



BACHELOR OF SOCIAL WORK PROGRAM

STUDENT HANDBOOK

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Introduction

Welcome to the Bachelor of Social Work Program at Northern Kentucky University! Whether you are merely curious about our social work program or have recently decided to pursue a social work major, this handbook is designed to answer your questions about Northern Kentucky University's Bachelor of Social Work Program and allow you to become familiar with the program's policies and procedures. We would like to extend our sincerest best wishes as you embark on your collegiate journey. It will be a time of self-discovery and expanding knowledge and skills. The program encourages students to take personal responsibility for their lives by developing their own sense of values, pursuing their own goals, and developing the habit of lifelong learning, so that they may make valuable individual contributions to the political, social, and cultural enrichment of their society.

Bachelor of Social Work (BSW) Degree Professional Preparation

According to the Council on Social Work Education (CSWE), “the purpose of social work education is to prepare competent, effective social work professionals who are committed to practice that includes services to the poor and oppressed, and who work to alleviate poverty, oppression, and discrimination [and] to enable students to integrate the knowledge, values, and skills of the social work profession into competent practice” (*Handbook of Accreditation Standards and Procedures, 4th edition*, 1998, pp. 96-98). Both the CSWE and the National Association of Social Workers (NASW) recognize the BSW as the beginning professional degree, indicating that students are prepared for generalist social work practice.

Generalist social work practitioners work with individuals, families, groups, communities, and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem-solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes to continually improve the provision and quality of services most appropriate to client needs. Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities, and organizations and furthering the goals of social justice.

The social work profession serves diverse populations, providing endless opportunities for those interested in the field. Professional opportunities are too numerous to list, and may include social work in schools, substance abuse treatment facilities, corrections, police departments, hospitals, child welfare, shelters,

longterm care facilities, and hospice. In addition to providing direct service, social workers are involved in community advocacy, program development, research, and policy development.

Professionally, graduates of BSW programs are eligible to pursue state licensure at the baccalaureate level. Academically, the BSW is recognized as the basis of eligibility for advanced standing in master's level social work education (MSW). This means that a person holding the BSW may be able to complete the master's program in a shorter period than someone who holds a baccalaureate degree from another discipline. Please consult the graduate school of your choice for specific requirements concerning advanced standing. State licensure information is available at the following website addresses:

Kentucky	http://finance.ky.gov/ourcabinet/caboff/OAS/op/socwkbd/
Ohio	http://www.cswmft.ohio.gov/
Indiana	http://socialwork.iu.edu/site/indexer/171/content.htm

About the NKU Bachelor of Social Work Program

Our social work program has been accredited by the Council on Social Work Education since 1979, marking more than 4 decades of exceptional social work education. The BSW program prepares graduates for social work practice with diverse populations in a variety of settings. The curriculum covers content related to social justice, diversity, human behavior, policy, research, and social work practice with individuals, groups, organizations, and communities.

Aside from classroom learning (online or in-person), the BSW program strongly believes that learning should extend beyond the classroom. This is why the BSW program includes 400 hours of field placement. Students complete these field hours within a community-based agency that aligns with their interests and passions.

Program Mission Statement

The BSW program educates competent and ethical Bachelor of Social Work graduates who demonstrate leadership and social work values in their communities and their profession, toward advancing social and economic justice.

Program Competencies

As prescribed by CSWE, upon graduation, NKU BSW students must demonstrate the 9 competencies listed in the following table. Each competency is accompanied by specific behaviors that provide observable evidence of students' mastery of the competencies.

CSWE Competencies & Accompanying Behaviors
1. Demonstrate ethical and professional behavior
<ul style="list-style-type: none">• Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.• Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.• Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.• Use technology ethically and appropriately to facilitate practice outcomes.• Use supervision and consultation to guide professional judgment and behavior.
2. Engage diversity and difference in practice

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

3. Advance human rights, social, economic, and environmental justice

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

4. Engage in practice-informed research and research-informed practice

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

5. Engage in policy practice

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

6. Engage with individuals, families, groups, organizations, and communities

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

7. Assess individuals, families, groups, organizations, and communities

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

8. Intervene with individuals, families, groups, organization, and communities

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

9. Evaluate practice with individuals, families, groups, organizations, and communities

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

Accreditation

Northern Kentucky University

Northern Kentucky University is accredited by the Southern Association of Colleges and Schools.

Social Work Program

NKU's BSW Program has been accredited by the Council on Social Work Education (CSWE) since 1979. This accreditation status is extremely important for our graduates as it provides them with the eligibility to test for a social work state license at the baccalaureate level. In addition, graduating from a CSWE accredited BSW program provides graduates with the opportunity to apply to an advanced standing Master of Social Work program. Advanced standing MSW programs allow individuals to graduate with an MSW in as little as a year (if pursuing the MSW on a full-time basis).

Program Equal Opportunity Statement

The program provides a learning context that is nondiscriminatory and reflects the profession's fundamental tenets. The program establishes a learning context based on the University's Code of Student Rights and Responsibilities. The Code, in tandem with the social work profession values, provides the context for respect for human diversity (Article III). The Code provides for student freedom of expression in the classroom (Article VI.) As such, all professors have the obligation to encourage free discussion, inquiry, and expression. Students may not be evaluated based on opinions (such as religious belief or political views) or conduct in matters unrelated to academic standards.

The BSW program is committed to providing a learning context that is nondiscriminatory and that reflects the profession's fundamental tenets. The Social Work Program Student Handbook and Field Manual reiterate the university's commitment to preserving students' rights to non-discrimination and equal educational opportunity. In addition, students who feel their equal opportunity rights have been violated may seek redress from the university's affirmative action office, or may pursue the University student grievance procedure as outlined in the Student Code, Article VII Academic Grievance Procedure.



Path to the BSW degree

The path to the BSW degree involves 4 main steps/phases. The following graphic provides an overview of these 4 phases and which courses students take during each phase. Below the graphic, more detailed information is provided about each phase.

PHASE 0: DECLARE SOCIAL WORK AS YOUR MAJOR

PHASE 1: COMPLETE PREREQUISITE COURSES (18 CREDITS)

- SWK 105 Social Work & the Community (3 credits)
- SWK 106 Introduction to Social Justice (3 credits)
- SWK 204 Social Work Ethics (3 credits)
- SWK 205 Inclusion, Oppression, & Social Work (3 credits)
- SWK 206 Professional Communication (3 credits)
- Select 3 Statistics credit hours (3 credits)

PHASE 2: COMPLETE CORE SOCIAL WORK COURSES (24 CREDITS)

- SWK 303 Professional Interactional Skills (3 credits)
- SWK 304 Human Behavior in Childhood (3 credits)
- SWK 305 Practice with Individuals (3 credits)
- SWK 306 Contemporary Social Welfare Policy (3 credits)
- SWK 307 Human Behavior in Adulthood (3 credits)
- SWK 308 Social Work Research (3 credits)
- SWK 310 Practice with Families & Groups (3 credits)
- SWK 311 Practice with Communities & Organizations (3 credits)

PHASE 3: COMPLETE FIELD EXPERIENCE (10 CREDITS)

- SWK 406 Field Experience I (5 credits)
- SWK 408 Field Experience II (5 credits)

Additional Information about Each Phase

Phase 0: Declare Social Work as your Major & Meet with your Advisor

- Students may declare social work as a major once fully accepted as a student at NKU. Students may initially declare social work as their major on the application for admission to the University or change their major to social work later. Students change their major through their MyNKU account under declare major. Changing a major requires the student to make an appointment with the College of Health and Human Services Advising Center.

Phase 1: Complete Required Social Work Pre-Requisites & Take Social Work Electives

- Social work majors must complete 6 required pre-requisite courses with a grade of C- or higher.
- These 6 pre-requisites are as follows:
 - SWK 105 Social Work & the Community (3 credits)
 - SWK 106 Introduction to Social Justice (3 credits)
 - SWK 204 Social Work Ethics (3 credits)
 - SWK 205 Inclusion, Oppression, & Social Work (3 credits)
 - SWK 206 Professional Social Work Communication (3 credits)
 - Statistics (3 credits)

Phase 2: Complete Core Social Work Courses & Continue to Take Social Work Electives

- Once students have completed the 6 pre-requisite courses with a grade of C- or higher (as outlined in Phase 1)
- AND have maintained a minimum overall GPA of 2.75, then students are ready to enter Phase 2, which involves completing the restricted, core social work courses. Students will complete a total of 8 core social work courses over the span of 2 semesters. These 8 core courses are as follows:
 - SWK 303 Professional Interactional Skills (3 credits)
 - SWK 304 Human Behavior in Childhood (3 credits)
 - SWK 305 Practice with Individuals (3 credits)
 - SWK 306 Contemporary Social Welfare Policy (3 credits)
 - SWK 307 Human Behavior in Adulthood (3 credits)
 - SWK 308 Social Work Research (3 credits)
 - SWK 310 Practice with Families & Groups (3 credits)
 - SWK 311 Practice with Communities & Organizations (3 credits)

Phase 3: Complete your Field Placement & Finish Up Social Work Electives

- In order to enter Phase 3, students must have a cumulative GPA of at least 2.75 and must have completed all core social work courses with a grade of C- or higher.
- During Phase 3 of the social work journey, students complete their field placement. This is where students apply what they have learned in the classroom within a community-based agency. This experience fosters empirical and practice-based knowledge integration.
- The field education component of the BSW program at NKU is a cooperative effort between the university, the students, and the community. The BSW program relies upon community social service agencies and programs to participate in the preparation of students for social work practice by providing opportunities for actual service delivery under the supervision of experienced practitioners.
- Field placements are chosen by students in collaboration with the field director. During their final semester at NKU, students will complete a total of 400 hours at their field placement under the supervision of a professional social worker. This is the equivalent of approximately 25 hours per week.

