This student handbook is made available to all social work majors to acquaint them with the overall program of study, as well as with important university and departmental policies. Detailed course descriptions are listed in ETSU’s undergraduate catalog. Additional and updated information will be made available to students in their social work classes, as policies or procedures change.

The social work major requirements, including prerequisites, are subject to change because of emerging trends in the profession, revisions in accreditation standards, or program changes indicated through continuous program assessment. However, adequate notice will be given to students affected by any changes, and we will be flexible as possible when curriculum changes are implemented.

The Department of Social Work is fully in accord with the belief that educational and employment opportunities should be available to all eligible persons without regard to age, gender, color, race, religion, national origin, political or affectional orientation, or disability.

Revised 2017
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DUE-DATE CHECK LIST

Semester you are taking HBSE (SOWK 3000) or prior semester when requirements are completed:

___________ Submit a completed application for admission to the major (Appendix I). Deadlines: September 15 in the fall semester and February 15 in the spring semester.

Semester you are taking Practice with Individuals (SOWK 3310):

___________ Before the end of the semester, complete two documents for graduation. One is a printed version of your Degree Works audit. Complete the form and have it signed by your advisor or the BSW Program Director, then submit it to the Graduation Office at 102-B Burgin Dossett Hall. Second is an Intent to Graduate form, which is filled out online on the registrar’s web page at http://www.etsu.edu/reg/webforms/intenttograd

___________ Complete and email an application to enter the senior field placement to the Director of BSW Field Education in Lyle House or the Program Coordinator in the cohort programs. Students can submit applications starting January 1st, but must be received no later than March 31st.

Scholarship Deadline

___________ Students who wish to apply for the Rush W. and Celma Davis Murphy Endowed Scholarship, a scholarship we award annually when funds are available, must apply by March 15. See guidelines on page 16 of this handbook. Availability of this scholarship is announced in all social work classes during the spring semester.

BSW Faculty and Staff Contact information:

Dr. Michael Smith, Department Chair, 439-6014 (smithML1@etsu.edu)
Dr. Heather Dye, BSW Program Director, 439-6019 (dyeHL1@etsu.edu)
Ms. Pam Davison, BSW Director of Field Education, 439-6005 (davisonpi@etsu.edu)
Dr. Rana Duncan Daston, Coordinator/Director, Off Campus Programming, 276-619-4364 (dastonrr@etsu.edu)
Dr. Paul Baggett, Faculty, 439-6011 (baggett@etsu.edu)
Dr. Karen Cummings-Lilly, Faculty, 439-6602 (cummingsLILL@etsu.edu)
Dr. Everett Lilly, Faculty, 439-7895 (LILLYEA@etsu.edu)
Dr. Jamie Clem, Faculty, 439-6172 (clemjm@etsu.edu)
Ms. Deborah Thibeault, Faculty, 439-3004 (thibeault@etsu.edu)
Ms. Colleen “Coco” Cummings, Faculty, 439-3007 (cummingsC@etsu.edu)
Ms. Tiffany Presnell, Faculty, 865-429-7733, Sevierville site, (PRESNELLTL@etsu.edu)
Mr. Steve Patterson, Faculty, 276-619-4371 (pattersonjs@etsu.edu)
Ms. Dawn-Marie Tipton, BSW Executive Aide, 439-6006 (tiptondm@etsu.edu)
BACCALAUREATE SOCIAL WORK PROGRAM

Continuously Accredited by the Council on Social Work Education since 1974

The Department of Social Work offers an undergraduate curriculum leading to the Bachelor of Social Work degree. Students gain competency in the knowledge, skills, and values related to the social welfare system and the social work profession in order to practice entry-level professional social work after graduation.

PROGRAM PHILOSOPHY, GOALS, AND CORE COMPETENCIES

Program Philosophy and Mission

The philosophy of this program is derived from the philosophy of social work and emphasizes the helping relationship and the dignity, status, and rights of the individual. The faculty believes that the philosophy of social work must be demonstrated as it is taught and, as such, must be incorporated into faculty-student relationships, as well as in relationships between the department and the social work practice community.

The overarching mission of the program is to prepare students with the competencies that reflect the core values and ethical obligations necessary for entry-level generalist practice in the social work profession.

Program Goals

The following goals of the BSW Program are derived from the program’s mission. The BSW Program aims to

1. provide a sound educational environment that nurtures learning, stimulates self-reflection, encourages open dialogue, and is characterized by honesty, integrity, trust, and respect.
2. draw on students’ liberal arts foundation to build the knowledge, skills, values, ethics, and professional identity necessary for competent entry-level generalist practice in various contexts and all levels of practice.
3. ensure a knowledge base in human behavior theories that support intervention at multiple levels in order to improve the quality of life for all citizens, especially those who are disadvantaged.
4. prepare students to comprehend current social welfare policies’ history, socio-politico-economic contexts, provisions, and consequences to client systems.
5. prepare students to advocate for more effective policies, programs, and services to advance social well-being.
6. motivate and prepare students for use of research tools to critically evaluate and improve practice, programs, and service delivery systems that employ social workers.
7. prepare students to meet social welfare needs in a culturally competent manner with diverse populations, giving attention to Northeast Tennessee and surrounding areas.

Program’s Core Competencies

At graduation, students will be competent to

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage in practice informed research and research informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities

DECLARING SOCIAL WORK AS A MAJOR
VERSUS BEING FORMALLY ADMITTED TO THE MAJOR

Any student who is interested in becoming a social work major can do so by declaring social work when entering ETSU or filling out a Change of Major form, if transferring from another department. To be formally admitted to the major and to the upper division Social Work Practice classes (SOWK 3310, 4330, 4340), students complete an application packet, which is reviewed by the BSW Admissions Committee. This is done during the semester that students are enrolled in the Human Behavior course (SOWK 3000) or a prior semester when requirements are completed. At that time, ALL criteria for admission MUST be met, with allowances for transfer students to complete some requirements during the semester of application.

MEETING REQUIREMENTS UNDER THE CATALOG AT ENTRY TO ETSU

To graduate under the catalog that was in effect when a student entered ETSU, the student must have met all requirements for graduation within 6 years. Otherwise, students will be changed automatically to a catalog that will be no more than 6 years old at the point of graduation. If a student is within a semester or two of graduation, the dean may approve a catalog extension. When students have dropped out of school for several years and then returned to complete their degree, the BSW Program Director advises a change in the catalog of record to one that reflects current requirements for graduation. Students can elect to change catalogs one time only during their academic program, which is different from the Graduation Office bumping a student to a newer catalog. Catalogs are available online at www.etsu.edu/reg/catalog/undergraduate.aspx

ADMISSION TO THE BSW PROGRAM

Students typically apply to the program during the semester they are enrolled in SOWK 3000

Social work is a professional program of education and training and therefore requires comprehensive academic standards throughout the program. The Baccalaureate Social Work (BSW) Program Committee has identified academic performance standards that fall into 7 categories as advanced in the program’s Academic Performance Standards for Admission, Retention, and Graduation. (See Appendix A for a copy of this document.) The 7 performance categories are:
1) scholastic
2) professional values and ethics
3) self-awareness
4) interpersonal relationship skills
5) responsibility and professional readiness
6) critical thinking and problem-solving abilities
7) communications skills
These academic performance standards with essential behaviors in each category are primary indicators of professional readiness for practice in the field of social work. Students must demonstrate ability to meet these standards in order to be admitted to the program.

The Academic Performance Standards, in Appendix A of the BSW handbook, are reviewed, discussed, and applied when the student meets with a faculty advisor to open his/her file in the department.

Applications for admission are available on the BSW Program's website at www.etsu.edu/socialwork/bswprogram and then the admissions tab.

Requirements for submitting an application for admission to the Social Work Program:

1. Completion of, with a C or better, Introduction to Social Work (SOWK 1010), Professional Values and Ethics (SOWK 1020), and Cultural Diversity (SOWK 1030). A grade of C-minus does not meet this criterion.

2. A minimum overall grade point average of 2.25 and a 2.5 average in the three required social work courses.

3. Completion of a total of 60 clock hours of human service and/or social justice activity. Students are encouraged to perform up to 30 hours of social justice activity with the remainder performing face-to-face human service activity, paid or volunteer, in one or more social service agencies. Students may complete all 60 hours with direct face-to-face human service activity or a combination of social justice and direct human service hours with a maximum of 30 hours of social justice activity.

Students must complete and submit to the BSW Program Director the following documents as part of their application for admission:

1. Application Cover Sheet
2. Student Self-Assessment scales
3. Pre-Approved (by faculty advisor), a Human Service and Social Justice Activity Form to document the 60 hours of human service and social justice activity with the supervisor's reference check list completed on the back of the form. Please review the BSW website for agencies already pre-approved for human service and social justice activities.

4. Personal Statement Essay, completed according to the guidelines in the application packet.

Criteria for acceptance into the Social Work Program:

1. Submission of a completed application packet by September 15 for entry to the program in the spring semester or February 15 for entry to the program the following fall semester. If the application deadline does not fall on a day the institution is in session, the application is due the first school day following the deadline date.

2. Satisfactory performance during the 60 hours of human service and social justice activity, as indicated by the student's supervisor on the reference checklist, located on the back of the Human Service and Social Justice Activity form.

3. Positive feedback from social work instructors during the admission process on overall academic performance in completed social work courses.
4. All application materials demonstrate potential and suitability for the social work profession, as defined in the program’s Academic Performance Standards. (See Appendix A.)

An Academic Performance Review (see Appendix B) may be scheduled if the student’s admission application or input from faculty suggests the student’s inability to meet any of the program’s Academic Performance Standards (Appendix A) when his or her application is reviewed by the BSW Program Committee.

ADDITIONAL ADMISSIONS INFORMATION

1. The student must submit a completed Application for Admission, accompanied by a self-assessment, documented human service activity, and essay to the BSW Program Director.

2. Specific courses in the social work practice sequence (SOWK 3310, 4330, 4340 and Field Experience) cannot be taken prior to formal admission to the major. Therefore, completed applications are submitted while the student is enrolled in HBSE (SOWK 3000), which will allow enrollment in Practice with Individuals the next semester following formal admission to the major.

3. Students convicted of a crime will be evaluated to determine their suitability for the social work major. Students are expected to disclose convictions of any crimes.

4. Applications are reviewed and rated by BSW faculty, using a rating sheet designed for admission review. The decision reached by the committee will be one of the following:
   - Approved as a social work major
   - Approved on condition(s), which will be specified in the admission letter.
   - Denied admission to the social work major
   - Decision deferred for a specified period time, with reasons stated.

5. Once the committee has reached its decision, the student is notified in writing, and reasons or conditions for the committee's actions are explained. Any student not satisfied with the committee's decision has the opportunity to appeal the decision.

