



# **Valdosta State University**

## **Valdosta, GA**

### **Master of Social Work**

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**DIVISION OF SOCIAL WORK**

# **Student Handbook 2009-2010**

**Master of Social Work 2009-2010 Student Handbook**

(Revised Spring, 2009)

Applicable to students enrolling in Summer and Fall, 2009

*Valdosta State University Division of Social Work*

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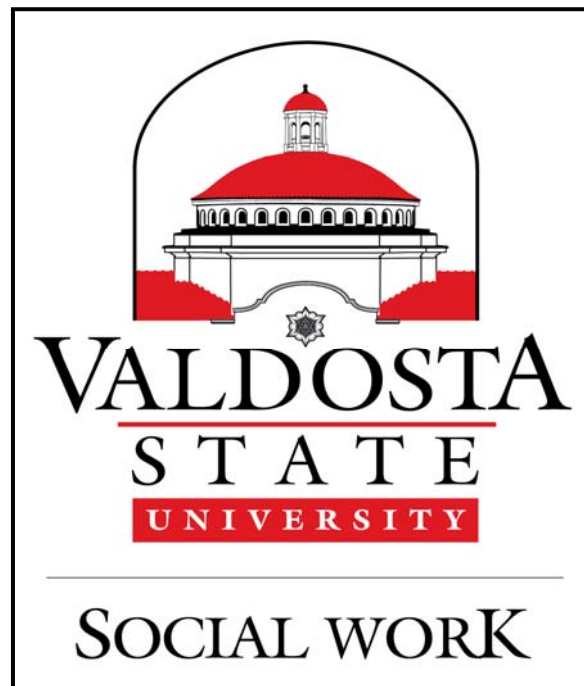
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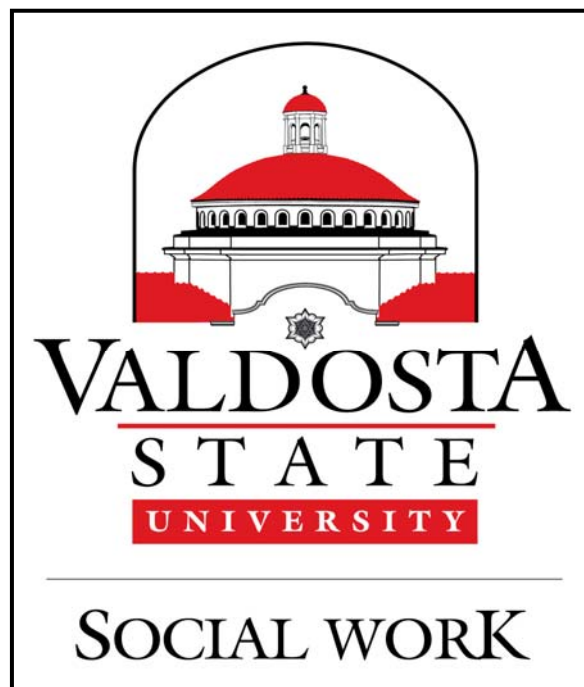
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# 2009-2010

## Academic Calendar



## FALL 2009

Aug 10	Faculty Return to VSU
Aug 17	First Day of Classes
<b>Aug 21-22</b>	<b>Web Weekend #1</b>
Sept 7	Labor Day Holiday
Sept 11	Field Instructor Workshop
<b>Sept 18-19</b>	<b>Web Weekend #2</b>
Oct 1-20	<i>Advising for face-to-face, on-campus students</i>
Oct 2	<i>Mandatory Web Advising</i>
Oct 2 – Nov 20	Early Registration for Spring Semester
Oct 8	Midterm (Last day to withdraw)
<b>Oct 16-17</b>	<b>Web Weekend #3</b>
Oct 19-20	<b>Fall Break—No Classes</b>
Oct 23-25	NASW Georgia in Atlanta
Oct 27-30	SSWAG Conference in Columbus
Nov 6-9	CSWE APM in San Antonio, TX
<b>Nov 13-14</b>	<b>Web Weekend #4</b>
Nov 19	Prospective Student Information Day
Nov 25 - 27	Thanksgiving Break
<b>Dec 4-5</b>	<b>Web Weekend #5</b>
Dec 7	Last Day of Classes
Dec 8	Exam Prep Day/SOWK HOLIDAY PARTY!
Dec 9-11	Final Exams
Dec 12	Graduation

## SPRING 2010

Jan 11	First Day of Classes
<b>Jan 15-16</b>	<b>Web Weekend #1</b>
Jan 18	Martin Luther King Holiday
<b>Feb 12</b>	<b>Career Day/Prospective Student Information Day</b>
<b>Feb 12-13</b>	<b>Web Weekend #2</b>
Mar 4	Mid-term (Last day to withdraw)
Mar 5	<i>Mandatory Web Advising</i>
<b>March 5-6</b>	<b>Web Weekend #3</b>
Mar 15-19	Spring Break
<b>Apr 2-3</b>	<b>Web Weekend #4</b>
<b>Apr 23-24</b>	<b>Web Weekend #5</b>
May 3	Last Day of Classes
May 4	Exam Prep Day
May 5-7	Exams
May 7	MSW Hooding Ceremony
May 8	Graduation

## SUMMER 2010

May 13	First Day of Maymester Classes
May 31	Memorial Day
May 24	Midterm
Jun 3	Last Maymester Class Day
Jun 4	Exams
Jun 10	First Class Day (Summer II, Full-Term)

Jul 5	Midterm Summer II
Jul 2	Holiday, no classes
Jul 27	Last class day
Jul 29-30	Exams
Jul 31	Graduation

## **MISSION, GOALS, AND OBJECTIVES OF THE DIVISION OF SOCIAL WORK AT VALDOSTA STATE UNIVERSITY**

The Valdosta State University (VSU) Master of Social Work Program is the result of the collaborative efforts of area social workers who work to ameliorate the area's social problems, social work faculty members, and numerous other professionals and citizens who represent both the university and the region. The grass roots' nature of the MSW Program has been apparent since the doors of the school first opened in 1995, and the deep level of community support and involvement has been ongoing. The MSW Program is not only a vital part of the campus, community, and region, but the program also has had a significant impact on the social fabric of the community. Likewise, dramatic changes in the community context have had equally significant effects on the MSW Program. It is our belief that both the program and the community have enriched one another. Presented below is the mission statement, goals and program objectives of the Master of Social Work Program at Valdosta State University. Also included are the strategic goals of VSU as well as those of the University System of Georgia. All three sets of goals are interlinked, and the goals of the MSW Program reflect the mission and goals of both the university and the state university system.

### **Valdosta State University's Institution's Mission Statement**

Since 1913, Valdosta State University has been a major provider of educational services for South Georgia. The beauty and consistency of its Spanish Mission style of architecture are indicative of its dedication to serving the region's heritage while developing programs and services to enhance its future.

Within the context of the University System's mission and vision, Georgia Southern University and Valdosta State University share core characteristics as regional universities. While these two universities both embody the common characteristics presented below, variations in their purposes, histories, traditions, and settings allow each to focus on its own distinctiveness and accomplishments.

### **The core characteristics include:**

- a commitment to excellence and responsiveness within a scope of influence defined by the needs of a specific region of the state and by particularly outstanding programs or distinctive characteristics that have a magnet effect even beyond the region;
- a campus-wide commitment to a technologically enhanced learning community that promotes student success, sustains instructional excellence, serves a diverse and well-prepared student body, offers academic assistance, and provides learning enrichment for all students;
- a range of disciplinary and interdisciplinary academic programming at the baccalaureate and masters levels, as well as a range of professional programs at the baccalaureate and post-baccalaureate levels, including a limited number of professionally oriented doctoral-level programs;
- a commitment to public service, continuing education, technical assistance, and economic development activities that addresses the needs, improves the quality of life, and raises the educational level within the university's scope of influence;
- a commitment to scholarly and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits and a commitment to research in selected areas of institutional strength and focused on regional need.

As a regional university in South Georgia, Valdosta State cooperates with other University System institutions to ensure that the region receives the services it needs. To expand its programmatic outreach, it develops and offers programs by distance learning and at off-campus locations throughout the region. It will continue to exercise a leadership role in meeting the needs of the region, particularly in providing access to professionally oriented doctoral programs, primarily in education, and to applied research.

### **MSW Program's Vision Statement**

Vision Statement of the Division of Social Work at Valdosta State University

*"A creative environment offering practical, solution-oriented approaches for education, practice, and research."*

### **MSW Program's Mission Statement**

The mission of the Division of Social Work is to contribute to the resolution of social problems and social inequalities in South Georgia as well as other geographic areas through the advancement and development of the social work profession through scholarship, service, leadership, and the preparation of qualified advanced generalist practitioners who are able to engage in informed, systematic, and increasingly complex practice at multiple levels while critically evaluating and shaping the social work practice environment.

### **MSW Program Goals**

The MSW Program goals have been modified since the 2002 Reaffirmation. Specifically, these goals reflect the increasing sense of clarity regarding our mission and goals as well as the growth of the social work profession in this region and beyond. *The seven goals of the Division of Social Work are as follows:*

1. To prepare students to engage in informed, systematic, and self-directed advanced generalist practice at multiple levels.
2. To create a unique learning environment in which students are able to identify with the profession and learn to assume professional leadership roles in which they can begin to shape their professional environment.
3. To prepare students for practice at increasing levels of complexity, using specialized theories and practice methods that enable students to maintain attention to balanced practice.
4. To prepare students to practice with respect and with the knowledge, values, and skills that are appropriate for the range of human differences in order to implement effective intervention strategies.
5. To develop and strengthen ongoing collaboration with helping systems in the community and region to facilitate the advancement of social work knowledge, skills, and values, and the promotion of policies and services that match the ideals of social justice.
6. To provide support and professional development to human service practitioners within the region as well as to contribute to the advancement of the profession through the generation of social work knowledge through scholarship, service, teaching, professional affiliations, and opportunities for life-long learning.
7. To seek an increasingly diverse group of applicants who wish to pursue the field of social work and to create a creative, diverse learning environment in which students to value human differences and learn to practice within the values and ethics of the profession.

## **MSW Program Objectives**

In the 2002 Self-Study, the Division identified 17 objectives related to curriculum and 3 objectives related to overall program objectives that addressed the community, faculty members and the social work profession, and program renewal. In the 2010 Self-Study, we have determined that students' work on foundation objectives should continue during their concentration year. Thus, in line with the standards and policies of CSWE, we identified fourteen foundation curriculum objectives, five concentration curriculum objectives, and four overall program objectives which addressed the community, profession, the MSW Program, and program renewal. Thus, in articulating our 14 foundation objectives, we no longer propose that students can master the foundation objectives by the end of their foundation year. Rather, we propose that the foundation objectives continue to play a part in the students' work during their concentration year, although we contend that students must meet the foundation objectives in more advanced ways through the demonstration of more advanced skills. Thus, during students' concentration year, all 19 program objectives must be met. The program objectives are as follows:

### Foundation

1. Conduct multi-level generalist practice based on the planned intervention process
2. Demonstrate the ability to apply critical thinking within the context of professional social work practice.
3. Analyze and apply the values and ethics of the social work profession.
4. Using the strengths perspective, practice without discrimination and with respect, knowledge, and skills that are appropriate for the range of human differences.
5. Understand and challenge mechanisms of oppression and discrimination
6. Apply strategies of advocacy and social change to advance justice
7. Understand and interpret the history, development, and current trends of the profession.
8. Select and apply human behavior theory and evidence to inform practice using the ecosystems perspective as an organizing framework.
9. Demonstrate the ability to analyze, formulate, and influence social policies
10. Evaluate and apply research findings to practice and evaluate individual practice interventions at multi levels appropriately
11. Demonstrate the ability to communicate across client populations, colleagues and communities, in both written and verbal form
12. Demonstrate the ability to appropriately use feedback, supervision and consultation in the service of professional conduct and growth
13. Demonstrate ability to function within the structure of organizations, delivery systems and community networks and seek organizational change
14. Identify with the social work profession and behave professionally.

### Concentration

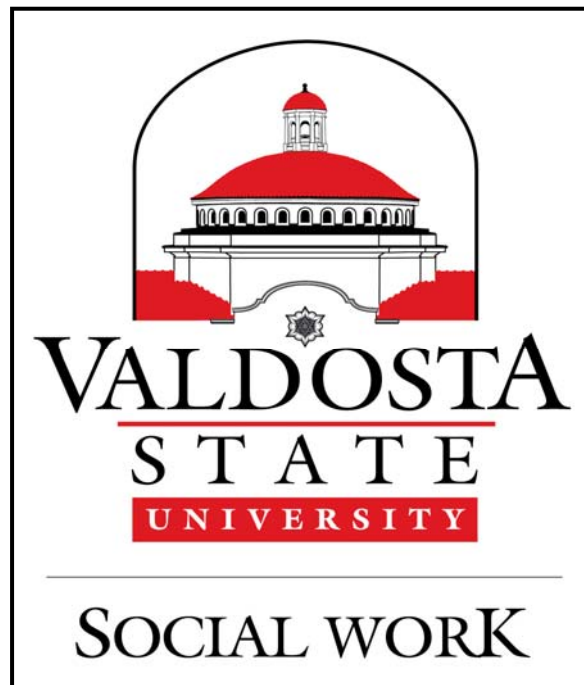
15. Demonstrate an increasing ability to engage in informed and systematic Self-Directed Practice.
16. Demonstrate elements of leadership and the ability to shape the professional environment.
17. Demonstrate an ability to analyze and critically evaluate the contextual elements to inform social work practice
18. Apply balanced attention to multi-level practice
19. Demonstrate the ability to practice at increasing levels of complexity using

specialized theories and practice methods

Additional Program Objectives

20. Strengthen ongoing exchanges with external constituencies through service and collaboration (Std. 7.0).
21. The faculty will engage in, encourage, and promote scholarly activities and achievements (Std. 7.1).
22. The program will engage in professional leadership and innovative efforts that are congruent with the mission of the Division of Social Work and the University (Std. 7.2)
23. Attract, orient, and retain qualified graduate students in the MSW Program.

# Program of Study



## 2- YEAR FULL TIME PROGRAM

### FIRST YEAR — FOUNDATION

#### Year 1 FALL (Foundation – 15 hours)

- SOWK 6100 Introduction to Professional SW Education - 1 hour
- SOWK 6201 Human Behavior in Social Environment I - 3 hours
- SOWK 6301 Generalist Practice I - 3 hours
- SOWK 6303 Practice Skills Lab - 1 hour
- SOWK 6500 Research and Evaluation Methods in Social Work - 3 hours
- SOWK 6600 Practicum I - 3 hours
- SOWK 6610 Practicum Seminar I - 1 hour

#### Year 1 SPRING (Foundation – 15 hours)

- SOWK 6004 Social Work Practice with Groups - 2 hours
- SOWK 6202 Human Behavior in Social Environment II - 3 hours
- SOWK 6302 Generalist Practice II - 3 hours
- SOWK 6400 Social Welfare Policy, Problems and Services - 3 hours
- SOWK 6700 Practicum II - 3 hours
- SOWK 6710 Practicum Seminar II - 1 hour

### SECOND YEAR — CONCENTRATION

#### Year 2 FALL (Concentration – 15 hours)

- SOWK 7300 Advanced Practice in Rural Areas I - Individuals - 3 hours
- SOWK 7310 Advanced Practice in Rural Areas II - Families - 3 hours
- SOWK 7400 Policy in Rural Areas - 3 hours
- SOWK 7611 Advanced Practicum I - 4 hours

#### Choose One from the following Electives: 2 hours

- SOWK 7750 Social Work Practice in Child & Family Settings
- SOWK 7800 Social Work Practice in Health Settings
- SOWK 7830 Social Work Practice in Mental Health
- SOWK 7850 Social Work Practice in Schools

#### Year 2 SPRING (Concentration – 15 hours)

- SOWK 7320 Advanced Practice in Organizations and Communities - 3 hours
- SOWK 7500 Advanced Research and Program Evaluation - 3 hours
- SOWK 7612 Advanced Practicum II - 4 hours
- SOWK 7630 Professional Seminar - 2 hours

#### Choose One from the following Electives: 3 hours

- SOWK 7000 Independent Study in Social Work
- SOWK 7700 Gerontology
- SOWK 7810 Psychopathology & Assessment for Non-Medical Helpers
- SOWK 7820 Issues in Substance Abuse
- SOWK 7840 Seminar on Loss and Bereavement
- SOWK 7860 Grant Writing in Human Services
- SOWK 7870 Social Work Practice with Neglecting & Abusing Families
- SOWK 7880 Forensics
- SOWK 7890 Spirituality in Social Work Practice

Students from other graduate programs and practitioners may take social work electives. Social work practice courses are open only to those who are enrolled in the MSW program. Some elective courses are available summer semester.

## **3-YEAR PART TIME PROGRAM AND 3-YEAR WEB BASED PROGRAM**

### **FIRST YEAR — FOUNDATION**

#### **Year 1 FALL (Foundation – 8 hours)**

- SOWK 6100** Introduction to Professional SW Education - 1 hour
- SOWK 6201** Human Behavior in Social Environment I - 3 hours
- SOWK 6301** Generalist Practice I - 3 hours
- SOWK 6303** Practice Skills Lab - 1 hour

#### **Year 1 SPRING (Foundation – 8 hours)**

- SOWK 6004** Social Work Practice with Groups - 2 hours
- SOWK 6202** Human Behavior in Social Environment II - 3 hours
- SOWK 6302** Generalist Practice II - 3 hours

### **SECOND YEAR — FOUNDATION**

#### **Year 2 FALL (Foundation – 7 hours)**

- SOWK 6500** Research and Evaluation Methods in Social Work - 3 hours
- SOWK 6600** Practicum I - 3 hours
- SOWK 6610** Practicum Seminar I - 1 hour

#### **Year 2 SPRING (Foundation – 7 hours)**

- SOWK 6400** Social Welfare Policy, Problems and Services - 3 hours
- SOWK 6700** Practicum II - 3 hours
- SOWK 6710** Practicum Seminar II - 1 hour

### **THIRD YEAR — CONCENTRATION**

#### **Year 3 FALL (Concentration – 15 hours)**

- SOWK 7300** Advanced Practice in Rural Areas I - Individuals - 3 hours
- SOWK 7310** Advanced Practice in Rural Areas II - Families - 3 hours
- SOWK 7400** Policy in Rural Areas - 3 hours
- SOWK 7611** Advanced Practicum I - 4 hours

**Choose One from the following Electives:** 2 hours

- SOWK 7750** Social Work Practice in Child & Family Settings
- SOWK 7800** Social Work Practice in Health Settings
- SOWK 7830** Social Work Practice in Mental Health
- SOWK 7850** Social Work Practice in Schools

#### **Year 3 SPRING (Concentration – 15 hours)**

- SOWK 7320** Advanced Practice in Organizations/ Communities - 3 hours
- SOWK 7500** Advanced Research and Program Evaluation - 3 hours
- SOWK 7612** Advanced Practicum II - 4 hours
- SOWK 7630** Professional Seminar - 2 hours

**Choose One from the following Electives:** 3 hours

- SOWK 7000** Independent Study in Social Work
- SOWK 7700** Gerontology
- SOWK 7810** Psychopathology & Assessment for Non-Medical Helpers
- SOWK 7820** Issues in Substance Abuse
- SOWK 7840** Seminar on Loss and Bereavement
- SOWK 7860** Grant Writing in Human Services
- SOWK 7870** Social Work Practice with Neglecting & Abusing Families
- SOWK 7880** Forensics
- SOWK 7890** Spirituality in Social Work Practice

**\*Web Students MUST take CONCENTRATION ELECTIVES in the SUMMER semester after they have completed their foundation courses.**

## **4-YEAR PART TIME PROGRAM**

### **FIRST YEAR — FOUNDATION**

#### **Year 1 FALL (Foundation – 8 hours)**

- SOWK 6100 Introduction to Professional SW Education - 1 hour
- SOWK 6201 Human Behavior in Social Environment I - 3 hours
- SOWK 6301 Generalist Practice I - 3 hours
- SOWK 6303 Practice Skills Lab - 1 hour

#### **Year 1 SPRING (Foundation– 8 hours)**

- SOWK 6004 Social Work Practice with Groups - 2 hours
- SOWK 6202 Human Behavior in Social Environment II - 3 hours
- SOWK 6302 Generalist Practice II - 3 hours

### **SECOND YEAR — FOUNDATION**

#### **Year 2 FALL (Foundation – 7 hours)**

- SOWK 6500 Research and Evaluation Methods in Social Work - 3 hours
- SOWK 6600 Practicum I – 3 hours
- SOWK 6610 Practicum Seminar I - 1 hour

#### **Year 2 SPRING (Foundation – 7 hours)**

- SOWK 6400 Social Welfare Policy, Problems and Services - 3 hours
- SOWK 6700 Practicum II - 3 hours
- SOWK 6710 Practicum Seminar II - 1 hour

### **THIRD YEAR — CONCENTRATION**

#### **Year 3 FALL (Concentration – 6 hours)**

- SOWK 7300 Advanced Practice in Rural Areas I - Individuals - 3 hours
- SOWK 7310 Advanced Practice in Rural Areas II - Families - 3 hours

#### **Year 3 SPRING (Concentration – 6 hours)**

- SOWK 7320 Advanced Practice in Organizations/ Communities - 3 hours
- SOWK 7500 Advanced Research and Program Evaluation - 3 hours

### **FOURTH YEAR — CONCENTRATION**

#### **Year 4 FALL (Concentration – 9 hours)**

- SOWK 7400 Policy in Rural Areas - 3 hours
- SOWK 7611 Advanced Practicum I - 4 hours
- Choose One from the following Electives: 2 hours
  - SOWK 7750 Social Work Practice in Child & Family Settings
  - SOWK 7800 Social Work Practice in Health Settings
  - SOWK 7830 Social Work Practice in Mental Health
  - SOWK 7850 Social Work Practice in Schools

#### **Year 4 SPRING (Concentration – 9 hours)**

- SOWK 7612 Advanced Practicum II - 4 hours
- SOWK 7630 Professional Seminar - 2 hours
- Choose One from the following Electives: 3 hours
  - SOWK 7000 Independent Study in Social Work

**SOWK 7700** Gerontology  
**SOWK 7810** Psychopathology & Assessment for Non-Medical Helpers  
**SOWK 7820** Issues in Substance Abuse  
**SOWK 7840** Seminar on Loss and Bereavement  
**SOWK 7860** Grant Writing in Human Services  
**SOWK 7870** Social Work Practice with Neglecting & Abusing Families  
**SOWK 7880** Forensics  
**SOWK 7890** Spirituality in Social Work Practice

Some elective courses are available in summer semesters.

## **ADVANCED STANDING PROGRAM**

### **ADVANCED STANDING – ONE YEAR OPTION**

#### **Year 1 SUMMER (Concentration – 3 hours)**

**SOWK 6000** Orientation to Advanced Generalist Practice - 2 hours  
**SOWK 6100** Introduction to Professional SW Education - 1 hour  
**Optional Summer Elective**

#### **Year 1 FALL (Concentration – 15 hours)**

**SOWK 7300** Advanced Practice in Rural Areas I - Individuals - 3 hours  
**SOWK 7310** Advanced Practice in Rural Areas II - Families - 3 hours  
**SOWK 7400** Policy in Rural Areas - 3 hours  
**SOWK 7611** Advanced Practicum I - 4 hours  
**Choose One from the following Electives:** 2 hours  
**SOWK 7750** Social Work Practice in Child & Family Settings  
**SOWK 7800** Social Work Practice in Health Settings  
**SOWK 7830** Social Work Practice in Mental Health  
**SOWK 7850** Social Work Practice in Schools

#### **Year 1 SPRING (Concentration – 15 hours)**

**SOWK 7320** Advanced Practice in Organizations/ Communities - 3 hours  
**SOWK 7500** Advanced Research and Program Evaluation - 3 hours  
**SOWK 7612** Advanced Practicum II - 4 hours  
**SOWK 7630** Professional Seminar - 2 hours  
**Choose One from the following Electives:** 3 hours  
**SOWK 7000** Independent Study in Social Work  
**SOWK 7700** Gerontology  
**SOWK 7810** Psychopathology & Assessment for Non-Medical Helpers  
**SOWK 7820** Issues in Substance Abuse  
**SOWK 7840** Seminar on Loss and Bereavement  
**SOWK 7860** Grant Writing in Human Services  
**SOWK 7870** Social Work Practice with Neglecting & Abusing Families  
**SOWK 7880** Forensics  
**SOWK 7890** Spirituality in Social Work Practice

## ADVANCED STANDING PROGRAM

### ADVANCED STANDING – TWO YEAR OPTION

#### Year 1 SUMMER (Concentration – 3 hours)

**SOWK 6000** Orientation to Advanced Generalist Practice - 2 hours

**SOWK 6100** Introduction to Professional SW Education - 1 hour

**Optional Summer Elective**

#### Year 1 FALL (Concentration – 6 hours)

**SOWK 7300** Advanced Practice in Rural Areas I - Individuals - 3 hours

**SOWK 7310** Advanced Practice in Rural Areas II - Families - 3 hours

#### Year 1 SPRING (Concentration – 6 hours)

**SOWK 7320** Advanced Practice in Organizations/ Communities - 3 hours

**SOWK 7500** Advanced Research and Program Evaluation - 3 hours

#### Year 2 SUMMER (Concentration - 5 hours)

**Choose One from the following Electives:** 2 hours

**SOWK 7750** Social Work Practice in Child & Family Settings

**SOWK 7800** Social Work Practice in Health Settings

**SOWK 7830** Social Work Practice in Mental Health

**SOWK 7850** Social Work Practice in Schools

**Choose One from the following Electives:** 3 hours

**SOWK 7000** Independent Study in Social Work

**SOWK 7700** Gerontology

**SOWK 7810** Psychopathology & Assessment for Non-Medical Helpers

**SOWK 7820** Issues in Substance Abuse

**SOWK 7840** Seminar on Loss and Bereavement

**SOWK 7860** Grant Writing in Human Services

**SOWK 7870** Social Work Practice with Neglecting & Abusing Families

**SOWK 7880** Forensics

**SOWK 7890** Spirituality in Social Work Practice

#### Year 2 FALL (Concentration – 9 hours)

**SOWK 7400** Policy in Rural Areas - 3 hours

**SOWK 7611** Advanced Practicum I - 4 hours

**Choose One from the following Electives:** 2 hours

**SOWK 7750** Social Work Practice in Child & Family Settings

**SOWK 7800** Social Work Practice in Health Settings

**SOWK 7830** Social Work Practice in Mental Health

**SOWK 7850** Social Work Practice in Schools

#### Year 2 SPRING (Concentration – 9 hours)

**SOWK 7612** Advanced Practicum II - 4 hours

**SOWK 7630** Professional Seminar - 2 hours

**Choose One from the following Electives:** 3 hours

**SOWK 7000** Independent Study in Social Work

**SOWK 7700** Gerontology

**SOWK 7810** Psychopathology & Assessment for Non-Medical Helpers

**SOWK 7820** Issues in Substance Abuse

**SOWK 7840** Seminar on Loss and Bereavement

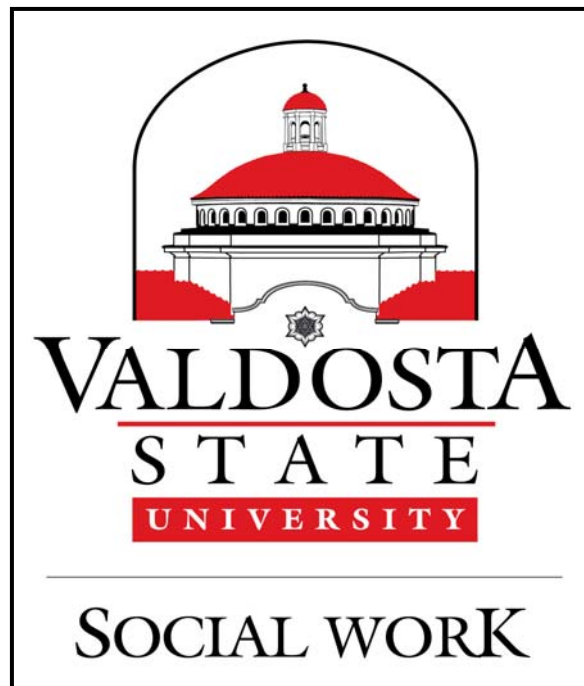
**SOWK 7860** Grant Writing in Human Services

**SOWK 7870** Social Work Practice with Neglecting & Abusing Families

**SOWK 7880** Forensics

**SOWK 7890** Spirituality in Social Work Practice

**Program Objective Course  
Outcome Map  
POCO Map**



## PROGRAM OBJECTIVE/COURSE OUTCOME MAP or “POCO Map”

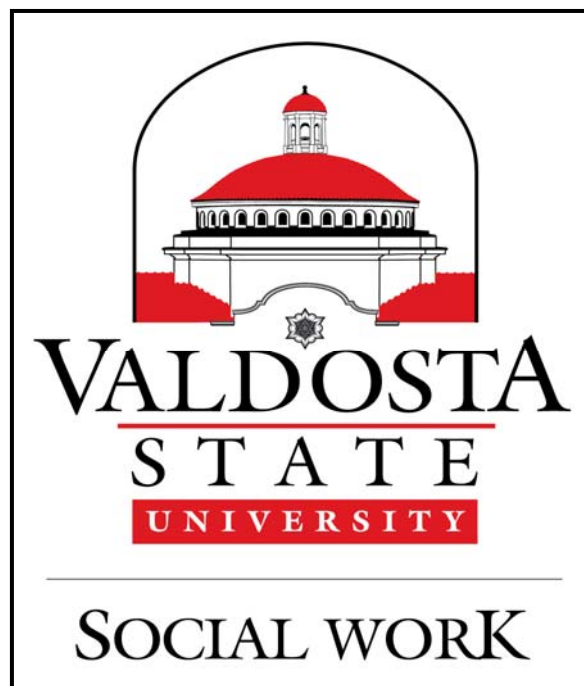
As a part of our 2007-2008 MSW Curriculum Revision, you will begin to see the Program Objective Course Outcome Map or “POCO Map” in each class syllabus. Your instructors will assist you in using the map while you are in the MSW Program. The “map” is simply a graphic representation of the MSW Curriculum which shows how all parts of the curriculum are interrelated.

The program objectives are derived from the goals of the MSW program. As we define it, program objectives are more specific than goals, and specify what we **intend or expect** students to accomplish by the end of the MSW Program. Think of them as targets to achieve. On the other hand, course outcomes **are much more specific**, course-related components of each program objective. The specific Course Outcomes are what each of you should have achieved by the end of each course. They are measured directly through tests, assignments, discussions, and activities. Perhaps the analogy of a community may be helpful. The advanced generalist social work community at VSU is made up of program objectives which can be thought of as individual businesses, institutions, and houses in our community. Like any community, each program objective (e.g., house, business) can stand alone, but they need each other to thrive and become a functional community. Course outcomes then can be seen as the walls, floors, windows and doors that are combined to comprise each objective and, ultimately the Advanced Generalist community.

The faculty has selected 19 Program Objectives to form the basic structure of the MSW Curriculum: fourteen are foundation objectives and five are concentration objectives. The POCO Map shows that these 19 Program Objectives are met in different courses across the two-year curriculum. For example, most of the objectives that are related to Social Policy will be met in the two required Policy Courses. Further, each of the 19 Program Objectives is linked with specific Course Outcomes. In examining the range of courses that comprise the overall curriculum, we can begin to identify specific elements of knowledge, values, and skills that we expect students to achieve during the MSW Program. We have called these elements *Course Outcomes*. Outcomes combine specific chunks of knowledge and skills with a demonstration of their achievement, through application. Just as a window might be a combination of a specific size of glass, with a type of wood and metal. Its achievement is the building of a window; the window is an achieved product although its ultimate application is its ‘fit’ with the specific house. By examining the outcomes that students are expected to master per course, students can determine the actual content that will be learned. Further, we will identify specific assignments, exercises, and quizzes that relate to course outcomes.

The POCO Map ensures that all courses and the overall curriculum meet our own curriculum standards as well as national standards of social work education as set forth by the Council on Social Work Education. There is no longer a Foundation Portfolio that students must meet prior to beginning the Concentration Year. Now, all concentration MSW students must successfully complete the POCO Evaluation, a final or capstone project. Specific directions for completion of this project are included below in the *Handbook*. The POCO Evaluation is assessed by the concentration student’s Academic Advisor, and represents the student’s final project prior to graduation.

# POCO Map Handbook for Foundation Curriculum



# Reference Handbook for Program Objective Course Outcome Map or FOUNDATION POCO MAP

## EXPLANATION OF THE POCO MAP

As a part of the Division of Social Work's 2008 MSW Curriculum Revision, students will begin to see the **Program Objective Course Outcome Map** or "POCO Map" in every class syllabus. Social work instructors will assist students in using the map in several different ways while they are enrolled in the MSW Program. The "map" itself is simply a graphic representation of the entire MSW Curriculum and it shows how all parts of the curriculum are interconnected.

### Program Objectives

One major part of the POCO Map involves **program objectives**. Program objectives for the MSW Program are derived from the broader goals of the MSW program. As we define program objectives, they are more specific than goals, and they specify what we **intend or expect** students to accomplish by the time that they graduate from the MSW Program.

The faculty has selected 19 program objectives to form the basic structure of the MSW Curriculum. During the foundation year, students work toward the demonstration of proficiency in the first 14 program objectives which we call **foundation program objectives (or FPOs)**. During the concentration year, students will continue to demonstrate proficiency toward most of the 14 FPOs, but additionally, we expect them to document their proficiency of **concentration program objectives (or CPOs)**. These concentration level course outcomes typically represent a more advanced type or level of skill or knowledge than is expected for a foundation program objective.

The POCO Map shows how the 14 foundation program objectives are met in different courses across the MSW curriculum. *Please note: Only required courses or "core" courses are included on the POCO Map. Electives have not been included.*

### Course Outcomes

Importantly, each of the 14 foundation program objectives is linked with specific **course outcomes**. Within each course in the MSW curriculum, specific "elements" or "chunks" of knowledge, values, and skills can be identified. These **course outcomes** combine specific "chunks" of knowledge and skills with a demonstration of their achievement through application. Course outcomes define what students should achieve by the end of a course.

In contrast to program objectives, **course outcomes are more specific, course-related components of each program objective**. Course outcomes are measured directly through tests, assignments, discussions, presentations, and other class activities.

We expect students to acquire these elements or chunks of knowledge, values, and skills during the MSW Program, and these elements are necessary for the overall achievement of the program's 14 foundation objectives. The foundation courses have course outcomes that refer exclusively to the 14 foundation program objectives (FPOs).

### Anatomy of POCO

The connections and linkages between the program objectives, the course outcomes, and the assignments or activities that measure the achievement of the outcomes and objectives are illustrated below (See Figure 1).

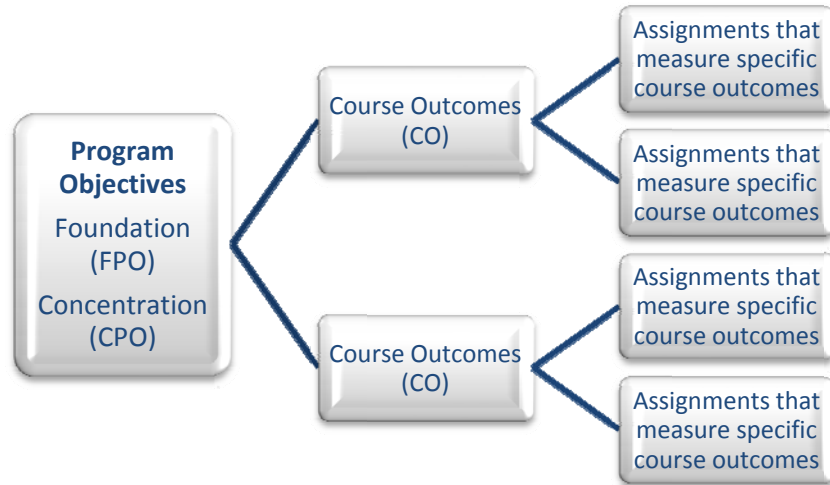
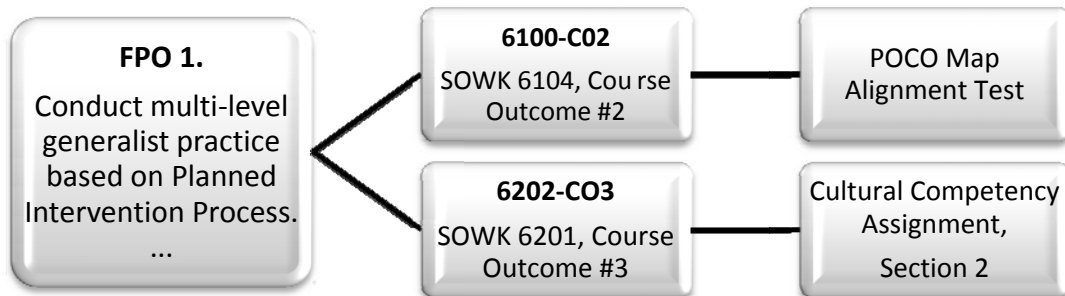


Figure 1. Connections and linkages from program objectives to measurement.

### Reading the POCO Map

The POCO Map is a long table of abbreviated information. The graphic and small table below (Figures 2 & 3) illustrate and describe how to read the first block of the POCO Map that begins with “\_\_\_\_-CO4.”



**Figure 2. From program objective to course outcome to measurement**

<u>Left Block:</u>	<u>Center Block:</u>	<u>Right Block:</u>
Foundation Program Objective #1.	Course 6100, Course Outcome # 2.  <i>[Each Course Outcome is a component of a Program Objective]</i>	An assignment from SOWK 6100 that allows a student to demonstrate that they have met Course Outcome # 2.  <i>[A measurement of the Course Outcome]</i>
	Course 6202 Course Outcome #3.  <i>[Each Course Outcome is a component of a Program Objective]</i>	An assignment from SOWK 6202 that allows a student to demonstrate that they have met Course Outcome #3.  <i>[A measurement of the Course Outcome]</i>

**Figure 3. Further explanation of Figure 2 and how to read the POCO Map**

**Foundation POCO Map with Program Objectives,  
Course Outcomes and Measures**

**Core Foundation Courses**

**FALL**

- SOWK 6100 - Introduction to Professional SW Education
- SOWK 6201 – HBSE I
- SOWK 6301 – Generalist Practice I
- SOWK 6303 – Practice Skills Lab
- SOWK 6500 – Research and Evaluation Methods in Social Work
- SOWK 6600/6610 Practicum I/Practicum Seminar I

**SPRING**

- SOWK 6004 – Social Work Practice with Groups
- SOWK 6202 – HBSE II
- SOWK 6302 – Generalist Practice II
- SOWI 6400 – Social Welfare Policy, Problems, and Services
- SOWK 6700/6710 – Practicum II/Practicum Seminar II

In summary, under each of the 14 foundation program objectives below are all course outcomes related to the specific program objective. These course outcomes can be identified by the course number in which the outcome is placed. Only core courses are included in the Foundation POCO Map and are identified by their social work course catalog number (see above list).

## Foundation POCO Map

### FOUNDATION PROGRAM OBJECTIVES AND COURSE OUTCOMES THAT APPLY

#### **FPO 1. Conduct multi-level generalist practice based on the planned intervention process.**

6004-CO1. Learn the various types and purposes of group work for meeting the needs of individuals, families, organizations and communities ( <b>Written assignment 1</b> ).
6004-CO2. Demonstrate the ability to plan, propose, develop, and facilitate both task and treatment groups ( <b>Written assignment 3; In-class exercises; Group process exercise</b> ).
6004-CO3. Develop a beginning understanding of the dynamics of group work for meeting the needs of individuals, families, organizations, and communities ( <b>Written assignment 2</b> ).
6100-CO2. Demonstrate an understanding of MSW program objectives and their relation to the advanced generalist curriculum ( <b>POCO Map alignment test</b> ).
6100-CO7. Differentiate between opinion and truth, facts and values, perception and reality, values and evidence ( <b>Quiz, questions 1-9; Lit review sections 3 &amp; 4</b> ).
6201-CO5. Identify personal values, biases and knowledge deficits that limit one's ability to practice with different populations ( <b>Assigned journal or online discussion on this topic; Term project, sections II and XI; Term project exam, challenges and limits section</b> ).
6201-CO7. Apply appropriate theories and knowledge to selected practice situations ( <b>Bio-psycho-social assessment revised to include theories</b> ).
6202-CO3. Differentiate between meaningful differences and stereotypes ( <b>Cultural competency assignment, Section 2</b> ).
6202-CO5. Identify areas in which social workers might intervene by using social work macro-perspectives (e.g. diversity, strengths, ecosystems, social constructionism, rational/social exchange, conflict, and functionalism) ( <b>Micro-macro journal assignment</b> ).
6301-CO1. Articulate the Planned Intervention Process (PIP) of generalist practice ( <b>Multi-level intervention group presentation</b> ).
6301-CO2. Describe the purpose and process of crisis intervention ( <b>Online simulated crisis intervention</b> ).
6301-CO3. Describe the purpose and process of case management ( <b>Final exam 2 pts out of 50</b> ).
6301-CO4. Conduct a biopsychosocial assessment acknowledging and respecting the client's value system while minimizing one's own bias ( <b>Biopsychosocial assessment [interview &amp; written report]</b> ).
6301-CO5. Articulate the position of direct practice in a generalist perspective ( <b>Multi-level intervention group presentation</b> ).
6301-CO8. Identify cultural differences, biases, and assumptions that arise in practice with persons of diverse backgrounds ( <b>Biopsychosocial assessment [interview &amp; written report]</b> ).
6301-CO9. Differentiate between meaningful differences and stereotypes ( <b>Class activities/discussion</b> ).
6301-CO10. Identify personal values, biases and knowledge deficits that limit one's ability to practice with different populations ( <b>Biopsychosocial assessment [interview/written report]</b> ).
6301-CO15. Identify the elements and structure of the interviewing process ( <b>Midterm exam, 10 pts. out of 50</b> ).