- While completing these field placement hours, students are also enrolled in two 5-credit hour courses (SWK406 and SWK408). These field experience courses are intended to enhance and compliment the learning that is occurring within the community-based agency.
- There is a separate Field Education Manual available for students, field seminar instructors, field supervisors, and faculty as a guide to general procedures, objectives, and activities involved in field education.
- In the semester prior to Field Experience, students receive an advising registration hold. Students are required to schedule a meeting with the Field Director. After meeting with the Social Work Field Director about the field experience course requirements, the student meets with the Social Work Advisor to review graduation Program Certification forms and release the student's registration hold.

In addition to the core social work courses, students must also complete a total of 9 credit hours of social work electives. We offer electives in the areas of forensic social work, police social work, child welfare, substance abuse, mental health, social justice, family-directed structural model, gerontology, veteran services, and others. Based on the needs of the community and the social work profession, we continuously reevaluate, update, and add electives. For a list of electives, please consult the NKU course catalog.

You should also know that some social service agencies may require field students and potential employees to undergo criminal background checks by an external agency. Also, some agencies may deny students and graduates convicted of felonies and certain misdemeanors. In addition, obtaining licensure may be more challenging for individuals convicted of felonies and certain misdemeanors.

Additional University Requirements

Aside from meeting specific BSW requirements, students must also meet all University requirements for earning a bachelor's degree. These university requirements are as follows:

- Minimum of 120 credit hours, the last 30 hours must be taken at NKU
- Minimum of 25% of the semester hours required for a degree must be taken at NKU
- Developmental Coursework (if required) must be satisfied. (See "ADMISSION STATUS" of University Catalog).
- Completion of Foundation of Knowledge Courses (General Education Courses). The requirements are located on the Foundation of Knowledge NKU website and in the NKU catalog.
- Completion of an Associate's Degree or Social Justice Minor or other secondary area of study (either a minor or focus area).
- Grade point average (GPA) of at least 2.75 on all work attempted at NKU.
- Forty-five (45) semester hours of successfully completed coursework at the 300-level or above is required of all bachelor's candidates. Even though freshman and sophomore level courses completed at other institutions may have course titles and/or content similar to certain upper division courses at NKU, the Office of the Registrar will make the determination of equivalencies for acceptance toward fulfillment of this requirement.

Please consult the NKU catalog for a detailed overview of university requirements. In addition, your advisor can help you navigate these requirements.

Social Work Advising

Social work majors work closely with an academic advisor who is knowledgeable about the University and BSW Program requirements. The academic advisor's role is to guide students through their academic career to facilitate efficient and successful completion of the Bachelor of Social Work degree.

Graduation Plan

- All students have a graduation plan located in their MyNKU under Academic Plan. This graduation plan is your blueprint for how to successfully and efficiently complete the BSW program. It is critically important that you follow this plan and that you review it regularly.
- Students are to review this plan to see notes indicating what actions must be taken by the student in the semester.
- The graduation plan is subject to change and must be updated if the student does not follow or meet course requirements each semester.
- It shows students which classes they need to register for each semester until graduation.
- If you have questions about your academic plan, please contact your advisor.

Academic Advising Holds

- Academic Advising holds are automatically placed on students' accounts by the Registrar's Office so that students make contact with their advisor.
- Academic advising holds are released after the student completes all indicated tasks, located in the Academic Plan, for their current semester. The advising hold is released after the student completes the task requirements and the advisor verifies completions.

Other Holds that Restrict Registration and Transcripts

- Student account balance holds over \$100
- Parking Holds
- Library Holds
- Credential Holds by Admission
- Advisor CANNOT release these holds. The students are able to view what holds they have in their MyNKU and are responsible to have them released prior to registration.

Advising Appointments

- While social work majors are still working on their prerequisite courses, they must contact their advisor every semester prior to registration.
- Once students have completed all social work prerequisites and their graduation plan is in their MyNKU, then students are no longer required to have advising appointments.
- Students are welcome to have advising appointments whenever they have questions.

- Advising can occur through email or virtual appointments.
 - Email advising:
 - ✦ Advisor responds within 24 hours (unless weekend or student receives out of office response)
 - ✦ No scheduled appointment necessary
 - ✦ Use your NKU email as it is less likely for Outlook to send it to spam.
 - ✦ If no response received within 24 hours, resend your email as the first one probably went to spam. PLEASE DO NOT WAIT DAYS FOR A RESPONSE.
 - Virtual Appointments:
 - ✦ Student must schedule virtual appointments through Navigate.
 - ✦ Students should use this option whenever they desire more than email advising.
 - ✦ Include purpose for the appointment and all questions so that advisor can prepare.
 - ✦ Advisor will send instructions prior to the appointment.
 - ✦ Students are required to be at their computer for virtual appointments as students will be required to go through their screens and register themselves into classes.
 - ✦ Know that the advisor's screen is different than the student's screen, so it is important that students know how to register.

Registration

- The Registrar's Office sets when a student will be allowed to register in their MyNKU. The day the student can register is based on their EARNED credit hours. MyNKU blocks students and advisors from registration prior to this date, so knowing when your Registration window opens is important. Students find that date in their MyNKU.
- Registration at NKU is based on a first-come-first-served basis, so registering into classes as soon as you are able to is very important.
- Program policy: The Program guarantees that a student will receive any SWK course(s) they need in that specific semester if the student has no other options. However, this does not mean the student may get the section they prefer, so delaying registration could result in having to take a different section than first choice.
- Review Academic Plan. Go to Registration Screen, select term, click on "Plan" tab to generate a list of class offerings in your graduation plan for that semester, select and register into classes. Click on black circle to left of course for more information.
- Students must register into courses and sections that have available seats. Placing a course in your cart does not guarantee that you will be able to register into that section.
- If all sections of a course are filled, contact your advisor.

Graduation Program Certification

The Registrar's Office sends notification to the student via U.S. Postal Services providing dates for submission of the application for graduation. In the semester before the student graduates, the student will apply for graduation. Once the student has applied, the student will email their advisor to have Program Certifications sent to the Registrar's Office.

Transfer Students

The University's Office of Admission has written policies affecting transfer students to which the program adheres. NKU Admissions Transfer Course Equivalent Database provides a service for students who want to know whether the courses they are taking, or plan to take, will transfer successfully to Northern Kentucky University. Public 2-year and 4-year Kentucky colleges, technical schools, private Kentucky colleges, and some Non-Kentucky colleges are currently included in the database. Every effort is made to provide accurate and current information; however, the right is reserved to amend or revise the contents at any time. Final decisions regarding the transfer of credit and application of credit to majors rest with the NKU Office of Admissions and/or the respective academic departmental offices. Only coursework from regionally accredited institutions is accepted at NKU. Coursework listed in the Transfer Equivalency Guide from non-regionally accredited institutions is not accepted at NKU. The NKU BSW Program policy is to accept social work courses only from CSWE accredited BSW programs.

Academic Grievance Process

When a student believes that an instructor has violated his/her rights in the classroom (e.g., failure to follow stated grading policy or other procedures and objectives as outlined in the syllabus, discrimination in evaluation of individual achievement, illegal discrimination or harassment), the student should follow procedures found in the Student Code of Rights and Responsibilities (<https://inside.nku.edu/scra/information/students/rights-responsibilities.html>). The Code states:

Grievance Procedure

The student will discuss the matter with the course instructor within ten (10) working days of the incident. If the student is unable to contact the instructor, he/she is to seek the aid of the director of the School of Social Work in contacting the instructor. The student will provide the course instructor with a written statement that expresses their concern in very specific terms. The instructor will meet with the student to discuss the matter within ten (10) working days after receipt of the written statement. The instructor will respond in writing to the student within five (5) working days following the meeting with the student. This written communication will be forwarded to the appropriate chairperson.

