LIBERTY
U N I V E R S I T Y ®

Social Work Program

Bachelor of Science in Social Work Student Handbook

2020-2021

Liberty University
Department of Social Work

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ACKNOWLEDGMENTS

I. INTRODUCTION

This document provides an overview of Liberty University's Social Work policies, procedures, and requirements for the Bachelor of Science Degree in Social Work (BSSW). The purpose of the manual is to orient and offer guidance to BSSW Students, Faculty, Field Instructors, and other Agency Personnel involved in social work education. In addition to describing the roles and responsibilities of each party involved, this document provides an overview of the Social Work Program's mission statement, goals and learning outcomes, the Social Work competencies and practice behaviors adopted by the Social Work Program, Code of Ethics for the National American Association of Christians in Social Work (NACSW), the National Association of Social Workers (NASW), and the Council on Social Work Education's (CSWE) Education Policy and Accreditation Standards (EPAS). This information offers guiding principles for social work education that support the goal of successfully preparing students for a professional career in social work.

Any inquiries and/or comments regarding any of the information included in this document should be directed to the department through:

<div align="center">

residentialsocialwork@liberty.edu

or

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434-582-7570

</div>

Written inquiries and/or comments may also be sent by postal mail to the:

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Liberty University Department of Social Work,
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</div>

II. MISSION STATEMENT, GOALS, AND LEARNING OUTCOMES

A. Mission Statement

The mission of Liberty University's Department of Social Work is to prepare Christ-centered men and women to impact the world through competent generalist social work practice by equipping them with the knowledge, values, and skills of the profession essential for enhancing individual, family, and community well-being.

B. Program Goals

The goals of Liberty University's Department of Social Work are to develop Christ-centered competent social workers, who:
1. advocate for oppressed people groups;
2. embrace the values of the profession;
3. recognize the impact of the environment on human behavior;
4. are empathetic and strength-based;
5. practice with research-informed wisdom;
6. demonstrate cultural and relational humility; and
7. are healthy emotionally, physically, and spiritually.

C. Program Learning Outcomes

Upon completion of the BSSW, the student will be able to demonstrate competency as a beginning social work professional in the following areas:
1. Demonstrate competency as a beginning social work professional in the following areas:
2. Integrate faith in the practice of social work.
3. Demonstrate Ethical and Professional Behavior
4. Engage Diversity and Difference in Practice
5. Advance Human Rights and Social, Economic & Environmental Justice
6. Engage in Practice-Informed Research & Research-Informed Practice
7. Engage in Policy Practice
8. Engage with Individuals, Families, Groups, Organizations, and Communities
9. Assess Individuals, Families, Groups, Organizations, and Communities
10. Intervene with Individuals, Families, Groups, Organizations, and Communities
11. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

III. SOCIAL WORK COMPETENCIES AND PRACTICE BEHAVIORS

The table below depicts Liberty University's social work competencies and the practice behaviors that relate to each. The social work curriculum, including field education, is designed to prepare students to master each competency through the demonstration of each of the practice behaviors.

SOCIAL WORK COMPETENCIES	SOCIAL WORK PRACTICE BEHAVIORS
DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR	• Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; • Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; • Demonstrate professional demeanor in behavior, appearance, and oral, written and electronic communication • Use technology ethically and appropriately to facilitate practice outcomes; and • Use supervision and consultation to guide professional judgment and behavior.
ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE	• Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • Present themselves as learners and engage clients and constituencies as experts of their own experiences; and • Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
ADVANCE HUMAN RIGHTS, SOCIAL, ECONOMIC & ENVIRONMENTAL JUSTICE	• Apply their understanding of social, economic and environmental justice to advocate for human rights at the individual and system levels • Engage in practices that advance social, economic and environmental justice.
ENGAGE IN PRACTICE-INFORMED RESEARCH AND	• Use practice experience and theory to inform scientific inquiry and research;

RESEARCH- INFORMED PRACTICE	• Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and • Use and translate research evidence to inform and improve practice, policy, and service delivery.
POLICY PRACTICE	• Identify social policy at the local, state and federal level that impacts well-being, service delivery and access to social services. • Assess how social welfare and economic policies impact the delivery of and access to social services; • Apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic and environmental justice.
ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES	• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and • Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES	• Collect and organize data and apply critical thinking to interpret information from clients and constituencies. • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. • Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and • Select appropriate intervention strategies based on the assessment, research knowledge, and

	values and preferences of clients and constituencies.
INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES	• Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; • Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; • Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and • Facilitate effective transitions and endings that advance mutually agreed-on goals
EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES	• Select and use appropriate methods for evaluation of outcomes; • Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; • Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels • apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
INTEGRATE FAITH AND PRACTICE	• Integrate faith and practice through a process of ethical reasoning, • Respect spiritual diversity • Assess client strengths and needs using the bio-psycho-social-spiritual model

IV. DEPARTMENT OF SOCIAL WORK OVERVIEW

A. Accreditation Process

The Liberty University Social Work program entered candidacy for accreditation with CSWE in 2015. All degrees conferred during the duration of the program's candidacy are officially acknowledged by CSWE as fully accredited degrees. This applies to all conferred degrees from the Department of Social Work at Liberty University in 2017 and 2018.

Students who graduate from a CSWE-accredited program are eligible for licensure in many states and are also eligible to apply for Advanced Standing MSW programs within a specified time-period. For more information on licensure requirements, see Section J: Licensure Requirements. Advanced Standing allows students to complete an MSW program in one calendar year if full-time as opposed to the traditional two-year timeline for full-time students. The specific admission standards, requirements, and course schedule for Advanced Standing MSW programs are determined by CSWE and the institution offering the program.

B. Department Faculty

Professor Joshua Turner is a full-time faculty member and a Chair of the Department of Social Work. His area of focus in practice is in clinical work, with experience in university counseling settings, substance abuse treatment, and trauma and complex stress. Professor Turner graduated from Liberty University with degrees in Psychology and Clinical Mental Health Counseling and is currently pursuing a doctorate in Psychology.

Professor Cheryl Nitz is a full-time faculty member and the Chair of Field Education. Professor Nitz is in her tenth year of teaching social work. Professor Nitz attended Rutgers University, a CSWE accredited program, and graduated in 1989 with her MSW. Professor Nitz is a licensed clinical social worker, having worked in the field of child welfare for over 30 years in both direct practice and administration. She has extensive training in the field of attachment and trauma, particularly in the area of facilitating healing in foster, adopted and post-institutionalized children. She began specializing in attachment-based, trauma-informed therapy in 1997 and was the co-founder and director of a specialized clinical practice serving families for over 20 years.

Professor Jennifer Street is a full-time faculty member and BSSW Program Director. Professor Street has over ten years of teaching social work in higher education. She joined the Department of Social Work in 2017 as an online adjunct professor and was promoted to full-time faculty in January 2019. Professor Street graduated from East Tennessee State University with her BSW in 2002 and Florida State University, both CSWE accredited programs, with her MSW in 2006.

Professor Christine Fulmer is a full-time faculty member at Liberty University. Professor Fulmer was hired in the summer of 2014 to start the BSW program at Liberty University. Her principal assignment is to the social work program. Professor Fulmer attended Marywood University for her MSW and graduated from their CSWE accredited program in 1996. She is continuing the process of completing her Ph.D. in social work from the University of Kentucky.

Professor J.J. Cole is a full-time faculty member at Liberty University. Professor Cole has been teaching at Liberty University for 20 years. During that time, she has taught in the College of General Studies and

the School of Behavioral Sciences for the Psychology and Social Work Departments. She is now full-time in the Department of Social Work. Professor Cole attended Florida International University, a CSWE accredited program, and graduated in 1984 with her MSW.