6301-CO16. Collect relevant data from a client system ( <b>Biopsychosocial assessment [interview/written report]</b> ).
6302-CO1. Describe the Planned Intervention Process of generalist practice as applied to work groups, organizations, and communities ( <b>Exam 1, 1 case study question; Online discussion-deinstitutionalization</b> ).
6302-CO2. Illustrate the use of the planned intervention process in generalist practice in assisting macro-level clients to solve social problems and make social change ( <b>Deinstitutionalization exercise parts 1, 2; Online discussion-social problems</b> ).
6302-CO3. Conduct a needs and assets/capacities assessment within a community ( <b>Community assessment written assignment parts 1, 2, 3</b> ).
6302-CO4. Implement the component skills of conflict resolution within a work group, organization, or community dispute ( <b>Exam 4 short answer question; Dudley Street Initiative video and discussion</b> ).
6302-CO5. Develop beginning skills in applying the strategies of community development, planning, organization, and social action/reform ( <b>Community assessment written assignment parts 1, 2, 3</b> ).
6303-CO1. Demonstrate competency in specific interviewing skills, including the reflection of feelings, respect and warmth, nonjudgmental attitude, and authenticity as designated by the text and as outlined in the syllabus ( <b>Final Interview [on-campus, structured, with self-assessment]; Classroom practice [F2F] &amp; Chat room practice [Web]</b> ).
6303-CO5. Conduct a structured social work interview that includes a facilitative relationship with the client, mutual formulation of goals, and mutual generation of action plans related to the goal(s) ( <b>Interview [on-campus, structured, with self-assessment]</b> ).
6303-CO7. Collect relevant data from a client system ( <b>Final interview [on-campus, structured, with self-assessment]</b> ).
6303-CO10. Identify the effects of one's behavior on clients ( <b>Midterm interview [recorded role play with self-assessment]; Final interview [on-campus, structured, with self-assessment]</b> ).
6303-CO11. Evaluate one's use of interviewing skills, including timing and structure ( <b>Final Interview [on-campus, structured, with self-assessment]</b> ).
6400-CO14. Employ policy interventions at multi levels to advance social justice ( <b>Agency policy analysis &amp; state policy intervention assignment</b> ).

**FPO 2. Demonstrate the ability to apply critical thinking within the context of professional social work practice.**

6004-CO4. Demonstrate the ability to apply group theory to group dynamics ( <b>In-class group exercises; Group process paper</b> ).
6100-CO1. Demonstrate an understanding of the implications and requirements of graduate level education ( <b>Direct observations; Quiz questions 9-18; Literature review, all sections</b> ).
6100-CO5. Create organize and edit graduate level writing ( <b>Literature review, all sections</b> ).
6201-CO1. Articulate the importance of using accepted social work knowledge as a basis of assessing clients ( <b>Week 3 assignment, journal or online discussion on this topic</b> ).

6201-CO2. Recognize and discuss issues concerning the nature of professional social work knowledge and explain how those issues impact social work practice ( <b>Using and critiquing theory test, What makes a good theory section</b> ).
6201-CO3. Recognize and discuss instances in which the student's personal values and beliefs conflict with the values and beliefs of the profession ( <b>Ethical critique 1, personal versus professional knowledge/values</b> ).
6201-CO4. Articulate and use essential elements of critical thinking as applied to social work practice ( <b>Using and Critiquing theory test; Selecting theories section</b> ).
6201-CO7. Apply appropriate theories and knowledge to selected practice situations ( <b>Term project and term project exam, Section IX</b> ).
6202-CO1. Articulate essential elements of critical thinking as applied to social work practice ( <b>True/False assignment one</b> ).
6301-CO4. Conduct a biopsychosocial assessment acknowledging and respecting the client's value system while minimizing one's own bias ( <b>Biopsychosocial assessment [interview/written report]</b> ).
6301-CO17. Articulate essential elements of critical thinking as applied to social work practice ( <b>Bio-psycho-social assessment</b> ).
6302-CO6. Demonstrate a critical awareness of the dynamics of modern complex organizations and their effects on individuals and service delivery ( <b>Exam, questions 2, 4; Exam 3, 4 questions</b> ).
6302-CO7. Explain the dimensions of a risk assessment as demonstrated within the context of professional-organizational and community dilemmas ( <b>Small group exercise with case studies and large group discussion; Exam 4, short answer question</b> ).
6302-CO8. Assess empowering strategies that facilitate service delivery to oppressed groups and populations at risk ( <b>Exams 2 &amp; 3, 3 questions each; Dudley Street Initiative discussion</b> ).
6302-CO9. Interpret the role of the self-reflective practitioner within an agency setting ( <b>Exams 2 &amp; 4, 1 question each; Checklists on roles w/discussion</b> ).
6303-CO2. Apply analytical and critical thinking skills to interpersonal communication within the context of professional social work practice ( <b>Final interview [on-campus, structured, with self-assessment]</b> ).
6400-CO1. Explain the relevance of social welfare policy and policy analysis to past and current professional social work ( <b>Historical analysis; Midterm exam, selected questions</b> ).
6400-CO2. Describe how historical events and trends have influenced past and current social work practice ( <b>Midterm and final exam (selected questions); Historical analysis; DeParle analysis</b> ).
6400-CO5. Identify the intent of selected policy analysis frameworks and their appropriateness for policy analysis in a variety of settings ( <b>Agency policy analysis; Midterm and final exams (selected questions); Historical analysis; DeParle analysis; State policy intervention assignment</b> ).
6400-CO9. Analyze how agency, policies challenge and perpetuate mechanisms of oppression and discrimination ( <b>Agency policy analysis</b> ).
6400-CO10. Analyze how state and federal policies challenge and perpetuate mechanisms of oppression and discrimination ( <b>Selected questions from midterm and final exams; DeParle analysis; State policy intervention assignment</b> ).

6500-CO1. Articulate essential elements of critical thinking as applied to social work practice <b>(Five article critiques)</b> .
6500-CO2. Conduct a systematic literature review using various sources including prominent social work journals, the library, reference librarians, the Internet, Galileo and other sources <b>(Lecture by Reference Librarian)</b> .
6500-CO8. Critically analyze a research article and evaluate its merit: using a systematic form of critical analysis; defending or critiquing its reliability and validity; expressing possible cultural concerns; expressing possible ethical concerns <b>(5 article critiques)</b> .
6500 CO18. Be able to read a research article using statistics and discuss how these support or do not support the conclusions <b>(5 article critiques)</b> .

**FPO 3. Analyze and apply the values and ethics of the social work profession.**

6004-CO5. Develop a beginning ability to identify the ethical and value issues that are unique to working with groups <b>(Ethical dilemma case scenarios)</b> .
6100-CO7. Differentiate between opinion and truth, facts and values, perception and reality, values and evidence <b>(Quiz questions 1-9; Section 3 &amp; 4 lit. review)</b> .
6201-CO1. Articulate the importance of using accepted social work knowledge as a basis of assessing clients <b>(Ethical critique two, refrigerator and addicted moms, lessons learned)</b> .
6201-CO3. Recognize and discuss instances where the student's personal values and beliefs conflict with the values and beliefs of the profession <b>(Ethical critique one, personal versus professional knowledge and values)</b> .
6202-CO4. Recognize macro level value conflicts <b>(Ethical dilemma paper)</b>
6301-CO12. Identify ethical issues within practice situations <b>(Online simulated crisis intervention)</b> .
6301-CO13. Identify the principles of ethical decision making <b>(Midterm exam, 2 pts. out of 50; Classroom discussions/activities)</b> .
6301-CO14. Address ethical issues within practice situations <b>(Online simulated crisis intervention)</b> .
6302-CO10. Identify and analyze value and ethical dilemmas within the context of work groups, organizations, and communities <b>(Exam 3, 1 case study question; Case studies of ethical dilemmas; In-class/online exercise)</b> .
6302-CO11. Explain the concept of risk assessment relative to ethical decision-making at the macro level <b>(Small group exercise with case studies and large group discussion)</b> .
6303-CO8. Link competency in specific interviewing skills with the values and ethics of the profession <b>(Final Interview [on-campus, structured, with self-assessment])</b> .
6400-CO6. Utilize policy analysis frameworks that reflect the values and ethics of the social work profession <b>(Agency policy analysis; Historical analysis; DeParle analysis; State policy intervention assignment)</b> .
6400-CO7. Analyze agency policies within the context of values and ethics of the social work profession <b>(Agency policy analysis)</b> .
6400-CO8. Analyze state and federal policies within the context of the values and ethics of the social work profession <b>(Midterm and final exams (specific questions); DeParle analysis; State policy intervention assignment)</b> .

6500-CO3. Evaluate the ethical consequences of research on human subjects ( <b>Citi Program Test; 2 article critiques</b> ).
6500-CO4. Adequately ensure the protection of human subjects in general and populations at risk in particular ( <b>Citi Program test; 2 article critiques</b> ).
Manages personal comfort when dealing with value laden issues ( <b>All courses</b> ).
Adhere to MSW Student Code of Conduct and NASW Code of Ethics within the Division of Social Work ( <b>All courses</b> ).

**FPO 4. Using the strengths perspective, practice without discrimination and with respect, knowledge, and skills that are appropriate for the range of human differences.**

6004-CO6. Develop the ability to identify the important differences and similarities among group members ( <b>Biopsychosocial assessment; Video w/discussion; Group process exercise</b> ).
6201-CO3. Recognize and discuss instances where the student's personal values and beliefs conflict with the values and beliefs of the profession ( <b>Journal or online discussions: abortion, same sex marriage, addicted mothers</b> ).
6201-CO8. Explain clients using a strength-based eco-systems framework ( <b>Term project and exam, diversity section</b> ).
6202-CO2. Identify areas in which social workers might intervene by using social work macro-perspectives (e.g. diversity, strengths, ecosystems, social constructionism, rational/social exchange, conflict, and functionalism ( <b>Module Two Test</b> )).
6202-CO6. Identify and discuss characteristics of culturally competent social work with diverse populations ( <b>Cultural competency test</b> ).
6301-CO4. Conduct a biopsychosocial assessment acknowledging and respecting the client's value system while minimizing one's own bias ( <b>Biopsychosocial assessment [interview/written report]</b> ).
6301-CO10. Identify personal values, biases and knowledge deficits that limit one's ability to practice with different populations ( <b>Biopsychosocial assessment [interview/written report]</b> ).
6303-CO1. Demonstrate competency in specific interviewing skills, including the reflection of feelings, respect and warmth, nonjudgmental attitude, and authenticity as designated by the text and as outlined in the syllabus ( <b>Final Interview [on-campus, structured, with self-assessment]; Classroom practice [F2F] &amp; Chat room practice [Web]</b> ).
6303-CO4. Use culturally competent interviewing skills ( <b>Final interview [on-campus, structured, with self-assessment]</b> ).
6500-CO3. Evaluate the ethical consequences of research on human subjects ( <b>Citi Program test, notebook</b> ).
6500-CO4. Adequately ensure the protection of human subjects in general and populations at risk in particular ( <b>Citi Program test, notebook</b> ).

**FPO 5. Understand and challenge mechanisms of oppression and discrimination.**

6202-CO8. Identify and discuss factors leading to oppression and discrimination ( <b>Cultural Competency Test, Section One</b> ).
6202-CO9. Identify systematic theories that explain and help contend with the oppression of populations at risk ( <b>Module three test</b> ).

6301-CO11. Identify populations-at-risk from practice situations ( <b>Multi-level Intervention group presentation</b> ).
6302-CO5. Develop beginning skills in applying the strategies of community development, planning, organization, and social action/reform ( <b>Community assessment written assignment parts 1, 2, 3</b> ).
6302-CO8. Assess empowering strategies that facilitate service delivery to oppressed groups and populations at risk ( <b>Exams 2, 3, 3 questions each; Dudley Street Initiative discussion</b> ).
6302-CO12. Describe and evaluate the utility of macro strategies and their consequences in the pursuance and fulfillment of social justice ( <b>Online discussion social problems; In-class exercise-migrant workers</b> ).
6302-CO13. Explain trends in grassroots community organizing at the international level ( <b>Exam 4, 2 questions; In-class discussion-African NGOs</b> ).
6400-CO9. Analyze how agency policies challenge and perpetuate mechanisms of oppression and discrimination ( <b>Agency policy analysis</b> ).
6400-CO10. Analyze how state and federal policies challenge and perpetuate mechanisms of oppression and discrimination ( <b>Midterm and final exams (selected items); DeParle analysis; State policy intervention assignment</b> ).
6400-CO11. Articulate international trends such as globalization and its reciprocal effects on social justice ( <b>Final exam [specific items]; Historical analysis</b> ).
6400-CO12. Develop a proposal for a policy intervention to challenge mechanisms of oppression and discrimination in agency ( <b>Agency policy analysis</b> ).
6400-CO13. Develop a proposal for a policy intervention to challenge mechanisms of oppression and discrimination in state and federal policies ( <b>DeParle analysis; State policy intervention assignment</b> ).

**FPO 6. Apply strategies of advocacy and social change to advance justice.**

6301-CO18. Describe issues and techniques of client advocacy ( <b>Multi-level intervention group presentation</b> ).
6302-CO2. Illustrate the use of the planned intervention process in generalist practice in assisting macro-level clients to address social problems and make social change ( <b>Deinstitutionalization exercise parts 1, 2; Online discussion-social problems</b> ).
6302-CO5. Develop beginning skills in applying the strategies of community development, planning, organization, and social action/reform ( <b>Community assessment, written assignment parts 1, 2, 3</b> ).
6302-CO8. Assess empowering strategies that facilitate service delivery to oppressed groups and populations at risk ( <b>Dudley Street Initiative video and discussion; 1 exam question</b> ).
6302-CO12. Describe and evaluate the utility of macro strategies and their consequences in the pursuance and fulfillment of social justice ( <b>Exam 1, 2 questions; Deinstitutionalization exercise, parts 1, 2</b> ).
6302-CO14. Identify the dynamics of social change as they apply to social work practice ( <b>Dudley Street Initiative and deinstitutionalization exercise</b> ).
6400-CO4. Identify the dynamics of social change as they apply to social work practice ( <b>Historical analysis and the agency policy analysis</b> ).

6400-CO14. Employ a policy intervention to advance social justice (**State policy intervention assignment; Agency policy analysis**).

6500-CO15. Determine z scores from raw data measures and explain their use in advocating for a client (**Single subject research design**).

**FPO 7. Understand and interpret the history, development, and current trends of the profession.**

6201-CO1. Articulate the importance of using accepted social work knowledge as a basis of assessing clients (**Term project and exam, Section IX, XI; Term project literature review**).

6201-CO2. Recognize and discuss issues concerning the nature of professional social work knowledge and explain how those issues impact social work practice (**Using and critiquing theory test, critiquing section; Social worker interviews, where does their knowledge base come from**).

6302-CO15. Interpret the impact of professional social workers relative to the history of social movements and historical events in the US and globally (**Exam 3, 2 questions; Exam 4, 2 questions; Online discussion-history of social work advocacy & social justice**).

6400-CO1. Explain the relevance of social welfare policy and policy analysis to past and current professional social work (**Historical analysis; Midterm, specific questions**).

6400-CO2. Describe how historical events and trends have influenced past and current social work practice (**Midterm and final exams [specific questions]; Historical analysis; DeParle analysis**).

6400-CO3. Describe selected federal and state policies designed to address social conditions (**Midterm and final exams (specific questions); Agency policy analysis; DeParle analysis**).

**FPO 8. Select and apply human behavior theory and evidence to inform practice using the ecosystems perspective as an organizing framework.**

6201-CO1. Articulate the importance of using accepted social work knowledge as a basis of assessing clients (**Using and critiquing theories test**).

6201-CO6. Discuss clients and your understanding of clients in a professional manner, using appropriate knowledge, theories and frameworks (**Term project presentation**).

6201-CO7. Apply appropriate theories and knowledge to selected practice situations (**Bio-psycho-social assessment revised to include theories**).

6201-CO8. Explain clients using a strength-based eco-systems framework (**Applying theory to cases test**).

6201-CO9. Display research based knowledge of human development and its relationship to the ecosystem over the lifespan (**Term project literature review**).

6201-CO10. Demonstrate use and limits of theories that address biological, psychological, spiritual, sociological, and cultural development across the life span (**Using and critiquing theories test; Term project presentation, limits section**).

6201-CO12. Use the eco-map and genogram to understand client systems (**In-class assignments**).

6201-CO13. Identify various concepts of deviant behavior and how this impacts our clients (**Assigned journal topic movie "review" of *The Woodsman* or *Crash*; Module three test**).

6202-CO3. Identify and discriminate between micro and macro theories that inform practice <b>(Module one test)</b> .
6202-CO11. Understand and analyze client situations using social work macro-perspectives (e.g., diversity, strengths, ecosystems, social constructionism, rational/social exchange, conflict, and functionalism) <b>(Bio-psycho-social assessment revised for macro perspectives, theory section)</b> .
6202-CO12. Explain how various social structures (social welfare, education, criminal justice, health care, religion, the mass media, organizations, residential institutions, and locational and relational communities) can either support or obstruct clients' well-being <b>(Bio-psycho-social assessment revised for macro social structure section)</b> .
6202-CO13. Explain how the political economy impacts social structures, clients and their lives <b>(Assigned Journal Entry)</b> .
6202-CO14. Develop a beginning integration of perspectives, the political economy and social structures to better understand and analyze how the social environment that impact clients <b>(Final Exam)</b> .
6301-CO6. Use the ecological systems perspective in a practice situation <b>(Online simulated crisis intervention)</b> .
6301-CO7. Use existing research in a practice situation <b>(Multi-level intervention group presentation)</b> .
6500-CO5. Articulate the difference between scientific investigation and other forms of knowing <b>(Lecture and discussions one and two; Final examination)</b> .

**FPO 9. Demonstrate the ability to analyze, formulate, and influence social policies.**

6400-CO3. Describe selected federal and state policies designed to address social conditions <b>(Midterm and final exams [selected items]; Agency policy analysis; DeParle analysis)</b> .
6400-CO5. Identify the intent of selected policy analysis frameworks and their appropriateness for policy analysis in a variety of settings <b>(Agency policy analysis; Midterm and final exams, selected items; Historical analysis; DeParle analysis; State policy intervention assignment)</b> .
6400-CO6. Utilize policy analysis frameworks that reflect the values and ethics of the social work profession <b>(Agency policy analysis, historical policy analysis; DeParle analysis; State policy intervention assignment)</b> .
6400-CO7. Analyze agency policies within the context of the values and ethics of the social work profession <b>(Agency policy analysis)</b> .
6400-CO8. Analyze state and federal policies within the context of values and ethics of the social work profession <b>(Midterm and final exams [specific questions]; DeParle analysis; State policy intervention assignment)</b> .
6400-CO12. Develop a proposal for a policy intervention to challenge mechanisms of oppression and discrimination in agency policies <b>(Agency policy analysis)</b> .
6400-CO13. Develop a proposal for a policy intervention to challenge mechanisms of oppression and discrimination in state and federal policies <b>(DeParle analysis; State policy intervention assignment)</b> .
6400-CO14. Employ a policy intervention to advance social justice <b>(State policy intervention assignment; Agency policy analysis)</b> .

**FPO 10. Evaluate and apply research findings to practice and evaluate individual practice interventions at multi levels appropriately.**

6004-CO7. Conduct screening assessments for group members ( <b>Biopsychosocial-spiritual assessment</b> ).
6004-CO8. Establish empirically measurable goals for individual members and the group as a whole ( <b>In-class exercise-task &amp; treatment group goals; Biopsychosocial-spiritual assessment</b> ).
6201-CO9. Display research based knowledge of human development and its relationship to the ecosystem over the lifespan ( <b>Term project literature review</b> ).
6301-CO7. Use existing research in a practice situation ( <b>Multi-level intervention group presentation</b> ).
6500-CO2. Conduct a systematic literature review using various sources including prominent social work journals, the library, reference librarians, the Internet, Galileo and other sources ( <b>1 article critique of a lit. review</b> ).
6500-CO5. Articulate the difference between scientific investigation and other forms of knowing ( <b>3 questions, and 1 essay of final exam</b> ).
6500-CO6. Explain the difference between qualitative and quantitative research methods and give examples of when one may be more appropriate to use over the other ( <b>4 questions on final; 2 article critiques; SSRD project; Qualitative project</b> ).
6500-CO8. Critically analyze a research article and evaluate its merit ( <b>5 article critiques</b> ).
6500-CO9. Describe and tell the difference among pre-experimental, quasi-experimental, and experimental designs ( <b>5 questions on final; 3 quantitative design article critiques; SSRD project</b> ).
6500-CO10. Employ a single subject design to develop a measurable care program for a client ( <b>SSRD project</b> ).
6500-CO11. Know why credibility is crucial to acceptable qualitative research ( <b>1 qualitative article critique</b> ).
6500-CO12. Define the following and discuss their importance to research: Validity, reliability, the null hypothesis and the alternative (treatment) hypothesis, Type I and Type II errors ( <b>7 to 10 questions on Final Exam</b> ).
6500-CO13. Design a survey ( <b>5 questions on Final</b> ).
6500-CO14. Articulate principles of sampling ( <b>5 questions on Final</b> ).
6500-CO15. Determine from raw data measures of (and explain their use in advocating for or working with clients or in measuring for a study): Central tendency; standard deviation; z scores ( <b>8 to 10 questions on final, 1 essay on final</b> ).
6500-CO16. Discuss the difference between statistical and clinical significance ( <b>Essay on final</b> ).
6500-CO17. Quantitatively and qualitatively measure client progress ( <b>SSRD project; Qualitative project</b> ).
6500-CO18. Be able to read a research article using statistics and discuss how they support or do not support the conclusions ( <b>3 article critiques</b> ).
6500-CO19. Operationalize constructs into measurable variables ( <b>SSRD project; Qualitative measure project</b> ).

**FPO 11. Demonstrate the ability to communicate across client populations, colleagues and**

communities, in both written and verbal form.

6100-CO5. Demonstrate the ability to create, organize and edit graduate level writing ( <b>Writing assignment</b> ).
6201-CO6. Discuss clients and your understanding of clients in a professional manner, using appropriate knowledge, theories and frameworks ( <b>Term project presentations</b> ).
6301-CO4. Conduct a biopsychosocial assessment acknowledging and respecting the client's value system while minimizing one's own bias ( <b>Biopsychosocial assessment [interview/written report]</b> ).
6301-CO15. Identify the elements and structure of the interviewing process ( <b>Midterm exam, 10 pts. out of 50</b> ).
6301-CO16. Collect relevant data from a client system ( <b>Biopsychosocial assessment [interview/written report]</b> ).
6303-CO1. Demonstrate competency in specific interviewing skills, including the reflection of feelings, respect and warmth, nonjudgmental attitude, and authenticity as designated by the text and as outlined in the syllabus ( <b>Final interview [on-campus, structured, with self-assessment]; Classroom practice (F2F) &amp; Chat room practice [Web]</b> ).
6303-CO3. Demonstrate professional conduct and social work values in classroom discussions and assignments ( <b>Final interview [on-campus, structured, with self-assessment]; Classroom practice [F2F] &amp; Chat room practice [Web]</b> ).
6303-CO5. Conduct a structured social work interview that includes a facilitative relationship with the client, mutual formulation of goals, and mutual generation of action plans related to the goal(s) ( <b>Final interview [on-campus, structured, with self-assessment]</b> ).
6303-CO6. Verbally and nonverbally convey empathy in an interviewing context ( <b>Final interview [on-campus, structured, with self-assessment]; Classroom practice [F2F] &amp; Chat room practice [Web]</b> ).
6303-CO7. Collect relevant data from a client system ( <b>Final interview [on-campus, structured, with self-assessment]</b> ).

**FPO 12. Demonstrate the ability to appropriately use feedback, supervision and consultation in the service of professional conduct and growth.**

6004-CO9. Respond to a professor's critique of your facilitation of a therapy group/task group ( <b>Group process exercise</b> ).
6301-CO4. Conduct a biopsychosocial assessment acknowledging and respecting the client's value system while minimizing one's own bias ( <b>Biopsychosocial assessment [interview/written report]</b> ).
6303-CO2. Apply analytical and critical thinking skills to interpersonal communication within the context of professional social work practice ( <b>Final interview [on-campus, structured, with self-assessment]</b> ).
6303-CO3. Demonstrate professional conduct and social work values in classroom discussions and assignments ( <b>Final interview [on-campus, structured, with self-assessment]; Classroom practice [F2F] &amp; Chat room practice [Web]</b> ).
6303-CO9. Demonstrate improvement in interviewing skills and professional conduct as a result of instructor's feedback ( <b>Final interview [on-campus, structured, with self-assessment]</b> ).

**FPO 13. Demonstrate ability to function within the structure of organizations, delivery systems and community networks and seek organizational change.**

6202-CO12. Explain how various social structures (social welfare, education, criminal justice, health care, religion, the mass media, organizations, residential institutions, and locational and relational communities) can either support or obstruct system participants ( <b>Ideal organization paper-part two</b> ).
6302-CO3. Conduct a needs and assets/capacities assessment within a community ( <b>Community assessment written assignment parts 1, 2, 3</b> ).
6302-CO4. Implement the component skills of conflict resolution within a work group or community dispute ( <b>Classroom role plays based on 6 case studies</b> ).
6302-CO5. Develop beginning skills in applying the strategies of community development, planning, organization, and social action/reform ( <b>Dudley Street Initiative video and discussion; In-class exercise-Migrant Workers</b> ).
6302-CO6. Demonstrate a critical awareness of the dynamics of modern complex organizations and their effects on individuals and service delivery ( <b>Case study with discussion; Exam 4, 1 question; Ideal organization paper part-one</b> ).
6302-CO16. Describe the roles of a generalist social worker associated with practice at the macro social work level ( <b>Deinstitutionalization Exercise Parts 1, 2; Checklists on roles with discussion</b> ).

**FPO 14. Identify with the social work profession and behave professionally.**

6100-CO2. Demonstrate an understanding of the MSW program objectives and their relation to the advance generalist curriculum ( <b>Online discussion</b> ).
6100-CO6. Distinguish between personal values and ethics ( <b>Critical thinking discussion</b> ).
6201-CO1. Articulate the importance of using accepted social work knowledge as a basis of assessing clients ( <b>Term project social worker interviews</b> ).
6201-CO3. Recognize and discuss instances where the student's personal values and beliefs conflict with the values and beliefs of the profession ( <b>Ethical critique one; Assigned journal entries 1 and 15, "What makes a social worker a social worker?"</b> ).
6201-CO8. Explain clients using a strength-based eco-systems framework ( <b>Applying theory to client cases test</b> ).
6301-CO4. Conduct a biopsychosocial assessment acknowledging and respecting the client's value system while minimizing one's own bias ( <b>Biopsychosocial assessment [interview/written report]</b> ).
6303-CO2. Apply analytical and critical thinking skills to interpersonal communication within the context of professional social work practice ( <b>Final interview [on-campus, structured, with self-assessment]</b> ).
6303-CO3. Demonstrate professional conduct and social work values in classroom discussions and assignments ( <b>Final interview [on-campus, structured, with self-assessment]; Classroom practice [F2F]; Chat room practice [Web]</b> ).
6400-CO1. Explain the relevance of social welfare policy and policy analysis to past and current professional social work ( <b>Historical analysis; Midterm exam [specific questions]</b> ).

6400-CO2. Describe how historical events and trends have influenced past and current social work practice (**Historical analysis; DeParle analysis; Midterm and final exams [specific questions]**).

Adhere to student code of conduct and NASW code of ethics within the Division (**All courses**).

# Reference Handbook for Program Objective Course Outcome Map or Concentration POCO Map

## EXPLANATION OF THE POCO MAP

As a part of the Division of Social Work's 2008 MSW Curriculum Revision, students will begin to see the **Program Objective Course Outcome Map** or "POCO Map" in every class syllabus. Social work instructors will assist students in using the map in several different ways while they are enrolled in the MSW Program. The "map" itself is simply a graphic representation of the entire MSW Curriculum and it shows how all parts of the curriculum are interconnected.

### Program Objectives

One major part of the POCO Map involves **program objectives**. Program objectives for the MSW Program are derived from the broader goals of the MSW program. As we define program objectives, they are more specific than goals, and they specify what we **intend or expect** students to accomplish by the time that they graduate from the MSW Program.

The faculty has selected 19 program objectives to form the basic structure of the MSW Curriculum. During the foundation year, students work toward the demonstration of proficiency in the first 14 program objectives which we call **foundation program objectives (or FPOs)**. During the concentration year, students continue to demonstrate proficiency toward most of the 14 FPOs, but additionally, we expect them to document their proficiency of **concentration program objectives (or CPOs)**. These concentration level course outcomes typically represent a more advanced type or level of skill or knowledge than is expected for a foundation program objective.

The POCO Map shows how the 19 program objectives are met in different courses across the MSW curriculum. *Please note: Only required courses or "core" courses are included on the POCO Map. Electives have not been included.*

### Course Outcomes

Importantly, each of the 19 program objectives is linked with specific **course outcomes**. Within each course in the MSW curriculum, specific "elements" or "chunks" of knowledge, values, and skills can be identified. These **course outcomes** combine specific "chunks" of knowledge and skills with a demonstration of their achievement through application. Course outcomes define what students should achieve by the end of a course.

In contrast to program objectives, **course outcomes are more specific, course-related components of each program objective**. Course outcomes are measured directly through tests, assignments, discussions, presentations, and other class activities.

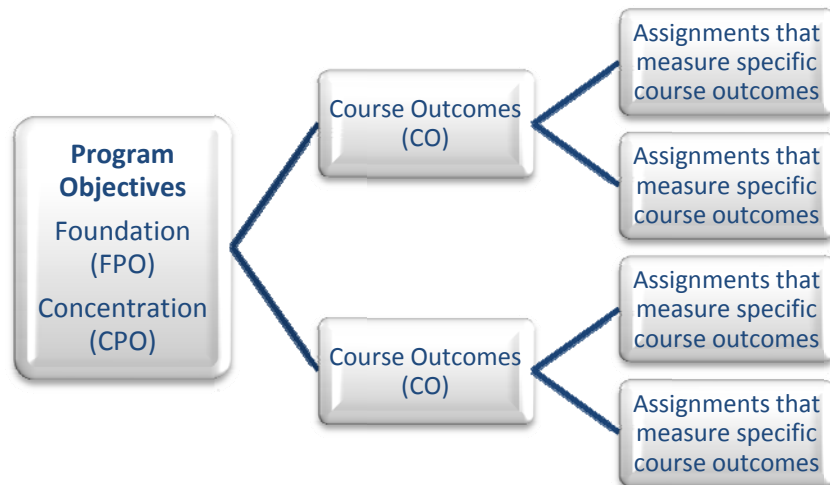
We expect students to acquire these elements or chunks of knowledge, values, and skills during the MSW Program (examples of elements or knowledge chunks include family systems theory, characteristics of a good clinical supervisor, behavioral characteristics of sexually abused children, symptoms and behaviors that are associated with clinical depression or bipolar disorder). These elements are necessary for the overall achievement of the program’s 19 objectives.

The foundation courses have course outcomes that refer exclusively to the 14 foundation program objectives (FPOs). The foundation program objectives (FPOs) that are continued in the concentration year require more advanced skills and knowledge sets, but they still refer to the same foundation year (generalist) objectives. However, the five additional concentration program objectives (CPOs), numbered 15 through 19, are **fundamentally distinct** from the foundation objectives and capture our unique definition of Advanced Generalist. All of the program objectives (both CPOs and FPOs) contain numerous **course outcomes**. However, all of the course outcomes are taken ONLY from concentration level courses which are listed below.

To reiterate, during the concentration year, students must demonstrate proficiency toward both foundation and concentration program objectives through the course outcomes from concentration courses and their measures.

### Anatomy of POCO

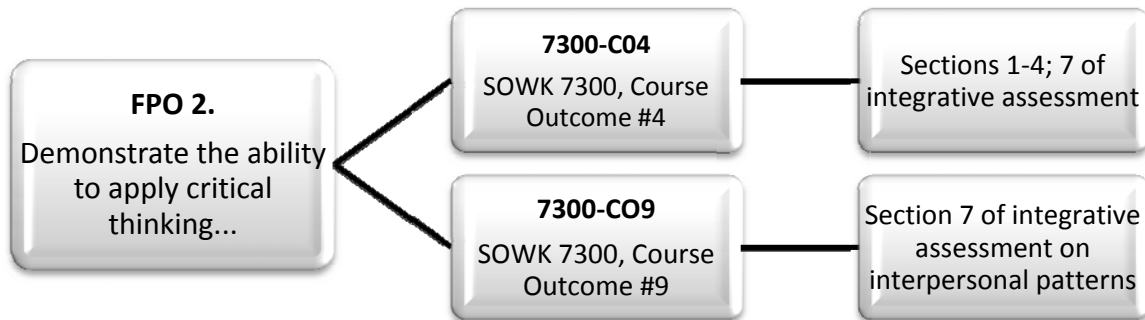
The connections and linkages between the program objectives, the course outcomes, and the assignments or activities that measure the achievement of the outcomes and objectives are illustrated below (See Figure 1).



**Figure 2. Connections and linkages from program objectives to measurement.**

**Reading the POCO Map**

The POCO Map is a long table of abbreviated information. The graphic and small table below (Figures 2 & 3) illustrate and describe how to read the first block of the POCO Map that begins with “7300-CO4.”



**Figure 2. From program objective to course outcome to measurement**

<u>LEFT BLOCK:</u>	<u>CENTER BLOCK:</u>	<u>RIGHT BLOCK:</u>
FOUNDATION PROGRAM OBJECTIVE #2.	COURSE 7300 COURSE OUTCOME #4. <i>[EACH COURSE OUTCOME IS A COMPONENT OF A PROGRAM OBJECTIVE]</i>	AN ASSIGNMENT FROM SOWK 7300 THAT ALLOWS A STUDENT TO DEMONSTRATE THAT THEY HAVE MET COURSE OUTCOME #4. <i>[A MEASUREMENT OF THE COURSE OUTCOME]</i>
	COURSE 7300 COURSE OUTCOME #9. <i>[EACH COURSE OUTCOME IS A COMPONENT OF A PROGRAM OBJECTIVE]</i>	AN ASSIGNMENT FROM SOWK 7300 THAT ALLOWS A STUDENT TO DEMONSTRATE THAT THEY HAVE MET COURSE OUTCOME #9. <i>[A MEASUREMENT OF THE COURSE OUTCOME]</i>

Figure 3. Further explanation of Figure 2 and how to read the POCO Map

Concentration POCO Map with Program Objectives,  
Course Outcomes and Measures

Core Concentration Courses

**FALL**

**SOWK 7300** Advanced Practice I with Individuals

**SOWK 7310** Advanced Practice II with Families

**SOWK 7400** Policy

**SOWK 7611** Advanced Practicum I

**SPRING**

**SOWK 7320** Advanced Practice in Organizations and Communities

**SOWK 7500** Advanced Research and Program Evaluation

**SOWK 7612** Advanced Practicum II

**SOWK 7630** Professional Seminar

In summary, under each of the 19 program objectives below are all course outcomes related to the specific program objective. These course outcomes can be identified by the course number in which the outcome is placed. Only core courses are included in the Concentration POCO Map and are identified by their social work course catalog number (see above list). *Note: There are four foundation program objectives (FPOs) that are not continued in the concentration year: FPO 1, 8, 12 & 13.*

**FPO 1. Conduct multi-level generalist practice based on the planned intervention process (FPO 1 is included/subsumed in Concentration Program Objectives 15 and 19)**

**FPO 2. Demonstrate the ability to apply critical thinking within the context of professional social work practice** (As noted above, although FPO2 is a *Foundation Program Objective*, it is extremely relevant to concentration students' knowledge, skills, and values. It is expected that FPO2 will continue to be met by students during their Concentration Year, but in more advanced ways than the Program Objective would have been met during the Foundation Year).

7300-CO4. Explain clients' current behaviors, problems, and patterns empathically and in-depth, using psychodynamic terms, in relation to their past history, relational and cultural templates, and unique life experiences (**Sections 1, 2, 3, 4 & 7 of integrative assessment**).

7300-CO9. Distinguish the 'content' and symptoms of a client problem from the interpersonal patterns of behavior that undergird it (**Section 7 of integrative assessment on interpersonal patterns**).

7300-CO13. Identify and manage problematic interpersonal reactions and behaviors on the part of the professional (countertransference) in relation to a specific client (**Section 8 of assessment; Weekly skills log**).

7310-CO2. Critically analyze the use of various family theoretical approaches and intervention strategies in social work practice with families ( <b>Reflection &amp; application of constructs task folder</b> ).
7320-CO9. Determine when it is appropriate to use administrative supervisory role, clinical supervisory role, or a combination ( <b>Supervision interview</b> ).
7320 -CO23. Using the ecological perspective, analyze elements in the environment that affect your agency and consumers ( <b>Reference notebook</b> ).
7320-CO24. Anticipate the effects of policies and fiscal trends on one's practice community and environment ( <b>Supervision interview</b> ).
7320-CO25. Identify particular cycles, stages, phases of agency change, and match management styles to them ( <b>Supervision interview</b> ).
7400-CO2. Analyze specific examples of how the legislative and judicial sources of social welfare policy have influenced advanced generalist social work practice with individuals, organizations, and communities ( <b>Application of policy to social work practice, Policy compendium: Significance to SW; Final exam</b> ).
7400-CO11. Explicate five basic constitutional concepts and principles operative in social welfare policy that affect social work practice, i.e. The Requirement of State Action, The Least Restrictive Alternative, Overbreadth and Vagueness, Due Process of the Law, Equal Protection of the Law ( <b>Application of policy to social work practice; Midterm; Final exam</b> ).
7400-CO15. Critically analyze the supporting data (overview of history and current trends, basic legal principles, rights attaching to client participants, legal processes, influential arguments and the current status of the case and statutory law) of an advanced policy analysis, i.e. immigration policy ( <b>Critique of immigration policy analysis</b> ).
7400 CO16. Critically analyze the supporting data (overview of history and current trends, basic legal principles, rights attaching to client participants, legal processes, influential arguments and the current status of the case and statutory law) of MSW student presentations of prominent advanced policy analysis ( <b>Critique of MSW presentations</b> ).
7400-CO20. Facilitate and participate in collaborative critiques of policy to influence practice outcomes and shape the professional environment ( <b>Critique of immigration policy analysis; Critique of MSW presentations</b> ).
7500-CO4. Conduct a feasibility evaluation using appropriate methods of data collection ( <b>Section 2 of evaluation proposal</b> ).
7500-CO5. Develop a program logic model for your evaluation ( <b>PLM Diagram, Section 2 of evaluation</b> ).
7500-CO6. Use PLM to identify program strengths, weaknesses, program gaps, program incongruities, evaluation foci and evaluation obstacles ( <b>Sections 2 &amp; 4 of evaluation</b> ).
7500-CO10. Assess the strengths and weaknesses of the evaluation design - including those related to validity, reliability, and generalizability and include other methods of data collection and analyses in the design that can strengthen it ( <b>Section 3 of evaluation</b> ).
7630-CO1. Demonstrate understanding of social work professionalism as defined by the advanced generalist perspective ( <b>Portfolio narrative objectives 1-7; Portfolio as a PDF document</b> ).
7630-CO3. Demonstrate an understanding of licensure requirements, processes, and preparation for the licensing examination ( <b>MSW licensure practice exams 1 &amp; 4</b> ).

**FPO 3. Analyze and apply the values and ethics of the social work profession.**

7300-CO6. Help colleagues and peers to develop a non-blaming and empathic understanding of client
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problems and behaviors using the principles and elements of a psychodynamic interpersonal model of practice ( <b>Weekly skills log; In class fish bowl</b> ).
7300-CO26. Identify potential for misuse of the interpersonal psychodynamic model and the time effective model ( <b>Questions on midterm</b> ).
7310-CO3. Identify and analyze potential value conflicts and ethical dilemmas that may occur when working with families and recommend responses that are consistent with the NASW Code of Ethics ( <b>Ethical dilemma case studies class discussion</b> ).
7320-CO1. Articulate selected methods to empowering and manage staff ( <b>Supervision interview</b> ).
7320-CO2. Identify professional needs and considerations in selecting a quality clinical supervisor ( <b>Self assessment</b> ).
7320-CO3. Use methods of professional self-reflection and self-evaluation in defining changing needs in supervision ( <b>Self assessment</b> ).
7320-CO4. Identify characteristics and formal requirements needed to be an effective clinical supervisor ( <b>Self assessment; Reference</b> ).
7320-CO6. Apply levels of the supervisory development model ( <b>Supervision interview</b> ).
7320-CO7. Articulate and differentiate different models of supervision, their strengths and weaknesses ( <b>Supervision interview</b> ).
7320-CO8. Articulate methods of evaluating supervisee needs in clinical supervision ( <b>Supervision interview</b> ).
7320-CO9. Determine when it is appropriate to use administrative supervisory role, clinical supervisory role or a combination of both ( <b>Supervision interview</b> ).
7320-C10. Identify ongoing sources of information on supervision ( <b>Reference notebook</b> ).
7400-CO14. Compare and contrast social work values and ethics with local, state, federal and international policies and laws ( <b>Zinn reports; Application of policy to social work practice; Critique of immigration policy analysis; Policy compendium; Critique of MSW presentations; Final exam</b> ).
7500-CO9. Describe how the ethical issues of risk, informed consent, confidentiality and cultural competence will be addressed in all aspects of implementation of the evaluation ( <b>Section 3 of evaluation; Field instructor assessment of evaluator comportment</b> ).
7500-CO13. Apply the fundamental norms and values of evaluation practices including the application of systematic inquiry, competence, respect for all stakeholders, integrity/honesty, consideration of public welfare, feasibility and utilization ( <b>Sections 2 &amp; 4 of evaluation; Field instructor evaluation of comportment</b> ).

**FPO 4. Using the strengths perspective, practice without discrimination and with respect, knowledge, and skills that are appropriate for the range of human differences.**

7300-CO13. Identify and manage problematic interpersonal reactions and behaviors on the part of the professional (countertransference) in relation to a specific client ( <b>Section 8 of assessment; Weekly skills log</b> ).
7300-CO4. Explain clients' current behaviors, problems and patterns empathically and in-depth, using psychodynamic terms in relation to their past history, relational and cultural templates and unique life experiences ( <b>Sections 1, 2, 3, 4 &amp; 7 of integrative assessment</b> ).
7310-CO4. Apply knowledge of a dynamic conceptualization of family to working with a diverse range of family forms ( <b>Context of helping families discussion questions</b> ).

