after any absence. Permanency is the key. Thus, a person who lives in a place for a temporary purpose, for example, for a vacation or to attend college, and who intends to live elsewhere when that purpose is accomplished, is not considered to be a legal resident for tuition purposes. In order to obtain an in-state residency status for tuition purposes, University administrators must be able to conclude from the information you provide them that your intent is to make North Carolina your permanent dwelling place.

Rather than a single action, it is a cluster of events that must produce a preponderance of circumstantial evidence suggesting your intent to remain here permanently. In other words, have you done the kinds of things that a permanent resident would do, or have you been acting like a temporary visitor? Each case has its own set of facts, and there is no set checklist of items which will guarantee that you will be classified as a resident for tuition purposes. However, some important questions that are likely to be asked are: Do you have a current North Carolina driver’s license? Is your vehicle registered in North Carolina? Are you registered to vote in North Carolina? Where and when did you last vote? Where do you keep your personal property? Have you filed a North Carolina income tax return indicating that you were a resident during the last tax year? Do you own real estate in North Carolina? Do you participate in or volunteer for community activities away from the campus? Where did you live before enrolling in an institution of higher learning? Are you financially independent of your parents? This is not a complete list, but it should give you an indication of the types of factors that will be considered in deciding your residency status.

Thus, to qualify for in-state tuition for a given term, you must prove the following: (1) that you established your bona fide domicile in North Carolina 12 months before the beginning of the term in which you are seeking in-state residency status through (a) being physically present in the state, (b) performing acts which support your intent to make North Carolina your permanent residence, and (c) performing acts which support the contention that you are not in North Carolina solely to attend a college or university program; and (2) that you have maintained your domicile in North Carolina for at least 12 continuous months.

Initial residency determinations are made by the admissions office at the University where admissions is occurring. To file for reclassification, you will need to obtain and complete the Residence-and-Tuition Status Application. If you feel your answers to the questions do not give an accurate picture of your situation, attach additional written explanations. If the classifier determines that you are not a resident for tuition purposes, you have the right to appeal that
decision to the Campus Residence Appeals Committee at UNCG or the Dean of Graduate Studies at NCA&TSU.

Adverse Weather and Campus Closure Policy

When weather conditions such as ice or snow make it difficult to travel to or remain in class, the university chancellors will request that local media broadcast campus closure as a public service message. Occasionally the two universities will have different directives on closing of their respective campus. Students should adhere to the directive of the university campus on which they have classes that day. For UNCG, if you have a question about whether classes are delayed, canceled, or if UNCG is closed, call 334-4400 or 334-5000. A recorded message will give you the most accurate information. For NCA&TSU, you can call the Aggie InfoLine (336-334-7325).

Program Communication

It is important for students to stay abreast of events and announcements about program information. There are 3 major ways the program communicates with students: email, mailboxes, and bulletin boards.

Email

A list serve will be set up for students in each plan of study so that students can receive timely program information.

Student Mailboxes

All JMSW students are assigned a mailbox in 264 Stone Building on the UNCG campus. This form of communication is used whenever program announcements or materials from students’ instructors need to be provided in a hard copy form.

Bulletin Boards

Check the bulletin boards on each campus for activities, job opportunities, deadlines, and program news.

Honor Societies

Phi Alpha

The honor society for students in the JMSW Program is Phi Alpha. Induction into the honor society is open to all JMSW students who meet application requirements. The application requirements are:

- completion of the first semester of the concentration curriculum, and
- minimum grade point average of 3.5.

Interested students should submit applications to the Phi Alpha faculty advisor. Students are required to submit an essay summarizing their service and leadership contributions that qualify
them for induction into Phi Alpha. The induction ceremony is held annually; inductees’ family members and significant friends are invited to attend.

**Kappa Omicron Nu**

*Kappa Omicron Nu* is an honor society for students in the human sciences, thus membership is open to students in the JMSW Program through the UNCG School of Health and Human Sciences. The mission of Kappa Omicron Nu is to create empowered leaders through scholarships, research, and leadership development. This mission will enable the organization and chapters to prepare scholars and researchers to be leaders in the 21st century. To be eligible for membership, graduate students must be enrolled in a graduate program in the School of Health and Human Sciences, have completed 12 residency semester hours of graduate work, and have a minimum GPA of 3.75. Inductions are held once a year.
UNIVERSITY FACILITIES AND SERVICES

JMSW students may use most of the facilities and services on either campus. You will need a student ID from both campuses to access the services on both campuses. Additional information about facilities and services is available via each university’s website.

Financial Aid, Graduate Assistantships, and Tuition Waivers

Students should check with the Financial Aid Office on the campus where they were admitted to determine if they are eligible for financial assistance. Students may be eligible for graduate assistantships and other forms of financial aid as they become available. Students will be notified of any opportunities that may arise for financial assistance. Some field internships include a stipend, and usually these are awarded on a competitive basis. The Directors of Field Instruction/Education will convey more information about these opportunities as students apply for admission to the field.

