

STUDENT HANDBOOK

Bachelor of Social Work
Concord University
Athens, West Virginia 24712

This handbook provides information about the Bachelor of Social Work Program at Concord University. It is intended to give you a basic reference to our Social Work Program and should not be utilized to replace other more comprehensive documents identifying your rights and privileges as a social work student at Concord University. If you have questions about the content of this document, please contact one of the social work faculty or call our office at (304) 384-6260, see our web page at www.concord.edu/sws, or e-mail us at socialwork@concord.edu.

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CONCORD UNIVERSITY

HISTORY & PURPOSE OF CONCORD UNIVERSITY

Concord University was established on February 28, 1872 by an act of the West Virginia State Legislature, and was officially opened on May 10, 1875. The University currently enrolls 1,956 students, and has an 18:1 student to faculty ratio.

Concord University is a selective baccalaureate and graduate institution with a strong commitment to programs of excellence in teacher education, business, pre-professional programs in the arts and sciences, and public service. Promoting student learning is the University's primary function, complemented by scholarly activity and public service that contributes to the balanced and enduring economic development of southern West Virginia, to enrichment of the region's general quality of life, and to the improvement of the public schools. Concord University is committed to its role as a liberal arts undergraduate studies University with an emphasis on academic programs that proceed from or relate to that orientation. The University has a carefully defined and clearly understood vision of the liberally educated person, and judges quality and success on the basis of knowledge and performance measured in relation to those ideals.

Intensified recruiting, more generous scholarships, and increased selectivity enable the University to serve students who are more diverse culturally and geographically, better prepared, and whose talents are most likely to be enhanced and refined by the particular challenges fashioned by the University. Service to the people of rural southern West Virginia – primarily Mercer, McDowell, Monroe, Raleigh, Wyoming, Summers, Greenbrier, and Fayette counties – is the principal animating commitment of the faculty and staff.

Using the excess capacity of existing facilities in selected communities, Concord will continue to offer off-campus learning opportunities where resources permit quality instruction. Expanding educational services to students in the region through collaboration and cooperation with other colleges and universities will remain an important consideration.

MISSION OF CONCORD UNIVERSITY

The mission of Concord University is to improve the lives of our students and communities through innovative teaching and learning, intellectual and creative activities, and community service and civic engagement.

Concord University provides accessible, affordable, high-quality, and student-centered teaching and learning opportunities strengthened by integrated support services and co-curricular programs.

Concord's rigorous, market-driven programming provides current professional knowledge and essential communication, numerical, and critical thinking and reasoning skills, necessary for life-long success in a dynamic and culturally diverse world.

Concord's mission immerses people in intellectual inquiry to expand knowledge, encourages and supports creative activities and the arts, and contributes to community engagement and economic development to enhance the quality of life in the region and beyond.

Concord's mission will achieve our vision to transform lives, enrich our communities, and prepare leaders for service regionally, nationally and internationally.

AFFIRMATIVE ACTION AND NONDISCRIMINATION POLICIES

Concord University actively monitors affirmative action in compliance with Title IX of the Education Act and 75-50 of the Internal Revenue Code. Concord is an Equal Opportunity/Affirmative Action employer. All prospective and current members of the student body, faculty, and staff are afforded equal opportunity on the basis of individual qualifications and merit without regard to race, color, sex, religion, age, national or ethnic origin, sexual orientation, or disability as identified and defined by regulations and law. The University neither affiliates knowingly with nor grants recognition to any individual, group, or organization having policies that discriminate on these bases. The University is in compliance with Federal Executive Order 11246 as amended, Title VII of the Civil Rights Act, the West Virginia Human Rights Act, Title IX (Educational Amendments of 1972), Sections 503 and 504 of the Rehabilitation Act of 1973, and other applicable laws and regulations. For Title IX procedures for complaints or concerns, please see the Concord University Student Handbook for policies and protocols, or ask for copies from the Office of Student Affairs.

Concord adheres to the provisions of the Family Educational Rights and Privacy Act (FERPA). For more information about student rights under this statute, please contact the Registrar's Office, Room 202, Marsh Hall (extension 5142).

The University does not discriminate on the basis of race, color, sex, religion, national or ethnic origin, sexual orientation, or disability as identified and defined by regulations and law, in the administration of admissions, educational policies, curriculum, the selection of textbooks, scholarship and loan programs, athletic opportunities, and employment.

It is the policy of Concord University that sexual harassment in any form will not be tolerated. The University herein affirms that employees have a right to work and students have a right to study in a positive atmosphere free from sexual harassment and abuse.

To the end, Concord University has adopted a Sexual Harassment Policy which gives the definition of harassment and outlines the procedures to follow in the event a student or employee believes harassment is occurring or has occurred. Copies of the entire policy are available from faculty advisors, administrative offices, residence hall directors, the Office of Housing and Student Residential Life, the Office of Public Safety, the Office of the Vice President and Academic Dean, the President's Office, and the Office of Human Resources.

For students with disabilities who need assistance with academic or facilities issues, please contact the Office of Disability Services, at 1-304-384-6086 in the Student Center or e-mail the office at nellison@concord.edu. For complaints or concerns about disability services, please see the disability

protocols and grievance procedures as listed in the Concord University Student Handbook, or ask for these from the Office of Student Affairs.

ADMISSIONS AND RETENTION

CRITERIA AND PROCEDURE

Admission to Concord University

Applicants are to submit the following with their Admission Application

- Official high school transcripts with an overall grade-point average of 2.0 or GED/TASC transcript.

And complete the required high school units listed below:

- 4 English (including courses in grammar, composition, and literature)
- 2 Social Studies (including U.S. History)
- 4 Mathematics (three units must be Algebra I and higher)
- 3 Science (all courses to be college preparatory and each course to include a laboratory. Courses might include Biology, Chemistry, Physics, etc.)
- 1 Art
- 2 Foreign Language (Two units of the same foreign language)

And submit one of the following, if applicable:

- ACT (4516) composite score of 18 or above (Concord ACT code – 4516).
- SAT (5120) total score of 950 or above (Concord SAT code – 5120).

Score reports must be sent directly from the testing agency or appear on the official high school transcript

High School Equivalency Diploma Recipients (HiSET)

A student holding a high school equivalency diploma may be admitted to Concord University if they have successfully passed the HiSET exam under the following criteria:

- Score a minimum of 8 out of 20 on each subtest
- Score a minimum of 2 out of 6 on the essay
- Score a minimum scaled score on all five subtests of 45 out of 100

Students must meet the following requirements for entrance to Concord University:

- A. Have an overall grade point average of at least 2.00 or higher and a composite score of 18 on the American University Testing Program (ACT) or 950 on the Scholastic Assessment Test (SAT);
- B. Complete the required high school units at an approved secondary school:
 - a. 4 English (including courses in grammar, composition, and literature)

- b. 3 Social Studies (including U.S. History)
 - c. 4 Mathematics (three units must be Algebra I and higher)
 - d. 3 Science (all courses must be college preparatory and each course to include a laboratory. Courses might include Biology, Chemistry, Physics, etc.)
 - e. 1 Art
 - f. 2 Foreign Language (Two units of the same foreign language)
- C. Complete an application form; and
- D. Arrange for official copies of high school credentials, the results of the ACT or SAT and a satisfactory health form (after admission) to be forwarded to the Admissions Office.

