

U.S. ARMY MEDICAL DEPARTMENT CENTER AND SCHOOL

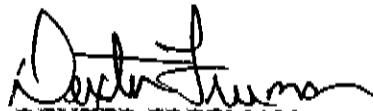
ACADEMY OF HEALTH SCIENCES

GRADUATE SCHOOL

ARMY MASTERS OF SOCIAL WORK PROGRAM

6-250-C17/73A & 6-250-C17A/73A

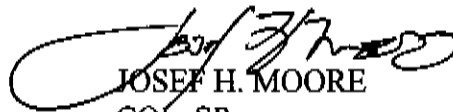
STUDENT EVALUATION PLAN



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TABLE OF CONTENTS

I. PREFACE.....	1
II. COURSE DESCRIPTION.....	1
A. SCOPE.....	1
B. Service Obligation.....	2
III. PURPOSES OF EVALUATION.....	2
IV. COURSE REQUIREMENTS.....	2
A. Academic Standards.....	3
B. Non-Academic Standards.....	4
V. POLICIES/PROCEDURES.....	6
A. Examination Types/Procedures.....	6
B. Reteach and Retest of Didactic Course Work.....	6
C. Academic Student Counseling.....	7
D. Grading Procedures.....	9
E. Probation.....	11
F. Student Relief/Recycle.....	12
G. Pregnancy Policy.....	13
H. Electronic Media Policy and Appropriate Classroom Decorum.....	13
VI. SPECIAL RECOGNITION FOR STUDENTS.....	14
VII. ELIGIBILITY FOR DIPLOMAS/CERTIFICATES OF COMPLETION.....	14
VIII. PROCEDURES FOR ARMY STUDENTS TO OBTAIN DOCUMENTATION OF ACADEMIC COMPLETION.....	15
IX. ACADEMIC EVALUATION REPORTS.....	15
X. APPENDICES.....	15
APPENDIX A, Program Code of Ethics.....	A-1
APPENDIX B, Plagiarism.....	B-1
APPENDIX C, List of Acronyms Used in this Document.....	C-1
APPENDIX D, MSW Goal and Competencies.....	D-1

STUDENT EVALUATION PLAN (SEP)

Army Master of Social Work Program (6-250-C17/73A (Reg) & 6-250-C17A/73A (Adv))

I. PREFACE. This SEP prescribes guidance and establishes standardized policies and procedures for the evaluation of all students enrolled in the Army Master of Social Work (MSW) program.

II. COURSE DESCRIPTION.

A. SCOPE.

1. The Army MSW program for advanced standing (6-250-C17A/73A) and regular track (6-250-C17/73A) students is a 9 month residency program for advanced standing and 14 months for regular track students; both categories of students will complete a 2 year internship after completing the academic requirements for the MSW.

2. The Army MSW Program is accredited by the Council on Social Work Education and the Southern Association of Colleges and Schools.

3. The program is open to active duty officers that are in the Medical Service Corps (MSC); Department of the Army Civilians (DAC) working in the Army Medical Command; civilians and enlisted soldiers who have applied to become active duty MSC officers and accessed by the US Army Recruiting Command, MSC officers in the Army National Guard and Reserves; in addition, active duty commissioned officers in the Navy are approved on a space available basis.

4. The program is specifically tailored to meet graduate education needs in theoretical and applied skills, knowledge, and abilities necessary to effectively prepare future military social workers to advocate, evaluate, research, and facilitate growth in individuals, families, groups, organizations, and communities as social work professionals operating in a military environment.

5. The program philosophy is that each class enters and leaves as a cohort, with experienced classmates contributing greatly to each student's education.

6. Annual curriculum modifications will be used to tailor the program to the specific needs of the Army and social work profession.

7. The Army MSW program consists of 61 credit hours (core and elective classes) for regular track and 35 credit hours for advanced standing students. Additionally, students must complete a research focused assignment to graduate.

8. This graduate curriculum will not only prepare students for advanced clinical practice as a master level social worker; students will also be required to take the Licensed Master of Social Work (LMSW) exam prior to beginning their post-graduate internship.

9. Following graduation, every active duty Army student will be assigned to a clinical site for a 24-month internship (phase 2) that will expose them to diverse areas of Army social work practice under the clinical supervision of a licensed clinical social worker. The internship will equip graduates of phase 1 to practice in an army behavioral health venue and prepares master level social workers to successfully pass the independent practitioner social work exam.

B. Service Obligation. Obligated service for program attendance will be in accordance with (IAW) service specific regulations and policies.

1. Officers in the MSW program will incur an active duty service obligation (ADSO) IAW DODI 6000.13, Medical Manpower and Personnel and AR 351-3, Professional Education and Training Programs of the Army Medical Department.