7310-CO5. Analyze various family theoretical approaches and intervention strategies in relation to working with families from a wide range of cultural and social backgrounds and populations at risk <b>(Family assessment and treatment plan).</b>
7320-CO18. Design a plan based on selected practice models to develop organizational change or status defense <b>(Class case studies).</b>
7320-CO23. Using the ecological perspective, analyze elements in the environment that affect your agency and consumers <b>(Reference notebook, supervision interview).</b>
7320-CO29. Articulate an integrated model of social supervision and demonstrate its use <b>(Class case studies).</b>

**FPO 5. Understand and challenge mechanisms of oppression and discrimination.**

7320-CO14. Match the most effective leadership styles with selected situations and personnel <b>(Class case studies).</b>
7320-CO15. Utilize the types of informal leadership in influencing one's work environment <b>(Supervision interview).</b>
7320-CO16. Demonstrate knowledge of the ways informal leadership may be used by supervisors and managers to assess, manage, and develop staff <b>(Supervision interview).</b>
7320-CO18. Design a plan based on selected practice models to develop organizational change or status defense <b>(Class case studies).</b>
7320-CO19. Develop and differentiate one's professional network based on expertise and need <b>(Reference notebook).</b>
7320-CO20. Describe the differences among persuasion, manipulation, authority, and force and how they relate to organizations <b>(Class case studies).</b>
7400-CO3. Explain the role and relevance of the historical and cultural context of the statutory and/or constitutional premise for prominent social welfare policy <b>(Zinn reports; Critique of immigration policy Analysis; Policy compendium: History of student topic).</b>
7400-CO6. Evaluate legislation and case law pertaining to prominent social work policy in terms of intended and unintended social consequences at multiple levels <b>(Application of policy to social work practice; Critique of immigration policy analysis; Policy compendium; Critique of MSW presentations).</b>

**FPO 6. Apply strategies of advocacy and social change to advance justice.**

7320-CO26. Recognize and differentiate particular concepts of clinical supervision, including: parallel processes, boundary diffusion, distortion, fitness to practice and critical incidents **(Class case studies).**

7320-CO27. Differentiate common elements of administrative supervision models <b>(Post lecture discussion).</b>
7320-CO28. Differentiate common elements of management models <b>(Post lecture discussion).</b>
7320-CO29. Articulate an integrated model of social supervision and demonstrate its use <b>(Class case studies).</b>
7400-CO7. Categorize and apply basic and legally recognized concepts and principles that support social justice in prominent areas of social work practice <b>(Reading guides for Saltzman &amp; Furman, Ch. 1-7 &amp; Ch. 17-20; Midterm exam; final exam).</b>

7400-CO12. Identify if and how the five basic constitutional concepts and principles are operative in one's social work practicum setting. **(Application of policy to social work practice; Final exam; midterm).**

7400-CO19. Assess and recommend appropriate strategies for advanced generalist social workers to use in legal processes (i.e. hearings, preparation of evidence) to influence practice outcomes at multiple levels **(Application of policy to social work practice; final exam).**

**FPO 7. Understand and interpret the history, development, and current trends of the profession.**

7400-CO1. Articulate an overview of policy analysis that integrates both legislative and judicial sources of advanced social work practice mandates and roles **(Policy compendium: Significance to social work; Midterm exam, final exam; Application of policy to social work practice).**

7400-CO2. Analyze specific examples of how the legislative and judicial sources of social welfare policy have influenced advanced generalist social work practice with individuals, organizations, and communities **(Application of policy to social work practice; Policy compendium: Significance to social work; final exam).**

7400-CO 3. Explain the role and relevance of the historical and cultural context of the statutory and/or constitutional premise for prominent social welfare policy **(Zinn reports; Critique of immigration policy analysis; Policy compendium: History of student topic).**

**FPO 8. Select and apply human behavior theory and evidence to inform practice using the ecosystems perspective as an organizing framework (included/subsumed under Objective 19).**

**FPO 9. Demonstrate the ability to analyze, formulate, and influence social policies.**

7400-CO1. Articulate an overview of policy analysis that integrates both legislative and judicial sources of advanced social work practice mandates and roles. **(Policy compendium: Significance to social work; Midterm exam; Final exam; Application of policy to social work practice).**

7400-CO2. Analyze specific examples of how the legislative and judicial sources of social welfare policy have influenced advanced generalist social work practice with individuals, organizations, and communities. **(Application of policy to social work practice; Policy compendium: Significance to social work; Final exam).**

7400-CO4. Evaluate prominent U.S. social welfare policies relative to corresponding social welfare policy in a foreign country **(Policy Compendium, Section 2: International Comparison).**

7400-CO5. Summarize the most influential arguments for and against prominent social welfare policies **(Zinn reports; Critique of Immigration policy analysis; Policy compendium: Delineate the governing laws and policies; Critique of MSW presentations).**

**FPO 10. Evaluate and apply research findings to practice and evaluate individual practice interventions at multi levels appropriately.**

7300-CO20. Partialize complex problems into manageable steps, measurable benchmarks, and outcomes **(Brief therapy assignment; In class fish bowl - brief therapy).**

7300-CO25. Evaluate the utility of an intervention or influencing skill based on the client's response to the intervention or skill **(All weekly skills logs, 150 pts. total).**

7320-CO9. Determine when it is appropriate to use administrative supervisory role, clinical supervisory role, or a combination ( <b>Supervision interview</b> ).
7320-CO23. Using the ecological perspective, analyze elements in the environment that affect one's agency and consumers ( <b>Reference notebook, Supervision interview</b> ).
7320-CO24. Anticipate the effects of policies and fiscal trends on one's practice community and environment ( <b>Supervision interview</b> ).
7320-CO25. Identify particular cycles/stages/phases of agency change and match management styles with them ( <b>Class case studies</b> ).
7500-CO1. Determine when it is best to use outcome or process evaluation or a combination of both and select the most appropriate evaluation approach for the purpose of the research question ( <b>Sections 1 and 3 of evaluation</b> ).
7500-CO2. Compare and contrast quantitative designs ("pre-experimental", experimental, quasi-experimental) and recognize the limits of each in answering evaluation questions ( <b>Section 3 of evaluation</b> ).
7500-CO14. Utilize quantitative and qualitative research methods in the service of the evaluation ( <b>Section 3 of evaluation</b> ).
7500-CO8. Develop an evaluation plan that addresses the questions posed. The plan should describe carefully the design or designs to be used as well as the data collection methods and methods of analysis ( <b>All sections of evaluation</b> ).
7500-CO12. Select the most appropriate methods of data collection and analyses for the design ( <b>Section 3 of evaluation</b> ).
7500-CO14. Utilize quantitative and qualitative research methods in service of the evaluation ( <b>Section 3 of evaluation</b> ).

**FPO 11. Demonstrate the ability to communicate across client populations, colleagues and communities, in both written and verbal form.**

7300-CO6. Help colleagues and peers develop a non-blaming and empathic understanding of client problems and behaviors using the principles and elements ( <b>Weekly skills log</b> ).
7300-CO11. Formulate potential interpersonal responses to transference behaviors ( <b>Section 8 of integrative assessment</b> ).
7300-CO19. Negotiate solvable problems in collaboration with clients ( <b>Brief therapy assignment</b> ).
7320-CO14. Match the most effective leadership styles with selected situations and personnel ( <b>Class case studies</b> ).
7320-CO15. Utilize the types of informal leadership in influencing one's work environment ( <b>Supervision interview</b> ).
7320-CO17. Apply an appropriate model of administrative supervision to selected situations ( <b>Class case studies</b> ).
7320-CO19. Develop and differentiate one's professional network based on expertise and need. ( <b>Reference notebook</b> ).
7320-CO20. Describe the differences among persuasion, manipulation, authority, and force and how they relate to organizations ( <b>Class case studies</b> ).
7320-CO21. Define leadership, authority, and power and differentiate among them as to their effectiveness in an organization ( <b>Class case studies</b> ).

7320-CO22. Distinguish differences between the use of clinical skills in supervision and clinical skills used in practice (**Supervision interview**).

7630-CO1. Demonstrate understanding of social work professionalism as defined by the advanced generalist perspective (**Portfolio narrative objectives 1-7; Portfolio as a PDF document**).

**FPO 12. Demonstrate the ability to appropriately use feedback, supervision, and consultation in the service of professional conduct and growth (included/subsumed under Objective 15).**

**FPO 13. Demonstrate the ability to function within the structure of organizations, delivery systems and community networks and seek organizational change (included/subsumed under Objective 17).**

**FPO 14. Identify with the social work profession and behave professionally**

7400-CO9. Articulate the components of effective performance of potential roles encountered by advanced generalist social work practitioners in the hearing processes associated with specific social work settings (**Reading guide for Saltzman & Furman Ch. 2 & 3; Midterm exam; Application of policy to social work practice**).

7400-CO14. Compare and contrast social work values and ethics with local, state, federal and international policies and laws (**Zinn reports; Application of policy to social work practice; Critique of immigration policy analysis; Policy compendium; Critique of MSW presentations; Final exam**).

7400-CO19. Assess and recommend appropriate strategies for advanced generalist social workers to use in legal processes (i.e. hearings, preparation of evidence) to influence practice outcomes at multiple levels (**Application of policy to social work practice; Final exam**).

7320-CO1. Articulate selected methods of empowering and managing staff (**Supervision interview**).

7320-CO2. Identify professional needs and considerations in selecting a quality clinical supervisor (**Self assessment**).

7630-CO3. Demonstrate an understanding of licensure requirements, processes, and preparation for the licensing examination (**Reference notebook**).

7320-CO4. Use methods of professional self-reflection and self-evaluation in defining changing needs in supervision (**Self assessment**).

7320-CO5. Identify characteristics and formal requirements needed to be an effective clinical supervisor (**Reference notebook**).

7320-CO6. Apply the levels of the supervisory development model (**Class case studies**).

7320-CO7. Articulate and differentiate different models of supervision, their strengths and weaknesses (**Class case studies**).

7320-CO8. Articulate methods of evaluating supervisee needs in clinical supervision (**Supervision interview**).

7320-CO9. Determine when it is appropriate to use administrative supervisory role, clinical supervisory role or a combination of both (**Supervision interview**).

7320-C10. Identify ongoing sources of information on supervision (**Reference notebook**).

**CPO 15. Demonstrate an increasing ability to engage in informed and systematic Self-Directed Practice.**

7300-C09. Distinguish the 'content' and symptoms of a client's problem from the interpersonal patterns of behavior that undergird it (**Section 7 of integrative assessment on interpersonal patterns**).

7300-CO11. Formulate potential interpersonal responses to transference behaviors <b>(Section 8 of assessment; 3 questions on mid-term)</b> .
7300-CO12. Formulate ideas about how a client might react to an intervention before it is employed. <b>(Section 8 of integrative assignment; 4 questions on mid-term)</b> .
7300-CO16. Identify and use 30-40 influencing interventive techniques that can be applied to various situations <b>(Weekly skills log)</b> .
7300-CO17. Chain together two or more generic influencing techniques to create more complex responses to clients <b>(Weekly skills log; Brief therapy assignment; Section 8 of integrative assessment)</b> .
7300-CO13. Identify and manage problematic interpersonal reactions and behaviors on the part of the professional (countertransference) in relation to a specific client <b>(Section 8 of integrative assessment)</b> .
7300-CO14. Identify defense mechanisms and maneuvers as they occur as well as their functions for clients. <b>(Section 4 of assessment; 5 questions on mid-term)</b> .
7300-CO15. Develop helpful and respectful strategies to respond to defense mechanism and maneuvers with clients <b>(Weekly skills log; Section 8 of assessment; 2 questions on mid-term)</b> .
7300-CO19. Negotiate solvable problems in collaboration with clients <b>(Brief therapy assignment; In class fish bowl; Weekly skills log)</b> .
7300-CO21. Identify when to use and employ specific cognitive and cognitive-behavioral techniques and strategies with clients based on the clients changing circumstances and responses <b>(In class fish bowl; Brief therapy assignment; Weekly skills log)</b> .
7300-CO25. Evaluate the utility of an intervention or influencing skill based on the client's response to the intervention or skill <b>(Weekly skills log)</b> .
7310-CO1. Demonstrate the ability to select the appropriate level of need for a family using Weltner's integrative model <b>(In-Class Group Discussions)</b> .
7310-CO6. Integrate the PIP with various family theoretical approaches and intervention strategies in the provision of social work services to families <b>(Family assessment; Treatment plan)</b> .
7310-CO7. Apply the assessment and intervention strategies from the various family theoretical approaches to student's life experiences in their family of origin <b>(Exploring your family of origin and your development reflection assignment)</b> .
7310-CO8. Develop a critical awareness of family dynamics in one's own family of origin in relation to biases and assumptions that may affect one's ability to practice without discrimination with families from diverse cultural and social backgrounds <b>(Exploring my family of origin)</b> .
7310-CO9. Demonstrate the use of selected tools and tests to collect data on individuals in relation to the family and community <b>(Family assessment &amp; Treatment plan)</b> .
7310-CO10. Describe the developmental stages of a family utilizing the family life cycle framework (Carter & McGoldrick, 2005) focusing on the tasks, processes, and needs of each stage <b>(Family rituals reflection assignment)</b> .
7310-CO11. Demonstrate knowledge of dysfunctional role responses of family members to selected family issues <b>(Issues that impact families research paper &amp; presentation)</b> .
7310-CO12. Address deficits in knowledge base in self and agencies in relation to working with families <b>(Reflection &amp; application of constructs task folder; Course summary)</b> .
7310-CO13. Develop a consultation and referral network that may assist in working with families from diverse cultural and social backgrounds <b>(Referral &amp; consultation network)</b> .
7310-CO14. Utilize feminist theory to overcome gender discrimination in families in selected case studies <b>(Written and online discussion of case studies)</b> .

7310-CO15. Apply a family-centered approach of case management to working with families with complex needs at both the client and system levels <b>(Written and online discussion of case studies)</b> .
7320-CO1. Articulate selected methods of empowering and managing staff <b>(Supervision interview)</b> .
7320-CO2. Identify professional needs and considerations in selecting a quality clinical supervisor <b>(Reference notebook; Supervision interview)</b> .
7320-CO4. Use methods of professional self-reflection and self-evaluation in defining changing needs in supervision <b>(Self assessment)</b> .
7320-CO5. Identify characteristics and formal requirements needed to be an effective clinical supervisor <b>(Reference notebook; Supervision interview)</b> .
7320-CO6. Apply the levels of the supervisory development model <b>(Class case studies)</b> .
7320-CO7. Articulate and differentiate different models of supervision, their strengths and weaknesses <b>(Class case studies; Post lecture discussion)</b> .
7320-CO8. Articulate methods of evaluating supervisee needs in clinical supervision <b>(Supervision interview)</b> .
7320-CO9. Determine when it is appropriate to use administrative supervisory role, clinical supervisory role, or a combination of both <b>(Supervision interview; Class case studies)</b> .
7320-C10. Identify ongoing sources of information on supervision. <b>(Reference notebook)</b> .
7320-CO14. Match the most effective leadership styles with selected situations and personnel <b>(Class case studies)</b> .
7320-CO15. Utilize the types of informal leadership in influencing one's work environment <b>(Supervision interview)</b> .
7320-CO16. Demonstrate knowledge of the ways informal leadership may be used by supervisors and managers to assess, manage, and develop staff <b>(Supervision interview)</b> .
7320-CO17. Apply an appropriate model of administrative supervision to selected situations <b>(Class case studies)</b> .
7320-CO19. Develop and differentiate one's professional network based on expertise and need. <b>(Self assessment)</b> .
7320-CO21. Distinguish differences between the use of clinical skills in supervision and clinical skills used in practice. <b>(Supervision interview; Class case studies)</b> .
7400-CO8. Explicate the legal hearing process and the relevance of the hearing process in major social work settings <b>(Reading guides for Saltzman &amp; Furman, Ch. 2-3; Midterm exam; Application of policy to social work practice)</b> .
7400-CO9. Articulate the components of effective performance of potential roles encountered by advanced generalist social work practitioners in the hearing processes associated with specific social work settings <b>(Reading guides for Saltzman &amp; Furman, Ch. 2-3; Midterm exam; Application of policy to social work practice)</b> .
7400-CO10. Locate and use the primary sources of law, legal citations, statutes, and court opinions that are related to the legislated social welfare policy underlying the practice of advanced generalist social work <b>(Reading guide for Saltzman and Furman, Chapter 4; Policy compendium)</b> .
7400-CO13. Describe the basic legal concepts, primary sources of law (statutory, case law), the probable legal roles of social workers, and the steps in the preparation of evidence that affect social workers in one's practicum setting <b>(Application of policy to social work practice; Final exam)</b> .
7400-CO18. Identify and describe student involvement in one activity that is forensic* in nature and occurs in the social work practicum setting <b>(Application of policy to social work practice; Final exam)</b> .

7500-CO3. Recognize how to work with the stakeholders to negotiate, define, and refine evaluation questions <b>(Sections 1 &amp; 2 of evaluation; Field instructor assessment)</b> .
7500-CO13. Apply the fundamental norms and values of evaluation practices including the application of systematic inquiry, competence, respect for all stakeholders, integrity, consider of public welfare, feasibility and utilization <b>(Sections 2 &amp; 4 of evaluation; Field instructor assessment)</b> .
7500-CO10. Assess the strengths and weaknesses of the evaluation design, including those related to validity, reliability, and generalizability, and include other methods of data collection and analyses in the design that can strengthen it <b>(Section 3 of evaluation)</b> .
7500-CO6. Use the PLM to identify program strengths, weaknesses, program gaps, program incongruities, evaluation foci and evaluation obstacles <b>(Section 2 of evaluation)</b> .
7630-CO1. Demonstrate understanding of social work professionalism as defined by the advanced generalist perspective <b>(Portfolio narrative objectives 1-7; Portfolio as a PDF document)</b> .

**CPO 16. Demonstrate elements of leadership and the ability to shape the professional environment.**

7300-CO6. Help colleagues and peers to develop a non-blaming and empathic understanding of client problems and behaviors using the principles and elements of a psychodynamic interpersonal model of practice <b>(Leadership assignment of weekly skills log)</b> .
7300-CO7. Describe or explain problematic human behavior using elements of psychodynamic theory in such a way that suggests therapeutic strategies and helpful interventions <b>(Section 7 &amp; 8 of integrative assessment; weekly skills log; 6 questions on mid-term)</b> .
7300-CO8. Model with one's colleagues and peers the use of interpersonal therapeutic strategies and interventions <b>(In class fish bowl)</b> .
7300-CO24. Model or display or suggest to one's peers, key elements of a brief therapy session working with a client who has a number of inter-connected problems <b>(In class fish bowl; Acting as a formal consultant on brief therapy)</b> .
7310-CO16. Utilize the knowledge base of practice with families in agency settings to focus attention on the importance of treating individual clients within the context of the family system. <b>(Family Assessment &amp; treatment plan)</b> .
7310-CO17. Demonstrate leadership ability to modify a practice environment to improve the quality and delivery of services to families. <b>(Family assessment &amp; treatment plan; Referral &amp; network)</b> .
7320-CO11. Articulate general principles of and steps in staff development <b>(Supervision interview; Class case studies)</b> .
7320-CO12. Identify specialized methods of staff development that match staff needs <b>(Supervision interview; Class case studies)</b> .
7320-CO13. Describe the types of leadership and how they are necessary for enhance staff efficiency and development. <b>(Class case studies)</b> .
7320-CO14. Match the most effective leadership styles with selected situations and personnel. <b>(Class case studies)</b> .
7320-CO15. Utilize the types of informal leadership in influencing one's work environment <b>(Supervision interview)</b> .
7320-CO16. Demonstrate knowledge of the ways informal leadership may be used by supervisors and managers to assess, manage, and develop staff <b>(Supervision interview; Class case studies)</b> .

7320-CO17. Apply an appropriate model of administrative supervision to selected situations ( <b>Class case studies</b> ).
7320-CO18. Design a plan based on selected practice models to develop organizational change or status defense ( <b>Class case studies</b> ).
7320-CO19. Develop and differentiate one's professional network based on expertise and need ( <b>Self assessment</b> ).
7320-CO20. Describe the differences among persuasion, manipulation, authority, and force and how they relate to organizations ( <b>Class case studies</b> ).
7320-CO21. Define leadership, authority, and power and differentiate among them as to their effectiveness in an organization ( <b>Class case studies</b> ).
7320-CO22. Distinguish differences between the use of clinical skills used in supervision and clinical skills used in practice ( <b>Supervision interview</b> ).
7400-CO17. Evaluate how advanced policy analysis influences (or fails to influence) the practice of social work at multiple levels ( <b>Application of policy to social work practice; Final exam; Policy compendium; Critique of MSW presentations</b> ).
7400-CO19. Assess and recommend appropriate strategies for advanced generalist social workers to use in legal processes (i.e. hearings, preparation of evidence) to influence practice outcomes at multiple levels) ( <b>Final exam; Application of policy to social work practice</b> ).
7400-CO20. Facilitate and participate in collaborative critiques of policy to influence practice outcomes and shape the professional environment ( <b>Critique of Immigration policy analysis; Critique of MSW presentations</b> ).
7500-CO3. Recognize how to work with the stakeholders to negotiate, define and refine evaluation questions ( <b>Sections 1 &amp; 2 of evaluation; Field instructor assessment</b> ).
7500-CO7. Share information with stakeholders regarding program strengths, weaknesses, program gaps, program incongruities, evaluation foci and evaluation obstacles –program readiness and possible hidden agendas before the evaluation and help them make determinations about the information ( <b>Section 2 of evaluation; Field instructor assessment</b> ).
7500-CO11. Describe how the information gathered through the evaluation could be used by the organization or other decision makers to improve program ( <b>Sections 2 &amp; 4 of evaluation</b> ).

**CPO 17. Demonstrate an ability to analyze and critically evaluate the contextual elements to inform social work practice.**

7300-CO25. Evaluate the utility of an intervention or influencing skill based on the client's response to the intervention or skill ( <b>Weekly skills log</b> ).
7300-CO26. Identify the potential for misuse of the interpersonal psychodynamic model and the time effective model ( <b>Midterm exam</b> ).
7310-CO18. Demonstrate the knowledge and skills to respond proactively to the dynamic nature of the context of family practice ( <b>Case Studies; Context of helping families discussion questions</b> ).
7310-CO19. Analyze the impact of cultural and social factors at the community, societal, and international levels on family functioning across the life span ( <b>Issues that impact families research paper and presentation</b> ).
7310-CO20. Utilize assessment and intervention strategies that take into account the influence of the family system, social work profession, agency setting, and cultural and social environment on family members ( <b>Family assessment &amp; treatment plan; Case studies</b> ).

7320-CO9. Determine when it is appropriate to use administrative supervisory role, clinical supervisory role, or a combination ( <b>Supervision interview; Class case studies</b> ).
7320-CO12. Identify specialized methods of staff development that match staff needs ( <b>Supervision interview</b> ).
7320-CO14. Match the most effective leadership styles with selected situations and Personnel ( <b>Class case studies</b> ).
7320-CO17. Apply an appropriate model of administrative supervision to selected situations ( <b>Class case studies</b> ).
7320-CO19. Develop and differentiate one's professional network based on expertise and need ( <b>Reference notebook</b> ).
7320-CO22. Distinguish differences between the use of clinical skills in supervision and clinical skills used in practice ( <b>Supervision interview</b> ).
7320-CO23. Using the ecological perspective, be able to analyze elements in the environment that affect your agency and consumers ( <b>Reference notebook</b> ).
7320-CO24. Anticipate the effects of policies and fiscal trends on one's practice community and environment ( <b>Supervision interview</b> ).
7320-CO25. Identify particular cycles/stages/phases of agency change and match management styles with them ( <b>Supervision interview, Class case studies</b> ).
7400-CO1. Articulate an overview of policy analysis that integrates both legislative and judicial sources of advanced social work practice mandates and roles ( <b>Policy compendium: Significance to social work; Midterm; Final exam; Application of policy to social work practice</b> ).
7400-CO2. Analyze specific examples of how the legislative and judicial sources of social welfare policy have influenced advanced generalist social work practice with individuals, organizations, and communities ( <b>Application of policy to social work practice; Policy compendium: Significance to social work; final exam</b> ).
7400-CO3. Explain the role and relevance of the historical and cultural context of the statutory and/or constitutional premise for prominent social welfare policy ( <b>Zinn reports; Critique of immigration policy analysis; Policy compendium: History of student topic</b> ).
7400-CO4. Evaluate prominent U.S. social welfare policies relative to corresponding social welfare policy in a foreign country ( <b>Critique of immigration policy analysis; Policy compendium: International comparison; Critique of MSW presentations</b> ).
7400-CO5. Summarize the most influential arguments for and against prominent social welfare policies ( <b>Zinn reports; Critique of immigration policy analysis; Policy compendium: Delineate governing laws &amp; policies; Critique of MSW presentations</b> ).
7400-CO6. Evaluate legislation and case law pertaining to prominent social work policy in terms of intended and unintended social consequences at multiple levels ( <b>Application of policy to social work practice; Critique of immigration policy analysis; Policy compendium; Critique of MSW presentations</b> ).
7400-CO7. Categorize and apply basic and legally recognized concepts and principles that support social justice in prominent areas of social work practice ( <b>Reading guides for Saltzman &amp; Furman, Ch. 1-7 and Ch. 17-20; Midterm; Final exam</b> ).

7400-CO8. Explicate the legal hearing process and the relevance of the hearing process in major social work settings ( <b>Reading guides for Saltzman &amp; Furman, Ch. 2-3; Midterm; Application of policy to social work practice</b> ).
7400-CO11. Explicate five basic constitutional concepts and principles operative in social welfare policy that affect social work practice, i.e. The Requirement of State Action, The Least Restrictive Alternative, Overbreadth and Vagueness, Due Process of the Law, Equal Protection of the Laws. ( <b>Application of policy to social work practice; Final exam; Midterm exam</b> ).
7400-CO14. Compare and contrast social work values and ethics with local, state, federal and international policies and laws ( <b>Zinn reports; Application of policy to social work practice; Critique of immigration policy analysis; Policy compendium; Critique of MSW presentations; Final exam</b> ).
7400-CO15. Critically analyze the supporting data (overview of history and current trends, basic legal principles, rights attaching to client participants, legal processes, influential arguments and the current status of the case and statutory law) of an advanced policy analysis, i.e. immigration policy ( <b>Critique of immigration policy analysis</b> ).
7400-CO16. Critically analyze the supporting data (overview of history and current trends, basic legal principles, rights attaching to client participants, legal processes, influential arguments and the current status of the case and statutory law) of MSW student presentations of prominent advanced policy analysis ( <b>Critique of MSW presentations</b> ).
7400-CO17. Evaluate how advanced policy analysis influences (or fails to influence) the practice of social work at multiple levels ( <b>Application of policy to social work practice; Final exam; Policy compendium; Critique of MSW presentations</b> ).
7400-CO19: Assess and recommend appropriate strategies for advanced generalist social workers to use in legal processes (i.e. hearings, preparation of evidence) to influence practice outcomes at multiple levels ( <b>Application of policy to social work practice; final exam</b> ).
7400-CO20. Facilitate and participate in collaborative critiques of policy to influence practice outcomes and shape the professional environment ( <b>Critique of immigration policy analysis; Critique of MSW presentations</b> ).
7500-CO6. Use the PLM to identify program strengths, weaknesses, program gaps, program incongruities, evaluation foci and evaluation obstacles ( <b>Sections 2 &amp; 4 of evaluation</b> ).
7500-CO7. share information with stakeholders regarding program strengths, weaknesses, program gaps, program incongruities, evaluation foci and evaluation obstacles –program readiness and possible hidden agendas before the evaluation and help them make determinations about the information ( <b>Section 2 of evaluation: Field instructor assessment of evaluator comportment</b> ).
7630-CO1. Demonstrate understanding of social work professionalism as defined by the advanced generalist perspective ( <b>Portfolio narrative objectives 1-7; Portfolio as a PDF Document</b> ).
7630-CO3. Demonstrate an understanding of licensure requirements, processes, and preparation for the licensing examination ( <b>MSW Licensure Practice Exams 1 &amp; 4</b> ).

**CPO 18. Apply attention to balanced multi-level practice.**

7300-CO23. Use externalizing questions which separate the client from his or her problem and connect the problem to its macro level roots ( <b>Pt 2 of Brief therapy assignment</b> ).
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7310-CO19. Analyze the impact of cultural and social factors at the community, societal, and international levels on family functioning across the life span ( <b>Contexts of helping families discussion questions; Family assessment &amp; treatment plan</b> ).
7310-CO22. Develop interventions for family systems at the individual, community, and societal levels ( <b>Family assessment &amp; treatment plan</b> ).
7310-CO23. Research and report on issues that impact families including sexual orientation, ethnicity, class, family structure, race, and gender ( <b>Issues that impact families research paper &amp; presentation</b> ).
7400-CO2. Analyze specific examples of how the legislative and judicial sources of social welfare policy have influenced advanced generalist social work practice with individuals, organizations, and communities ( <b>Application of policy to social work practice; Policy compendium: Significance to social work; final exam</b> ).
7400-CO6. Evaluate legislation and case law pertaining to prominent social work policy in terms of intended and unintended social consequences at multiple levels ( <b>Application of policy to social work practice; Critique of immigration policy analysis; Policy compendium; Critique of MSW presentations</b> ).
7400-CO14. Compare and contrast social work values and ethics with local, state, federal and international policies and laws ( <b>Zinn reports; Application of policy to social work practice; Critique of immigration policy analysis; Policy compendium; Critique of MSW presentations; Final exam</b> ).
7400-CO17. Evaluate how advanced policy analysis influences (or fails to influence) the practice of social work at multiple levels ( <b>Application of policy to social work practice; Final exam; Policy compendium; Critique of MSW presentations; Final exam</b> ).
7400-CO19. Assess and recommend appropriate strategies for advanced generalist social workers to use in legal processes (i.e. hearings, preparation of evidence) to influence practice outcomes at multiple levels) ( <b>Application of policy to social work practice; Final exam</b> ).
7400-CO20. Facilitate and participate in collaborative critiques of policy to influence practice outcomes and shape the professional environment ( <b>Critique of immigration policy analysis; Critique of MSW presentations</b> ).
7630-CO1. Demonstrate understanding of social work professionalism as defined by the advanced generalist perspective ( <b>Portfolio narrative objectives 1-7; Portfolio as a PDF document</b> ).
7630-CO3. Demonstrate an understanding of licensure requirements, processes, and preparation for the licensing examination ( <b>MSW licensure practice exams 1 &amp; 4</b> ).

**CPO 19. Demonstrate the ability to practice at increasing levels of complexity using specialized theories and practice methods.**

7300-CO1. Formulate all advanced practice using the Planned Intervention Process ( <b>Direct observation, no formal measure</b> ).
7300-CO2. Identify attachment styles as they occur in therapeutic interactions and client interactions with others ( <b>6 questions on mid-term; Section 2 of integrative assessment</b> ).
7300-CO3. Connect specific past interpersonal relationships and experiences to current attachment styles and other personal patterns ( <b>Section 2 of integrative assessment; 6 questions on mid-term</b> ).
7300-CO4. Explain clients' current behaviors, problems and patterns empathically and in-depth, using psychodynamic terms in relation to their past history, relational and cultural templates and unique life experiences ( <b>Sections 1, 2, 3, 4, &amp; 7 of integrative assessment; 4 questions on mid-term</b> ).

7300-CO5. Distinguish between psycho-dynamic relational approaches, interventions with strong empirical validation and generic time-limited approaches ( <b>Integrative assessment and brief therapy assignment on same client; In class fish bowl, brief therapy</b> ).
7300-CO7. Describe or explain problematic human behavior –using elements of psychodynamic theory in such a way that suggests therapeutic strategies and helpful interventions ( <b>Sections 7 &amp; 8 of integrative assessment; Weekly skills log; 6 questions on mid-term</b> ).
7300-CO9. Distinguish the ‘content’ and symptoms of a client's problem from the interpersonal patterns of behavior that undergird it ( <b>Section 7 of integrative assessment on interpersonal patterns; Weekly skills log</b> ).
7300-CO10. Explain transference and identify transferential behaviors ( <b>4 questions on mid-term; Section 8 of integrative assessment</b> ).
7300-CO11. Formulate potential interpersonal responses to transferential behaviors ( <b>Section 8 of integrative assessment; 3 questions on mid-term</b> ).
7300-CO14. Identify defense mechanisms and maneuvers as they occur as well as their functions for clients ( <b>Section 4 of assessment; 5 questions on mid-term</b> ).
7300-CO15. Develop helpful and respectful strategies to respond to defense mechanism and maneuvers with clients ( <b>Weekly skills log; Section 8 of assessment; 2 questions on mid-term</b> ).
7300-CO16. Identify and use 30-40 influencing interventive techniques that can be applied to various situations ( <b>All 10 Weekly skills log</b> ).
7300-CO18. Articulate and Use generic ‘key elements’ in numerous forms of brief therapy ( <b>Brief therapy assignment-construct 3 sessions of brief therapy; Weekly skill log</b> ).
7300-CO21. Identify when to use and employ specific cognitive and cognitive-behavioral techniques and strategies with clients based on the clients changing circumstances and responses ( <b>In class fish bowl; Brief therapy assignment; Weekly skills log</b> ).
7300-CO 22. Identify and use specific behavioral techniques (behavioral rehearsal, desensitization etc) with specific problems ( <b>Brief therapy assignment; 2 questions on mid-term; Weekly skills log; In class fish bowl</b> ).
7300-CO23. Use externalizing questions which separate the client from his or her problem and connect the problem to its macro level roots ( <b>Brief therapy assignment; Fish bowl brief therapy</b> ).
7310-CO24. Apply the theoretical constructs and assessment and intervention strategies of family systems, structural, strategic, experiential, psychodynamic, cognitive-behavioral, and solution-focused brief therapy to family case studies ( <b>Reflection &amp; application of constructs task folder; Family Assessment &amp; treatment plan</b> ).
7310-CO25. Demonstrate knowledge of the postmodernistic approaches to family practice including feminist theory, social constructionism, psychoeducational family therapy, family resilience, and narrative family therapy ( <b>Reflection and application of constructs task folder; Midterm Exam</b> ).
7310-CO26. Synthesize elements from various family therapy theories and intervention strategies into an integrative approach ( <b>Reflection &amp; application of constructs task folder; Family assessment &amp; treatment plan</b> ).
7310-CO27. Develop treatment plans for a family at the student’s practicum site utilizing three specific family therapy theories and an integrative approach that incorporates elements from various theoretical approaches ( <b>Family assessment &amp; treatment plan</b> ).
7320-CO9. Determine when it is appropriate to use administrative supervisory role, clinical supervisory role, or a combination ( <b>Supervision interview</b> ).

7320-CO23. Using the ecological perspective, analyze elements in the environment that affect your agency and consumers <b>(Reference notebook)</b> .
7320-CO24. Anticipate the effects of policies and fiscal trends on one's practice community and environment <b>(Supervision interview)</b> .
7320-CO25. Identify particular cycles/stages/phases of agency change and match management styles with them <b>(Class case studies)</b> .
7320-CO26. Recognize and differentiate particular concepts of clinical supervision, including: parallel processes, boundary diffusion, distortion, fitness to practice and critical incidents <b>(Class case studies)</b> .
7320-CO27. Differentiate common elements of administrative supervision models <b>(Post lecture discussion)</b> .
7320-CO28. Differentiate common elements of management models <b>(Post lecture discussion)</b> .
7320-CO29. Articulate an integrated model of social supervision and demonstrate its use <b>(Class case studies)</b> .
7400-CO6. Evaluate legislation and case law pertaining to prominent social work policy in terms of intended and unintended social consequences at multiple levels <b>(Application of policy to social work practice; Critique of immigration policy analysis; Policy compendium; Critique of MSW presentations)</b> .
7400-CO7. Categorize and apply basic and legally recognized concepts and principles that support social justice in prominent areas of social work practice <b>(Reading guides for Saltman &amp; Furman, Ch. 1-7 and Ch. 17-20; Midterm &amp; final exams)</b> .
7400-CO9. Articulate the components of effective performance of potential roles encountered by advanced generalist social work practitioners in the hearing processes associated with specific social work settings <b>(Reading guides for Saltzman &amp; Furman Ch. 2-3; Midterm; Application of policy to social work practice)</b> .
7400-CO10. Locate and use the primary sources of law, legal citations, statutes, and court opinions that are related to the legislated social welfare policy underlying the practice of advanced generalist social work <b>(Reading guide for Saltzman &amp; Furman, Ch. 4, Policy compendium)</b> .
7400-CO11. Explicate five basic constitutional concepts and principles operative in social welfare policy that affect social work practice, i.e. The Requirement of State Action, The Least Restrictive Alternative, Overbreadth and Vagueness, Due Process of the Law, Equal Protection of the Laws <b>(Application of policy to social work practice; Final exam; Midterm exam)</b> .
7400-CO12. Identify if and how the five basic constitutional concepts and principles are operative in your social work practicum setting <b>(Application of policy to social work practice; Final exam)</b> .
7400-CO13. Describe the basic legal concepts, primary sources of law (statutory, case law), the probable legal roles of social workers, and the steps in the preparation of evidence that affect social workers in your practicum setting <b>(Application of policy to social work practice; Final exam)</b> .
7400-CO15. Critically analyze the supporting data (overview of history and current trends, basic legal principles, rights attaching to client participants, legal processes, influential arguments and the current status of the case and statutory law) of an advanced policy analysis, i.e. immigration policy <b>(Critique of immigration policy analysis)</b> .
7400-CO16. Critically analyze the supporting data (overview of history and current trends, basic legal principles, rights attaching to client participants, legal processes, influential arguments and the current status of the case and statutory law) of MSW student presentations of prominent advanced policy analysis <b>(Critique of MSW presentations)</b> .

7500-CO1. Determine when it is best to use outcome or process evaluation or a combination of both and select the most appropriate evaluation approach for the purpose of the research question <b>(Section 1 of evaluation)</b> .
7500-CO3. Recognize how to work with the stakeholders to negotiate, define, and refine evaluation questions <b>(Sections 1 &amp; 2 of evaluation; Field instructor assessment)</b> .
7500-CO4. Conduct a feasibility evaluation using appropriate methods of data collection <b>(Section 2 of evaluation)</b> .
7500-CO5. Develop a program logic model for your evaluation <b>(Section 2 of evaluation)</b> .
7500-CO6. Use the PLM to identify program strengths, weaknesses, program gaps, program incongruities, evaluation foci, and evaluation obstacles <b>(Section 2 of evaluation)</b> .
7500-CO8. Develop an evaluation plan that addresses the questions posed. The plan should describe carefully the design or designs to be used as well as the data collection methods and methods of analysis <b>(All sections of evaluation)</b> .
7500-CO10. Assess the strengths and weaknesses of the evaluation design - including those related to validity, reliability, and generalizability and include other methods of data collection and analyses in the design that can strengthen it <b>(Section 3 of evaluation)</b> .
7630-CO3. Demonstrate an understanding of licensure requirements, processes, and preparation for the licensing examination <b>(MSW licensure practice exams 1 &amp; 4)</b> .

The Division of Social Work's

## Guide to the POCO Evaluation

Valdosta State University

Valdosta, GA

Fall, 2008

You are nearing the end of your MSW Program, on the downhill slope toward graduation, and it's time to think about your POCO Evaluation

For your POCO evaluation you will demonstrate your mastery of the Program Objectives by showing your graded performance on selected course assignments or sections of assignments that fulfill course outcomes that were chosen by the faculty. The Program Objectives are reflected in the MSW courses through our course outcomes. In turn, our course assignments and activities are a reflection of our course outcomes and thus, our program objectives.

In your POCO evaluation you will show how *you* have met the program objectives and course outcomes through your grades, presented as raw scores and percentages, on selected assignments or assignments sections or exams. For each foundation program objective (PO 1-14), you will list assignment scores and percentages from *two* course outcomes, and for each concentration program objective (PO 15-19) you will report your scores and percentages from *five* course outcomes. In the POCO evaluation you also will rate and briefly discuss (in less than five sentences) your perception of your competence on each program objective.

*Note: Foundation program objectives 1, 8, 12 and 13 are "missing" because they are included/ subsumed in Concentration Program Objectives (See Reference Handbook for Program Objective Course Outcome Map or Concentration POCO Map).*

### POCO Evaluation Instructions

#### A. How to Calculate Your Scores and Percentages

1. For each assignment, assignment section or exam, find your original raw score, which is the total points you earned "out of" the points possible in the assignment. In the example below, this is 46/50 for the first assignment, and 89/100 for the second assignment.
2. To find the percentage for each assignment, divide the points earned by the points possible:
  - a. 46 divided by 50 = .92 = 92%
  - b. 89 divided by 100 = .89 = 89%
3. To find the mean (average):
  - a. Add 92 + 89, which equals 181
  - b. Divide 181 by 2 (because there are 2 scores)
  - c. The total is 90.5% (Round your percentages to one decimal place)

**B. Complete the Likert scale of 1 to 10 for each program objective**

Taking into consideration your professional and academic experience, including practicum, how do you rate your competence on the program objective? Put an "X" in one of the spaces (**1=Lowest competence, 10=Highest competence**).

1	2	3	4	5	6	7	8	9	10
							X		

C. In no more than five sentences discuss your assignment scores, percentages, and yourself-assessment as ratings of competence for this program objective.

**Here is an example for calculating your scores and percentages:**

**FPO 2. Demonstrate the ability to apply critical thinking within the context of professional social work practice.**

Course# and Course Outcome	Related Assignment	Raw Score	Percentage	Mean %
7300-CO4	Section 7, Integrative Assessment	46/50	92%	
7320-CO24	Supervision Interview	89/100	89%	
				90.5%

Taking into consideration your professional and academic experience, including practicum, how do you rate your competence on the program objective? Put an "X" in one of the spaces (**1=Lowest competence, 10=Highest competence**).

1	2	3	4	5	6	7	8	9	10

In no more than five sentences discuss your assignment scores, percentages, and your self-assessment as ratings of competence for this program objective.

**The POCO Evaluation**

**FPO 2. Demonstrate the ability to apply critical thinking within the context of professional social work practice.**

7300-CO4. Explain clients' current behaviors, problems, and patterns empathically and in-depth, using psychodynamic terms, in relation to their past history, relational and cultural templates, and unique life experiences (**Section 7 of Integrative Assessment**).

7320-CO24. Anticipate the effects of policies and fiscal trends on one's practice community and environment (**Supervision Interview**).

Course# and Course Outcome	Related Assignment	Raw Score	Percentage	Mean %
7300-CO4	Section 7, Integrative Assessment			
7320-CO24	Supervision Interview			

Taking into consideration your professional and academic experience, including practicum, how do you rate your competence on this program objective? Put an "X" in one of the spaces (**1=Lowest competence, 10=Highest competence**).

1	2	3	4	5	6	7	8	9	10
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In no more than five sentences discuss your assignment scores, percentages, and your self-assessment as ratings of competence for this program objective.

**FPO 3. Analyze and apply the values and ethics of the social work profession.**

7310-CO3. Identify and analyze potential value conflicts and ethical dilemmas that may occur when working with families and recommend responses that are consistent with the NASW Code of Ethics **(Ethical Dilemma Case Studies Class Discussion)**.

7400-CO14. Compare and contrast social work values and ethics with local, state, federal and international policies and laws **(Policy Compendium, Section 5: Significance to Social Work)**.

Course# and Course Outcome	Related Assignment	Raw Score	Percentage	Mean %
7310-CO3	Ethical Dilemma Case Studies Class Discussion			
7400-CO14	Policy Compendium, Section 5: Significance to Social Work			

Taking into consideration your professional and academic experience, including practicum, how do you rate your competence on this program objective? Put an "X" in one of the spaces **(1=Lowest competence, 10=Highest competence)**.