Applicants for admission who have been out of high school for more than five years or who meet the established GED requirements may be exempted from the specific high school curricular requirements.

Applications from individuals who are not high school graduates will be considered only if they attain GED scores of 45 on each of the five parts of the GED test, or have an average standard score of 50 or above on the entire test. Such applicants must be seventeen years of age or past the age they would have been if they remained in high school until graduation.

In-state and out-of-state applicants are considered under the same admission policy.

Provisional admission may be granted in instances where institutional officials have evidence that the student has the potential to successfully complete University-level work.

The student may indicate an interest in social work at the time of admission to the University. Upon declaring an interest in the Social Work Program, the student is assigned to a pre-major category and will have a social work faculty member as an advisor. The advisor will explain all the Program admission requirements and provide the student with Program information.

Admission to the Social Work Program

Admissions Criteria:

Once students are admitted to the University they must take the following classes before applying for formal admission to the Social Work Program. Admission to the University does not automatically insure admission to the Program.

Criteria:

Students are eligible to [apply for admission](#) after they have completed the required 30 credit hours of designated courses at Concord (see list below). Application into the Social Work program must be submitted during the semester the student enrolls in SOWK 301.

1. Completion of the courses listed below, which includes the designated liberal arts content. The overall grade point average of these courses must be at least a 2.00 with a 2.5 in Social Work

161 (Introduction to Social Work) and in Social Work 229 (Group Dynamics and Group Processes). No grade of less than “C” can be accepted for Social Work 161 or Social Work 229.

The designated content includes:

- English 101 Composition and Rhetoric I
- English 102 Composition and Rhetoric II
- Psychology 101 General Psychology
- Sociology 101 People and Their Social Environment
- Social Work 161 Introduction to Social Work
- Social Work 229 Group Dynamics and Interviewing Skills

Successful completion of these designated courses demonstrates that the student has attained the general knowledge prescribed as the liberal arts base and upon which the professional foundation will be built.

2. Demonstration of written and spoken communication skills at a level acceptable for successful study of the professional foundation content. The writing skills will be evident as faculty review writing samples from classes, from the writing contained in the biographical reflection, and from other sources that may be requested by the Admission and Retention Committee members. Spoken communication is demonstrated during student performance in the classroom and through the communication within the admissions interview. Writing is a critical part of the professional social worker’s job and basic communication skills must be demonstrated before the student advances to the professional foundation courses.

3. Demonstration of compatibility with the basic values and ethics of the social work profession. This will have been demonstrated through interaction with faculty, by success in the beginning social work classes in which values and ethics content is included, through advising sessions with faculty, and through the discussions in the admissions interview.

4. Absence of personal problems or circumstances that would prevent their ability to function in class and/or in the many agency practicum experiences included in the course of completing the Social Work curriculum. The faculty recognizes that students occasionally have personal problems and that they are often able to overcome these problems with minimal adverse effect on personal functioning. Also, the faculty recognizes that within the social work profession, diversity is valued and there is a tolerance for a wide range in points of view and lifestyles. However, the faculty also believes that some behaviors are inappropriate for social workers and that some personal problems or circumstances can be sufficiently significant to impair the ability of the person to function in the study of the Social Work curriculum. Efforts will be made to help the person achieve an acceptable level of functioning to meet the standard.

Admissions and Retention Committee meetings are held several times throughout each semester. Students will schedule an appointment with the Admissions and Retention Committee by giving their completed admission packets to the support staff person in Marsh Hall 105. Students will be notified of

a time and date for their interview with the Admissions and Retention Committee, which consists of all full-time social work faculty. Before requesting an interview with the Committee:

- a. Complete an Application for Admission Form. Forms are available online, at <https://apps.concord.edu/secureforms/view.php?id=184136>. Applications may be submitted online.
- b. Complete and submit a [Rubric for Professional Behaviors](#).
- c. Provide three letters of reference from persons who can attest to character, capabilities, and general suitability to enter a profession devoted to direct service work with people. One letter must be from a faculty member (other than social work faculty) who has had the student in class. The other letters may be from faculty, agency professional staff, or from persons the student has worked with either in a volunteer or paid work experience.
- d. Write an “autobiographical reflection” – Moving into the role of a social worker can be challenging and often times an identity shift needs to occur in order for students to show their competency in the knowledge, values, skills, and cognitive processes needed to complete the program. These areas are guided by our Code of Ethics and professional standards. Keeping this in mind, please answer the following questions in an essay, being sure to include a brief (one paragraph) introduction of yourself and your career goals. *Please ensure that your essay follows APA formatting guidelines.*
 1. State and discuss one or two main social work values and how these might guide your practice. Then explain the importance of separating your personal values and experiences from your professional role and provide an example of when this might be used in practice.
 2. Using self-reflection, identify 2-3 traits or strengths that will contribute to your success in the social work profession.
 3. Identify and discuss 2-3 personal attributes that might be a barrier to your ability to be a professional social worker. Discuss your plan for strengthening these areas.
 4. Based on your current knowledge of the social work profession, discuss what you believe would be the hardest aspect of the profession. What population do you feel you would struggle to work with the most and why?

Faculty will review all the information brought before the Committee and will ask questions of the applicant related to his or her education, life, volunteer, work experience, and career goals. Students will be expected to demonstrate familiarization with the NASW Code of Ethics at the time of the interview. They may be asked to comment on any concern areas that arise from the application process.

After deliberation by the Admissions and Retention Committee, the Committee may render a decision or request additional information of the applicant. Students will be notified, in writing, of the decision. The Committee can determine full-acceptance, non-acceptance, or provisional acceptance. A majority vote of the faculty is required to admit a student to the Social Work Department. In the case of

provisional acceptance, specific conditions for full acceptance will be indicated with an appropriate time frame for completion and review.

Students may appeal an admissions decision. The first line of appeal is to submit a written request to the Committee including additional information as to why the Committee decision was not justifiable. The Committee will grant the student an interview, if requested to do so. The Committee will provide a response to the reconsideration decision. Additionally, students have the right to appeal the decision utilizing the appeals and grievance procedures of the University as described in the Student Handbook and in the Concord University Catalog.

Retention and Termination

Retention Criteria:

If positive attempts to help the student address their questionable academic or professional performance have proven unsuccessful, the issue of continuance is brought before the Admission and Retention Committee. Any social work faculty can request a meeting of the Admission and Retention Committee for the purpose of considering information concerning possible student violation of the retention criteria. The student will be notified of Committee intent to review circumstances related to the area of concern. The student may appear before the Committee or have anyone appear on their behalf. The Admission and Retention Committee will conduct a thorough review of the information brought before the Committee. After careful deliberation, the Committee will, by majority vote, render one of the following decisions:

- a. Determine that there is insufficient information to initiate an adverse action;
- b. Determine that there is sufficient evidence to warrant an adverse action, which may include termination from the Program;
- c. Determine there is sufficient evidence concerning the designated issues and that a corrective action is realistic. In this case, the student will receive a provisional continuation with an appropriate plan for restoration developed with a designated time for compliance.