2. Active duty students will incur a 62 months ADSO as a result of completing phase 1 and 2 of the MSW program.

3. Department of the Army Civilians will incur a 38 month service obligation as a result of completing the MSW program.

III. PURPOSES OF EVALUATION. The evaluation of candidates for a MSW degree is based on the following purposes:

- A. To monitor your progress in meeting course objectives.
- B. To provide you feedback on your academic progress or achievement.
- C. To measure the degree to which you have achieved the stated course objectives.
- D. To support decisions for counseling, academic probation and relief/recycle procedures.
- E. To provide feedback to the course director on the effectiveness of instruction and instructional materials as part of continuous course evaluation and quality improvement.

IV. COURSE REQUIREMENTS. Course requirements for the MSW program include compliance with academic and non-academic standards, service-specific physical fitness standards, and the standards of conduct for Army officers.

A. Academic Standards

1. Students falling below an overall 3.0 Grade Point Average (GPA) will be placed on academic probation.

2. Students who receive more than two "Cs" or one "F" during the program will be academically withdrawn from the affiliated university and will be given the opportunity to voluntarily withdraw from this Army funded long-term educational training program.

3. Students are expected to attend all classes regularly and punctually.

4. Students are responsible for completing assignments they may have missed due to absences, regardless of the reason for the absence.

5. A grade of an "I" is assigned when students have maintained a passing grade but for reasons beyond their control have not been able to complete specific requirements such as a report, paper, experiment, or exam. The "I" grade must be removed within one month after a course ends, or the "I" is converted to a grade of "F". Students and faculty must establish a written agreement that designates specific course requirements that must be completed and the timeframe. This agreement must be approved by the program director at Army Medical Department Center and School (AMEDDC&S) and Fayetteville State University (FSU).

6. To graduate from the MSW program students must:

a. Achieve a minimum cumulative GPA of 3.0.

b. Exhibit ethical behavior consistent with the National Association of Social Work Code of Ethics, FSU Student Code of Conduct, and the Uniform Code of Military Justice.

c. Students must complete a research project that demonstrates their ability to integrate social work theory with research findings. The research proposal must include the title of the project, literature review, a statement of purpose, conceptual framework, research question, methodology, reporting of findings, and bibliography. A faculty member will be assigned to supervise student research projects and evaluate the satisfaction of each completed project. The completed project should be a research report that includes an abstract, and it must be in most current American Psychological Association format.

d. Meet all the standards and requirements for the MSW (above), and

e. Successfully complete 61 graduate hours (35 graduate hours for advanced standing students).

7. Any student who is admitted to the program in a conditional status must meet or exceed "B" (3.0) overall GPA by the end of the first semester. Failure to do so will result in dismissal from this program.

8. Each student is responsible for being present and on time for all classes. Exceptions must be cleared by the faculty whose classes are affected by the absence. The class leader should also be notified by the student.

9. Retest limitations: In the event a student fails a major deliverable, he/she is limited to three re-tests during the year, of which, no more than two re-tests/re-evaluations may occur in any semester. Further re-tests will not be granted. This policy is based on the US Army Training and Doctrine Command Regulation (Reg) 350-18, The Army School System and AMEDDC&S and FSH Reg 351-12, Enrollment, Relief, New Start/Recycle, Administrative Disposition and Counseling of Student Personnel.

NOTE: Major deliverables are those projects worth 20% or more of the overall grade for a class (e.g., exams, papers, presentations).

10. Written Work Assistance

a. The APA Manual is the default format for all papers produced during the didactic and residency years. Individual instructors may modify said standard as required for specific course deliverables.

b. As a graduate student, you are assigned research papers and projects to enhance your education and to allow the faculty to evaluate your work. For genuine education and evaluation to take place, papers and projects must be your own work. You are encouraged and expected to use outside sources such as books, journal articles, class notes, group discussion sessions, student-teacher conferences, and so forth to make your education as rich and complete as possible. However, you must also cite the sources used in the development of your projects and papers.

c. When you use published sources (to include previous papers written by you) for ideas or expression of ideas, you must acknowledge them through accurate documentation and citation. The knowledge represented in your paper(s) must be your own. If it is not, you must provide proper credit.

d. For example, you may use a typist to type your manuscript(s). You may also receive editorial and/or methodological advice from faculty or an approved educational support staff. However, you may not allow anyone to write your paper or make changes to more than 20% of your paper(s). A student's papers should present clear evidence of the quality of their self-education, not of someone else's. That quality is what the faculty will evaluate.

B. Non-Academic Standards.

1. Standards of Conduct.

a. Students may be relieved from this program for academic and/or non-academic reasons. Guidelines are cited in AMEDDC&S and FSH Reg 351-12.

b. Examples of relief for nonacademic reasons include, but are not limited to, administrative reasons, non-compliance with established standards of dress and grooming, repetitive disruptive behavior in the classroom, persistent tardiness, misconduct (on/off duty), physical, emotional, or mental disability, and/or failure to demonstrate dependability and/or failure to submit work in a timely manner.

c. Examples of relief for academic reasons include but are not limited to cheating, low GPA, repeatedly returning to a probationary status, and plagiarism.