NKU Code of Student Rights and Responsibilities

The Code of Student Rights and Responsibilities is designed to ensure that students shall enjoy intellectual freedom, fair and legal treatment, the freedoms of speech and press, the right of peaceable assembly, the right to petition for redress of grievances, the right to a fair and speedy hearing of charges made against one, and the right to responsible participation in the university community. Rights imply responsibilities; therefore, members of the university community must show both initiative and restraint. Students at NKU are treated as adults; in response, they must act maturely. For example, students must take the initiative in expressing opinions when they feel these will benefit the University in some way, but they must restrain themselves from the expression of views or taking of action that will in some way damage or infringe upon the rights of others. All members of the academic community must be committed to reason and responsibility if the University is

to function as an agent of enlightenment in society. Students are to be aware of University regulations and adhere to them. Students should familiarize themselves with the *Code of Student Rights and Responsibilities* (<https://inside.nku.edu/scra/information/students/rights-responsibilities.html>). It is your responsibility to read and abide by this document.

NASW Code of Ethics

Social work students must follow the National Association of Social Workers (NASW) Code of Ethics. It is our intention that students will be inspired to not simply be an honest and good student, but pursue honesty and excellence in all areas of their careers. The NASW Code of Ethics will be taught in several of your social work courses. Professional behaviors, and behaviors in general, are learned, so if you have any questions, please ask your instructor. When entering the Social Work Program, you will have to acknowledge that you have received and read this student handbook, and that you agree to abide by the guidelines provided therein. This includes the NASW Code of Ethics. You will have to sign a form indicating that you have read the *Code*, agree to support its principles, and understand that violation of the *Code* could result in removal from the BSW program.

The NASW Code of Ethics outlines the values, ethical principles, and ethical standards held by social workers. Social work students at NKU are required to read and follow the Code of Ethics as part of their professional development experience to prepare students for the ethical dilemmas they will face and deal with in social work practice.

The *NASW Code of Ethics (1996)* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it. (p. 2)

The complete *NASW Code of Ethics* is available on-line (<https://www.socialworkers.org/About/Ethics/Codeof-Ethics/Code-of-Ethics-English>). It is your responsibility to read and abide by this document.

It is also important to note that the NASW Code of Ethics mandates the ethical use of technology and social media. As such, we expect all of our NKU social work students to apply the principles of the Code of Ethics to their technology and social media use to ensure that their online presence does not conflict with the professional standards of social work. Examples of behaviors that violate the social work Code of Ethics as it pertains to technology and social media use include, but are not limited to:

Posting details, photos, videos, or other types of information about clients on social media or other online platforms.

Interacting with, accepting friend requests from, or sending friend requests to clients via social media or other online platforms.

Conducting online searches for client information that is unrelated to the therapeutic relationship.

Violating the privacy and confidentiality of classroom discussions (e.g. discussion board materials and other class discussions that are meant to be private) via the use of technology and/or social media.

It is important to remember that our technology and social media use is representative of who we are as professionals, and is representative of the School of Social Work at Northern Kentucky University. All technology and social media use should respect the confidentiality, privacy, and dignity of all clients. Evidence of violating ethical technology and social media use is subject to faculty review, and may result in remediation or removal from the NKU School of Social Work. Finally, course instructions and materials are for instructional use only. All other uses are strictly prohibited. Republication or reproduction of course instructions or materials is forbidden. If you have any questions, please contact your individual course instructors.

Professional Expectations of Student Behavior

Adherence to the Professional Expectations of Student Behavior Statement.

The School of Social Work at Northern Kentucky University is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The social work program also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students will be expected to follow the ethical standards of behavior listed below:

A. Accountability. *Maintain a strong presence in all courses and demonstrate preparedness and engagement with course materials and feedback.*

Components:

- a.) Prompt, positive, engaged, and prepared engagement.
- b.) Prompt, positive, and prepared participation.
- c.) Completion of, and engagement with, all course assignments and materials.
- d.) Individual responsibility for course assignments, instructions, and expectations.
- e.) Welcome and incorporate constructive feedback

B. Respect/Civility. *Treat all peers, instructors, and community and campus contacts with dignity and respect at all times.*

Components:

- a.) Pay attention while others are communicating, and pay attention to understand rather than to immediately respond.
- b.) Address faculty members by professional titles, unless otherwise requested.
- c.) Provide feedback and engagement in a constructive and supportive manner.
- d.) Demonstrate professionalism and kindness in all professional communications.
- e.) Approach conflict in a positive and cooperative manner.
- f.) Actively include team members and classmates in class activities and discussions.

C. Confidentiality. *Treat any personal information that you learn about a peer, instructor, or client as strictly confidential, unless consultation with an appropriate faculty member is necessary.*

Components:

- a.) Maintain confidentiality with any information shared with you.
- b.) Use professional judgment when considering a disclosure of information that is very personal in a class or team setting. This time is not to be used for your own therapy or treatment. If you are struggling with challenges, please see the instructor privately for information regarding additional campus resources.
- c.) Never use the names of clients or share identifying client information in a classroom or team setting.

D. Competence. *Apply yourself to all of your academic pursuits with seriousness and conscientiousness, and according to the timelines and expectations established by your instructors.*

Components:

- a.) Participate in your courses with the appropriate books, materials, and syllabus, including locating and accessing additional materials as warranted.
- b.) Seek out appropriate support in a timely manner when having difficulties to ensure success in each class.
- c.) Utilize available campus resources, including the information technology help desk, the writing center, and Stealy Library.
- d.) Own responsibility for the quality of completed coursework.
- e.) Strive to work toward greater awareness of personal challenges that may impact effectiveness with clients, and actively address those areas.

E. Integrity. *Practice honesty with yourself, your peers, and your instructors. Consistently strive to improve this ability as a lifelong learning goal.*

Components:

- a.) Maintain professionalism in interactions with peers, instructors, and campus and community partners.
- b.) Demonstrate commitment to positive, respectful, and honest interactions.
- c.) Self-evaluate responsibility and commitment on a regular basis, and address any identified areas for improvement.
- d.) Maintain integrity when completing all coursework.

F. Academic Accountability. *Commit yourself to learning to communicate in a professional context.*

Components:

- a.) Do your own work, and take credit only for your own work. This includes paraphrases and citations, and giving credit where credit is due.
- b.) Acknowledge areas where improvement is needed, and actively work to address those areas.
- c.) Complete work in a timely manner, and incorporate time to review your own work and any needed resources before submission.
- d.) Seek out and benefit from constructive feedback. This includes peer review, instructor reviews, and utilization of the campus writing center.

G. Commitment to Diversity. *Strive to become more open to people, populations, ideas, and creeds with which you may not agree. Embrace diversity as a positive component of our society.*

Components:

- a.) Maintain speech and professional interactions that are respectful and kind.
- b.) Exhibit a willingness to serve with and learn about and from diverse clientele, colleagues, and communities.
- c.) Demonstrate an understanding of how values and culture interact, and an active engagement with evolving standards and expectations.

H. Communication. *Strive to improve non-verbal, verbal, and written communication skills. These skills are essential in our professional interactions.*

Components:

- a.) Present yourself in a positive and appropriate manner. This includes professional appearance, and means that you should not wear offensive or inappropriate attire in a professional setting.
- b.) Actively maintain communication with classmates, instructors, and members of the NKU community. Self-isolation and a lack of communication are impediments to professional development.
- c.) Practice positive, constructive, respectful, and professional communication skills in non-verbal, verbal, and written communication. This includes but is not limited to: in-person interactions, class discussions, and email correspondence.
- d.) Actively demonstrate appropriate body language, empathy, and listening skills in professional interactions.

I. Social Justice. *Strive to deepen your commitment to social justice for all persons.* Components:

- a.) Develop and demonstrate understanding of how personal and institutional factors impeded the experience social justice.
- b.) Strive to learn about and participate in social justice initiatives.
- c.) Seek and embrace learning opportunities about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

Required Course Progression Policy.

Students are required to follow the course progression in their academic plan/advising schedule as recommended by the NKU BSW advisor* and NKU BSW field director.* If students delay required field placements and/or required courses, then they may not be permitted to complete current classes and may not register for additional classes in the BSW program until they have completed recommended field placements and/or required courses. In accordance with this policy, students may be removed from existing enrollment as necessary.**

*The NKU BSW advisor and the NKU BSW field director are both employees of NKU. Persons who are not employees of NKU are not permitted to guide or advise regarding student course progression.

**Disclaimer: Successful registration in specific courses is contingent on students still meeting the specific course criteria at the start of the relevant semester. This involves a review of student records prior to the start of each new semester.

Evaluation of Student Work Policy.

Faculty members are unable to provide extra credit points or extra assignments or accept late submissions from any individual student in order to help them pass the course. The university requires faculty members to grade the submitted student work to evaluate student understanding of and engagement with the course content. This is required so that the university has documented evidence that each student has demonstrated mastery of the course materials. This submitted evidence of student mastery is then utilized for the university to award degrees to students to indicate that the students have developed expertise in their chosen fields.

If a student does poorly on submitted class work to such an extent that it has heavily impacted their grade(s), it is critically important that the student re-takes the course so that they can master the required content. All graduating NKU BSW students receive the same NKU BSW degree; therefore, all graduating NKU BSW students must successfully complete the required coursework.