The JMSW Program offers some students financial aid in the form of tuition waivers, stipends, and/or graduate assistantships. The availability of such forms of assistance varies from semester to semester; thus, the faculty will make every effort to distribute such assistance to as many students as possible. Once the availability of funds is determined, students will be asked to complete an application. Faculty will review these applications and, based on need and academic achievement, awards will be made. Students will be notified of awards and have the right to accept or refuse them. If awards are refused, faculty will identify an alternate recipient.

Libraries

JMSW students have full use of and access to both university libraries. The Bluford Library is located at NCA&TSU and more information on this facility can be found at http://www.library.ncat.edu. The Jackson Library is located at UNCG and more information on this facility can be found at http://library.uncg.edu/.

Health Services

JMSW students access the Health Center of the University where they are admitted and to which they paid student health fees. Graduate students at both universities are required to provide proof of health insurance or purchase the university’s student health insurance plan.

Sebastian Health Center, NCA&TSU

This Center’s hours of operation are Monday –Friday from 8am to 9pm. The basic components of the Health Service Program are as follows:

1. Medical Services: The University Physicians are in attendance in the Health Center daily (hours for routine treatment are posted) and on 24-hour call for any emergency situations.
2. **Nursing Services**: Registered nurses, under the direction of a Head Nurse, are in attendance daily to treat and evaluate students’ health needs and answer any questions pertaining to health problems and other concerns.

3. **Laboratory Services**: A Certified Medical Technologist is on duty Monday-Friday to perform various laboratory tests as ordered by the physician to diagnose a variety of medical problems.

4. **Medical Records**: All students must submit to the Health center a physical exam and proof of immunizations.

5. **Pharmacy Services**: A registered pharmacist is available Monday-Friday to dispense medication and provide patient education about all prescriptions filled.

6. **Health Education Services**: Prevention education is available through health education on a variety of health conditions, staff are available Monday-Friday to assist with any health issues or concerns.

More information on the services offered through this health center can be found at http://www.ncat.edu/student-affairs/student-services/health-services/.

**Gove Student Health Center, UNCG**

The Student Health Service supports the mission of the University of North Carolina at Greensboro by offering comprehensive primary and preventive health care to students. Health care providers, including physicians, physician extenders and nurses, are available in the Student Health Services during regular hours (8 a.m.-8 p.m. Monday-Friday; 9 a.m.-noon Saturday; 6-9 p.m. Sunday) to provide students with primary medical care, including gynaecological and sports medicine. Appointments are encouraged and may be made by calling (336) 334-5334 or consult the website at http://www.uncg.edu/shs/. Clinical support services include laboratory, x-ray, and pharmacy services. The Counseling and Testing Center offers brief individual, group, and couples’ counseling and psychotherapy for students, provides crisis intervention and referrals to community agencies, and administers standardized educational testing.

While students can expect to receive comprehensive primary health care at the Student Health Services, some services must be referred to a hospital or specialist in the community, and these services are not covered under the Health Fee. Students are strongly encouraged to purchase comprehensive health insurance to protect themselves from the financial difficulties which often follow a serious illness or injury due to the high cost of medical care. A student health insurance policy is offered through the University to provide students with coverage for medical services and hospitalization.

**Students who receive any counselling services through the Gove Student Health Center are ineligible to apply for the second year stipend internship at this facility.** If students who were admitted through UNCG are interested in applying for this paid internship, they are advised to seek counselling services at the UNCG Psychology Clinic instead.
**UNCG Psychology Clinic**

This clinic is located at 1100 West Market Street and is open from 8am-8pm Monday –Thursday and Friday from 8am-7pm. Students can receive assessment and counseling services based on a sliding scale fee. Students should contact this clinic at (336) 334-5662 for more information.

**Students who receive any counselling services through the UNCG Psychology Clinic are ineligible to apply for the second year internship at this facility.** If students who were admitted through UNCG are interested in applying for this paid internship, they are advised to seek counselling services at the Gove Health Center instead.

**Veterans and Disability Services**

Veterans Administration services and benefits are administered through the admitting campus. Regardless of which is the admitting university, students can join student veterans’ groups on both campuses and can take part in student veterans activities at both campuses.

**Office of Veteran & Disability Support Services, NCA&TSU**

The mission of the NCA&TSU Office of Disability Support Services is to: assist the student with a disability with his/her adjustment to University life; provide and promote the use of support services which address specific needs of the student; advocate for and educate others regarding the needs and concerns of the students with disabilities; and monitor the University's compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, 1990. The NCA&TSU Office of Veteran & Disability Support Services is in Room 01 of Murphy Hall, (336) 334-7765. Additional information is available at http://www.ncat.edu/student-affairs/student-services/ovdss/.

**Office Accessibility Resources and Services, UNCG**

The mission of The Office of Accessibility Resources and Services (OARS) at UNCG is to provide, coordinate, and advocate for services which enable undergraduate and graduate students with disabilities to receive equal access to a college education and to all aspects of university life. Academic growth, disability management and self-advocacy skills for students are supported and enhanced. The Office of Accessibility Resources and Services broadens disability awareness within the university community.