(1) Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered common knowledge may differ from course to course. See Appendix B for more information about this topic.

(2) A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, pictures or music of another person without acknowledgment.

(3) A student must give credit to the originality of others and acknowledge an indebtedness whenever:

(a) Directly quoting another person's actual words, whether oral or written.

(b) Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written.

(c) Using another person's ideas, opinions, or theories.

(d) Borrowing facts, statistics, or illustrative material.

(e) Offering materials assembled or collected by others in the form of projects or collections without acknowledgement.

NOTE: Any student who does not comply with military and program standards of conduct will be referred for action(s) that may be punitive.

NOTE: Reprinted with permission from Indiana University. (June 2005). Code of Student Rights, Responsibilities, and Conduct, Part II, Student Responsibilities, Academic Misconduct. Retrieved 20 May 2006, from <http://education.indiana.edu/~frick/plagiarism/indes2.html>.

2. Physical Fitness.

a. All active duty Army students will independently conduct physical training and maintain appropriate physical fitness and weight standards throughout the program. Those who

do not adhere to weight and fitness standards may be referred for processing IAW service regulations.

b. All active duty Army students will be administered a physical fitness test for the record within 30 days of the course start date. Students who do not comply with height/weight and Army Physical Fitness Test standards (i.e., AR 600-9, The Army Weight Control Program and AR 350-1, Army Training and Leader Development) will be counseled and placed on a remedial training program.

V. POLICIES/PROCEDURES

A. Examination Types/Procedures.

1. Students will demonstrate their competency and mastery as graduate level social work students by their performance on exams, research papers, class presentations, group presentations, structured interviews, homework assignments, and field education evaluations.

2. Course syllabi will clearly describe the standards that students must achieve to satisfactorily complete each performance deliverable that will be used to evaluate students' competencies.

B. Reteach and Retest of Didactic Course Work.

1. Retest limitations.

a. In the event a student fails a major deliverable, he/she is limited to three retests during the year of which, no more than two re-tests/reevaluations may occur in any semester. Further re-tests will not be granted.

NOTE: Major deliverables are those projects, individual papers, group papers, case studies, examinations, presentations, etc., that are worth 20% or more of the overall grade for a class.

b. Should a student fail more than two deliverables (e. g., an exam or specific project/assignment) in one semester (or three cumulatively), any subsequent failing grades will be recorded as originally given toward the final course grade.

2. A failing grade is a score of 69% and below. Any student who scores below a 70% on a major deliverable must be counseled IAW AMEDDC&S and FSH Regulation 351-12, using AMEDDC&S and FSH CSFS Form 123-E-R, Record of Student Counseling. Faculty must review identified deficiencies with the student (this is known as re-teach), whether or not the retest option is exercised.

3. Any student who receives a failing grade on a deliverable (including examinations) may be required to retest if the faculty member considers the material essential for the successful completion of the remainder of the course.

4. Students are limited to a maximum of two re-tests per semester but no more than three retests during the entire course.

5. Retests will be of equivalent rigor to the original deliverable. A student may not retest on the same version of an examination.

6. Retest/resubmission scores cannot exceed 70%, which is the lowest passing score possible. For example, if a student's original test score was 65% and the retest score was 95%, the highest score that could be recorded would be 70%, per AMEDDC&S and FSH Reg 351-12.

7. Students will be allowed at least 1 day of preparation between the review session and the second evaluation. The actual date and time of the second evaluation is at the discretion of the faculty member.

8. Should a student fail more than two major deliverables in one semester (or three major deliverables cumulatively), any other failing grades will be recorded as is toward the final course grade. Should the student's GPA fall below standard, he/she may be academically relieved, placed on probation, etc.

9. With the faculty member's permission, students may opt to resubmit a (failed) deliverable however, it will count against the three re-tests/re-evaluations permitted during the year and the maximum score attained can only be a 70%. Further retests will not be permitted.

C. Academic Student Counseling.

1. Assignments.

a. At the beginning of each course, students are assigned a faculty advisor that will reinforce his/her academic strengths, assess and assist with his/her weaknesses, and support his/her academic interests. The program director approves all final counselor assignments.

b. Requests to be reassigned a new faculty advisor must be submitted to the program director, in writing. He/she will make final decision based on the faculty member's availability, expertise, didactic training, and the research project topic.

2. Academic Counseling Responsibilities.

a. Counselors serve as advisors to the students; they also serve as a link between the program and the student(s).

b. Counselors must have published office hours for student appointments.

c. The nature of the program suggests that counseling sessions be relatively informal unless the counseling/problem is such that formal documentation is prudent. While records of counseling sessions need not be maintained for every session, they are highly desirable.

d. Although the faculty member may counsel their counsees throughout the year, formal, documented counseling is required on two occasions: at the very beginning of the didactic year and when a student fails to meet academic/non-academic standards at any time.