Students must meet the program's Academic Performance Standards throughout the program, including at the point of admission. Failure to do so could result in an Academic Performance Review, detailed in Appendix B.

GRADE REQUIREMENTS AND ACADEMIC PERFORMANCE STANDARDS FOR SOCIAL WORK MAJORS THROUGHOUT THE PROGRAM

Appendix A has a complete statement of the BSW Program’s Academic Performance Standards in effect throughout the program. Additional program policies in effect are as follows.

1. Students cannot meet social work course requirements if they earn a C- or below in a required SOWK course. If a C- or below is earned in a course required for admission to the program, the course must be successfully repeated (with a C or better) before the student is eligible to apply for admission to the major. If the course is a pre-requisite to another social work course, the student cannot enroll in the next course in the sequence until the pre-requisite is successfully repeated with a C or higher.
2. All social work students who earn a grade of C- or below in a required social work course are eligible to repeat the course one time only. Any student earning a grade of C- or below at the time of withdrawal from a required social work course will be allowed to repeat the course one time only.

3. Social work majors (declared or formally admitted to the major) are allowed to repeat only two required social work courses in which they received a grade of “C-” or below.

4. Every effort is made to ensure the student’s success while completing the field experience. Therefore, students who earn a grade of “C-” or below in the Field Experience may not repeat the course and therefore cannot graduate with a BSW degree.

ADDITIONAL INFORMATION ABOUT COMPLETING A BSW DEGREE

In order to graduate with a BSW, students must complete a minimum of 120 credit hours (beginning with the 2004-2005 Undergraduate Catalog), beyond any credit hours in Developmental Studies. A new Tennessee Board of Regents policy that went into effect in the fall of 2008 and is retroactive, allows students to remove high school deficiencies by taking college level courses, and those college level courses, as listed in their brochure, can be counted toward meeting certain Gen Ed Core Requirements and also will be factored into the overall college GPA and number of credit hours needed for graduation.

1. Students must complete all required social work (SOWK) courses with a minimum grade of C. A grade of C- does not meet this criterion. This requirement for a C or above does NOT include courses outside of the department that are required for the BSW degree, such as PSCI 1120 (American Government), HDAL 2310 (Lifespan Development), PSYC 1310 (Intro to Psychology), SOCI 1020 (Intro to Sociology), etc.

2. Students must complete the following liberal arts and cognate courses:
   - MATH 1530, Probability and Statistics
   - CSCI 1100, Using Information Technology (or test out)
     Instructions for testing out of CSCI 1100 can be found at http://www.cs.etsu.edu/academics/uit.
   - PSYC 1310, Introduction to Psychology
   - SOCI 1020, Introduction to Sociology
   - BIOL 1010/11 OR 1020/21 OR 1110/11 OR HSCI 2010/11 (Human Biology content)
   - PSCI 1120, American Government
   - HDAL 2310, Lifespan Development

3. Students must earn a minimum grade of C in both English composition courses (ENGL 1010 and 1020). Again, a C- does not meet this requirement.

4. Students must complete general education core requirements, as outlined in the Undergraduate Catalog.

5. Transfer students from 2-year institutions must complete a minimum of 50 semester hours of credit at a senior level college or university (to total 120 hours to graduate). Therefore, students from 2-year community colleges, must complete a minimum of 50 credit hours beyond the sophomore year at ETSU.

6. The social work major requirements, including prerequisites, are subject to change because of emerging trends in the profession, revisions in accreditation standards, or program changes indicated through continuous program assessment. However,
adequate notice will be given to students affected by any changes, and we will be flexible as possible when curriculum changes are implemented.

7. Students majoring in social work are not required to have a minor in another department or a foreign language.

8. All required social work courses must be completed with a minimum grade of C. A grade of C- or below will not be accepted for required social work (SOWK) courses (see below).

9. Students cannot be given academic credit for life or work experience in place of any of the required SOWK courses.

10. Students must adhere to the BSW Program’s Academic Performance Standards at all times. (See Appendix A).
## REQUIRED SOCIAL WORK (SOWK) COURSES

<table>
<thead>
<tr>
<th>Course Name and Number</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 1010 Introduction to Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 1020 Professional Values and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 1030 Cultural Diversity</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 1100 Social Services Resources</td>
<td>1</td>
</tr>
<tr>
<td>SOWK 3000 Human Behavior in the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 3210 Social Work Research</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 3300 Interviewing and Recording Skills</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 3310 Practice with Individuals</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 3430 Social Welfare Policy and Services</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 4330 Practice with Organizations and Communities</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 4340 Practice with Families and Groups</td>
<td>3</td>
</tr>
<tr>
<td>SOWK Electives</td>
<td>6</td>
</tr>
<tr>
<td>SOWK 4451 – Field Education Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 4452 – Field Education Practicum II</td>
<td>4</td>
</tr>
<tr>
<td>SOWK 4454 – Field Education Seminar I</td>
<td>2</td>
</tr>
<tr>
<td>SOWK 4455 – Field Education Seminar II</td>
<td>2</td>
</tr>
</tbody>
</table>

## COGNATE REQUIREMENTS FOR BSW STUDENTS

<table>
<thead>
<tr>
<th>Category</th>
<th>Course Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Development and Learning</td>
<td>HDAL 2310</td>
<td>Developmental Life Span Psychology</td>
</tr>
<tr>
<td>Political Science</td>
<td>PSCI 1120</td>
<td>Introduction to American Government</td>
</tr>
</tbody>
</table>

## LIBERAL ARTS REQUIREMENTS FOR BSW STUDENTS

<table>
<thead>
<tr>
<th>Category</th>
<th>Course Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>MATH 1530</td>
<td>Probability and Statistics</td>
</tr>
<tr>
<td>Computer Science</td>
<td>CSCI 1100</td>
<td>Using Information and Technology (or test out)</td>
</tr>
<tr>
<td>Psychology</td>
<td>PSYC 1310</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>Sociology</td>
<td>SOCI 1020</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>Human Biology (must take one)</td>
<td>BIOL 1010/11</td>
<td>Biology I for Non-majors and lab</td>
</tr>
<tr>
<td></td>
<td>BIOL 1020/21</td>
<td>Biology II for Non-majors and lab</td>
</tr>
<tr>
<td></td>
<td>BIOL 1110/11</td>
<td>Biology I for Science majors and lab</td>
</tr>
<tr>
<td></td>
<td>HSCI 2010/11</td>
<td>Concepts in Biology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anatomy and Physiology and lab</td>
</tr>
</tbody>
</table>
### SOCIAL WORK COURSES AND THEIR PREREQUISITES

See Appendix D for a flow chart of suggested and required course sequencing.

<table>
<thead>
<tr>
<th>Social Work Courses</th>
<th>Co- and Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Social Work (SOWK 1010)</td>
<td>No pre- or co-requisites</td>
</tr>
<tr>
<td>Professional Values and Ethics (SOWK 1020)</td>
<td>No pre- or co-requisites</td>
</tr>
<tr>
<td>Cultural Diversity (SOWK 1030)</td>
<td>No pre- or co-requisites</td>
</tr>
<tr>
<td>Social Services Resources (SOWK 1100)</td>
<td>No pre- or co-requisites</td>
</tr>
<tr>
<td>Human Behavior in the Social Environment (SOWK 3000)</td>
<td>Pre-req: SOWK 1010, 1020, and 1030, AND PSYC 1310 AND SOCI 1020 AND Biology 1010/11 OR 1020/21 OR 1110/11 OR HSCI 2010/11. Pre-req or Co-req: HDAL 2310</td>
</tr>
<tr>
<td>Social Work Research (SOWK 3210)</td>
<td>Pre-req: SOWK 1010 AND MATH 1530 AND CSCI 1100**</td>
</tr>
<tr>
<td>Interviewing and Recording (SOWK 3300)</td>
<td>Pre-req: SOWK 1010, SOWK 1020, SOWK 1030</td>
</tr>
<tr>
<td>Practice with Individuals (SOWK 3310)</td>
<td>Pre-req: SOWK 3300 AND 3000 AND formal admission to the social work major.</td>
</tr>
<tr>
<td>Social Welfare Policy and Services (SOWK 3430)</td>
<td>Pre-req: SOWK 1010 AND PSCI 1120</td>
</tr>
<tr>
<td>Practice with Organizations and Communities (SOWK 4330)</td>
<td>Pre-req: SOWK 3300 AND 3000 AND 3430 AND 3310 AND formal admission to the social work major.</td>
</tr>
<tr>
<td>Practice with Families and Groups (SOWK 4340)</td>
<td>Pre-req: SOWK 3300 AND 3000 AND 3430 AND 3310 AND 4330 AND formal admission to the social work major.</td>
</tr>
<tr>
<td>SOWK Electives (Any 2 of the SOWK elective offerings)</td>
<td>Pre-req: SOWK 3300 AND 3000 AND 3430 AND 3310 AND formal admission to the social work major. Co-req: SOWK 4454 AND SOWK 4330</td>
</tr>
<tr>
<td>Field Education Practicum I (SOWK 4451)</td>
<td>Pre-req: SOWK 3300 AND 3000 AND 3430 AND 3310 AND formal admission to the social work major. Co-req: SOWK 4454 AND SOWK 4330</td>
</tr>
<tr>
<td>Field Education Practicum II (SOWK 4452)</td>
<td>Pre-req: SOWK 3300 AND 3000 AND 3430 AND 3310 AND SOWK 4451 AND SOWK 4454 AND formal admission to the social work major AND formal application to Field Practicum. Co-req: SOWK 4455 AND SOWK 4340</td>
</tr>
<tr>
<td>Field Education Seminar I (SOWK 4454)</td>
<td>Pre-req: SOWK 3300 AND 3000 AND 3430 AND 3310 AND formal admission to the social work major AND formal application to Field Practicum. Co-req: SOWK 4451 AND SOWK 4330</td>
</tr>
<tr>
<td>Field Education Seminar II (SOWK 4455)</td>
<td>Pre-req: SOWK 3300 AND 3000 AND 3430 AND 3310 AND SOWK 4451 AND SOWK 4454 AND formal admission to the social work major AND formal application to Field Practicum. Co-req: SOWK 4452 AND SOWK 4340</td>
</tr>
</tbody>
</table>
TESTING OUT OF CSCI 1100

** Computer proficiency can be demonstrated by passing the UIT Proficiency Test/Challenge Exam rather than taking the course, although no course credit hours are given for testing out. Further information on the CSCI exam is on the following website: http://www.cs.etsu.edu/academics/uit.