1	2	3	4	5	6	7	8	9	10
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In no more than five sentences discuss your assignment scores, percentages, and your self-assessment as ratings of competence for this program objective.

**FPO 4. Using the strengths perspective, practice without discrimination and with respect, knowledge, and skills that are appropriate for the range of human differences.**

7310-CO5. Analyze various family theoretical approaches and intervention strategies in relation to working with families from a wide range of cultural and social backgrounds and populations at risk **(Family Assessment and Treatment Plan)**.

7320-CO18. Design a plan based on selected practice models to develop organizational change or status defense (**Class Case Studies**).

Course# and Course Outcome	Related Assignment	Raw Score	Percentage	Mean %
7310-CO5	Family Assessment and Treatment Plan			
7320-CO18	Class Case Studies			

Taking into consideration your professional and academic experience, including practicum, how do you rate your competence on this program objective? Put an "X" in one of the spaces (**1=Lowest competence, 10=Highest competence**).

1	2	3	4	5	6	7	8	9	10
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In no more than five sentences discuss your assignment scores, percentages, and your self-assessment as ratings of competence for this program objective.

**FPO 5. Understand and challenge mechanisms of oppression and discrimination.**

7400-CO3. Explain the role and relevance of the historical and cultural context of the statutory and/or constitutional premise for prominent social welfare policy (**Part 1 Policy Compendium, Section 1: History of Student Topic Area**).

7400-CO6. Evaluate legislation and case law pertaining to prominent social work policy in terms of intended and unintended social consequences at multiple levels (**Part 3 Policy Compendium, Section 3: Delineate the Governing Laws and Policies**).

Course# and Course Outcome	Related Assignment	Raw Score	Percentage	Mean %
7400-CO3	Part 1 Policy Compendium, Section 1: History of Student Topic Area			
7400-CO6	Part 3 Policy Compendium, Section 3: Delineate the Governing Laws and Policies			

Taking into consideration your professional and academic experience, including practicum, how do you rate your competence on this program objective? Put an "X" in one of the spaces (**1=Lowest competence, 10=Highest competence**).

1	2	3	4	5	6	7	8	9	10
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In no more than five sentences discuss your assignment scores, percentages, and your self-assessment as ratings of competence for this program objective.

**FPO 6. Apply strategies of advocacy and social change to advance justice.**

7400-CO7. Categorize and apply basic and legally recognized concepts and principles that support social justice in prominent areas of social work practice (**Midterm Exam**).

7400-CO19. Assess and recommend appropriate strategies for advanced generalist social workers to use in legal processes (i.e. hearings, preparation of evidence) to influence practice outcomes at multiple levels (**Final Exam**).

Course# and Course Outcome	Related Assignment	Raw Score	Percentage	Mean %
7400-CO7	Midterm Exam			
7400-CO19	Final Exam			

Taking into consideration your professional and academic experience, including practicum, how do you rate your competence on this program objective? Put an "X" in one of the spaces **(1=Lowest competence, 10=Highest competence)**.

1	2	3	4	5	6	7	8	9	10
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In no more than five sentences discuss your assignment scores, percentages, and your self-assessment as ratings of competence for this program objective.

**FPO 7. Understand and interpret the history, development, and current trends of the profession.**

7400-CO2. Analyze specific examples of how the legislative and judicial sources of social welfare policy have influenced advanced generalist social work practice with individuals, organizations, and communities **(Final Exam)**.

7400-CO 3. Explain the role and relevance of the historical and cultural context of the statutory and/or constitutional premise for prominent social welfare policy **(Policy Compendium Section 1: History of Student Topic)**.

Course# and Course Outcome	Related Assignment	Raw Score	Percentage	Mean %
7400-CO2	Final Exam			
7400-CO3	Policy Compendium Section 1: History of Student Topic			

Taking into consideration your professional and academic experience, including practicum, how do you rate your competence on this program objective? Put an "X" in one of the spaces **(1=Lowest competence, 10=Highest competence)**.

1	2	3	4	5	6	7	8	9	10
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In no more than five sentences discuss your assignment scores, percentages, and your self-assessment as ratings of competence for this program objective.

**FPO 9. Demonstrate the ability to analyze, formulate, and influence social policies.**

7400-CO4. Evaluate prominent U.S. social welfare policies relative to corresponding social welfare policy in a foreign country ( <b>Policy Compendium, Section 4: International Comparison</b> ).
7400-CO5. Summarize the most influential arguments for and against prominent social welfare policies ( <b>Policy Compendium, Section 2: Description of Specific Topic Area</b> ).

Course# and Course Outcome	Related Assignment	Raw Score	Percentage	Mean %
7400-CO4	Policy Compendium, Section 4: International Comparison			
7400-CO5	Policy Compendium, Section 2: Description of Specific Topic Area			

Taking into consideration your professional and academic experience, including practicum, how do you rate your competence on this program objective? Put an “X” in one of the spaces (**1=Lowest competence, 10=Highest competence**).

1	2	3	4	5	6	7	8	9	10
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In no more than five sentences discuss your assignment scores, percentages, and your self-assessment as ratings of competence for this program objective.

**FPO 10. Evaluate and apply research findings to practice and evaluate individual practice interventions at multi levels appropriately.**

7300-CO25. Evaluate the utility of an intervention or influencing skill based on the client’s response to the intervention or skill ( <b>All Weekly Skills Logs</b> ).
7500-CO8. Develop an evaluation plan that addresses the questions posed. The plan should describe carefully the design or designs to be used as well as the data collection methods and methods of analysis ( <b>All Sections of Evaluation</b> ).

Course# and Course Outcome	Related Assignment	Raw Score	Percentage	Mean %
7300-CO25	All Weekly Skills Logs			
7500-CO8	All Sections of Evaluation			

Taking into consideration your professional and academic experience, including practicum, how do you rate your competence on this program objective? Put an "X" in one of the spaces (**1=Lowest competence, 10=Highest competence**).

1	2	3	4	5	6	7	8	9	10
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In no more than five sentences discuss your assignment scores, percentages, and your self-assessment as ratings of competence for this program objective.

**FPO 11. Demonstrate the ability to communicate across client populations, colleagues and communities, in both written and verbal form.**

7300-CO19. Negotiate solvable problems in collaboration with clients (**Part 1 of Final Brief Therapy Assignment**).

7320-CO17. Apply an appropriate model of administrative supervision to selected situations (**Class Case Studies**).

Course# and Course Outcome	Related Assignment	Raw Score	Percentage	Mean %
7300-CO19	Part 1 of Final brief Therapy Assignment			
7320-CO17	Class Case Studies			

Taking into consideration your professional and academic experience, including practicum, how do you rate your competence on this program objective? Put an "X" in one of the spaces **(1=Lowest competence, 10=Highest competence)**.

1	2	3	4	5	6	7	8	9	10
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In no more than five sentences discuss your assignment scores, percentages, and your self-assessment as ratings of competence for this program objective.

**FPO 14. Identify with the social work profession and behave professionally.**

7400-CO9. Articulate the components of effective performance of potential roles encountered by advanced generalist social work practitioners in the hearing processes associated with specific social work settings <b>(Midterm Exam)</b> .
7320-CO2. Identify professional needs and considerations in selecting a quality clinical supervisor <b>(Self Assessment)</b> .

Course# and Course Outcome	Related Assignment	Raw Score	Percentage	Mean %
7400-CO9	Midterm Exam			
7320-CO2	Self Assessment			

Taking into consideration your professional and academic experience, including practicum, how do you rate your competence on this program objective? Put an "X" in one of the spaces **(1=Lowest competence, 10=Highest competence)**.

1	2	3	4	5	6	7	8	9	10
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In no more than five sentences discuss your assignment scores, percentages, and your self-assessment as ratings of competence for this program objective.

**CPO 15. Demonstrate an increasing ability to engage in informed and systematic Self-Directed Practice.**

7300-CO12. Formulate ideas about how a client might react to an intervention before it is employed. <b>(Section 8 of Integrative Assignment).</b>
7310-CO1. Demonstrate the ability to select the appropriate level of need for a family using Weltner’s integrative model <b>(In-Class Group Discussions).</b>
7310-CO7. Apply the assessment and intervention strategies from the various family theoretical approaches to student’s life experiences in their family of origin <b>(Exploring Your Family of Origin and Your Development Reflection Assignment).</b>
7310-CO10. Describe the developmental stages of a family utilizing the family life cycle framework (Carter & McGoldrick, 2005) focusing on the tasks, processes, and needs of each stage <b>(Family Rituals Reflection Assignment).</b>
7320-CO21. Distinguish differences between the use of clinical skills in supervision and clinical skills used in practice. <b>(Supervision Interview).</b>

Course# and Course Outcome	Related Assignment	Raw Score	Percentage	Mean %
7300-CO12	Section 8 of Integrative Assignment			
7310-CO1	In-class Group Discussions			
7310-CO7	Exploring Your Family of Origin and Your Development Reflection Assignment			
7310-CO10	Family Rituals Reflection Assignment			
7320-CO21	Supervision Interview			

Taking into consideration your professional and academic experience, including practicum, how do you rate your competence on this program objective? Put an “X” in one of the spaces **(1=Lowest competence, 10=Highest competence).**

1	2	3	4	5	6	7	8	9	10
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In no more than five sentences discuss your assignment scores, percentages, and your self-assessment as ratings of competence for this program objective.

**CPO 16. Demonstrate elements of leadership and the ability to shape the professional environment.**

7300-CO6. Help colleagues and peers to develop a non-blaming and empathic understanding of client problems and behaviors using the principles and elements of a psychodynamic interpersonal model of practice <b>(Leadership Assignment at end of Weekly Skills Log)</b> .
7320-CO14. Match the most effective leadership styles with selected situations and personnel. <b>(Class Case Studies)</b> .
7320-CO21. Define leadership, authority, and power and differentiate among them as to their effectiveness in an organization <b>(Class Case Studies)</b> .
7400-CO20. Facilitate and participate in collaborative critiques of policy to influence practice outcomes and shape the professional environment <b>(Critique of MSW Presentations)</b> .
7500-CO7. Share information with stakeholders regarding program strengths, weaknesses, program gaps, program incongruities, evaluation foci and evaluation obstacles –program readiness and possible hidden agendas before the evaluation and help them make determinations about the information <b>(Section 2 of Evaluation)</b> .

Course# and Course Outcome	Related Assignment	Raw Score	Percentage	Mean %
7300-CO6	Leadership Assignment at end of Weekly Skills Log			
7320-CO14	Class Case Studies			
7320-CO21	Class Case Studies			
7400-CO20	Critique of MSW Presentations			
7500-CO7	Section 2 of Evaluation			

Taking into consideration your professional and academic experience, including practicum, how do you rate your competence on this program objective? Put an "X" in one of the spaces **(1=Lowest competence, 10=Highest competence)**.

1	2	3	4	5	6	7	8	9	10
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In no more than five sentences discuss your assignment scores, percentages, and your self-assessment as ratings of competence for this program objective.

**CPO 17. Demonstrate an ability to analyze and critically evaluate the contextual elements to inform social work practice.**

7310-CO19. Analyze the impact of cultural and social factors at the community, societal, and international levels on family functioning across the life span ( <b>Issues that Impact Families Research Paper and Presentation</b> ).
7320-CO9. Determine when it is appropriate to use administrative supervisory role, clinical supervisory role, or a combination ( <b>Supervision Interview/Case Studies</b> ).
7400-CO1. Articulate an overview of policy analysis that integrates both legislative and judicial sources of advanced social work practice mandates and roles ( <b>Entire Policy Compendium</b> ).
7400-CO5. Summarize the most influential arguments for and against prominent social welfare policies ( <b>Critique of MSW Presentations</b> ).
7400-CO6. Evaluate legislation and case law pertaining to prominent social work policy in terms of intended and unintended social consequences at multiple levels ( <b>Policy Compendium, Section 3</b> ).

Course# and Course Outcome	Related Assignment	Raw Score	Percentage	Mean %
7310-CO19	Issues that Impact Research Paper and Presentation			
7320-CO9	Supervision Interview/Case Studies			
7400-CO1	Entire Policy Compendium			
7400-CO5	Critique of MSW Presentations			
7400-CO6	Policy Compendium, Section 3			

Taking into consideration your professional and academic experience, including practicum, how do you rate your competence on this program objective? Put an "X" in one of the spaces (**1=Lowest competence, 10=Highest competence**).

1	2	3	4	5	6	7	8	9	10
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In no more than five sentences discuss your assignment scores, percentages, and your self-assessment as ratings of competence for this program objective.

**CPO 18. Apply attention to balanced multi-level practice.**

7300-CO23. Use externalizing questions which separate the client from his or her problem and connect the problem to its macro level roots <b>(Part 2C of Final Brief Therapy Assignment)</b> .
7310-CO22. Develop interventions for family systems at the individual, community, and societal levels <b>(Family Assessment and Treatment Plan)</b> .
7400-CO2. Analyze specific examples of how the legislative and judicial sources of social welfare policy have influenced advanced generalist social work practice with individuals, organizations, and communities <b>(Final Exam)</b> .
7400-CO17. Evaluate how advanced policy analysis influences (or fails to influence) the practice of social work at multiple levels <b>(Critique of MSW Presentations)</b> .
7400-CO19. Assess and recommend appropriate strategies for advanced generalist social workers to use in legal processes (i.e. hearings, preparation of evidence) to influence practice outcomes at multiple levels) <b>(Final Exam)</b> .

Course# and Course Outcome	Related Assignment	Raw Score	Percentage	Mean %
7300-CO23	Part 2C of Final Brief Therapy Assignment			
7310-CO22	Family Assessment and Treatment Plan			
7400-CO2	Final Exam			
7400-CO17	Critique of MSW Presentations			
7400-CO19	Final Exam			

Taking into consideration your professional and academic experience, including practicum, how do you rate your competence on this program objective? Put an "X" in one of the spaces **(1=Lowest competence, 10=Highest competence)**.

1	2	3	4	5	6	7	8	9	10
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In no more than five sentences discuss your assignment scores, percentages, and your self-assessment as ratings of competence for this program objective.

**CPO 19. Demonstrate the ability to practice at increasing levels of complexity using specialized theories and practice methods.**

7300-CO7. Describe or explain problematic human behavior –using elements of psychodynamic theory in such a way that suggests therapeutic strategies and helpful interventions ( <b>Sections 7 &amp; 8 of integrative Assessment</b> ).
7300-CO16. Identify and use 30-40 influencing interventive techniques that can be applied to various situations ( <b>Weekly Skills Log</b> ).
7310-CO27. Develop treatment plans for a family at the student’s practicum site utilizing three specific family therapy theories and an integrative approach that incorporates elements from various theoretical approaches ( <b>Family Assessment &amp; Treatment Plan</b> ).
7500-CO1. Determine when it is best to use outcome or process evaluation or a combination of both and select the most appropriate evaluation approach for the purpose of the research question ( <b>Section 1 of Evaluation</b> ).
7500-CO4. Conduct a feasibility evaluation using appropriate methods of data collection ( <b>Section 2 of Evaluation</b> ).

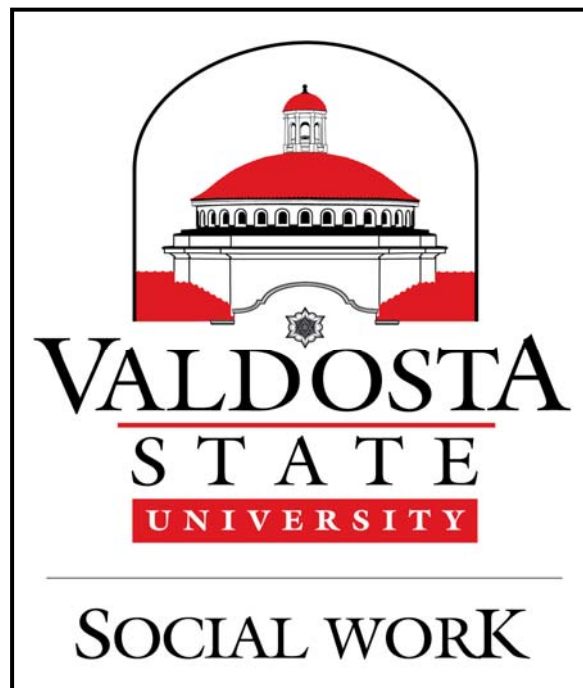
Course# and Course Outcome	Related Assignment	Raw Score	Percentage	Mean %
7300-CO7	Sections 7, 8 of Integrative Assessment			
7300-CO16	Weekly Skills Log			
7310-CO27	Family Assessment & Treatment Plan			
7500-CO1	Section 1 of Evaluation			
7500-CO4	Section 2 of Evaluation			

Taking into consideration your professional and academic experience, including practicum, how do you rate your competence on this program objective? Put an “X” in one of the spaces (**1=Lowest competence, 10=Highest competence**).

1	2	3	4	5	6	7	8	9	10
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In no more than five sentences discuss your assignment scores, percentages, and your self-assessment as ratings of competence for this program objective.

# MSW Program Policy and Procedures



## **ACADEMIC POLICIES AND PROCEDURES FOR MSW PROGRAM**

Valdosta State University seeks to provide an environment suitable for promoting the systematic pursuit of learning. To ensure this primary goal, the university requires that students demonstrate reasonable academic progress. The retention of students who repeatedly demonstrate a lack of ability, industry, maturity, and preparation is inconsistent with this requirement. In order to continue in the Master of Social Work program, students must:

- Maintain a GPA of 2.5 or higher.
- May not get below the grade of a C in a course. This is the lowest acceptable grade. Students may not enter the Concentration Year until they pass all required Foundation courses. Any student who receives a grade of “U” or an evaluation of Unsatisfactory in practicum will be referred for a Special Advising Session.
- Bring a GPA of 2.5 up to 3.0 or better in order to graduate.

The Division of Social Work expects graduate students to adhere to Valdosta State University policies regarding Academic Dishonesty and Plagiarism. These policies are found in the **2009-2010 VSU Graduate Catalog, p. 35 and the Student Handbook, p.97**. Additionally, policies regarding academic honesty also extend to student representations of client interviews, client interactions, and staff/field instructor interactions at practicum agencies. Students are expected to report such interactions honestly, ethically, and professionally.

Student violations of academic honesty and plagiarism policies also represent violations of the Code of Ethics of the National Association of Social Workers. A student who commits such a violation will be referred for Special Academic Advising in addition to receiving academic consequences. *Any violation of ethics or of agency policy is subject to dismissal, professional review, possible legal action and discontinuation from the program.*

### **Special Retention and Graduation Requirements**

To graduate, students must complete 60 semester hours including 43 credit hours of required classroom instruction with a “B” average of 3.00 or higher and 17 credit hours of field practicum with a grade of “Satisfactory.” Students must maintain a grade point average of not less than 2.5 at all times. Advanced Standing students (those with a B.S.W degree from an accredited institution) must complete 33 hours, which include SOWK 6000 (2 hours) and SOWK 6100 (1 hour), for a total of 25 classroom hours with a grade of “Satisfactory.”

The full-time program is 2 years in length, but 3 and 4 year part-time plans are offered. The Web-Based M.S.W. Program is 3 years in length, including 5 weekends of on-campus classes each semester. A portfolio is required as an exit examination. No grade below “C” will be credited toward the M.S.W. degree.

### **Academic Deficiency Point System**

Students will be dismissed from the program if they accumulate 4 or more academic deficiency points. A grade of “C” equals one deficiency point (and will be credited toward the M.S.W. degree). A grade of “D” equals 2 deficiency points (and will not be credited toward the M.S.W. degree). A grade of “F” or “WF” equals 3 deficiency points (neither of these will be credited toward the M.S.W. degree). Because of the emphasis on practicum performance in the social work program, a grade of “Unsatisfactory” in practicum equals 4 deficiency points and will result in permanent dismissal from the program.

## **ACADEMIC WARNING, PROBATION, AND SUSPENSION**

### **Academic Warning**

Academic Warning serves as the initial notice that the student's performance is not adequate. A student will be placed on academic warning if at the end of the semester while on good standing, the cumulative GPA falls below 3.00. Even though a student on warning is making progress toward graduation, it should be clearly understood that without immediate academic improvement, probation may result.

### **Academic Probation and Suspension**

A student will be placed on academic probation if at the end of the semester in which the student is on academic warning the cumulative GPA falls below the minimum specified above or the semester GPA falls below 2.50. Even though a student on probation is making progress toward graduation, it should be clearly understood that without immediate academic improvement, suspension might result.

### **Readmission after Dismissal for Academic Deficiencies**

Readmission is not guaranteed. A student must wait a full academic year before reapplying for readmission. If readmitted, the student must retake only courses with deficiencies until the number of deficiency points is fewer than or equal to 2. A student may not take a class more than twice or apply for readmission more than once. Readmission to the Social Work program is left to the discretion of the faculty and is not automatic.

### **Grade Reports**

Students will be held accountable for their scholarship. They alone must work to achieve the highest standards. Accordingly, grade reports are not sent to parents or guardians and student academic standing will not be discussed with parents or guardians. Instead, students themselves receive their reports and are expected to contact their advisors whenever their work is unsatisfactory. Grade reports are issued at the end of each semester.

<b>Grade</b>	<b>Quality Points</b>
A	4.00
B	3.00
C	2.00
D	1.00
F	Failure / 0
WF	Withdraw Failing / 0
U	Failing / 0

Grades of W, S, U, I and NR are not included in the computation of the grade point average. However, grades of C, D, F, WF, and U remain on the student transcript and are counted in a computation of a student's GPA. This is true even if the student retakes a class. Grades for credit accepted in transfer or by examination are not posted on a student's permanent record card and are not included in the calculation of the grade point average (GPA).

## **Incomplete “I” Grades**

Incomplete grades are discouraged and are given in verifiable, exceptional circumstances. Please see course syllabi for further explanation. A report of an “I” at the end of any course represents failure to complete course requirements. A report of “I” requires subsequent completion of all requirements in the course involved within one calendar year regardless of the enrollment status of the student.

It is the student's responsibility to arrange with his/her course instructor for course completion before the end of the semester. An Incomplete grade will be changed to an F or WF (withdraw failing) if not removed by the required deadline specified above. Students will not be allowed to carry a grade of Incomplete or "I" for social work courses into their Practicum. Thus, any "I" must be completed by the beginning of the semester in which the student is scheduled to enter practicum. Failure to complete full responsibilities for coursework will delay a student's entry into Practicum. Additionally, students may not enter practicum when they are on Academic Probation (an overall GPA of less than 3.00).

### **Process for Requesting Incomplete Grades – Policy of the Office of Academic Affairs (2008)**

According to the Valdosta State University Catalogue, “A report of I (incomplete) indicates that a student was doing satisfactory work at the end of the term but, for non-academic reasons, was unable to complete all requirements for the course. A report of I requires the subsequent completion of all course requirements within a time limit specified by the instructor, not to exceed one calendar year from the end of the term in which a grade of incomplete is assigned, regardless of the student’s enrollment status during the period specified for completion. Students are responsible for making arrangements with their instructor for completion of course requirements within the time specified, in accordance with this regulation. In the Division of Social Work, the student also is encouraged to speak with his or her Academic Advisor. If an I is not changed to a letter grade within one calendar year, it will be changed to the grade F [or U, if appropriate].” \*This policy does not apply to the grade of IP (in progress) which is assigned for courses scheduled for more than one semester.

#### **Process**

It is the student’s responsibility to request that a grade of “I” be assigned for a class. To request an

Incomplete grade, students should use the following process:

- (1) The student should complete the student section of the “Request for Assigning a Grade of Incomplete” form and submit it to the instructor.
- (2) If the instructor chooses to allow the incomplete, the instructor and student will complete the remaining section, sign the form, obtain the department head’s signature, then submit it to the Registrar’s Office.
- (3) The form should be submitted to the Registrar’s Office before the instructor submits final grades.\*
- (4) The instructor should then assign the grade of “I” when submitting final grades. That grade of “I” may remain on the student’s unofficial transcript for up to one calendar year; however the Registrar’s Office will send reminders at the midterm of each semester. When the coursework is completed (or if the student fails to complete the required work), the instructor must submit a change of grade form to the Registrar’s Office. If no change of grade form is submitted, the Registrar’s Office will change the grade to F after one calendar year.

\* If a situation arises where it is not possible for the student and instructor to complete the form before the submission of final grades, the instructor should contact the Registrar’s Office directly about

assigning the “I.” The instructor and student should then complete the appropriate paperwork as quickly as possible. Students should remember that they should keep attending class, if possible, until the paperwork for the I is submitted. Additionally, their graduation dates will be adjusted if their incompletes are not resolved by their projected graduation date.

### **Computing Grade Point Average (GPA)**

Each semester, a student’s grade point average (GPA) is computed by dividing the number of hours for which he or she is enrolled (attempted hours into the total quality points received). (A cumulative average is calculated by dividing total quality points earned by total hours attempted, excluding transfer hours). Grades from all graduate coursework are included in calculation of the GPA by the Registrar’s Office.

The student’s cumulative GPA at the end of the fall semester of the student’s graduation year is used as the basis for selection of the Awards of Academic Excellence given out at the Awards Ceremony. At Valdosta State University graduation usually occurs prior to the submission of final semester grades. After a student graduates from the MSW Program and after final grades have been submitted at the end of spring semester, the student’s final, cumulative GPA is calculated by the VSU Registrar’s Office. Official transcripts must be requested from the Registrar’s Office.

### **PROCEDURE TO APPEAL GRADES**

Students who have just cause to appeal the assignment of a grade must first discuss the problem with their instructor. Students wishing to appeal a grade must follow the process described above in Section A, 1, a-d. Likewise, the Director will create a panel to hear the appeal as specified in Section B. Further appeals are then directed to, in this order: the Director, Division of Social Work; Dean of the Graduate School; Vice President for Academic Affairs; and President of the University (See Student Grievance Procedures on page 99).

### **APPLICATION FOR DEGREE**

The Application for degree must be made in Fall Semester of the student’s graduation year. To complete the application, the following documents must be included:

- Program of Study form
- Application for Degree form
- If Advanced Standing, attach Waiver of Foundation Year form
- If applicable, attach Approval for Class Substitution form

Students must proceed to the Bursary and their pay graduation fees and all paper work and fee receipt must be taken to the Registrar’s Office.

### **Student Opinion of Instruction (SOI)**

Students are strongly encouraged to provide feedback to their instructors at the end of each semester. The newly developed Student Opinion of Instruction (SOI) was introduced in an effort to standardize the course evaluation process. Based on a committee within the Office of Academic Affairs, the Provost and the VSU Faculty Senate have approved a brief SOI that can be administered electronically for each

course. The Division of Social Work has been involved in a pilot project in which all courses for Fall, 2008 and Spring, 2009, were evaluated online. Students have found the process to be more efficient, and it is likely to be expanded to all units on campus by later in 2009. Using the SOI, students are encouraged to provide feedback on their courses and their instructors. The Division attempts to teach students that the SOI represents their being given a voice in their assessment of their courses, and they are to take this responsibility seriously in both course evaluations and in professional practice. Data from the Fall, 2008 Administration of the SOI indicated that students responded fairly well to the electronic format. Since there were a number of glitches in the process, these were addressed, and the process went more smoothly in Spring Semester, 2009.

**Student  
Opinion on Instruction (SOI) – Social Work (Fall 2008)**

*(copy of electronic form to be completed on computer)*

1. Course assignments were clearly explained in the syllabus or other handouts.
2. Course policies (for example, attendance, late papers) were clearly explained in the syllabus or other handouts.
3. The instructor was well prepared for class.
4. The instructor made effective use of class time to cover course content.
5. Course assignments were returned in a timely manner.
6. The instructor explained grading criteria (for example, grammar, content) clearly.
7. The instructor was willing to discuss course-related issues either in person or by email/ telephone.
8. The instructor responded to student questions on course material in a professional manner.
9. This course increased my knowledge of the topic.
10. This course helped me further develop my academic skills (for example, reading, writing, speaking, critical analysis, performance, artistic abilities, etc.).
11. The course contributed to my ability to apply social work knowledge.
12. The instructor connected course content to the field of social work.

Qualitative Questions:

13. What were the best features about this course?
14. What are your instructor's strengths?
15. What suggestions would you give your instructor for improving the course?

*(approved by VSU Faculty Senate, 2007-2008)*

## **STUDENT RECORDS**

The Office of the Registrar maintains information concerning the academic records of students. The Registrar's Office issues transcripts of records and certificates for various governmental agencies. Students are encouraged to check with their Academic Advisor when questions arise concerning their academic status. Each student has a permanent record to which only he or she and authorized personnel have access, and it is to the student's advantage to check this record periodically. Transcripts from the Registrar's office are provided at a cost of \$2 upon written request of the student. Two weeks' processing time should be allowed.

Transcripts of academic records from other colleges are not provided. The student must contact previous institutions attended for those transcripts. It is also the student's responsibility to contact testing agencies for test score reports.

### **Student Information Update Policy**

It is the responsibility students to notify the Division of Social Work of any change in name, address, email address, or telephone numbers. Students may obtain an update form from the Administrative Coordinator and must return the completed form to the Administrative Coordinator. **All students will receive electronic and regular mail from the MSW Program- sent to their VSU internet address. The Division of Social Work is NOT responsible for information that students do not receive as a result of changes of address that have NOT been reported or the use of non-VSU internet addresses. Students will receive a VSU email address when they enroll in the university.**

### **SUBSTITUTION OF CREDIT**

**This University allows the substitution of no more than two three-hour courses into a program of study for a student in the Graduate School.**

The current policy concerning the transfer of courses is explained when a prospective student inquires about it, and at the student orientation session in the fall of each academic year. To transfer courses, students must present the syllabus of the course they wish to substitute along with the course description from the relevant university catalog. Both the Director and an instructor who teaches the course(s) must review the course syllabus to determine if:

- 1) the course is recent enough (within five years) to ensure that the student has a current knowledge base
- 2) the course is comparable to our own or can serve as an elective
- 3) the student earned a B or better
- 4) the course was offered by an accredited institution

If the course is acceptable, the student is notified and the Division sends a course substitution form to the Registrar's office for verification. No proficiency exams are used. No transfer courses allow for a reduction in required credit hours.

Most requests for transfer of courses come from students who began or earned another master's degree and completed courses that are similar to those offered in the social work curriculum. The Council on Social Work Education likewise has specific requirements regarding course substitutions that are followed by the Division of Social Work. Students not enrolled in the MSW program may take elective courses with the permission of the Division Director, but required courses are restricted to MSW students.

*No academic credit is given for life experience or previous work experience.*

### **ADVANCED STANDING POLICY**

Students with an undergraduate degree in social work from a program that is accredited by the Council on Social Work Education may apply for advanced standing either as a full time or part-time student.

The faculty will examine the student's BSW transcript, the accreditation status of the undergraduate institution, and if necessary, BSW course syllabi, in order to determine whether the foundation content is transferable to the VSU MSW Program. Likewise, undergraduate faculty recommendations are necessary. It is the Division's intent to accept only students who have graduated in the top 20% of their undergraduate class. At least two of the applicant's three reference letters must be completed by undergraduate faculty members from the BSW Program. The VSU Social Work faculty will determine the portion of the foundation year that may be waived, whether additional foundation courses are required, and whether the student may be admitted to advanced standing status.

In order to be admitted with advanced standing status, the undergraduate work must have been completed within the last 5 years in order to meet the requirements of the foundation year in this program. The student must meet all requirements for admission. When admitted to the program, advanced standing students must attend the summer session and take the following courses: SOWK 6000 and SOWK 6100. All advanced standing students will be assigned to the Director or to a faculty member who is on campus during the summer for academic advising and for completion of their foundation portfolio. In addition, the students must complete their practicum application and meet with the Director of Field Instruction during the summer.

Advanced standing students have the option of taking other courses in the summer, but they are not required to do so.

## **MSW CURRICULUM**

The MSW Curriculum for full, part-time, and web-based programs and advanced standing programs of study is shown in the next section of this *Handbook*.

### **Elective Courses**

Elective courses are offered during the Fall, Spring, and Summer Semesters. At least two electives are required! These courses are open to **concentration and advanced standing students and who those enter the MSW Program with another graduate degree in a related field**. Electives in the Fall semester are related to the setting of social work practice. Students should choose the course that is congruent with their practicum setting and social work career goals. Students on the DFCS IV-E Grant must take SOWK 7750, Social Work Practice in Child & Family Settings. Students who wish to be certified as school social workers must take SOWK 7850, Social Work Practice in Schools.

Spring semester electives include a combination of HBSE and practice content that crosses the boundaries of settings, i.e. information that any social worker may need to know in any setting. Students on the DFCS IV-E Grant must take SOWK 7870, Social Work Practice with Abusing and Neglecting Families. Students who wish to be licensed as clinical social workers in Florida must take SOWK 7810, Psychopathology & Assessment for Non-Medical Helpers. This course is recommended for all students who wish to be licensed as clinical social workers.

Many of the electives taught in the Fall and Spring Semesters also are offered in the Summer. Other courses designated by the faculty to fit a particular need of the region also may be offered in the summer and no other time. Students have the option of taking the courses during the summer to lessen their course load in other semesters or to enhance their own learning by taking more courses than are required.

## REGISTRATION

**Students MUST be advised before registering for classes so that their academic advisor may remove their registration flag. If students try to register and are blocked by a registration flag, students must CALL their ASSIGNED ACADEMIC ADVISOR! *No one else is authorized to remove registration flags.***

Students will be notified of registration dates and may register by telephone or computer. If the class schedule from the Registrar's office contains an error or is unclear, CALL THE DIVISION OFFICE (229-249-4864) for clarification. Please follow all directions for registration carefully and pay fees on time so that registration is completed. Students may not attend class if they are not registered for the class!

## DECLARATION OF PROGRAM COHORT

Students are prohibited from taking classes across programs during fall or spring semester- i.e. some classes in Valdosta and some on the Web. An exception to this policy occurs in the Summer Semester. This policy is particularly important in light of class size and CSWE guidelines.

Students are admitted into a specific MSW Program Cohort - Full/Part Time Valdosta Cohort (Evening Classes) and the Web Based Cohort. Students will not be allowed to change cohorts unless there are compelling reasons for doing so, such as life emergencies, excessive travel distances, etc. Students wishing to make a change must contact their academic advisor and communicate the reasons in writing. The advisor will present this request for approval by the faculty. **Note: Approval is not guaranteed.**

Students are able to make changes in their full time or part-time status, but this type of change first must be discussed and approved by the academic advisor. These changes are sometimes necessary for students, but students will not be allowed to switch back and forth from full to part-time status unless there are compelling academic and personal reasons for doing so.

## CHANGES IN THE MSW PROGRAM

The Division of Social Work seeks to maintain an up-to-date curriculum that is based on current knowledge and practice within the field of social work. Thus, the MSW Curriculum Committee monitors and approves changes in courses in order to maintain a quality curriculum. Similarly, the Division of Social Work makes periodic program changes as well as policy changes. Students will be advised verbally and in writing of all changes. Likewise, all changes will be updated in the *2009-2010 Student Handbook*, the *2009-2010 VSU Graduate Catalog*, and the Division of Social Work materials, including the Division Website.

## Withdrawal policy

These policies apply to both undergraduate and graduate students at Valdosta State University for all classes offered by VSU, whether delivered face-to-face or online. However, some VSU students may be enrolled in classes offered through Georgia ON my LINE (GOML) or eCore. In these programs, some policies and processes may differ slightly. Students taking classes in those programs should visit the links below for further information.

## BEFORE MIDTERM

Students may withdraw from courses following the drop/add period until mid-term by completing the withdrawal process on BANNER. A withdrawal before mid-term is non-punitive, and a grade of "W" is

assigned. However, a student may not exercise this right to withdraw to avoid sanction for academic dishonesty. Instructors may assign a “W” on the proof roll for students not attending class. It is the responsibility of the student to complete the withdrawal process. A withdrawal is official when it is received and processed by the Office of the Registrar.

## **AFTER MIDTERM**

Students will not be allowed to withdraw after the mid-term point of the semester as published in the school calendar as required by Board of Regents’ policy; however, students may petition an exception to the Board of Regents’ withdrawal deadline for cases of hardship by completing a petition for withdrawal form available in the Office of the Registrar. The petition will become a permanent part of the student’s file. If the petition is approved, the instructor may assign a grade of “W” or “WF” after mid-term. Note that “WF” is calculated in the grade point average the same as “F.” Any student who discontinues class attendance after mid-term and does not officially withdraw, may be assigned a grade of “F.”

No fee adjustment will be made for withdrawals except as outlined in the Tuition, Fees, and Costs Section of this Catalog. The Business and Finance Office will receive a copy of the withdrawal form for refunding if applicable.

Students receiving financial aid should be aware that withdrawal from courses may affect continued financial aid eligibility. Refer to the section on Financial Aid Academic Requirements for additional information.

## **Medical Withdrawal Process**

A student who has an injury or illness that prevents the completion of all classes for that semester may request a Medical Withdrawal through the Dean of Students Office. The Medical Withdrawal process is outlined below. It should be noted that a Medical Withdrawal can only be requested **after midterm**. A student wanting to withdraw before mid-term must follow the **Withdrawal from Course Policy** outlined in the Undergraduate and Graduate Catalogs. Questions regarding this policy should be directed to the Office of the Registrar (333-5727). It is the student’s responsibility to withdraw officially in accordance with university regulations.

## **Medical Withdrawal Process AFTER MIDTERM AND UNTIL THE LAST CLASS DAY OF THE COURSE (all paperwork as outlined below must be completed by the last class day)**

- Students must contact the Dean of Students Office and give written permission allowing the Dean of Students Office to withdraw them from **all** of their current semester classes. The Dean of Students Office strongly encourages students to contact their professors/instructors by phone and/or email to notify them of their intention to withdraw.
- Students must provide the following documentation: a letter from the student explaining the circumstances along with medical documentation recommending withdrawal from their physician, psychiatrist, or member of VSU counseling center professional staff on their professional letterhead signed by the physician, psychiatrist or VSU counselor (documentation on a prescription pad is unacceptable).
- The Dean of Students Office will verify the authenticity of the physician’s letterhead.
- The medical withdrawal process cannot begin until both the students’ written permission and the physician’s documentation have been received and verified.

- The Dean of Students Office will contact professors/instructors via email that the student is withdrawing from class for medical reasons. This email will include a request from the Dean of Students Office for permission to sign off on the medical withdrawal form for the professor/instructor. **Since this request comes after midterm, the Dean of Students Office will request whether the professor/instructor wishes to assign a grade of W or WF for the course.** It is important that the professor/instructor respond to this request via email because this documentation supports the medical withdrawal.
- The Dean of Students Office will then contact the Department Head of the student's major and the Office of Academic Affairs to request permission to sign off on the student's medical withdrawal form for them.
- The Dean of Students Office will complete Sections A, B, C and D of the withdrawal form and will forward it to the Registrar's Office without medical and supporting documentation. All medical and supporting documentation will be on file in the Dean of Students Office under lock and key.
- Per Family Education Rights and Privacy Act (FERPA) the Dean of Students office **is not** permitted to discuss a student's medical issues with professors/instructors. (In some clinical programs, the student may subsequently be required to submit medical documentation to their dean or department head prior to enrolling in future coursework as verification that the student is eligible to return to class.)
- If the documentation proves to be untruthful, the University reserves the right not to grant the request or to revoke the withdrawal.

#### **MEDICAL WITHDRAWAL PROCESS AFTER THE LAST CLASS DAY OF THE COURSE**

If students were unable to complete the medical withdrawal process before the last day of the course, they may submit medical documentation to the Dean of Students Office requesting a withdrawal up to thirty working days after grades from the course have been posted. However, if the student submits a request for a late withdrawal after the last class day of the course, the student must also add an explanation or documentation about why the request was not submitted earlier. Additionally, after the last day of class, professors/instructors may have already assigned grades or be in the process of assigning them; therefore, the request for withdrawal will be sent to the academic dean of the student's major for coordination with other appropriate deans and faculty members about a possible grade change. **Thirty working days after the conclusion of a course, NO requests for medical withdrawals will be accepted.**

#### **Hardship Withdrawal Process**

A student who has a family or workplace emergency that prevents the completion of all classes for that semester may request a Hardship Withdrawal through the Dean of Students Office. The Hardship Withdrawal process is outlined below. It should be noted that a Hardship Withdrawal can only be requested **after midterm**. A student wanting to withdraw before mid-term must follow the **Withdrawal from Course Policy** outlined in the Undergraduate and Graduate Catalogs. Questions regarding this policy should be directed to the Office of the Registrar (333-5727). It is the student's responsibility to withdraw officially in accordance with university regulations.

**Hardship Withdrawal Process AFTER MIDTERM AND UNTIL THE LAST CLASS DAY OF THE COURSE (all paperwork as outlined below must be completed by the last class day)**

- Students must contact the Dean of Students Office and give written permission allowing the Dean of Students Office to withdraw them from **all** of their current semester classes. The Dean of Students Office strongly encourages students to contact their professors/instructors by phone and/or email to notify them of their intentions to withdraw.
- Students must provide hardship documentation, including a letter from the student explaining the circumstances along with supporting documentation such as the following: for a death in the immediate family, a verifiable obituary; for a serious illness in the immediate family, documentation recommending withdrawal from a physician on the physician's letterhead signed by the physician (documentation on a prescription pad is unacceptable); for a workplace change, documentation from the employer on the company's letterhead.
- The Dean of Students Office will verify the authenticity of the documentation.
- The hardship withdrawal process cannot begin until both the students' written permission and the supporting documentation have been received and verified.
- The Dean of Students Office will contact professors/instructors via email that the student is withdrawing from their class for hardship reasons. This email will include a request from the Dean of Students Office for permission to sign off on the hardship withdrawal form for the professor/instructor. **Since this request comes after midterm, the Dean of Students Office will request whether the professor/instructor wishes to assign a grade of W or WF for the course.** It is important that the professor/instructor respond to this request via email because this documentation supports the hardship withdrawal.
- The Dean of Students Office will then contact the student's Department Head of their major and the Office of Academic Affairs to request permission to sign off on the student's hardship withdrawal form for them.
- The Dean of Students Office will complete Sections A, B, C and D of the withdrawal form and will forward it to the Registrar's Office without medical and supporting documentation. All supporting documentation will be on file in the Dean of Students Office under lock and key.
- If the documentation proves to be untruthful, the University reserves the right not to grant the request or to revoke the withdrawal.