(1) At the beginning of the academic year, the faculty will conduct an initial counseling with each assigned student. That counseling must be documented on CSFS 123-E-R.

(2) In accordance with the Southern Association of Colleges and Schools (2008) standard 3.9.2, student records are protected, secure, and maintained in a confidential area by the education technician.

(3) Formal counseling is required, but not limited to, the following academic and non-academic situations:

(a) Student fails an examination or major deliverable.

(b) Student is not meeting course standards.

(c) Student is not meeting minimum GPA requirements.

(d) Student is disruptive in class.

(e) Student has cheated on an exam or plagiarized a document/paper.

(f) Student has been absent from class without permission.

(g) Student fraudulently obtains an instructor textbook in order to obtain exams, answer keys, etc.

e. At a minimum, documented counseling sessions will be held monthly for students on probation. Counselors must document the sessions if the student fails to make progress; because that information may be used in support of dismissal from the program, careful annotation will be critical.

f. It is strongly recommended that counselors maintain a copy of the students' grades. The education technician will ensure that copies of each student's grades are maintained in a secure file at the end of each semester.

g. Counselors are encouraged to discuss their advisees' academic progress, strengths, and shortcomings with other faculty members so that the appropriate support, assistance, or intervention can be offered to the student.

D. Grading Procedures.

1. A detailed syllabus will be provided for each course. The class requirements, assignments, schedule, and the grading methodology will be included in that syllabus.

2. The published grade ranges must be used by all faculty. However, the actual evaluation of students' work will be determined by the individual faculty member. The means of evaluation may include examinations (written and oral), papers, case studies, oral presentations, projects, group activities, peer evaluations, and class participation, depending on the specific subject matter of the course and the individual faculty's preferences.

3. Each faculty establishes appropriate evaluation methods for his/her course(s) to assess the achievement of educational objectives; written and oral communication skills will be evaluated in each course. The program's philosophy is that evaluation methods should generally concentrate on process, analysis, and application skills rather than sheer content recall.

4. Letter grades will be reported to program's education technician following the end of each semester (normally, three working days after the course final examination.)

5. Decimal percentages are not reported. Should a student receive a numeric score of 89.5 on an exam, the letter grade will be an A (not a B); decimal places will be rounded up/down.

6. Following each examination and at the end of the semester, faculty will make every effort to expeditiously complete grading and forward a copy of all grades to the education technician. The faculty will distribute course grades; the education technician will provide cumulative grades to the students before the beginning of the next semester.

7. The FSU grading scale for graduate courses is:

- A – Superior
- B – Good
- C – Marginal (Acceptable for graduate credit)
- F – Failure
- P – Satisfactory

a. Only grades of "P," Pass, or "F," Fail, are reported as final grades for field placements. The University calculates the GPA using all grades except "P".

b. Grading Field Placement.

(1) The formal mechanisms for evaluation of student performance are the learning plan and the student performance evaluation. However, field instruction evaluation is an ongoing process that must be discussed by student and field instructor weekly. The field instructor evaluates students in placement at the end of each semester. At the end of each semester, the student and the field instructor meet for an evaluation conference to discuss the student performance evaluation. During the conference, students are provided an evaluation report and assigned a recommended grade by the field instructor. The performance evaluation report provides a mechanism for assessing student's performance and professional strengths and weaknesses. The faculty liaison uses the completed report to assign a grade for field placement. Evaluation of student performance is evaluated on a grading scale of "P" (pass) or "F" (fail), and "I" (incomplete). The following grade policy refers to field placement only (refer to *FSU Graduate Catalog* for grade policies on academic issues). A grade of "P" indicates satisfactory and "F" unsatisfactory performance.

(2) Grading policies for field placement only are as follows:

(a) A student that receives an "F" in Field Placement I, II, III, or IV will be administratively withdrawn. A student cannot repeat Field Placement if a grade of "F" is received.

(b) A student receiving an "I" in a Field Placement course is not permitted to enroll in field placement until the "I" is satisfactorily removed

8. Grade Point Average.

a. Students are required to maintain an overall GPA of 3.0 (B) throughout the year.

b. In the example below, a student is taking six classes in a particular semester. Each course is worth 3 credit hours, for a total of 18 graduate credit hours that semester.

c. Calculating the GPA.

(1) Each course equates to a value of 3 credit hours and each letter grade is converted to a grade point equivalent (GPE).

(2) The GPA for each course, multiplied by the credit hours (per course) equals the total number of points earned for that course.