The decision of the Admission and Retention Committee will be made known to the student by certified mail within five (5) days of the Committee decision.

The first line of appeal is to the Admission and Retention Committee. The student may request up to four weeks additional time to prepare materials for the appeal. The appeal must be presented in writing.

If the decision is not reversed at the first level, the second line of appeal for the student is to the Academic Standards Committee. This is a faculty sub-committee of the Concord University Academic Policy Committee, charged with the responsibility of hearing student appeals about adverse academic decisions. Appeals must be made in writing.

The third line of an appeal, following the decision of the Academic Standards Committee, is made through the Provost and Academic Dean and then, lastly, through the President of the University, the final appeal within the University.

PROGRAM MISSION AND GOALS

The mission of the Social Work Program is:

The mission of the program is to prepare students for competent, ethical, and evidence-informed generalist social work practice in a variety of settings with diverse individuals, families, groups, organizations, and communities. The curriculum is rooted in a person-in-environment perspective and guided by the profession's core values of social justice, human rights, and respect for the inherent dignity and worth of all people. Through a commitment to scientific inquiry, global awareness, and the elimination of poverty and inequity, the program educates students to engage, assess, intervene, and evaluate practice at all levels. Special emphasis is placed on service, advocacy, and empowerment in the unique social, cultural, and economic contexts of West Virginia, Appalachia, and other rural areas.

Program Context six key elements:

1. Generalist Social Work Practice Orientation

The program prepares students for competent, ethical, and evidence-informed **generalist practice**, emphasizing engagement, assessment, intervention, and evaluation with individuals, families, groups, organizations, and communities across multiple practice settings.

2. Person-in-Environment Framework w/ a Strength's perspective

The curriculum is rooted in a person-in-environment perspective and guided by the profession's core values of social justice, human rights, and respect for the inherent dignity and worth of all people.

3. Commitment to Professional Values and Ethics

The program is guided by the core social work values of **social justice, human rights, and respect for the inherent dignity and worth of all people**, shaping both educational priorities and professional identity development.

4. Justice-Oriented and Equity-Focused Concentration

And explicit emphasis on **eliminating poverty and inequity** situates the program within a broader context of addressing structural and systemic barriers that affect well-being and access to resources.

5. Evidence-Informed and Multicultural Perspective

The program incorporates **scientific inquiry and multicultural awareness**, preparing students to use research, data, and international perspectives to inform practice and respond to complex social problems.

6. Regional and Rural Practice Context

The program is embedded in the **social, cultural, and economic realities of West Virginia, Appalachia, and other rural areas**, emphasizing service, advocacy, and empowerment tailored to rural and Appalachian communities.

CSWE CORE COMPETENCIES

Concord University Social Work Program Core Competencies and Operationalized Behaviors are available on the Social Work Website. The competencies are also provided on all social work syllabi. The competencies that are connected to each learning outcomes for a course are also provided in the syllabi.

PROFESSIONAL AFFILIATION AND CERTIFICATION

As a student in a Council on Social Work Education (CSWE) accredited social work program, you are eligible for membership in the National Association of Social Workers. This is made available to you at a reduced fee while you are a student. Several Concord University students belong to the National Association of Social Workers and we often have students attending both the West Virginia Chapter conferences as well as the national conferences. Students may have registration fees for these conferences waived by registering for volunteer work.

West Virginia requires that social workers be licensed if they are to practice social work in West Virginia. Graduates of the Concord University Social Work Program are eligible for licensure at the beginning professional level of practice.

Students are also eligible to test for a number of Federal and State of West Virginia Civil Service job classifications, serving selected public and private social service agencies in West Virginia. BSW graduates seeking social work positions are not required to take the West Virginia Civil Service test, but most apply to be placed on the Civil Service Registry.

ADVISING

Each student is assigned a social work faculty advisor at the time of their request to declare social work as a field of study. Usually, the student will retain the assigned faculty as their advisor for the duration of study at Concord University. Students may request a change of advisor. The Department will try to accommodate these requests within the limits of faculty workload.

The faculty advisor is expected to meet regularly with their student advisee. The academic advising involves helping the student with course selection and with their understanding of university policies and procedures. Course progression sheets for both the general studies content and the social work required content are utilized during the advising process.

In addition to academic advising, faculty provide professional social work advisement for our students' learning. The student is encouraged to explore their motivation and aptitude for wanting to be a social

worker. The advisor also works with the students in preparation for their formal admission to the Social Work Program.

PROGRAM OF STUDY

Social work at Concord University began in 1971 as a concentration. The West Virginia Board of Regents approved social work as a separate four-year program beginning in the Fall Semester of 1974. The Bachelor of Social Work is the degree offered by the Department of Social Work.

The curriculum is designed to equip students with the knowledge, values, and cognitive skills of social work. The program provides opportunities to learn through classroom study and through supervised practicum instruction. The goal is to develop beginning level competency for social work practice. This process of developing beginning competency is highly individualized. Learning needs and processes of each student must be taken into consideration.

The successful completion of the Bachelor of Social Work Degree (BSW) requires the completion of the credit hours of courses including the following:

Academic credit for life experience or for previous work experience will not be awarded for practicum instruction or for courses in the professional foundation area.

A general studies program required for all baccalaureate degrees at Concord University. This liberal arts curriculum includes:

- a. Two written communication classes
- b. One oral communication class
- c. One literature class
- d. One history or philosophy class
- e. One fine arts class
- f. Three social and behavioral sciences courses
- g. Seven to eight credits in natural science
- h. One math class
- i. One physical wellness class

(Refer to Appendices for General Studies Progression. The general studies curriculum is also described in the Concord University Catalog)

In addition to the general studies courses listed above, students must also complete 49 semester credit hours of social work curriculum including the following courses:

- a. Social Work 161 – Introduction to Social Work
- b. Social Work 229 – Group Dynamics & Interviewing Skills
- c. Social Work 236 – Human Behavior & Social Environment Theories
- d. Social Work 237 – Human Behavior & Social Environment Across the Lifespan
- e. Social Work 271 – Intro to Academic Research

- f. Social Work 301 – Social Policy and Services History
- g. Social Work 302 – Human Diversity
- h. Social Work 303 – Social Policy and Services Analysis
- i. Social Work 307 – Practice with Individuals & Families
- j. Social Work 308 – Practice with Groups
- k. Social Work 309 – Practice with Communities & Organizations
- l. Social Work 370 – Social Work Research Methods
- m. Social Work 4601 and 4602 – Practicum Instruction

(Refer to Appendices for Social Work Progression Sheet.)