#### **HARDSHIP WITHDRAWAL PROCESS AFTER THE LAST CLASS DAY OF THE COURSE**

If students were unable to complete the hardship withdrawal process before the last class day of the course, they may submit hardship documentation to the Dean of Students Office requesting a withdrawal up to thirty working days after grades from the course have been posted. However, if the student submits a request for a late withdrawal after the last class day of the course, the student must also add an explanation or documentation about why the request was not submitted earlier. Additionally, after the last class day, professors/instructors may have already assigned grades or be in the process of assigning them; therefore, the request for withdrawal will be sent to the academic dean of the student's major for coordination with other appropriate deans and faculty members about a possible grade change. **Thirty working days after the conclusion of a course, NO requests for hardship withdrawals will be accepted.**

#### **STUDENT ATTENDANCE POLICY** (Dec. 23, 2006; revised August 14, 2007)

*These policies apply to all students enrolled in the Division of Social Work beginning Monday, January 8, 2007. The policies below mirror the Absence Policies of the Undergraduate Student Policies of Valdosta State University: "A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course." The revisions in academic policies in the Division of*

*Social Work reflect 1) greater academic expectations associated with graduate education, and 2) the professional nature of the MSW degree.*

### **ATTENDANCE POLICY**

Class attendance is an essential part of student education in the VSU MSW Program. In-class attendance is a CRITICAL part of a student's exposure to social work knowledge, skills and practice. **Class attendance is mandatory.** Students may have an absence noted as "excused" in the case of serious medical illness, or serious family emergencies. Students are responsible for providing documentation to the instructor (a doctor's excuse, etc.). An excused absence allows the student to avoid grade penalties outlined below ONLY IF they adequately complete all catch-up work as assigned by the course instructor. It is always the responsibility of the student to determine specific catch-up work that is necessary to adequately prepare for future classes and course assignments.

### **Impact of Absences on Course Grades & Completion**

- **Web-Hybrid Program:** One (1) unexcused weekend absence will result in the drop of one letter grade in the student's final course grade. Two (2) weekend absences, either excused or unexcused, will result in a student's being unable to complete the course because too much content has been missed. The course must be re-taken in order for the student to receive academic credit.
- **Face-to-Face Program:** Because of the large number of classes per course per semester, this policy has been changed, effective August 14, 2007. Students may miss one class per course for the semester without losing grade points. **This change does not apply to practicum or practicum seminar.** Depending on the course that is missed, the student may be asked to write a brief assignment to insure that content of the missed class is covered. Each **subsequent** unexcused absence (after the absence without a penalty) will result in a drop of one-half of a letter grade in the student's final grade. **Three total (3) class absences, either excused or unexcused, will result in a student's being unable to complete the course because too much content has been missed. Three missed classes missed represent 20% of a course. The course must be re-taken in order for the student to receive academic credit.**

If a student exceeds the allowed absences before midterm, she or he may withdraw from the class electronically with no penalty. If absences are exceeded after midterm or the student fails to withdraw in a timely manner, the student will receive a grade of "F" (failing) or "WF" (withdraw failing). A grade of "I" (incomplete) can be given only at the instructor's discretion when the student is 1) passing the course and 2) when ALL absences are excused and verifiable. Students can remove the "I" by repeating the class the following school year.

### **EXAMINATIONS**

Students who miss major exams or final exams without a valid medical excuse or documentation of an emergency **will receive a zero on the examination.** Make-up exams will not be administered without a valid excuse.

## REWRITES

**No rewrites of papers or assignments will be allowed to improve a course grade**, unless specified in the course syllabus or through specific instructions of the professor.

## TIMELINESS ON ASSIGNMENTS IN CLASS AND PRACTICUM

All assignments in the Division of Social Work and in all practicum courses **are due on the day/time assigned**. Late assignments will be penalized according to each instructor's grading policies that can be found in each course syllabus. Students are encouraged to examine these policies at the beginning of the semester.

**ACADEMIC AND PROFESSIONAL BEHAVIOR/CONDUCT FOR MSW STUDENTS** (*Approved June, 2007*)  
(*The following policies were developed by Dr. Michael Wallace, University of Wisconsin, Whitewater in 1992, and revised by Dr. Marty Giddings in the Division of Social Work, Valdosta State University, and approved by the Faculty in 2007*)

The Division of Social Work is charged with the preparation of students for entry into the social work profession, thereby insuring graduates' ability to practice competently and to become eligible for professional licensure. The Division of Social Work, therefore, has an obligation to the social work profession, the State of Georgia Licensing Board, students enrolled in the Division, and current and future clients of these students to insure that graduates are competent practitioners who have demonstrated mastery of professional education in three primary areas:

- 1) academic performance that provides a foundation for the practice of social work;
- 2) adherence to the values and ethics of the social work profession as specified in the NASW Code of Ethics;
- 3) professional standards of conduct that apply to student and professional behavior.

Academic requirements as well as standards of professional practice and codes of conduct have been drawn from a number of sources. First, the *Student Handbook* and *Field Handbook* include policies that govern the Division of Social Work at Valdosta State University (VSU). Enrollment in the Division of Social Work means that students must meet academic standards and regulations set by the Graduate School (VSU) ( *VSU Graduate Catalog*) as well as policies of VSU (Student Code of Conduct). The *Student Handbook* and the *Field Handbook* can be found at [www.valdosta.edu/sowk](http://www.valdosta.edu/sowk) website. Students may obtain copies of the *VSU Graduate Catalog* from the Graduate School and a copy of the Student Code of Conduct can be found on the VSU Student Affairs website.

All accredited social work programs in the United States must meet educational standards and policies of the Council on Social Work Education (CSWE) (<http://www.cswe.org/CSWE/> [Search under EPAS, 2002], which ensures a consistent level of quality in professional education. Professional behavior and expectations for professional social workers can be found in the National Association of Social Work (NASW) Code of Ethics (1999), <http://www.naswdc.org/pubs/code/default.asp>. Finally, social work practice in the State of Georgia is regulated through the Office of the Secretary of State by the Georgia Composite Board of Professional Counselors, Social Workers & Marriage & Family Therapists (<http://www.sos.state.ga.us/plb/counselors/>). Licensed social work practitioners in Georgia are bound by Section 43-10A of the Georgia Code ([www.sos.ga.us](http://www.sos.ga.us)) which regulates the practice of clinical social work in the state.

When a student chooses to enter social work, the student agrees to adhere to specific standards of behavior, codes of conduct, as well as the Laws of the State of Georgia that regulate social work practice. The purpose of this Statement of Understanding is to clarify that entry into a professional program is quite different from entry into a non-professional academic program.

### **1. Academic Performance in the MSW Program**

Students are required to demonstrate mastery of academic coursework in order to practice social work in the State of Georgia or other states in which licensure is granted. Student academic policies are provided in the *Student Handbook*, *Field Handbook*, and the VSU Student Code of Conduct, Sect. 1, Academic and Student Conduct Code. Students must maintain a B average (a 3.00 grade point average) in order to graduate from the MSW Program. Students who accrue four academic deficiency points will be dismissed from the MSW Program (deficiency points are earned for grades of C or lower). In regard to practicum classes, students must perform at a “Satisfactory” level in all practicum and seminars. If students earn an “Unsatisfactory” (U) grade in practicum or seminar, they will be dismissed from the MSW Program. Academic dishonesty is not acceptable, as these behaviors go against policies of the MSW Program, VSU as well as the NASW Code of Ethics. Because students are enrolled in a professional program, classroom and practicum attendance is assumed to be an extension of professional practice, and attendance is mandatory unless students have a medical excuse or family emergency (e.g., *Student Handbook and Field Handbook*, MSW Attendance Policy and Policy on Academic Misconduct).

### **2. Adherence to Values and Ethics of the Profession**

In both the classroom and field agencies, MSW students are required to behave in a manner that matches the values and ethics of the profession. This requirement includes interactions with faculty members and staff, peers, agency professional and non professional staff, field instructors, and current and future clients.

### **3. Adherence to Professional Codes of Behavior and Standards of Conduct**

Students also agree to adhere to all codes and standards of professional social work practice. Expected student behavior is explained in the *Student Handbook*, *Field Handbook*, and also in the VSU Student Code of Conduct that is found on the VSU Student Affairs website. Therefore, incoming students must become familiar with professional and academic expectations.

Expected standards of behavior are outlined in the NASW Code of Ethics (1999), and this information is infused into all graduate classes. The demands of professional practice require that social workers treat others respectfully, and social workers must monitor their own behavior so they can use their knowledge, psychological, and emotional resources to help others in distress. Some students are drawn to social work because of previous personal crises and substantive problems. In most cases, students have successfully addressed and resolved these difficulties and have learned to manage their prior problems effectively. In a few situations, students exhibit a pattern of behaviors that suggests that they have not yet resolved their own problems and difficulties, and are not yet ready to engage in the demands of social work practice in which the focus of professional attention and intervention is clearly on the provision of support and assistance to others, and not themselves.

## Summary

The goal of the MSW Program is to prepare students for generalist and advanced generalist practice. All students in the program are expected to meet the expectations within these three areas.

If a classroom or field instructor develops concerns about a student's academic or professional conduct or identifies a pattern of student behaviors that is concerning, this individual first will discuss the concern with the student and will develop specific recommendations or problem-solving strategies. If the concerns continue or the strategies do not decrease the behaviors, the individual then will contact the student's Academic Advisor.

If the Academic Advisor or other faculty believes that the student has not shown sufficient progress in addressing the problems/concerns, the individual may request a more formal meeting in which with the student and additional faculty members participate. These meetings are described in the *Student Handbook* and *Field Handbook*, in the section, *Specially Scheduled Meetings with Students*.

Possible types of meetings include a Student Staffing, Field Practicum Termination Meeting, or Academic Review/Special Advising Meeting. These are formal problem-solving meetings in which the Academic Advisor or other faculty member believes that the involvement of the additional faculty members would be helpful in problem-resolution. These meetings and possible student outcomes are described in the *Student Handbook* and *Field Handbook*.

## DEVELOPMENT OF THE MSW STUDENT CODE OF CONDUCT

The MSW Program is a professional educational program. As such, students must adhere to all standards, conduct, values, and ethics of the profession that they have selected. The following professional and behavioral expectations are based on a number of documents including: 1) *NASW Code of Ethics* (1999), 2) *Educational Policy and Standards (EPAS)* of the Council of Social Work Education (CSWE), (Standard 5.08), 3) *Student Handbook* of the Division of Social Work, 4) *Field Handbook*, 5) VSU Student Code of Conduct, and 5) *Georgia Law 43-10A* regulating the practice of social work by the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage & Family Therapists. Social work practice in the State of Georgia must be conducted according to Section 43-10A of the Georgia Code. The following student expectations are addressed explicitly by the *NASW Code of Ethics* as well as other referenced standards.

1. Social work students are expected to uphold and advance the values, ethics, and mission of the profession of Social Work (Sect. 5.01, *NASW Code of Ethics*, *Student Handbook*, *Field Handbook*, *EPAS*).
2. Social work students are expected to treat fellow students, faculty and staff with respect, honesty, courtesy, and fairness (2.01A, *NASW Code of Ethics*) and avoid unwarranted criticism (2.01B).
3. Social work students should not practice, conduct, facilitate or collaborate with any form of discrimination (4.02B, *NASW Code of Ethics*) and respect and honor human similarities and differences (2006 VSU Diversity Council Mission Statement (<http://www.valdosta.edu/eopma>)).
4. Social work students should not participate in, condone, or be associated with dishonesty, fraud, deception or plagiarism (Section 4.04, *NASW Code of Ethics*, *Student Handbook*, Policy on Academic Misconduct, *Field Handbook*, VSU Code of Student Conduct).
5. Social work students whose personal problems, psychosocial stress, legal problems, substance abuse, or mental disorders interfere with their ability to meet the program's expectations and standards are expected to take immediate corrective action to insure that these problems are

managed. The issue that is labeled as “fitness to practice” is a key part of professional conduct and behavior that specifically is addressed in Section 4.05 of the *NASW Code of Ethics* (also, *Student Handbook and Field Handbook*, MSW Criteria for Non-Academic Termination).

6. Social work students should not allow their private conduct to interfere with their ability to meet the program’s expectations (Section 4.03, NASW Code of Ethics).
7. Social work students engaged in research are expected to abide by all guidelines developed for the protection of subjects (Section 5.02; Policies of the VSU Institutional Review Board for Research on Human Subjects (<http://www.valdosta.edu/grants>).
8. Social work students are expected to continue to work on areas of professional growth that are identified in a Corrective Action Plan. The student is obligated to follow through on all recommendations for corrective action specified by a faculty member, advisor or the faculty as a whole (*Student Handbook and Field Handbook*).
9. Reasonable accommodation Requests: Students in need of reasonable modification of the instructional context for all classes in the MSW Program must register with the Access Center on the VSU Campus. If modifications are needed in a particular class, students are expected to communicate directly with the classroom instructor. This communication should occur at the beginning of the academic semester. If the modifications require the assistance of personnel, equipment, or materials beyond those normally provided by instructor(s) or academic unit, the student must contact the Access Office (<http://www.valdosta.edu/access>) in regard to this request or call the office at (229)245-2498.

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### STATEMENT OF UNDERSTANDING

**I have attended the 2009 Student Orientation and I have read and listened to a discussion of expected student conduct and behavior for graduate students in the MSW Program. I have also read the Professional Standards of Conduct expected of MSW Students. I am indicating my agreement with the following expectations:**

*(Please initial each statement)*

\_\_\_\_\_ I understand that by enrolling in the Valdosta State University Master of Social Work Program, I agree to abide by all academic policies of the Division of Social Work and Valdosta State University in order to graduate in good academic standing.

\_\_\_\_\_ I understand that as an MSW graduate student I agree to abide by the standards, conduct, values, and ethics of the social work profession.

\_\_\_\_\_ I understand that although I have been admitted to the Master of Social Work Program, if my professional development, personal conduct, or performance are not deemed satisfactory by my instructors who are members of the social work profession, the faculty has both the right and the responsibility to reconsider my suitability for the social work profession.

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Signature of MSW Student

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Date

## PROFESSIONAL STANDARDS OF CONDUCT AND BEHAVIOR EXPECTED OF MSW STUDENTS

The Council on Social Work Education requires that all accredited MSW Programs set forth clearly stated policies and standards that ensure that graduating students are competent professionally and are able to work in the field of social work (CSWE, Std. 5.8). The following is a list of professional standards with identified areas of concern that may indicate that students are unwilling or unable to follow standards set forth in the *Student Handbook, Field Handbook*, and the *NASW Code of Ethics* (1999). The following list is not inclusive and may be amended by faculty.

The following represents expected conduct and behavior of all MSW Students:

*(These materials were developed at the University of Wisconsin, Whitewater, by Dr. Michael Wallace, 1992; and were revised by Dr. Martha Giddings in 2007. They were approved by the Faculty of the Division of Social Work in June, 2007).*

### 1. Student Performance

#### Expected Student Standard of Performance:

- Plans and organizes work effectively
- Turns in assignments that are complete and on-time
- Makes arrangements for his/her special needs
- Abides by attendance requirements (as outlined in Attendance Policy)
- Engages in academic honesty

#### Indicators of Concern Regarding Student Performance:

- *Appears to exhibit a pattern of:*
- Poor organizational skills
- Request extensions on assignments and exams
- Turns in assignments late and incomplete
- Multiple absences per class or field placement per semester
- Engages in academic dishonesty (See Academic Dishonesty Policy)

### 2. Student Conduct and Professional Behavior

#### Expected Student Standard of Conduct and Behavior:

- Demonstrates ability to work cooperatively with others
- Actively participates in class discussions/activities
- Shows respect for others' opinions
- Understands and respects personal boundaries of others
- Listens to feedback from peers/faculty/field instructors
- Demonstrates a willingness to understand diversity and human similarities/differences
- Conducts self according to NASW Code of Ethics
- Uses feedback to correct professional performance errors
- Willing to learn new knowledge and skills

#### Indicators of Concern regarding Student Conduct and Behavior:

- Appears to create conflict in class/practicum which impedes learning or relationship-building
- Uncooperative/unwilling to participate in class/practicum discussions, activities

- Consistently late to class/practicum, leaves early, or changes schedules
- Sleeps during class/practicum
- Engages in inappropriate class/practicum activities
- Disrupts class/practicum by talking to others, talking on cell phone, text-messaging
- Uses derogatory language or demeaning remarks
- Appears unwilling or unable to accept feedback
- Monopolizes class/practicum discussions
- Consistently complains about class/practicum workload to the point of impeding activities
- Unwilling/unable to develop an understanding of people different from self
- Discriminatory behavior or harassment toward others
- Physical action directed at clients, faculty, staff or peers
- Unethical professional behavior (e.g., sexual contact with client, dating a client)
- Unable to assume the role of learner

### **3. Student Emotional Self-Control (Self-Understanding)**

#### Expected Student Standard of Emotional Self-Control:

- Uses self-disclosure appropriately (e.g., student appears to understand the issue and has resolved the topic that is being shared)
- Appears to be able to handle discussion of uncomfortable topics
- Appears to be able to separate personal issues from others' problems or issues
- Deals appropriately in class/practicum with issues that arouse emotions
- Demonstrates awareness of personal limits
- Understands and is able to discuss the effect of her/his personal behavior on others or situations that arise
- Deals appropriately with conflicts between personal and professional values

#### Indicators of Concern of Student Emotional Self-Control

- When engaged in self-disclosure, student appears to be working through unresolved personal issues
- Overreacts to feedback (e.g., becomes extremely negative or hostile)
- Appears unable/unwilling to control personal emotional responses (e.g., yells, walks out of class, physically aggressive or threatening, inappropriate touching)
- Faculty concern regarding possible substance abuse or mental health issues
- Directs verbal threats to clients, faculty, staff or peers
- Demonstrates impaired judgment, poor decision-making, or poor problem-solving
- Consistent failure to engage in effective working relationships with clients
- Consistent failure to engage in effective supervisory relationships with supervisor, field instructors, etc. (e.g., won't follow directions, unreasonably angry at supervisor, dishonest with supervisor, etc.).
- Unwillingness to assist a peer, colleague, or client in distress (e.g., refusing to help someone in distress)

### **4. Student Communication Skills**

#### Expected Student Standard of Student Communication:

- Shows consistency in written communication (e.g. good spelling, punctuation, clear sentence structure and paragraphing, organization, logical thinking)
- Demonstrates ability to write effectively in client records
- Shows command of English language
- Abides by Division/VSU standards for written work
- Demonstrates critical thinking skills
- Is able to articulate ideas, thoughts, concepts, etc., clearly
- Is able to communicate clearly

Indicators of Concern regarding Student Communication:

- Written work is often vague, shows difficulty in expressing clear and concise ideas
- Written work contains many errors in spelling, punctuation, structure, and student makes no effort to improve
- Appears to have plagiarized the work of others
- Appears to have difficulty in expressing self when speaking
- Appears to have difficulty communicating so that others can hear or understand
- Presents inappropriate non-verbal communication with clients (e.g., no eye contact)

**Adherence to the NASW Code of Ethics**

Students are responsible for comporting themselves in a manner consistent with the NASW Code of Ethics. Likewise, students are responsible for becoming familiar with the content of the Code of Ethics. Ignorance of the Code does not excuse unethical behavior. Students are advised to be aware of actions and comments that may be perceived as code violations.

Students also must be aware that they must exhibit comportment that is consistent with the guidelines of the Georgia Professional Licensing Boards, all policies of Valdosta State University, and existing laws.

**ADVISING POLICY**

The academic advising process is an extremely important part of the Master of Social Work Program, and students are expected to maintain consistent contact with their advisors throughout their time in the MSW Program. These contacts are particularly important when students wish to make a change in their educational program, when they need information about the MSW Program, advice, or when they are having difficulty with a particular aspect of the MSW Program.

All students are assigned academic advisors by the Director when they enter the MSW Program. This assignment is maintained throughout their enrollment in the MSW Program. Advisors and new students usually meet during a mandatory Orientation workshop that is held during the semester prior to the beginning of classes or during the first week of classes or shortly thereafter. The Director, representative faculty members, and staff members of the Division present a formal orientation in which students are introduced to all policies and procedures reflected in the *Student Handbook*, the social work curriculum, program expectations, and campus services that are available at Valdosta State University. Thereafter, advising may take place in individual meetings with the advisor, in small groups, or in classes, as needed. Advisees must contact their Academic Advisors each semester in order to set up advising meetings to evaluate their progress in the MSW Program and to discuss their plans for subsequent semesters. A reminder about academic advising is sent out to students and is posted on the internet approximately one-month before the official advising period begins each semester. Students may sign up electronically for advising appointments or they may contact their advisors directly. An advising appointment or

contact is necessary before a student's flag may be lifted. There is now a link for Academic Advising that can be found on the social work website ([www.valdosta.edu/sowk](http://www.valdosta.edu/sowk)). Relevant advising dates are posted on the Division of Social Work calendar at the beginning of the *Student Handbook*.

Academic Advisors are expected to assist students in development of a formal Program of Study which determines how the student will progress through the MSW Program. Each semester after the initial advising meeting, both the advisor and the student must sign the Program of Study Form to indicate that advising has occurred, and that the student is making progress toward degree completion. The academic advisor has a range of other roles to play in regard to the student. In addition to educational advising, students are told to approach their advisors with other problems that they have in the MSW Program such as academic or behavioral problems or personal or family emergencies. In case of serious problems, the advisor is responsible for assisting the student in responding to these issues. If students are referred for Special Staffings or Academic Advising/Special Advising (that is addressed in a subsequent section of the *Handbook*), the student's advisor must serve in the role of advocate for the student in the called meetings. A part of the advocate's role is to help to prepare the student for the specific meeting. The advisor also is responsible for reading, reviewing and evaluating the student's final portfolio project. Advisors are responsible for signing off on changes in the student's academic program such as a change of cohort or a decision to withdraw from the MSW Program for a semester or permanently. These responsibilities are outlined below.

All MSW students are required to complete an on-line **Academic Advisor Survey** at the end of the Fall Semester of each year in order to evaluate the academic advising process. The survey is comprised of ten questions including the type and frequency of contacts with their advisor, accessibility of the advisor, helpfulness of the advisor, as well as a rating of student satisfaction with the advising process. The results of this anonymous survey will be analyzed for the Division as a whole as well as for each advisor. The results are included in each faculty member's Annual Evaluation materials. The following list of responsibilities of the advisor as well as the student may not address the range of necessary activities. Students should talk with their Advisor or the Director regarding any questions that they have about advising.

### **Faculty Responsibilities**

- Obtain an accurate list of advisees
- Determine status of student in the program
- Complete status form for the Division Secretary (Part-time, Full-Time or Advanced Standing)
- Alert the secretary and Director of any changes in the student's status
- Check academic status and alert Director if the GPA falls below 3.0
- Meet with students at least one time each semester
- Sign off on student's program of study each semester
- To discuss the program in general, the status of the students, the student's performance
- To make plans for the following semester
- Meet with students when needed to discuss any problem that the student may be having
- Alert the Director of any need for academic review or special advising
- Sign documents as needed: Withdrawal forms, Application for Graduation, Programs of Study
- Keep an up-to-date Program of Study
- Inform foundation students about final portfolio project and timelines for completion

- Serve as advocate and liaison for the student in the University system
- Attend special advising sessions, academic reviews, and grievance sessions
- Prepare students for these meetings
- Assist the students in articulating their views and needs

### **Student Responsibilities**

- Meet with your advisor at least once each semester — Call your advisor for an appointment before the deadline for registration!
- Discuss any problems that arise in regard to a specific faculty member with that individual.
- First, if you still believe that further consideration is needed, talk with your Academic Advisor.
- Report to your advisor any changes in your status (part-time or full-time; GPA below 3.0; U, F, in any course)
- Discuss any difficulty that may impact your success in the program
- Discuss your program of study including choices of practica and elective courses
- Keep an up-to-date Program of Study Form
- Make sure you and your advisor sign off on the form each semester!
- Discuss your need (if it occurs) to drop out of the program
- Discuss the foundation requirement for the final portfolio project and turn in material at the time determined by the advisor.
- Discuss first with the advisor any need for advocacy that you may have
- Meet with your advisor for all forms that may require a signature (call ahead for appointment unless there is an emergency. Your procrastination does not constitute an emergency for your advisor!)
- Behave in a manner consistent with the NASW Code of Ethics in regard to your advisor and in regard to interactions with instructors and peers.

### **Role of the Liaison**

The faculty advisor and liaison have different roles and in general, are different faculty members. The advisor will remain the same throughout the program. The liaison is assigned for each practicum. The liaison's critical role in student practicum experiences is addressed fully in the *Field Handbook*.

### **SPECIALLY SCHEDULED MEETINGS WITH STUDENTS**

Occasionally, situations arise in which more than one faculty member may wish to meet with a student jointly with one or more other faculty member. Possible types of meetings are listed below:

#### **Staffing/Field Staffing**

A staffing is scheduled with, the consent of the Division Director when it is decided that a situation warrants a students meeting with several faculty who are associated with and/or concerned about a particular situation. The purpose of the staffing is to address issues, while allowing the student more privacy than a Special Advising.

### **Field Practicum Termination Meeting**

The guidelines for determining whether a practicum should be terminated are found in the *Field Handbook*. Individuals to be notified by the faculty liaison are listed under the letter “i”, and include the Director, Field Director, Field Instructor, Field Liaison, Academic Advisor and Student.

### **Academic Review/Special Advising Meeting**

An Academic Review/Special Advising Meeting is held when a student is accused of academic misconduct, is terminated from the practicum, or at other times when the student’s status or serious conduct matters are in question. The Division Director, the student’s Classroom Instructor, Educational Advisor, Field Director or Field Liaison may request an academic review. The process is as follows: The request must be made to the Director of the Division of Social Work in written form. The Director then notifies the faculty of the proceedings. After notification, the faculty may present their recommendations in writing to the Director regarding who should attend the meeting and any other concerns. The Director will set a time for the review and will determine who should be present. All participants with the exception of the student will be notified of the meeting by the Director. The Student will be notified by the Educational Advisor and must respond to the Advisor within two working days. Academic Review/Special Advising meetings are mandatory and students are required to attend at the appointed time. The role of the Educational Advisor is to guide the student through the process.

The Advisor and student must meet prior to the advisement meeting in order to discuss the student’s situation in detail. The advisement meeting is then held in which all participants are able to present their views. A final decision will be made by the Director based on the feedback and recommendations by the participants. The Director will take notes and write up a summary of the meeting. Prior to the advisement meeting, the Director will ask a faculty member in attendance to serve as Facilitator. The Facilitator will assist the Director in taking notes during the meeting. If creation of a Corrective Action Plan (CAP) is included as an outcome of the convened meeting, the Facilitator will be responsible for making sure that the CAP is completed and that all recommendations are followed by the student. A student’s failure to complete all requirements of the CAP will result in the Director’s convening a subsequent Special Advising Meeting to consider possible termination from the program. Further information on the Academic Review/Special Advising Meeting can be found in the Division of Social Work’s *Student Handbook* and the *Field Handbook*.

### **Corrective Action Plan**

When students are identified as having problems that lead to convening either a Staffing or an Academic Advising/Special Advising Meeting, the Corrective Action Plan (CAP) will be used as a template for specifying concerns that are articulated in the meeting as well as recommendations made by the faculty in order to address the concerns. The Plan will be completed during the meeting and will contain behaviorally specific problem behaviors of the student, either in regard to class or field. The Corrective Action Plan will be used as a way of monitoring problem-solving efforts on the part of the student, and will enable both the student and faculty to be apprised of these efforts.

The CAP will identify areas of deficiency (including objectives that are not being met by the student), behaviorally-specific actions that must be taken by the student in order to remediate the situation, target dates for completion of each action, specific actions to be taken by the supervisor or class instructor in order to assist the student, and the expected completion date of the overall Plan and/or

parts of the Plan. The Plan will be signed during the meeting, and one faculty member will be appointed as Facilitator. The Facilitator is responsible for assisting the director in taking notes during the meeting, ensuring that the Corrective Action Plan is complete following the meeting, and ensuring that all student requirements are completed in a Satisfactory manner. If actions on the Plan are not completed in a satisfactory manner by the student, a follow-up Special Advisory Meeting will be convened by the Director. A student's failure to complete all requirements of the CAP within the required time frame may result in the student's termination from the MSW Program. The Director will take minutes of the formal meetings and will maintain a record of these meetings for the student's file.

**CORRECTIVE ACTION PLAN**

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

Areas of Deficiency

(Identify Specific Objectives that are not being met)

Action to be Completed by Student

Target Date

Action to be Taken by Supervisor

Completion Date

**The student's failure to correct these deficiencies within the specified time frame will result in possible termination from the MSW Program.**

\_\_\_\_\_  
Student

\_\_\_\_\_  
Faculty Facilitator

\_\_\_\_\_  
Academic Advisor

\_\_\_\_\_  
MSW Director

\_\_\_\_\_  
Date

*Form Adapted from Florida State University School of Social Work*

## CRITERIA FOR NON-ACADEMIC TERMINATION OF MSW STUDENTS

### An Explanation of Fitness to Practice and Professional Comportment within Social Work

Most helping professions have a regulatory group which maintains the name of individuals who have been endorsed as qualified to practice within the profession. Fitness to practice in social work refers to the idea that professionals will comport themselves in such a way that supports and enhances the purpose, goals, values, standards and ethics of the profession. When a social work professional is determined to be unfit to practice, it is usually in one of three areas covered within the NASW Code of Ethics: Section 2.09, Impairment of ability to function due to personal problems or dysfunction, 2.10, Incompetence and 2.11, Unethical conduct.

As a student, you are expected to develop into practitioners who are fit to practice. The three areas of fitness to practice, identified by the code sections noted above, are mirrored in the three areas delineated above: 1. Academic performance in classroom and field (competence); 2. Adherence to the values and ethics of the profession (ethical conduct); and 3. Adherence to professional codes of behavior and standards of conduct (impairment due to personal problems and dysfunction). However, fitness to practice for students who are petitioning for entry into the social work profession, goes beyond these areas. It requires that you learn to wear this mantle of professionalism beyond the confines of the classroom and the field, even when doing so causes discomfort. As future social work professionals, you will be held accountable to standards of behavior by your clients, colleagues, supervisors, and others within the community by whom you might not choose to be evaluated. You will be required to take some responsibility for the effect of your behavior on others, even when you would rather not do so. Continual professional comportment is the price of professional credibility. As students, your professional comportment and credibility will be assessed by your instructors in areas and ways that might not be directly related to academic performance or your direct work with clients in practicum. For some students, this type of evaluation is uncomfortable and seems unrelated to “making the grade”. Some students who undergo this evaluation process believe that we are trying to change who they are. This is not the case. We are evaluating your personal ability to bear the burden of accountability that is associated with being a social work professional.

*Students in the Division of Social Work are bound by the rules of the larger University as stated in the University Student Handbook. In addition, a student’s enrollment in the MSW Program may be terminated for the following reasons:*

1. Violation of the NASW Code of Ethics (1999) or the Code of Ethics of the State of Georgia Composite Board. Students are responsible for being familiar with the NASW Code of Ethics. Content from the Code is infused throughout the curriculum. The Code of Ethics can be found on the Division of Social Work Website. Links to the Code are found in the *Field Handbook* and in this handbook. Any questions or concerns about the Code should be discussed with advisors or classroom instructors.
2. Presenting oneself in such a way as to be rejected by *three* different agencies for practicum placement.
3. A pattern of complaints indicating that the student is unable to engage faculty members, student peers, field instructors, or clients in such a way as to form a professional, helpful, and/or collegial relationships (e.g., being unable or unwilling to demonstrate nonjudgmental attitudes; unable or unwilling to allow for client self-determination; unable to follow faculty, field instructor, or agency directives; unable to work collegially with peers).

4. A pattern of complaints that indicates the student is unable to work within Division of Social Work, Valdosta State University, or field agency policies and procedures when such policies and procedures are not in violation of professional social work values and/or codes of ethics (e.g., failure to meet generally accepted standards of professional conduct; personal integrity or emotional stability in the classroom or practicum; inability to engage in a supervisory relationship with assigned field instructor; inability to follow supervisory guidance, directives, or instructions; inability to follow faculty directives or instructions; inappropriate, disrespectful or disruptive behavior toward colleagues, faculty, or staff either at the university or in practicum; inability to communicate effectively with faculty, staff, field instructors, or peers).
5. A pattern of complaints that indicates the student's behavior does not reflect a standard of objectivity suitable to the profession. (e.g., failure to maintain professional boundaries with faculty, peers, and/or clients; over-identification with clients or other behaviors with clients that are carried out for personal gain).
6. Engaging in behavior that renders the student ineligible for licensing in the State of Georgia, for membership in the National Association of Social Workers, or for certification by the National Association of Social Workers.
7. Failure to meet the professional standards of conduct and behavior that are outlined in the MSW Student Code of Conduct. The Code of Conduct must be signed by all MSW students before they begin classes in the MSW Program.
8. A student's failure to make changes in conduct and/or behavior that are mandated in a Corrective Action Plan (CAP). The CAP is a formal, signed document that is developed by the faculty during a Student Staffing or an Academic Advising/Special Advising Meeting in which corrective action on the part of a student is required. A student's failure to complete all requirements of the CAP within the required time frame may result in a student's termination from the MSW Program.

## **POLICY ON ACADEMIC MISCONDUCT** *(Approved February, 2006)*

### **Prologue**

While acts of academic ("academic" includes practicum and related work as well as other work towards a degree) dishonesty suggest a lack of knowledge about a subject, the Division wants to remind students that the knowledge, skills, and values of any profession are developed to assist populations that are particularly vulnerable in some manner. Individuals being assisted by social workers frequently are in desperate circumstances and it is imperative that professional social workers select the most effective interventions and deliver interventions professionally. Therefore, the Division requests that students bear in mind that attempts to circumvent education may not only harm the student, but may eventually place clients in harm's way. The Division of Social Work takes acts of dishonesty very seriously.

The need for carefully working to understand the material within the curriculum is supported by the social work profession's ethical code.

*The Code of Ethics of the National Association of Social Workers, Revised (1999)* states under 1.04 *Competence* defines the duty of practitioners and future practitioners:

- (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience or other relevant professional experience.

- (b) Social workers should provide services in substantive areas or as intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
- (c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

Furthermore the *Code* instructs how social workers respond to dishonesty under *2.11 Unethical Conduct of Colleagues*, particularly (a):

Social Workers should take adequate measures to discourage, prevent, expose and correct the unethical conduct of colleagues.

The prologue above is given to discourage acts of dishonesty, whether it is discovered or not. The following discussion is to inform students of the actions that the Division reserves the right to take when dishonesty or other forms of academic misconduct is discovered.

### **Dishonest Acts**

It would be nearly impossible to discuss everything that may occur as an act of dishonesty. Some acts and their consequences may go beyond the Division and students should be particularly aware of them.

### **Plagiarism**

Plagiarism actually is both a crime (an act punishable by the criminal justice system) and a tort (an act that may result in a lawsuit), so special discussion is added about this infraction. Students should take care to avoid plagiarism in any form.

Academicians and others have attempted to define plagiarism in specific terms, but it may benefit the student to have a general definition. *Merriam Webster's Collegiate Dictionary 10<sup>th</sup> edition (1996)* defines the term "plagiarize" as "to steal or pass off the words or ideas of another as one's own."

To avoid plagiarism, students are encouraged to follow the guidelines set forth in what is commonly called the "APA Manual", *The Publication Manual of the American Psychological Association 5<sup>th</sup> edition (2001)*. This manual provides specific guidelines on ways to credit the work of another and it is the style officially used in most social work publications and writings.

Instructors reserve the right to take any or all of the following actions in response to plagiarism (these actions will be considered based on the seriousness of the infraction and whether the infraction represents a pattern of behavior on the part of the student):

- (1) Assigning a grade of "F" or "0" for the work involved
- (2) Assigning a grade of "F" for the course
- (3) Requesting a Special Advising to consider a further course of action, which may include:
  - a. Special remedial projects to demonstrate student adherence to APA Manual and copyright standards
  - b. Dismissal from the program

- (4) Informing university administrators or units whose duty is to consider such infractions and take action.

### **Other Acts of Dishonesty**

Any form of cheating, infraction of the NASW Code of Ethics (1999), legal infractions, etc. may be responded to by the instructor or the Division in the same manner as stated above (based on the seriousness of the infraction).

The Division recognizes that students make errors of both omission and commission that are related to inexperience and the learning process. Our initial consideration will be to remedy the situation, but The Division reserves the right to terminate a student from the class or the MSW program (thereby from VSU) after due consideration of the seriousness of the infraction).

### **STUDENT GRIEVANCE PROCEDURES**

#### **Division of Social Work Student Grievance Procedure**

Conflict resolution is a natural part of all group living. It is the intention of the faculty of the Division of Social Work to teach and model positive conflict resolution processes and it is our expectation that students who are being educated as professional social workers will learn to resolve differences of opinion with colleagues, faculty members and their social work peers in accordance with the standards of ethical and professional practice reflected in the *NASW Code of Ethics (1999)*. Additionally, students are expected to learn the skills and standards involved in conflict resolution when more serious disagreements arise.

In the event that usual processes communication do not result in the positive resolution of a conflict, students and faculty members may invoke an additional attempt to solve problems. The following Student Grievance Procedure is outlined: (This procedure may be used for any grievance including a grade appeal.)

- A. **Anyone choosing to engage in the Grievance Process must submit in writing:**
  1. The nature of the grievance
    - a. A brief description of the specific behaviors and actions that created the basis for the grievance.
    - b. The identity of the person against whom the grievance is being made.
    - c. A statement documenting that the person bringing the grievance has made all reasonable attempts to resolve the problem up to this point, in accordance with the problem-solving orientation of the social work profession. Such attempts at resolution should involve talking with the person involved about areas of disagreement if possible.
    - d. A copy of this written document (items a-d above) must be given to the person against whom the grievance is made and to the Director of the Division of Social Work.
- B. The Director is charged with expediting the creation of a Grievance Panel and chairing the Panel. A faculty member who is a party to the grievance must remove himself or herself from all deliberations related to the grievance. (If the Director is being grieved against, the grievance procedures will be determined by the Vice-President for Academic Affairs.)

1. Grievances must be presented to the Director of the Division of Social Work who will determine whether the grievance submitted is consistent with the above policy.
2. The Director of the Division of Social Work will select one-two faculty members and one-two student members (members of the currently enrolled social work student group) to serve on the Panel.

### **SEXUAL HARRASSMENT POLICY SUPPLEMENT**

*THE FOLLOWING STEPS ARE A SUPPLEMENT TO VALDOSTA STATE UNIVERSITY'S STATEMENT ON SEXUAL HARASSMENT which in the Student Handbook, p. 150.*

If Harassment occurs at the Practicum Site:

- a. Field Liaison notifies the Director of Field Instruction and the Director of the Division of Social Work.
- b. A meeting will be set up between the field instructor or other representative of the agency, if deemed appropriate, field liaison and other faculty members if deemed appropriate, and the student.
- c. A more detailed plan of action will be outlined to resolve the situation at the practicum site. If resolution is impossible, a change in practicum assignment may be necessary.
- d. To the extent possible, information dealing with a complaint of sexual harassment will be treated by the School on a confidential need-to-know basis as a matter under investigation out of respect for the rights of both accuser and accused. In the event of any conflict between this policy and institutional policy on the subject of sexual harassment, the institutional policy shall be applied.

### **STUDENT ORGANIZATIONS IN THE DIVISION OF SOCIAL WORK**

By its nature, the profession of social work involves building relationships, both professional and personal. We believe the ability to network is among the most important skills a social worker will need. Much work is done in classes and practicum to enhance these skills. Also, many students benefit from mutual support. Finally, developing a quality resume is important to any professional. With these concerns in mind, we have developed one local student organization, are involved in two social work national honor societies and our most outstanding students may become members of a national interdisciplinary academic honor society. They also are represented in an important campus organization. Faculty assists students to achieve outside of the Division as well. All of these programs are listed and discussed below.

**The Graduate Social Work Organization (GSWO)** is our local student organization, established in 1999. Its founding President is Ms. Libby Bickers, who now practices in Valdosta. All students are members as part of their acceptance into the program. It functions to organize students to complete at least two community service projects per year. Through the organization, the faculty has been able to rapidly organize assistance when needed. The organization was mentioned in *The Social Work Report (2006)*, a publication from CSWE, for their outstanding response to hurricane Katrina. Our Field Director was contacted about support needed in the migrant community, and she organized visits to these communities with our students through a program called "Fiesta de Salud", jointly sponsored by The VSU Division of Social Work and Department of Modern and Classical Languages, and Emory University's Physician Assistant and Nursing Program. On their own, GSWO students discovered a need for clothing and blankets in this community and initiated a successful drive last year. GSWO provides social events

each semester. These tend to be gatherings on campus around class times. The majority of students are raising families, working full time, travel long distances, and maintain their graduate studies, which limits time for special social events. A mentor program is available from Concentration students to assist Foundations students as well.

**Alpha Delta Mu (ADM)** is the older national social work organization and the local Epsilon Delta Chapter was founded in 2000 at VSU. ADM also sponsors community service activities and assists the GSWO. They also plan and organize the Annual Banquet for initiation into the organization. Requirements for ADM are listed in the charter.

**Phi Alpha (PA)** is a newer national social work organization and the local Xi Nu Chapter was founded at VUS in 2006. PA has an annual meeting at the Council on Social Work's National Annual Program Meeting. Some of our members have attended these meetings. PA also has community service functions and assists in the Annual Banquet. Their requirements are listed in the charter. For students with the highest academic achievement, Valdosta State University has a local chapter of *Phi Kappa Phi*. Several of our students have been nominated and our Director was selected as a speaker at their initiation ceremony. Phi Kappa Phi offers several types of scholarships and other benefits and demonstrates excellence on a person's resume.

Valdosta State University established **The Student Development Organization** to provide financial assistance to students presenting at professional meetings. Each year, two social work students are nominated to participate in this organization. Several social work students have benefitted from funds voted upon in this committee. During the 2007-2008 school year, the Division lobbied for an "Outstanding Graduate Student of the Year" to be presented with the other campus awards at VSU's Annual Awards Ceremony. The first recipient was Ms. Karen Warren, a distance learning student in our Division.

Faculty and students collaborate on grants, juried articles, professional presentations, community and university service projects as well as specific projects at VSU. The Vice President of Academic Affairs commented on our work at the Executive Committee Meeting of the Faculty Senate last April. Faculty members have successfully nominated students to other honors such as *Who's Who in American Universities* and Social Work Student of the Year from the *South Georgia Unit of the National Association of Social Worker's Georgia Chapter*.

#### **INCLEMENT WEATHER POLICY**

The President will determine if classes will be cancelled or University services reduced owing to inclement weather or other threatening conditions. When classes are cancelled, all non-critical offices and units on and off campus will be closed unless these units are located in an area considered safe for business to continue. In the Present's absence, the Vice President for Academic Affairs, in consultation with the Vice President for Business and Finance and the Vice President for Student Affairs, will make the determination to close the University.