FIELD INSTRUCTION

The Field Experience is required of all majors. It must be taken during the student's senior year after completion of prerequisite social work courses. Other prerequisites are an overall grade point average of 2.25, a 2.5 in required major courses, and approval of the Social Work Department and placement agency. Students planning to enter field placement must submit their applications in the semester preceding the field experience, typically when students are enrolled in SOWK 3310, Practice with Individuals. Students can submit applications starting January 1st, but must be received no later than March 31st. Applications for field can be found on the BSW website: www.etsu.edu/cas/socialwork/field_education/bsw_field/placement.php

Students state their preferences on the application, and the Field Director attempts to arrange placements accordingly, unless learning needs can be met better in a different setting. Field placements are finalized during the semester preceding the term that students will be taking field experience.

Students requesting a field internship at their place of employment must complete the Employment-Based Internship Proposal form. This form is available from the field office and must be submitted to that office. The form must contain the signatures of the designated agency personnel. The field office will review the form and make a determination as to whether the proposed internship meets the requirements for consideration. Students may be asked to present their employment based proposal to the BSW Program Committee and respond to faculty questions and concerns. Discussions with faculty, the student, and agency personnel, including the proposed field instructor may be required.

Every student is required to pay a $8.50 fee which covers liability insurance. Please make your check or money order (no cash or credit cards please) payable to “ETSU – Social Work”. This Field Fee must be paid prior to your entering field education. **You will not be considered eligible to enter field until the fee is paid.**

**Academic credit is not granted for non-academic life experience or previous work experience. Accordingly, there is no provision to modify or abbreviate the Field Internship requirements based on prior life/work experience.**

**INTRA- OR INTER-UNIVERSITY TRANSFER STUDENTS AND TRANSFER CREDIT**

Transfer students include those who transfer into social work from another ETSU major by filling out a change of major form, as well as those who transfer to ETSU from another institution, including community colleges. Transfer students from other institutions must indicate social work as their major in their ETSU admission materials to become social work majors.

ETSU students who want to change their major to social work must set up an appointment with their faculty advisor who will complete the change of major form, open a student
file, and provide the initial advisement. Students transferring from other institutions meet with the BSW Faculty or the BSW Program Director during Orientation sessions, scheduled by ETSU. The Student Interest Committee has been formed to assist students interested in exploring ETSU’s BSW program. The committee also provides information about the social work profession. Students may contact Colleen Cummings, Assistant Clinical Professor, at cummingsc@etsu.edu.

The social work program attempts to ensure that students do not repeat required social work courses content by reviewing, on a course-by-course basis, coursework taken at other institutions. Social work course equivalency for courses completed in programs that are not accredited by the Council on Social Work Education is limited to our program’s three introductory courses: SOWK 1010, Introduction to Social Work; SOWK 1020, Professional Values and Ethics; and SOWK 1030, Cultural Diversity.

Also evaluated on a course-by-course basis are social work courses transferred from other accredited social work programs to determine if credit may be granted for ETSU’s social work courses.

Students wishing transfer credit for social work courses must submit to their faculty advisor and the BSW Program Director course descriptions, course syllabi, textbook titles, and other pertinent information for faculty review. Students will be notified of transfer credit decisions for social work courses and any such approvals will be noted on the student’s degree plan.

THE BSW AS A DOUBLE DEGREE OR AS A SECOND DEGREE

Students who are currently enrolled in a degree program and want to simultaneously earn a BSW degree are NOT double majors. Instead, they are candidates for two degrees and must fulfill the requirements for both in order to graduate.

Students who apply to ETSU for a second degree in social work, after having completed a bachelor-level degree previously, will have their first degree’s transcripts reviewed during ETSU’s admission process to determine coursework that must be completed for the second degree in social work. Students with first bachelor’s degrees from regionally accredited institutions seeking a second degree from ETSU will be considered to have met all general education requirements. Regionally accredited institutions include those accredited by the Southern Association of Colleges and Schools (SACS) and include educational institutions in Virginia, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Alabama, Texas, and of course Tennessee.

We are now offering a double-degree; BA in Anthropology and our own BSW degree. Please speak with your advisor if you are interested in this dual degree.

ACADEMIC FRESH START

Academic Fresh Start is a plan of academic forgiveness for students who attended college, performed poorly, dropped out, and are returning at least four (4) years later. The GPA of students who return to college following approval for Academic Fresh Start is calculated based only on coursework completed after Academic Fresh Start was granted. Eligibility requirements for Academic Fresh Start include:

- You must have completed no more than 60 credit hours, including remedial and developmental courses;
- A period of no less than 4 years (48 months) must have elapsed since last attending a higher education institution;
- You must apply prior to re-enrollment or any time prior to the completion of 15 semester
hours of credits after re-enrollment.
- You must have never been granted academic forgiveness previously.

**GRADES, GRADE POINTS, AND GRADING SCALE**

The following grading scale is used in most undergraduate SOWK courses.

<table>
<thead>
<tr>
<th>Grades and Grade Points</th>
<th>General Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+ = 4.3*</td>
<td>A = 93 - 100</td>
</tr>
<tr>
<td>C+ = 2.3</td>
<td>C = 73 - 77</td>
</tr>
<tr>
<td>A = 4.0</td>
<td>A- = 90 - 92</td>
</tr>
<tr>
<td>C = 2.0</td>
<td>C- = 70 - 72</td>
</tr>
<tr>
<td>A- = 3.7</td>
<td>B+ = 88 - 89</td>
</tr>
<tr>
<td>C- = 1.7</td>
<td>D+ = 68 - 69</td>
</tr>
<tr>
<td>B+ = 3.3</td>
<td>B = 83 - 87</td>
</tr>
<tr>
<td>D+ = 1.3</td>
<td>D = 63 - 67</td>
</tr>
<tr>
<td>B = 3.0</td>
<td>B- = 80 - 82</td>
</tr>
<tr>
<td>D = 1.0</td>
<td>F = 62/below</td>
</tr>
<tr>
<td>B- = 2.7</td>
<td></td>
</tr>
<tr>
<td>F = 0.0</td>
<td></td>
</tr>
<tr>
<td>C+ = 78 - 79</td>
<td></td>
</tr>
</tbody>
</table>

*Although an A+ can be awarded for course assignments and tests, an A+ cannot be awarded as a final grade in a course.

**COURSE LOADS AND OVERLOADS**

Full-time undergraduate students must be enrolled for a minimum of 12 credit hours. The maximum course load per semester is 19 credit hours, unless permission for an overload is approved. Students on academic probation may not enroll for more than 13 credit hours, including audits, except by approval of the student’s advisor and the dean of the College of Arts and Sciences.

Students who have completed 45 semester hours with a cumulative GPA of 3.0 may be approved for a load of up to 21 semester hours. Graduating seniors who do not have grade point average deficiencies may be approved to enroll for up to 21 semester hours in order to complete graduation requirements during that semester and overload is approved. Petitions for a course overload are found in Appendix G.

During the summer sessions, students may take up to 17 credit hours: 3 during pre-session and 7 during each of the Summer I and Summer II sessions.

**SENIOR YEAR AND PREPARING FOR GRADUATION**

Students, as well as their advisors, carry responsibility for ensuring that graduation requirements are met.

In order to graduate, students must complete and submit two documents to the Graduation Office: a **Degree Works Audit**, signed by your faculty advisor and a **Notice of Intention to Graduate** form, which must be completed online and submitted electronically to the Graduation Office no later than the close of the first month of the senior year, according to ETSU policy. This is typically while students are enrolled in SOWK 3310 Practice with Individuals. The audit of courses frequently shows coursework that is missing for graduation purposes. This will ensure that students take missing requirements prior to the field experience semester. To access the intent to graduate form online, go to [http://www.etsu.edu/reg/webforms/intenttograd](http://www.etsu.edu/reg/webforms/intenttograd).

**STUDENT-RELATED ORGANIZATIONS AND ACTIVITIES**

**Student Social Workers Association**

The purposes of the student organization is to promote interest in social work and social work
issues through association with other interested students and alumni; to support supplemental educational experiences for students; to act as advocates for students in academic and administrative matters by serving on departmental or university-wide committees; to provide opportunities for leadership experience, and to promote social interaction among the membership. Students also initiate projects to help needy persons in the local community.

The student organization is funded through membership dues and fund-raising projects. The four officers of the association (who must have been an active member the previous academic semester, have a minimum of one year remaining on campus as a student and be in good standing with the Department of Social Work) are: president, vice president, secretary and treasurer. The officers are elected every two years or annually (if necessary due to officers graduating) during the spring semester by the membership of the organization.

**Phi Alpha Honor Society**

Phi Alpha Honor Society is a social work student organization that has a three-fold purpose: (1) recognize scholastic achievement; (2) further the goals of social welfare; and (3) stimulate interest in careers in social work. Membership is available to social work majors with an overall grade point average of 3.25 or higher and a 3.50 in required major courses, and students who achieve that GPA will be invited to become members of ETSU’s Nu Chapter of Phi Alpha.

The International office of Phi Alpha is located at ETSU in the Department of Social Work. The ETSU social work faculty serves as the International Executive Council.

**STUDENT PARTICIPATION ON DEPARTMENT COMMITTEES**

In addition to the opportunities for active participation through the student association, all of the standing committees in the department include student representation. Also, departmental faculty meetings, which are held several times each semester, are open to officers of the student association or their designees. (Only one student representative has a vote.) Student representatives on committees will be selected according to procedures developed by the Student Social Workers Association (SSWA). Representatives may not be present when individual students or student problems are discussed.

The following are the committees for which BSW student representatives are needed.

<table>
<thead>
<tr>
<th>Student Interest Committee</th>
<th>Marketing, Recruitment, Admissions, Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSW Program Committee</td>
<td>Field Committee</td>
</tr>
</tbody>
</table>

**SOCIAL WORK STUDENT RIGHTS AND RESPONSIBILITIES**

<table>
<thead>
<tr>
<th><strong>Student Rights</strong></th>
<th><strong>Student Responsibilities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students have a right to an advisor to guide their educational experience both academically and professionally.</td>
<td>1. Students have a responsibility to make and keep scheduled advising appointments or to notify the advisor when it is not possible to keep appointments, as well as a responsibility to come to advising sessions prepared.</td>
</tr>
<tr>
<td>2. Students have a right to have access to relevant university and program policies and procedures in planning their course of study and graduation.</td>
<td>2. Students have a responsibility to stay informed of university and program policies and procedures by making use of hard copy and online materials.</td>
</tr>
<tr>
<td>3. Students have a right to be treated with respect throughout the program.</td>
<td>3. Students have a responsibility to treat faculty, staff, agency personnel, and peers with respect throughout the program.</td>
</tr>
<tr>
<td>4.</td>
<td>Students have a right to a timely graduation date when they adhere to university and program policies.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>5.</td>
<td>Students have a right to fair and impartial assessment of their performance throughout the program.</td>
</tr>
<tr>
<td>6.</td>
<td>When registered with the Office of Disabilities, students with disabilities that would impact their performance have a right to reasonable accommodations to provide an opportunity for success.</td>
</tr>
<tr>
<td>7.</td>
<td>Students have a right to transparent criteria for assessment of their performance throughout the program.</td>
</tr>
<tr>
<td>8.</td>
<td>Students have a right to participate in programmatic policy-making decisions as representatives on appropriate departmental committees.</td>
</tr>
<tr>
<td>9.</td>
<td>Students have a right to organize in their own interest by, for example, becoming members of the Student Social Work Association (SSWA).</td>
</tr>
</tbody>
</table>

**ADDITIONAL INFORMATION ON STUDENT RIGHTS AND RESPONSIBILITIES**

**Advisement**

Advisement, both academic and professional, is essential in social work education. Therefore, **advisement is required of all social work majors every semester** throughout their period of study.