If you feel that you have extenuating circumstances that make it difficult for you to engage with the course and complete assignments in a manner that demonstrates your potential, please take immediate action to advocate for your own learning experience. Available campus (and online) resources at NKU include: Health, Counseling, and Student Wellness (HCSW); the Office for Student Accessibility; TRIO Student Support Services; University Connect and Persist (UCAP), and many other supports for students. Please visit the NKU website or contact your course instructor and/or your advisor in order to explore what services might be available for your situation. Your course instructor cannot provide accommodations without official documentation of the need for said accommodations. To obtain documentation of the need for accommodations, please schedule a time to visit the appropriate office and follow their specific procedures.

Pregrading and Assignment Review Policy

School of Social Work faculty members are not able to offer pre-grading/reviews of work prior to submission. This is because faculty members cannot offer this for all of the students, and so it would create an unfair advantage in violation of professional ethics. However, SSW faculty members can respond to any specific questions regarding your work or your revisions. If there is anything specific that you are feeling uncertain about, please contact your assigned course instructor for guidance.

Your course instructor can provide links and information regarding available campus services to support students, such as the NKU Writing Center.

Recommendation Letter Etiquette

Professors take the writing of recommendation letters very seriously, and they have the same expectations of their students. Recommendations reflect not only the quality of the student but also the integrity of the professor and Northern Kentucky University. Please adhere to the guidelines below and the Student Recommendation Request Form (Appendix D) when requesting a recommendation from your professor.

1. Choose a faculty member who knows you well, preferably in a variety of contexts. Employers, scholarship committees, and graduate schools review many recommendation letters, so the more specific a letter is, the more effective it will be.
2. Make a formal request to your professor (by email or by appointment), asking if they would be willing to write a letter or fill out a form on your behalf.
3. Provide your professor with information about yourself and what you are applying for. The more professors know about you and what you are applying for, the more easily they can tailor the letter toward a specific audience. Please review the Student Recommendation Request Form in appendix D and prepare the outlined materials for your professor.
4. Ask early. Contact your professor or make an appointment to discuss the recommendation at least three weeks in advance of the deadline—preferably a month or more, especially if you need multiple letters. This timeline does not include university holidays and breaks, when many faculty are not on contract with the university, so please plan early. Professors have very busy schedules and need ample time to write an impactful letter.
5. Never assume that the professor will be willing to write a letter. Always ask first, even if the professor has written a letter for you in the past. You should also ask for permission to list a professor's name as a reference on an application, even if no letter is required.
6. Professors have the right to decline to provide a recommendation if they feel that they are not best suited to provide the recommendation, or if the student did not adhere to the guidelines when requesting the recommendation.

If a professor agrees to provide a recommendation, students may request that the professor send them an email to confirm that the letter has been sent.

Progression Requirements for Professional Performance Issues

In addition to meeting the academic standards set forth above, students are expected to conduct themselves in an ethical, responsible, and professional manner. To this end, they are expected to adhere to the standards of

professional ethics and practice set forth by the BSW Program and the National Association of Social Workers.

The faculty will regularly monitor not only students' academic progress, but also personal and interpersonal dynamics that may affect their performance as social work professionals. The purpose of this monitoring process is to ensure that all graduates of the Northern Kentucky University BSW Program are not experiencing personal and interpersonal characteristics that interfere with their professionalism or helping capacity.

As future professional social workers, the faculty expects students to exhibit the following personal and interpersonal characteristics (Professional Expectations of Student Behavior) throughout their time in the program:

- Accountability
- Respect and Civility
- Confidentiality
- Competence
- Integrity
- Academic Accountability
- Commitment to Diversity

These professional expectations of student behavior are presented in greater detail on pages 23-34 of this handbook.

Throughout the program, each Professional Performance Standard will be rated as "Below Expectations," "Meets Expectations," or "Exceeds Expectations," as described in the Criteria for Professional Performance Standards Evaluation (Appendix A). Students will be rated as a component of every following BSW course.

Students receiving a rating "Below Expectations" on one or more of the Professional Performance standards will be considered deficient in professional performance and may be subject to Student Remediation.

Social Work Program Non-Retention Policies and Procedures

Students may be removed from the social work program based on the following:

1. Academic performance below the acceptable level of an overall GPA of at least 2.75 or less than the grade of C- in any social work or supportive required courses.
2. Behaviors that are not in line with the professional expectations outlined within this handbook.
3. Violations of NKU's Student Code of Rights and Responsibilities.
4. Violation of the National Association of Social Workers' Code of Ethics.

Efforts are made by the social work faculty to assist students in learning appropriate behaviors or avoiding reaching a level of behavior that may include grounds for non-retention in the social work program. Problematic behaviors may include behaviors leading to classroom disruption, unprofessional communication, expression of biases in the classroom (e.g. against the LGBTQ community, people of color,

impoverished individuals), etc. Students displaying behavior inappropriate or detrimental in a professional relationship are requested to meet with faculty to discuss the behavior, so the student has the opportunity to make positive self-change. These faculty conferences generally lead to a resolution of the behavioral problem. If, however, any disciplinary action is needed, then Program follows College and University rules as established by the Dean of Students.

In the instance where a student is being considered for removal from the BSW program, a conference occurs with all social work faculty members to discuss the student's behavior and an assessment made of the advisability of the student continuing in the program.

In the instance that a student is suspended, or expelled from the University, the requirements for readmission are provided by the Associate Dean of the College. Upon completion of the requirements within the agreed upon period, the student may petition the Associate Dean and the Director of the School of Social Work for readmission.

In the instance that a student is suspended, not terminated, from the BSW program, a contract is drawn up and provided to the student listing the requirements for readmission. Upon completion of the requirements within the agreed upon period, the student may petition in writing the Director of the School of Social Work for readmission.

Student Remediation and Retention

When the School of Social Work Faculty become aware of an academic and/or professional dispositional issue exhibited by a student, an appropriate faculty member will first discuss the concern(s) raised with the student directly. Examples of such concerns include deficiencies in the areas of academic performance, clinical effectiveness or judgment, or interpersonal functioning.

If the faculty member determines that the discussion(s) resolved the concern, no further action will be required. If such discussions do not resolve the concern, the following procedures will be implemented:

1. The faculty member will document the specific concerns and complete a Professional Performance Evaluation (PPE).
2. The faculty member will provide the student with a copy of the documentation and the PPE.
3. The faculty member will provide written notification to the BSW Program Director regarding the identified concerns.
4. The faculty member will consult with the BSW Program Advisor, the BSW Program Director, and any associated faculty who wish to contribute to develop a Professional Development Plan (PDP). The PDP will contain the following elements (see Appendices B and C for examples):
 - a. Expectations for the student;
 - b. Specific behaviors required of the student;
 - c. Remediation tasks to support the student's success; and,
 - d. Consequences for not meeting the expectations and behaviors outlined in the PDP.
5. As soon as is practical, the student and the issuing faculty will meet to discuss the PDP.

- a. The issuing faculty and the student will sign the PDP form to verify their understanding of the presented concerns, the required remedial actions, and the schedule for completing them. b. Both the student and issuing faculty will receive copies of the signed PDP, and a copy will be forwarded to the student's academic advisor and the BSW Program Director.
6. If the student fails to show reasonable progress in meeting the conditions of the PDP, as determined by the issuing faculty, the student will be required to attend a review meeting to include the issuing faculty, the academic advisor, and the BSW Program Director.
7. After such a meeting with the student, the issuing faculty and academic advisor will consult the full School of Social Work faculty regarding the development of alternative remedial strategies and/or evaluation of the student's fitness for continuation in the BSW Program.
 - a. If a new or revised PDP is developed, the new PDP will be signed by the student, the issuing faculty, and the academic advisor and progress towards completion will be monitored.
 - b. If the SSW faculty determines that a new or revised PDP will not likely be helpful in remediating the concerns raised, the student will be informed that they will be dismissed from the BSW Program and cannot enroll in social work courses, even as a non-degree seeking student.
8. The student will be informed of the decision to dismiss them from the BSW Program in writing. The writing will include notice of appeal rights and that they may petition for reinstatement into the program after a period of 12 months. The policies and procedures for pursuing an appeal of such a decision are available here: <http://scra.nku.edu/policies/student-rights.html>

NOTICE: Faculty will initiate the Professional Performance Evaluation protocol at any time for students who engage in illegal or unethical activities or for students whose professional performance is deemed to present an immediate threat to the well-being of others. In such cases, and depending upon the nature of the concern, the Social Work Faculty may recommend dismissal from the BSW Program without the opportunity for student remediation.