For more details, contact the OARS at Suite 215 Elliott University Center, (336) 334-4412 (V/TTY) or visit the website at http://ods.uncg.edu/

**Students who receive any services through the Office of Disability Services at UNCG are ineligible to apply for an internship at this facility.** If students are interested in applying for this internship, they are advised to seek services through the Office of Veteran and Disability Support Services at NCA&TSU.
**Veteran Student Support at UNCG**

Veteran Student Support seeks to assist veterans with their transition to UNCG by providing resources to help support veterans in being successful at the university. This service is located in the Dean of Students Office, 210 Elliott University Center; (336) 334-5514.  
http://sa.uncg.edu/dean/vets/

**Writing Assistance**

**NC A&TSU Writing Center**

The University Writing Center is designed to provide students with the tools and support to effectively edit their own papers. The Center is located in 309 General Classroom Building. For more information, go to http://www.ncat.edu/academics/schools-colleges1/cas/english/free-tutoring.html#uwc

**UNCG Writing Center**

The University Writing Center offers individual assistance with planning, writing, or revising papers. Students may call (336) 334-3125 for information or an appointment, or drop in at 3211 MHRA, bringing their work in progress with them. A friendly, specially trained undergraduate or graduate student writing consultant will talk with them about the assignment and ideas, read drafts, offer feedback, advice, and instruction as needed, and help find answers to questions. Online writing assistance is also available. For more information, go to http://www.uncg.edu/eng/writingcenter/default.php.

**Recreational Opportunities**

JMSW students use the recreation center at the campus where they were admitted and to which they have paid their student fees.

**NCA&T SU Campus Recreation Center**

This facility is located at 201 N. Benbow Road. The hours of operation are 6 a.m. to 7 p.m. Monday through Friday. The telephone number is 336-285-4230. More information about this center can be found at the following URL: http://www.ncat.edu/student-affairs/student-services/campus-rec/.

**UNCG Student Recreation Center**

The Student Recreation Center is an innovative recreation facility for UNCG students, faculty, staff, and alumni located at the corner of Walker Avenue and Aycock Street. It includes a three-court gymnasium, elevated jogging/walking track, fitness studio, racquetball courts, and climbing wall. Other facilities include Rosenthal Pool, the Outdoor Recreation Fields, and a golf practice station. Activities offered include outdoor adventures, exercise classes, yoga, t’ai chi, intramural and club sports, and CPR and first aid classes. For information on schedules and activities, call (336) 334-5924 or visit the web site, http://campusrec.uncg.edu/.
**Bookstores**

Books for courses are available at the university bookstore where students are registered. The NCA&TSU bookstore is located in Brown Hall on Laurel St, and the UNCG bookstore is located in the Elliot University Center.

**Computing Services**

*Instructional and Research Computing, NCA&TSU*

The main computer lab for social work students is located in 210 Gibbs Hall. This lab is equipped with Macintosh computers and assistance can be obtained through the full time technical support available here. For more information on computing services at NCA&TSU call the Help Desk which is open from 8am-5pm Monday-Friday (336) 334-7195 or email helpdesk@ncat.edu.

*Instructional and Research Computing Center (IRC), UNCG*

At UNCG computer labs and instruction in computing are operated by the IRC offices. IRC staff are available to provide help with statistical programs, data entry programs, editors, programming languages, data management tools, and many other products. A wide variety of software is available. Each semester, the IRC provides workshops on a variety of topics. Workshop topics and times are available at the beginning of each semester through the IRC Office in 235 Bryan Building. Internet access can be gained through most computer labs across campus including a computer lab in 127 Stone Bldg.

The Center for Information Technology and Instruction (CITI) operates on the main floor of the Library, near the Circulation Desk. The primary purpose of this lab is to provide information and instruction for access to electronic information including Internet and multimedia materials. The Super Lab is located in the back of the main floor of the Jackson Library. The computers are available during the Library’s operating hours. More information on computing services at UNCG can be found at http://its.uncg.edu/, or by calling the Help Desk number at (336) 256-8324 (open from 8am-5pm Monday –Friday), or emailing helpdesk@uncg.edu.

**Email Addresses**

The program recommends that students maintain both of the e-mail addresses assigned to them by each of the two universities to be aware of various activities and deadlines on both campuses. It is especially important that students use the email of the campus where you were enrolled as this will ensure speedy communication with you by the Registrar’s Office, the Graduate School, library, Parking Services and other offices on the admitting campus. You may receive emails from the Program Director, the Co-Directors of Field Instruction, or faculty through either your NCA&TSU or UNCG email address, so it is important that you check both of these accounts frequently.
**NCA&TSU E-mail Accounts**

Students apply for an e-mail account on-line at the NCA&TSU website.

**UNCG E-Mail Accounts**

UNCG uses the i-Spartan mail system at http://ispartan.uncg.edu/home. Students are able to activate their accounts from a link on that page. Assistance may be obtained by contacting the Help Desk at (336) 256-8324 or via email at 6-TECH@uncg.edu.

**ID Cards**

Students should procure an identification card immediately following registration for classes. Students can pick up their NCA&TSU cards at the AggieONECard Center, Room 215, Memorial Student Union. UNCG ID cards may be obtained in the UNCG ID Center located in the Elliott University Center. Make sure to take your official class schedule/registration forms and university issued ID number with you. Student identification cards are needed to receive services at the libraries, computer labs, recreation centers, the health services, and for check cashing.