In addition to the required social work courses, there are 31 credit hours of foundation courses and cognate area courses required for the Bachelor of Social Work degree. Some of the courses also meet one of the general studies requirements. The cognate area courses include:

- a. General Biology I
- b. Math 101 or higher
- c. Policy Cognate Area:
 - Political Science 101, 104, 202, 204, 319, Management 308 or Sociology / Criminology 229
- d. Psychology 101 - General Psychology
- e. Human Behavior in the Social Environment Cognate Area:
 - Psychology 203, 205, 322, 422, Sociology 201, 210
- f. Sociology 101 - People and Their Social Environment
- g. Diversity Cognate Area:
 - Sociology 221, 301, 321, Special Education 303, Mass Communications 304

The student works with their advisor to work out a series of elective courses to complete the 120 credit hours. There are six elective social work courses and periodic special topics courses. Most students take at least four of these courses. Students are required to complete at least two social work electives.

Students must earn a 2.5 (4.0 scale) on all social work and cognate area courses. In particular, students must have a grade of ‘C’ or better in SOWK 307, SOWK 308, and SOWK 309.

The curriculum is sequential and the prerequisites are identified in the Concord University Catalog.

COURSE DESCRIPTIONS

REQUIRED COURSES

SOWK 161 – Introduction to Social Work – 3 hrs.

Explores the multifaceted career opportunities of the social work profession, with an emphasis on human behavior, social and economic justice, and human diversity. Social work practice, values, and ethics are examined.

SOWK 229 – Group Dynamics and Interviewing Skills – 3 hrs.

Integrates theoretical-conceptual perspectives about group communications and interviewing skills, applying this information to practical problems and situations, focusing on behavior of individuals and groups with an emphasis on effective individual and group skills for both intrapersonal and interpersonal growth and development.

SOWK 236 – Human Behavior and Social Environment Theories – 3 hrs.

Methodological and theoretical study of the biopsychosocial elements of human behavior. Students will develop a theoretical and conceptual knowledge of human behavior applicable to competent social work practice.

SOWK 237 – Human Behavior and Social Environment Across The Lifespan – 3 hrs.

Methodological and theoretical study of the biopsychosocial elements of human behavior. Students will develop a theoretical and conceptual knowledge of human behavior applicable to competent social work practice.

SOWK 271 – Intro to Academic Research – 1 hr.

Designed to develop basic skills used in academic research. Special attention will be given to search techniques and sources, literature review and abstract, citation conventions, and academic integrity. Adaptations and applications to the student's field of study will be explored.

SOWK 301 – Social Policy and Services History – 3 hrs.

First of two required social welfare policy courses within the social work curriculum. The primary focus of the course is on the history of social work and social policy. The forces driving policy decisions are examined within a historical framework. The differential impact of social policy on diverse and oppressed groups is developed.

SOWK 302 – Human Diversity – 3 hrs.

An overview of racial, ethnic, gender, and sexual orientation issues. The first third of the course focuses on the sources and consequences of prejudice and discrimination. The next portion focuses on analysis of the origin and present status of minorities. The last portion focuses on goals and strategies of change in minority relations.

SOWK 303 – Social Policy and Services Analysis – 3 hrs.

Second of two social work policy classes. Provides students with a framework to analyze current social policy, taking into consideration both historical influences and current factors shaping these policies. A framework for policy analysis, incorporating the principles of social and economic justice, is also included. Content is provided on policy formulation, incorporating the processes influencing policy decisions.

SOWK 370 – Social Work Research Methods – 3 hrs.

Familiarizes the student with quantitative and qualitative research methods, the research process, and the role of research in professional practice. Students conduct a community-based research project. Emphasis is placed on evaluation of all levels of practice.

SOWK 307 – Practice With Individuals and Families – 3 hrs.

Examines the basic knowledge, values, and skills appropriate for a generalist social work practitioner at the beginning professional level of social work practice. Focus is on methods of intervention appropriate for helping relationships with individuals and families. A grade of ‘C’ or better is required to enter Practicum Instruction.

SOWK 308 – Practice With Groups – 3 hrs.

Methods of intervention appropriate for working with small groups are emphasized. Focuses on values, knowledge, and skills appropriate for the generalist social work practitioner at the beginning professional level of social work practice. A grade of ‘C’ or better is required to enter Practicum Instruction.

SOWK 309 – Practice With Communities and Organizations – 3 hrs.

Focuses on values, knowledge, and skills appropriate for the generalist social work practitioner at the beginning professional level of social work practice. Methods of intervention with organizations and communities are emphasized. A grade of ‘C’ or better is required to enter Practicum Instruction.

SOWK 4601 and 4602 – Practicum Instruction – 12 hrs.

Prerequisites: Completion of all required Social Work courses. Students must have a better than 2.00 overall grade point average with a 2.5 average in those courses listed under Social Work Courses Required. Students must have a grade of ‘C’ or better in SOWK 307, SOWK 308, and SOWK 309. Students must have senior status.

Provides students with opportunities to develop skills, knowledge, theories, and techniques with procedures from the classroom being applied to practicum situations. Emphasis is on individualized instruction with supervision by faculty. Application to be made through Practicum Instruction Coordinator three months before placement begins. (Class size limited)

Total Hours.....46

ELECTIVES IN SOCIAL WORK

SOWK 318 – Health and Human Resources Administration – 3 hrs.

An elective focusing on organizations and service delivery systems with an emphasis on leadership and management principles.

SOWK 320 – Working with Children and Adolescents – 3 hrs.

Reflects current issues and trends in working with children and adolescents. Behaviors, therapy, and programs related to children and adolescents are discussed.

SOWK 322 – School Social Services – 3 hrs.

Teaches basic knowledge, approaches, and skills involved in school social services. Examined are the basic concepts of children's developmental needs which require preventive services in the school, family, and community systems.

SOWK 323 – Families and Addictions – 3 hrs.

Examination of the impact addiction has on the family and the process of family recovery. Emphasis is on the family as a system, attachment, adaptation, enabling and enmeshment, and strategies to support family healing.

SOWK 324 – Gerontology and the Field of Aging – 3 hrs.

Beginning with aging as a developmental process, implications are generated which relate to possible services for the aged. Included is a focus on the development of primary intervention, protective, and institutional services.

SOWK 325 – Addictions – 3 hrs.

This course is designed to acquaint the student with information related to an assortment of addiction related topics including, but not limited to: theories and models of addiction; definitions of abuse and dependency; screenings; diagnoses; substance use among particular populations; treatment; intervention; prevention; drug categories; core functions of addiction, counseling and performance domains of a prevention specialist.

SOWK 327 – Health Care – 3 hrs.

Deals with the relationship between physical well-being and social functioning, the definition of a state of health and the health continuum; concepts of multiple causation and the role of stress; the social and psychological impact of chronic illness; planning, organizing, and delivering of health services.

SOWK 336 – Corrections – 3 hrs.

Examines social work and other professions in the area of forensics, courts, institutions, police, probation, and parole services. Attention is given to prevention and aftercare dynamics.

SOWK 350 – Special Topics in Social Work – 1-12 hrs.

Prerequisite: Approval by the Social Work Department.

Courses on specialized areas of social work practice (such as Addictions, Family Therapy, Introduction to Community Service, and International Social Work).

SOWK 470/471 – Directed Individual Study – 1-6 hrs.