Petition for Reinstatement into the Program

After a period of 12-months, a dismissed student may petition for reinstatement into the program. In order to petition for reinstatement, the student must reapply to the MSW program and complete the following additional requirements:

1. Submit an essay (1-page minimum) describing what change and/or growth has occurred that will help them to be successful in the program
2. Submit 2 letters of recommendation from supervisors/employers
3. Engage in an interview with the School of Social Work faculty

Special Opportunities for Our BSW Students

Students in NKU's Bachelor of Social Work Program have a large number of opportunities available to them. Several of these opportunities allow students to have input into the Social Work Program and the university in general, thereby affecting academic and student affairs in several ways. Opportunities include but are not limited to the following:

- Field experience opportunities with over 200 agencies.
- Ability to apply for PCWCP (Public Child Welfare Certification Program).
 - PCWCP is a selective admission, pre-employment opportunity for social work majors that pays in-state tuition for the last three or four semesters and per-semester stipend benefits. PCWCP is a statewide collaboration among the Kentucky Cabinet for Health and Family Services and 11 Kentucky university social work programs. The purpose of the program is to provide BSW students the opportunity to receive advanced training in the area of child welfare protection and permanency. After graduation, PCWCP students are required to become employed by the Kentucky Department of Health & Family Services, Department of Child Protection & Permanency for a minimum of two years.
- Option to minor in social justice.
- Micro-credentials in specific social work areas:
 - Forensic Social Work
 - Gerontology
 - Social Entrepreneurship
- 100s of student organizations on campus, including but absolutely not limited to:
 - BSW Social Work Club
 - ✦ The Social Work Club enables students to become involved in their education process and other various community projects. It is an opportunity for students to practice leadership skills and serve their communities. Meetings are held on a monthly basis. All social work students are encouraged to join the Social Work Club. Students are offered opportunities to meet social work professionals, network with community members, and learn job-related skills. One purpose of the social work club is to provide feedback concerning social work student concerns affecting academic and student affairs to the program director. That is, one of the roles of the Club is advocacy on behalf of social work students, and the president serves as a student liaison to the Program director. It is also an opportunity for the student to list the Social Work Club on their resume. Membership cost is \$5 to join for the entire year. Meeting attendance is encouraged, as well as participation in committees and events, and volunteer work.
 - Phi Alpha
- The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.
 - Student Government Association
 - ✦ The voice of the student population is most keenly represented in the Student Government Association (SGA). Through SGA students have the opportunity to address their concerns, needs, and rights. SGA officers are elected by the student population at NKU. The SGA is designed to represent the entire student body and invite all NKU students to attend and participate in the events listed on the SGA

- calendar. Students are also encouraged to discuss student life issues with the SGA by contacting a Student Government member or calling the Student Government Office. ○
- Student Research Activities
 - ✦ Faculty members are encouraged to engage undergraduate and graduate students in scholarly and creative activities. The university provides an opportunity for students to display their research and creative activities at an annual Celebration of Student Research and Creativity.
- NKU Student Organizations
 - ✦ Northern Kentucky University offers many student organizations. Social Work students are encouraged to become involved in organizations that address their individual interest as well as broaden their horizons by becoming involved in others. Information on all the student organizations can be found on the Center for Student Engagement website - <https://inside.nku.edu/studentaffairs/departments/cse.html>
- CHHS Ambassadors
- Greek Life, including the NPHC/Divine 9
 - ✦ Please visit the Fraternity and Sorority Life website for additional information: <https://inside.nku.edu/studentaffairs/departments/fsl.html>
- Intramural Sports ○ Student Employment ○ Volunteer Opportunities
- Large number of amazing diversity and inclusion initiatives, organizations, and services ○ Office of Inclusive Excellence dedicating themselves to equity, diversity, and inclusion across campus
 - NKU rated 5/5 on the Campus Pride Index
- Many resources available to support students, including but not limited to (<https://inside.nku.edu/studentaffairs/departments/student-support.html>):
 - Counseling Services ○ FUEL NKU (Food Pantry) ○ University Connect and Persist (UCAP) ○ Care Closet
 - Norse Violence Prevention
- Please visit NKU's scholarship website for updated information on scholarship opportunities for social work majors (<https://inside.nku.edu/financialaid/programs/scholarships.html>).
- Ability to apply for admission to the advanced standing, one-year MSW program (30 credit hours instead of 60 credit hours)
- Ability to pursue professional state social work license.
 - State licensure information is available at the following website addresses:
- Kentucky <http://finance.ky.gov/ourcabinet/caboff/OAS/op/socwkbd/>
- Ohio <http://www.cswmft.ohio.gov/>
- Indiana <http://socialwork.iu.edu/site/indexer/171/content.htm>

If you're always
trying to be **normal**
you will **never know**
how **amazing** you can be.

- *Maya Angelou*

Goalcast



Appendix A. Professional Performance Standards Evaluation

Northern Kentucky University
Criteria for Professional Performance Evaluation

School of Social Work

Student Name: _____

A. Accountability. *Maintain a strong presence in all courses and demonstrate preparedness and engagement with course materials and feedback.*

Components:

- a.) Prompt, positive, engaged, and prepared engagement.
- b.) Prompt, positive, and prepared participation.
- c.) Completion of, and engagement with, all course assignments and materials.
- d.) Individual responsibility for course assignments, instructions, and expectations.
- e.) Welcome and incorporate constructive feedback

Please enter a check mark next to the most appropriate assessment for each component included below.

Components	“Below Expectations” Description	Place check below if assessment is “below expectations.”	“Meets Expectations” Description	Place check below if assessment is “meets expectations.”	“Exceeds Expectations” Description	Place check below if assessment is “exceeds expectations.”
A.	Did not demonstrate prompt, positive, engaged, and prepared engagement		Did demonstrate prompt, positive, engaged, and prepared engagement		Modeled consistently prompt, positive, engaged, and prepared engagement	
B.	Did not demonstrate prompt, positive, and prepared participation.		Did demonstrate prompt, positive, and prepared participation.		Modeled consistently prompt, positive, and prepared participation	

C.	Did not complete and engage with all course assignments and materials		Did complete and engage with all course assignments and materials.		Worked actively and consistently to complete and engage with all course assignments and materials.	
D.	Did not demonstrate individual responsibility for course assignments, instructions, and expectations.		Did demonstrate individual responsibility for course assignments, instructions, and expectations.		Demonstrated consistent individual responsibility for course assignments, instructions, and expectations	
E.	Did not welcome and incorporate constructive feedback		Did welcome and incorporate constructive feedback		Solicited, welcomed, and incorporated constructive feedback	

B. Respect/Civility. *Treat all peers, instructors, and community and campus contacts with dignity and respect at all times.* Components:

- a.) Pay attention while others are communicating, and pay attention to understand rather than to immediately respond.
- b.) Address faculty members by professional titles, unless otherwise requested.
- c.) Provide feedback and engagement in a constructive and supportive manner.
- d.) Demonstrate professionalism and kindness in all professional communications.
- d.) Approach conflict in a positive and cooperative manner.
- e.) Actively include team members and classmates in class activities and discussions.

Please enter a check mark next to the most appropriate assessment for each component included below.

Components	“Below Expectations” Description	Place check below if assessment is “below expectations.”	“Meets Expectations” Description	Place check below if assessment is “meets expectations.”	“Exceeds Expectations” Description	Place check below if assessment is “exceeds expectations.”
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A.	Did not pay attention while others were communicating, and paid attention to immediately respond rather than to understand.		Paid attention while others were communicating, and paid attention to understand rather than to immediately respond.		Paid obvious attention while others were communicating, and offered feedback and engagement with the communications of others.	
B.	Did not address faculty members by professional titles.		Did address faculty members by professional titles.		Addressed faculty members by professional titles and requested clarification when uncertain of titles.	
C.	Did not provide feedback and engagement in a constructive and supportive manner.		Did provide feedback and engagement in a constructive and supportive manner.		Provide and solicited consistent feedback and engagement in a constructive and supportive manner.	
D.	Did not demonstrate professionalism and kindness in all professional communications.		Did demonstrate professionalism and kindness in all professional communications.		Modeled consistent demonstrate professionalism and kindness in all professional communications.	
E.	Did not approach conflict in a positive and cooperative manner.		Did approach conflict in a positive and cooperative manner.		Modeled professional skill in approaching and navigating conflict in a positive and cooperative manner.	

F.	Did not actively include team members and classmates in class activities and discussions.		Did actively include team members and classmates in class activities and discussions.		Modeled consistent inclusion of and engagement with team members and classmates in class activities and discussions.	
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C. Confidentiality. *Treat any personal information that you learn about a peer, instructor, or client as strictly confidential, unless consultation with an appropriate faculty member is necessary.*

Components:

- a.) Maintain confidentiality with any information shared with you.
- b.) Use professional judgment when considering a disclosure of information that is very personal in a class or team setting. This time is not to be used for your own therapy or treatment. If you are struggling with challenges, please see the instructor privately for information regarding additional campus resources.
- c.) Never use the names of clients or share identifying client information in a classroom or team setting.

Please enter a check mark next to the most appropriate assessment for each component included below.

Components	“Below Expectations” Description	Place check below if assessment is “below expectations.”	“Meets Expectations” Description	Place check below if assessment is “meets expectations.”	“Exceeds Expectations” Description	Place check below if assessment is “exceeds expectations.”
A.	Did not maintain confidentiality.		Did maintain confidentiality.		Demonstrated consistent adhere to confidentiality expectations.	