Professor Elke Cox is a full-time faculty member at Liberty University. Professor Cox joined the Department of Social Work as a full-time faculty member in January 2017. Professor Cox attended UNC-Chapel Hill, a CSWE accredited program, and graduated in 1993 with her MSW. She is a Licensed Clinical Social Worker. She has designed several online social work courses, is the advisor for the Phi Alpha Social Work Honor Society and has presented at multiple national social work conferences. She has been a social worker for over 20 years, working mainly with children and families, in places such as a children's home, a public high school, a private practice, and foster care.

Professor Alexander Lagos is a full-time faculty member at Liberty University as of August of 2018. He is a Licensed Graduate Social Worker (LGSW) in the state of Maryland. Professor Lagos graduated from Salisburg University's CSWE accredited program with his BSW in 2012 and MSW 2015. He worked for four years in child welfare as a foster care worker. He also worked as a liaison/interpreter for the Hispanic community in the counties he used to work and reside in Maryland. He is also a member of the NASW, CSWE, NACSW, and AACC.

Dr. Kristen Nugent is a full-time faculty member at Liberty University. She joined the Department of Social Work in 2017 as an online adjunct professor and promoted to a full-time faculty member in January 2018. Dr. Nugent earned her Ph.D. from Walden University, her MSW from West Virginia University, and her BSW from California University of PA. Dr. Nugent's area of expertise is teaching practice and field education classes for social work students.

Dr. Charles Lorbeer is a full-time faculty member at Liberty University as of January 2018. Dr. Lorbeer earned his Ph.D. in Administration: Child Welfare from Walden University in 1992, his MSW from Florida State University, and BA from Florida State University. Dr. Lorbeer's experience includes founding and developing the Social Work Department at Capella University and served as its Chair of Social Work and Community Ph.D. program for six years.

Dr. David Skiff is a full-time faculty member at Liberty University. Dr. David Skiff graduated from Roberts Wesleyan College in 1979 with his BSW. He went on to complete a Master of Divinity degree from Asbury Theological Seminary in 1983 and an MSW from the University of Kentucky in 1984. He completed his Ph.D. in 2009 at the University of Rochester in Human Development at the Warner Graduate School of Education. From July 2009 to 2019, he was the Chair of the Department of Social Work at Roberts Wesleyan College. He joined the Liberty University faculty team in 2019.

Professor Justen Gross is a full-time faculty member at Liberty University. Professor Gross graduated from Cleveland State University with a Masters of Social Work Degree in 2008. He began his career at Liberty University in 2016 as an online adjunct professor, and then moved to a full-time faculty position in 2019.

The Department also has several residential and online adjunct faculty members as well as support staff.

C. Program History

Liberty University considered adding a social work major to its curriculum offerings for a number of years as the purpose of social work aligns well with the university's mission to impact the world and contribute to the community. The closest BSW program is an hour from Lynchburg and there was a shortage of social workers in the area. Additionally, in 2011, enrollment management recommended the addition of the program because it was often requested by students considering a Liberty education. Dr. Kevin Corsini who was Vice Provost for Academic Operations at the time and Professor J.J. Cole were proponents of the program and long-desired for social work to be offered at Liberty University. After careful deliberation, the university chose to proceed with the creation of the program and hired Professor Christine Fulmer in the summer of 2014 as program director.

The Department of Social Work is located on the campus of Liberty University, Lynchburg, VA in DeMoss Hall and is a part of the School of Behavioral Sciences. A number of Psychology and Counseling faculty members served on the initial planning committee and were supportive of the program's development. In November of 2014, the board of trustees demonstrated its support when they approved the allocation of financial resources necessary to start the program. The Social Work program officially became the Department of Social Work in the Fall of 2015.

D. Social Work Program Eligibility

As noted in the Liberty University catalog, students interested in earning a Bachelor of Science Degree in Social Work (BSSW) at Liberty University must meet the requirements of the Department of Social Work. The Department of Social Work's requirements include meeting the university admission criteria as well as the additional standards associated with preparing competent social workers for generalist practice. These additional standards were developed by the Department of Social Work at Liberty University. Acceptance to Liberty University and declaring social work as one's major is the way in which a student begins the process. However, this first step is not synonymous with approval into the Social Work program.
This is accomplished through approval through Gate 1 of the program. The Gate 1 Application process is housed in SOWK 294, a 16-week, 0-credit course in Blackboard.
Approval into the Social Work program and progression through this rigorous professional degree requires successful completion of the Gate process, a series of four sequenced, non-credit Gate courses (SOWK 294, SOWK 365, SOWK 465, SOWK 494). The first step of the Gate process is completion of SOWK 294, a 16-week, 0-credit course in Blackboard.

Social work candidates are to follow the steps associated with the process and meet the criteria established by the program. Formal application to the Department of Social Work is generally completed during students' sophomore year in coordination with the completion of SOWK 270, Ethics in Professional Helping. To be eligible to apply for Gate 1 (SOWK 294), all candidates must satisfactorily complete the Gate 1 Application documentation and meet the criteria described below.

- Adhere to the standards set forth in the Liberty Way for residential students or the Personal Code of Honor for online students.
- Be in good academic standing with the University and have a minimum cumulative GPA of 2.50.

- Have successfully completed (earned a "C" or higher) SOWK 101. Be currently enrolled (for the semester in which they are applying) or have successfully completed (earned a "C" or higher) BIOL 102, ENGL 102, PSYC 101, SOCI 200, SOWK 120, SOWK 150, HLTH 216 or SOWK 250, SOWK 260, and SOWK 270.
- Provide a copy of their Degree Completion Plan Audit (DCPA).
- Complete a minimum of 15 hours of volunteer work at a social services agency.
- Submit a completed Gate 1 Application packet and a 5-6 page Autobiographical Statement addressing the provided prompts.
- Submit three recommendation forms (one professional, one personal, and one from their volunteer supervisor).
- Submit the results of a background check and fingerprints. All Residential students and LUO Virginia residents also submit the results of the VA Child Abuse Search. The date of completion for all results must be within the 12 months prior to the Gate 1 Application deadline for which the student is applying.[1]

The Liberty University Social Work Program trains students to be competent in practice by the time of graduation; however, there is no guarantee that all students will be able to secure placement, employment, or licensure. While the Department works to support students approved to the Social Work Program in acquiring field placements, it is ultimately the agency that must select and approve students for internships.

Opportunities for employment and licensure also vary vastly between locations and are the responsibility of graduates to secure. Similarly, students who have charges or convictions revealed on their criminal search are not guaranteed field placement for junior and senior field even if they are granted approval into Liberty University's Social Work Program. Potential employment post-graduation or placement for the junior and senior field will be at the discretion of the employer or agency.

Once students are granted entry into the Social Work Program, students are to maintain their status by consistently meeting the following criteria:

1. Earn a "C" or higher in all major and major foundational courses.
2. Maintain an overall GPA of 2.5 or higher to be eligible for approval through Gates 2, 3, and 4.
3. Maintain satisfactory citizenship and ethical behavior.
4. Maintain professional standards as defined by the department.
5. Consistently demonstrate the values of the profession: integrity, service, the value of human relationships, dignity and worth of a person, competence, and social justice.
6. Be successfully approved through program Gates 2, 3, and 4.

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[1] One of the requirements for approval into the program is the completion of three background checks: A National Background criminal records check, a Federal Fingerprint check, and a Virginia Child Abuse Search check (if the student is a residential student or resides in Virginia). If students' results reveal criminal charges, convictions, and/or a child abuse report, students are required to provide a summary of the circumstances of the charge(s) as well as a minimum of two personal/professional recommendations who were aware of the event. Failure to follow these conditions can result in a denial of students' Gate 1 applications. The department holds the right to deny or defer a student's application into the program.