Academic advisement is designed to enable students to schedule general education core requirements, as well as major requirements, in a logical learning sequence. The advisor will guide the student in determining the number of credit hours per semester that is the most appropriate to each student's individual needs. Students will see their advisors each semester to register for courses.

Students must make an appointment with their advisors at least once each semester before registering for courses for the following term. Any subsequent changes in registration (drop/add) should be discussed with and approved by the student's advisor.

Students who do not follow the advisement policy and consequently take courses out of sequence or are in any way out of compliance with pre/co-requisite requirements **may be dropped administratively** from specific social work courses for which they have not completed pre-requisites. Although students are required to seek academic advisement at least once per semester, faculty advisors are available for advisement related to professional and other issues.
as needed, and students are encouraged to make use of this advisement.

Professional advisement is designed to: (1) enable students to determine their suitability for the social work profession; (2) advise students of changing employment patterns and career opportunities in social work, including information about specific job vacancies and civil service examinations; (3) provide guidance and information on the possibilities of graduate study in social work; (4) help students resolve problems in completing their requirements to graduate with a social work degree; and (5) review with students the nature of and choices for field experience.

**Class Attendance**

Class attendance is a contract between faculty and students. Each faculty member within the department has the right to set a maximum number of absences (including absences due to university activities and illnesses) permitted during an academic semester. Attendance requirements, as well as penalties for failing to meet these requirements, are included in each course syllabus.

**Course Expectations**

In all social work courses, at the beginning of each semester, the student will be provided a course syllabus that outlines the course of study, textbooks to be used, and course objectives. Students will also be provided a grading scale and a written description of criteria for evaluating student performance and on which the course grade will be based. The criteria will include the number of exams, any required papers, outside readings, class presentations, type of participation required and a listing of appropriate dates and deadlines.

**Make-up Exams**

Make-up examinations will be given at the discretion of the individual instructor. Each instructor is responsible for determining the legitimacy of a reason for missing a scheduled exam, as well as the time, place, and nature of the makeup examination.

**Incomplete Grades**

An incomplete grade indicates that a student was passing the course at the end of the semester, but due to circumstances beyond the student's control was unable to complete course requirements. It also indicates that the student received consent from the instructor to complete the work for which an "I" grade was given. The "I" grade is not used to allow a student to do additional work to raise a deficient grade or to repeat the course.

Following consultation with the student, the instructor will determine the date by which the incomplete shall be removed. In no case will that date exceed one calendar year or the time of graduation, whichever is earlier. After this period, the incomplete grade automatically becomes an "F" and is recorded on the cumulative record.

In all cases, the student and faculty member must fill out a contract for removal of the incomplete, and this form is filed in the student folder.

**COMPLAINT, GRIEVANCE, AND APPEAL PROCEDURES**

Appeals typically are related to grades and admissions decisions. Students file grievances and complaints when they believe that they have been treated unjustly or inequitably in any academic situation, including field instruction. Grievances and complaints might include improper
treatment by faculty, adjunct faculty, field supervisors, or staff of the Department of Social Work, or any form of discrimination or harassment.

The BSW Program’s policy aligns with ETSU’s “Grade Appeal Process” and “Student Complaint Policy and Procedure” outlined in the ETSU Student Handbook, The Spectrum, which is located in the back of ETSU’s telephone directory.

The following procedures are applicable for a student with a complaint, grievance, or appeal:

1. Discuss the issue with the person(s) alleged to have caused the complaint, grievance or need for appeal. This must occur within 21 calendar days after the beginning of the next term, excluding summer school.

2. If the matter is not resolved after discussion with the person(s) involved, the student should contact the BSW Program Director to initiate a written petition on the complaint, grievance, or appeal to the BSW Program Committee. If the complaint, grievance, or appeal is against the BSW Program Director, the student should contact the Department Chair to initiate the process.

3. Chaired by the designated BSW Program Director, the BSW Program Committee must have no less than a quorum of full-time BSW faculty in order to act on the student’s petition. In such instances, the Department Chair, if a member of the BSW Committee, will not take part in the committee’s deliberations unless the complaint, grievance, or appeal is against the BSW Program Director. If the complaint, grievance, or appeal is against the BSW Program Director, the Department Chair will chair the BSW Program Committee. The student petition should include the relevant facts surrounding the complaint, grievance, or appeal and the nature of the action the student requests the committee to take to resolve the problem. The committee will then take the following steps:
   
   a. Gather all relevant information, including written and oral statements, from the student, the person alleged to have caused the complaint, grievance, or appeal, and any other appropriate persons. Oral statements will be summarized in writing as part of the committee’s report.

   b. Within 14 days of hearing the appeal or grievance, The BSW Program Director (or Department Chair, as appropriate) will provide the student with a written report that states the committee’s findings and provides a recommendation for action.

   c. The BSW Program Director (or Department Chair, as appropriate) takes administrative action based on the committee’s recommendation.

4. The student, if not satisfied with the BSW Program Committee’s recommendation, has the right to submit a written appeal, within 7 calendar days of receipt of the BSW Committee report, to the Department Chair, if the chair was not involved in the decision of the BSW Program Committee. If the Department Chair was involved in the decision, the student submits the written appeal to the Dean of the College of Arts and Sciences within 7 calendar days of receipt of the BSW Committee’s report and decision. The BSW Committee will provide the dean with a copy of the BSW Committee report. The student’s written appeal should provide all relevant information.

5. See the ETSU Student Handbook, The Spectrum, located in the back of ETSU’s telephone directory, for additional procedures and deadlines. The Spectrum can also be found at the following website: [http://www.etsu.edu/students/spectrum/default.aspx](http://www.etsu.edu/students/spectrum/default.aspx)
SCHOLARSHIPS

The Rush W. and Celma Davis Murphy Scholarship. This is the BSW Program’s only endowed scholarship: Typically, applications are accepted during the spring semester for awards made the next academic year. The amount of the award is spread over two semesters and is generally about $900, depending on availability of funds. **DUE DATE TO APPLY IS MARCH 15TH**

The criteria are as follows:

- Must have been formally admitted to the social work major.
- Preference for students from Tennessee
- Financial need (to be determined by the ETSU Financial Aid Office)
- Minimum GPA of 2.5

To apply, submit a completed application that includes the following:

1. A scholarship application (available at our offices in Lyle House).
2. A financial aid release form (available at Lyle House or the Financial Aid Office).
3. A short essay that addresses the following topics:
   - Human service experience to date and what you learned from those experiences.
   - Your long-term and short-term goals following graduation with your BSW degree.
   - Any financial need information that you feel would be helpful for us to know when we review your application.

Occasionally, the BSW Program is notified of other student scholarship opportunities funded through local or regional social work organizations. Announcements of any scholarship opportunities will be made in social work classes.

Jim Wahlberg Student Scholar Award. A national scholarship is available annually through the Board of Directors of the Baccalaureate Program Director’s Association, with information at [http://www.bpdonline.org](http://www.bpdonline.org). Although this scholarship will not fund your undergraduate education, if you are chosen as a recipient, you are honored in two ways:

1. Recipients of the Wahlberg Scholar Award are eligible for a full tuition Dean’s Scholarship to the University of Michigan School of Social Work MSW program. The Dean’s Scholarship is contingent upon successful completion of the University of Michigan MSW program application and an offer of admission.

2. You will present the paper you wrote as part of your application as a Wahlberg Scholar at a special invitational session at the next BPD Conference, which is an impressive honor to add to your résumé. BPD conferences typically are scheduled at different places across the country in late February or early March of each year. Conference registration, transportation, and a one night hotel stay will be paid by BPD for the selected presenter as well as a $250.00 honorarium and a plaque.
APPENDIX A

East Tennessee State University
Department of Social Work
BSW Program

ACADEMIC PERFORMANCE STANDARDS FOR
ADMISSION, RETENTION, AND GRADUATION

Because of the responsible positions of authority that social workers hold and the potential to do harm in those positions, academic requirements in a social work program are by necessity comprehensive. In addition to student scholastic requirements for completion of courses at certain grade levels, social work students are expected to behave in a manner that is consistent with the values, ethics, and conduct requirements of the profession of social work in their three primary roles in the program: as learners, as students in a professional program, and as future professional helpers. Comprehensive academic performance standards in the social work program include cognitive, skill, scholastic, behavioral, and professional components and are primary indicators of professional readiness for practice in the field of social work.

The Academic Performance Standards for the ETSU BSW Program fall into 7 categories: Scholastic, Professional Values and Ethics, Self-Awareness, Interpersonal Relationship Skills, Responsibility and Professional Readiness, Critical Thinking and Problem-Solving Abilities, and Communication Skills.

The BSW Program’s academic performance standards and examples of essential behavior for each standard were developed to ensure clarity of expectations for student behavior and achievement and to ensure that students from our program are well-suited for the professional demands, roles, and responsibilities of professional social workers.

Students who are unable to achieve or to demonstrate the essential behavior identified in this document will come before the BSW Academic Performance Review Committee, in accordance with the program policies and procedures that govern how issues of student continuation in and termination from the program are handled.

**Scholastic Standard:** Includes overall GPA, GPA in required social work courses, and course grades.

**Essential Student Behavior:**

- Must achieve/ maintain an overall GPA of 2.25.
- Must achieve/maintain a minimum GPA of 2.5 in required SOWK courses.
- Must earn a C or better in all required SOWK courses. May repeat a required SOWK course with a C- or below one time only. May repeat no more than two required SOWK courses. Must earn a C or higher in English Composition. Must successfully complete with a C or better SOWK 4451-Field Practicum I and SOWK 4454-Field Seminar I, (First semester of Field Experience), the first time it is taken unless unavoidable circumstances (e.g., illness, personal catastrophe) prohibit such completion. Any exception to these scholastic standards would be made via an Academic Performance Review of the student requesting an exception.
Appendix A: Performance Standards

**Professional Values and Ethics Standard:** Students demonstrate adherence to ethical, legal, and professional directives and expectations.