Prerequisites: 'B' average for majors OR consent of social work faculty.

Advanced field study, readings, or research in student's area of interest.

In addition, special topics courses are periodically offered. These courses focus on contemporary topics in social work practice. Further, there are a number of elective courses from other fields which are

appropriate for the social work student. These should be selected based upon the individualized needs of the student. Your social work faculty advisor will be helpful in selecting these courses.

PRACTICUM INSTRUCTION

Practicum instruction is a critical part of the social work education. There will be a number of opportunities throughout the social work curriculum to do practicum projects, research practicum agencies and to observe social workers as they perform their respective roles. During their senior year students will complete a practicum placement where they will work full-time in an agency for one semester. The campus Practicum Coordinator will work closely with the agency Practicum Instructor to ensure that students will have a good learning experience. We currently have about 70 agencies listed for placement and students should be able to obtain a placement experience in the practicum area in which they are interested. Students receive 12 credit hours for the senior practicum placement.

FACULTY AND STAFF

Dr. Joan Pendergast, Professor of Social Work, Program Director

Dr. Joan Pendergast received her Ph.D. in Social Work from the University of South Carolina in 2007. Her dissertation addressed the relationship between the middle school social environment and academic achievement.

After completing the Masters of Social Work at Marywood University in Scranton, PA, Dr. Pendergast worked in community mental health, school-based counseling, and emergency room social work in Columbia, South Carolina for nine years before entering USC's doctoral program. Dr. Pendergast gained extensive teaching experience while a graduate student.

Since being at Concord University Dr. Pendergast has become involved in numerous activities at both Concord University and the surrounding communities. Her service to the Social Work Department includes being the faculty sponsor of the Concord Social Work Organization (CSWO). She has facilitated Concord students participating in Social Work Day at the Legislature and WV NASW Spring Conference.

For the broader Concord Community, she founded and continues to sponsor the Gay Straight Alliance (GSA). She has also established a campus wide SafeZone. She has participated in numerous Discovery Days, faculty orientations, student orientations, and student advising. Dr. Pendergast is the advisor for the Student Conduct Board and is a member of Concord University Student Activity Committee (CUSAC).

Dr. Pendergast has had the opportunity to participate in an international exchange program with a rural university in Yoshkar-Ola, Mari-El, Russia. She has been invited to present at state level conferences on the topic LGBT Cultural Competence. In Fall of 2017 Dr. Pendergast was invited to join the Board of Directors for Child Protect. And recently, joined the advisory board for the Southeastern Area Health Education Center (SE-AHEC).

Dr. Miranda Blackburn, Associate Professor of Social Work

Dr. Miranda Blackburn, DSW, MSW, LISW-S, LICSW, BCD, is an Associate Professor of Social Work at Concord University. With a diverse background in correctional and military social work, clinical mental health, crisis intervention, and program development, she brings a broad perspective to her teaching and research. Miranda's role as a Behavioral Health Officer in the Army National Guard has significantly shaped her approach to social work, particularly in understanding and addressing the complexities of systems within military and veteran populations.

She is a Licensed Independent Social Worker with Supervisor designation (LISW-S) through the Ohio Counselor, Social Work, and Marriage and Family Therapist (CSWMFT) Board, a Licensed Independent Clinical Social Worker (LICSW) through the West Virginia Board of Social Work, a Board-Certified Diplomate (BCD) through the American Board of Clinical Social Work, and a Certified Psychological Autopsy Investigator with the American Association of Suicidology. She also holds a Human Service Management Certificate from the Network for Social Work Management.

Her doctoral dissertation, "Suicide and the citizen-soldier: disrupting the clinical narrative" (2024) applied a systems lens to better understand the interplay between military suicide and broader societal structures. Additionally, Miranda was a contributing taskforce member for the CSWE Specialized Practice Guide for Military Social Work in 2023, where she supported efforts to update and develop standards for engaging diversity and difference in practice. Miranda also frequently participates as a Star Behavioral Health Provider (SBHP) Tier 1 Trainer, which encourages military cultural awareness for communities and mental health providers.

Tiffany Everette, Instructor of Social Work

Tiffany Everette is a Concord alumnus, completing both her BSW and MSW at Concord. Tiffany is a member of the National Social Work Association and is a Licensed Graduate Social Worker through the West Virginia Board of Social Work.

She spent the last eight years working in the child welfare system, including Child Protective Services and foster care. Tiffany Everette is an advocate for both foster children and foster parents. She and her husband fostered children for three years, and they decided to take a break from fostering when Tiffany came to teach at Concord. She and her husband have adopted three children.

Dr. Mary Hoke, Assistant Professor of Social Work

Dr. Mary Hoke is an Assistant Professor of Social Work and serves as a practicum liaison in the Bachelor of Social Work (BSW) program at Concord University. She earned her Doctor of Social Work (DSW) from the University of Kentucky, her Master of Social Work (MSW) from West Virginia University, and her Bachelor of Social Work (BSW) from Mountain State University.

Dr. Hoke became a licensed Graduate Social Worker (LGSW) in 2013 and obtained her Licensed Certified Social Worker (LCSW) credential in 2015. Before transitioning to academia, she spent

several years in private practice, where she provided therapy for individuals facing mental health and substance use challenges.

Her academic experience includes serving as an Assistant Professor and Practicum Coordinator in the BSW program at the University of Charleston. Prior to joining Concord University, she also worked for five years as Director of Counseling and Outreach Programs at West Virginia University Institute of Technology. In that role, she provided direct counseling services, coordinated campus and community outreach initiatives, and managed crisis intervention services for students.

A dedicated advocate for the profession, Dr. Hoke is a long-standing member of the National Association of Social Workers (NASW) and actively contributes to the Concord University Practicum Advisory Board.

Dr. Amanda Phillips, Assistant Professor of Social Work

Dr. Phillips currently serves as a social work educator at Concord University. She is a lifelong resident of West Virginia. Throughout her career, Dr. Phillips has been dedicated to serving older adults, a commitment recognized through various accolades and awards. She earned her undergraduate degree from Concord University in 2002, her Master of Social Work (MSW) from West Virginia University in 2011, and most recently, her Doctor of Education (Ed.D.) in Community Care and Counseling, with a specialization in Trauma-Focused Care, from Liberty University. Her teaching is informed by her professional background in the aging community and her research on the lived experiences of older adults in rural West Virginia, with a focus on resilience, autonomy, and community support networks. In addition to teaching and scholarship, she is actively engaged in initiatives that support first-generation college students, reflecting her passion for mentoring and empowering the next generation of social workers.

Mrs. Vanessa Howell, Operations Coordinator

Mrs. Vanessa Howell, MSW, is an Operations Coordinator for the Social Work and Sociology programs at Concord University. She is an Athens area native. Vanessa obtained her Master of Social Work (MSW) from Concord University in 2023 and a Bachelor of Science in Business Administration from Concord University in 2012. She has played an integral role in the initial accreditation process for the Master of Social Work Program. She has assisted in the various projects that originate in the Department, including program promotion and advertising, the Opioid Symposium, and other service-based activities carried out through the many organizations housed in Social Work. In addition, Vanessa maintains various databases and is the front line for addressing questions and concerns regarding the programs.