D.1 Transfer of Credits

When students transfer from regionally-accredited or nationally-accredited institutions, the Registrar's Office reviews the student's transcript. Courses will transfer if they are undergraduate-level and the student has received a grade of "C" or higher. To be awarded direct transfer credit, the transfer course must be very similar to a Liberty University course. The similarity is determined by the number of credit hours (must be a minimum of 2/3 of the Liberty equivalent) and course content (using the catalog course description). If the course is determined to not be very similar, either in content or credit hours, to a Liberty University course, then free elective credit will be awarded. Internships, capstone courses, special topics courses, workshops, seminars, and independent studies courses will not receive direct transfer credit at Liberty University but will receive elective credit if they meet all other criteria. The student may appeal a denial of credit for a social work course, in which case the Registrar's Office works in coordination with the program director to determine if the student will receive direct or elective transfer credit.

The Social Work Program does not give academic credit for life experiences or previous work experience in compliance with the standards of the Council on Social Work Education, our accrediting body. The program does recognize the value of previous work and life experience. Students are informed of this policy on the Liberty University Social Work website. The program encourages students to integrate the knowledge gained in the classroom with their work and life experience.

E. Social Work Program Requirements

The Social Work program curriculum has been developed to equip students to be competent practitioners from a bio-psycho-social-spiritual framework. The coursework includes theoretical knowledge and practice experience to train students in the nine core competencies, and a tenth, integration of faith and practice. Students are trained to be competent in all behaviors of the profession. In order to gauge students' success in these competencies, the program has the following:

- A 4-Gate System through which all students must be approved to be eligible to graduate from the program
- Social Work Practice with Groups (SOWK 355) which is available as an intensive for residential students and is a required intensive for students in the online program option.
- Junior Field Experience (SOWK 370): 8 hrs/week internship for one semester with a synchronous weekly seminar.
- Senior Field Experience (SOWK 470): 32 hrs/week internship for one semester with a synchronous weekly seminar

Suggested Course Sequences for moving through the residential and online program options are provided in Appendices A and B.

E.1. Social Work Program Gate Process

The Council on Social Work Education (CSWE) requires that all social work programs have a gatekeeping process to ensure that students have a thorough understanding of the profession of social work and will be a good fit for the program and profession. The Gate Process is a four-step process that is designed to meet our responsibility of ensuring that graduates are not only a good fit for social work, but also academically and professionally equipped to enter into the social work profession.

Both the Residential and Online BSSW program options include four Gates. We encourage students to take some time reviewing the gate process here to gain an understanding of the gate process and what is required of each student. Students are expected to be knowledgeable of the requirements of each Gate. Each student must apply for and be approved through all 4 Gates to be eligible to graduate from the Social Work Program. Each Gate course is a 16-week, 0-credit course and students can only be enrolled in one Gate course per semester.

- Gate 1 (SOWK 294) includes the process of applying for formal approval into the BSSW Program.
  *Declaring Social Work as your major is not the same as being approved into the program. All students must be approved through Gate 1 by successfully completing SOWK 294, to be officially approved into the Social Work program.
- Gate 2 (SOWK 365) includes the field application process for Junior Field and requesting formal approval to proceed into Junior Field Experience (SOWK 370)
- Gate 3 (SOWK 465) includes the field application process for Senior Field and requesting formal approval to proceed into Senior Field Experience (SOWK 470)
- Gate 4 (SOWK 494) includes a comprehensive exam and receiving clearance for graduation from the program.

E.2 Department of Social Work Approval Process

In order to be eligible to gain approval into the program, students must submit all required Gate 1 materials within SOWK 294. To register for all Gate courses, students can go through their ASIST account or by contacting LUO Academic Advising. Students are eligible for SOWK 294 during the semester in which they are enrolled for their last Gate 1 prerequisite course[2] along with meeting the minimum GPA requirement of 2.5. It is recommended that students apply for SOWK 294 in concordance with SOWK 270, Ethics in Professional Helping. The Gate 1 application process for approval into either program option, residential or online, has the students meet program requirements listed in the previous sections, which can be found in the University catalog.

The Department's Program Support Coordinator team reviews each application packet for compliance with the requirements and suitability for the program. If it becomes clear through reviewing a student's documentation that additional, follow-up information is needed, the student will be selected for an interview. Their application documentation is then passed on to two faculty members and/or the staff member assigned to interview the student. Interview questions are tailored to the student based on the information described in their Gate 1 application documents. Interviews with residential students are conducted in-person and interviews with online students are conducted via WebEx, a secure video calling service.

After reviewing the student's application documents and completing the Gate 1 interview, the interviewers make a recommendation to the Department Chairs for one of three Gate 1 Decision categories:

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[2] SOWK 101 must be completed with a "C" or higher prior to the semester in which a student enrolls in SOWK 294.

1. **Full Approval through Gate One:** This is granted when the student has successfully completed all Gate 1 prerequisite courses and documentation. There may be some additional concerns from the department for which Areas of Needed Growth would be specified.
2. **Provisional Approval through Gate One:** This is granted when the student is pending the successful completion of one or more Gate 1 prerequisite courses or documents. There may be some additional concerns from the department for which Areas of Needed Growth would be specified.
3. **Deny Gate One Procession:** Students can be denied Gate 1 approval for the following reasons:
    - The student does not submit all required, completed application documentation;
    - The student submits an application but is not eligible to apply (GPA less than 2.5 or insufficient prerequisite requirements); or
    - If it becomes apparent through the application documentation and interview process that the student and program may not be a good fit. Feedback from professors is also considered.[3]

Recommendations from the interviewers and faculty feedback assist the Department Chairs in deciding the student's official Gate 1 Decision.

If a student is denied, their Gate 1 Decision would include a rationale for the department's decision. The department would then work directly with the student on the next steps for alternate options or steps the student will need to take to be eligible to reapply at a later time.

Not all Gate 1 Applicants are selected for an interview. If a student is not selected for an interview, their application is processed, and they are sent a Gate 1 Decision by the end of the semester in which they are enrolled in that Gate course. All students will be notified of their Gate 1 Decision via email and in the Gate 1 Decision section of the gradebook in SOWK 294.

The notification may contain specific recommendations (Areas of Needed Growth) to aid in the successful competency development of the students. Students wanting to proceed with the process of program approval must follow the directions outlined in the notification to be eligible to continue to the next Gate. Growth Areas are assessed for each student at each Gate.

As noted in the catalog, once a student has been granted entry into the Social Work Program, a student is to maintain his/her status by consistently meeting the following criteria:

1. Earn a "C" or higher in all major and major foundational courses.
2. Maintain a minimum GPA of 2.5.
3. Maintain satisfactory citizenship and ethical behavior.
4. Consistently demonstrate the values of the profession: integrity, service, the value of human relationships, dignity and worth of a person, competence, and social justice.

E.3 Field Experiences

The Department of Social Work offers several opportunities to take part in field experiences during undergraduate coursework.

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[3] See note regarding charges and convictions and Gate 1 approvals/denials under Social Work Program Eligibility section above.

Introductory Experience with the Field: Residential students will take SOWK 120 (Social Work Field Exploration), which introduces them to various field settings, as well as SOWK 150 (Intensive Social Work Observation), during which students shadow a social worker for a workweek. Online students take SOWK 135 (Social Work Field Exploration and Observation) instead.