GPA Example

Semester Course Load	Credit Hrs	Grade	Conversion	Total Pts
Intro Army SWK	3	B	3	9
HBSE I	3	A	4	12
SWK Policy	3	C	2	6
Research methods	3	B	3	9
Stats/data analysis	3	B	3	9
Multicultural practice	3	B	3	9
TOTAL:	18			54

(3) The sum of those points, divided by the total number of credit hours, yields the GPA (54 points divided by 18 credit hours = 3.0). The student's GPA is $54/18 = 3.0$ (B).

LETTER GRADE	PT CONVERSION	GRADE RANGE
A	3.75 – 4.0	90-100
B	3.5 – 2.75	80-89
C	1.75	70-79
F	0	Below a 70

(4) Students not completing course requirements, due to extenuating or mitigating circumstances (e.g., death of an immediate family member), may receive a temporary letter grade of "I" (Incomplete) until all requirements have been met. This temporary reprieve must be approved by the appropriate faculty member(s) and program director. Makeup work to remove an "I" from the record must be completed within one month after the course ends.

E. Probation.

1. Any student who is admitted to the program on probation must maintain an overall GPA of 3.0 (B) during the first semester of graduate coursework. Failure to do so may result in dismissal from both the AMEDDC&S and the FSU Graduate School.

2. At a minimum, counselors will meet with the student on probation for monthly counseling/status checks. Counselors must document the sessions if the student fails to make progress; because that information may be used in support of dismissal from the program, careful annotation will be critical.

3. Any fully admitted student who fails to maintain a semester GPA of a 3.0 (B) during any semester of the didactic phase will be placed on probation for the next semester of

coursework. If the student's GPA is below 3.0 at the end of the probationary period (i.e., the semester), he/she will be considered for termination from the program (academic relief).

4. A student is automatically removed from probation once the 3.0 GPA has been achieved within the probationary period.

F. Student Relief/Recycle.

1. Relief measures will be recommended to the Dean, Graduate School, when students fail to maintain the standards of performance outlined in this document. All relief actions will be conducted IAW AMEDDC&S and FSH Reg 351-12.

2. Failure to meet FSU standards means relief from the Army MSW Program and the AHS Graduate School.

a. Any student receiving a final grade of "F" in any course will automatically be considered for relief from the program.

b. Active duty students who are relieved from the program will be reported to their assignment branch for reassignment.

c. Management may terminate the education service agreement for any civilian student for cause or unacceptable academic standing and hold the civilian employee liable for repayment of relocation costs IAW their service agreement. Such civilian employees will be offered continued employment to a position for which they qualify through a management directed reassignment to a duty location where such vacancy is available. Failure to accept this reassignment may result in termination from federal service.

d. Certificates of attendance will not be awarded to students who fail to meet any/all course standards. AMEDDC&S and FSH Reg 351-12 will apply under these circumstances.

e. Recycling a student will only be considered in extenuating circumstances and with the concurrence of the assignment branch or Medical Command, when it involves a DAC student.

f. If a student is relieved from the program for any reason, academic or nonacademic, he/she will not receive the MSW degree from FSU. Transcripts from FSU will only reflect the classes that were actually completed. If a student is relieved for non-academic reasons before the semester ends, coursework for that semester will reflect the letter "I" for Incomplete; the student will not be permitted to complete the coursework at a later date. Depending on the reasons for relief from the course, a student may receive a negative (referred) Academic Evaluation Report or service equivalent.

3. Cheating.

a. As a DAC or military officer serving as a student in a professional course, the highest standards of personal integrity, honesty, and moral character are expected.

b. Any individual found cheating during an examination or plagiarizing (i.e., using but not acknowledging the words, works, and/or ideas of others) will be recommended for relief from the program IAW AMEDDC&S and FSH Reg 351-12.

4. Voluntary Withdrawal.

a. Students in this course may request voluntary relief from the course IAW AMEDDC&S and FSH Reg 351-12, paragraph 6-2. This request must be in writing and state the full reasons for the request.

b. If the Dean, Graduate School has recommended the student for relief for academic reasons, the student may request voluntary relief. If the student chooses to appeal the Dean, Graduate School's recommendation for relief, the student relinquishes the option to voluntarily resign from the course.

c. A request for voluntary relief from the course does not, in itself, result in a voluntary release from active duty.

G. Pregnancy Policy. Pregnancy will not be a barrier to continuation of training unless it is:

1. Deemed a medical barrier

2. The student will miss 25% or more of class. Should a student enter the program while pregnant or should she become pregnant during the course, her chain of command and a physician will counsel her. If the physician or program director determines the pregnancy will negatively impact the student's ability to successfully complete the course, a recommendation for relief/recycle/new start will be initiated.

H. Electronic Media Policy and Appropriate Classroom Decorum.

1. The inappropriate use of technology in the classroom during class time (lectures, presentations, guest lecturers, exams, and practical exercises) includes but is not limited to:

a. Computer hacking.

b. Sending email.

c. Financial day-trading.