Selected radio and TV stations in the VSU service area will be notified through the Office of Public Relations when the University is closed. If there is no announcement, students, faculty, and staff should assume classes are in session and all offices are operating on a normal schedule.

If a decision to cancel classes and reduce services is made after 8:00 a.m., all University personnel will be notified through normal administrative channels. Until a person receives notice from his/her supervisor, he/she should assume the University is fully operational.

When an emergency is declared, certain key personnel will report for work. These employees will be identified by their supervisors. Persons who are not required to work when the University is officially closed will be granted excused absence. Payroll reporting and timekeeping will be prescribed by the Vice President for Business and Finance.

Each academic unit should develop and submit to the Dean/Director, to be filed with the Vice President for Academic Affairs, appropriate internal policies and procedures for providing instruction when the University is open but members of the faculty are unable to reach campus. Other University unit heads will file a plan with the appropriate Vice President to maintain essential services.

The President will determine, after appropriate consultation, if and when missed class days should be made up. In the event dangerous weather is indicated and alerts sounded, persons wishing to seek shelter will have the freedom to do so.

### **CRIME PREVENTION TIPS FOR STUDENTS**

In general, we all feel safe, except in extreme circumstances. The best defense is to assess your surroundings for possible unsafe conditions or persons and if possible, to avoid them. Campus police can be contacted to accompany students to their cars or to assist with problems. We advise students to attempt to prevent problems whenever possible.

**At night, walk only in well-lit areas, no short-cuts. Walk in groups.**

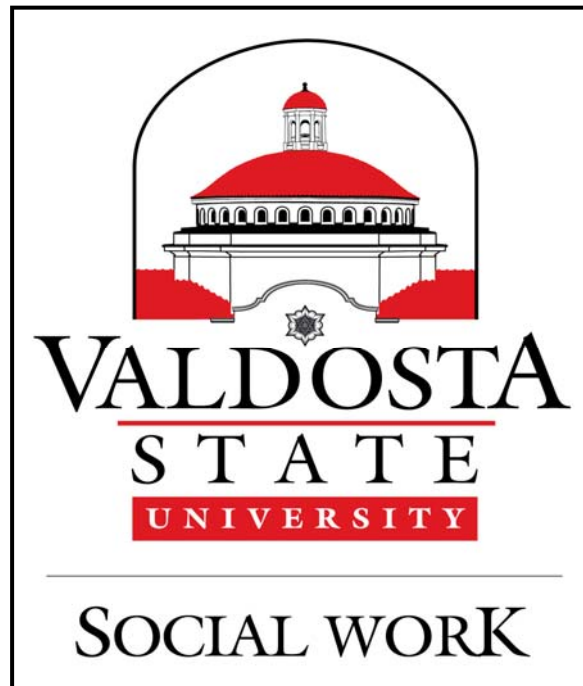
Learn where the emergency telephones are on campus. Each dorm has a phone by the entrance with an emergency button and there are three other freestanding phones located at:

1. Oak Street Parking Lot — south exit near Transportation office
  2. West side of Ashley Hall along roadway
  1. North Campus — on west side of Thaxton and Pound Halls
  2. University Center – east side facing Ann Street and near fountain
  3. Continuing Education Parking Lot
  4. Sustella Parking Lot
  5. Fine Arts Building Parking Lot
  6. PE Complex Parking Lot
  7. Bursary Parking Lot
- Keep car doors locked and windows rolled up. Many stolen cars are left unlocked.
  - Do not leave valuables in plain sight in your car. Lock them in the trunk.
  - Do not carry any more things with you than you need and try to keep everything together in a book bag.
  - Never leave your belongings unattended — this includes while you are in the library, dining hall, student union, in class or playing sports.
  - Never carry large amounts of cash. Carry only what you need.
  - Don't wear flashy jewelry or clothes that you can't move quickly in.
  - Have your keys in your hand as you approach your car. Carry a whistle on your key chain. Consider carrying pepper spray — but be sure to test it to make sure it works and don't let someone take it away from you. Pepper spray is not a toy — DON'T let a child play with your keys if you have pepper spray attached.
  - Lock your car door as soon as you get in your car and keep windows up most of the way.

- Do not stop to help someone whose car is disabled. Go to the nearest “safe” telephone and call the police to assist them.
- If an attacker takes your keys and demands that you get into the car or their car, do everything possible to keep from being abducted. Once the attacker gets you isolated, you are in great danger.
- Always look around your car and in your car before getting in it. If you see someone suspicious near your car, try to get to a safe place and call the police.
- If you travel by yourself, you can make it appear that you are not alone. A wig stand attached to the passenger headrest that has face painted on and some hair and maybe a ball cap can make it look like you are not alone. More males than females have been robbed on campus.
- If your car breaks down, get out and raise the hood quickly. Get back in the car with the doors locked and windows up. If someone stops to help, ask him or her to go to the nearest phone and call the police.
- Do not let strangers get close to you if they are asking for directions of what time it is. Keep a safe distance and do not be embarrassed to ask them to back up if they get too close.
- Invest in a cellular or car phone. They are great in emergencies!

# Non Academic Information

## Student Affairs



**Office of the Vice President for Student Affairs****Vice President for Student Affairs:** Dr. Kurt J. Keppler**Location:** Nevins Hall**Phone:** (229) 333-5359

The Division of Student Affairs endorses the objectives of the university as they relate to academic training and the overall education of our students. Many of the hours students spend at a university are outside of the classroom. It is our purpose to offer services and support for that time in order to maximize both the educational experience for VSU students, and the opportunities for personal development.

Services provided by the Division of Student Affairs include: career services, counseling services, financial aid, health services, residence life, international student affairs, judicial and disciplinary concerns, minority students affairs, orientation, student government association (including publications), Dean of Students, Greek life, student organizations, visitors information plaza, facilities use, cooperative education, campus recreation, testing, leadership programs and the University Center, University Union and Student Recreation Center.

All staff members are interested in your individual concerns and look forward to working with you throughout your university career. Should you have questions or concerns about any of the services of the division, contact the Office of Student Affairs at (229) 333-5941.

**Counseling Center****Director:** Dr. Victor Morgan**Location:** Powell Hall East 2nd Floor**Phone:** (229) 333-5940

The philosophy of the Counseling Center is based on a holistic approach to individual growth and development. Our primary emphasis is on relatively short-term growth counseling designed to deal with the personal, social, and educational concerns of our students, faculty and staff. Our goal is to help each individual develop fully and get the most from the university experience. All counselors are professionally trained and licensed. The Center is accredited by the International Association of Counseling Services, Inc.

The Counseling Center offers an atmosphere in which individuals may discuss their problems with the assurance that all counseling information will remain confidential. All services are provided free of charge. Individuals seek counseling for a variety of reasons, including stress, depression, anxiety, family and relationship issues, physical or sexual abuse, academic difficulties, substance abuse, and identity concerns. Any issues causing you concern, are appropriate to bring to counseling. We all need someone to talk to at times. One advantage to talking over a concern with a counselor, rather than a friend, is that counselors are professionals who are trained to be objective and to help you explore alternatives for reaching a solution to your problems. Short-term individual counseling can often prove to be very beneficial in exploring one's feelings, attitudes, behaviors, and lifestyle.

Each semester the Counseling Center offers a variety of groups and seminars designed to address the normal developmental needs of college students. These programs emphasize personal understanding and skill development. We also assist students in their efforts to improve their academic performance. This often involves identifying the obstacles students face and then devising ways to overcome them. Sometimes these obstacles can be inefficient study skills, test anxiety, poor time management, or

speech anxiety. Counseling internships for graduate students are available in the Counseling Center. Professional staff closely supervises student interns. Individual skill development programs are designed through consultation with the student intern and his/her faculty advisor. Graduate students interested in an internship in the Counseling Center should contact their academic department and the Director of Counseling. Consulting and working cooperatively with all members of the university community are important functions of the Center.

Professional staff members are available to meet with faculty, staff and students regarding issues of human functioning and development. Another type of consultation occurs when faculty, staff, parents, spouses, or friends are concerned about an individual. Persons who are concerned about an individual are urged to contact the Center for consultation. Assistance in crisis management and guidelines for referral are available.

The Counseling Center is committed to sharing its expertise in human behavior and development with the entire VSU community. We offer workshops that can be designed for specific groups, such as classes, residence halls, or student organizations. We are prepared to provide professional staff development workshops for faculty and staff. We also provide training workshops for student leaders, resident assistants, pledge trainers, orientation leaders, and other campus and community groups. Finally, faculty members may request presentations that address the concerns of college students and that complement course content.

The Counseling Center is located in Powell Hall East, (2nd floor). Appointments may be made in person or by calling 333-5940. When necessary, referrals will be made on campus or in the community so that all available resources are utilized. Please visit our website at: <http://www.valdosta.edu/counseling>.

### **Alcohol & Other Drug Education**

**Coordinator:** Mark Williams

**Location:** Powell Hall East, 2nd Floor

**Phone:** (229) 259-5111

VSU acknowledges the fact that alcohol and other drugs can have a significant impact on the university community. We are taking a proactive stance in educating students on issues related to alcohol and drug use in an effort to prevent the development of substance abuse problems. Our philosophy is that awareness fosters informed decisions and, ultimately, changes when needed. Our goal is to be seen as a resource where students can turn for answers to substance abuse questions, whether related to their personal use or that of a friend or significant other. Through a variety of services, the Office of AOD Education is helping VSU affirm itself as an institution that provides a safe and healthy environment for students to receive a quality education. The AOD Education office is located in Powell Hall East (2nd floor). The telephone number is (229) 259-5111. To become better acquainted with our staff, visit our web site at [www.valdosta.edu/aode](http://www.valdosta.edu/aode). The following services are available:

### **Assessment & Referral**

If a student has concerns regarding their relationship with alcohol or other drugs, they may obtain an assessment, at no cost, to determine the extent of the substance abuse problem. A referral to an appropriate agency will be made, if warranted. It is up to the individual to follow through on the referral. All phases of this process are voluntary.

### **Presentations**

The AOD Education Coordinator is available to address substance abuse issues in a variety of settings: classrooms, Greek Life functions, clubs, organizations, student-athlete meetings, and Residence Halls. These frank, interactive presentations may be tailored to specific needs or concerns, and no group is too large or too small.

### **KARMA Peer Education Program**

Students are trained as KARMA (Knowledge, Awareness, Respect, Maturity, & Achievement) Peer Educators to give presentations in classes, residence halls, Greek organizations, and to other campus groups as requested. Topics of discussion include alcohol, other drugs, how to help a friend with a substance abuse problem, self-esteem, eating disorders, date rape, Rohypnol/GHB and HIV/ AIDS. KARMA students also participate in campus-wide activities, such as the Alcohol Awareness Fair and Safe Spring Break. This two-credit class is a great way for students to get involved and make a difference.

### **Natural High**

In collaboration with the Offices of Campus Recreation and Housing and Residence Life, Natural High provides activities for students on weeknights and at times of high stress. All activities are alcohol free and provide students with a safe environment in which to have fun. Activities include dances, Cosmic Bowling, Bingo, and others as decided by the students on the advisory council. Natural High events are open to all students, staff and faculty. New members are always welcome.

### **Collegiate National Alcohol Awareness Week**

The Office of AOD Education provides a weeklong event educating students on issues related to alcohol use. Throughout the week, students have opportunities to attend lectures, workshops, and other events designed to teach college students about the possible hazards of high risk drinking behavior. The week culminates with an alcohol awareness fair which draws hundreds of students and community members.

### **Orientation & Leadership Programs**

**Coordinator:** Ms. Brenda Beasley

**Location:** University Union, 1st Floor

**Phone:** (229) 333-5941

Orientation programs for new and transfer students are provided throughout the year. A number of sessions are held during the summer months prior to the beginning of the fall semester for new and transfer students. Additional orientation sessions are held at the beginning of the spring and summer semester too. Student orientation leaders are selected during the spring semester. Applications are usually taken in January. Interested students should contact the Orientation Office, at (229) 333-5941. Leadership programs such as LeaderQuest seminars, weekend retreats, and other valuable resource materials are offered throughout the year.

These intense programs are designed to promote and enhance team building and leadership skills. Students are encouraged to take advantage of these programs for personal and professional growth. Information regarding these activities can be obtained by contacting the Division of Student Affairs at (229) 333-5941.

### **Testing Office**

**Interim Testing Officer:** Ms. Rebecca Taylor

**Location:** Powell Hall West, 1st Floor

**Phone:** (229) 245-3878

As a national test center, the Testing Office administers standardized examinations for Educational Testing Services, The Psychological Corporation, the American College Testing Program, the Law School Admission Services, the State of Georgia, and the University System of Georgia, as well as for other educational and governmental institutions. Many testing programs and their components are given in specific areas to entering students for admission and placement, to undergraduate students for proficiency and for degree credit by examination, to teacher education majors for certification, and to graduate students for admission to specialized programs. The Office of Testing serves a vital role in assisting students with their college testing requirements. Specific information concerning a particular test should be requested at least one semester prior to the time you intend to take the test. All exams are administered by the paper and pencil method except for the computerized version of the placement test, CLEP, GMAT, and GRE (General).

Tests administered by the Office of Testing include, but are not limited to:

**TEACHER CERTIFICATION:**

- Professional Assessments for Beginning Teachers Series (PRAXIS I&II)

**CREDIT BY EXAMINATION:**

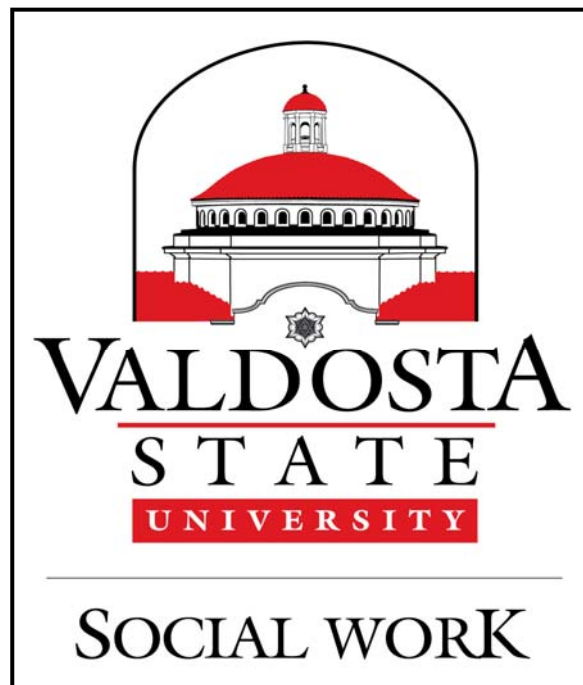
- College Level Examinations Program (CLEP)
- eCORE
- Independent Study Examinations (ISE)

**GRADUATE ADMISSIONS:**

- Graduate Record Examinations (GRE) Subject only
- Law School Admissions Test (LSAT)
- Medical College Admission Test (MCAT)
- Miller Analogies Test (MAT)

Assessment and certification examinations in nursing, engineering, building contractors, insurance and etc., are also administered for other educational and governmental institutions. Other testing program applications available are Allied Health Professions Admission Test (AHPAT), Veterinary College Admission Test (VCAT), Pharmacy College Admission Test (PCAT), and Test of English as a Foreign Language (TOEFL). Information regarding a specific test, a test date, an application, or an administration, even on a specialized basis can be obtained by calling 245-3878 or visiting our web site (<http://www.valdosta.edu/testing>). Our office is located in Powell Hall West, First Floor.

# Financial Aid



### **Office of Financial Aid**

**Director:** Mr. Doug Tanner

**Location:** University Center

**Phone:** (229) 333–5935

The Office of Financial Aid assists students in applying for all institutional and federal financial aid programs and arranges for the disbursement of all aid received by any student from any source. The university participates in all major federal and state aid programs such as Federal Pell Grants, Federal Work Study, Federal Direct Stafford/Ford Loans, and HOPE Scholarship Programs. We are located in the University Center, and we welcome your visit and questions. Our telephone number is (229) 333–5935.

Most financial aid is awarded on the basis of financial need, which is determined by a congressional formula applied to the Free Application for Federal Student Aid (FAFSA). Applications for financial assistance are accepted throughout the academic year although funds are limited in some programs. It is to your advantage to apply as early as possible. Detailed information on various financial aid programs and scholarships can be found in the *University Undergraduate Bulletin or University Graduate Bulletin*.

### **Federal Work-Study**

Work-study students must apply through the Office of Financial Aid. Awards are based on need and eligibility. Students must be enrolled at least six hours each semester to participate. Job assignments will be made by the Student Employment Services Office.

### **Veterans' Affairs**

The Office of Veterans' Affairs is also located in the Office of Financial Aid. This Office assists students in applying for Veterans' Educational Benefits and certifies their enrollment to the Veterans' Administration.

### **Career Services**

**Director:** Ms. Winifred V. Collins

**Location:** Powell Hall-West 2nd Floor

**Phone:** (229) 333-5942/5414 and 259-2012

The Office of Career Services provides career planning and development opportunities to undergraduate and graduate students and alumni through the following activities: 1) Assistance in choosing a major 2) Information describing various occupations in terms of preparation required, employment outlook, working environment, and compensation 3) Workshops on career-related topics –résumé writing, interviewing skills, job search strategies, how to research employers 4) Listings of career opportunities 5) Résumé referrals to employers 6) Coordination of on-campus interviews and career fairs 7) Disseminate information on internship opportunities, graduate and professional programs. In addition, **Student Employment Services (SES)** coordinates off-campus part-time jobs and makes work assignments to those students receiving federal work-study awards.

### **Federal Work-Study**

To be considered for the federal work-study program, students must first apply for financial aid through the Office of Financial Aid. Awards are based on need and eligibility. Students must be enrolled at least six hours each semester to participate.

## **Off-Campus Part-time Jobs**

Off-campus, part-time jobs are available to any VSU student whether registered for part-time or full-time class loads. Our part-time service (J.O.B.S.) provides a wide range of positions. Pay ranges from minimum wage to \$10 per hour with the exception of wait staff positions. Jobs may be viewed from our website, but currently enrolled students must come to our office and present their VSU ID to get complete application information on the off-campus part-time jobs.

Students are encouraged to visit the Office of Career Services to find out more about the above-listed services. Be sure to visit our website at <http://www.valdosta.edu/career>. We're located in Powell Hall-West, second floor. Telephone numbers are (229) 333-5942/5414 and 259-2012.

## **Cooperative Education**

**Assistant Director:** Ms. Ann Stone

**Location:** Powell Hall West, 1st floor

**Phone:** (229) 333-7172

Cooperative Education (Co-op) is an academic program that affords students the opportunity to combine classroom training with "on-the-job" experience in an area related to their field of study. Co-op is open to all majors and career fields offered at Valdosta State University. Students may choose from the following options: Alternating Co-op (fulltime alternating semesters up to three rotations of degree-related work and school), Parallel Co-op (part-time degree-related work while attending VSU); and Traineeships (one to two semesters of degree-related work either on a full-time or part-time basis). Over 204 active local, regional, and national employers participate in the VSU Co-op Program. Employers include Fortune 500 companies and major federal agencies, as well as smaller firms both local and throughout the southeast. Students who wish to participate in the Co-op Program are encouraged to apply early in their college career. Applying early helps students increase their chances of successfully competing for the best possible placement. For more information on Co-op, students may call (229) 333-7172, visit our web site <http://www.valdosta.edu/coop> or come by the Co-op Office in Powell Hall.

## **Success Center**

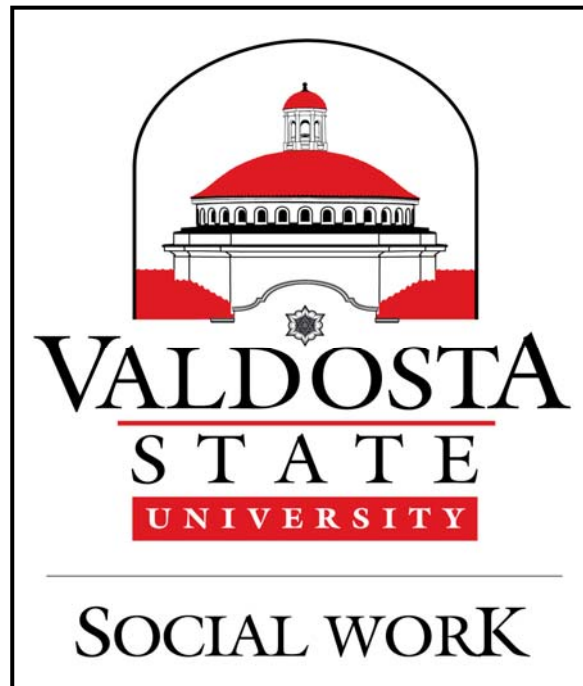
**Academic Advisor:** Terence Sullivan

**Location:** Langdale Residence Hall

**Phone:** (229) 333-7570

The Student Success Center (SSC) at Valdosta State University is located on the mezzanine of the Langdale Residence Hall and is available to all students by appointment. They provide free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. They will help both undergraduate and graduate students with issues related to advising and time management in addition to the provision of academic support. They strongly encourage students to use available services. Call the Center for more information and to schedule an appointment.

# Student Life



## **Dean of Students**

**Dean of Students:** Mr. Russ Mast

**Location:** University Union - 1st floor

**Phone:** (229) 333-5941

The Dean of Students Office mission is to promote student development and leadership by providing quality programs and services that fulfill the diverse educational, recreational, social, and multicultural needs of the student population and the university community. The Dean of Students Office is responsible for the following departments and their related programs: Campus Recreation, Event Services, Greek Life, Judicial Affairs, Orientation and Student Leadership, as well as Student Activities, as well as Student Life.

### *Campus Activities Board*

C.A.B. is responsible for planning social programs and activities for the student population such as major concerts, comedians, speakers, dances, and special events. For information about C.A.B. call (229) 333-5674.

## **Family Day**

All family members are encouraged to visit for a day of fun filled activities. For further information call (229) 333-5674.

## **Event Services**

Event Services is here to assist student organizations with facility needs such as meeting rooms or special event activities. Event Services is located in the University Center and can be reached at (229) 333-5998.

## **Homecoming**

Homecoming will be held the weekend of October 11 and 12. Students participate in many activities during the week, e.g., a pep rally, a lip sync contest, make your own video, and other special events. There will be a parade and a pep rally scheduled during the week. The weekend activities are capped off with the football game and the crowning of the Homecoming Queen at half time.

## **Student Government Association (SGA)**

SGA is the voice of the students, and is committed to enhancing the College experience for all students. The SGA is located on the 2nd. Floor in University Union and any student interested in being a senator should contact them at (229) 333-5674.

## **Registered Student Organizations**

These groups play a vital role on the VSU Campus. There are approximately 150 such organizations ranging from social to religious in nature. Student organizations bring students with common interests together, and in turn provide leadership and team building skills that will be essential later in life after college. For information the currently registered student organizations call (229) 333-5674.

## **Are there places for students to congregate?**

Yes, in the University Center the following services are available: The Food Court, The Game Room, Conference Rooms, TV Lounges, The Computer Lab, and The Theatre.

**University Center Hours are:** Monday–Saturday (7:30AM–10PM) Sunday (10AM–10PM) On the main campus, In the University Union the following services are available: The “Loop” Grill, The Game Room, Conference Rooms, TV Lounges, The Spectator (campus newspaper), WVVS-91FM (campus radio station), and Campus Activities Board offices (CAB).

**University Union Hours are:** Monday–Saturday (8AM–10PM) Sunday (3PM–10PM) \*University Center and University Union close for approved University holidays and breaks.

### **Campus Recreation**

**Director:** Richard Hammond

**Location:** Student Recreation Center

**Phone:** (229) 333-5898

Campus Recreation offers students a wide variety of recreational opportunities that will enhance their physical and social well-being. We opened the doors of our new Student Recreation Center (SRC) the first day of classes Fall 2002. The department is broken down into six areas:

- 1. Intramural Sports** provides activities ranging from traditional team sports such as basketball, flag football, softball, and volleyball to nontraditional sports such as whiffle ball and ultimate Frisbee.
- 2. Informal Recreation** includes our new SRC, which has 3 multipurpose courts that can be used for basketball, volleyball, or badminton, 3 racquetball courts, 4-lane walking jogging track, and climbing wall.
- 3. Aerobics and Fitness Program** has grown by leaps and bounds with the opening of the new SRC. We have two aerobics rooms for our aerobics programming. We offer several classes during the day with a variety of times in order to fit your schedule. Some of the classes are step, combo, body contouring, and kickboxing. There are tremendous improvements to the fitness area including over 9,000 square feet of fitness space for your use anytime you like during our normal hours of operation. We have free weight equipment, selectorized weight equipment and cardio equipment in the new weight room.
- 4. Outdoor Recreation** includes a variety of trips such as Key West snorkeling and sea kayaking, white water rafting, rock climbing, horse back riding, and many others.
- 5. Club Sports** consists of club soccer (men’s and women’s), volleyball (men’s), sailing, and natural high.
- 6. Aquatics** has two 6 lane 25 yard pools, one indoor and one outdoor. The indoor pool is a new addition and is located in the new SRC. The indoor pool will be used for lap swim, aqua aerobics, and intramural programming. We also have a new sundeck that is part of the SRC, and it will be open the same hours of the indoor pool. The outdoor pool is located behind the University Union, and it is used for lap swim, sun bathing, and just splashing around to cool yourself off on hot southern days. Campus Recreation hopes that as a student at VSU you will take advantage of the opportunities that our department offers.

### **Athletics & Sports**

**Athletic Director:** Mr. Herb Reinhard

**Location:** PE Complex Athletic Offices

**Phone:** (229) 333–5890

VSU has one of the most successful and well rounded intercollegiate sports programs in the nation. The Blazers and Lady Blazers compete in the Gulf South Conference, which is nationally considered to be one of the toughest Division II conferences in the country. Last year, VSU's men's sports teams won the league's male All-Sports Award, the fifth VSU All-Sports Award in the last eight years. The department sponsors 11 sports — football, basketball, baseball, tennis, golf and cross-country for men and basketball, softball, tennis, volleyball and cross country for women. Last year, eight of VSU's 11 sports teams competed in their respective NCAA national championship tournaments.

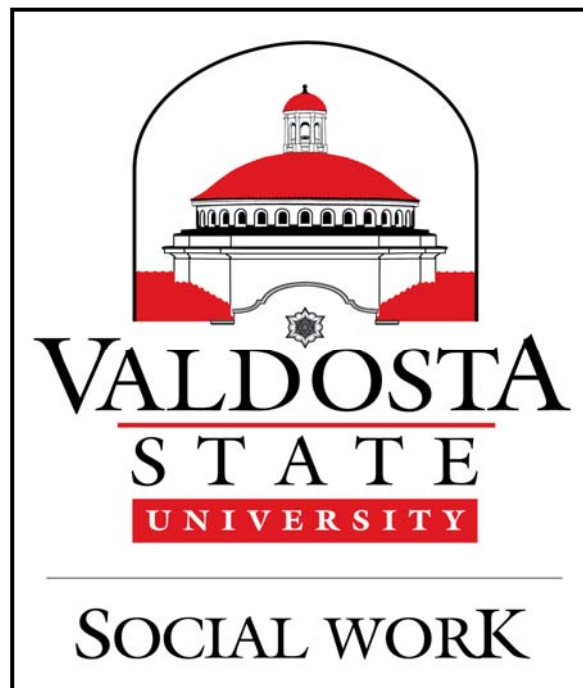
### **Alumni and Community Relations**

**Location:** Alumni House

**Phone:** (229) 333-5797

The Alumni Relations Office coordinates activities that allow the graduates to maintain ties with the university and their friends. **The Valdosta State University Alumni Voice**, a magazine for alumni, families and friends of VSU is mailed three times per year to all alumni to inform them of recent and future events occurring around the campus. Active participation is encouraged in Homecoming activities as well as events planned in their local area. The VSU Alumni Association sponsors the VSU Ambassadors, who are members of the national organization of Student Alumni Associations. Ambassadors are selected annually by a committee composed of alumni, members of the current Ambassadors and the director of alumni relations. They serve as the official hosts of the university at many campus events.

# Campus Services



## **Housing & Residence Life**

### **Director of Housing & Residence**

**Life:** Mr. Thomas Hardy

**Location:** Powell Hall East, 1<sup>st</sup> floor

**Phone:** (229) 333-7115

The residence halls are operated in the belief that university students are capable of making their own environment pleasant, educationally stimulating, and conducive to study. The University does not abdicate its responsibility to cooperate in any way, yet believes that it is better for people to do things for themselves rather than to have things done for them. The goal is education in the broadest sense: an opportunity for continuing personal growth that is not always found in the classroom. As a result of living in close quarters with a large number of people, you will find that you have a shared responsibility in matters such as noise, safety, cleanliness and the upkeep of the facilities - a responsibility both to show consideration for others and to see that others show consideration for you. There will be conflicting needs and attitudes, and it may not always be easy to work maturely, openly, and rationally for an acceptable solution, but it is worth the effort. For further information regarding campus residence life, contact the Office of Housing and Residence Life at (229) 333-5920.

## **Dining Services**

**Location:** Palms Dining Hall

**Phone:** (229) 333-5853

Valdosta State University Dining Services provides a versatile meal program for all resident students and those nonresident students who desire to participate. The 10, 14, & 21 Meal Plans include five equivalency meals Monday – Friday that may be used in the Food Court or the Loop Pizza Grill each week. The Meal Plan office, (229) 333-5988, is located in the Palms Dining Center. We will gladly answer your questions about our meal plan program. For Information regarding “Flex Account” see VSU 1CARD Services.

## **Palms Dining Center Serving Hours\***

Monday through Friday: Breakfast 7AM–9:45AM Lunch 11AM–3PM Dinner 4:15PM–7PM

\* Serving hours are subject to change on holidays and special occasions.

## **The Snack Bar**

Located in the Education Center, it offers your favorite sandwiches along with a full line of candies, beverages and snack items. It will honor your a la carte and FLEX.

## **Night Owl Convenience Store**

Located in the southwest corner of Langdale Hall, this store provides your personal hygiene and laundry needs. It also carries a large assortment of snacks, candies, sandwiches, and groceries. You’re a la carte and FLEX will be gladly honored.

## **University Center Food Court**

Located in the University Center, this Food Court incorporates a deli, a grill (hamburgers, hot dogs, etc.), a hot food table and a Chick-Fil-A Express along with beverages and snack items. The Food Court will gladly honor your a la carte, equivalency meals, and your FLEX account.

### **University Bookstore**

**Director:** Ms. Bethanie B. Brogdon

**Location:** 1306 N. Patterson St.

**Phone:** (229) 245-4342

The Valdosta State University Bookstore is located at 1306 North Patterson Street, between the College of Nursing Building and the Special Education/Communications Disorders Building, and across the street from the University Center Complex. The store has 12,000 square feet of retail shopping space and is adjacent to a convenient timed-parking lot. Your first visit to the store will probably be for the purchase of textbooks and supplies for your courses. The textbook department is located in the rear of the store and is arranged in alphabetical order by the name of the academic department and then by the course number within the department. A customer service desk is located within the department to offer assistance with any questions or concerns. For students who prefer to shop on-line, the VSU Bookstore has a web site for secure textbook shopping. The web site is located at <http://www.vsubookstore.com>. The textbook department carries a large supply of used textbooks for most course offerings, and when these books are available, they are shelved in front of any new books ordered for courses. Shop early for used books, because they are very popular and sell quickly because of their discounted prices. Used books are sold at 75% of the new book price. Our supply of used books comes from our own students, through a buy back program at the end of each term, as well as from major used book wholesale companies.

### **School Supplies and Technology Products**

In addition to textbooks, the bookstore also carries a broad range of school supplies for your academic and personal needs. These supplies include imprinted wire bound notebooks, filler paper, binders, pens, pencils, and folders. We work with several distributors in the college market to provide computer hardware and software at higher education discount pricing. We do not stock computers in the store, and while our software selection is limited, we do provide web access to a myriad of products from our vendor partners.

### **Wireless Residence Hall Internet Product**

All VSU Residence Halls have state of the art wireless technology to provide student access to the Internet. Wireless technology means the connectivity to the Internet is substantially faster than via modem, and there is no monthly fee for the service. The VSU Bookstore sells the wireless cards and adapters needed to bring your computer into the wireless age, and provides free installation and service on products purchased from the store. Specific information about the HallNet wireless program can be found at our web page <http://www.vsubookstore.com>

### **Logo Merchandise**

One of the most exciting parts of coming to VSU is becoming involved with a variety of student activities, including the Blazer athletic program. The bookstore carries a full line of imprinted products with the school logo, including clothing, bumper stickers, window decals, license plates, glassware, and gifts. The VSU Bookstore is a proud corporate member of the Blazer Booster Club. The bookstore also has logo merchandise for all of the registered fraternities and sororities at VSU.

## **Cards and Gifts**

The VSU Bookstore has a wonderful selection of gifts and Hallmark greeting cards. The gift department continues to grow as our customers tell us they like the attractive, but reasonably priced, merchandise we have for sale.

## **Graduation Products**

As graduation approaches each term, students participate in our Senior Salute event, where we take orders for the official VSU class ring (from Josten's) as well as customized graduation announcements. Caps and gowns can be purchased from the bookstore on a daily basis, as well as at Senior Salute, if a student chooses to participate in the graduation ceremony. More specific class ring information can be found at our bookstore website [http:// www.vsubookstore.com](http://www.vsubookstore.com)

## **Payment Methods**

All purchases at the bookstore may be paid via cash, check, credit card, or the FLEXible Spending Plan. We accept Visa, MasterCard, and Discover, but we do not accept American Express. The bookstore does not accept telephone calls from relatives authorizing a student to use their credit card. All check transactions require a current VSU ID card, and the checks themselves must be imprinted with the name, address, and telephone number of the customer. By University policy, the bookstore does NOT accept two-party checks or counter checks. **Students with new checking accounts and counter checks should use the ATM to get cash for their purchases until their imprinted checks are available.**

The VSU Bookstore staff takes great pride in supporting the academic mission of the University. We encourage you to let us be your one-stop-shopping- spot while you are enrolled at VSU. Our mailing address is VSU Bookstore, 1306 North Patterson Street, Valdosta, GA 31698-0355. We accept and send FAX for students within the continental United States for a nominal fee; however, we are not able to handle foreign transmission requests (or Alaska/Hawaii).

Normal operating hours are 8:30AM- 5:30PM Monday through Thursday and 8:30am-3PM on Friday. We are normally closed on Saturday and Sunday except for special events. During the football season the bookstore is open prior to the game for your shopping pleasure. The bookstore is a major employer of VSU students. If you are interested in working in an exciting retail environment, please contact our Operations Manager, Mrs. Tracy Dyal, at 333-5459, for more information. We need to see your final schedule of classes before we consider your application for employment.

## **Odum Library**

**University Librarian:** Dr. George Gaumont

**Location:** Library

**Phone:** (229) 333-5860

The library collections include approximately 440,363 volumes in print, 1,061,195 units in microprint and 101,815 documents. About 2,846 periodicals are received regularly. The library is a selective depository of U.S. Government documents. Strategically located at the hub of campus activity, the library building, first occupied in March 1972, offers comfortable and attractive surroundings encouraging casual reading as well as serious research. Odum Library houses an electronic classroom/computer lab offering state-of-the-art PC's. Additionally, the library has a large number of centrally located GALILEO workstations, Georgia's virtual library. Individual carrels, tables, small group study areas, and groupings of colorful lounge furniture provide any type of seating desired. An exterior elevator, located on the ground floor

adjacent to the front entrance, is available for individuals in wheelchairs or others who are unable to climb stairs. If the elevator is inoperative, a person may enter the building through the front ground floor door. A sign on a post near the ground floor entrance marks the location of the door bell. Once the doorbell is pressed, a library employee will come and open the door. A public elevator is located in a central point in the building and a disabled access restroom is located on the second floor adjacent to this elevator.

### **Library Hours**

Library hours, which may be changed as circumstances warrant, are posted on the Library Bulletin Board. At present they are: Monday-Thursday 7:45AM– MIDNIGHT, Friday 7:45AM–7PM, Saturday 9AM–7PM, Sunday 1PM–MIDNIGHT, Holidays As Announced

### **Closing Time**

A bell rings 30 minutes before closing time. Lights flicker 15 minutes before closing. Limited checkout service after lights flicker.

### **Loan Period**

Most circulating books, whether from the general collection or a special collection such as government documents, are checked out for 28 days and may be renewed. Certain designated books, records, color prints, and uncataloged maps are checked out for 14 days. Periodicals are used in the library, but may be checked out overnight (as reserve material) with approval. Any circulating materials, except three-day and seven-day materials, may be renewed. Books may be renewed up to 5 times provided there is not another patron request for them. Fines are assessed for material returned after the due date or for lost materials. Failure to clear fine charges within 28 days will result in an academic hold that will cause delays in registration or receipt of transcripts.

### **Check-out**

- a. A valid, VSU ID card must be presented to check out materials (including reserves) from the library.
- b. Library materials should not be passed from one student to another without following proper checking-out procedures. The student who checks-out library materials is held responsible until the items are returned.
- c. Materials can be returned to one of two book depositories. One book return is on the street circle between Brown Hall and the library. The other book drop is built-in underneath the main entrance on the lower first floor of the library. Reserve, other overnight materials, and interlibrary loan material should not be returned via book drop.

### **Other Policies**

Photocopiers are available on the first and second floors. The microform printers are located on the second floor. All photocopiers accept coins or bills. Checks cannot be cashed for change.

### **Other Collections**

The library maintains the Archives of Contemporary South Georgia History, and has a special collection in the field of Southern History. Other special collections are the Fine Arts Materials Center, located in the Fine Arts Building, and the Instructional Materials Center in the Education Center. The Media Center in Odum Library fully supports a wide variety of audiovisual equipment.

### **Campus Mail Services**

**Department Manager:** Sharon Butcher

**Location:** 107 W. Jane Street

**Phone:** (229) 259-5032

Campus Mail Services (CMS) issues VSU mailboxes to each student living in a residence hall. The cost for the box is included in the fees at registration and is for personal use only. All box holders must check each semester with the Campus Mail Service staff to verify box number and combination. VSU boxes are deactivated and forwarding information is requested, when the student moves off campus. Mail is not held between Spring and Fall semesters. Please submit a summer forwarding address. A list of box holders receiving oversized items will be posted daily at the Campus Mail Services window. These items can be obtained through the service window with a valid VSU ID. Box holders are requested to use the proper address format. As VSU grows, there is a growing possibility for duplication of abbreviated names. **The correct address is:**

Student Name

VSU Box (number)

Valdosta State University

Valdosta, GA 31698

If mail cannot be adequately identified, items could possibly be returned to the sender. Campus Mail Services provides window service for the sale of stamps, letter size (No. 10) envelopes, and UPS services. Overnight services are available using USPS, UPS, and Fed Express. Window hours are Monday–Thursday 8AM–5PM, and Friday 8AM– 2:30 PM. CMS is not a U.S. Postal Service office, so CMS can only perform a limited number of similar duties that the USPS offers.

### **VSU 1-Card Office**

**Coordinator:** Deidra Di Pietro

**Location:** East Wing-1st. Floor Langdale Hall

**Phone:** (229) 259-2593

Students ID's (1Card's) are produced during orientation and registration in the VSU 1Card Office in Langdale Hall. Everyone must provide a form of photo identification to have a VSU 1Card produced. The VSU 1Card is the property of Valdosta State University and must be in a student's possession at all times. The first VSU 1Card is produced at no charge to the cardholder, however, a replacement fee is charged when the card is damaged, lost, or stolen. The VSU 1Card is required to access your residence hall, dining privileges, library materials, health services, access to athletic events, testing, check writing privileges, and FLEX Account. Office hours are 8:30AM–5PM, Monday–Thursday and 8:30AM– 2:30PM on Friday. Please visit our web pages at [http:// www.valdosta.edu/one\\_card.html](http://www.valdosta.edu/one_card.html) for more information regarding VSU 1Card accounts and policies.

### **Health Services**

**Location:** Farber Health Center

**Phone:** (229) 333-5886

Health Services is located in the Farber Student Health Center, a building north of the Palms Dining Hall, at (229) 333–5886. It is under the supervision of university physician and is open 24 hours per day with registered nurses on duty at all times. A physician, physician assistant, pharmacist, and lab technologist, registered nurses, and office staff provide Monday thru Friday care. Physician and physician assistant hours are 8:30AM–5PM by appointment. If a student has an emergency, the physician or physician assistant will see the student Monday thru Friday between 8:30AM–5PM. After hours and on weekends, the registered nurse on duty will assess emergencies. If necessary, the student will be referred to the local hospital or convenient care. The student will be responsible for expenses incurred at these facilities.

The philosophy of the Student Health Center is to provide optimum health care provided outside of Student Health Center. There is an excellent general hospital nearby. After 11PM, students need to be accompanied by Public Safety prior to entry into Student Health Center. Public Safety can be contacted by calling (229) 333–7816. Students must have VSU ID. Student Health is closed during the breaks between semesters. A new or former student not in residence during the previous year must submit a medical history and immunization report on forms provided by the university. Students who are too ill to attend class must either report to the Health Center or obtain the service of a private physician.

The semester health fee covers all services rendered at the Health Center by the Student Health staff. Medicines on the pharmacy formulary are included in the health fee; although, occasionally there may be certain drugs, which require prescriptions and may be purchased at a local pharmacy. Some laboratory work is done at the Health Center. More extensive laboratory work is done at nearby private or hospital laboratories at a minimum cost to the student. Surgery is not performed at the Health Center. Students are responsible for expenses incurred when referred to a specialist or surgeon for diagnosis or treatment, medications not on the formulary, laboratory tests performed at another Laboratory, x-rays, and any medical institution.

### **Parking & Transportation**

**Director:** Ms. Jill Rountree

**Location:** 114 Ga. Avenue

**Phone:** (229) 333–5961

The Department of Parking & Transportation is located at 114 Georgia Avenue. Our easy-to remember telephone number is 293–PARK (7275). The Department of Parking &

Transportation is a part of the Auxiliary Services Division. VSU's Parking Policies will be in effect and uniformly enforced at all times. All campus community members (students, faculty, staff, and visitors) will be expected to observe parking policies and regulations. Parking citations will be issued for infractions of parking policies. All fines will be paid at the Parking & Transportation Dept., located at 114 Georgia Avenue. All motor vehicles must properly display a current parking permit to park on the campus at all times. Office hours are: 8AM to 5:30PM, Monday through Thursday and 8AM to 3PM on Friday. Please visit our web pages at <http://www.valdosta.edu/parking.htm> for a comprehensive description of all parking policies and regulations, and a complete description of the Blazer Shuttle Bus Routes.