Field education is a central component of the instruction and training that students receive to prepare them for a professional career in social work. Fieldwork offers students the opportunity to:

- Develop and demonstrate competencies as a social work professional as defined by the Council on Social Work Education
- Apply the theory and knowledge gained in the classroom to different practice settings as a beginning practitioner, and to broaden their exposure to this application in different settings by sharing experiences with peers who are placed in other settings
- Receive support and mentoring during this early professional experience from an experienced Field Instructor, a Faculty Liaison, and their peers.

Social Work students must complete two separate and distinct internship experiences, Junior and Senior field, in order to graduate with a Bachelor's degree in Social Work (BSSW) from Liberty University. In the Junior and Senior Field Experience and Seminar courses, students receive supervised practice experience in an agency setting; while concurrently attending a seminar class that offers the opportunity to process their field experience. The integration of classroom and field activities provides students with a unique and comprehensive learning experience to support their development as professional social workers. Requiring two separate field placement experiences helps provide students with a well-rounded and generalist experience in the field.

Junior Field Experience: In conjunction with the SOWK 370 course, junior field students are required to complete 8 hours per week for an entire semester in addition to a weekly 2-hour synchronous seminar.

Senior Field Experience: In conjunction with the SOWK 470 course, senior field students are required to complete 32 hours per week for an entire semester) in addition to a weekly, 2-hour, synchronous seminar.

The junior field placement must be completed before the senior field placement and must provide a different learning experience with a different population and/or setting. Students who are employed in a social service setting may request that the placement be done at the same site as their employment. However, this is an exception, and the student must present an adequate case that the internship hours, tasks and supervision are completely separate from the role of an employee. This is typically only approved if the proposal is for placement in an entirely different department of a large organization.

The Social Work Department does not provide exemptions to any field requirements based on previous work or life experience.

Students may engage in approved field experiences working with a variety of client populations in a variety of practice settings (both private and public) for both junior and senior students. These settings include opportunities to engage in different levels of practice including direct practice with individuals (micro-level), families and groups (mezzo level) and practice with communities or other system interventions such as policy analysis, administration, and research (macro-level). Students may complete field experiences in a variety of geographical locations, including international settings.

All placements must meet specific criteria related to student learning, opportunities to develop competency and appropriate supervision. Placements must be completed at an agency with whom the University has a legally binding Affiliation Agreement. The field team is happy to assist students with these proposals either by connecting them with a local partnership agency or by assisting students with the process of onboarding new partner agencies which meet the required criteria.

Students are to review the Field Manual and either the Residential Field Experience or Online Field Experience webpage for more information about Junior and Senior Field Experiences and the field enrollment processes for each.

The field team is happy to clarify any guidelines or expectations for the field. Students should feel free to reach out to socialworkfield@liberty.edu regardless of their current gate or field status in the program.

F. Professionalism throughout the Program

All students are expected to conduct themselves in a professional manner in all interactions with each other, agency representatives and clients, and the Department. In preparing social work students for professional practice, the social work faculty takes responsibility for promoting the standards of the social work profession by constantly monitoring student academic and professional performance and addressing concerns with the student through advising and grading. In addition to academic performance, students are required to demonstrate professional performance skills necessary for work with clients, and professional practice. Students may be evaluated for professional development during each social work major (SOWK) course through written evaluation indicating their progress in each developmental area.

Although this is not an exhaustive list, professional conduct includes the following areas:

1. **Integrity:** Students are expected to provide high quality work that reflects the best effort. They must exhibit positive, proactive behavior and always adhere to class, Department, and University academic honesty policies.
2. **Respect:** Students maintain professional demeanor even when stressed and are not verbally hostile, abusive, dismissive or inappropriately angry. They are careful not to distract others (socializing, sleeping, leaving early or during class, reading unrelated material, doing homework for another class or wearing inappropriate attire) and never use unapproved electronic devices in class. They are respectful towards peers, adults, and the learning environment both in and out of class.
3. **Communication:** All student communication through email, Blackboard, phone calls, etc. must follow appropriate lines of communication and convey respect to the recipient in tone and verbiage. Students

are responsible for considering grammar, punctuation, and time of day when sending correspondence. Professional response time for communication is 24-48 business hours. In order to make communication more efficient, please send communication to only necessary recipients rather than sending multiple copies of the same or similar message to multiple recipients. Students are to resolve conflict with others (student, colleague, professor, staff, etc.) by addressing the issue directly with the person first, rather than gossiping or complaining unproductively.

4. **Time Management:** Students submit projects or assignments or other documentation on or before the deadline. They should always take responsibility for missing work or deadlines. Punctuality and providing advance notice when possible for absences or tardiness is expected.

5. **Professional Interactions:** Students are expected to regularly participate in class discussions and reflect good preparation. Students assume and complete professional responsibilities conscientiously. This includes responsibly presenting oneself on social networking sites and maintaining appropriate boundaries in accordance with professional ethical guidelines. Students must refrain from posts that address someone to whom they have not spoken with upfront. It is important to recognize that actions online and content posted may negatively affect their reputations among instructors, colleagues, future employers, and clients, and may have consequences for their social work careers.

6. **Attire:** Students must adhere to agency guidelines for attire during field experiences and University guidelines when in class. It is expected that students dress in business casual for all agency interactions, including interviews.

More specifically, these are Professional Performance Skills and Expectations:
- Adherence to the Department Attendance Policy
- Punctuality
- Come to class prepared (readings and assignments completed)
- Complete all assignments on time and to Liberty University level standards
- Actively participate in class discussions and activities
- Work collaboratively and cooperatively with others
- Demonstrate respect for others' opinions
- Demonstrate a willingness to understand and respect diversity regarding race, gender, age, religion, ethnicity, disability, and sexual orientation
- Demonstrate knowledge of and commitment to the essential values and ethical standards of social work specified in the NASW Code of Ethics and the NACSW Statement of Faith and Practice
- Use self-disclosure appropriately
- Demonstrate the use of critical thinking skills
- Demonstrates ability to assesses own strengths, limitations, and suitability for professional practice
- Exhibit knowledge of how one's values, attitudes, beliefs, emotions, and past experiences affect thinking, behavior, and relationships
- Clearly articulate ideas, thoughts, and concepts through effective oral communication
- Manage constructive feedback

As emerging professionals, students are expected to conduct themselves accordingly. All communication with faculty, University staff and agency staff should be conducted in an ethical manner, demonstrating professional demeanor in behavior, appearance, and oral, written and electronic communication. Additionally, they will use reflection and self-regulation to manage personal values and maintain professionalism in all agency and university matters.

Students in Field Experiences must adhere to the policies and procedures described in the Field Manual throughout the duration of the course. This includes, but is not limited to, adhering to the Codes of Ethics and other policies detailed in the manual related to how students should conduct themselves, student roles and responsibilities, agency placement and interviewing procedures, and procedures for handling field-related challenges. Students must participate in all conference calls and in-person meetings with the field instructor, field faculty, and Department field staff and conduct themselves in a professional manner.

Students who do not meet expectations for professional performance must meet with the instructor to develop a plan to address problem areas. If the student continues to exhibit performance problems, the professor will complete an Administrative Review for Professional Intervention. Students should be aware that the Administrative Review for Professional Intervention provides documentation that will be used in the Gate application process, educational and professional references (i.e. for employment, graduate school application, field placement) and other recommendations. If the student would like to review their specific Administrative Review for Professional Intervention documentation, they will have to contact the professor to set up a meeting.

G. Student Advising

All students can contact the department directly with questions about program requirements.
- Field-related questions: socialworkfield@liberty.edu
- Gate-related questions: socialworkgate@liberty.edu
- General questions: luosocialwork@liberty.edu or residentialsocialwork@liberty.edu

Residential Students

Residential students admitted to Liberty University are assigned a professional advisor through the College of Applied Sciences and Academic Success (CASAS). When freshmen, sophomore, and transfer students declare social work as their major before making a formal application to the program, students are assigned to a CASAS academic advisor. These advisors work closely with both social work faculty and staff to guide students through their Degree Completion Plan (DCP) in the course sequence suggested by the Social Work Program when possible.

