LIBERTY UNIVERSITY®

Social Work Program

Appendix E-Bachelor of Science in Social Work Student Handbook

2017-2018

Liberty University
Department of Social Work

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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 (BSW). The purpose of the manual is to orient and offer guidance to BSW 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:

residentialsocialwork@liberty.edu
or
luosocialwork@liberty.edu.

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

Liberty University Social Work Program, DeMoss Hall 3301
1971 University Blvd. Lynchburg, VA 24515.**

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

The student will be able to:

1. Integrate faith in the practice of social work.
2. Identify as a professional social worker and conduct oneself accordingly.
3. Apply social work ethical principles to guide professional practice.
4. Apply critical thinking to inform and communicate professional judgments.
5. Engage diversity and difference in practice.
6. Advance human rights and social and economic justice.
7. Engage in research-informed practice and practice-informed research.
8. Apply knowledge of human behavior and the social environment.
9. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
10. Respond to contexts that shape practice.
11. Engage, assess, intervene, and evaluate 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
PROFESSIONAL IDENTITY	Social workers advocate for client access to the services of social work
	Social workers practice personal reflection and self-correction to assure continual professional development
	Social workers attend to professional roles and boundaries
	Social workers demonstrate professional demeanor in behavior, appearance, and communication
	Social workers engage in career-long learning
	Social workers use supervision and consultation.
ETHICAL PRACTICE	Social workers recognize and manage personal values in a way that allows professional values to guide practice.
	Social workers make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.
	Social workers tolerate ambiguity in resolving ethical conflicts.
	Social workers apply strategies of ethical reasoning to arrive at principled decisions.
CRITICAL THINKING	Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
	Social workers analyze models of assessment, prevention, intervention, and evaluation.
	Social workers demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
DIVERSITY IN PRACTICE	Social workers recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
	Social workers gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

SOCIAL WORK COMPETENCIES	SOCIAL WORK PRACTICE BEHAVIORS
	Social workers recognize and communicate their understanding of the importance of difference in shaping life experiences.
	Social workers view themselves as learners and engage those with whom they work as informants.
HUMAN RIGHTS & JUSTICE	Social workers understand the forms and mechanisms of oppression and discrimination.
	Social workers advocate for human rights and social and economic justice.
	Social workers engage in practices that advance social and economic justice.
RESEARCH BASED PRACTICE	Social workers use practice experience to inform scientific inquiry.
	Social workers use research evidence to inform practice.
HUMAN BEHAVIOR	Social workers utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
	Social workers critique and apply knowledge to understand person and environment.
POLICY PRACTICE	Social workers analyze, formulate, and advocate for policies that advance social well-being.
	Social workers collaborate with colleagues and clients for effective policy action.
PRACTICE CONTEXT	Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
	Social workers provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
ENGAGE, ASSESS, INTERVENE, EVALUATE	***Engagement*** Social workers substantively and effectively prepare for action with individuals, families, groups, organizations, and communities.
	Social workers use empathy and other interpersonal skills.

SOCIAL WORK COMPETENCIES	SOCIAL WORK PRACTICE BEHAVIORS
ENGAGE, ASSESS, INTERVENE, EVALUATE	Social workers develop a mutually agreed-on focus of work and desired outcomes.
	Assessment Social workers collect, organize, and interpret client data.
	Social workers assess client strengths and limitations.
	Social workers develop mutually agreed-on intervention goals and objectives.
	Social workers select appropriate intervention strategies.
	Intervention Social workers initiate actions to achieve organizational goals.
	Social workers implement prevention interventions that enhance client capacities.
	Social workers help clients resolve problems.
	Social workers negotiate, mediate, and advocate for clients.
	Social workers facilitate transitions and endings.
	Evaluation Social workers critically analyze, monitor, and evaluate interventions.
FAITH & PRACTICE	Social workers integrate faith and practice through a process of ethical reasoning.
	Social workers respect spiritual diversity.
	Social workers assess client strengths and needs using a bio-psycho-social-spiritual model.

IV. SOCIAL WORK DEPARTMENT OVERVIEW

A. Accreditation Process

In January of 2015, Liberty University submitted its eligibility documents to the Council on Social Work Education (CSWE) to initiate the accreditation process. This process takes a minimum of 3 years to complete. In February of 2015, the eligibility documents were accepted by CSWE. Benchmark (BM) I along with a draft of BM II of the accreditation process were submitted to CSWE later that year and the first commissioner visit occurred in November of 2015. In February of 2016, CSWE granted Liberty University candidacy for its social work program.