- d. Surfing the web.
- e. Playing on-line games.
- f. Working on other projects/papers.
- g. Listening to music/IPOD, radios, personal CD/DVD players.

2. Students must comply with all government regulations governing the use of personal email accounts on government issued laptops.

3. Internet access is for academic/professional use and may only be accessed during study hours or as directed by the instructor. Individuals accessing the Internet during lectures, exams, quizzes, workshops, or other classroom activities will be counseled and if the practice continues, their access will be removed. Using the Internet to cheat on examinations or other class-related work is an academic violation; using the internet inappropriately during class is a non-academic violation. Both are grounds for formal counseling and dismissal from the program.

4. No modifications of any type may be made to the computer's default configuration; this includes software installation and user preference settings.

5. Under no circumstances is pornography or any obscene/inappropriate material to be viewed, saved, or forwarded using government issued laptops.

6. Cell phones/Blackberrys/personal digital assistants are to be turned off during class.

7. Cell phone photography is prohibited in the classroom.

8. Department copiers and fax machines are for professional and academic use; students must obtain permission to use them.

VI. SPECIAL RECOGNITION FOR STUDENTS. Students who graduate with an overall grade point average of 3.75 or greater will be recognized on the Academic Excellence List.

VII. ELIGIBILITY FOR DIPLOMAS/CERTIFICATES OF COMPLETION. Students that satisfy the academic requirements for graduation will receive their graduate diploma/certificate during the commencement ceremony from the university conferring their degree.

VIII. PROCEDURES FOR ARMY STUDENTS TO OBTAIN DOCUMENTATION OF ACADEMIC COMPLETION.

A. Students may request an official copy of their graduate academic transcript by going to <http://www.uncfsu.edu/registrar/transcrp.htm> and following the instructions for requesting a transcript on-line or by mail-in request.

B. Students may request a free copy of their transcript by using the on-line Banner system or by paying \$5.00 using the fax or mail-in procedures.

IX. ACADEMIC EVALUATION REPORTS.

A. Active duty Army personnel will receive an AER on DA Form 1059, Service School Academic Evaluation Report. Department of the Army civilians will be evaluated annually in accordance with the standards outlined in the Total Army Performance Evaluation System.

B. Upon completion of the didactic phase, faculty advisors will prepare an AER for their active duty Army counselees. The AER will address the student's academic performance, physical fitness test results (pass/fail), and any noncompliance of standards of conduct during the didactic phase of the program.

C. The student's AER may reflect that he/she has exceeded course standards when

1. His/her cumulative GPA is 3.75 or greater.
2. Physical fitness standards have been passed.
3. All academic standards and standards of conduct have been met.

D. The AER will be submitted to the program's education technician who will process it through the appropriate AMEDDC&S department(s) for final approval and mailing.

E. In accordance with AR 623-3, Evaluation Reporting System, and DA PAM 623-3, Evaluation Reporting System, requires an AER be completed within 60 days of class termination for all Soldiers (less Initial Entry Training).

X. APPENDICES.

Appendix A, Program Code of Ethics

Appendix B, Plagiarism

Appendix C, List of Acronyms Used in this Document

Appendix D, MSW Goals and Competencies

APPENDIX A

Program Code of Ethics

As a student in the Army MSW Program, at the AHS, there are certain academic, professional, interpersonal, and personal standards that are expected. It is the objective of the program to enhance each of these areas with the goal of producing graduates, who are well-rounded, productive, and ethical professionals and citizens.

Personal Standards.

Demonstrate the highest standards of moral and ethical conduct. In order for students to be good citizens and professionals they must be cognizant of the importance of honesty, truthfulness, and personal integrity. This means that there are no allowances made for lying, cheating, plagiarism, or other forms of dishonesty in dealing with classmates, professors, or any part of the program.

Interpersonal Relations.

Be respectful to faculty and fellow students. Accept personal responsibility to be intolerant of all forms of discrimination. The program has a diverse student body reflecting many different beliefs and backgrounds. It is imperative that we learn to respect and understand our differences, and strive to use those differences to learn more about and appreciate other individuals and cultures. At the same time, we must foster an environment where individuals feel comfortable challenging each other's views as well.

Class Preparation and Classroom Conduct.

Prepare for, attend, and actively participate in class. In order to obtain optimal results from the program it is essential for students to take an active role in the educational and learning process. Students should maintain a cordial and respectful attitude in class. Furthermore, student should complete assignments on time and submit quality work worthy of a professional degree program.

External Relations.

Promote a positive image of the program and the university in the community. An outsider's opinion of the military services and FSU may be based solely on the behavior and performance of students. It is important that students are aware of the broad impact of their actions in the community.

Professional Obligations.

Accept as your professional responsibility the need to keep current on literature and activities in the social work profession. Participate in professional organizations and uphold the standards expressed in the Social Work Code of Ethics. In particular, always keep in mind that your career actions impact the public and that they are greater than service to yourself.