The Social Work faculty and staff members advise students when they are considering transferring into the social work major to ensure their awareness of requirements to be met. Once students have successfully completed Gate 1 and have been officially approved into the program, they will have the opportunity to choose a social work faculty or staff member to advise them in their degree completion process. Residential students can submit an advising meeting request here to schedule a meeting.

Online Students

Liberty University provides professional academic advising for online students through LUO Academic Advising. Students can call, email, or chat into LUO Advising to talk with a representative from the advising team. The department provides training and informational materials to LUO Advising and collaborates with their team for semesterly advisor training so they can best guide students in navigating the program requirements. Students are also welcome to email the department directly with questions.

While LUO advisors can provide excellent guidance in relation to course sequencing and registration, students are strongly encouraged to contact the department directly with any detailed questions about the gate or field process.

H. Student Clubs and Societies

The Department of Social Work provides opportunities for students and encourages them to organize according to their interests. The department hosts the Social Work Club which is run by student officers under the advisement of a faculty member. The club organizes fundraisers for different causes and provides opportunities for members to be involved in the community. Residential and local online students are encouraged to participate in the club.

The Department of Social Work supports a chapter of the Phi Alpha Honor Society, Chi Theta. The Honor Society is overseen by a faculty member with the assistance of the department secretary and the society's student officers. Both residential and online students have the opportunity to apply for membership in the Honor Society. Eligible students can apply for the Honor Society each spring. The annual induction ceremony will be later each spring semester.

Honor Society Eligibility Requirements
- Declared Social Work as a Major and approved through Gate 1
- Achieved Sophomore, Junior, or Senior status
- Completed 9+ semester hours of required social work courses
- Achieved an overall GPA of 3.0 on a 4.0 scale
- Achieved a 3.3 GPA in required social work courses

Membership Cost

The one-time fee of $30 allows an eligible student to become a lifetime member. This includes a certificate and a lapel pin. Members can also purchase honor cords to in at graduation. More information on how to pay this fee is provided when a student's application is approved.

I. Student Information Portals

The Department has developed two Student Information Portals, one for each program option – Residential and Online, as a communication hub and informational resource tool for students. These portals in Blackboard serve as a tool to communicate program-specific information directly to all social work students and will also function as a resource for students to locate information about department requirements, contact information, advising tips, and other resources available through the University. At this time, the portals have been created and used to broaden communications; however, more resources and additional information will be added throughout the academic year.

J. Licensure Information

Licensure requirements for the Social Work profession are regulated by each state. As a CSWE accredited program, the BSSW program at Liberty University meets the education requirements for bachelors' level licensure in states where licensure at the BSW level is available. Although an Initial Quick Reference Guide on Licensure Requirements will be available to students on the Department website, it is *highly* recommended that students review the specific requirements and titles for licensure available in their state(s) of interest by using the Social Work License Map and the Social Work Licensing Board for each state. In addition to the educational requirement, most states have additional requirements such as successful completion of a licensure exam, specified hours of post-graduate supervised experience in the field, references, background checks, etc.

Students should be aware that a criminal record may jeopardize licensure by the State certification body. Students seeking licensure are urged to contact the relevant licensing agency to determine the licensing requirements for the jurisdiction. Successful completion of a program of study at Liberty University does not guarantee licensure, certification, or employment in the relevant occupation.

K. Unique Courses

SOWK 120 & 150/SOWK 135:

Residential students will take the combination of SOWK 120 (Social Work Field Exploration), which introduces them to various field settings, and SOWK 150 (Intensive Social Work Observation), during which students shadow a social worker for a workweek. Online students take SOWK 135 (Social Work Field Exploration and Observation), an A-term (16-week) course which combines the content of SOWK 120 and SOWK 150 into a single course.

SOWK 150 is only offered during spring and summer semesters. SOWK 120 and SOWK 135 are available during spring, summer and fall semesters.

SOWK 350: Practice with Individuals and Families

Residential and Online students have the option of taking this course as an intensive instead of in the traditional online or in-class setting. It is typically available in the spring and summer semesters in the intensive format.

SOWK 355: Social Work Practice with Groups

Students in the Online program option complete this course as a required intensive. Although the course is still 8 weeks, students come to campus for one week to complete a portion of the course and also complete pre- and post-work online before and after their week on campus. The amount of pre-work required prior to coming to campus will depend on when the sub-term on-campus week falls.

Students in the Residential program option have the opportunity to complete this course in the traditional in-class format or as an intensive.

SOWK 370 & 470: Junior and Senior Field Experiences

Both junior and senior field experiences require a considerable investment of time in preparation for the internships as well as processing an application and proposal for each experience. Application for field must occur the semester prior to the proposed placement. Students are highly encouraged to carefully plan the timing of the placements in their course sequencing. The placement itself requires a considerable weekly time investment and also takes place in conjunction with a Seminar course including a weekly synchronous seminar. Please refer Section E above for further details.

L. Students Exiting the Program Post-Gate 1 (elective and required)

Any student who exits the program after receiving Gate 1 approval will be requested to schedule a meeting with a faculty or staff member to discuss the decision to leave the program and the implications of changing to another degree program. Residential students will meet in-person and Online students will meet via phone or WebEx call.

Students exiting the program after receiving Gate 1 approval will include students in the following categories:

- Students electing to switch to another major,
- Students electing to leave the University, and
- Students being directed out of the program.

M. Department of Social Work Policies

M.1 Grading Policy

The Social Work Program adopted the following grading scale, which is used in general by Liberty University's undergraduate programming. This scale is based on 1,000 points (or 101 for online offerings) and is included in all social work syllabi.

900 – 1,010 A	700 – 799 C	Under 600 F
800 – 899 B	600-699 D	

For courses with a Pass/Not Pass final grade, please refer to the Course Grading section of this syllabus for the assignment requirements and/or point value required to earn a passing final grade.

All syllabi include the criteria for which students' academic and/or professional performance will be evaluated. A list of assignments is provided with the points associated with each one in the syllabi. Additionally, policies associated with class participation, promptness, attendance, and others are all included in the syllabi.

M.2 Attendance Policies

The university has a standard attendance policy for class attendance, which can be modified for particular classes and/or assignments. The standard attendance policies are listed below.

Residential Attendance Policies

For 100-200 Level Residential courses

For the good of the Liberty University student body, a consistent attendance policy is needed so that all students in all majors will understand the expectations of faculty in all their courses. **In general, regular and punctual attendance in all classes is expected of all students.** However, at times, students will miss classes.

Absences for **100-200 level courses** fall into two categories:

1. University Approved Absences
   a. University Approved Absences include Liberty University-sponsored events, athletic competition, and other Provost-approved absences.
   b. The student must provide written documentation in advance for University Approved Absences.
   c. Work missed for University-approved absences may be made up.