B.	Did not use professional judgement when sharing personal information, and/or used class or team settings to disclose personal information.		Used professional judgement when sharing personal information, and did not use class or team settings to disclose personal information.		Demonstrated consistent professional judgement regarding disclosure of personal information.	
C.	Did not adhere to confidentiality standards regarding disclosure of client names or client identifying information.		Did adhere to confidentiality standards regarding disclosure of client names or client identifying information.		Demonstrated consistent adhere to confidentiality standards regarding client names and information.	

D. Competence. *Apply yourself to all of your academic pursuits with seriousness and conscientiousness, and according to the timelines and expectations established by your instructors.*

Components:

- a.) Participate in your courses with the appropriate books, materials, and syllabus, including locating and accessing additional materials as warranted.
- b.) Seek out appropriate support in a timely manner when having difficulties to ensure success in each class.
- c.) Utilize available campus resources, including the information technology help desk, the writing center, and Steely Library. d.) Own responsibility for the quality of completed coursework.
- e.) Strive to work toward greater awareness of personal challenges that may impact effectiveness with clients, and actively address those areas.

Please enter a check mark next to the most appropriate assessment for each component included below.

Components	“Below Expectations” Description	Place check below if assessment is “below expectations.”	“Meets Expectations” Description	Place check below if assessment is “meets expectations.”	“Exceeds Expectations” Description	Place check below if assessment is “exceeds expectations.”
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A.	Did not participate in courses with the appropriate books, materials, and syllabus, including locating and accessing additional materials as warranted.		Did participate in courses with the appropriate books, materials, and syllabus, including locating and accessing additional materials as warranted.		Successfully participated in courses with the appropriate books, materials, and syllabus. Locating and accessed additional materials to advance individual learning and professional goals.	
B.	Did not seek out appropriate support in a timely manner when having difficulties to ensure success in each class.		Did seek out appropriate support in a timely manner when having difficulties to ensure success in each class.		Consistently demonstrated active engagement with appropriate support in a timely manner when having difficulties to ensure success in each class.	
C.	Did not utilize available campus resources, including the information technology help desk, the writing center, and Steely Library.		Did utilize available campus resources, including the information technology help desk, the writing center, and Steely Library.		Actively and consistently utilized available campus resources, including the information technology help desk, the writing center, and Steely Library.	
D.	Did not own responsibility for the quality of completed coursework.		Did own responsibility for the quality of completed coursework		Actively and consistently owned responsibility for the quality of completed coursework.	
E.	Did not strive to work toward greater awareness of personal challenges that may impact effectiveness with clients, and actively address those areas.		Did strive to work toward greater awareness of personal challenges that may impact effectiveness with clients, and actively address those areas.		Modeled active awareness of and steps to address any personal challenges that might impact effectiveness with clients.	

E. Integrity. *Practice honesty with yourself, your peers, and your instructors. Consistently strive to improve this ability as a lifelong learning goal.*

Components:

- a.) Maintain professionalism in interactions with peers, instructors, and campus and community partners.
- b.) Demonstrate commitment to positive, respectful, and honest interactions.
- c.) Self-evaluate responsibility and commitment on a regular basis, and address any identified areas for improvement. d.) Maintain integrity when completing all coursework.

Please enter a check mark next to the most appropriate assessment for each component included below.

Components	“Below Expectations” Description	Place check below if assessment is “below expectations.”	“Meets Expectations” Description	Place check below if assessment is “meets expectations.”	“Exceeds Expectations” Description	Place check below if assessment is “exceeds expectations.”
A.	Did not maintain professionalism in interactions with peers, instructors, and campus and community partners.		Did maintain professionalism in interactions with peers, instructors, and campus and community partners.		Modeled consistent professionalism in interactions with peers, instructors, and campus and community partners.	
B.	Did not demonstrate commitment to positive, respectful, and honest interactions.		Did demonstrate commitment to positive, respectful, and honest interactions.		Consistently modeled and demonstrated commitment to positive, respectful, and honest interactions.	
C.	Did not self-evaluate responsibility and commitment on a		Did self-evaluate responsibility and commitment on a		Actively and consistently completed self-evaluation of	

	regular basis. Did not address any identified areas for improvement.		regular basis. Did address any identified areas for improvement.		responsibility and commitment on a regular basis. Did address any identified areas for improvement.	
D.	Did not maintain integrity when completing all coursework.		Did maintain integrity when completing all coursework.		Actively and consistently maintained integrity when completing all coursework.	

F. Academic Accountability. *Commit yourself to learning to communicate in a professional context.*

Components:

- a.) Do your own work, and take credit only for your own work. This includes paraphrases and citations, and giving credit where credit is due.
- b.) Acknowledge areas where improvement is needed, and actively work to address those areas.
- c.) Complete work in a timely manner, and incorporate time to review your own work and access any needed resources before submission.
- d.) Seek out and benefit from constructive feedback. This includes peer review, instructor reviews, and utilization of the campus writing center.

Please enter a check mark next to the most appropriate assessment for each component included below.

Components	“Below Expectations” Description	Place check below if assessment is “below expectations.”	“Meets Expectations” Description	Place check below if assessment is “meets expectations.”	“Exceeds Expectations” Description	Place check below if assessment is “exceeds expectations.”
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A.	Did not complete own work and/or take credit only for own work. Did not properly cite or paraphrase, or give credit where credit is due.		Did complete own work and/or take credit only for own work. Did properly cite or paraphrase, or give credit where credit is due.		Consistently completed own work and/or took credit only for own work. Consistently used proper citations and paraphrases, and gave credit where credit was due.	
B.	Did not acknowledge areas where improvement is needed, and did not actively work to address those areas.		Did acknowledge areas where improvement is needed, and did actively work to address those areas.		Consistently modeled and demonstrated commitment to acknowledge areas where improvement is needed, and did actively work to address those areas.	
C.	Did not complete work in a timely manner, and did not incorporate time to review own work and access any needed resources before submission		Did complete work in a timely manner, and did incorporate time to review own work and access any needed resources before submission		Actively and consistently completed work in a timely manner, and incorporated time to review own work and access any needed resources before submission	

D.	Did not seek out and benefit from constructive feedback. This includes peer review, instructor reviews, and utilization of the campus writing center.		Did seek out and benefit from constructive feedback. This includes peer review, instructor reviews, and utilization of the campus writing center.		Actively and consistently sought out and benefitted from constructive feedback. This includes peer review, instructor reviews, and utilization of the campus writing center.	
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G. Commitment to Diversity. *Strive to become more open to people, populations, ideas, and creeds with which you may not agree. Embrace diversity as a positive component of our society.*

Components:

- a.) Maintain speech and professional interactions that are respectful and kind.
- b.) Exhibit a willingness to serve with and learn about and from diverse clientele, colleagues, and communities.
- c.) Demonstrate an understanding of how values and culture interact, and an active engagement with evolving standards and expectations.

Please enter a check mark next to the most appropriate assessment for each component included below.

Components	“Below Expectations” Description	Place check below if assessment is “below expectations.”	“Meets Expectations” Description	Place check below if assessment is “meets expectations.”	“Exceeds Expectations” Description	Place check below if assessment is “exceeds expectations.”
A.	Did not maintain speech and professional interactions that are respectful and kind.		Did maintain speech and professional interactions that are respectful and kind.		Consistently and actively maintained speech and professional interactions that were respectful and kind.	

B.	Did not exhibit a willingness to serve with and learn about and from diverse clientele, colleagues, and communities.		Did exhibit a willingness to serve with and learn about and from diverse clientele, colleagues, and communities.		Consistently modeled and demonstrated willingness to serve with and learn about and from diverse clientele, colleagues, and communities.	
C.	Did not demonstrate an understanding of how values and culture interact, and an active engagement with evolving standards and expectations		Did demonstrate an understanding of how values and culture interact, and an active engagement with evolving standards and expectations		Actively and consistently demonstrated an understanding of how values and culture interact, and an active engagement with evolving standards and expectations	

H. Communication. *Strive to improve non-verbal, verbal, and written communication skills. These skills are essential in our professional interactions.*

Components:

- a.) Present yourself in a positive and appropriate manner. This includes professional appearance, and means that you should not wear offensive or inappropriate attire in a professional setting.
- b.) Actively maintain communication with classmates, instructors, and members of the NKU community. Self-isolation and a lack of communication are impediments to professional development.
- c.) Practice positive, constructive, respectful, and professional communication skills in non-verbal, verbal, and written communication. This includes but is not limited to: in-person interactions, class discussions, and email correspondence.
- d.) Actively demonstrate appropriate body language, empathy, and listening skills in professional interactions.

Please enter a check mark next to the most appropriate assessment for each component included below.