**Essential Student Behavior:**

- Judgment and conduct are consistent with the values and ethics of the profession as advanced in the NASW *Code of Ethics*, as well as with established laws, policies, and professional standards of care.
- Demonstrates potential for adherence to ethical expectations and obligations in working with diverse client populations, validating the dignity and worth of all people.
- Demonstrates professional and academic integrity in meeting the objectives of the social work program and in fulfilling all program requirements. Students should remain aware of and abide by Academic Misconduct policies as defined in *The Spectrum*.
- Demonstrates respect for the rights of others and upholds the ethical standards of client privacy and confidentiality at all times.

**Self-Awareness Standard:** Students demonstrate professional readiness through a commitment to the process of self-reflection and self-critique, assuming full responsibility for professional growth and for protecting clients, peers, supervisors, faculty, and other relevant parties from the adverse effects of performance problems and unprofessional behavior.

**Essential Student Behavior:**

- Demonstrates awareness of self and its impacts on interpersonal and professional relationships.
- Demonstrates a willingness to examine and assess the relationship between his/her personal values/socialization and their fit with expected professional behavior, as well as to grow toward professionalism by responsibly reconciling differences, as required by the NASW *Code of Ethics*.
- Demonstrates the capacity to assess strengths, limitations, and suitability for professional practice throughout the program of study.
- Acknowledges, seeks help to resolve, and ultimately resolves personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with judgment, academic performance, and/or interactions with clients, peers, supervisors, faculty, and other relevant parties.
- Advocates for himself/herself in an appropriate and responsible manner.
- Shows a willingness to receive and accept feedback and/or supervision in a positive manner and to use the feedback to enhance his/her professional development.
- Demonstrates the ability to deal with life stressors through the use of appropriate coping mechanisms.
- Identifies appropriate professional learning goals and takes an active role in the learning process.
- Prepares for and effectively utilizes supervision and other forms of professional advisement and mentorship.
- Demonstrates a realistic and accurate self-awareness of his/her own strengths, limitations, values, and performance.

**Interpersonal Relationship Skills Standard:** Interactions with peers, clients, faculty, staff, advisors, supervisors, agency personnel, and field instructors reflect integrity, honesty, and cooperation, as well as a clear understanding of professional role and appropriate boundaries.
Appendix A: Performance Standards

**Essential Student Behavior:**

- Relates interpersonally in a manner that is respectful, nonmanipulative, nondisruptive, nondiscriminatory, and characterized by maturity.
- Demonstrates interpersonal skills that would indicate an ability to form and to sustain effective helping relationships.
- Uses proper channels for conflict resolution.
- Maintains appropriate boundaries in all relevant relationships and arenas.
- Demonstrates appropriate use of self in the professional role.

<table>
<thead>
<tr>
<th>Responsibility and Professional Readiness Standard:</th>
<th>Appropriate levels of responsibility and professional readiness are demonstrated over the course of the program of study.</th>
</tr>
</thead>
</table>

**Essential Student Behavior:**

- Demonstrates responsible and self-directed behavior in adherence to the plan of study and the proper sequencing of courses for program completion.
- Shows potential for responsible and accountable behavior by observing advisement deadlines, keeping appointments or canceling appointments if unable to keep them, attending class regularly and on time, and observing assignment due dates.
- Demonstrates ability to adhere to agency protocols and policies, dress codes, and documentation requirements.
- Demonstrates behaviors on campus, in the classroom, in the field placement, in the community, and with peers that are in compliance with program policies, institutional policies, and professional ethical standards.
- Refrains from illegal drug use and demonstrates behavior that is consistent with ETSU’s Disciplinary Rules on drugs and alcohol, as outlined in *The Spectrum*.
- Passes drug screens, as may be required by the program or field practicum.
- Absence of a history involving conviction of a violent crime or other felony.
- Communicates in advance to all affected parties whenever there is an interruption of planned attendance or task completion, tardiness, or late submission of assignments and identifies appropriate alternatives when a change in plans is necessary.
- Demonstrates ability to function within the structure of organizations and service delivery systems, as a member of a team and of an agency.
- Demonstrates application of effective time management strategies in completing all professional and academic responsibilities and activities.
- Responds in a timely and appropriate manner to communication from faculty, supervisors, field instruction personnel, and clients.

<table>
<thead>
<tr>
<th>Critical Thinking and Problem-Solving Abilities Standard:</th>
<th>Individual reasoning reflects a comprehensive analysis that distinguishes fact from inference; conclusions are grounded in relevant data, information, and evidence.</th>
</tr>
</thead>
</table>

**Essential Student Behavior:**

- Demonstrates the ability to identify ways in which biological, psychological, developmental, spiritual, socioeconomic, and environmental factors may affect an individual, family, or groups of various sizes.
- Demonstrates ability to gather and assess relevant information; to interpret information correctly; to come to well-reasoned conclusions and/or solutions; to think open-mindedly
Appendix A: Performance Standards

about alternative viewpoints, recognizing their underlying assumptions, implications, and practical consequences.

- Demonstrates the ability to identify and incorporate classroom learning in assessments and interventions with clients.
- Demonstrates ability to engage in reflective thinking to overcome personal beliefs rooted in prejudices, sweeping generalizations, stereotypes, and oversimplifications.

**Communication Skills Standard:** All verbal, nonverbal, and written communication exchanges are in accordance with professional standards.

**Essential Student Behavior:**

- Speaks with dignity, respect, and cultural sensitivity to peers, clients, faculty, staff, advisors, supervisors, agency personnel, and field instructors.
- Shows skill in building rapport and engaging clients, applying principles of sound communication.
- Demonstrates good empathic and attending skills in client interactions.
- Demonstrates mastery of the English language in oral and written form.
- Prepares written products that reflect mastery of the conventions of the written word in clarity, accuracy, completeness, as well as that evidence correct grammar and syntax, proper diction, accurate reasoning, and APA formatting.
- Follows agency guidelines for recordkeeping.
APPENDIX B

EAST TENNESSEE STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK

ACADEMIC PERFORMANCE REVIEW
Guidelines for Retention and Termination

Social work education serves the function of assuring that competent persons enter the social work profession, and ETSU's Department of Social Work is committed to ensuring that students from our program are well-suited for the professional demands, roles, and responsibilities of social workers. Consequently, at times social work faculty may find it necessary to assess or reassess a student's motivation and/or suitability for a career in social work, and thus for continuation in the program. To fulfill this obligation, the social work faculty has defined herein the policies and procedures that govern how issues of student continuation in and termination from the BSW Program are handled when a concern is raised about a student's performance.

Given the nature and scope of professional social work practice, academic performance standards, as defined in the program's Academic Performance Standards for Admission, Retention, and Graduation, are comprehensive. Students are introduced to these standards when they first interface with the program and their student file is established. At that time, the “Student Code of Conduct” and the Academic Performance Standards are reviewed and discussed.

Below is an illustrative but not exhaustive list of problems that might result in an Academic Performance Review, based on the program's Academic Performance Standards.

Students are seen as violating the BSW Program's Academic Performance Standards and might be subject to performance review when they

- Failure to demonstrate personal integrity in meeting the objectives of the social work program and in fulfilling all program requirements.
- Perform at levels of C- and below in course and/or field work
- Breach the standards for academic conduct, including but not limited to plagiarism, the giving or falsifying of any academic documents or materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned school work. ETSU's policy on academic and classroom misconduct is defined in the Policies and Procedures section of the Undergraduate Catalog and can be found at [http://catalog.etsu.edu/](http://catalog.etsu.edu/).
- Excessive absence from class, as defined in the instructor's syllabus.
- Are consistently irresponsible in meeting classroom and program requirements; for example, they are involved in a high frequency of the following: tardiness and absences, absences on exam days, assignments are turned in late, required field experiences or group meetings to prepare for group projects are missed.
do not meet the grade-point requirements that have been established at different points in the program.

Students must have a 2.25 overall GPA and 2.50 GPA in three required social work courses (SOWK 1010, 1020, 1030) in order to gain formal admittance into the program as a social work major. In order to enter the capstone field practicum during the senior year, BSW students must meet the same GPA requirements as for admission to the program and, additionally, must successfully complete all required social work (SOWK) courses with a C or better. BSW students may repeat only two required social work courses in which they received a grade of C- or below, and students who earn a grade of C- and below in the senior field course may NOT repeat the course.

continue to reject social work values as they proceed through the program or who do not comply with the NASW Code of Ethics.

fail to engage in ethical behavior in the community commensurate with the professional role.

are found to be in serious violation of ETSU Student Disciplinary Rules, as determined by the ETSU Judicial System.

are convicted of a violent crime or other felony.

are under the influence of alcohol or drugs in the classroom or field settings, which causes them to function in an impaired manner, exhibit inappropriate behavior, or demonstrate negligence or unprofessional conduct, as defined in the NASW Code of Ethics.

违ETSU’s Drug-Free Campus/Workplace Policy, as advanced in Section 1.6 of the Faculty Handbook and the Tennessee Board of Regents policy on Institutional Student Disciplinary Rules, Chapter 0240-3-2-02 (j and k), which outlines Disciplinary Offenses related to the use, possession, distribution, sale, and manufacture of alcoholic beverages and/or drugs, on property owned or controlled by ETSU, at any ETSU-sponsored event, or as part of any activity of ETSU. This policy in the Policies and Procedures section of the Undergraduate Catalog and can be found at http://catalog.etsu.edu/.

are unable to pass a drug screen, as required by the program or the field practicum.

behave in ways that are inappropriate to the field of social work, as defined in the NASW Code of Ethics or ETSU and the BSW Program policies.

are unable to demonstrate willingness to grow toward professionalism by responsibly and satisfactorily reconciling differences between personal and professional values/ethics.

interact inappropriately or ineffectively with faculty, staff, peers, field instructors, or in other collegial relationships
Appendix B: Performance Review

Composition of the Committee

The Performance Review Committee will be a committee of the whole (including all members of the BSW Committee) with a quorum of one over half of that group needed in order for the committee to convene as a group to address the matter at hand. The BSW Program Director or other designated BSW Faculty will serve as chair of the committee.

Responsibility of the Committee

The Performance Review Committee will be concerned with problematic performance situations. Each student has the responsibility for discussing academic performance difficulties with his/her instructors, faculty field liaison, and advisor, as appropriate to the situation. The committee chair shall see that all necessary information is compiled and available for committee use in deliberations.

Roles of Committee Chair and Complainant(s)

The committee chair is responsible for convening the committee, informing the student in writing that a complaint has come forward, gathering information, recording the review process, and communicating information to the student regarding committee action and decisions. The complainant is viewed as the person(s) most knowledgeable about the situation under review and is therefore responsible for presenting pertinent information on the nature of and facts about the problem under review.