2. Student Elective Absences
   a. Student Elective Absences include, but are not limited to, illness and bereavement.
   b. Work missed for Student Elective Absences may be made up at the discretion of the faculty member. Questions regarding missed work for Student Elective Absences must be addressed by the student with the professor within one week of returning to class. In cases where this is not possible, the student must notify the Professor in writing of the circumstances impacting his or her absence. The student may appeal to the Professor's decision in writing to the respective Chair within one week. Final appeals may be made to the Dean in writing within one week of the Chair's decision and the Dean's decision is final.
   c. When circumstances result in excessive absences (e.g., serious medical illness, family crisis), upon return to campus, the student shall communicate in writing with the Registrar's Office (Registrar@liberty.edu) and provide an explanation of his or her situation with appropriate documentation. The Registrar will consult with the faculty member before making the final decision and will notify, in writing, the student and the faculty member.
   d. Students who are more than 10 minutes late for class are considered absent.
   e. Students who are late for class 10 minutes or less are considered tardy but present for the class. If a student misses in-class work due to tardiness, the faculty member may choose not to allow the student to make up this work. Three class tardies will be counted as one absence.
   f. Number of Student Elective Absences Permitted:
      i. For classes that meet three times per week, the student will be permitted four elective absences per semester.
      ii. For classes that meet twice per week, the student will be permitted three elective absences per semester.
      iii. For classes that meet once per week, the student will be permitted one elective absence per semester.

g. Penalties for each absence over the permitted number of elective absences per semester will be as follows:
   i. 50 points for classes that meet 3 times per week
   ii. 75 points for classes that meet 2 times per week
   iii. 100 points for classes that meet once per week

Residential Attendance Policies

For 300-400 Level Residential courses

For the good of the Liberty University student body, a consistent attendance policy is needed so that all students in all majors will understand the expectations of faculty in all their courses. **In general, regular and punctual attendance in all classes is expected of all students.** However, at times, students will miss classes. When making those decisions, students should consider the policies for the specific course that could negatively impact their scores.

Absences for **300-400 level courses** fall into two categories:

1. University Approved Absences
   a. University Approved Absences include Liberty University-sponsored events, athletic competition, and other Provost-approved absences.
   b. The student must provide written documentation in advance for University Approved Absences
   c. Work missed for University-approved absences may be made up.
2. Student Elective Absences
   a. While the University believes that consistent attendance in all classes is the largest contributor to students earning good grades, the University Attendance Policy allows students in upper-level classes the opportunity to make their own decisions concerning attendance.
   b. Work missed for Student Elective Absences may be made up at the discretion of the faculty member. Questions regarding missed work for Student Elective Absences must be addressed by the student with the professor within one week of returning to class. In cases where this is not possible, the student must notify the Professor in writing of the circumstances impacting his or her absence. The student may appeal to the Professor's decision in writing to the respective Chair within one week. Final appeals may be made to the Dean in writing within one week of the Chair's decision and the Dean's decision is final.
   c. When circumstances result in excessive absences (e.g., serious medical illness, family crisis), upon return to campus the student shall communicate in writing with the Registrar's Office (Registrar@liberty.edu) and provide an explanation of his or her situation with appropriate documentation. The Registrar will consult with the faculty member before making the final decision and will notify, in writing, the student and the faculty member.

In this section, professors stipulate exactly when academic events, such as tests, quizzes, papers, and presentations are held or due. Ramifications for completing an assignment late, missing a test/quiz or

another essential activity/event are also included. Professors are free to require attendance for specific activities. **It is the student's responsibility to ensure they are present for required classes and turn work in when it is due**. Work missed for University-approved absences may be made up. University-Approved Absences include only Liberty University-sponsored events, to include athletic competition or other Provost-approved absences.

Field Seminar Attendance (Residential and Online) & Residential Practice Courses

The policies specific to this course are consistent with the educational policies set forth by the Council on Social Work Education (CSWE). As a practice course, participation in class sessions is essential to each student's development of essential skills through real-time interaction with peers and faculty as well as integration of theory and practice. Missing class sessions will negatively impact the competency development of the student and therefore is highly discouraged.

Additionally, social worker students are expected to demonstrate increasing competency in professional demeanor (as defined by CSWE) in behavior, appearance, and communication. One way social work students demonstrate professional behavior is by being punctual and consistent in attending sessions. Absences and tardiness are discouraged, as these actions are not representative of professional behavior and negatively impact the dynamics of the group. When absences are unavoidable, students are to demonstrate professional demeanor in communication by informing the instructor and group members prior to the session of their impending absence. It is the responsibility of the student to provide written excuses within a week of the absence.

Students may have one elective absence without incurring a point penalty. However, students must give notice prior to the class session to both the instructor and group members. Questions regarding absences must be resolved by the student with the instructor within one week of the absence. Students who are tardy to sessions three times are allotted an absence. **Each absence in excess of one will result in a 100-point reduction.**

Online Attendance Policies

In an effort to comply with U.S. Department of Education policies, attendance is measured by physical class attendance or any submission of a required assignment within the enrollment dates of the course (such as examinations, written papers or projects, any discussion board posts, etc.) or initiating any communication with one's professor regarding an academic subject. More information regarding the attendance policy can be found in the [Academic Course Catalogs](#).

Regular attendance in online courses is expected throughout the length of the term. Students who do not attend within the first week of a sub-term by submitting a required academic assignment (such as the Course Requirements Checklist, an examination, written paper or project, discussion board post, or other academic activity) will be dropped from the course. Students who wish to re-engage in the course are encouraged to contact Academic Advising to discuss their enrollment options. The student alone assumes responsibility for course work missed from non-attendance. A student who presents the instructor with an adequate and documented reason for absence may be given an opportunity to make up the work missed.

Students who begin an online course, but at some point in the semester cease attending, and do not provide official notification to withdraw, will be assigned a grade of "FN" (Failure for Non-Attendance). Students wishing to withdraw from courses after the official start date should familiarize themselves with the withdrawal policy.

M.3 Drop/Add Policy

For Residential students, the Drop/Add Policy can be found here: **Residential Academic Catalog**.

For Online students, the Drop/Add Policy can be found here: **Online Academic Catalog**.

M.4 Classroom Conduct

In Residential classes, students are expected to be on time, attend the entire class, and actively participate in order to earn full points. An active participant is one who actively listens, reacts to information shared, asks pertinent questions, shows signs of understanding, shares relevant insights, and contributes to the general learning of the class. Inappropriate use of technology, such as cell phones, iPods, laptops, calculators, etc. in the classroom is not tolerated. Other disruptive behavior in the classroom is not tolerated. Students who engage in such misconduct will be subject to the penalties and processes as written in The Liberty Way**.**

For online webinars such as the weekly seminar in SOWK 370 and SOWK 470, students are expected to be on time, attend the entire session, and actively participate in order to earn full points. This requires both video and audio participation. An active participant is one who attends the seminar web sessions, actively listens, reacts to information shared, asks pertinent questions, shows signs of understanding, shares relevant insights, and contributes to the general learning of the class.

While email may be utilized for casual communication, graded class discussions and group collaboration within online courses are conducted inside the discussion board tool of the Blackboard course. Since this also is the primary place for making impressions both socially and academically, students are encouraged to create messages that convey themselves at their best. Proper netiquette, which refers to the general network etiquette and accepted rules for considerate behavior in online communications, helps students to be successful.

M.5 Dress Code

Students are expected to come to class and class-related events dressed in a manner consistent with The Liberty Way. This includes neatness and modesty standards that are appropriate for the occasion and setting. Professional dress is also expected at internship sites and WebEx communications and is one element of competency that is an integral part of student evaluation.

SOWK 355 Intensives

It is important to note that some Liberty University intensive professors may require a specific class dress. If this is the case, the professor will make you aware of specific needs and suggestions ahead of time,

usually sent through email or posted on Blackboard. Students in the past have reported that the classrooms can be chilly at times, so packing a blanket or sweater may prove beneficial for your comfort.

For general Liberty University intensives dress code standards, students will need to bring outfits for presenting, regular class dress, and casual wear for outside of the classroom. Liberty University seeks to promote neatness, appropriateness, and modesty to further create a professional Christ-like learning environment.

M.6 Honor Code

We, the students, faculty, and staff of Liberty University, have a responsibility to uphold the moral and ethical standards of this institution and personally confront those who do not.