APPENDIX B

Plagiarism

What is plagiarism?

You can avoid the serious charge of committing plagiarism by adopting a conservative definition of the term plagiarism and following the guidelines below. Generally, plagiarism is defined as the deliberate representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise.

Why is plagiarism such a big deal?

In order to understand plagiarism, it might help to understand the process of sharing and creating ideas in the university setting. All knowledge is built from previous knowledge. As we read, study, perform experiments, and gather perspectives, we are using other people's ideas. Building on them, we create our own. When you put your ideas on paper, your instructors want to distinguish between the building block ideas borrowed from other people and your own newly reasoned perspectives or conclusions. You make these distinctions in a written paper by citing the sources for your building block ideas. Giving clear credit for ideas matters in the professional community as well as in school.

Typically, your instructors will ask you to read something (building blocks) and then write a paper in which you analyze one or more aspects of what you have read (building a new structure). Essentially your instructors are asking you to do three things:

- Show that you have a clear understanding of the material you've read (that is, explain who says what about your subject matter)

- Refer to your sources to support the ideas you have developed

- Distinguish your analysis of what you've read from the author's analyses in what you've read

When you cite a source, you are using an expert's ideas as proof or evidence of a new idea that you are trying to communicate to the reader.

What about common knowledge?

In every professional field, experts consider some ideas as common knowledge, but the truth is, you're probably just learning about those concepts in the courses you're taking, so the material you are reading may not yet be common knowledge to you. In order to decide if the material you want to use in your paper/project constitutes common knowledge, you may find it helpful to ask yourself the following questions:

- Did I know this information before I took this course?

- Did this information or ideas come from my own brain?

If you answer no to either or both of these questions, then the information is not common to you. In this case, you need to cite your source(s) and indicate where you first learned this bit of information.

What about paraphrasing?

Paraphrasing means taking another person's ideas and putting them in your own words. Paraphrasing does NOT mean changing a word or two in someone else's sentence, changing the verb tense or changing the sentence structure while maintaining the original words, or changing a few words to synonyms. If you are tempted to rearrange a sentence in any of these ways, you are writing too close to the original. That's plagiarizing, not paraphrasing.

Paraphrasing is a fine way to use another person's ideas to support your argument as long as you attribute the material to the author and cite the source in the text. In order to make sure you are paraphrasing, take notes from your reading, with book closed. Doing so will make it easier to put the ideas in your own words. When you are unsure if you are writing too close to the original, check with your instructor BEFORE you turn in the paper for a grade.

How can I avoid plagiarizing?

1. Step one: Accentuate the positive. Change your attitude about using citations.

Many students worry that if they use too many citations their instructors will think they're relying too heavily on the source material and are not thinking for themselves. In fact, using citations allows you to demonstrate clearly how well you understand the course material while also making clear distinctions between what the author(s) have to say and your analysis of their ideas. Instead of showing what you don't know, citing your sources provides evidence of what you do know, and of the authority behind your knowledge. Just make sure that your paper has a point, main idea, or thesis that is your own and that you organize the source material around that point.

What if you have too few citations? Check your assignment to see whether the instructor gave you a limit as to the number or types of source materials that were to be used. Ask a classmate to read and evaluate your paper. Would adding another "voice" (source/author) strengthen your position? Have you correctly paraphrased the ideas you've read and added to your paper?

NOTE: Of course, if your paper is nothing more than a document filled with quotations and citations, then your instructors have good reason to question your personal input.

2. Step two: Keep track of your information using good note-taking skills.

Good note-taking skills help you refine your critical thinking skills. Here are some simple steps to follow in order to start off on the right foot:

Carefully note all bibliographic information you'll need for your references section. Typically that includes the author's full name, the name, date, volume and issue number of the journal, the title of the article and the page numbers. It's also helpful if you write down where you found that particular article (e.g., Stimson Library – basement; Trinity University Business Library, a particular website, etc.)

After you've read the article, answer these questions:

- What is the author trying to explain?
- Why does he/she think these points are important?
- How has he/she decided to construct (present) the argument? What proof is offered?
- How does the structure of the argument affect the reader's response to the author's idea(s)?
- How effective is the author's argument?

3. Step three: Carefully annotate your quotation marks, ensuring you've captured the correct page numbers and date of the information.

You need to cite your sources, even if:

- You put all direct quotes in quotation marks
- You changed the words used by the author into synonyms
- You completely paraphrased the ideas to which you referred
- Your sentence is mostly made up of your own thoughts, but contains a reference to the author's ideas
- You mention the author's name in the sentence

WHEN IN DOUBT, GIVE A CITATION.