Benchmark (BM) II, along with a draft of BM III, was submitted in 2016 with a second commissioner visit occurring in the spring of 2017. In October 2017, CSWE determined that Liberty University had met the criteria for BM II and the second year of Candidacy was granted.

BM III is to be submitted in 2018 with a third commissioner visit occurring in the spring of 2018. In 2018, CSWE will determine if Liberty University has met the criteria for full accreditation. Once Liberty University is fully accredited by CSWE in 2018, the 2017 and 2018 graduates of the Department of Social Work at Liberty University will have their degrees grandfathered in as being from a school accredited by CSWE.

B. Department Faculty

Professor Christine Fulmer is a full-time faculty member and Chair of the Social Work Department. Professor Fulmer was hired in the summer of 2014 to start the social work program at Liberty University. Her principle 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 took a leave of absence, but intends on continuing the process of completing her PhD in social work from the University of Kentucky.

Professor Cheryl Nitz is a full-time faculty member and the Director of Field Education. Professor Nitz is in her eighth year of teaching social work in higher education and is the newest full-time faculty member to join the Social Work Department. Professor Nitz attended Rutgers University, a CSWE accredited program, and graduated in 1989 with her MSW.

Professor J.J. Cole is a full-time faculty member at Liberty University. Professor Cole has been teaching at Liberty University for 18 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 Social Work Department. 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 has been teaching for Liberty University for 10 years as an adjunct professor and joined the Social Work Department 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.

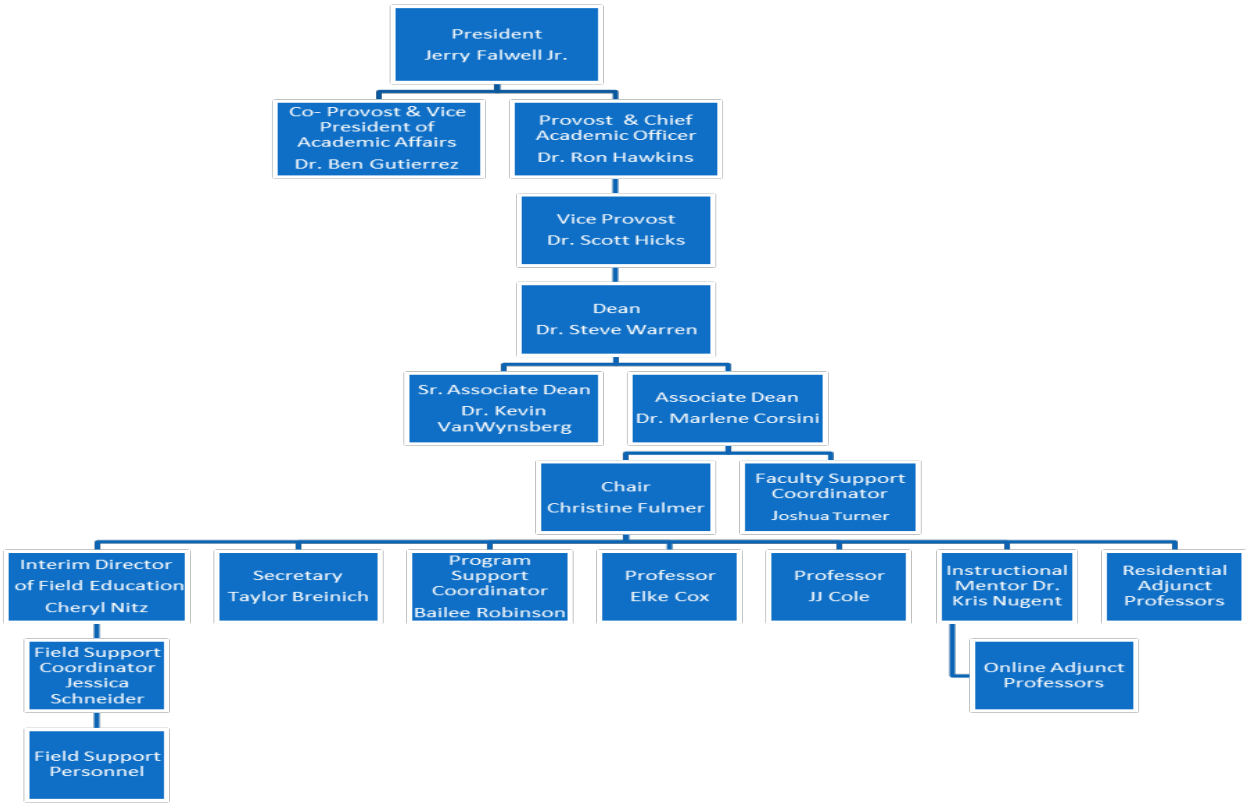
The Department also has several residential and online adjunct faculty as well as support staff.