Mr. Andy Blum, Grant and Program Administrator

Mr. Andy Blum is the Grant and Program Administrator for the Department of Social Work and Sociology at Concord University. He has earned several degrees in creative disciplines, including his

M.F.A. in Recording Arts and Technologies from Middle Tennessee State University in 2013. Andy has been a proud CU employee since the summer of 2024.

In addition to his work in audio engineering, Andy has built a strong foundation in administration and finance. He spent several years in the financial sector, working as a Business Loan Specialist at a large regional bank. In this role, Andy leveraged his strong analytical skills to service businesses large and small, providing crucial support to the bank's vast customer base. Later, he branched into higher education where he manages office operations and supports faculty and staff in day-to-day functions.

STUDENT RIGHTS

As a student at Concord University, it is important for you to become familiar with your rights and responsibilities. The University staff will help you become aware of and understand these rights and responsibilities, although it is in your best interest to read and become knowledgeable to facilitate your success at Concord University.

There are several documents available to help you become aware of the things you need to know about your rights. Primary sources available to you include:

[Concord University Student Handbook](#) – Each student at Concord University is provided with a student handbook. The handbook provides information about offices and services at the university. It provides a statement on campus organizations and identifies existing campus organizations. Complete policy related to housing regulations is provided. A major component covers information related to rights of students, including appropriate appeals procedures.

[Social Work Practicum Manual](#) – Students receive a copy of the practicum manual previous to their block placement experience and it is available on the Social Work website. The manual provides a comprehensive statement of student rights and responsibilities related to this important program component.

[Concord University Catalog](#) – You may find the Concord Catalog online. The catalog outlines a number of areas that will help you in understanding your rights and responsibilities as a student at Concord University.

The index will help you locate areas concerning rights and responsibilities and we are recommending that you pay particular attention to those listed here:

- Academic Probation
- Academic Responsibilities
- Academic Suspension
- Admission Requirements
- Cheating
- Student Responsibilities
- Probation Suspension
- Counseling
- Compliant Procedure
- Classroom Conduct

CONCORD UNIVERSITY SOCIAL WORK ORGANIZATION

You are eagerly invited to become a member of The Concord University Social Work Organization (CSWO). CSWO combines fun and fellowship with service and governance. This organization was formed in 1975 and has been officially recognized as a Campus organization since 1976. The primary purpose of the organization is to give the students an opportunity to organize on their behalf. There are many opportunities to become involved in the CSWO. Leadership positions and committee memberships are always encouraged. Some ways the students in this organization participate include: being on a Curriculum Committee, which acts in an advisory capacity in the Social Work Department; participating in service projects and fund-raisers; attending conferences together; and playing a role in governance of the campus community by attending meetings of the Student Government Organization.

The rules and regulations of this organization are specified in the Constitution and By-Laws and are available on the Social Work website.

PHI ALPHA HONOR SOCIETY

Phi Alpha Honor Society is a national social work academic honor society that is dedicated to high standards of scholarship and distinctive achievements within social work.

The purposes of Phi Alpha Honor Society are to provide a closer bond among students of social work and promote humanitarian goals and ideals.

BSW Students:

- Candidates must have at least junior status.
- Completed at least 9 Social Work credits, and have a cumulative GPA of 3.5 or higher with a 3.7 GPA in Social Work courses.

Find out more information at the National website, <https://phialpha.org/>.

NASW CODE OF ETHICS

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code was approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly. The NASW Code of Ethics can be found on the social work website and at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

APPENDICES

**PREREQUISITE EXCEPTION
REQUEST FORM**

If you want to request an exception to a course prerequisite, you must complete this form in time for the faculty to review and make a decision and still allow sufficient time for registration. A majority vote of full-time faculty is required for approving an exception.

Date: _____

Advisor: _____

Name: _____

Student ID: _____

Address: _____
Street City State Zip Code

Telephone Number: _____ **E-Mail:** _____

Number Credit Hours Completed: _____

Grade Point Average: _____

Semester You Enrolled At Concord: _____

State the Exception you are Requesting:

What is Your Justification for the Request:

| | Approve | Deny |
|-----------------------|----------------|-------------|
| Faculty: _____ | _____ | _____ |
| Faculty: _____ | _____ | _____ |
| Faculty: _____ | _____ | _____ |
| Faculty: _____ | _____ | _____ |

Date of Committee Decision _____



Admission to the BSW Program

Students are eligible to apply for admission after they have completed the required 18-credit hours of designated courses at Concord (see list below). Application into the Social Work program must be submitted prior to or while enrolled in SOWK 301 Social Policy & Services History.

Admissions and Retention Committee meetings are held several times throughout each semester. The Admissions Application is to be completed and submitted online to the Social Work Department. Documents not submitted with the application can be emailed to [Andy Blum](#). Students will be notified of a time and date for their interview with the Admissions and Retention Committee, which consists of all full-time social work faculty. It is necessary that students attend their scheduled interview session once registered to do so. Failure to comply may result in delay of admission to the Social Work program.

Prerequisite Required Courses

- English 101
- English 102
- Psychology 101
- Sociology 101
- Social Work 161
- Social Work 229