**Parking and Transportation Between Campuses**

The JMSW Program has arranged for parking at each campus. Students must register their car with and pay any permit fees to the parking authorities at the university through which they were admitted. At that time the students should request a Consortium parking permit, indicating they are students in the JMSW Program. There is no additional fee for this permit. Students using the Consortium permit must be careful to park in lots designated for these permits or they are likely to be ticketed.

More information can be obtained by contacting Parking Services on each campus or by going to their websites.

NCA&TSU:  (336) 285-2027  

UNCG:  (336) 334-5681  
website:  http://parking.uncg.edu/  

**HEAT (Higher Education Area Transit)**

Students can access transportation between the two campuses through the HEAT, a college and university transit service serving Greensboro residents and qualified students of six area colleges and universities. Visit http://www.rideheat.com/for more specific information on HEAT services including route information.
Career Services

Students are encouraged to utilize the career services centers on both campuses as they prepare to graduate and search for employment. The career centers can also help students prepare resumes.

Career Services Center, UNCG, http://csc.dept.uncc.edu/ (336) 334-5454

When faculty become aware of employment opportunities this information will be conveyed to students via email.
APPENDIX A

Council on Social Work Education

Educational Policy and Accreditation Standards

(2008)
Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

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

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

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

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

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1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals
The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values
Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence\(^1\) human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.

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

Accreditation Standard 1.0—Mission and Goals
The social work program’s mission and goals reflect the profession’s purpose and values and the program’s context.

1.0.1 The program submits its mission statement and describes how it is consistent with the profession’s purpose and values and the program’s context.

1.0.2 The program identifies its goals and demonstrates how they are derived from the program’s mission.

Explicit Curriculum

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

Educational Policy 2.1—Core Competencies
Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

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

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

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

• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;  
• analyze models of assessment, prevention, intervention, and evaluation; and  
• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

• recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

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

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

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

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

• use practice experience to inform scientific inquiry and
• use research evidence to inform practice.

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:
• utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
• critique and apply knowledge to understand person and environment.

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

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

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

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

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

Educational Policy 2.1.10(a)—Engagement
Social workers:

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

**Educational Policy 2.1.10(b)—Assessment**

Social workers:

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

**Educational Policy 2.1.10(c)—Intervention**

Social workers:

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

**Educational Policy 2.1.10(d)—Evaluation**

Social workers critically analyze, monitor, and evaluate interventions.

**Educational Policy B2.2—Generalist Practice**

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods.
in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

**Educational Policy M2.2—Advanced Practice**

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

**Educational Policy 2.3—Signature Pedagogy: Field Education**

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

**Accreditation Standard B2.0—Curriculum** The 10 core competencies are used to design the professional curriculum. The program:

**B2.0.1** Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.

**B2.0.2** Identifies its competencies consistent with EP 2.1 through 2.1.10(d).

**B2.0.3** Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].

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**B2.0.4** Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

**B2.0.5** Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

**Accreditation Standard M2.0—Curriculum**

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration.

The program:

**M2.0.1** Identifies its concentration(s) (EP M2.2).

**M2.0.2** Discusses how its mission and goals are consistent with advanced practice (EP M2.2).

**M2.0.3** Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.

**M2.0.4** Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].

**M2.0.5** Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

**M2.0.6** Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

**Accreditation Standard 2.1—Field Education**

The program discusses how its field education program:

**2.1.1** Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

**B2.1.2** Provides generalist practice opportunities for students to demonstrate the core competencies.

**M2.1.2** Provides advanced practice opportunities for students to demonstrate the program’s competencies.

**2.1.3** Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master’s programs.

**2.1.4** Admits only those students who have met the program’s specified criteria for field education.

**2.1.5** Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program’s competencies.

**2.1.6** Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field
instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

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

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

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment
The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.

Educational Policy 3.1—Diversity
The program’s commitment to diversity—including age, class, color, culture, disability, ethnicity, gender,

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

**Accreditation Standard 3.1—Diversity**

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

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

3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

**Educational Policy 3.2—Student Development**

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student’s professional development.

**Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation**

**Admissions**

B3.2.1 The program identifies the criteria it uses for admission.

M3.2.1 The program identifies the criteria it uses for admission. The criteria for admission to the master’s program must include an earned bachelor’s degree from a college or university accredited by a recognized regional accrediting association.

3.2.2 The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

M3.2.3 BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding
advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

3.2.4 The program describes its policies and procedures concerning the transfer of credits.

3.2.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination

3.2.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

3.2.7 The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.

3.2.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

Student participation

3.2.9 The program describes its policies and procedures specifying students’ rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

3.2.10 The program demonstrates how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.3—Faculty

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

Accreditation Standard 3.3—Faculty

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

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

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

M3.3.3 The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master’s program. The majority of the full-time master's social work program faculty has a master’s degree in social work and a doctoral degree preferably in social work.

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

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

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

Educational Policy 3.4—Administrative Structure
Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure
3.4.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.
3.4.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.

3.4.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

3.4.4 The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.

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

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

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

M3.4.4(a) The program describes the MSW program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.

M3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

M3.4.4(c) The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient.
The program identifies the field education director.