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 is 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 Social Work program is located 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 Social Work Department in the Fall of 2015. The Department is working towards accreditation through CSWE.

D. Organizational Chart



E. Social Work Program Eligibility

As noted in the Liberty University catalog, students interested in earning a Bachelor's of Science Degree in Social Work (BSW) at Liberty University must meet the requirements of the Social Work Department. The Social Work Department'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 Social Work Department 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.

Social work candidates are to follow the steps associated with the process and meet the criteria established by the program. Formal application to the Social Work Department 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, all candidates must satisfactorily complete the Gate One Application documentation and meet the criteria described below.

1. Adhere to the standards set forth in the Liberty Way for residential students or the Personal Code of Honor for online students.
2. Be in good academic standing with the University and have a minimum cumulative GPA of 2.50.
3. Be currently enrolled (for the semester in which they are applying) or successfully completed SOWK 101, SOWK 120, SOWK 150, PSYC 101, SOCI 200, HLTH 216 or SOWK 250, BIOL 102, SOWK 260, and SOWK 270.
4. Provide a copy of their Degree Completion Plan Audit (DCPA).
5. Complete a minimum of 10 hours of volunteer work at a social services agency.
6. Submit three recommendation forms (one professional, one personal, and one from their volunteer supervisor).
7. Submit results of a background check and fingerprints. 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.

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

E.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 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. 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.

F. 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 ten core competencies, and an eleventh, integration of faith and practice. Students are trained to be competent in all 41 practice behaviors of the profession. In order to gauge students' success in these competencies, the program has a Gate System through which all students must be approved to be eligible to graduate from the program. Another way the department gauges student success in these competencies, specifically in their clinical skills, is through Social Work Practice with Groups (SOWK 355). This course is unique as it is available as an intensive for residential students and is a required intensive for students in the online program option. Additionally, the Council on Social Work Education requires that a senior experience of 400 hours be included in the curricula (SOWK 470). However, due to the importance of practical experience in social work, our department has chosen to also include a junior experience of 100 hours (SOWK 370). Suggested Course Sequences for moving through the residential and online program options are provided in Appendices A and B.

F.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.

Both the Residential and Online BSW program options include four Gates.

- Gate 1 includes receiving formal approval into the BSW Program.
- Gate 2 includes the pre-field enrollment process and receiving formal approval for Junior Field Experience (SOWK 370)

- Gate 3 includes the pre-field enrollment process and receiving formal approval for Senior Field Experience (SOWK 470 or SOWK 475 & 477)
- Gate 4 includes a comprehensive exam and receiving clearance for graduation from the program.

F.2 Social Work Department Approval Process

Students submit all required Gate 1 materials through the Gate 1 Application Portal found on the Residential and Online Field Experience webpages. It is recommended that students apply in concordance with SOWK 270 Ethics in Professional Helping. The application associated with approval into either the program option, residential or online, has the students share information related to the criteria listed in the previous sections, which can be found in the university catalog:

https://www.liberty.edu/index.cfm?PID=33791

The Department staff review 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. Students receive the questions asked in the Gate 1 interview in the Gate 1 Interview Form at the end of the Gate 1 Application packet. Any additional questions are tailored to the particular student based on information described in their Gate 1 application documents. Interviews with residential students are conducted in-person and interviews with online students are conducted over the phone.

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

1. **Full Approval through Gate One:** This is granted when the student has successfully completed all Gate 1 prerequisite courses and documentation and there are no additional concerns from the department.
2. **Provisional Approval through Gate One:** This is granted when the student is pending 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. **Defer (Delay) Gate One Procession:** This may be granted when a student has not qualified for full or provisional approval. If an application is deferred, the student will not need to completely re-submit all Gate 1 application documents. The student will only need to submit the supplementary documentation described in the Gate 1 Decision notification by the next Gate 1 Application deadline for their application to be reviewed at the next application cycle.
4. **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.
    - If a student is denied, their Gate 1 Decision would include the rationale for the department's decision. The department would then work directly with the student on next steps for alternate options or steps the student will need to take to be eligible to reapply at a later time.