Initiating a Performance Review

Any faculty member or field instructor who has a special concern about any aspect of a student's performance may bring the concern before the Performance Review Committee. The concern must be forwarded in writing by the complainant to the BSW Program Director or designated BSW faculty who chairs the committee. A student who has a concern about another student may bring that concern to the BSW Program Director. If the BSW Program Director or the designated BSW faculty who chairs the committee initiates a complaint against a student or there is another conflict of interest, another faculty member will be designated as chair of the committee.

Student Privacy and Confidentiality

All procedures relating to the performance review shall be carried out in a manner that will protect the student's right to privacy consistent with federal and state privacy law. Members of the committee and all other persons who appear at the review meeting are expected to observe the confidential nature of the information made available to them, as well as any discussion held during the meeting. Actions and recommendations of the committee are to be confidential and shared only with those persons involved with the student in an educational capacity or University personnel on a need-to-know basis.
Appendix B: Performance Review

The faculty operates under the professional concept of a “circle of confidentiality,” which means that departmental personnel and field instructors have a right and an obligation to exchange information on students as this impacts the operation of any part of the program, the integrity of the program in meeting its goals and objectives, the performance status of a student in the program, and the safety and well-being of any ETSU personnel, other students, or field agency personnel.

Procedures and Process

A review meeting should be scheduled soon as possible following the emergence of a concern or complaint, and the chair shall notify the student, the complainant, and the committee of the meeting time and place, as well as the nature of the problem(s) to be considered by the committee.

Attendance at the review meeting will be governed as follows:

1) The student whose performance will be reviewed is expected to attend the performance review meeting. However, if the student has been contacted but refuses to attend, the review will be conducted in his/her absence. Prior to the meeting date, the student is responsible for contacting the chair to confirm his/her intent to attend the meeting. The student may remain in the meeting until the point at which the committee begins its deliberations.

2) The student may invite another student or staff person from within the institution to attend the Performance Review Committee meeting, and it is the student's responsibility to notify the chair of the committee ahead of time regarding who is being invited to attend.

3) Other persons who have significant knowledge of the problem or of the student’s academic performance also may be invited by either the student or the committee chair. The chair may invite additional administrative resources from within the institution, as appropriate.

4) The chair has the authority to limit the number of people who will be attending the review.

In all cases, the department shall follow TBR’s policy 3:02:01:00, Policy Insuring Student Due Process Procedures, which requires the following:

1) The student shall be advised of the time and place of the hearing.

2) The student shall be advised of the breach of regulations of which she/he is charged.

3) The student shall be advised of the following rights:
   a. The right to present his or her case.
   b. The right to be accompanied by an advisor.
   c. The right to call witnesses in his or her behalf.
   d. The right to confront witnesses against him or her.

4) The student shall be advised of the method of appeal.

Meeting Agenda
1) Fact Finding
   a. Presentation of facts leading to the performance review (chair)
   b. Presentation of additional facts or clarification of facts related to investigation (student; others)
   c. Summation of Facts (chair)

2) Deliberation and Recommendation—Only the committee members, as well as additional administrative resources from within the institution, shall be present for this part of the meeting.

Recommendations of or actions taken by the committee shall be forwarded in writing to the student in a prompt and reasonable time period following the meeting of the committee. See “Possible Outcomes of Performance Review,” below, for illustrative recommendations.

The chair will keep copies of all materials prepared for the committee in advance of the meeting and generated by the committee during the meeting. A copy of the letter outlining the committee’s recommendations and actions will be placed in the student's folder that is maintained in the social work department.

The student may put in writing his or her opinions about or reactions to the review process and/or the committee's recommendations/actions. This written response should be sent to the chair of the committee, who will place a copy in the student's folder.

Possible Outcomes of Performance Review

The following are some possible outcomes of a performance review, applied as appropriate to the severity of the offense. This list is to be seen as illustrative rather than exhaustive.

- Mutually agreed upon counseling
- Mandatory participation in, and satisfactory completion of, an alcohol or drug rehabilitation program, which may include referral to and completion of the Tennessee Professional Assistance Program (TNPAP) services
- Mandated sobriety while completing all degree requirements and drug/alcohol testing while in the program
- Authorization to release all information and records related to treatment, including test results of blood/urine samples for alcohol and drugs
- Responsibility for payment of any required alcohol and drug screens
- A written performance plan
- Required human service activity
- Extra coursework or educational experiences
- A departmental probationary period during which specified criteria must be met
- Referral to a college Disciplinary Committee
- Suspension or expulsion from the program

Appeal

Appeal Process

The student has the right to appeal the committee's decision. Consistent with university policies, the procedure for filing student complaints governed by this program policy is as follows:
Appendix B: Performance Review

Step 1:

To submit a complaint a student must complete the official Student Complaint Form in the university catalog and send it via email attachment, within ten working days of the date of the initiating event, to the department chair most directly involved (if the complaint is directed against the chair, it should be referred to the dean of the college or next level administrator). The department chair will attempt to determine the validity of the complaint, and in the case of a valid complaint, seek resolution, including administrative action. He or she will communicate his or her decision on the Student Complaint Form and make every effort to do so within ten working days from the conclusion of this process.

Step 2:

If a student wishes to appeal the decision made in Step 1, he or she must submit the Student Complaint Appeal Form A in the university catalog and the completed Student Complaint Form via email attachments to the appropriate dean within ten working days from the date of the decision. Undergraduate students submit the materials to the dean of the college where the issue(s) arose. In the case of a complaint involving a director, the student submits materials to the next level administrator.

The student will be invited to discuss the complaint with that individual, who will attempt to determine the validity of the complaint and, in the case of a valid complaint, seek resolution, including possible administrative action. He or she will communicate his or her decision on Student Complaint Appeal Form A and make every effort to inform the student within ten working days of the conclusion of the appeal.

Step 3:

If the student believes that he or she has not been afforded due process, the student must submit Student Complaint Appeal Form B in the university catalog together with Student Complaint Appeal Form A and the Student Complaint Form via email attachments to the vice president of the university division in which the complaint occurred within ten working days from the date of the decision. The vice president will make the final determination about the matter and communicate his or her decision on Student Complaint Appeal Form B and make every reasonable effort to submit his or her decision to the student within ten working days from the conclusion of this appeal. The determination will include reasons for the decision and direct a remedy, if any, to the student complaint.

Documentation

A record of all complaints and their resolution will be documented at each level of the review process by the appropriate administrator.

Performance Review Policy Adopted by Social Work Department: November, 2004
Revised by the BSW Program: August, 2017
Revised Fall 2017 for consistency with ETSU’s websites.
APPENDIX C

4-Year Course Sequencing and Suggested Schedule for Social Work Majors

Freshman Year

First Semester
- SOWK 1010 - Introduction to Social Work
- ENGL 1010 - Critical Reading and Expository Writing
- SOCI 1020 - Introduction to Sociology
- CSCI 1100 - Using Information Technology
- SPCH 1300 - Introduction to Communication Studies or SPCH 2300 - Public Speaking or SPCH 2320 - Argumentation and Debate

Second Semester
- SOWK 1020 - Professional Values and Ethics
- ENGL 1020 - Critical Thinking and Argumentation
- PSYC 1310 - Introduction to Psychology
- Fine Arts/Humanities
- BIOL 1010 - Biology for Non-majors I
- BIOL 1011 - Biology for Non-majors Laboratory
  or
- BIOL 1020 - Biology for Non-majors II
- BIOL 1021 - Biology for Non-majors Laboratory II
  or
- BIOL 1110 - Biology for Science Majors Lecture I
- BIOL 1111 - Biology for Science Majors Laboratory I
  or
- HSCI 2010 - Anatomy and Physiology I
- HSCI 2011 - Anatomy and Physiology Laboratory

Sophomore Year

First Semester
- HIST 2010 - The United States to 1877
- Literature
- HDAL 2310 - Developmental Psychology
- PSCI 1120 - Introduction to American Government
- MATH 1530 - Probability and Statistics – Noncalculus
- SOWK 1100 - Social Service Resources (1 credit)

Second Semester
- HIST 2020 - The United States since 1877
- Fine Arts/Humanities
- Natural Science
- SOWK 1030 - Cultural Diversity
- Elective (3 credits)

Junior Year

First Semester (Fall)
- SOWK 3300 - Interviewing and Recording Skills (3 credits)
- SOWK 3000 - Human Behavior/Social Environment (3 credits)
- SOWK 3210 - Social Work Research (3 credits)
- SOWK Elective (3 credits)
- Electives (3 credits)
Second Semester (Spring)
SOWK 3310 – Practice with Individuals (3 credits)
SOWK 3430 - Social Welfare Policy and Services (3 credits)
SOWK Elective (3 credits)
Electives (6 credits)

Senior Year

First Semester (Fall)
SOWK 4330- Practice with Organizations & Communities (3 credits)
SOWK 4451- Field Education Practicum I (3 credits)
SOWK 4454- Field Education Seminar I (2 credits)
Electives (6 credits)

Second Semester (Spring)
SOWK 4340- Practice with Families & Groups (3 credits)
SOWK 4452- Field Education Practicum II (4 credits)
SOWK 4455- Field Education Seminar II (2 credits)
SOWK Elective (3 credits)
APPENDIX D
SEQUENCING OF REQUIRED COURSES IN SOCIAL WORK FOR TRANSFER STUDENTS

The plan below assumes that the following courses are taken PRIOR to ETSU matriculation.

- SOWK 1010 (Intro)
- PSYCH 1310 (Intro)
- SOAA/SOCI 1020 (Intro)
- MATH 1530 (Probability and Stats)
- HDAL 2310 (Life Span Development)
- PSCI 1120 (American Government)
- CSCI 1100 (Using Information Technology) or test out
- One of the following human biology courses (BIOL1010/11, 1020/21, 1110/11 or HSCI 2010/11)

<table>
<thead>
<tr>
<th>First Semester (Fall)</th>
<th>Second Semester (Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 1020 Professional Values and Ethics</td>
<td>SOWK 3310- Practice with Individuals</td>
</tr>
<tr>
<td>SOWK 1030 Cultural Diversity</td>
<td>SOWK 3430- Social Welfare Policies</td>
</tr>
<tr>
<td>SOWK 1100—Social Services Resources</td>
<td>Social Work Elective</td>
</tr>
<tr>
<td>SOWK 3300 – Interviewing and Recording</td>
<td></td>
</tr>
<tr>
<td>SOWK 3000 – Human Behavior and the Social</td>
<td></td>
</tr>
<tr>
<td>Environment</td>
<td></td>
</tr>
<tr>
<td>SOWK 3210 - Social Work Research</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester (Fall)</th>
<th>Final Semester (Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 4330 – Practice with Organizations &amp;</td>
<td>SOWK 4340 – Practice with Families &amp; Groups</td>
</tr>
<tr>
<td>Communities</td>
<td>SOWK 4452 – Field Education Practicum II</td>
</tr>
<tr>
<td>SOWK 4451 – Field Education Practicum I</td>
<td>SOWK 4455 – Field Education Seminar II</td>
</tr>
<tr>
<td>SOWK 4454 – Field Education Seminar I</td>
<td>Social Work Elective</td>
</tr>
</tbody>
</table>
Appendix E

EAST TENNESSEE STATE UNIVERSITY
Office of the Registrar

MAJOR PROGRAM SHEET

Return the completed form, signed by the BSW Program Director or your advisor, to the Graduation Office, Room 102-B, Dossett Hall.