Components	“Below Expectations” Description	Place check below if assessment is “below expectations.”	“Meets Expectations” Description	Place check below if assessment is “meets expectations.”	“Exceeds Expectations” Description	Place check below if assessment is “exceeds expectations.”
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A.	Did not present in a positive and appropriate manner.		Did present in a positive and appropriate manner.		Consistently and actively presented in a positive and appropriate manner.	
B.	Did not actively maintain communication with classmates, your instructors, and members of the NKU community.		Did actively maintain communication with classmates, your instructors, and members of the NKU community.		Consistently and actively maintained communication with classmates, your instructors, and members of the NKU community.	
C.	Did not practice positive, constructive, respectful, and professional communication skills in non-verbal, verbal, and written communication.		Did practice positive, constructive, respectful, and professional communication skills in non-verbal, verbal, and written communication.		Actively and consistently practiced positive, constructive, respectful, and professional communication skills in non-verbal, verbal, and written communication.	
D.	Did not actively demonstrate appropriate body language, empathy, and listening skills in professional interactions.		Did actively demonstrate appropriate body language, empathy, and listening skills in professional interactions.		Actively and consistently demonstrated appropriate body language, empathy, and listening skills in professional interactions.	

I. Social Justice. *Strive to deepen your commitment to social justice for all persons.* Components:

- a.) Develop and demonstrate understanding of how personal and institutional factors impeded the experience social justice. b.) Strive to learn about and participate in social justice initiatives.
- c.) Seek and embrace learning opportunities about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

Please enter a check mark next to the most appropriate assessment for each component included below.

Components	“Below Expectations” Description	Place check below if assessment is “below expectations.”	“Meets Expectations” Description	Place check below if assessment is “meets expectations.”	“Exceeds Expectations” Description	Place check below if assessment is “exceeds expectations.”
A.	Did not develop and demonstrate understanding of how personal and institutional factors impeded the experience social justice.		Did develop and demonstrate understanding of how personal and institutional factors impeded the experience social justice.		Consistently and actively demonstrated understanding of how personal and institutional factors impeded the experience social justice.	
B.	Did not strive to learn about and participate in social justice initiatives.		Did strive to learn about and participate in social justice initiatives.		Consistently and actively strove to learn about and participate in social justice initiatives.	
C.	Did not seek and embrace learning opportunities about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.		Did seek and embrace learning opportunities about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.		Actively and consistently sought and embraced learning opportunities about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.	

Appendix B. Professional Development Plan, Field Example

Northern Kentucky University Professional Development Plan (FIELD EXAMPLE)

School of Social Work

Student Name: _____

Date: _____

Student email & NKU ID: _____

For you to continue to progress toward receiving your BSW degree at Northern Kentucky University, you are required to engage in the following behaviors that relate to the competencies addressed within our program's retention policy.

A. Accountability. *Maintain a strong presence in all courses and demonstrate preparedness and engagement with course materials and feedback.*

Components:

- a.) Prompt, positive, engaged, and prepared engagement.
- b.) Prompt, positive, and prepared participation.
- c.) Completion of, and engagement with, all course assignments and materials.
- d.) Individual responsibility for course assignments, instructions, and expectations.
- e.) Welcome and incorporate constructive feedback

B. Respect/Civility. *Treat all peers, instructors, and community and campus contacts with dignity and respect at all times.*

Components:

- a.) Pay attention while others are communicating, and pay attention to understand rather than to immediately respond.
- b.) Address faculty members by professional titles, unless otherwise requested.
- c.) Provide feedback and engagement in a constructive and supportive manner.
- d.) Demonstrate professionalism and kindness in all professional communications.
- e.) Approach conflict in a positive and cooperative manner.
- f.) Actively include team members and classmates in class activities and discussions.

C. Confidentiality. *Treat any personal information that you learn about a peer, instructor, or client as strictly confidential, unless consultation with an appropriate faculty member is necessary.*

Components:

- a.) Maintain confidentiality with any information shared with you.
- b.) Use professional judgment when considering a disclosure of information that is very personal in a class or team setting. This time is not to be used for your own therapy or treatment. If you are

struggling with challenges, please see the instructor privately for information regarding additional campus resources.

- c.) Never use the names of clients or share identifying client information in a classroom or team setting.

D. Competence. *Apply yourself to all of your academic pursuits with seriousness and conscientiousness, and according to the timelines and expectations established by your instructors.*

Components:

- a.) Participate in your courses with the appropriate books, materials, and syllabus, including locating and accessing additional materials as warranted.
- b.) Seek out appropriate support in a timely manner when having difficulties to ensure success in each class.
- c.) Utilize available campus resources, including the information technology help desk, the writing center, and Stealy Library.
- d.) Own responsibility for the quality of completed coursework.
- e.) Strive to work toward greater awareness of personal challenges that may impact effectiveness with clients, and actively address those areas.

E. Integrity. *Practice honesty with yourself, your peers, and your instructors. Consistently strive to improve this ability as a lifelong learning goal.*

Components:

- a.) Maintain professionalism in interactions with peers, instructors, and campus and community partners.
- b.) Demonstrate commitment to positive, respectful, and honest interactions.
- c.) Self-evaluate responsibility and commitment on a regular basis, and address any identified areas for improvement.
- d.) Maintain integrity when completing all coursework.

F. Academic Accountability. *Commit yourself to learning to communicate in a professional context.*

Components:

- a.) Do your own work, and take credit only for your own work. This includes paraphrases and citations, and giving credit where credit is due.
- b.) Acknowledge areas where improvement is needed, and actively work to address those areas.
- c.) Complete work in a timely manner, and incorporate time to review your own work and any needed resources before submission.
- d.) Seek out and benefit from constructive feedback. This includes peer review, instructor reviews, and utilization of the campus writing center.

G. Commitment to Diversity. *Strive to become more open to people, populations, ideas, and creeds with which you may not agree. Embrace diversity as a positive component of our society.*

Components:

- a.) Maintain speech and professional interactions that are respectful and kind.
- b.) Exhibit a willingness to serve with and learn about and from diverse clientele, colleagues, and communities.

- c.) Demonstrate an understanding of how values and culture interact, and an active engagement with evolving standards and expectations.

H. Communication. *Strive to improve non-verbal, verbal, and written communication skills. These skills are essential in our professional interactions.*

Components:

- a.) Present yourself in a positive and appropriate manner. This includes professional appearance, and means that you should not wear offensive or inappropriate attire in a professional setting.
- b.) Actively maintain communication with classmates, instructors, and members of the NKU community. Self-isolation and a lack of communication are impediments to professional development.
- c.) Practice positive, constructive, respectful, and professional communication skills in non-verbal, verbal, and written communication. This includes but is not limited to: in-person interactions, class discussions, and email correspondence.
- d.) Actively demonstrate appropriate body language, empathy, and listening skills in professional interactions.

I. Social Justice. *Strive to deepen your commitment to social justice for all persons.* Components:

- a.) Develop and demonstrate understanding of how personal and institutional factors impeded the experience social justice.
- b.) Strive to learn about and participate in social justice initiatives.
- c.) Seek and embrace learning opportunities about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

To successfully engage in the aforementioned behaviors, the student will:

- 1.) Attend therapy sessions with a licensed mental health professional to improve interpersonal dynamics that relate to the therapy and supervision process as mentioned previously in this document (e.g., the ability to empathize with clients) and the student's ability to comprehend, accept, incorporate, and apply supervisor feedback in clinical practice. A letter from the mental health professional indicating that you have successfully addressed the aforementioned issues in therapy will be required before you can reenroll in practicum. Please present this letter to the BSW Program Director within 2 weeks of attempting to register for the practicum course.
- 2.) Be required to attend 6 hours' worth of supervision-related workshops that are preapproved by the BSW Program Director before you can reenroll in your practicum course. Please present proof of having completed these workshops to the BSW Program Director within 2 weeks of attempting to register for the practicum course.
- 3.) Write a 10-page (double-spaced, American Psychological Association style) essay, which applies the supervision information you learned in your workshops to the supervision conflicts you were confronted with in practicum. In your essay, you should especially focus on issues related to accepting supervisor feedback. The faculty will evaluate this statement, and you will not be able to register for practicum until the faculty is satisfied that you can adequately understand feedback within the

supervision relationship as described in this document. Please present this essay to the BSW Program Director within 2 weeks of attempting to register for the practicum course and after you have completed the first and second requirements in this section.

- 4.) Meet with the BSW Field Director every 4 weeks to discuss progress and concerns related to achieving these goals and to receive feedback about your progress toward these goals.
- 5.) Be allowed to have a different practicum course instructor/supervisor (from his or her original practicum instructor/supervisor).
- 6.) Successfully complete (earn an A or B grade) in practicum. You cannot register for practicum until you have successfully completed the first, second, and third requirements in this section. Any grade of C or lower in practicum will result in your automatic and permanent removal from the BSW program. Consistent with our program policy, you will only have one more opportunity to successfully complete this course because you have failed practicum once.