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

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

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

M3.4.5(c) The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master’s programs. The program demonstrates this time sufficient.

3.4.5(d) The program provides documentation that the field director has a full-time appointment to the social work program.

Educational Policy 3.5—Resources

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

Accreditation Standard 3.5—Resources

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

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

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

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

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

4. Assessment

Educational Policy 4.0—Assessment
Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0—Assessment
4.0.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program’s competencies (AS B2.0.3; AS M2.0.4).

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

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

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

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

JMSW Program

Advanced Practice Behaviors for the

Concentration Curriculum
<table>
<thead>
<tr>
<th>Competencies</th>
<th>Practice Behaviors</th>
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<tbody>
<tr>
<td>1. Identify as a professional social worker and conduct oneself accordingly.</td>
<td>Articulate the social work knowledge, values, and skills related to practice with families and youth at risk or people affected by health and mental health issues.</td>
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<td>2. Apply social work ethical principles to guide professional practice.</td>
<td>Apply social work ethical principles to advanced professional practice.</td>
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<tr>
<td>3. Apply critical thinking to inform &amp; communicate professional judgments.</td>
<td>Use conceptual frameworks, theory, and knowledge to understand behavior and context and to inform practice with families and youth at risk or people affected by health and mental health issues.</td>
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<td>4. Engage diversity and difference in practice.</td>
<td>Incorporate an understanding of cultural context in social work practice with families and youth at risk or people affected by health and mental health issues.</td>
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<td>Demonstrate leadership in promoting cultural competency in organizational contexts.</td>
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<td>5 Advance human rights and social and economic justice.</td>
<td>Advocate at multiple levels to reduce disparities for oppressed groups.</td>
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<td>6. Engage in research-informed practice and practice-informed research</td>
<td>Critically appraise and apply research findings to advanced practice.</td>
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<td>Evaluate client outcomes in advanced practice.</td>
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<td>7. Apply knowledge of human behavior and the social environment.</td>
<td>Synthesize and apply bio-psychosocial and spiritual theories to advanced practice with families and youth at risk or people affected by health and mental health.</td>
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<td>8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
<td>Explain the implications of policies and policy changes to advanced practice with families and youth at risk or people affected by health and mental health issues.</td>
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<td>Advocate for policies that advance social and economic justice.</td>
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<td>9. Respond to contexts that shape practice.</td>
<td>Collaborate to produce sustainable systemic change.</td>
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<td>Develop or modify an existing program to respond to client needs.</td>
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<tr>
<td>10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</td>
<td><em>(a) Engagement:</em> Develop and maintain processes that encourage clients to be equal participants in development of goals and the attainment of desired outcomes in advanced practice with families and youth at risk or people affected by health and mental health issues.</td>
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<td></td>
<td><em>(b) Assessment:</em> Conduct a comprehensive, multidimensional family assessment using multi-axial classification systems; standardized assessment tools; and the strengths perspective in practice with families and youth at risk or people affected by health and mental health issues.</td>
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<tr>
<td>Competencies</td>
<td>Practice Behaviors</td>
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<td><em>(c) Intervention:</em> Critically evaluate, select, and implement best practices and evidence-based interventions to address identified problems in advanced practice with families and youth at risk or people affected by health and mental health issues.</td>
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<td></td>
<td><em>(d) Evaluation:</em> Evaluate and adjust interventions to achieve intended outcomes in advanced practice with families and youth at risk or people affected by health and mental health issues.</td>
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APPENDIX C

Foundation Course Descriptions
SOWK/SWK 609: Family Theory & Intervention (3:3)
The first year course prepares students for advanced study in clinical social work practice with families. The purpose of this curriculum change is to better prepare students for the current and future professional social work job market and to enhance the quality of clinical social work services they will be able to provide.

SOWK/SWK 618: Social Work and Social Justice (3:3)
This course will teach knowledge and skills students need for social justice work, including advocacy and community organization, within the scope of multicultural clinical practice. The purpose of this curriculum change is to better prepare students for the current and future professional social work job market and to enhance the quality of social work services they will be able to provide.

SOWK/SWK 619: Foundations of Clinical Social Work Practice (3:3)
This course will teach knowledge and skills students need for social justice work, including advocacy and community organization, within the scope of multicultural clinical practice.

SOWK/SWK 621: Social Welfare Policy and Analysis I (3:3)
Explores the history and development of social welfare institutions and social work. Examines the relationships between social problems, social policies, and social work practice from historical and contemporary perspectives.

SOWK/SWK 622: Social Work with Individuals (3:3)
Defines and describes direct social work practice; knowledge, skills and values necessary to provide a wide scope of developmental, preventive and therapeutic services to individuals and families.

SOWK/SWK 623: Social Work with Groups (3:3)
Advanced course designed to teach group process and strategies, techniques, and skills for working with groups such as support groups and task groups in human services settings.

SOWK/SWK 624: Social Work Practice and Human Diversity (3:3)
Examines cultural and social diversity; addresses theoretical and practical dimensions of social work practice with oppressed people of color, women, the aged, the sexually diverse, and the physically disabled.

SOWK/SWK 626: Social Work Research Methods (3:3)
Research methodology as it relates to the professional practice of social work. Examines quantitative and qualitative methods as means for solving social problems.