BSW Application Requirements

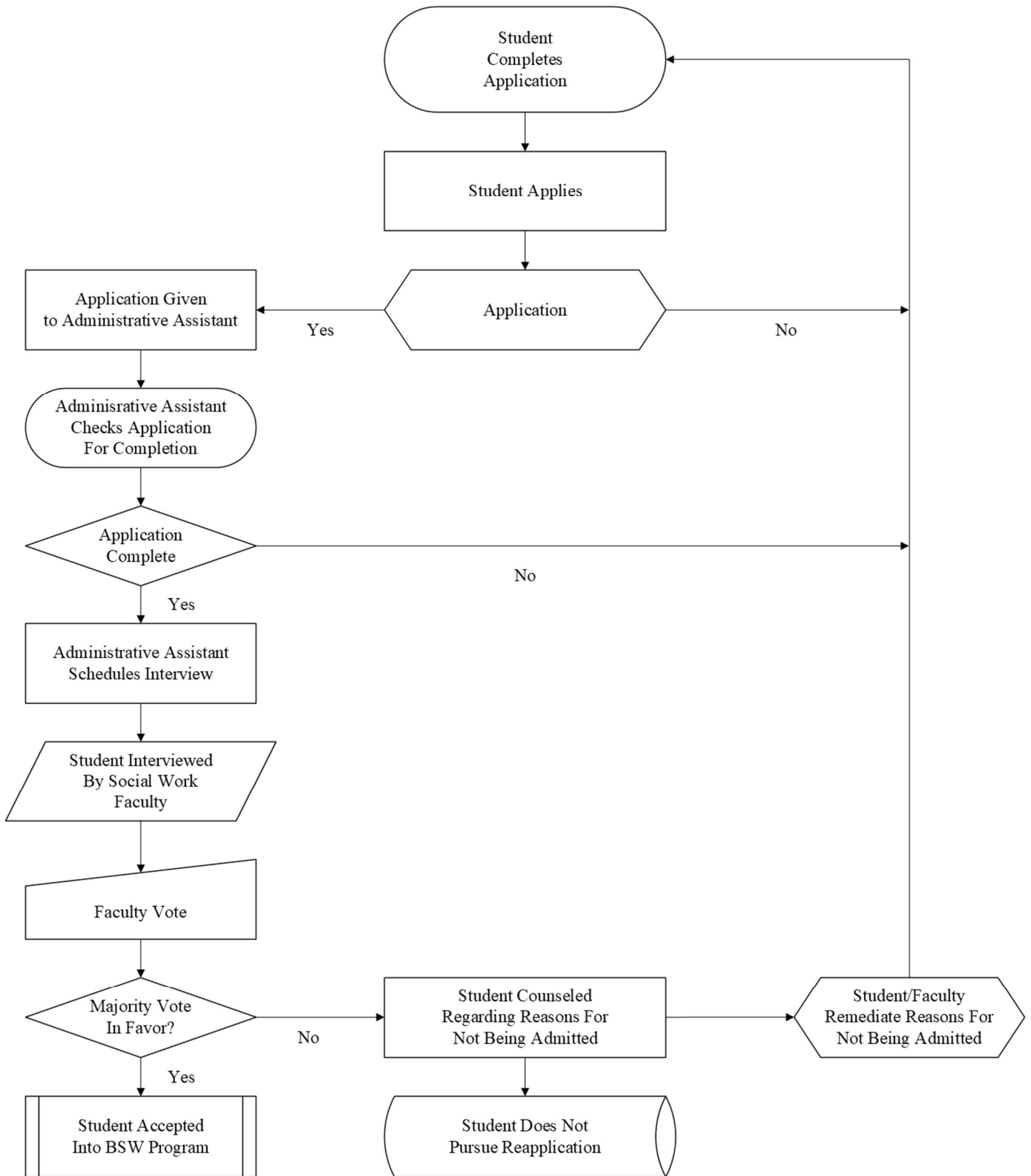
- Complete and submit the [BSW Application](#)
- Must have completed the prerequisite required courses with at least a 2.0 GPA, with a 2.5 GPA required for the two SOWK courses. (No grade lower than “C” will be accepted for SOWK 161 and 229).
- Complete and submit the [Rubric for Assessing Professional Behaviors](#)
- Include three letters of recommendation
 - One academic reference (must be a faculty member that does not teach in the Social Work program)
 - Two professional references (Please exclude letters from friends, relatives, and classmates)
- Biographical Reflection – Moving into the role of a social worker can be challenging and often times an identity shift needs to occur in order for students to show their competency in the knowledge, values, skills, and cognitive processes needed to complete the program. These areas are guided by our Code of Ethics and professional standards. Keeping this in mind, please answer the following questions in an essay, being sure to include a brief (one paragraph) introduction of yourself and your career goals. *Please ensure that your essay follows APA formatting guidelines.*

1. State and discuss one or two main social work values and how these might guide your practice. Then explain the importance of separating your personal values and experiences from your professional role and provide an example of when this might be used in practice.
2. Using self-reflection, identify 2-3 traits or strengths that will contribute to your success in the social work profession.
3. Identify and discuss 2-3 personal attributes that might be a barrier to your ability to be a professional social worker. Discuss your plan for strengthening these areas.
4. Based on your current knowledge of the social work profession, discuss what you believe would be the hardest aspect of the profession. What population do you feel you would struggle to work with the most and why?

If you are interested in applying to the BSW program, please [apply online](#).

If you are interested in applying for the BSW/MSW 5 Year program, please [apply online](#).

Social Work Application Process





Four Year Plan Major: BSW

| Freshman Year – Fall Semester | Credit Hours | Freshman Year – Spring Semester | Credit Hours |
|----------------------------------|--------------|------------------------------------|--------------|
| UNIV 100 | 1 | ENG 102 | 3 |
| ENG 101 | 3 | PSY 101 | 3 |
| SOC 101 | 3 | SOWK 271 | 1 |
| MATH (any) | 3 | Policy Cognate Elective | 3 |
| SOWK 161 | 3 | General Education Course | 2-3 |
| SOWK 229 | 3 | General Education Course | 3 |
| Semester Total | 16 | Semester Total | 15-16 |

| Sophomore Year – Fall Semester | Credit Hours | Sophomore Year – Spring Semester | Credit Hours |
|-----------------------------------|--------------|-------------------------------------|--------------|
| BIO 101/L or 102/L | 4 | SOWK 237 | 3 |
| COMM 101 or BGEN 205 | 3 | SOWK 302 | 3 |
| Elective/Minor | 3 | SOWK Elective | 3 |
| SOWK 236 | 3 | General Education Course | 3 |
| HBSE Cognate Elective | 3 | General Education Course | 3 |
| --- | --- | --- | --- |
| Semester Total | 16 | Semester Total | 15 |

| Junior Year – Fall Semester | Credit Hours | Junior Year – Spring Semester | Credit Hours |
|--------------------------------|--------------|----------------------------------|--------------|
| SOWK 301 | 3 | SOWK 303 | 3 |
| SOWK 370 | 3 | SOWK 307 | 3 |
| Diversity Cognate Elective | 3 | SOWK Elective | 3 |
| General Education Course | 3-4 | Elective/Minor | 3 |
| Elective/Minor | 3 | Elective/Minor | 3 |
| Semester Total | 15-16 | Semester Total | 15 |

| Senior Year – Fall Semester | Credit Hours | Senior Year – Spring Semester | Credit Hours |
|--------------------------------|--------------|----------------------------------|--------------|
| SOWK 308 | 3 | SOWK 4601 | 6 |
| SOWK 309 | 3 | SOWK 4602 | 6 |
| Elective/Minor | 3 | --- | --- |
| Elective/Minor | 3 | --- | --- |
| Elective/Minor | 3 | --- | --- |
| Semester Total | 15 | Semester Total | 12 |