Based on the recommendation from the interviewers and faculty feedback, the Department Chair will make a decision about the student's official Gate 1 Decision.

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 deadline specified by the department. All students will be notified via email of their Gate 1 Decision.

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 social work classes.
2. Maintain satisfactory citizenship and ethical behavior.
3. Consistently demonstrate the values of the profession: integrity, service, the value of human relationships, dignity and worth of a person, competence, and social justice.

F.3 Field Experiences

The Social Work Department offers several opportunities to take part in field experiences during undergraduate coursework. 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. The Council on Social Work Education requires that a senior experience of 400 hours be included in the curricula (SOWK 470). However, due to the importance of practical experience in social work, the department has chosen to also include a junior experience of 100 hours (SOWK 370).

Students are eligible for Junior Field Experience and Seminar (SOWK 370) once they have been approved through Gates 1 and 2. In the first 8 weeks of this course, students complete 100 hours in the field. Students are to review the Field Manual for more information about the field enrollment process and Junior Field Experience.

Students are eligible for Senior Field Experience and Seminar once they have been approved through Gates 1, 2, and 3. In the course of a semester, residential students complete 400 hours in the field (SOWK 470). Online students have the option of completing all hours in one semester (SOWK 470) or completing 300 hours in one semester (SOWK 475) and completing the remaining 100 hours in the following semester (SOWK 477). Students are to review the Field Manual for more information about the field enrollment process and Senior Field Experience.

G. Professionalism throughout the Program

All students are expected to conduct themselves in a professional manner in all interactions with each other, agencies representatives and clients, and the Department. Although this is not an exhaustive list, professional conduct includes all of the following areas:

1. **Integrity:** Students are expected to provide high quality work that reflects 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.

H. Student Advising

Students admitted to Liberty University are assigned a professional advisor through the College of Applied Sciences and Academic Success (CASAS). When students declare social work as their major before making formal application to the program, students are assigned to one of two advisors. 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 been officially accepted into the program, they choose a social work faculty or staff member to advise them in their degree completion process.

I. Student Clubs and Societies

The Social Work Department provides opportunities for students and encourages them to organize according to their interests. The Social Work Department hosts a social work club 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. The Social Work Department 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.

J. Social Work Department Policies

J.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 and is included in all social work syllabi.

900 - 1,000 A	700 - 799 C	Under 600 F
800 - 899 B	600-699 D	

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.

J.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 policy is listed below.

For 100-200 Level courses

Attendance Policies

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.** Though 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 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

For 300-400 Level courses

Attendance Policies

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.** Though at times, students will miss classes.

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 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.

J.3 Drop/Add Policy

A Fall/Spring course may be dropped without a grade, tuition, and fee charges within the first five days of the semester. From the sixth day until the end of the tenth week (see academic calendar for exact date), a Fall/Spring course may be withdrawn with a grade of "W".

J.4 Classroom Conduct

The 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 the penalties and processes as written in the The Liberty Way**.**

J.5 Dress Code

Students are expected to come to class dressed in a manner consistent with The Liberty Way.

J.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.

J.7 Academic Misconduct

Academic misconduct includes: academic dishonesty, plagiarism, and falsification. See The Liberty Way for specific definitions, penalties, and processes for reporting.

J.8 Disability Statement

Students with a documented disability may contact the Office of Disability Academic Support (ODAS) in DeMoss Hall 1118 to make arrangements for academic accommodations. For all disability testing accommodation requests (i.e. quieter environment, extended time, oral testing, etc.) the Testing Center (DeMoss Hall 1118) is the officially designated place for all tests administered outside of the regular classroom.

J.9 Appeal Process

If students have a grievance related to their coursework, they should first discuss the matter with the person immediately involved. 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 person that students have a grievance with, they should contact the Chair 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:
  https://www.liberty.edu/index.cfm?PID=36418
  It is in the **Academic Code of Honor** section II. Academic Honor Code B.3.
- In the academic catalog, the students are informed of the grade appeal process as well as the criteria for appeal:
  https://www.liberty.edu/index.cfm?PID=36418
  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: https://www.liberty.edu/online/complaint-assistance-issue-resolution/

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.

J.10 Student Input on Program Policies and Procedures

The Social Work Program at Liberty University was started by a core group of interested parties. These parties included two associate deans (one is now the interim dean of the School of Behavioral Sciences), one full time undergraduate faculty member, one full-time graduate faculty member (now a chair), and two community social workers (currently adjunct social work professors at LU). When the program director was hired, this core group of interested parties became the Social Work Advisory Committee.