Liberty University comprises a network of students, alumni, faculty, staff, and supporters that together form a Christian community based upon the truth of the Bible. This truth defines our foundational principles, from our Doctrinal Statement to the Code of Honor. These principles irrevocably align Liberty University's operational procedures with the long tradition of university culture, which remains distinctively Christian, designed to preserve and advance truth. Our desire is to create a safe, comfortable environment within our community of learning, and we extend our academic and spiritual resources to all of our students with the goal of fostering academic maturity, spiritual growth, and character development.

Communities are predicated on shared values and goals. The Code of Honor, an expression of the values from which our Doctrinal Statement was born, defines the fundamental principles by which our community exists. At the core of this code lie two essential concepts: a belief in the significance of all individuals, and a reliance on the existence of objective truth.

While we acknowledge that some may disagree with various elements of the Code of Honor, we maintain the expectation that our students will commit to respect and uphold the Code while enrolled at Liberty University.

Adherence to the principles and concepts established within facilitates the success of our students and strengthens the Liberty community.

For Online students, the Code of Honor can be viewed in its entirety here, and for Residential students, the Liberty Way can be viewed in its entirety here.

M.7 Academic Misconduct

Academic misconduct includes academic dishonesty, plagiarism, and falsification. See The Liberty Way and the Code of Honor for Online Undergraduate & Graduate Students for specific definitions, penalties, and processes for reporting.

M.8 Disability Statement

Students with a documented disability may contact the Office of Disability Accommodation Support or the Online Disability Accommodation Support (ODAS) in DeMoss Hall 1264 to make arrangements for academic accommodations. Online students can email ODAS@liberty.edu for more information. For all residential disability testing accommodation requests (i.e. quieter environment, extended time, oral testing, etc.) the Testing Center (DeMoss Hall 1036) is the officially designated place for all tests administered outside of the regular classroom.

M.9 Appeal Process

If students have a grievance related to their coursework, they should first discuss the matter with the individual immediately involved. This principle applies to grievances related to field experience (more detail is available in the Field Manual). If the grievance remains unresolved or students are dissatisfied with the resolution, they should request the assistance of a professor. If a professor is the individual whom students have a grievance with, they should contact the Department to schedule a meeting with the Chairs of the Department of Social Work for assistance. If students are dissatisfied with the outcome of these discussions, they can then file their grievance(s) using the appropriate method found in the academic catalog or on the website. Students should document all proceedings.

- Students are informed of the appeal process to follow if they believe they were falsely accused of academic dishonesty in the online academic catalog:

  Residential Academic Catalog and Online Academic Catalog

  It is in the **Academic Code of Honor** section under the heading: **Appeal Procedure**.

- In the academic catalogs, students are informed of the grade appeal process as well as the criteria for appeal:
  Residential Academic Catalog and Online Academic Catalog

  This can be found after the Academic Code of Honor under the heading: **Grade Appeal Process.**

- Students are informed on the Liberty University website on how to file a general complaint.
  When students go to this page, they can click on either the "Residential Student Advocate Office" or "Online Student Advocate Office" General University Complaint Form.

M.10 Student Input on Program Policies and Procedures

The Social Work Program at Liberty University was started by a core group of interested parties. At the time, these parties included two associate deans, one full-time undergraduate faculty member, one full-time graduate faculty member, and two community social workers. When the program director was hired, this core group of interested parties became the Social Work Advisory Council.

The council meets once a semester. In the fall of 2016, the committee voted in favor of the addition of student members. There are a minimum of 3 residential students on the committee, 2 seniors, and 1 junior. These student members are full participants and serve as representatives of their student body. As such they participate in formulating and modifying policies affecting academic and student affairs. These students will be announced at All-Student Meetings at the beginning of each semester. Students are encouraged to bring matters to their representatives when they desire the modification of policies or procedures. These representatives bring these matters to the Chairs of the Department of Social Work for consideration at the next Social Work Advisory Council Meeting.

Besides the Advisory Council, students evaluate courses at the end of every semester. Students can suggest improvements and note strengths associated with academic delivery as well as the course content. When consistent improvements are suggested, members of the Department of Social Work will consider alterations.

V. NASW CODE OF ETHICS

The *NASW Code of Ethics* is another key set of values, principles, and standards that guide the conduct of faculty, staff, and students at Liberty University's Department of Social Work. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

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

VI. CSWE EDUCATION POLICY AND ACCREDITATION STANDARDS

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) as a benchmark to accredit baccalaureate and master's-level social work programs (Appendix D) As described on their website, CSWE supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate. The Liberty University Social Work Program is committed to adhering to the EPAS standards and is currently a CSWE-accredited program.

VII. APPENDICES

APPENDIX A
Residential Suggested Course Sequence

<u>**SUGGESTED COURSE SEQUENCE**</u>

FRESHMAN YEAR

First Semester		Second Semester	
ENGL 101	3	Communications Elective[2] [GLST 220]	3
INQR 101	1	Critical Thinking Elective[2] [PHIL 201]	3
RLGN 105	2	Natural Science Elective [BIOL 102][2]	3
UNIV 101	1	Social Science Elective[2] [PSYC 101]	3
Technology Competency[1]	0-3	SOWK 120[3]	2
SOWK 101	3	SOWK 150[3]	1
SOCI 200	3	CSER	0
CSER	0	Total	15
Total	13-16		

SOPHOMORE YEAR

EVAN 101	2	BIBL 105	2
RSCH 201	3	Information Literacy Elective[2]	3
Math Elective [MATH 115 or higher][2]	3	PSYC 255	3
HLTH 216 OR SOWK 250[4]	3	SOWK 300	3
SOWK 260	3	SOWK 355	3
SOWK 270	3	SOWK 365[5]	0
SOWK 294[5]	0	Elective	3
CSER	0	CSER	0
Total	17	Total	17

JUNIOR YEAR

Information Literacy Elective[2]	3	BIBL 110	2
THEO 201	2	Cultural Studies Elective[2] [GLST 290]	3
SOWK 350	3	PSYC 354	3
SOWK 370	4	SOWK 325	3
Elective	3	SOWK 465[5]	0
CSER	0	Elective	3
Total	15	CSER	0
		Total	14

SENIOR YEAR

SOWK 410[6]	3	THEO 202	2
Senior Field Experience Elec.[7] [SOWK 470]	11	SOWK 450	3
CSER	0	SOWK 494[5]	0
Total	14	SOWK Elective[8]	3
		SOWK Elective[9]	3
		Elective	3
		Elective	1
		CSER	0
		Total	15

Notes

All applicable prerequisites must be met

[1]Refer to the list of approved general education electives at www.liberty.edu/gened before enrolling in core competency requirements

[2]All students must pass the Computer Assessment OR complete applicable INFT course; refer to www.liberty.edu/computerassessment
for more information

[3]SOWK 135 (Offered online only) can substitute for SOWK 120 & 150

[4]SOWK 250 is offered online only

[5]These Gate Courses house the application processes for each of the 4 program Gates. All students must apply for and be approved
through all 4 program Gates to be eligible to graduate from the program.