SOWK 784/SWK 600: Field Instruction I (4:0:16 credits)
Application of theories and concepts to the role of a professional social work practitioner within a field agency. Field Instruction I; assists students to integrate theory and classroom knowledge into their agency field practice.
SOWK 785/SWK 608: Field Education/Instruction II for Foundation (4:0:16)
Application of theories and concepts to the role of a professional social work practitioner within a field agency.
APPENDIX D

Concentration Course Descriptions
JMSW CONCENTRATION COURSES

SOWK/SWK 633: Social Policy and Welfare Analysis II (3:3)
Reviews outcomes of social work practice in legislation, administrative and judicial directives, rulings and interpretations in the area of government; accountability of the delivery systems to their clients. Sections of this course are delineated in the JMSW Program Plans of Study and class schedules to indicate which section is for students in the family and youth at risk concentration and those in the health/mental health concentration.

SOWK/SWK 634: Research Designs and Data Analysis for Social Work Practice (3:3)
Advanced skills in (a) conceptualizing research problems, (b) completing research in the social work domains: needs assessment, program evaluation, and single subject research, and (c) using inferential skills for data analysis.

SOWK 785/SWK 608: Field Instruction II (5:0:24), Field Seminar II (1:1)
Application of theories and concepts to the role of a professional social work practitioner within a field agency. Taken concurrently with SWK636/SOWK724 Field Seminar II. (Graded on a Satisfactory/Pass-Unsatisfactory/Fail basis) Field seminar to be taken concurrently with SWK635/SOWK722 Field Instruction II; assists student to integrate theory and classroom knowledge into their agency field practice.

SOWK 786/SWK 640: Field Instruction III (5:0:24)
Application of theories and concepts to the role of a professional social work practitioner within a field agency. Taken concurrently with SWK641/SOWK725 Field Seminar III. (Graded on a Satisfactory/Pass-Unsatisfactory/Fail basis)

SOWK 789/SWK 641: Field Seminar III (1:1)
Field seminar to be taken concurrently with SWK640/SOWK723 Field Instruction III; assists student to integrate theory and classroom knowledge into their agency field practice. Includes capstone project.

SOWK 787/SWK 647: Field Instruction/Education IV (5:0:24)
Application of theories and concepts to the role of a professional social work practitioner within a field agency. Taken concurrently with SWK648/SOWK763 Field Seminar III. (Graded on a Satisfactory/Pass-Unsatisfactory/Fail basis)

SOWK 792/SWK 648: Field Seminar IV (1:1)
Field seminar to be taken concurrently with SWK647/SOWK762 Field Instruction/Education IV; assists student to integrate theory and classroom knowledge into their agency field practice. Includes capstone project.
Electives

Each student is required to take one elective course, which is designed to provide additional knowledge and skill related to a student's concentration and/or to further develop their capacity to engage in multicultural clinical social work practice.

Students may take their elective at either UNCG or NCA&TSU. Electives must be graduate-level courses and may be taken within the social work departments or in other related departments. Following are approved electives for each of the concentrations and a list of electives that are approved for all students. This list is not complete, nor is it intended to constrain students from taking other graduate-level electives with the approval of their advisor.

Social Work with Families and Youth at Risk

NCA&TSU

SPED 660, Introduction to Exceptional Children 3(3-0) A survey of children and youth with special needs focusing on historical and current treatment. Emphasis will be on psychological, sociological, physiological, and educational needs of special needs children. Field experience.

SPED 661, Psychology of the Exceptional Child 3(3-0) An analysis of psychological factors affecting identification and development of mentally retarded children, physically handicapped children, emotionally and socially maladjusted children, and other children with special needs.

UNCG

SWK 585, Social Work with Families in Crisis (3:3). Prerequisite 310, 311, 312 and 351; or HDF 212 and HDF 410; or permission of instructor. Social work practice with families in crisis, with a focus on problems currently faced by families and strategies to help them.

SWK 681, Family-Centered Interdisciplinary Practice: System of Care (3:3). System of Care has core values/principles, infuses service planning/delivery. Students develop competencies: family-centered; client partnerships; community services; cultural competency; interagency collaboration. Participatory research with families included. (Same as HDF 681, PSY 681, RPT 681.) Prerequisite: exposure to System of Care through departmental courses before enrollment, basic research methods and basic statistics course, or permission of instructor.

CED 671, Understanding and Counseling Adolescents (3:3) Contemporary adolescence; theories of psychosocial, cognitive, emotional and moral development, combined with selective readings on adolescent problems, and evaluating the implication of these ideas for developing more effective approaches in working with adolescent youth.
CED 691, Advanced Clinical Topics in Couple and Family Counseling/Therapy (3:3)
Advanced seminar in the scientific foundations of practice of couple and family counseling/therapy.


HDF 621, Advanced Theories and Principles of Parenting (3:3) Examination of established parenting programs. Theoretical foundations and issues related to program selection and evaluation. Opportunity for practical experience in assisting parent educators in the community.

PSY 502, Psychological Problems of Childhood (3:3) General survey of significant psychological problems characteristic of various classes of exceptional children. Especially designed to fit the needs of the teacher in special education.