Name: ___________________________  ID#: ___________________________

Graduation Date: ___________________  Major: SOCIAL WORK

Catalog Year: ___________________  INDICATE TRANSFER WORK

WITH AN ASTERISK *

<table>
<thead>
<tr>
<th>DEPT.</th>
<th>COURSE NUMBER</th>
<th>TITLE</th>
<th>COMPLETED Hours</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK</td>
<td>1010</td>
<td>Introduction to Social Work</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOWK</td>
<td>1020</td>
<td>Professional Values and Ethics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOWK</td>
<td>1030</td>
<td>Cultural Diversity</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOWK</td>
<td>1100</td>
<td>Social Service Resources</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>SOWK</td>
<td>3000</td>
<td>Human Behavior/Social Environment</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOWK</td>
<td>3210</td>
<td>Social Work Research</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOWK</td>
<td>3300</td>
<td>Interviewing and Recording</td>
<td>3</td>
<td></td>
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<tr>
<td>SOWK</td>
<td>3310</td>
<td>Practice with Individuals</td>
<td>3</td>
<td></td>
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<tr>
<td>SOWK</td>
<td>3430</td>
<td>Social Welfare Policies and Services</td>
<td>3</td>
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<tr>
<td>SOWK</td>
<td>4330</td>
<td>Practice with Organizations &amp; Communities</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOWK</td>
<td>4340</td>
<td>Practice with Families &amp; Groups</td>
<td>3</td>
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</tbody>
</table>

SOWK Electives (any TWO of the following elective courses) (6 credits )

<table>
<thead>
<tr>
<th>DEPT.</th>
<th>COURSE NUMBER</th>
<th>TITLE</th>
<th>COMPLETED Hours</th>
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</thead>
<tbody>
<tr>
<td>SOWK</td>
<td>4367</td>
<td>Seminar in Alcohol and Drug Abuse</td>
<td>3</td>
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<tr>
<td>SOWK</td>
<td>4467</td>
<td>Seminar in School Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SOWK</td>
<td>4517</td>
<td>Crisis Intervention</td>
<td>3</td>
</tr>
<tr>
<td>SOWK</td>
<td>4567</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>SOWK</td>
<td>4900</td>
<td>Directed Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>SOWK</td>
<td>4928</td>
<td>Honors Study</td>
<td>3</td>
</tr>
<tr>
<td>SOWK</td>
<td>4957</td>
<td>Special Topics in</td>
<td>3</td>
</tr>
</tbody>
</table>

Practicum Experience

<table>
<thead>
<tr>
<th>DEPT.</th>
<th>COURSE NUMBER</th>
<th>TITLE</th>
<th>COMPLETED Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK</td>
<td>4451</td>
<td>Field Education Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>SOWK</td>
<td>4452</td>
<td>Field Education Practicum II</td>
<td>4</td>
</tr>
<tr>
<td>SOWK</td>
<td>4454</td>
<td>Field Education Seminar I</td>
<td>2</td>
</tr>
<tr>
<td>SOWK</td>
<td>4455</td>
<td>Field Education Seminar II</td>
<td>2</td>
</tr>
</tbody>
</table>

OTHER REQUIRED COURSES

<table>
<thead>
<tr>
<th>DEPT.</th>
<th>COURSE NUMBER</th>
<th>TITLE</th>
<th>COMPLETED Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSCI</td>
<td>1120</td>
<td>Introduction to American Government</td>
<td>3</td>
</tr>
<tr>
<td>HDAL</td>
<td>2310</td>
<td>Developmental Life Span Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL MAJOR HOURS 54

Number of hours completed in the major: ________ Hours yet to be taken: ________

Approved: ___________________________ Date: ___________

Student signature: ___________________________ Date: ___________
Appendix F

REMOVAL OF INCOMPLETE

Date _______________   Semester of Incomplete _______________

Course Number *and Section*: SOWK ________  Course CRN _______

Instructor’s Name __________________________

Student’s Name ___________________________  Phone #: ______________

Student #:  E________________________  Preferred E-mail: ____________

Reason for incomplete (must be unavoidable circumstances)
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Instructions on how student will remove incomplete. Be very specific in case the student takes another instructor to remove the incomplete.

_____________________________________________________________________
_____________________________________________________________________

Student’s signature: ___________________________  Date: ______

Instructor’s signature: ___________________________  Date: ______
Appendix F: Removal of Incomplete

Identify below the student’s current grades/scores/points on all course assignments and Exams.

<table>
<thead>
<tr>
<th>Name of Assignment or Exam</th>
<th>Grade/points/scores</th>
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<tbody>
<tr>
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</table>

Make a copy of this contract for the student, keep a copy, and put a copy in the student’s file.
ETSU Overload Policy

According to the ETSU Undergraduate Catalog, students who have completed 45 semester hours with a cumulative GPA of 3.0 may be approved for a load of up to 21 semester hours. Graduating seniors who do not have grade point average deficiencies may be approved to enroll for up to 21 semester hours in order to complete graduation requirements during that semester.

OVERLOAD REQUEST

DATE: ___________________________   STUDENT ID: ________________

NAME: ___________________________   MAJOR: ___________________

REASON FOR OVERLOAD:
   Graduation: Yes  No
   Other: ___________________________

GPA: ___________________________   EARNED HOURS ___________________

# OF HOURS REQUESTED: ___________

TERM: Fall  Spring  Summer

APPROVAL:
   Advisor: _________________________
   Associate Dean: ___________________
**Appendix H: Incompatible Behaviors Form**

**Behaviors Incompatible with Social Work or Impeding Academic Performance**

*(When completed, this form becomes part of the student's permanent file)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Student name</th>
<th>E#</th>
</tr>
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<tbody>
<tr>
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</table>

Faculty member raising concern ________________________ In what course? ______

1 = No evidence of being problematic  
2 = Somewhat problematic; further growth needed  
3 = A significant concern  

*If all behaviors in a category are not of concern, highlight or circle those that do apply.*

**AREAS OF CONCERN**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frequently absent from or tardy to class or leaves class early</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Work performance does not meet minimal requirements or expectations; work turned in incomplete or late; unprepared for class</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Not receptive to constructive criticism or negative feedback; doesn’t take ownership of problems; blames others for shortcomings; defensive or nonresponsive to feedback</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Personal and/or religious beliefs interfere with acceptance of core social work values; unable to internalize core social work values; overly biased with religious viewpoints to the extent that there is no openness to professional growth; danger of imposing these beliefs in practice; ethnocentric in viewpoints</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Inability to work in groups.; does not carry fair load in the group; lack of collaborative skills in working with others</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Disruptive behaviors in class, e.g., chatting with others; inappropriately using cell phone or computer; overly communicative, which bars others from contributing to discussions and impedes instructor’s ability to conduct class, etc.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Focuses on grades rather than learning; argumentative about grades received</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Inappropriate comments in class; too much personal sharing, often inappropriately; acts out self-interest in most situations; egocentric</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sleeps through class</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Disrespectful in discussing sensitive issues, such as diversity; insensitive to the feelings or needs of others</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mental health problems interfere with acceptable performance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evidence of substance abuse</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dishonesty of any type</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Immaturity in behavior; general lack of self-awareness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lacks independence in completing work; overly dependent on additional instructions from instructor; dependent on other students; little evidence of responsibility for own learning, etc.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>In trouble with the law, particularly violence issues; evidence of volatility; lack of self-control</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Boundary issues</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix H: Incompatible Behaviors Form

<table>
<thead>
<tr>
<th>Poor coping skills; whines and complains; cannot take control of/manage life and/or own learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor oral or written communications skills; poor grammar; inability to articulate points in a professional manner; overuse of informal language in written assignments</td>
</tr>
<tr>
<td>Inappropriate attire</td>
</tr>
<tr>
<td>Personal problems and issues interfere with learning and performance</td>
</tr>
<tr>
<td>Demonstrates “rescuing” behavior</td>
</tr>
<tr>
<td>Inability to form healthy and/or productive relationships with others; critical of others; discourteous; poor social skills; little or no self-awareness of impact of behavior on others</td>
</tr>
</tbody>
</table>

Short narrative that further elaborates concerns:

Plan for Corrective Action:

Student Response:

These concerns were discussed with the student, and the student was provided a copy of this document.

Student signature __________________________ Date ________________

Faculty signature __________________________ Date ________________
Appendix I
EAST TENNESSEE STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
BSW ADMISSION APPLICATION

If you have questions about admission into the social work program, schedule an interview with your faculty advisor before submitting your application. Students are not permitted to enter the social work practice coursework (SOWK 3310, 4330, 4340) or field placement until they are formally accepted into the program. Students should apply to the program in the semester following completion of SOWK 1010, 1020, and 1030.

Explanation of Academic Standards for Admission to the Program

Expectations for academic performance in social work, as a professional program, are more comprehensive than is true in other programs that are strictly “academic” in nature. Therefore, the social work program’s academic standards include those that are of a cognitive, skill, and scholastic nature, as well as those that are affective and professional in nature. These academic standards in combination are seen as primary indicators of professional readiness for practice in the field of social work. Therefore, social work students are expected to behave in a manner that is consistent with the values and requirements of the profession of social work in their three primary roles in the program: as learners, as students in a professional program, and as future professional helpers.

As learners students must demonstrate personal integrity in meeting the objectives of the social work program and in fulfilling all program requirements. Such behavior includes respectful, nondisruptive, and nondiscriminatory behavior towards peers, clients, faculty, staff, field instructors, and in other collegial relationships. If prejudices and other judgmental attitudes present themselves as a result of individual socialization, the student may remain in the program as long as s/he demonstrates a willingness to examine personal biases and makes continuing efforts to validate diversity and grow toward professionalism.

Students in a professional program are expected to demonstrate potential for adherence to ethical expectations and obligations as contained in the NASW Code of Ethics and as otherwise understood and operationalized by the practice community. Further, students must possess the emotional and mental stability that would facilitate sound judgment and performance in the program and in the field of social work. According to the NASW Code of Ethics, personal problems, psychosocial distress, substance abuse, and mental health difficulties are viewed as potentially interfering forces in relation to professional judgment and performance.