### **Walking and Bicycling**

We encourage those who live on or near campus to seriously consider the positive aspects of walking and/or cycling to jobs and classes. VSU walkers and cyclists enjoy:

- Minimal transportation cost,
- Zero stress and worry about where to park,
- Health benefits, and
- Dependable and predictable transportation

Moreover, walkers and bicyclists contribute significantly to reducing traffic congestion, which improves air quality for everyone. Please enjoy VSU's beautiful campus by walking and bicycling.

### **Bicycle Operation Regulations**

- Be aware that it is unlawful to operate a bicycle in any manner that endangers pedestrians, other cyclists, motorists, or private property.
- Follow motor vehicle regulations on the road, being particularly cautious at intersections.
- Watch for pedestrian.

### **Bicycle Parking Regulations**

- Bicycle parking regulations are in effect at all times, even at night and during vacations.
- Bicycle parking is available at bicycle racks located throughout the VSU campus. Bicycles are to be parked only in these areas and should be properly attached to the racks. As a courtesy to fellow cyclists, please use only one space.
- Bicycles must not be parked or stored: In any University building, Against or fastened to any tree plant, bush, or foliage, Against or fastened to any water, steam, or gas pipe, or any electrical fixture, ornamental bench, trash can or emergency safety device, On any access/egress ramp or blocking an entrance or exit to any University building, In any handicap area, or In any other area where bicycle parking is specifically prohibited.
- Bicycles parked in violation of these regulations will be impounded. It is lawful for the University to remove locking devices in order to impound a bicycle. The University is not responsible for damage done to locks during impoundment.
- Register your bicycle! It's **free**! Take your bicycle to the Public Safety office for free etching of its frame and wheels. For added protection, join the B.A.T. (Bicycle Anti-Theft) Program. For more information about the B.A.T. program, go to Crime Prevention Programs web page. Call (229) 333-7816 for additional information.
- For added safety you might consider using a good quality u-type bicycle lock, which will lock both wheels and frame to the bicycle rack.

### **Department of Public Safety**

**Director:** Chief Scott Doner

**Location:** Pine Hall

**Phone:** (229) 333-7816 / Emergency  
(229) 259-5555 or 911

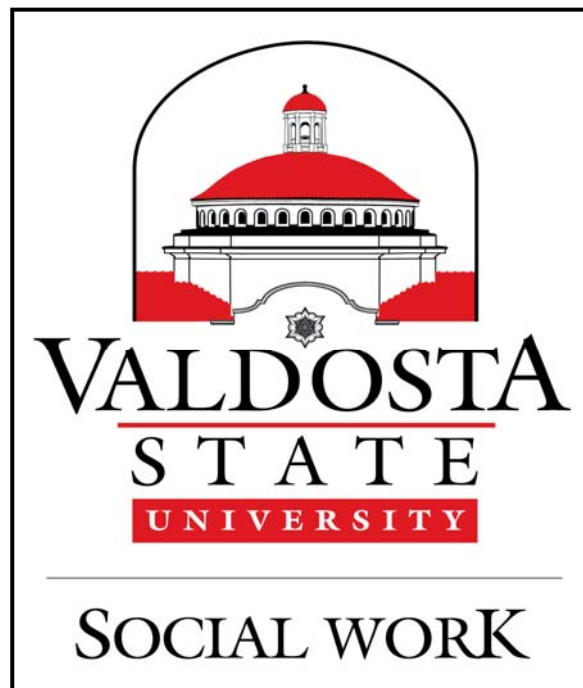
The Department of Public Safety is responsible for the protection of life and property of the Valdosta State University community. The department, consisting of both Police Services and Environmental Health and Safety, is located in Pine Hall and is open 24 hours a day. The emergency telephone number is 229-259-5555. For information, call 229-333-7816. For additional information about the Department of Public Safety, visit our website at <http://www.valdosta.edu/dps>.

**Annual Security Report - Clery Act**

The annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the university, and on public property within or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. A copy of the report is available in the Department of Public Safety office in Pine Hall, and on our website <http://www.valdosta.edu/dps>.

# Academics

## Office of Academic Affairs



## **ACADEMICS**

**Provost:** Dr. Louis Levy

**Location:** West Hall Room #107

**Phone:** (229) 333-5950

The normal course load is 15 semester hours for undergraduate students and 9 semester hours for graduate students. An average student should devote at least thirty hours to study each week, in addition to course attendance. A full-time undergraduate student is defined as one who is registered for 12 or more semester hours, and a full-time graduate student as one who is registered for 9 or more semester hours. Part-time undergraduate and part-time graduate students are those who register for fewer hours than full-time students. (The Veterans Administration often requires that the student be enrolled for 12 semester hours or more to be classified as a full-time student.) A student must be enrolled full-time to receive full financial aid. Students should become familiar with the Academic Affairs section of the Valdosta State University Catalog or the Academic Affairs website.

### **Access Office for Students with Disabilities**

**Acting Director:** Ms. Kimberly Tanner

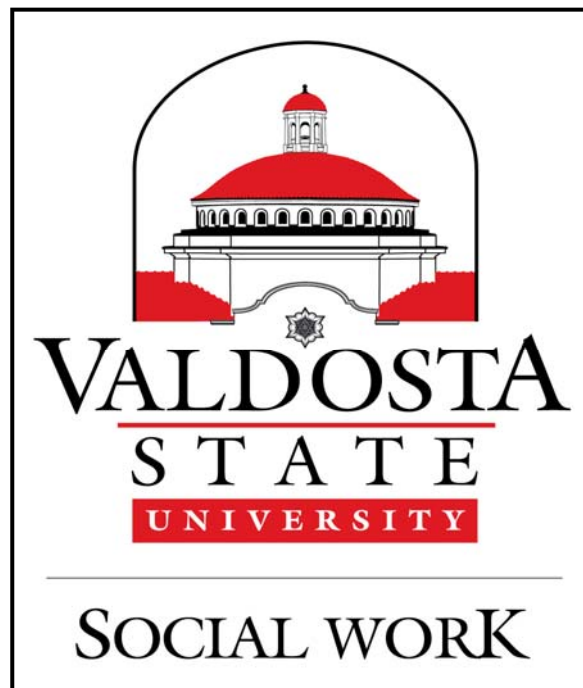
**Location:** Nevins Hall 1115

**Phone:** (229) 245-2498 (VOICE) (229) 219-1348 (TTY)

The Access Office is responsible for coordinating services for students with disabilities. The primary objectives are to provide reasonable accommodations to students with disabilities and ensure that campus programs and activities are accessible to all students. Some of the services available to meet the needs of students include classroom and testing accommodations, textbooks in alternate formats, individual tutoring, instruction in learning strategies, access to adaptive technology, and referral to other services. Eligibility for immediate provision of services requires submission of documentation that meets Georgia Board of Regents' criteria. All services are provided at no charge. For more information, contact the Access Office, 1115 Nevins Hall, phone (229) 245-2498 (voice) or (229) 219-1348 (TTY).

Information on the Access Office can be found on each syllabus in the Division of Social Work including telephone numbers and hyperlinks to specific services.

# Finance and Administration



## **FINANCE & ADMINISTRATION**

**Interim Vice President for Business and Finance:** Mrs. Tracyee Martin

**Location:** University Center

**Phone:** (229) 333-5710

### **PAYMENT OF FEES AT REGISTRATION**

Tuition and fees are due and payable as an integral part of the registration process and must be paid on the date of registration. The amount you owe is based on the courses, which you have requested, and your living accommodations on campus and is detailed on your registration schedule. Complete payment for tuition, dorm, apartment, meal plan, "Holds," vehicle registration, etc., must be made to validate your registration. The only way your registration for classes, campus housing, and meal plan can be activated is by payment of your fees by the designated day. Otherwise, CANCELLATION IS AUTOMATIC. No partial payments can be accepted. If you intend to use anticipated financial aid in payment of your fees you must obtain a statement from financial aid of the amount of aid available and present it to the cashiers during registration. You MUST sign a statement acknowledging your responsibility for fees should financial aid not be paid during registration or your classes will be CANCELLED.

The entire fee payment instructions with deadline dates are included in the booklet of class offerings for each semester. It is absolutely essential that each student read and adhere to the instructions and dates as stated in each semester's fee payment instructions.

All registration fees are due on registration. The following schedule reflects an example of the cost per semester for a full-time student:

	<b>GA Resident</b>	<b>Non-Resident</b>
Tuition & fees — 12 hrs+	\$2805.00	\$8955.00
Approx. cost of books	\$ 375.00	\$ 375.00
Total per Semester	\$3180.00	\$9330.00

### **CHECKS RETURNED BY THE BANK**

Checks issued to the University in payment of fees, purchases of books, etc., or to be cashed for personal convenience, must be paid upon presentation to the bank on which it is drawn. The University will not accept any counter checks. The University is restricted from cashing checks, which exceed \$50. If a check is returned to the University for insufficient funds, account closed, stopped payment, or for any other reason, the returned check will be handled in accordance with the State Law of Georgia. Briefly, the Georgia Code requires the following procedures:

The official notice of a returned check will be sent by certified letter instructing the writer to either bring cash or send a certified check, money order, or cashiers check in the amount of the returned check plus the returned check fee to the Cashier in the Office of Business and Finance to clear the University record. The returned check fee is \$20, or 5 percent of the face amount of the check, whichever is greater. The returned check fee applies to each returned check. If the returned check is for registration fees, the late registration fee of \$25 is also assessed. The law grants 10 days from receipt of the official certified letter to tender payment in full for the returned check(s) and the service charges. If full payment has not been received with 10 days from of this letter, the returned check(s) will referred to

the validate registration. No partial payments are accepted. Valdosta State University does not accept third party or counter checks. Regardless of any problem with the source of funds, it is the student's responsibility to have sufficient money to pay tuition and fees by the Lowndes County Sheriff for the initiation of criminal prosecution or other action deemed appropriate. Immediate action will be taken against a person who issues a check on a closed account or who stops payment of a check. Additionally, the University can suspend the student from class and from any facilities of the University for a returned check for any reason. Suspension from Class will not relieve the student from the obligation for payment of the returned check and fees.

### **PROBLEMS WITH PAYMENTS**

Regardless of any problems with your source of funds (SIG, FFEL, Pell, VA, Perkins, etc.) it is your responsibility to have sufficient money to pay tuition and fees by the scheduled date. The University is not permitted to have accounts receivable for student fees.

### **WHERE TO PAY**

The University Bursary is located at 1200 N. Patterson Street. The Student Accounts Office and Cashiers Office are located in the Bursary to assist students with any payment matters. A drive through window is open Monday-Thursday from 8 a.m. to 7 p.m. and Friday from 8 a.m. to 5 p.m. A night drop is located at the Bursary for 24-hour payment availability.

### **WITHDRAWAL REFUND POLICY**

Students who are withdrawing from ALL courses are considered to be withdrawing from the University. No refunds are University for insufficient funds, account closed, stopped payment, or any other reason, the returned check will be handled in accordance with the State Laws of Georgia.

### **Briefly the Georgia Code requires the following procedure:**

The official notice of a returned check will be sent by certified letter instructing the writer to either bring cash or send a certified check, money order or cashier's check for the amount of the returned check plus the returned check fee to the Bursar in the University Bursary to clear the University record. The returned check fee is \$25 or 5% of the face amount of the check whichever is greater. The returned check fee applies to each check returned. If the returned check is for registration fees, the late payment fee of \$75 will also be assessed. The law grants 10 days from the receipt of the original certified letter to tender payment in full for the returned check(s) and service charge(s). If full payment has not been received within 10 days from the receipt of the certified letter, the returned check(s) will be referred to the Lowndes County Sheriff for the initiation of criminal prosecution or other action deemed appropriate. Immediate action will be taken against a person who issues a check on a closed account or who stops payment on a check.

Additionally, the University can suspend the student from class and from any campus facilities for a returned check of any reason. Suspension from class will not relieve the student from allowed for reduction in academic loads or student services unless such reductions are necessitated by schedule changes initiated by the University. Students suspended or expelled for disciplinary reasons are not entitled to a refund of any deposits or fees paid. Students who are asked to vacate their residence hall rooms as a result of disciplinary actions (but who are allowed to continue to attend classes) are not eligible for a refund. Additional information about refunds and refund policies is available in the Office of Student Accounts located in the University Bursary. Students withdrawing after the Drop-Add period

must withdraw from ALL courses to be eligible for a refund of charges to their account. (See Refund policy below.) **Canceling Financial Aid IS NOT the same as a withdrawing from classes.** Students who wish to withdraw from ALL classes after the Drop-Add period must complete the withdrawal process to avoid financial obligations and/or unsatisfactory grades.

#### **Board of Regents and Federal Refund Policy:**

Based on the policies of the U.S. Department of Education and the Board of Regents of the University System of Georgia, students officially withdrawing from ALL courses after the end of the Drop-Add period will receive a refund based on the following policy. These policies are subject to change according to Department of Education or Board of Regents Regulations. The refund amount shall be based on a pro rata percentage determined by dividing the number of calendar days in the semester that the student completed by the total on an approved leave of absence.

The unearned portion shall be refunded up to the point in time that the amount earned equals 60%. Students that withdraw when the calculated percentage of completion is greater than 60% are not entitled to a refund of any portion of institutional charges. A refund of all non-resident fees, matriculation fees, and other mandatory fees shall be made in the event of the death of a student at any time during the academic session. Housing fees, post office box fees and music fees are non-refundable fees. Refunds of elective charges upon withdrawing from the University during a semester will be made on a pro-rated basis determined by the date of withdrawal. It is the student's responsibility to withdraw officially in accordance with University regulations that are set out in this Bulletin. Students receiving funds and financial aid will have their refunds restored to the following programs in this precise order: outstanding balances on Federal Non-Subsidized loans, Federal Subsidized loans, Plus loans, Direct Unsubsidized loans, Direct Subsidized loans, Direct Plus Loans, Pell, SEOG, Other Title IV Student Assistance Programs, Hope grant, Private scholarships and finally, to the student.

#### **PROCEDURES FOR UNIVERSITY AUTHORIZED STUDENT TRAVEL**

##### **BEFORE TRIP:**

1. Fill out TRAVEL AUTHORIZATION Form (see the Division Senior Secretary for this form) and get signed by the Division of Social Work Director. The Secretary will send the signed Authorization form to the Travel Office for approval.
2. Take the approved Travel Authorization Form together with a personal check in the amount of anticipated costs for the travel (shown on the Authorization form) to the Bursary. They will hold your check and give you cash in the amount of the check so you can pay the expected costs.

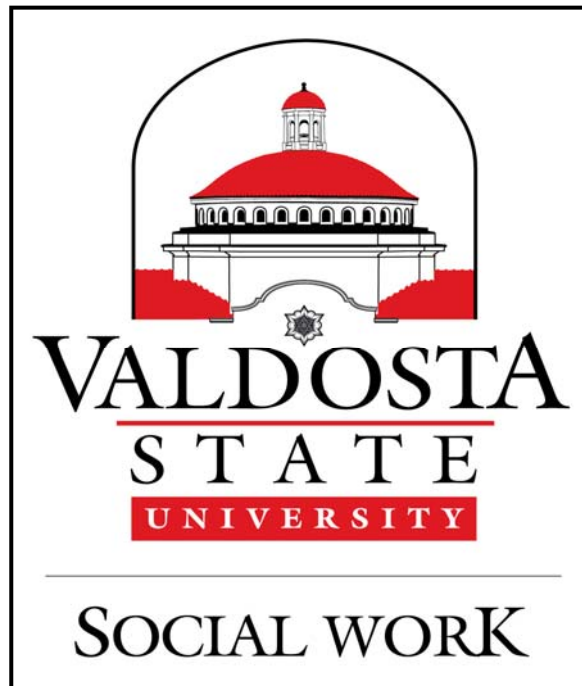
##### **WHILE ON TRIP KEEP ALL TRAVEL RECEIPTS FOR EVERYTHING (FOOD, MEALS, AIR FARE/MILEAGE, ETC.)!**

##### **AFTER TRIP:**

3. Fill out TRAVEL EXPENSE form (see the Administrative Coordinator for this form) to show ALL expenses reflected on the Travel Authorization form and **INCLUDE RECEIPTS**. Get signed and send to Travel Office (Pam Vickers). She will issue you a check for the amount shown on the Travel Expense form. The total of the receipts and any unspent money should equal the amount of the personal check that you left with the bursary.

4. Take the check to the Bursary and they will give you your check back. You will, in effect, be “buying back” your check.

# University Policies



***The Division of Social Work has a responsibility to uphold the policies of Valdosta State University. VSU students are required to make themselves aware of these policies. Violations will result in penalties defined by VSU. Additional penalties may be added by the Division of Social Work. Illegal activities will be reported.***

**Assistant to the Dean of Students for Judicial Affairs:** Mr. Richard Lee

**Location:** University Union - 1st. floor

**Phone:** (229) 333-5941

## **Student Code of Conduct**

### **Appendix A**

The Student Code of Conduct represents the expectations of student and organizational behavior at Valdosta State University. When a student or organization becomes a part of the VSU community, they are agreeing to abide by the Code of Conduct. This code is based on the principles and beliefs that students/ organizations are responsible adult learners, capable of making informed decisions and are accountable for their behavior and the consequences of their decisions. Students/organizations are expected to conduct themselves in accordance with all rules and regulations set forth by Valdosta State University.

The *Valdosta State University Student Handbook's Code of Conduct* contains the University's official statement of the rights and responsibilities of students- both as individuals and members of registered student organizations. The *Valdosta State University Student Handbook's Code of Conduct* is also the official record of all conduct rules affecting student organizations and group activities, as well as student-oriented administrative policies and procedures. However, additional rules and regulations may be developed, under established procedures, during the school year as required for the general well being of the University. This statement and any additional rules and regulations are binding on both the student and the University administration.

The student/ organization is expected to follow the rules, and the University is expected to enforce them. The University is expected to acknowledge the student's/organization's rights. Unfamiliarity with the code is not a valid excuse for infractions of the regulations. Knowledge of these regulations will help the student / organization exercise their rights to the fullest and avoid infringement on their rights.

All students are members of the larger community of the city, state and nation and, as such, enjoy the rights of citizenship. The University cannot, however, assume the role of "supervisor" when students are involved private activities, but student status does not, however, protect a student from arrest and prosecution for violations of local, state or federal laws. In addition, students may be sanctioned by the University as well by the courts as for violation of certain laws. However, the relationship a student has with the courts does not alter the student's relationship with the University unless the student is also judged guilty of violating the regulations of the University.

### **Section I**

#### **Academic Student Conduct Code**

To avoid confusion concerning alleged incidents of academic dishonesty, under the normal process, a violation of Appendix A Section I of the Student Conduct Code is handled academically i.e., between the student and the concerned professor. The most severe action that may be administered by a professor

is a grade of “F” in that particular course. This is an academic response not a disciplinary recommendation.

VSU policy is that a violation of Section I may and should be handled by the professor, the student, and possibly the department head or dean concerned with the offense.

However, the most severe sanction that may be administered through this process is to give a grade of “F” in a course. If a stronger sanction is desired, or if an agreement cannot be reached between the above parties concerning the incident, it is no longer a matter that addresses itself only to the academic school or division. In such cases where a student may continue to violate Section I after having been warned or sanctioned by one or more professors, he or she should then be referred to the Dean of Students Office where official charges may be drawn up and the student subjected to the established disciplinary process.

The following are typical academic dishonesty violations, but they are not to be considered all-inclusive:

1. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of any essay, laboratory report, examination or other assignment included in any academic course.
2. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.
3. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material, which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University.
4. Plagiarism is prohibited. Themes, essays, term papers, tests, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged.

## **Section II**

### **Non-Academic Student Conduct Code**

VSU students are expected to assume responsibility for their behavior. They must understand that being under the influence of drugs and or alcohol does not lessen their accountability. All members of the VSU Community will be held accountable for inappropriate behavior while under the influence of drugs and or alcohol via the appropriate campus and community disciplinary procedure.

Students shall obey all local, state, and federal laws regarding the possession, consumption, manufacture, and sale of alcoholic beverages or controlled substances. The United States Department of Education regulations stipulate that those “who engage in the unlawful manufacture, distribution, dispensation, or use of any controlled substance” may lose their federal financial aid.

#### **A. Alcohol**

1. Students' use, possession, or transportation of alcoholic beverages under the age of 21 is prohibited.
2. If a student is under the influence of alcohol and under the age of 21, he/ she will be cited for underage consumption of alcohol and referred to the appropriate authorities for disposition by the appropriate disciplinary process.
3. No student shall be in an intoxicated state manifested by boisterousness, rowdiness, obscene or indecent appearance, or by vulgar, profane, lewd, or unbecoming language.
4. The consumption of alcoholic beverages or possession of an open container of an alcoholic beverage on University property is prohibited in public areas. (A public area is defined as any area outside of an individual's living quarters.) Students who publicly consume alcohol or possess an open container of alcoholic beverage on University property are considered in violation of this policy.
5. No student shall furnish or cause to be furnished any alcoholic beverage to any person under the legal drinking age.
6. The serving of alcohol to someone visibly intoxicated, and/or the facilitating of drinking competitions or games involving the consumption of alcoholic beverages is also prohibited.
7. No common source containers of alcoholic beverages e.g. beer kegs, hunch-punch, etc., may be present at any registered VSU organization event.
8. No alcohol may be purchased with student activity fee funds.

## **B. Drugs**

The possession or use, (without valid medical or dental prescription), manufacture, distribution, or sale of any drug controlled by federal or Georgia law is prohibited.

## **C. Damage to Property**

1. Littering. No student shall improperly dispose of any other form of litter on campus.
2. Malicious or unauthorized intentional damage or destruction of property belonging to the University, to a member of the University community, or to a visitor to the campus is prohibited.
3. Unauthorized writing on or defacing of University property is prohibited.

## **D. Disorderly Assembly**

1. The *Board of Regents (BOR) Policy Manual Section 1902* regarding disorderly assembly states, "Any student, faculty member, administrator, or employee, acting individually or in concert with others, who clearly obstructs or disrupts, or attempts to obstruct or disrupt any teaching, research, administrative, disciplinary, or public service activity, or any other activity authorized to be discharged or held on any campus of the University System is considered by the Board to have committed an act of gross irresponsibility and shall be subject to disciplinary procedures, possibly resulting in dismissal or termination of employment (BR Minutes, 1968-69, pp. 166-168; 1970-71, p. 98).", so no one shall assemble on campus for the purpose of creating a riot, or causing destruction of property, or creating a disorderly diversion, which interferes with the normal operation of the University. This section should not be construed to deny any student the right of peaceful, non-disruptive assembly per the policies set forth in Appendix D of the Code of Conduct.

2. No student or group of students shall obstruct the free movement of people about the campus, interfere with the use of University facilities, or materially interfere with the normal operation of the University.
3. The abuse or unauthorized use of sound amplification equipment indoors or outdoors during classroom hours is prohibited. (Any use of sound amplification equipment must be cleared through the Student Life Office.)

#### **E. Disorderly Conduct**

1. Disorderly or obscene conduct or breach of the peace on University property or at any function sponsored or supervised by the University or any registered University organization is prohibited.
2. Pushing, striking, or physically assaulting any VSU student, faculty, administrator, staff member, or visitor to the campus is prohibited.
3. Conduct on University property, or at functions sponsored or supervised by the University or any registered University organizations, which materially interferes with the normal operation of the University is prohibited.
4. No student shall enter or attempt to enter any event registered by the University without proper credentials for admission, e.g., a ticket, an identification card, an invitation, etc., or without fulfilling any reasonable qualifications established for attendance. At such University functions a student must present proper credentials to properly identified University faculty and staff upon request.
5. Conduct and/or expressions which are obscene or which are blatantly offensive to the prevailing standards of the VSU community are prohibited.
6. No student shall interfere with, or give false name to, or fail to cooperate with, any properly identified University faculty, administration or staff personnel while these people are in the performance of their duties.
7. Verbal or sexual harassment, terrorist threats or abuse, and sexual assault are prohibited.
8. No student shall deliberately fail to heed a disciplinary summons, oral or written, to report to an administrative official or an authorized Student Government Association (SGA) official or judicial committee.
9. Failure to comply fully with a disciplinary sanction is prohibited.

#### **F. Falsification of Records**

No student shall alter, counterfeit, forge, or cause to be altered, counterfeited, or forged, any record, form, document, identification card, or permit required by the University.

#### **G. Explosives**

No student shall possess, furnish, sell or use explosives of any kind on University property or at functions sponsored or supervised by the University or any registered University organization.

#### **H. Fire Safety**

1. No student shall tamper with, damage, or disconnect any fire safety equipment.
2. The unauthorized possession, sale, furnishing, or use of any incendiary device is prohibited.
3. No student shall set or cause to be set any fire in or on University property.

4. The possession or use of fireworks on University property or at events sponsored or supervised by the University or any registered University organization is prohibited. Fireworks are defined as any substance prepared for the purpose of producing a visible or audible effect by combustion, explosion, or detonation.
5. No student shall make, or cause to be made, a false fire alarm or issue a false bomb threat.
6. Any student remaining in a campus facility during a fire alarm without permission by the appropriate authorities is strictly prohibited.

### **I. Weapons**

Students are prohibited from the possession of firearms on University property or at events sponsored or supervised by the University or any registered University organization. The possession or use of any other type of offensive weapon is prohibited.

### **J. Hazing**

This policy applies to all Valdosta State University students, clubs, and registered student organizations. All rites and ceremonies of induction or private actions by individuals, which tend to occasion or allow mental or physical suffering, are prohibited. Specifically, hazing is defined as any action taken or situation created, intentionally, whether on or off campus, to produce mental or physical discomfort, embarrassment, harassment, ridicule, or the breaking of school rules.

Activities considered to be hazing include two elements: (1) coercion, either overt or covert, and (2) production of physical or mental discomfort, in either the participant(s) or spectators. Such activities suggested or ordered by a group or a member of a group to new or trial members will be considered to carry with them covert coercion even if the activity is defined as “voluntary”.

Paddling in any form, physical and psychological shocks and creation of excessive fatigue are always considered hazing. Other activities which very often carry with them elements of hazing are: quests, treasure hunts, scavenger hunts, road trips, or any other such activities; wearing apparel in public which is conspicuous and not normally in good taste; engaging in public stunts and buffoonery; morally degrading or humiliating games and activities; late work sessions which interfere with scholastic activities; and any other activities which are not consistent with the regulations of the community. This is not to be considered an all-inclusive list.

**Note:** This definition is consistent with and partially taken from the Official Statement of Position by the University Fraternity Secretaries Association which was endorsed and affirmed by the National Interfraternity Conference in 1974. VSU also recognizes the FIPG Definition of hazing.

### **K. Joint Responsibility for Infractions**

Students who knowingly act together to violate University regulations have both individual and joint responsibility for such violations.

### **L. Student Identification Cards or Permits**

1. Lending, selling, or otherwise transferring a student identification card or permit is prohibited.

2. The use of a student identification card, flex card, or parking permit by anyone other than its owner is prohibited.
3. Failure to surrender a University identification card, flex card, or parking permit to a properly identified and authorized University official is prohibited.

#### **M. Theft**

8. No student shall sell anything that is not his or hers without written permission from the rightful owner.
9. No student shall take, attempt to take, or be in receipt of, items of University property, or items belonging to students, faculty, staff, student groups, or visitors to the campus without proper authorization.

#### **N. Unauthorized Entry or Use of University or Student Organization related Facilities or Property**

1. No student shall make unauthorized entry into any building, office or other facility, nor shall any person remain without authorization in any building after normal closing hours.
2. No student shall make unauthorized use of any University facility.
3. No student shall knowingly use University or Student Organization owned equipment, supplies, or property without proper authorization.

#### **O. Gambling**

The playing of any games of chance for money or other items of value is prohibited.

#### **P. Repeated Violations**

Repeated violations of published rules or regulations, which indicate an unwillingness or inability to abide by the Code of Conduct of the University, are prohibited.

#### **Q. Violation of Outside Law**

Any violation of local, state, or federal law, on or off-campus, which constitute a violation of the Code of Conduct is prohibited. Board of Regents Policy 406.02 also states that, "A student in any institution of the University System of Georgia who is charged with or indicted for a felony or crime involving moral turpitude, may be suspended pending the disposition of the criminal charges against him. Upon request, the student shall be accorded a hearing as provided in Section 407.01 of this manual. At such hearing, the student shall have the burden of establishing that his or her continued presence as a member of the student body will not be detrimental to the health, safety, welfare or property of other students or members of the campus community or to the orderly operation of the institution. Upon final conviction, the student shall be subject to appropriate disciplinary action (BR Minutes, 1959-60, p. 306; 1983-84, p. 168).

#### **R. Campus Solicitation-Business Enterprises**

Valdosta State University will not permit the operation of privately operated business enterprises on campus. All business enterprises operated on campus shall be operated as an auxiliary enterprise and shall be under the direct management, control and supervision of the Vice President of Business

and Finance of the University. Questions concerning permission to solicit or operate a business enterprise on campus should be directed to the Vice President of Business and Finance's Office.

### **S. Animals**

Animals of all kinds are prohibited in VSU facilities or on VSU property without prior approval from the Dean of Students Office. All approved animals should be on a leash and under the control of its owner.

### **T. Inappropriate Use of University Computing Facilities**

1. A student's use of personal or VSU computing equipment to damage the University's computing infrastructure is prohibited, e.g. intentionally injecting viruses, creating a computer system malfunction, altering or damaging a program(s), etc.
2. Any student logging on or attempting to log on as another user, giving your user name/password to someone else, and/or accessing another user's files without express verifiable permission is prohibited.
3. Any student who intentionally wastes computing resources, i.e., running a repetitive program for no reason, "camping out" on dial-in modem lines, misuse of server disk space, excessive size mailings or print jobs, etc. is prohibited.
4. The use of computing systems for making terrorist threats, unsolicited sexual advances, harassment, or obscenity which is blatantly offensive to the prevailing community standards are prohibited. (Miller vs. California -1973)
5. The misappropriation of intellectual property, i.e., software piracy is prohibited.
6. The invasion of a user's privacy by the altering of a user's computerized registration files, passwords, programs, or other related files, or the review and dissemination of confidential student record information (defined by F.E.R.P.A guidelines) is prohibited.
7. The use of University computing facilities for illegal purposes as defined by the "Georgia Computer Systems Protection Act of 1991" or for personal or commercial gain is prohibited.
8. The sending or forwarding of an unsolicited chain letter, hoax, urban legend, a defamatory, slanderous, or harassing message, (including unsolicited email) to other computer users either at VSU or through external networks is prohibited. Such alleged violations will initially be handled by the Office of Information Technology and could result in immediate temporary suspension of one's VSU computing privileges until the appropriate dispensation of the incident occurs via the Dean of Students Office.

### **U. Residence Hall Policy**

Students determined by Housing and Residence Life personnel to be alleged violators of Housing and Residence Life policies may be referred to the Dean of Students Office to face appropriate disciplinary action.

## **Appendix B**

### **Section I: Rights of Students**

At Judicial Committee hearings, the accused student shall be afforded all rights required by due process, including:

- A. The right to an advisor of one's choice.
- B. The right to present information on one's behalf.
- C. The right to question one's accuser(s).
- D. The right to call witnesses on one's behalf.
- E. The right to remain silent and have no inference of responsibility drawn from one's silence.
- F. The right to question all witnesses.
- G. The right to appeal all sanctions.
- H. The student may also have a verbatim transcript made at one's own expense. The University shall have this option at its own expense too.
- I. The right to attend classes and required University functions until a hearing is held and a decision is rendered. Exceptions to this are made when a student's/organization's presence could create a "clear and present danger" of material interference with the normal operation of the University. The Dean of Students Office may impose "temporary" disciplinary measures, including suspension, pending a disciplinary hearing. Such temporary protective measures may be applied where the student/organization is accused of a serious violation of a University regulation or of a local, state, or federal law or regulation. It is understood that such temporary measures, if applied, will be without avoidable prejudice to the student/ organization.

## **Section II: Disciplinary Process**

Section 401 of the BOR policies, authorizes each institution to develop appropriate policies and procedures to discipline students / organizations for the violation of the institution's rules. In accordance with this responsibility, disciplinary sanctions shall be applied only after the requirements of due process, fairness, and reasonableness have been met. The aim of any disciplinary action is the redirection of student behavior toward the achievement of their academic goals. The President has delegated the function of student discipline to the Vice President for Student Affairs, and he in turn designates the Dean of Students Office and its staff to handle the day to day disciplinary process.

The Dean of Students Office is assisted in the student disciplinary process by the efforts of various judicial committees. The use of "peer-review" groups in student disciplinary matters is consistent with the University's educational goals, as well as its practice of student participation in institutional governance. The judicial committees used are as follows:

- The Greek Judicial Board
- The Student Government Association (SGA) Judicial Council
- The Valdosta State University (VSU) Judicial Committee

The Dean of Students or his designee assigns a case to the appropriate judicial committee. Referrals are based on many factors like the severity of the incident(s), the type and number of violations, the location of the alleged violations, the current and past disciplinary history of a student or organization, the case load of the committees, as well as the Dean of Student's or his designee's professional assessment. This list is not considered to be all-inclusive. In some cases, an accused student/ organization may request a waiver of a judicial hearing and be given an administrative hearing ONLY when the student or organization accepts complete and unconditional responsibility for ALL alleged violations, and it is agreed upon in advance in writing before any disciplinary sanctions are issued.

In other instances, the professional opinion of Dean of Students or his designee may deem it more appropriate for a disciplinary matter to be reviewed and acted on by the appropriate judicial committee. The President of the University or his designee may hear an appeal from any judicial committee. (See Appendix B Section V for details)

The Composition of each Judicial Committee is as follows:

- A. The Greek Judicial Board shall be composed of nine currently enrolled students representing a cross section of the Greek Community. Members are chosen through an application process. Each board member has to be a member in good standing with his or her chapter. The Board will be comprised of not more than two representatives from each chapter. No justice shall be eligible to participate in a case concerning his or her chapter.
- B. The Student Government Association Judicial Committee shall be composed of (11) enrolled students representing a cross-section of the VSU student body. The members of the Committee shall be appointed by the SGA President and approved by the SGA Senate with prior input from the Dean of Students Office. All members of the committees shall have a minimum 2.0 cumulative grade point average the semester of their appointment, and must maintain this average during their tenure. If a member does not maintain a 2.0 cumulative average, has 3 or more unexcused absences to scheduled judicial meetings, or is found responsible for a violation of the Student Code of Conduct, then he or she automatically forfeits his or her position on the judicial committee. If a vacancy occurs on the SGA Judicial Committee for any reason, the SGA President shall appoint, with the approval of the SGA Senate, a qualified student to serve. No member of the SGA Judicial Committee can serve in the legislative or executive branch of the SGA while serving on the judicial council.
- C. The Valdosta State University Judicial Committee shall be composed of five faculty members and two students. The President of Valdosta State University makes all appointments to this committee. The President will select the chair of the committee from the five faculty members, as well as appoint two students from the SGA Judicial Committee with input from the Dean of Students.

The following process shall apply for convening all judicial committees:

- 1. The accused student/organization shall be notified in writing of the specific charge(s) made against them and of the date, time, and place where a hearing will be held.
- 2. The notification will inform the accused student/organization that an advisor of their choosing may accompany them. The advisor is not there to represent the student/organization before the judicial committee. The advisor is only there to advise the student/organization in their response to the committee.
- 3. The charge letter notifying the student/organization of the judicial hearing shall be postmarked no less than (5) class days prior to the date designated for the judicial hearing.
- 4. The accused student/organization shall be permitted to pose questions to all witnesses at the hearing. (All questions are to be directed to the chairperson who asks the witness to then respond.)
- 5. An audio recording of the hearing will be made. A copy of the recording will be kept on file in the Dean of Students Office (JAO).

6. The hearing shall be conducted in accordance with the policy set forth in Disciplinary Hearing Procedures for Judicial Committees at Valdosta State University. (Appendix B, Section III)
7. After proper notification is given, (note items 1-3 above) and if the accused student/organization does not appear at the hearing, then the hearing will proceed in their absence.

### **Section III: Disciplinary Hearing Procedures**

Disciplinary hearings at Valdosta State University are hearings to arrive at corrective recommendations regarding alleged student misbehavior. These recommendations affect the student or organization's relationship with the University. The administration of discipline is viewed as an educational process NOT a criminal or civil trial proceeding. As such, the disciplinary procedures used are determined and administered by educators. Such procedures will give cognizance to the test of fairness, justice, truth, and the requirements of due process.

The procedures used by all disciplinary committees are as follows:

- A. All disciplinary judicial hearings involving the accused student/ organization and the appropriate judicial committee are considered to be open meetings in accordance with the Georgia Open Meetings Law, and the Dean of Students or his designee will post a notification 24 hours prior to the actual judicial hearing outside the Dean of Students Office in its display case in the University Union Lobby's first floor.
- B. Judicial hearings are presided over by the chairperson of the committee or his or her designee. The judicial committee chair may exclude any person from the judicial hearing who is materially interfering with the judicial hearing proceedings. Any disruptions of a judicial hearing can result in the possible immediate interim suspension of the student/organization involved in the disruption. The chairperson of the committee makes such a determination, and when that determination is made those causing the disruption will be asked to leave the hearing and its premises. If they do not voluntarily leave, the VSU Public Safety department will escort them off the premises.
- C. Recommendations of the judicial committees are by a simple majority vote. A judicial committee quorum is more than 50% of its membership being present. A hearing may proceed with less than a quorum if the accused elects to proceed.
- D. The judicial hearing will follow this sequence:
  1. An oath is administered to the accused.
  2. The presentation of the alleged charge(s) to accused. (Charges are prepared and presented by a representative of the Dean of Students Office.)
  3. A call for a response to each charge from the accused by the chair.
  4. The presentation of witnesses and documentation supporting the alleged violation(s).
  5. The presentation of the comments and documentation supporting the accused's position.
  6. Examination and questioning by the committee and the accused follows witness comments and information supporting the alleged violations, and after the witness comments and information of the accused.
  7. The presentation of the closing comments by both parties, first the administration then the accused.
  8. Committee deliberations then occur and they are closed to the public.

9. The judicial committee reconvenes and reads their findings and/or recommendation(s) to the accused. They also notify the accused of the right to appeal.
  10. Hearing is adjourned.
- E. All comments are given under oath.
  - F. The accused student may bring an advisor of his or her own choosing to the hearing.
  - G. The judicial committee has three charges.
    1. The first is to determine the facts.
    2. The committee is to decide on the question of responsibility or non-responsibility for any or all charges.
    3. If there is a finding of responsibility for any or all charges, they are to develop a suitable disciplinary recommendation. Committee deliberations are closed to all but the judicial committee. The committee will hear only that information pertinent to the charge(s). Committee deliberations concerning the sanction(s) may draw upon the Dean of Students or his designee for guidance.
  - H. The Judicial Committee will advise the accused of its recommendation(s) at the conclusion of the deliberations. The recommendation(s) of the committee is also communicated to the accused in writing, following the verbal notification at the judicial hearing.
  - I. The accused student/organization is also informed both verbally and in writing of the right to an appeal and is informed of how to pursue the appeal process.
  - J. An audio recording of the hearing will be made and is on file in the Dean of Students Office.

#### **Section IV: Disciplinary Recommendations**

The following are possible disciplinary measures that may be imposed upon a student/organization for a finding of responsibility for violations of the Student Code of Conduct. This list is not exhaustive and may be enlarged or modified as needed.

- A. Expulsion: permanent severance of the student's / organization's relationship with the University.
- B. Disciplinary Suspension: a temporary severance of the student's organization's relationship with the University for a specific period of time.
- C. Disciplinary Probation: notice to the student/organization that any further disciplinary violation may result in harsher sanctions, e.g., suspension or expulsion. Disciplinary probation might also include one or more of the following: the setting of certain restrictions, the issuing of a reprimand, referral to an educational program, or restitution for damages.
- D. Reprimand: oral reprimand (an oral disapproval issued to the student/ organization) or a letter of reprimand (a written statement of disapproval to the student/organization).
- E. Restrictions: exclusion from participation in campus organization leadership / membership, involvement in campus social, recreational and sporting, or recruitment activities, residence hall visitation or access, the use of campus facilities, identification card privileges, limitation of one's mobility on campus, etc.
- F. Restitution: reimbursement or replacement of property; this may take the form of appropriate service or other compensation.
- G. Forced Withdrawal: from the academic course within which the offense occurred, without credit for the course.
- H. Change in Grade: for the course in which the offense occurred.

- I. Referral / Professional Assessment: The referral to the VSU Counseling Center, the Office of Alcohol and Other Drug Education, etc.

## **Section V: Appeals Procedure**

Students/Organizations have the right to appeal a judicial committee recommendation in accordance with the following procedures:

- A. The accused shall appeal in writing to the President of the University within five days after receiving the decision of the committee. The President shall within five days appoint an appeals committee composed of three members of the faculty of the University or shall utilize the services of an appropriate existing committee. This committee shall review all the hearing materials and make their report to the President. After consideration of the appeals committee's report, the President shall within five days render a final decision so far as the institution is concerned.
- B. A student/organization shall clearly state their grounds for an appeal in a written statement to the President.
- C. The President will be given a copy of the tape recording and a packet containing copies of all the information used in the original hearing by the Judicial Committee. If a verbatim transcript has been made, it will be made available to the President for consideration.
- D. When the President of the University has rendered his or her decision in writing on any appeal, the student/organization has exhausted their appeal at the university level.
- E. Should the student/organization seek an appeal of the decision of the President, they have the right to appeal in writing to the Board of Regents. The appeal to the Board of Regents is submitted in writing to the Board's Executive Secretary within twenty days after the Presidential appeal decision, and the appeal shall cite all the reasons for appealing the previous decision.

## **Appendix C**

### **Section I: Family Educational Rights & Privacy Act of 1974 (FERPA)**

In accordance with the Family Educational Rights and Privacy Act of 1974 and all of its subsequent amendments, students attending Valdosta State University are hereby notified of their right of access to their educational records.