NOTE: With permission, this information was excerpted from the University of North Carolina's Honor System webpage <http://www.unc.edu/depts/wcweb>

APPENDIX C

List of Acronyms Used in this Document

AER	Academic Evaluation Report
AHS	Academy of Health Sciences
AMEDD	(US) Army Medical Department
AMEDDC&S	(US) Army Medical Department Center and School
AR	Army Regulation
DA	Department of the Army
DoD	Department of Defense
FSH	Fort Sam Houston (TX)
GPA	Grade Point Average
MSW	Master of Social Work
SEP	Student Evaluation Plan
US	United States
USA	United States Army

APPENDIX D

MSW Goals and Competencies

PROGRAM GOALS AND COMPETENCIES.

1. The mission of the MSW at FSU is to prepare students for advanced social work practice and leadership with a focus on issues concerning children, families, mental health and substance abuse.
2. The program is designed to prepare students to practice with individuals, families, groups, communities, and organizations in rural urban, and military settings. Students are prepared to engage in prevention, treatment, intervention, clinical practice, research, and administration activities that promote human well being. The program seeks to equip students with knowledge, skills, and values to respond to the needs of alleviating oppression, poverty, and discrimination in a multicultural society and global community.
3. The goals and competencies are as follows:

Goal 1. Prepare students for advanced social work practice, research, and leadership by concentrating in children and family services or in mental health and substance abuse services in urban, rural, and military communities.

Program Competencies for Goal 1:

Graduates will:

- 1.1. Have the ability to utilize theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span, and interactions among individuals and families, groups, organizations, and communities.
- 1.2 Exhibit commitment to ethical decision making within the values and ethics of the social work profession.
- 1.3 Demonstrate the ability to apply and evaluate knowledge and skills of advanced practice social work to practice with individuals, families, groups, communities, and organizations in rural, urban, and military settings.

Goal 2. Equip social work students with the knowledge, skills, and values to alleviate oppression, poverty, and discrimination in a multicultural society and global community.

Program Competencies for Goal 2:

Graduates will:

- 2.1. Demonstrate the knowledge and skills to practice without discrimination towards a client's age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, and sexual orientation.
- 2.2. Understand and interpret the history of the social work profession and relate it to contemporary structures and issues.
- 2.3. Have the ability to utilize supervision and consultation techniques.
- 2.4. Demonstrate an ability to use technology to promote effective social work practice with different client systems.

Goal 3. Develop social workers who seek and promote competency in advocating social and economic justice in a multicultural society through professional development and involvement in professional and/or community organizations.

Program Competencies for Goal 3:

Graduates will:

- 3.1. Demonstrate the ability to evaluate one's professional growth.
- 3.2. Demonstrate reasonable efforts toward making arrangements to participate in continuing education endeavors and education beyond the master's degree.
- 3.3. Join and participate in professional organizations and activities.
- 3.4. Have the ability to analyze, formulate, and implement social policies, services and programs that promote human well-being.
- 3.5. Have the ability to communicate effectively with clients, colleagues, and other healthcare and human service providers in rural, urban, and military settings.
- 3.6. Have the ability, knowledge, and skills to function as social work clinicians, administrators, and advocates within the structure of organizations and service delivery systems.
- 3.7. Have the ability to evaluate research studies in the area of concentration, apply research findings to practice, evaluate interventions, and generate research in rural, urban, and military settings.

3.8 Acquire an understanding of the forms and mechanisms of poverty, oppression, and discrimination, and apply strategies of advocacy and social change that advance social and economic justice.

CONCENTRATION COMPETENCIES.

Children and Family Services Concentration Competencies

1. Apply advanced knowledge and skills and be a catalyst for change for collaboration in family and children practice settings in civilian and military communities.
2. Apply differentially the knowledge, skills, and values in leadership and advocacy within rural, urban and military communities and organizations from a multicultural perspective.
3. Conduct advanced family and children policy analysis and practice.
4. Apply knowledge and skills of advanced practice with families and children.
5. Conduct, evaluate, critically analyze and utilize qualitative and quantitative research and evaluation at an advanced level of collaboration in family and community practice settings.
6. Utilize and provide supervision and consultation in the delivery of advanced practice with families and children.

Mental Health and Substance Abuse Concentration Competencies

1. Apply advanced knowledge and skills and be a catalyst for change for collaboration in mental health and substance abuse practice settings in civilian and military communities.
2. Apply differentially the knowledge, skills, and values in leadership and advocacy within rural, urban and military communities, and organizations from a multicultural perspective.
3. Conduct advanced mental health and substance abuse policy analysis and practice.
4. Apply knowledge and skills of advanced practice in mental health and substance abuse settings.
5. Conduct, evaluate, critically analyze and utilize qualitative and quantitative research and evaluation at an advanced level of collaboration in mental health and substance abuse practice settings.

6. Utilize and provide supervision and consultation in the delivery of advanced practice in mental health and substance abuse settings.

NOTE. Although the FSU curriculum offers two concentrations, the Army MSW Program will solely offer the mental health and substance abuse concentration.