PSY 506, Psychology of Aging (3:3) Adult lifespan changes in psychophysiology, cognition, personality, sexuality, social relationships, and mental health.

Social Work in Health and Mental Health

NCA&TSU

PSYC 644, Applied Health Psychology 3(2-2) The utilization of psychology concerning the diagnosis, treatment, and prevention of physical disorder (e.g. hypertension) and disease from a behavioral and/or psychological perspective.

UNCG

SWK 550, Social Services in Health Care (3:3). Prerequisite permission of instructor. Examination of social services in health care settings. Emphasis on organizational context, interdisciplinary cooperation, and skill required for work in primary care setting.

SWK 554, Social Work with People who are Mentally Ill (3:3). This course will provide knowledge and skills necessary for practicing effective social work with people who are mentally ill and their families.

SWK 555, Substance Abuse and Social Work Practice (3:3). Introduction to the issues of substance abuse and addiction and their impact on clients and their families. Social work assessment and intervention methods will be taught. (Spring.)

General Electives Approved for All JMSW Students

NCA&TSU
SOWK 670 Law and Society 3(3-0) This course examines selected and representative forms of social justice and injustices; barriers to and opportunities for legal redress, as related to contemporary issues.

SOCI 600 Seminar in Social Planning 3(3-0) Personal and social values as related to social planning: "systems" theories program planning and evaluation.

SOCI 601 Seminar in Urban Planning 3(3-0) Personal and social values as related to social planning: "systems" theories program planning and evaluation are studied.

SOCI 701 Seminar in Cultural Factors in Communication 3(3-0) This course examines cultural factors to be considered in communication.

HEFS 613, Substance Abuse 3(3-0) Alcoholism and drugs and their inherent effects upon the family and society. Problems in the family related to the individuals, business, and industry. Additional focus will be given to treatment, agencies, and methods of recovering self-esteem.

PSYC 645, Behavior Modification 3(3-0) A survey of relevant research and techniques making use of either learning theory or behavior principles in the treatment of deviant behavior. Special emphasis is placed on the use of operant conditioning procedures in the prevention and treatment of abnormal behavior.

SPED 668, Children & Youth with Behavioral Disorders 3(3-0) A study of issues, definitions, classification, characteristics, causes, and prevalence of children and youth with behavioral disorders. It will examine models, assessments, and intervention strategies.

AGED 609 Community Analysis and Rural Life 3(3-0) Educational processes, structure and function of rural society, and the role which diverse organizations, agencies, and institutions play in the education and adjustment of rural people to the demands of modern society.

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SWK 510, Special Problems in Social Work (1-6) Opportunity for students to study in depth a topic of special interest.

SWK 520, Methods and Practice of Family and Marital Therapy (3:3) A systems/communications approach to marital and family therapy. Students develop ability to apply concepts to understand and intervene in family systems. Related therapeutic concepts and techniques are also discussed.

SWK 522, Comparative Study of Cross-cultural Social Work Practice (3:3). Prerequisites for graduate students: 501, 502, 503, 504, 511, 514, 515, 516, 560; or permission of instructor. Compares social work, social service programs, and social policies of the U.S. with those of selected other countries throughout the world, emphasizing services for families, children, and vulnerable populations. May be repeated for credit when topic varies. (Summer.)
**SWK 570, Social Services for the Aging (3:3)** Systematic study of social work approaches to providing services to the aging. Focus on current policies, services, and models of practice.

**SWK 580, Long Term Care Policies for Elderly (3:3)** Consideration of financing, organization, and delivery of health and human service to those who are elderly, disabled, or limited in capabilities for a relatively long period.

**SWK 584, Social Services for Children (3:3)**. Designed for practitioners and students to provide knowledge for working with children and to teach strategies, techniques, and skills for effective treatment.

**SWK650: Clinical Assessment in Social Work (3:3)**
Skill-building for competency-based assessment and diagnosis using a biopsychosocial social work framework to assess client strengths and disorders.

**SWK651 School Social Work-Advanced Practice (3:3)**
Skill-building for social work practice in the schools with emphasis on culturally sensitive student assessment and intervention, and professional standards and accountability. Required for school social work licensure students.

**CED 642, Substance Abuse Counseling (3:3)** Counseling intervention strategies related to prevention, substance use, abuse, and dependency will be emphasized. Etiology, assessment and professional counseling concerns discussed.

**HDF 660, Families of Individuals with Special Needs (3:3)** Current theory, research and intervention models concerning family coping and adaptation to exceptional development; physical handicaps, developmental disabilities, chronic illness, and psychiatric disorders.
APPENDIX E

JMSW Capstone Project/Portfolio
JMSW Capstone/Portfolio

Purpose

The purpose of this capstone assignment is to provide students an opportunity to:

1. demonstrate integration of theory and practice using the multicultural clinical social work model, within a selected area of practice, and in accordance with the program’s stated mission and objectives;
2. reflect on their overall learning while in the JMSW program;
3. assess areas of professional growth and development; and
4. provide a document available for review by appropriate and interested professionals (i.e., CSWE site visitors, interested JMSW applicants, and students in the program) that validates the student’s learning experience in the program.