[6]CSWE states this must be taken before or concurrently with Senior Field Experience

[7]Resident: SOWK 470; Online: SOWK 470, or SOWK 475 and 477

[8]Choose from: SOWK 425, 431, 432, 435, 439, 495 or 497

[9]Choose a 300-400 level course from PSYC or SOWK not already required in the major

Online Suggested Course Sequence

SUGGESTED COURSE SEQUENCE

FRESHMAN YEAR

First Semester		Second Semester	
ENGL 101	3	Information Literacy Elective[1]	3
RLGN 104	4	Math Elective [MATH 115 or higher][1]	3
UNIV 104	0-3	Natural Science Elective [BIOL 102][1]	3
SOCI 200	3	Social Sciences Elective[1] [PSYC 101]	3
SOWK 101	3	SOWK 135[2]	3
Total	13-16	Total	15

SOPHOMORE YEAR

Critical Thinking Elective [PHIL 201][1]	3	BIBL 104	4
HLTH 216[3] OR SOWK 250	3	Communications Elective[1] [GLST 220]	3
PSYC 255	3	Information Literacy Elective[1]	3
SOWK 260	3	SOWK 300	3
SOWK 270	3	SOWK 355[5]	3
SOWK 294[4]	0	SOWK 365[4]	0
Total	15	Total	16

JUNIOR YEAR

Cultural Studies Elective[1] [GLST 290]	3	PSYC 354	3
SOWK 325	3	SOWK 410[6]	3
SOWK 350	3	SOWK 465[4]	0
SOWK 370	4	Elective	3
Elective	3	Elective	3
Total	16	Elective	3
		Total	15

SENIOR YEAR

THEO 104	4	Senior Field Exp. Elective[7] [SOWK 477]	4
Senior Field Exp. Elective[7] [SOWK 475]	7	SOWK 450	3
SOWK Elective[8]	3	SOWK 494[4]	0
Elective	3	SOWK Elective[9]	3
Total	17	Elective	3
		Total	13

Notes

All applicable prerequisites must be met

[1] Refer to the list of approved general education electives at www.liberty.edu/gened before enrolling in core competency requirements

[2] SOWK 120 and 150 (Offered residentially only) can substitute for SOWK 135

[3] HLTH 216 is offered residentially only

[4] These Gate Courses house the application processes for each of the 4 program Gates. All students must apply for and be approved through all 4 program Gates to be eligible to graduate from the program.

[5] SOWK 355 is a required on campus intensive course

[6] CSWE states this must be taken before or concurrently with Senior Field Experience

[7] Resident: SOWK 470; Online: SOWK 470, or SOWK 475 and 477

[8] Choose from: SOWK 425, 431, 432, 435, 439, 495 or 497

[9] Choose a 300-400 level course from PSYC or SOWK not already required in the major

NACSW Statement of Faith and Practice

A. Tenets emphasizing Christian beliefs

1. There is one God, who created and sustains everything that exists, and who continues to be active in human history.

2. Humanity is the highest creation of God, but rebelled against its Creator, and is in need of forgiveness and reconciliation.

3. God became incarnate in Jesus Christ, who died on the cross, who was raised bodily from the dead to reconcile human beings to their Creator, and who has promised to return personally in judgment to complete the establishment of His kingdom.

4. God works in and through people in the person of the Holy Spirit.

5. The character and purposes of God are revealed in the Bible, the Word of God, which is the basis for what Christians are to believe and how they are to live.

6. Jesus Christ calls all Christians to be a caring community and a corporate witness to faith in Him.

B. Tenets emphasizing human relationships and responsibilities

1. Every individual is a person of worth, with basic human rights and essential human responsibilities.

2. The uniqueness of each human being and the distinctiveness of social groups derive from factors, such as age, sexuality, race, ethnicity, national origin, religion, life philosophy, family, culture, and economic and social structures.

3. Human beings are interdependent with each other and with their social and physical environments.

4. Jesus Christ is Lord over all areas of life, including social, economic, and political systems.

C. Tenets emphasizing vocation

1. A dynamic relationship exists between the Christian life and Social Work practice.

2. Christians in Social Work ought not to be motivated by temporal wealth, power, or security.

3. Christians in Social Work ought to examine and evaluate all human ideologies and Social Work theories and methods as to their consistency with the Bible, their consciences, social laws, and professional codes of ethics.

4. Christians in Social Work ought to work for the temporal and eternal well-being of all human beings, and for the redemption of human communities and social institutions.

5. Christians in Social Work ought to support and submit themselves to the highest standards of professional education, practice, and ethics.

6. Christians in Social Work ought to use the insights of their faith in helping people and to treat everyone as Jesus Christ would have them treated.

CSWE Education Policy and Accreditation Standards

Liberty University Social Work Program

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge-based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describes four features of integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values and are informed by program context.

Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

Accreditation Standard 1.0— Program Mission and Goals

1.0.1 The program submits its mission statement and explains how it is consistent with the profession's purpose and values.

1.0.1 The program explains how its mission is consistent with the institutional mission and the program's context across all program options.

1.0.3 The program identifies its goals and demonstrates how they are derived from the program's mission.

Explicit Curriculum

The explicit curriculum constitutes the program's formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master's levels. Baccalaureate programs prepare students for generalist practice. Master's programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

Educational Policy 2.0—Generalist Practice
Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and

communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

Accreditation Standard B2.0 – Generalist Practice

B2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0

B2.0.2 The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

B2.0.3 The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy 2.2 – Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contributions of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Accreditation Standard 2.2 – Field Education

2.2.1 The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.

B2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

2.2.4 The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.

2.2.5 The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.

2.2.6 The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.

2.2.7 The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety, and evaluating student learning and field setting effectiveness congruent with the social work competencies.

2.2.8 The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.

B2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.2.10 The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.2.11 The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of a student as a learner, student assignments and field education supervision are not the same as those of the student's employment.

Implicit Curriculum

The implicit curriculum refers to the learning environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program.

Educational Policy 3.0 – Diversity

The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Accreditation Standard 3.0 – Diversity

3.0.1 The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.

3.0.2 The program explains how these efforts provide a supportive and inclusive learning environment.

3.0.3 The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.1 – Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development.

To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

Accreditation Standard 3.1 – Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

B3.1.1 The program identifies the criteria it uses for admission to the social work program.

3.1.2 The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

3.1.4 The program describes its policies and procedures concerning the transfer of credits.

3.1.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination

3.1.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

3.1.7 The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.

3.1.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

Student Participation

3.1.9 The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.

3.1.10 The program describes how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.2 – Faculty

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

Accreditation Standard 3.2 – Faculty

3.2.1 The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.

3.2.2 The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post–master's social work degree practice experience.

3.2.3 The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; the number of program options; class size; the number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.

B3.2.4 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointments in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.

3.2.5 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.

3.2.6 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through the dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.

3.2.7 The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

Educational Policy 3.3 – Administrative Structure

3.3.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.

3.3.2 The program describes how the social work faculty has responsibility for defining the program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

3.3.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

3.3.4 The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.

B3.3.4(a) The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.

B3.3.4(b) The program provides documentation that the director has a full-time appointment with the social work baccalaureate program.

B3.3.4(c) The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to the responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.

3.3.5 The program identifies the field education director.

3.3.5 (a) The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

B3.3.5 (b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.

B3.3.5 (c) The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative

functions of the field education program, at least 25% of the assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

3.3.6 The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

Educational Policy 3.4 – Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program's mission and goals and to support the learning and professionalization of students and program improvement.

Accreditation Standard 3.4 – Resources

3.4.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

3.4.2 The program describes how it uses resources to address challenges and continuously improve the program.

3.4.3 The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission, and goals.

3.4.4 The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.

3.4.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

3.4.6 The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

Assessment

Educational Policy 4.0 – Assessment of Students Learning Outcomes
Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.
Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

The assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

The assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:
- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
- At least two measures assess each competency. One of the assessment measures is based on the demonstration of competency in real or simulated practice situations.
- An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
- Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.
- An explanation of how the program determines the percentage of students achieving the benchmark.
- Copies of all assessment measures used to assess all identified competencies.

4.0.2 The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

4.0.3 The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

4.04. The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

4.0.5 For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.