As future professional social workers students must be able to demonstrate interpersonal skills that would support the ability to form and to sustain effective helping relationships. Although the ultimate test of a student’s interpersonal skills is in relationship to clients, inability to interact effectively and appropriately with faculty, staff, peers, field instructors, and in other collegial relationships may raise serious questions about the student’s suitability for professional social work.
Information on submitting an application and the review process:

1. Students will complete the attached application packet and turn it in to the Social Work Department, first floor, at Lyle House, by September 15 or February 15. The application materials are to be placed in a large envelope clearly labeled with the following information on the outside of the envelope: BSW Program Application and your name. The envelope should be large enough for the papers without folding.

Your application must include the following:

- the cover sheet
- your self-assessment
- documentation of your 60 hours of service activity on our form(s); it is encouraged that up to 30 hours be social justice related which the remainder be direct human service activity
- copy of the certificate received for attendance at a BSW Program Orientation
- your personal essay, following the guidelines in this packet

2. Applications that are incomplete will NOT be reviewed. Applications that are not turned in on time will NOT be reviewed, and the student will have to re-apply during the next admissions cycle for entry to the program a semester later (which means enrollment in the practice courses is not possible).

3. If the Admissions Committee has questions about your application, you will be contacted for an interview. An Academic Performance Review may be scheduled if the student’s application or input from faculty suggests the student’s inability to meet any of the program’s Academic Performance Standards when his or her application is reviewed by the BSW Program Committee.

4. Applications are reviewed and rated by BSW faculty, using a rating sheet designed for that purpose. The decision reached by the committee may be one of the following:

- Approved as a social work major
- Approved on condition(s), which will be identified in the admission letter.
- Denied admission to the social work major
- Decision deferred for a specified period time, with reasons stated.

5. Once the committee has reached its decision, the student is notified in writing, and reasons or conditions for the committee's actions are explained. Any student not satisfied with the committee's decision has the opportunity to appeal the decision. The appeal must be made within 30 days of the date on the notification letter.
Cover Sheet of Application for Admission to the Undergraduate Program

NAME _______________________________ STUDENT E # __________

MAILING ADDRESS ________________________________________________

CITY AND ZIP CODE ______________________________________________

TELEPHONE ____________ CELL PHONE _____________________________

E-MAIL __________________________________________________________

Total Credit Hours Earned to Date _________________________________

Overall Grade Point Average _________________________________

Grade Point Average for Required Social Work Courses Completed* _________________________________

Number of Human Service Hours _________________________________

Number of Social Justice Hours _________________________________

Please identify and explain any circumstances that might affect your attendance in classes, field trips, or field experiences. (Please attach additional page if more space is needed.)

*Check your overall GPA on Goldlink and use the Total Institution overall GPA rather than the Institution Combined overall GPA. See instructions on the next page for calculating the social work GPA for your 3 required courses.
SELF-ASSESSMENT OF SCHOLASTIC APTITUDE

Include the self-assessment forms in your application to the major.

Scale
0 = Don’t Know/Not Applicable
1 = Outstanding
2 = Above Average
3 = Average
4 = Below Average

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<th>0</th>
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<th>2</th>
<th>3</th>
<th>4</th>
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Motivation to learn

Self-Discipline

Academic abilities

Writing ability

Performance on course assignments

Classroom participation

Below, list ALL social work courses completed and grades earned, although the Social Work GPA for admission to program includes only the 3 courses required for admission.

<table>
<thead>
<tr>
<th>COURSE PREFIX AND NUMBER</th>
<th>COURSE</th>
<th>CREDIT HOURS</th>
<th>GRADE</th>
<th>GRADE POINTS</th>
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<tr>
<td>SOWK 1010</td>
<td>Introduction</td>
<td>3</td>
<td>XXX</td>
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<td>SOWK 1020</td>
<td>Values and Ethics</td>
<td>3</td>
<td>XXX</td>
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<td>SOWK 1030</td>
<td>Cultural Diversity</td>
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<td>SOWK</td>
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To calculate your social work GPA, translate the grades in the 3 required courses to grade points (A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C = 2.0), add the grade points, and divide this sum by 3. For example, if you have two “A” grades and one “B” grade, your calculations would be as follows: 4.0 + 4.0 + 3.0 = 11 divided by 3 (grades) = 3.66. Note: All required courses must have a grade of C or better. A grade of C- is unacceptable.

Your 3 grade points are _____ + _____ + _____ = _____ divided by 3 = ____  GPA
### SELF-ASSESSMENT OF PROFESSIONAL APTITUDE

*Using the scale on the previous page, rate your aptitude for a career in social work by putting an X in the appropriate box. See scale at the top of the previous page for definition of numbers.*

<table>
<thead>
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<th>Ability to form and sustain individual relationships</th>
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<td>Ability to communicate verbally</td>
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<td>Ability to relate to others in a group situation</td>
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<td>Assertiveness</td>
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<td>Leadership ability</td>
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<td>Ability to empathize</td>
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<td>Ability to be flexible</td>
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<td>Ability to work with others regardless of race, color, gender, sexual/affectional orientation, age, religion, national origin, marital status, political belief, mentally or physically challenging condition, or any other personal characteristics, conditions, or status.</td>
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<td>Indicate which of these areas, if any, present issues for you (0 = no issue and 1 = some issue)</td>
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<td>Sexual/Affectional Orientation</td>
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<td>Age</td>
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<td>Religion</td>
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<td>National Origin</td>
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<td>Marital Status</td>
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<td>Political Belief</td>
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<td>Mentally or Physically Challenging Condition</td>
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<td>Any Other Personal Characteristics, Conditions, or Status</td>
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### Appendix I: Application Packet

- Ability and desire to practice social work within the Code of Ethics, as taught in your social work courses
- Ability to manage stress
- Emotional maturity
- Self-awareness
PERSONAL STATEMENT ESSAY GUIDELINES

Use the following outline to write an essay and include the essay when you submit your application. Essays must be typed, double spaced, and on 8 ½ x 11 paper. A header is to be placed on each page with your last name and the page number in the top, right header area of the page. The completed essay is to be 900-1200 words total. Use the underlined words as headings in your essay.

1. Briefly summarize your personal background, including (at your discretion) your family background, significant life experiences, special interests, achievements, etc. (Please limit to 1-2 paragraphs)

2. Describe your human service and, if completed, social justice experience, both paid and volunteer. Identify your personal strengths or assets you brought to this experience. What did you gain from the experience? Were there any concerns you had about the experience? (Be sure to attach the documentation of your 60 hours to your application.)

3. Describe what you consider to be one of the most pressing social problems that concerns you. What have you learned from your social work courses about this problem? Describe how you could address this problem as a social worker.

4. Based upon your self-assessment, address the following areas of professional development. Identify at least three personal attributes that might detract from your ability to be a professional social worker and your plan for strengthening these areas (be specific). Identify at least three personal characteristics and strengths that contribute to your ability to be a professional social worker.

5. What are your immediate and long term professional and educational goals?

6. Additional Information. Please add any other information you believe is relevant to this application, which would support your application, or which you think is important for the Admission Committee to consider, including any special needs, experiences, concerns, requests, and so on.
SOCIAL WORK HUMAN SERVICE AND SOCIAL JUSTICE ACTIVITY
Certificate of Completion and Assessment of Performance

Working in a helping capacity is considered very beneficial to students who want to pursue a social work degree, and therefore, the undergraduate social work program at ETSU requires students to complete a minimum of 60 hours of human service and social justice activities as part of admission to the social work major. This experience is designed to give each student an opportunity to engage in face-to-face helping activities that will allow him or her to determine if s/he is well suited for a career in social work; as well as provide students the opportunity to gain understanding about social justice efforts (macro level social work).

Given the spirit and intent of the requirement (which can be paid or volunteer), activities are generally precluded that do not involve either face-to-face helping interactions or observation of helping interactions carried out by social workers—such as stuffing envelopes, being a lifeguard at a pool, and other activities that do not involve working directly with people in a helping capacity. Other more appropriate experiences might include being a camp counselor or playground counselor, working with the elderly in a nursing home, tutoring children, being a Big Brother or Big Sister, and so on. Although teaching Bible school, for example, would not count since this program is not preparation for seminary, church activities that include going into communities and doing face-to-face helping are acceptable. Up to 15 hours will be granted for “shadowing” a social worker and up to 30 for working a crisis hotline. Otherwise, activities must be face-to-face helping.

Of the 60-hour requirement student are encouraged to complete social justice hours, a maximum of 30 hours will be accepted. Examples of this would be joining a committee and helping with organizing social justice related activities such as the Women’s March, Black Lives Matter rallies, or other events that align with social works core values of social justice as stated in the code of ethics, “Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers’ social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.”

The 60-hour requirement is not intended to limit students to a single experience in a single setting; multiple experiences in multiple settings are accepted, as long as a total of 60 hours is completed. All activities need to have been completed after high school graduation.

When you decide on your activity, fill out this form below and have it approved by your Faculty Advisor to ensure that your activity is acceptable.

Student’s name_______________________ Student Phone # __________________

Name of agency or organization__________________________________________

Name of Supervisor with Job Title/Credentials________________________________

Agency address__________________________________________________________

Agency phone number____________________________________________________

Planned Number of hours to be completed__________
Inclusive dates of volunteer activity_______________________________________

Faculty Advisor’s Signature______________________________________________

A brief description of my face-to-face activities that meet the program’s requirements are (attach additional page, if more room is needed):

Student. I □ do □ do not waive my right to see this evaluation.
Supervisor. Please complete the back of this form to assess student performance.
Assessment of Performance

Behavior was consistent with ethical standards required of someone who helps others.

Always  Usually  Seldom  Never  Cannot assess

Student complied with agency policies, procedures, and expectations.

Always  Usually  Seldom  Never  Cannot assess

Student was punctual, responsible, and dependable.

Always  Usually  Seldom  Never  Cannot assess

Student upheld the principle of client confidentiality.

Always  Usually  Seldom  Never  Cannot assess

Student was able to effectively engage the recipients of services.

Always  Usually  Seldom  Never  Cannot assess

Respectful and effective interpersonal skills were demonstrated with clients, agency personnel, and others involved in the helping efforts.

Always  Usually  Seldom  Never  Cannot assess

Students were able to accept and to work productively and nonjudgmentally with others whose background, beliefs, values, etc. may have been different from the student’s own.

Always  Usually  Seldom  Never  Cannot assess

Student made appropriate use of supervision and responded to constructive feedback.

Always  Usually  Seldom  Never  Cannot assess

Please add additional comments that will help us to determine the student’s capacity for a career in social work.

Please indicate the total number of hours completed by this student on the approved activities listed on page 1. __________

Supervisor’s name (printed)__________________________________________________________

Supervisor’s signature________________________________________________________

NOTE TO STUDENT: Please hold onto this form after you have completed your hours and submit it as part of your admission application during the semester you are taking HBSE I.