Each student will prepare a portfolio of his or her work since beginning the JMSW program. The portfolio, consisting of a reflective paper with supporting attachments, should be a compilation of practicum and related classroom work that gives some indication of the extent to which the student understands and can apply the knowledge, skills, and values of multicultural clinical social work practice.

Each student will be under faculty direction and supervision of their field liaison to refine and focus their portfolio. Students will be able to make revisions to the portfolio until it conforms to an acceptable level of work. The assignment is due not later than the last class meeting of the spring semester.

Content of Portfolio

Reflective Paper (15-28 pages)

The reflective paper, which should be in narrative form and identify chosen area of practice, will summarize significant learning experiences that have occurred and describe the new knowledge, values, and/or skills acquired during the foundation and concentration years of the program. The paper should also assess students’ use of self in the helping process.

The reflective paper must present the relatedness of social work methods (including individuals, families, groups, and communities), social policy, human behavior and social environment, research, and field practicum. Further, it should demonstrate application and inclusion of professional ethics and values, human and cultural diversity, social and economic justice, and populations at-risk, in beginning multicultural clinical practice.

In the reflective paper, students will demonstrate integration of:
- knowledge of theories, concepts, and models for practice with individuals, families, groups, organizations, and communities;
- advanced practice skills to address complex direct practice situations including individual, family, and group techniques;
- advanced skills to address indirect practice situations including tasks related to supervision, administration, and program evaluation;
- knowledge and skills related to social policy;
- ability to engage in strength-based, eclectic practice using a range of theories and models as appropriate for client needs and problems;
- ability to engage in applied practice research and evaluation;
- multicultural competence at all system levels of social work practice; and
- understanding and application of professional values and ethics to social work practice.

The following 5 sections are required. Additional suggestions on how to structure and treat each topic are included in this packet.

3-5 pages  **Multicultural competence***

Reflect on personal and professional growth in regard to multicultural and cross-cultural competence (i.e., importance of cultural awareness in working with clients, awareness and changes in previous prejudices, appreciation of diversity, cultural sensitivity in practice situations, etc.).

3-5 pages  **Advanced knowledge and skills for complex direct practice incorporating a strength-based eclectic approach to practice***

Reflect on significant learning and application, or anticipated application, of knowledge and skills for handling complex direct practice situations within a strengths-based perspective. Identify a specific situation when you utilized multiple practice theories and models in response to a complex case, provide a rationale for your choice of theories and models, clearly describe how you implemented the practice theories and models in the case, and describe the client outcomes as well as what you learned from the case.

3-5 pages  **Advanced knowledge and skills for indirect practice***

Reflect on significant learning and application and/or anticipated application, of knowledge and skills for handling complex indirect practice situations. Remember to include social policy in this section.

3-5 pages  **Knowledge and skills for research & evaluation***


Reflect on significant learning and application and/or anticipated application related to the use of research to guide practice and program development.

3-5 pages **Self-reflection/summary**

Summarize the major learning you have had during the JMSW program. Identify specific strengths you bring into your first paid practice experience. Identify area(s) where ongoing growth and development are needed. Indicate what 5 attachments you have included in your materials and your rationale for those choices.

*Note:* Students should address their learning and growth in regard to values and ethics in the sections on multicultural competence, direct practice, indirect practice, and research.

**Attachments**

Students are to select 5 assignments or other related documents that were among their most meaningful learning assignments while in the program. These assignments do not have to correspond to any one section of the project. Students are cautioned that these attachments become part of the public record of the capstone projects. Therefore students need to make sure they are comfortable with the availability of the material and ensure that client confidentiality is protected. It is not necessary for students to edit assignments based on feedback they had received from their instructors.

**Format**

All JMSW students’ Capstone Projects must be prepared and submitted to their field liaisons on a CD (in a case) and adhere to the following requirements:

Disk must contain a label that indicates:
- Name of student
- Capstone Project for _______(academic year submitted)
- Name of Field Liaison

All parts of the Capstone Project must be contained in one continuous file

The Capstone Project must contain the following sections in the order indicated:

- A Title Page that indicates the name of the student, Capstone Project for _____(academic year submitted), and Name of Field Liaison
- Table of Contents which lists each of the five sections of the Capstone with corresponding pages that begin each section and a listing of the five attachments by
Each of the five major sections should be introduced with the title of the section on the top of the first page (separate title pages for each section are not to be used). The titles used for each section must be as follows:

1) Multicultural Competence,
2) Advanced Knowledge and Skills for Complex Direct Practice
3) Advanced Knowledge and Skills for Indirect Practice
4) Knowledge and Skills for Research and Evaluation
5) Self-Reflection/Summary.

The five attachments should each contain the title of each assignment on the first page.

Students must submit clean copies of their five attachments since assignments containing feedback from their instructors will not be on computer files, unless the student has the assignment scanned. If students choose to use an assignment as an attachment that they did not save on a file then the student will be responsible for having the assignment scanned such that it can then be copied to the file of their Capstone Project.

Students need to remember that all Capstone Projects are considered public record and can be used by the JMSW Program as they deem appropriate. All JMSW students will be asked to sign a statement indicating this understanding and must submit this form to their field liaison.