The committee meets once a semester. In the fall of 2016, the committee voted in favor of the addition of student members. Currently, there are 3 residential students on the committee, 2 seniors and 1 junior.(is this information still current) These student members have voting privileges 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 Director of Social Work for consideration at the next Social Work Advisory Committee Meeting.

Besides the Advisory Committee, students evaluate courses at the end of every semester. Students have the opportunity to suggest improvements and note strengths associated with the 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* (Appendix J) is another key set of values, principles, and standards that guide the conduct of faculty, staff and students at Liberty University's Social Work Department. 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 ACCREDIATION 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 (Attachment K). 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 engaged in seeking accreditation for its new BSSW program

VII. APPENDICES

APPENDIX A

Residential Suggested Course Sequence

SUGGESTED COURSE SEQUENCE

FRESHMAN YEAR

First Semester		Second Semester	
ENGL 101	3	Natural Science Elective [BIOL 102][1]	3
EVAN 101	2	Technology Competency[1, 2]	0-3
INQR 101	1	SOWK 120[3]	2
SOCI 200	3	SOWK 150[3]	1
RLGN 105	2	Social Science Elective [PSYC 101][1]	3
UNIV 101	1	Math Elective[1]	3
SOWK 101	3	CSER	0
CSER	0	Total	12-15
Total	15		

SOPHOMORE YEAR

RSCH 201	3	BIBL 105	2
SOWK 250[4] or HLTH 216	3	SOWK 355	3
SOWK 260	3	Information Literacy Elective [1]	3
SOWK 270	3	PSYC 255	3
Composition Elective[1]	3	Communications Elective [GLST 220][1]	3
CSER	0	SOWK 300	3
Total	15	CSER	0
		Total	17

JUNIOR YEAR

THEO 201	2	THEO 202	2
SOWK 350	3	Cultural Studies Elective [GLST 290][1]	3
SOWK 370	4	BIBL 110	2
Literature or Philosophy Elective [PHIL 201][1]	3	PSYC 354	3
Free Elective	3	SOWK 325	3
CSER	0	Free Elective	3
Total	15	CSER	0
		Total	16

SENIOR YEAR

SOWK 470	11	SOWK 450	3
SOWK 410[5]	3	SOWK Elective[6]	3
CSER	0	SOWK Elective[7]	3
Total	14	Free Elective	3
		Free Elective	1
		CSER	0
		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]All students must pass the Computer Assessment OR complete applicable INFT course; refer to http://www.liberty.edu/generalstudies/inft for more information

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

[4]SOWK 250 is offered online only

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

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

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

APPENDIX B

Online Suggested Course Sequence

SUGGESTED COURSE SEQUENCE

FRESHMAN YEAR

First Semester		Second Semester	
RLGN 104	4	BIBL 104	4
UNIV 104	0-3	Social Sciences Elective [PSYC 101][1]	3
ENGL 101	3	Math Elective[1]	3
SOCI 200	3	Natural Science Elective [BIOL 102][1]	3
SOWK 101	3	SOWK 135	3
Total	13-16	Total	16

SOPHOMORE YEAR

SOWK 260	3	Communications Elective[1] [GLST 220]	3
SOWK 270	3	Composition Elective[1]	3
Literature/Philosophy Elective [PHIL 201][1]	3	SOWK 300	3
HLTH 216[2] OR SOWK 250	3	SOWK 355[3]	3
PSYC 255	3	Elective	3
Total	15	Total	15

JUNIOR YEAR

PSYC 354	3	SOWK 325	3
Cultural Studies Elective [GLST 290][1]	3	THEO 104	4
Elective	3	SOWK 410[4]	3
SOWK 350	3	Information Literacy Elective[1]	3
SOWK 370	4	Elective	3
Total	16	Total	16

SENIOR YEAR

Senior Field Experience Elective (SOWK 475)[5]	7	Senior Field Experience Elective (SOWK 477)[5]	4
SOWK Elective[6]	3	SOWK 450	3
Elective	3	SOWK Elective[7]	3
		Elective	3
Total	13	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]HLTH 216 is offered residentially only

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

[4]Complete field hours in one semester: SOWK 470; Complete field hours in 2 semesters: SOWK 475 and 477

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

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

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

APPENDIX C

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.

APPENDIX D

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.

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, and the exercise of leadership within the professional community.

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 describe four features of an 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.

1. 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 (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence[1], 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.

Educational Policy 1.2—Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, 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 and practice.