- A. Definition of Record: Within 45 days of receiving a request, VSU must allow students to inspect their "educational records," which are defined broadly to include "records, files, documents, and other materials which (1) contain information directly related to a student, and (2) are maintained by (a college) or by a person, acting (for a college)."
- B. Records Not Available for Student's Inspection: Students need not be allowed to look at (1) financial information furnished in the past or future by their parents, (2) confidential letters of evaluation which have found their way into the records before January 1, 1975. As to such letters received after 1974, the law allows the student to waive his or her right of access, if the letters have to do with admission, employment, or honors, if the letters are used only for those purposes, and if the student is told, on his or her request, the names of all letter writers. No student or applicant may be required to execute a waiver, but an unsuccessful applicant, waiver or no, has no right to inspect all or any of the files accumulated in his or her case. Other materials falling outside the definition of "educational

- records” and thus not open to inspection by parents or students include: (3) the records about students made by teachers or administrators for their own use and not shown to others, (4) campus police records, under certain circumstances, (5) employment records, and (6) records about college or over seventeen year old students “created or maintained by a physician, psychiatrist, psychologist, or other registered professional or paraprofessional” acting or assisting in such capability, for treatment purposes, and which are available only to persons providing such treatment.
- C. Judicial Process: If Valdosta State University is responding to a court order or subpoena, it is under no requirement to give a student a copy of the materials furnished, but it will notify him or her of all such orders or subpoenas in advance of compliance therewith.
  - D. Access Trial: Anyone looking at a student’s record must sign and leave in the file a statement indicating that person’s “legitimate educational or other interest” in inspecting the file. Valdosta State University’s own employees if within the category determined by the University itself to have a legitimate educational interest in the file, need not execute any explanatory statement, nor must a record of their access be kept.
  - E. Records available for student review and inspection and the official responsible for such records are as follows:
    - 1. Academic Records—Registrar, Admissions, Vice President for Academic Affairs and the student’s advisor
    - 2. Financial Records—Vice President for Business and Finance, Director of Financial Aid
    - 3. Disciplinary Records—Vice President for Student Affairs (Dean of Students Office)
    - 4. Placement Records—Director of Career Services
  - F. Any student wishing to review or challenge his or her records or desiring further information should contact the Vice President for Academic Affairs.
  - G. Disciplinary Records Review and Retention:
    - 1. Records concerning major offenses resulting in a judicial hearing are kept permanently. The actual disciplinary file is stored in the Division of Student Affairs archives in the Dean of Students Office.
    - 2. Records concerning minor offenses, typically an administrative hearing, are reviewed after five years from the semester of the hearing. If no further violations and or hearings have occurred then the records are destroyed. A log by social security number and the date of the destruction of the records is kept in the Judicial Affairs Office file in the Dean of Students Office.
    - 3. Educational, financial aid, and placement records are maintained permanently.
  - H. Student Access: Students will be furnished copies of any desired records that are accessible under the FERPA guidelines for 25 cents per page fee as well as a nominal retrieval time cost. A student desiring to review his or her records should make a written request to the Custodian of Official records in the Vice President for Academic Affairs Office who will forward the request to the appropriate departmental contact. Within 45 days the student will be allowed access to his or her records as defined in the Family Educational Rights and Privacy Act of 1974 (FERPA). Any student desiring to challenge the content of his or her records should notify the Vice President for Academic Affairs in writing, who will, within 45 days, allow the student to present his or her argument before the Valdosta State University Judicial Committee for a decision.

- I. Challenge Hearings: The student has a right to the opportunity of challenging the content of his or her educational records and to secure the correction of inaccurate or misleading entries. Furthermore, a student may insert into his or her records a written explanation respecting the content of such records. A student may challenge a grade only on the grounds that it was inaccurately recorded, not that it was lower than the instructor ought to have awarded.

**Types of information about a student that may be released to whom, and under what conditions:**

- A. The following information about a student is considered “Directory Information” and may be unconditionally released without the consent of the student unless he or she has specifically asked that his or her prior consent be obtained. Information such as the student’s name, address, telephone listing, major field of study, participation in officially registered athletic teams, weight and height of team members, dates of attendance, degrees awarded, special honors and awards received, class standing, number of hours registered for, full or part time status, and the most recent previous educational institution attended by the student.
- B. The student will have the opportunity annually during his or her first semester of registration, to request that the “directory information” as defined above be considered confidential information.
- C. Such a written request must be furnished to the Dean of Students Office in writing (forms available in the Dean of Students Office) within fourteen days of the final day of regular registration for the student’s initial semester of any academic year. Upon the receipt of a properly completed form, directory information will be withheld.

**Access Without Student Consent:**

Other than in the exceptions listed below, or in the case of directory information listed above, or in responding to a judicial process, VSU may not release “personally identifiable information” in education records or allow anyone access to those records, unless the student has given his or her written consent specifying the records to be released, the reasons for such release, and to whom and a copy of the released records is furnished by the student.

**Exceptions:**

- A. Teachers, administrators, and the like (in the same institution) may review the record if they have a “legitimate educational interest or need to know.”
- B. Also, Valdosta State University may transfer information: (a) to other educational institutions to which the student intends or “seeks” (now) to enroll (though the student must be given a copy of the record, if he or she wishes, and an opportunity to challenge it); (b) to enumerated public officials (like the Comptroller General of the United States); (c) “in connection with a student’s application for, or receipt of, financial aid”; (d) state and local officials to whom state law in effect on November 19, 1974, required information to be reported; (e) organizations like ETS and CEED in connection with “developing, validating, or administering predictive tests, administering student aid programs, and improving instruction,” but such organizations in order to carry out their accrediting functions; (g) parents of a student who is dependent for income tax purposes; (h) “appropriate persons” in the case of health and safety emergencies.

## **Appendix D**

### **Student Expression Area**

Anyone who desires to speak on campus may use the Student Expression Area in front of the Palms Dining Center (On the Quad) between the hours of 12NOON to 1PM and from 5PM to 6PM. The first priority for the use of University Facilities will be given to student, academic, or administrative functions at the University. Community use of University facilities must have an educational or cultural purpose. To avoid conflicts in scheduling, reservations for the Student Expression Area should be made through the Dean of Students Office and the University's Events Services Office at least 48 hours in advance. This notice will not be waived.

#### **Provisions for use of the area:**

1. There shall be no interference with the free flow of traffic nor the ingress and egress to buildings on the campus.
2. No interruption of the orderly conduct of University classes or other University activities.
3. No commercial solicitations, campus sales, or fund-raising activities shall be undertaken not sponsored by authorized students or the University.
4. The person who makes the reservation shall be responsible for seeing that the area is left clean and in good order.

### **Mental Health Withdrawal**

To ensure that Valdosta State University students receive due process rights, Valdosta State University has initiated the following Mental Health Withdrawal Procedure. Before a student may be withdrawn for mental health reasons there must first be the following chain of events:

1. The student displays behavioral indicators which are determined by a mental health professional to be of danger to himself/herself or others.
2. When a mental health professional recommends that a student needs to be withdrawn from school for mental health reasons, an informal hearing will then be set up to determine whether or not the student should be withdrawn.
3. In this informal hearing, conducted by the Office of the Dean of Students, the student or his or her representative may present any pertinent information that he or she believes will have a bearing on the particular case.

This procedure is enacted to insure that the student's legal rights are not violated and that the University has the right to remove any student whom it feels, based on professional evaluation, may present a danger to himself/herself or others.

### **Valdosta State University Drug Free Work Place Policy**

Valdosta State University as a recipient of federal funds supports and complies with all provisions of the Drug Free Work Place Act of 1988. As an employer, Valdosta State University will aggressively promote and strive to maintain a drug free work place for its faculty and staff. Student employees of Valdosta State University are expected to adhere to the policies of the institution, observe the basic rules of good conduct and to meet appropriate standards of performance. This policy, as with the other institutional policies, including state and federal laws, and the Board of Regents' policies shall be observed.

## **Valdosta State University Drug Free Schools and Communities Act Drug and Alcohol Prevention Program**

**Adopted September 4, 1990**

### **Standards Of Conduct**

Students are hereby advised that Valdosta State University as a recipient of federal funds supports and complies with the provisions of the Drug Free Work Place Act of 1988 and the Drug Free Schools and Communities Act of 1989. The unlawful manufacture, distribution, dispensation, possession or use of illicit drugs and alcohol by students on the University campus is prohibited and violations of this policy will result in appropriate disciplinary action and the pursuit of applicable legal sanctions.

### **Associated Health Risks**

Excessive use of alcohol and drugs can contribute to serious health problems. The heart, brain and liver and digestive system are among the primary targets. Abuse can also result in mental disorders, blood disorders, and cancer. Birth defects and complications during pregnancy are also known problems.

### **Student Counseling, Treatment & Rehabilitation**

Students who feel they have a substance abuse problem are encouraged to seek professional assistance. The Valdosta State University Counseling Center staff is available to students' seven days a week, twenty-four hours a day. Students are encouraged to utilize the services of these trained professionals in determining the proper course of rehabilitative action. The Counseling Center staff will afford evaluation and therapy for a short-term basis, limited to five sessions. Longer-term therapy will remain the individual's responsibility and the use of private practitioners or rehabilitative centers is encouraged by the institution and may be considered covered charges under the group insurance contract. All inquiries, treatment and referral by the Counseling Center staff will be treated with utmost confidence.

### **Sanctions, Disciplinary Actions**

Students are expected to adhere to the policies of the institution, observe the basic rules of good conduct, meet appropriate standards of performance and observe all local, state and federal regulations relative to illegal drugs and alcohol. Violations of such policy law to include misdemeanor and or felon convictions during the course of one's employment or enrollment will result in appropriate disciplinary actions being imposed by the institution.

Said action for students shall include forfeiture of academic credit, temporary or permanent suspension and withdrawal of organizational registration by the institution. Detailed sanctions are covered in the Student Handbook and Board of Regents Policy Manual. The University will review this program on a periodic basis to determine its effectiveness and to ensure that disciplinary sanctions are consistently enforced. Improvements in the program will be encouraged, as will the involvement of all sectors of our University.

### **Affirmative Action Statement**

The Affirmative Action Statement for Valdosta State University shall be: "An Affirmative Action/ Equal Opportunity Educational Institution." Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin,

veteran status or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title IX in Section 504 of the Rehabilitation Act of 1973.

This statement appears on most printed materials describing the University or any of its activities, such as the University catalog, student recruitment brochures, faculty and staff recruitment announcements or advertisements, purchase requests, stationery, etc. Every effort will be made to include the Affirmative Action Statement on all printed materials distributed by the University.

### **Student Grievance Procedure**

If, during the course of enrollment in or employment by the institution, a student feels that he/ she has been discriminated against or harassed in violation of the Valdosta State University affirmative action and/or harassment policy, the following action should be taken:

(a) A conference should be immediately scheduled with the affirmative action officer who will advise the student of his/her rights with respect to the nature of the complaint.

(b) Upon the advise of the affirmative action officer, a determination will be made as to whether the complaint warrants a formal investigation which requires filing an official complaint by the student. If the student wishes to remain anonymous, the affirmative action officer is to determine if there have been similar violations of institutional policies such that appropriate action can be taken to ensure full compliance by conducting an informal inquiry. A record of the findings will be retained in the affirmative action office for future reference and the student apprised of the action taken.

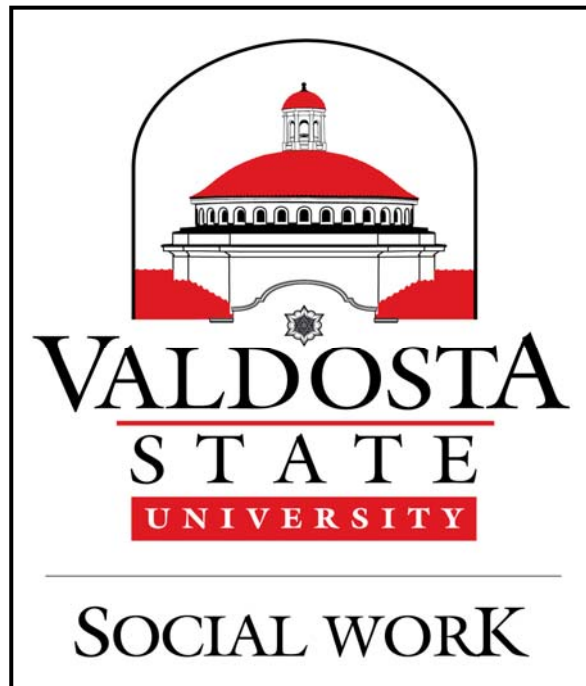
(c) In the case of a student employee, the procedure outlined in the regular staff handbook will be followed. The affirmative action officer will make this information available to the student.

While it is expected that students with complaints of an academic nature will file such complaints through the normal channels (faculty member, department head, dean, vice president for academic affairs, president), any violation relative to affirmative action or harassment should be reported immediately to the Office of Equal Opportunity Programs and Multicultural Affairs.

### **Student Right to Know and Campus Security Act**

Information pertaining to the Student Right to Know and Campus Security Act is available through a brochure furnished by the Valdosta State University Police. The brochures are available in the Office of Student Affairs. This information is also published in the semester schedules.

# Sexual Harassment Policy



## **SEXUAL HARASSMENT POLICY**

### **I. PREAMBLE**

The administration, faculty, staff, and students of Valdosta State University realize that any type of harassment creates an environment hostile to the goals of this institution. Therefore, we establish this sexual harassment policy for the VSU community. While sexual harassment is a violation of law, the procedures described are not of a legal nature, and they do not preclude appropriate legal action. This policy seeks to protect the rights of the complainants, the respondents, those persons involved in implementing this policy, and the integrity of VSU as an institution of higher learning.

### **II. POLICY**

Valdosta State University is committed to a working and learning environment that is free of discriminatory intimidation. The exploitation of institutional, academic, or supervisory authority to sexually harass students, faculty, or staff members is a form of illegal sex-based discrimination.

To avoid the potential for sexual harassment and conflict of interest, it is expressly provided that no sexual relationship should exist between supervisor (or evaluator and subordinate or between teacher and student. If a sexual relationship develops, the responsibility for evaluating, grading, etc. shall be transferred promptly to another individual.

### **III. DEFINITION OF SEXUAL HARASSMENT**

#### **A. General**

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made explicitly or implicitly a term or a condition of an individual's employment or academic standing; or,
2. Submission to or rejection of such conduct is used as a basis for employment or academic decisions affecting an individual; or,
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance, or creating an intimidating, hostile, or offensive working or learning environment.

#### **B. Quid Pro Quo Sexual Harassment**

1. Explicit or implicit promises of rewards for cooperation via misuse of institutional authority, e.g. to affect a subordinate's employment/admission, professional/academic advancement, salary/financial aid, performance ratings/grades, tenure/graduation, etc.
2. Explicit or implicit threats of punishment for non-cooperation via misuse of institutional authority, e.g., to affect a subordinate's employment/admission, professional/academic advancement, salary/financial aid, performance ratings/grades, tenure/graduation, etc.

#### **C. Hostile Environment Sexual Harassment**

Speech or conduct that creates a hostile or offensive working or academic environment; interferes with an individual's work/scholastic performance; prevents an individual's full enjoyment of professional or educational opportunities; or induces conformance, stress, anxiety, fear, or sickness on the part of the harassed person.

Such speech or conduct is reasonable regarded as offensive and substantially impairs the academic or work opportunity of students, colleagues, and co-workers. If it takes place in the teaching context, it must also be persistent, pervasive, and not germane to the subject matter. The academic setting is distinct from the workplace in that wide altitude is required for professional judgment in determining the appropriate content and presentation of academic material.

Implicitly in the definition of sexual harassment is the assumption that it prevents the realization of the complainant's full potential as an employee or student. All persons who sexually harass another rob victims of the freedom to do their tasks. Consequently, sexual harassment is considered unethical and unprofessional as well as illegal and again university policy.

#### **IV. COMPLAINT PROCEDURES**

##### **A. Information Complain Procedures**

Initially, persons who believe that they are subject to sexual harassment should promptly — if at all possible — politely, but firmly, confront the perceived offender and ask that person to stop. Complainants should be very specific about the conduct and action that is offensive, stating how they feel about the harassment, and explaining how the action of the respondent is intimidating. If a face-to-face meeting is not possible, informal and formal procedures as described herein are available.

The formal procedure for filing a complaint that seeks to resolve a charge of sexual harassment requires the complainant to meet with the Assistant to the President for Equal Opportunity Programs (hereinafter referred to as Affirmative Action Officer) and follow the procedures set for in Section IV B.

However, because of the emotionally debilitating effect of any sexual harassment procedure, some individuals may be hesitant to use the formal administrative process and will continue to suffer from a real or perceived discrimination. Therefore, to offer another option, Valdosta State University has structured a Support Group consisting of members of the university community who have received formal training on the subject of sexual harassment, its form and consequences.

##### **B. Formal Complaint Procedures**

1. Anyone who believes himself/herself to be the object of sexual harassment may choose, either initially or after having sought a resolution through one of the mediators described above, to bring a complaint through the University's formal procedures, with the possible outcome of disciplinary action against the respondent. Those procedures are described below.
  - a. Written or formal charges of sexual harassment must be filed with the Affirmative Action Officer of Valdosta State University. The written charges must be brought by sworn affidavit and signed by the complainant. If the subject of the complaint is the Affirmative Action Officer or a staff member in the Affirmative Action Office, the complaint may be filed with the President, who shall appoint an investigating officer to perform the tasks assigned to the Affirmative Action Officer in these procedures.

- b. Formal charges should be brought within a reasonable time of the occurrence of the alleged act. Prompt reporting makes it possible to trace the facts of an incident or incidents. Ordinarily, formal complaints should be brought within fifty days of the incident(s). Upon receipt of a formal charge, the Affirmative Action Officer will notify the respondent in writing within five working days.
  - c. The Affirmative Action Officer will make an investigation of the written charges, consulting as necessary with the complainant, the respondent, and others, if appropriate, in order to ascertain the facts and views of all concerned parties. The Affirmative Action Officer may request affidavits from all individuals involved.
  - d. The Affirmative Action Officer will report in writing, within ten working days of the completion of the investigation, the findings and recommendations to the President of Valdosta State University, the complainant, and the respondent.
2. Either principal may request a hearing to appeal the Affirmative Action Officer's recommendation. A written request for a hearing shall be made to the President within ten days of notification of the Affirmative Action Officer's recommendation. The procedures for the hearing are as follows:
  - a. Faculty members shall appeal to the Faculty Grievance Committee and follow its procedures.
  - b. In any other, the complainant or respondent may request a formal hearing using the following procedures:
    - i. Upon receipt of a request for a hearing the President shall appoint a Chairperson of a Committee of Review. The two other members of the Committee shall be selected in the following manner:
      - The complainant may select one committee member; and
      - The respondent may select one committee member. Only full-time, permanent employees or full-time students of the University may serve on the Committee of Review. The Committee of Review may include representation from the faculty, the staff, the student body or a combination of the above.
    - ii. The Committee of Review will investigate the written charge of sexual harassment and conduct a hearing. The parties shall be informed of the date of the hearing at least five working days prior to said date by certified mail, return requested. Notice shall be given pursuant to Section 803.12 of the Policy Manual and other relevant sections of the Policy Manual and University Statutes.
    - iii. The hearing shall be conducted pursuant to procedures established by the Committee of Review and in compliance with this Policy.
    - iv. The Committee will present its findings and recommendations to the President and both parties within five working days of the conclusion of the hearing.
    - v. The President shall render a final decision in the matter and notify the parties involved within ten working days of receiving the Committee's report.
3. At each step, the University's procedures seek to protect, insofar as possible, the privacy and First Amendment rights of individuals involved in a complaint. Every effort will be made to carry out procedures in a confidential manner insofar as it does not interfere with the University's legal obligations, ability to investigate allegations of misconduct, and ability to

take corrective action when it is found that misconduct has occurred. If a faculty member is involved, issues of academic freedom will be considered.

4. Use of these internal procedures does not preclude subsequent legal action. Complainants may wish to obtain legal advice as they consider the courses of action open to them. However, the proceedings are not those of a court of law. The strict rules of legal evidence shall not apply.
5. A written record of formal complaint process and its outcome shall be retained by the Affirmative Action Officer.

## **V. APPEAL PROCEDURE**

Appeals to the President's final decision shall be made in accordance with the procedures set forth in Article IX of the Regents' By-Laws.

## **VI. SANCTIONS**

Appropriate sanctions will be imposed by the President's decision (subject to any action taken by the Board of Regents) on individuals found to be engaging in sexual harassment. Examples of possible sanctions are warning letters to personnel files; poor job performance ratings impacting salary, work assignment, promotion, and contract renewal; or termination of employment.

## **VII. PROTECTING OF COMPLAINANTS AGAINST RETALIATION**

Retaliatory action of any kind against anyone filing either an informal or formal complaint is strictly prohibited. The Support Group member and the Affirmative Action Officer, as part of any settlement, and the President, as part of any decision, will establish safeguards against retaliation. For example, protection against retaliation in individual cases might include recommending permission for a student to drop or withdraw un-penalized from a course, to change to another status or assigning an appropriate administrator to monitor future course grades, salary adjustment, performance ratings, etc.

## **VIII. NOTIFICATION OF RECORD-KEEPING**

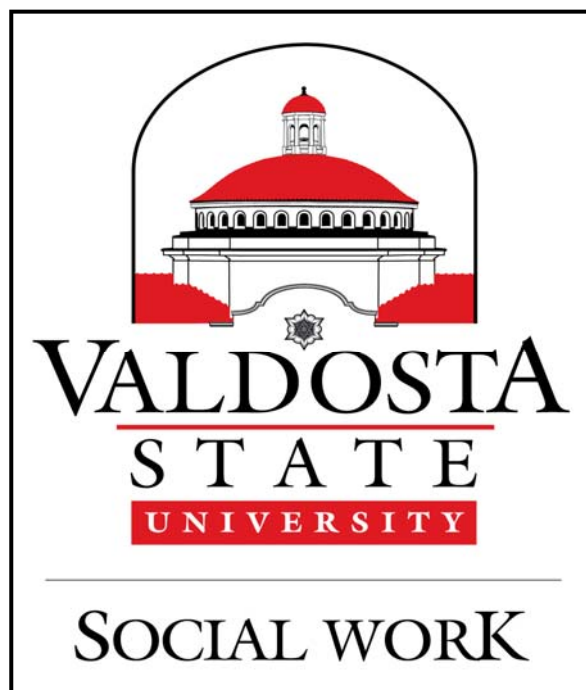
- A. Any records in any medium (paper, electronic, grease board, etc.) containing any employee or student's name in the context of any informal or formal procedure under this policy must be brought to the employee's or student's attention. Notification of the existence of a record must occur within one or two time frames. If both appear to apply, the earlier deadline will be used.
  1. If the situation involves a student/faculty relationship, notification will occur not later than ten working days after the end of the academic term in which the record was created, added to, or otherwise modified.
  2. If the situation does not involve a student/faculty relationship, notification will occur not later than ten working days after the record was created, added to, or otherwise modified.
- B. The burden is on the institution to show that proper and timely notification was made. Notification will be deemed to have occurred if a named employee refuses to accept certified or registered mail containing notification.

- C. The named employee or student may, at his/her sole discretion, add to the record any rebuttals or other comments she/he chooses. A named employee or student may obtain, at no charge, a copy of any record naming him/her.
- D. Failure of the university to notify complainants and respondents as required will preclude the institution's use of the record in any action against the named employee or student although the named employee or student may choose to use the record in her/his defense.
- E. A named employee or student who is not properly and punctually notified of a record may require that his/her name be expunged from the record.

#### **IX. PUBLICATION AND TRAINING**

Valdosta State University will conduct educational programs of various types for administrators, staff, faculty, graduate and undergraduate students. Training methods will vary depending on specific needs but will include the following: Lecture and discussion; films, slides, and videotapes; articles on sexual harassment in special publications; and sexual harassment seminars. Training will be offered on a widespread basis upon the initial adoption of this policy and at regular intervals thereafter. Special attention will be given at the early stages of initial employment and admission to the University.

# Information and Technology



## **COMMUNICATIONS AND PUBLICATIONS**

**The Spectator:** The Spectator is the weekly campus newspaper of Valdosta State University. The purpose of the Spectator is to inform the student body of campus events, to provide a means by which students may express their views, and to teach staff members correct journalistic style and policies. For more information, contact the Spectator office at 333-5685.

**WVVS-FM:** A noncommercial radio station owned and operated by the students at VSU. It exists as an alternate media in Valdosta, playing progressive music and programming not available on commercial frequencies. Through weekly programs, WVVS-FM covers the spectrum of music, including classical, jazz, religious, soul, folk, and country. WVVS-FM provides entertainment and news of Valdosta State University happenings. Students working at WVVS-FM receive course credit and full training. The station encourages you to help out, and it invites listener comment. Listen in at 91FM, or visit WVVS upstairs in the Union. Call 333-5661.

**Odradek:** The literary arts magazine for Valdosta State University. Students and faculty contribute poetry and short stories for publication each semester. For more information call the English Department at 333-5946.

## **COMPUTING SERVICES AND SUPPORT**

VSU was recognized nationally in October 2001 by Yahoo! Internet Life magazine as one of the "Top 100 Most Wired" campuses in the United States and is known in the University System of Georgia as a technology leader. The following briefly describes this robust computing environment.

The university operates a variety of sophisticated, state-of-the art computing and data networking facilities to support its academic, research, and administrative activities. The facilities include several powerful UNIX-based central servers, 2,800 microcomputers, 65 high-end workstations and 40-45 distributed file servers, all of which are interconnected via a high-speed data network.

Located in the Computer Center in Nevins Hall, three Hewlett-Packard 9000 large-scale business servers support all student- and finance-related processing as well as various other applications software systems. These three computers together comprise a total systems environment that provides one of the largest and most modern centers in the University System. VSU has a complete implementation of the SCT Banner Student Information and Financial Aid Systems, which greatly enhance student support operations such as admissions, registration, advising, and financial aid processing. Student registration and general access can be easily accomplished via the Web, the BlazeNet "portal," Touchnet kiosks, or the EPOS Integrated Voice Response system. Business and Financial computing operations are supported with software from the PeopleSoft Corporation. All systems utilize the Oracle database product. The Data Communications Center in Ashley Hall operates:

- 1 Sun Ultra Enterprise 3000 providing electronic mail services for the students, faculty, and staff and DS1/DS3 circuit access to the state-wide PeachNet and other national and international networks.
- 2 Sun 450 servers, one for the Campus Pipeline web "portal" product and one for video streaming.
- 1 Sun Ultra Sparc 10 provides mailing list services.

- 3 Sun 420R servers: one supports VSU's popular and heavily utilized World Wide Web site and its thousands of pages; a second acts as the WebCT online course server; the third provides additional live and archived video streaming, to include interface with VSU-TV.
- 1 Sun SparcServer 1000 performs DHCP and acts as the main name server for the campus, allowing VSU to be "registered" with Internet and utilize the short address of <valdosta.edu>.
- 2 Sun E220R servers provide secondary support services for DNS, Mail, Web, and WebCT.
- 1 Compaq Proliant 2500 NT server supports web page development.

A very extensive and sophisticated fiber-optic based data network provides Ethernet/ Fast Ethernet (10/100 Mbps), Gigabit Ethernet, and ATM communications between all servers and microcomputers. The 20 miles of fiber and 62 miles of copper wire connect all main campus buildings, as well as three on North Campus, the VSU Regional Center for Continuing Education, Plant Operations, and 12 buildings adjacent to the main campus. Additional remote dial-in modem access is supported, as well as outside access via Georgia's PeachNet to the Internet. In addition to the "hard-wired" network described, VSU has also implemented an impressive wireless data network. Over 80 wireless access points have been installed in 17 buildings around the campus to create an "umbrella" of coverage unrivaled by any school in the University System. All 1,800 students in the eight residence halls have wireless capability; seven academic buildings and the Library are supported, as well as three student "hang-out" locations. To increase utilization, 10 roll-around carts with 20 wireless laptops have been provided to various academic departments for student checkout to use in classes.

Microcomputers are provided to every faculty member and all staff in administrative offices. A total of 800 microcomputers are available to students in 29 labs, with 10-50 machines each, located throughout the campus. A special-purpose AutoCAD Lab for VSU's pre-engineering program is in Nevins Hall. The College of the Arts also runs AutoCAD products in support of its Interior Design program and specialized software in the computerized Music lab. Three labs are installed at Kings Bay Naval Base to support VSU operations at that location. All machines have the campus standard software installed: Microsoft Office Pro or XP (Word, Excel, Power Point, Access), communications/e-mail products (Netscape, Internet Explorer, Eudora, and others) and Virus protection software. Various microcomputer servers, Sun and Silicon Graphics high-end workstations, local networks, and other facilities are located in the various colleges and administrative offices to provide additional support to students, faculty, and staff.

VSU's Odum Library operates two student computer labs with 20 PCs each, has 50 more PCs in student-friendly locations throughout the building, and has 35 Galileo workstations. In January 2001, the Library implemented a new web catalog, called GIL (Galileo Interconnected Libraries), which is now used by all University System schools. GIL provides not only a web-interfaced catalog but also the Georgia State Union Catalog, making it possible to place electronic requests for books held by other USG libraries. Specific information on the above can be obtained at the Information Technology division offices located in Ashley Hall, Second Floor (South) or at its HELP-Desk in Odum Library, Second Floor.

### **Student Identification Cards**

Students will be issued an identification card during their initial registration at VSU. The card will bear a photograph, the student identification number and the student's signature. Students are required to carry the identification card on their person at all times while on campus. It authorizes students to attend activities and to utilize the services of the library. It also serves as identification to cash checks on campus. Cardholders will be held responsible and accountable for any misuse of issued identification

cards. Any costs incurred as a result of such misuse will be charged to the legitimate bearer of the identification card.

Students must present their tuition/fees paid receipt and a picture ID to have a VSU identification card made. Each semester validations will be made upon presentation of the tuition/fees paid receipt. ID cards will be made and/or validated at VSU One Card Services located 1204 N. Patterson Street. Cashiers will validate previously issued cards upon payment of fees or in cases of mail-ins upon verification of fee payment.

All lost, stolen, misplaced, mutilated, or otherwise rendered useless identification cards must be replaced at a cost of \$10. Please anticipate use of ID cards to take the Regents' Exam, other examinations, etc.

**VSU One Card Services Office hours:**

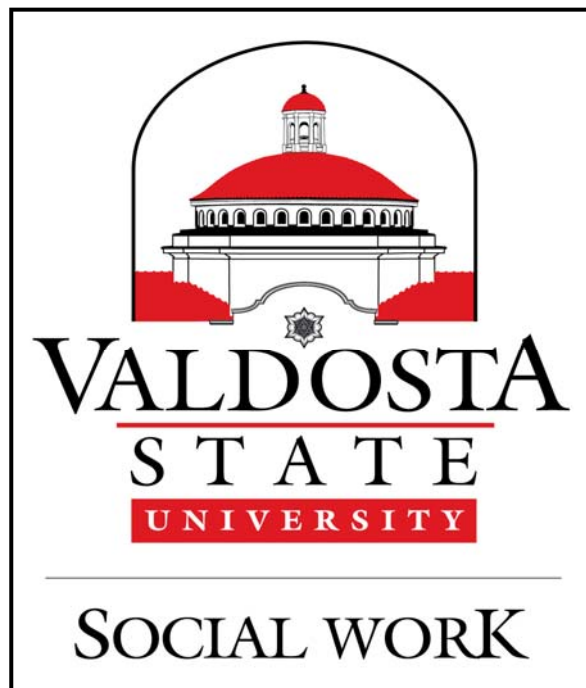
Monday – Thursday 8:30 a.m. – 5:00 p.m.

Friday 8:30 a.m. – 2:30 p.m.

**Dependent Cards**

Students who are enrolled for six or more hours during an academic semester may purchase an ID card for their dependent(s) at a cost of \$10.

# Student Government and Organizations



## STATEMENT OF PURPOSE

Students in the MSW program are invited to participate in all of campus life. In the Division of Social Work it is hoped that students and faculty can be involved in many efforts together. Students will have a representative on the Curriculum Committee; will have an opportunity to provide feedback to Search Committees. The social work students may join the Graduate Social Work Organization (GSWO) sponsored by the Division of Social Work. The Division has also begun a chapter of the honorary social work fraternity, Alpha Delta Mu.

Valdosta State University, within the framework of higher education established by the State of Georgia, is dedicated to the development of its constituency through instruction, research, and service. In pursuit of this purpose, Valdosta State University pledges itself:

- to foster an intellectual climate that encourages critical, independent thinking and a free and open exchange of ideas;
- to provide a liberal education for all students;
- to offer programs in pre-professional and professional education;
- to maintain a faculty dedicated to scholarship, original investigation, and creative activities that are vital to the advancement of knowledge and excellence in teaching;
- to develop ethical and aesthetic awareness and an appreciation of the enduring works of art, music, and literature that comprise the cultural heritage;
- to encourage the appropriate use of its resources by the community which it serves, and
- to maintain a system of governance that is responsive to the concerns of its constituency and provides for the participation or representation of students, staff, and faculty in the decision making processes that are vital to the fulfillment of its mission.

The purpose of the Student Government Association is to represent, lead, and unify the student body of Valdosta State University; to give students an active voice in the government of VSU. Working for innovative, desirable changes prompts this governance. The Student Government needs the support and interest of the student body. This year's executive officers hope to expand the role of the SGA in campus affairs by working with the school administration and faculty members for common goals.

The Student Government is attempting to expand in scope, and there is a place within its structure for every interested student. Whenever a student has a complaint about any phase of life on campus, it should be reported to the Student Government so that an attempt can be made to improve campus life.

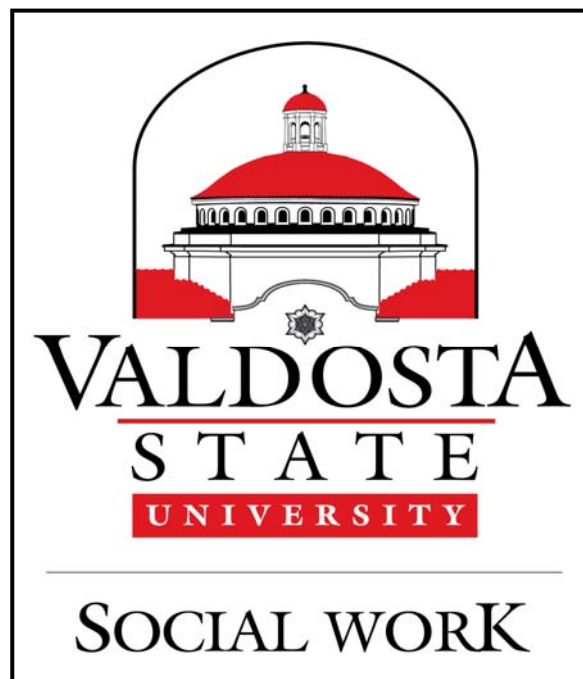
The Student Government Office is located on the second floor of the University Union and is open from 8:00 a.m. – 5:30 p.m. Monday through Thursday and from 8:00 a.m. – 3:00 p.m. on Fridays. The telephone number is 333-5674.

The Constitution of the Student Government Association can be found in the VSU Student Handbook.

Students are responsible for comporting themselves in a manner consistent with the NASW Code of Ethics. Likewise, students must become familiar with the Code. Ignorance of the Code does not excuse unethical behavior.

# Appendix A

## NASW



## **NASW**

The National Association of Social Workers is the largest organization of professional social workers with 155,000 members nationwide, and over 2,700 of which are members of the Georgia Chapter. NASW-GA promotes the image and interests of professional social workers and the people served by them. Georgia's social workers practice in a variety of settings including family service agencies, community mental health centers, hospitals, employee assistance programs, schools, and public and private agencies.

### **Student Membership (BSW or MSW)**

Current student membership is \$45 and open to anyone who is currently matriculating in a Council of Social Work Education (CSWE) accredited social work degree program, or a program eligible for candidacy. *A copy of your current student identification card must be attached to this application.* Courtesy of NASW Georgia Chapter {<http://www.naswga.org/>}.

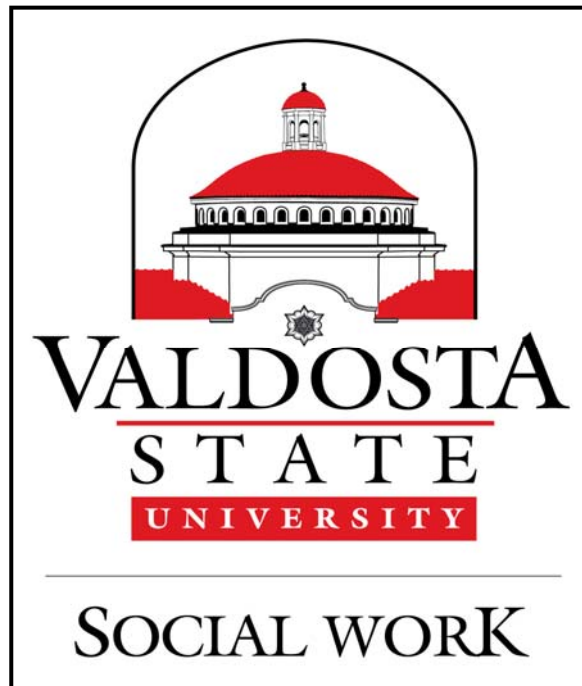
### **NASW Code of Ethics**

The National Association of Social Workers (NASW) Code of Ethics is linked via the Division of Social Work website to the NASW website. Students are responsible for printing from this site to ensure that they have the most current version of the Code.

NASW Code of Ethics {<http://www.socialworkers.org/pubs/code/code.asp>}

# Appendix B

## State of Georgia Code of Ethics



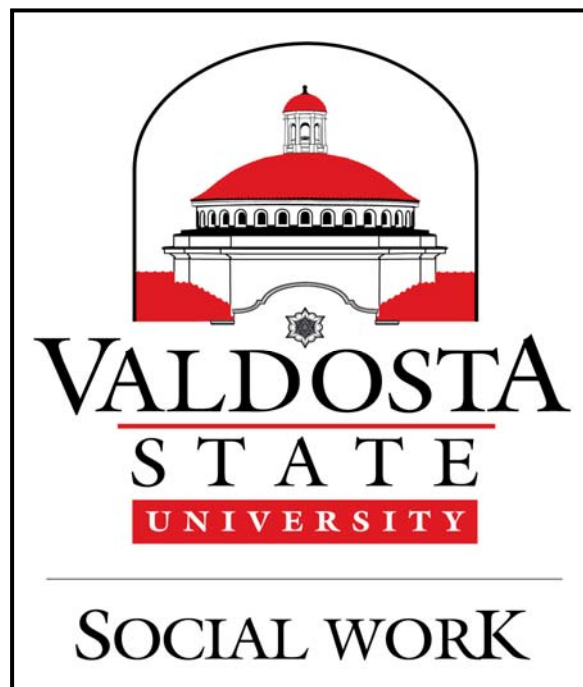
### **State of Georgia Code of Ethics**

The State of Georgia Code of Ethics is linked via the Division of Social Work website to the Georgia Secretary of State website. Students are responsible for printing from this site to ensure that they have the most current version of the Code.

State of Georgia Code of Ethics for Social Workers can be found under Board Rules at <http://www.sos.state.ga.us/plb/counselors/>

# Appendix C

## Social Work Professional Affiliations, Certifications,



## **SOCIAL WORK PROFESSIONAL AFFILIATIONS, CERTIFICATIONS AND LICENSES**

The primary professional organization for social workers is the National Association of Social Workers (NASW). In addition to this group, many social workers also belong to other professional groups that represent their areas of work. For some areas of work (e.g. school social work) a certification is required in Georgia. *Social work is a licensed profession and the licenses for the State of Georgia are listed below as well.* The Division of Social Work strongly recommends obtaining the highest license (in Georgia, the LCSW) as soon as possible to allow for the greatest possible career opportunities.

**LICENSES** (See <http://www.sos.state.ga.us/plb/counselors/>)

Licensed Master of Social Work (LMSW)

- May take the examination given by the State of Georgia immediately upon Graduation with an MSW degree

Licensed Clinical Social Worker (LCSW)

- Requires three years (with direct service practicum) or four years (with macro practicum) of appropriate practice and appropriate supervision.
- Must pass examination given by the State of Georgia.

**CREDENTIALS** (See <http://www.naswdc.org/credentials/default.asp>)

Academy of Certified Social Workers (ACSW)

- Certification is by the National Association of Social Workers
- Must be a member of NASW
- Must have graduated from an accredited MSW program
- Requires two years of practice with appropriate supervision and passing an examination

Qualified Clinical Social Worker (QCSW)

- Certification is by the National Association of Social Workers
- Must be a member of NASW
- Must have graduated from an accredited MSW program
- Documented two years (300 hours) postgraduate supervised clinical experience in an agency or organized setting, supervised by an experienced clinician
- Hold a current state social work license or certification based on an examination that requires a MSW or DSW/Ph.D. in social work and demonstrates a body of knowledge that qualifies them to practice social work, or are a current member of the Academy of Certified Social Workers (ACSW)

Diplomate in Clinical Social Work (DCSW)

- Have earned a master's degree in social work from a school accredited by the Council on Social Work Education (CSWE)
- Documented two years (3,000) hours of postgraduate supervised clinical experience in an agency or organized setting, supervised by an experienced clinical social worker

- Document three (3) additional years of advanced clinical practice (in addition to the two years of supervised practice), with at least two years of practice occurring within the last 10 years
- Submit a completed colleague reference form
- Hold the highest level of social work license or certification available in their state
- Have passed an advanced or clinical examination that requires a MSW or DSW/Ph.D. and a minimum of two years of experience that demonstrates a body of knowledge that qualifies him/her to practice social work independently
- Successfully complete the NASW Diplomate Clinical Assessment Examination Affirm adherence to the NASW Code of Ethics, NASW Standards for Practice of Clinical Social Work, and NASW Continuing Education Standards

Board Certified Diplomate {through the America Board of Examiners in Clinical Social Work}

[http://www.abecsw.org/applicants/bcd/a\\_sub\\_the\\_bed.shtml](http://www.abecsw.org/applicants/bcd/a_sub_the_bed.shtml)

- Five years and 7,500 hours of direct clinical practice (including 3,000 hours of supervised clinical practice)
- A master's degree in social work with specified clinical course content from a program accredited by the Council on Social Work Education
- The highest license or certification in the jurisdiction(s) where practice occurs
- Successful completion of the BCD examination process

**CERTIFICATIONS** (See <http://www.naswdc.org/credentials/default.asp>)

Certified School Social Work Specialist (C-SSWS)

- A current NASW membership
- An MSW degree from an institution accredited by the Council on Social Work Education (CSWE)
- Documented two (2) academic years of paid, supervised, post-MSW experience as a school social worker in a school setting
- Provided an evaluation from an approved supervisor
- Provided a reference from an MSW colleague
- One of the following: current ACSW, DCSW, current state exam-based social work license, current state exam-based school social work license/certification, or passing score on ASWB exam
- Agreed to adhere to the NASW *Code of Ethics*, the NASW *Standards for School Social Work Practice* and the NASW *Standards for Continuing Professional Education*, and are subject to the NASW adjudication process

Other Certifications by the National Association of Social Workers

- Certified Advanced Children, Youth, and Family Social Worker (C-ACYFSW)
- Certified Children, Youth, and Family Social Worker (C-CYFSW)
- Certified Social Worker in Health Care (C-SWHC)
- Certified Clinical Alcohol, Tobacco, and Other Drugs Social Worker (C-CATODSW)
- Certified Advanced Social Work Case Manager (C-ASWCM)
- Certified Social Work Case Manager (C-SWCM)
- Certified School Social Work Specialist (C-SSWS)