Four Year Plan Major: BSW Online

| Freshman Year – Fall Semester | Credit Hours | Freshman Year – Spring Semester | Credit Hours |
|----------------------------------|--------------|------------------------------------|--------------|
| UNIV 100 | 1 | ENGL 102 | 3 |
| ENGL 101 | 3 | MATH (any) | 3 |
| SOC 101 | 3 | PSY 101 | 3 |
| General Education Course | 3 | General Education Course | 3 |
| SOWK 161 | 3 | SOWK 271 | 1 |
| SOWK 229 | 3 | Policy Cognate Elective | 3 |
| Semester Total | 16 | Semester Total | 16 |

| Sophomore Year – Fall Semester | Credit Hours | Sophomore Year – Spring Semester | Credit Hours |
|-----------------------------------|--------------|-------------------------------------|--------------|
| BIOL 101/L or 102/L | 4 | SOWK 236 | 3 |
| COMM 101 or BGEN 205 | 3 | SOWK 301 | 3 |
| General Education Course | 3 | Diversity Cognate Elective | 3 |
| SOWK 237 | 3 | Elective/Minor | 3 |
| HBSE Cognate Elective | 3 | Elective/Minor | 3 |
| Semester Total | 16 | Semester Total | 15 |

| Junior Year – Fall Semester | Credit Hours | Junior Year – Spring Semester | Credit Hours |
|--------------------------------|--------------|----------------------------------|--------------|
| SOWK 302 | 3 | SOWK 308 | 3 |
| SOWK 303 | 3 | SOWK 309 | 3 |
| SOWK Elective | 3 | SOWK Elective | 3 |
| General Education Course | 3 | General Education Course | 3 |
| Elective/Minor | 3 | Elective/Minor | 3 |
| Semester Total | 15 | Semester Total | 15 |

| Senior Year – Fall Semester | Credit Hours | Senior Year – Spring Semester | Credit Hours |
|--------------------------------|--------------|----------------------------------|--------------|
| SOWK 307 | 3 | SOWK 4601 | 6 |
| SOWK 370 | 3 | SOWK 4602 | 6 |
| General Education Course | 3 | --- | --- |
| Elective/Minor | 3 | --- | --- |
| Elective/Minor | 3 | --- | --- |
| Semester Total | 15 | Semester Total | 12 |

Concord University
Bachelor of Science - Social Work
Registrar's Office Official Document

Name: _____

2025-2026 Catalog

120 hours minimum for graduation with a 2.00 average overall
 56 hours from a four-year institution

| Course | Title | HRS | GR | QP |
|--|---|-----|-----------|----|
| <i>Written and Oral Communications (9 credit hours) Select one course from BGEN 205 or COMM 101</i> | | | | |
| ENGL 101 | Composition & Rhetoric I | 3 | | |
| ENGL 102 | Composition & Rhetoric II | 3 | | |
| COMM 101 Or BGEN 205 | Fundamentals of Speech Or Fundamentals of Business Communication | 3 | | |
| <i>Literature and Humanities (6 credit hours) Select one (1) course from Literature and one (1) course from History and Philosophy. *May be repeated for 3 credit hours.</i> | | | | |
| | ENGL 203 or 204 | 3 | | |
| | HIST 101, 102, 203, 204, PHIL 101, 308, 316, or 361 | 3 | | |
| <i>Fine Arts— (3 credit hours) Select one (1) course from the following:</i> | | | | |
| | ART 101, 103, 105, 106, 204, 205, 216, 303, 304, 308, MUS 101, *451, *453A, or THEA 102 | 3 | | |
| <i>Social and Behavioral Sciences (9 credit hours) Select one (1) course from three different categories.</i> | | | | |
| SOWK 161 | Category 1 - Business and Professional Studies BGEN 105, ECON 203, ECON 204, FIN 200, HSP 100 or SOWK 161 | 3 | See Major | |
| PSY 101 | Category 2 - Geography GEO 100 or 221 | 3 | See Major | |
| SOC 101 | Category 3 - Political Science POSC 101, 104, or 202 Category 4 - Psychology PSY 101 or 200 Category 5 - Sociology SOC 101, 201, or 301 | 3 | See Major | |
| <i>Natural Sciences (7-8 credit hours) Select one (1) course from two different categories.</i> | | | | |
| BIOL 101 | Category 1-Biological Science BIOL 101, 102, 121, or 122 Category 2-Earth & Space Science GEO 101, 140, 150, 200, PHSC 104, or PHYS 105 Category 3-Physical Science CHEM 100, CHEM 101/111, PHSC 103, PHYS 101, or PHYS 201 | 4 | See Major | |
| | | 3-4 | | |
| <i>Mathematics (3 credit hours) Select one (1) Mathematics course numbered 100 or higher.</i> | | | | |
| | | 3 | See Major | |
| <i>Physical Wellness (2 credit hours) Select one or more courses listed below for a total of at least two hours.</i> | | | | |
| | HS 120, 304, P ED 101M, 117 or 118 | 2-3 | | |
| <i>Modern/Classical Language – (Optional 6 credit hours) Select two courses within the same Modern/Classical Language for substitution purposes.</i> | | | | |
| | May not substitute Modern Language for ENGL 101, ENGL 102, the 3 hour Mathematics requirement or the 4-hour lab science requirement. | | | |

| Social Work 2.50 GPA required (#2 credit hours) | | | | |
|--|---|---|--|--|
| SOWK 161 | Intro to Social Work | 3 | | |
| SOWK 229 | Group Dynamics and Interviewing Skills | 3 | | |
| SOWK 236 | Human Behavior & Social Environment Theories | 3 | | |
| SOWK 237 | Hum. Behavior & Social Environment Across the Lifespan | 3 | | |
| SOWK 301 | Social Policy & Services History | 3 | | |
| SOWK 302 | Human Diversity | 3 | | |
| SOWK 303 | Social Policy & Services Analysis | 3 | | |
| SOWK 307 | Practice with Individuals & Families | 3 | | |
| SOWK 308 | Practice with Groups | 3 | | |
| SOWK 309 | Practice with Communities & Organizations | 3 | | |
| SOWK 370 | Social Work Research Methods | 4 | | |
| SOWK 4601 | Practicum Instruction | 6 | | |
| SOWK 4602 | Practicum Instruction | 6 | | |
| | Six (6) hours Social Work Electives | 3 | | |
| | | 3 | | |
| Required Liberal Arts Courses (14 credit hours) | | | | |
| BIOL 101 | Biology: Theme | 4 | | |
| MATH | Select one Mathematics course numbered 100 or higher | 3 | | |
| PSY 101 | General Psychology | 3 | | |
| SOC 101 | Introduction to Sociology | 3 | | |
| SOWK 271 | Introduction to Academic Research | 1 | | |
| Additionally, students must complete one three-hour credit course in each of the following cognate areas (9 credit hours) | | | | |
| Policy Cognate | One course from POSC 101, 104, 202, 204; MGT 308; or SOC 229/CRIM 229 | 3 | | |
| HBSE Cognate | One course from PSY 203, 205, 322, 422; SOC 201, 210 | 3 | | |
| Diversity Cognate | One course from SOC 221, 301, 321; EDSP 303; MCOM 304 | 3 | | |

RESIDENCE CREDIT:

36 hours at Concord
 16 of last 32 hours at Concord
 Note: In some degree programs, this is prior to entering professional training.
 9 hours in Major, Teaching Field, etc.

TOTAL MINIMUM REQUIRED CREDITS: 120
PROGRAM REQUIREMENTS: 75
GENERAL EDUCATION CREDITS: 27-29
ELECTIVE CREDITS: 16-18

Revised: 04/24/2025

PLAN

1st Semester _____ 20 _____

2nd Semester _____ 20 _____

3rd Semester _____ 20 _____

4th Semester _____ 20 _____

5th Semester _____ 20 _____

6th Semester _____ 20 _____

7th Semester _____ 20 _____

8th Semester _____ 20 _____

Signatures:

Student _____

Date _____

Faculty Advisor _____

Date _____