Accreditation Standard 1.0—Mission and Goals

The social work program's mission and goals reflect the profession's purpose and values and the program's context.

1.1.1 The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.

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

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[1] These six value elements reflect the National Association of Social Workers *Code of Ethics*.
National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW.

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1– EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods.

Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision- making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics[2] and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;[3]
- tolerate ambiguity in resolving ethical conflicts;
- and apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

2National Association of Social Workers (approved 1996, revised 1999). Code of Ethics for Social Workers. Washington, DC: NASW.
3International Federation of Social Workers and International Association of Schools of Social Work. (2004).
Ethics in Social Work, Statement of Principles. Retrieved January 2, 2008 from http://www.ifsw.org

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery.

Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying,

analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate 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. BSW practice incorporates all of the core competencies.

Educational Policy M2.2—Advanced Practice

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice.[5] In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution 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 achievement of program competencies.

Accreditation Standard B2.0—Curriculum

The 10 core competencies are used to design the professional curriculum. The program

B2.0.1 Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.

B2.0.2 Identifies its competencies consistent with EP 2.1 through 2.1.10(d).

B2.0.3 Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].

B2.0.4 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 (EP 2.0).

B2.0.5 Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

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[5] Shulman, L. S. (2005, Summer). *Signature pedagogies in the professions.* Daedelus, 52- 59.

Accreditation Standard M2.0—Curriculum

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program

M2.0.1 Identifies its concentration(s) (EP M2.2).

M2.0.2 Discusses how its mission and goals are consistent with advanced practice (EP M2.2).

M2.0.3 Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.

M2.0.4 Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].

M2.0.5 Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

M2.0.6 Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard 2.1—Field Education

The program discusses how its field education program

2.1.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

B2.1.2 Provides generalist practice opportunities for students to demonstrate the core competencies.

M2.1.2 Provides advanced practice opportunities for students to demonstrate the program's competencies.

2.1.3 Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.

2.1.4 Admits only those students who have met the program's specified criteria for field education.

2.1.5 Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.

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

2.1.7 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.1.8 Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

The implicit curriculum refers to the educational 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 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.[6]

Educational Policy 3.1—Diversity

The program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (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 3.1—Diversity

3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.
3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.
3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

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[6] Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3rd ed.). New York: Macmillan.

Educational Policy 3.2—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student's professional development.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

B3.2.1 The program identifies the criteria it uses for admission.

M3.2.1 The program identifies the criteria it uses for admission. The criteria for admission to the master's program must include an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association.

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

M3.2.3 BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

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

3.2.5 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

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

3.2.7 The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.

3.2.8 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.

Student participation

3.2.9 The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

3.2.10 The program demonstrates how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.3—Faculty
Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ratio 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, 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.

Accreditation Standard 3.3—Faculty

3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.

B3.3.3 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.

M3.3.3 The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full- time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.

3.3.4 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.

3.3.5 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through 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.

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

Educational Policy 3.4—Administrative Structure
Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure

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

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

3.4.3 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.

3.4.4 The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.

B3.4.4(a) The program describes the BSW 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 preferred or a baccalaureate degree in social work from a CSWE- accredited program and a doctoral degree, preferably in social work.

B3.4.4(b) The program provides documentation that the director has a full- time appointment to the social work program.

B3.4.4(c) The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.

M3.4.4(a) The program describes the MSW 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. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.

M3.4.4(b) The program provides documentation that the director has a full- time appointment to the social work program.

M3.4.4(c) The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.

The program identifies the field education director.

3.4.5(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.

3.4.5(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.

B3.4.5(c) The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M3.4.5(c) The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.

Educational Policy 3.5—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 support learning and professionalization of students and program improvement.

Accreditation Standard 3.5—Resources
3.5.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.
3.5.2 The program describes how it uses resources to continuously improve the program and address challenges in the program's context.

3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.
3.5.4 The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.
3.5.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.
3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

4. Assessment

Educational Policy 4.0-Assessment
Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0—Assessment

4.1.1 The program presents its plan to assess the attainment of each of its competencies. The plan specifies procedures, multiple measures of each practice behavior, and benchmarks employed to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).

4.1.2 The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.

4.1.3 The program describes the procedures it employs to evaluate the outcomes and their implications for program renewal. It discusses specific changes it has made in the program based on specific assessment outcomes.

4.1.4 The program uses Form AS 4 (B) and/or Form AS4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings.

4.1.5 The program appends copies of all assessment instruments used to assess the program competencies.