I understand and agree to the conditions of this document. Any breach of this agreement constitutes grounds for being removed from the social work program. I understand that I can appeal this plan *prior* to signing the agreement/plan. I understand and agree to all of the conditions of this document. If I do not follow through on completing all of the tasks outlined in this contract within 1 year, I understand that I will be terminated from the social work program. I also understand the program's retention policy and am clear that there are certain behaviors that, if violated, will supersede this agreement and may result in immediate removal from the program (e.g., ethics violations).

Date

Student Signature

Date

Faculty Representative

Appendix C. Professional Development Plan, Academic Example

Northern Kentucky University
Professional Development Plan (ACADEMICS EXAMPLE)

School of Social Work

Student Name: _____

Date: _____

Student email & NKU ID: _____

For you to continue to progress toward receiving your BSW degree at Northern Kentucky University, the School of Social Work faculty is collectively requiring that you engage in the following behaviors that relate to the competencies addressed within our program's retention policy.

A. Accountability. *Maintain a strong presence in all courses and demonstrate preparedness and engagement with course materials and feedback.*

Components:

- a.) Prompt, positive, engaged, and prepared engagement.
- b.) Prompt, positive, and prepared participation.
- c.) Completion of, and engagement with, all course assignments and materials.
- d.) Individual responsibility for course assignments, instructions, and expectations.
- e.) Welcome and incorporate constructive feedback

B. Respect/Civility. *Treat all peers, instructors, and community and campus contacts with dignity and respect at all times.*

Components:

- a.) Pay attention while others are communicating, and pay attention to understand rather than to immediately respond.
- b.) Address faculty members by professional titles, unless otherwise requested.
- c.) Provide feedback and engagement in a constructive and supportive manner.
- d.) Demonstrate professionalism and kindness in all professional communications.

- e.) Approach conflict in a positive and cooperative manner.
- f.) Actively include team members and classmates in class activities and discussions.

C. Confidentiality. *Treat any personal information that you learn about a peer, instructor, or client as strictly confidential, unless consultation with an appropriate faculty member is necessary.*

Components:

- a.) Maintain confidentiality with any information shared with you.
- b.) Use professional judgment when considering a disclosure of information that is very personal in a class or team setting. This time is not to be used for your own therapy or treatment. If you are struggling with challenges, please see the instructor privately for information regarding additional campus resources.
- c.) Never use the names of clients or share identifying client information in a classroom or team setting.

D. Competence. *Apply yourself to all of your academic pursuits with seriousness and conscientiousness, and according to the timelines and expectations established by your instructors.*

Components:

- a.) Participate in your courses with the appropriate books, materials, and syllabus, including locating and accessing additional materials as warranted.
- b.) Seek out appropriate support in a timely manner when having difficulties to ensure success in each class.
- c.) Utilize available campus resources, including the information technology help desk, the writing center, and Steely Library.
- d.) Own responsibility for the quality of completed coursework.
- e.) Strive to work toward greater awareness of personal challenges that may impact effectiveness with clients, and actively address those areas.

E. Integrity. *Practice honesty with yourself, your peers, and your instructors. Consistently strive to improve this ability as a lifelong learning goal.*

Components:

- a.) Maintain professionalism in interactions with peers, instructors, and campus and community partners.
- b.) Demonstrate commitment to positive, respectful, and honest interactions.
- c.) Self-evaluate responsibility and commitment on a regular basis, and address any identified areas for improvement.
- d.) Maintain integrity when completing all coursework.

F. Academic Accountability. *Commit yourself to learning to communicate in a professional context.*

Components:

- a.) Do your own work, and take credit only for your own work. This includes paraphrases and citations, and giving credit where credit is due.
- b.) Acknowledge areas where improvement is needed, and actively work to address those areas.
- c.) Complete work in a timely manner, and incorporate time to review your own work and any needed resources before submission.
- d.) Seek out and benefit from constructive feedback. This includes peer review, instructor reviews, and utilization of the campus writing center.

G. Commitment to Diversity. *Strive to become more open to people, populations, ideas, and creeds with which you may not agree. Embrace diversity as a positive component of our society.*

Components:

- a.) Maintain speech and professional interactions that are respectful and kind.
- b.) Exhibit a willingness to serve with and learn about and from diverse clientele, colleagues, and communities.
- c.) Demonstrate an understanding of how values and culture interact, and an active engagement with evolving standards and expectations.

H. Communication. *Strive to improve non-verbal, verbal, and written communication skills. These skills are essential in our professional interactions.*

Components:

- a.) Present yourself in a positive and appropriate manner. This includes professional appearance, and means that you should not wear offensive or inappropriate attire in a professional setting.
- b.) Actively maintain communication with classmates, instructors, and members of the NKU community. Self-isolation and a lack of communication are impediments to professional development.
- c.) Practice positive, constructive, respectful, and professional communication skills in nonverbal, verbal, and written communication. This includes but is not limited to: in-person interactions, class discussions, and email correspondence.
- d.) Actively demonstrate appropriate body language, empathy, and listening skills in professional interactions.

I. Social Justice. *Strive to deepen your commitment to social justice for all persons.* Components:

- a.) Develop and demonstrate understanding of how personal and institutional factors impeded the experience social justice.
- b.) Strive to learn about and participate in social justice initiatives.
- c.) Seek and embrace learning opportunities about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

To successfully engage in the aforementioned behaviors, the student will:

- 1.) Actively utilize available supports including the NKU Writing Center, Steely Library, and additional identified support options in order to develop and strengthen appropriate academic skills as mentioned previously in this document (e.g., academic accountability). The student must demonstrate the ability to locate and utilize information and resources, comprehend course materials and expectations, and apply instructor feedback in coursework. The student must document utilization of available resources, including dates and times of said utilization, to a satisfactory level of at least once per week for a minimum of four weeks. Please present this documentation, along with the revised coursework, to the BSW Program Director within 2 weeks of attempting to register for the corresponding course.
- 2.) Be required to attend 6 hours worth of professionalism-related workshops that are preapproved by the BSW Program Director before you can progress with your coursework. It is the student's responsibility to provide a list of options for professionalism-related workshops, including relevant information and contact information regarding said workshops. The BSW Program Director must approve any proposed workshops *prior to the student's participation* in order for the workshops to count toward this requirement. Please present proof of having completed these workshops to the BSW Program Director within 2 weeks of attempting to register for the corresponding course.
- 3.) Write a 10-page (double-spaced, American Psychological Association style) essay, which applies the professionalism information you learned in your workshops to the academic conflicts you were confronted with in your coursework. In your essay, you should especially focus on issues related to accepting and implementing instructor feedback. The faculty will evaluate this statement, and you will not be able to register for the course until the faculty is satisfied that you can adequately understand feedback within the instructor relationship as described in this document. Please present this essay to the BSW Program Director within 2 weeks of attempting to register for the corresponding course and after you have completed the first and second requirements in this section.
- 4.) Meet with the BSW Program Director every 4 weeks to discuss progress and concerns related to achieving these goals and to receive feedback about your progress toward these goals.
- 5.) Be allowed to have a different course instructor (from his or her original course instructor/supervisor).
- 6.) Successfully complete (earn an A or B grade) in the course. You cannot register for this course until you have successfully completed the first, second, and third requirements in this section. Any grade of C or lower in the course will result in your automatic and permanent removal from the BSW program. Consistent with our program policy, you will only have one more opportunity to successfully complete this course because you have failed the course once.

I understand and agree to the conditions of this document. Any breach of this agreement constitutes grounds for being removed from the social work program. I understand that I can appeal this plan *prior* to signing the agreement/plan. I understand and agree to all of the conditions of this document. If I do not follow through on completing all of the tasks outlined in this contract within 1 year, I understand that I will be terminated

from the social work program. I also understand the program's retention policy and am clear that there are certain behaviors that, if violated, will supersede this agreement and may result in immediate removal from the program (e.g., ethics violations).

Date Student Signature

Date Faculty Representative

Appendix D. Student Recommendation Request Form

Student Recommendation Request Form

Thank you for contacting me regarding a recommendation letter. In order for me to consider this request, please share the following with me in *one single email* at least three weeks prior to the due date for your recommendation (this excludes university holidays and breaks):

1. Please fill out the attached table for each program for which you would like to request a recommendation letter.
2. Please send me a copy of your updated resume.
3. Please send me any other relevant information or materials.
4. Please include this additional information in your email to me:
 - a. what classes you took with me as the course instructor
 - b. when those classes were (semester/year)
 - c. what your grade was for each of the classes that you took with me
 - d. any notable interactions that you had with me during our time working together
5. Please also include a list of 3-5 positive things that I could highlight about you and your work, with at least 2 of those things being directly observable by me (such as your collaboration on a team project).

I am so excited for you with this next step! Thank you for reaching out, and please stay in touch.

Sincerely,

Specific program to which you are applying	Program website	Program focus	Deadline for recommendation letter	Information regarding how to send my letters in, either via email (if so, please include the address) or snail mail (if so, please include an addressed, stamped envelope).	Why you are a good fit for this program and focus	Specific courses and projects that you have worked on that evidence your fit for this program (please list in this table)
1.)						
2.)						

3.)						
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