



Department of Social Work

2025-2026
Social Work Student Handbook

Dear BSW Student:

Welcome to the Bachelor of Social Work Program at Briar Cliff University. We are pleased to present you with the 2025-2026 BSW Student Handbook, intended to help you understand the program, its mission, philosophy, goals, competencies, requirements, and procedures. In addition to program information, this handbook outlines your rights and obligations as a student. Please read this handbook carefully and note the course scheduling and sequencing needed for you to maximize your educational experience.

Advising is an important component of your BSW education. We urge you to contact your academic advisor at least once per semester and more often if any issues arise. Your advisor will assist you in planning your course schedule, choosing electives, resolving professional issues and considering career alternatives.

The companion documents to this handbook include the *Briar Cliff University Undergraduate Catalog*, the *Briar Cliff University Student Handbook*, and *BSW Field Education Manual*. We hope that these documents will answer many of your questions and should be used along with this BSW handbook. For unanswered questions, please contact your advisor.

Best wishes for a wonderful year and a successful educational experience.

Sincerely,

A handwritten signature in black ink that reads "Margarite Reinert". The signature is written in a cursive, flowing style.

Margarite Reinert, LMSW
Social Work Program Director
Social Work Department Chair
Assistant Professor

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Introduction

A Brief History of the Development of Social Work at Briar Cliff University

The social work program at Briar Cliff University emerged from an applied sociology department that had a focus on social justice. Sister Muriel Ford MA sociology had students in field work as early as 1945. The program was forward-looking and a constituent member of CSWE long before accrediting began. During Sister Muriel's tenure, sociology majors primarily became teachers or social workers. In 1972 Sister Grace Ann Witte Ph.D. sociology, chairperson of the sociology department, organized a self-study with an MSW consultant to determine the best educational preparation for future BCU students. Fred Rand MSW was hired in 1973 to begin teaching social work courses in addition to the original course in child welfare, develop a major, and prepare for accreditation. Sister Grace Ann Witte and Fred Rand wrote the first self-study in January 1975 and submitted the materials to CSWE. Sylvia Kuennen MSW and John Cordoue Ph.D. MSW were hired in 1975 and Sylvia Kuennen MSW became director of the program that fall and hosted the first site visit. The program was accredited retroactive to 1974 the first year accreditation was possible. Initial accreditation was for three years and then a one-person site visit was held in 1978 and accreditation was re-affirmed. Subsequent site visits were every 8 years and the program has been continuously accredited since that time. The most recent reaffirmation of Briar Cliff University's social work program by the Council on Social Work Education was in June 2018.

Educational Purpose.

Social Work majors are prepared as entry-level generalist social workers upon graduation with a bachelor's degree from Briar Cliff University. Our graduates of the on-campus program are highly regarded by the social services community and are sought to fill the social work needs in the Siouxland area. Students are also prepared for graduate studies upon graduation. Graduates of on-campus social work program have been consistently successful in finding employment in the Siouxland area. Graduates of our program are prepared for licensure in their state at the BSW level.

Our school is dedicated to providing education and training for students to fill jobs in traditional and newly emerging areas where a bachelor's degree is considered the appropriate entry level as well as in areas formerly reserved exclusively for Master of Social Work graduates. Some of the traditional areas are children and families, gerontology, people with disabilities, military, veterans and military families, immigrants and refugees, substance use and abuse, health care, mental health care, schools, public health social work, political social work and community practice.

Nondiscrimination and Human Diversity

Briar Cliff University, a Franciscan Learning Place, has a responsibility in accordance to our four core values to provide access and opportunities for all people, while demonstrating our commitment to inclusion of historically underrepresented groups. We believe that a culturally diverse campus is integral to academic excellence and that our students, faculty, and staff should reflect the diverse world in which we live. The university recognizes and values the wide range of voices and perspectives in all spheres of the academic enterprise. Briar Cliff University is committed to policies that promote inclusiveness, social justice and respect for all, regardless of race, color, religion, creed, sexual orientation, age, national or ethnic origin, physical or mental ability, political belief or affiliation, marital status, veteran status, immigration status, gender identity and expression, genetic information, or any other characteristic or status protected by state or federal laws.

Anti-Racism and Discrimination Statements

Value Statement/Program Philosophy: The social work program is committed to creating a climate, which supports and encourages the personal and professional development of each student, with particular sensitivity to the diverse needs of students in the program. Briar Cliff University's social work program is committed to making extensive efforts to address ethnic, racial, cultural, gender and lifestyle diversity issues in each course. Major objectives include recognizing, respecting, and understanding cultural, racial, ethnic, lifestyle and gender diversity; and understanding the patterns and consequences of discrimination and oppression.

In all aspects of its program, the social work program is committed to:

- understanding the implication of living in a diverse society;
- developing self-awareness of all actors in the educational program of their own attitudes and prejudices;
- promoting the role of the social worker in working for social justice and resolving social problems.

Problem Definitions: Concerns of the social work program which are addressed in this position statement are based on the following definitions:

Racism, Sexism, Ageism, and Other –isms: any attitude, action or institutional structure which subordinates a person or group because of an ideological belief in the superiority of some groups over others. The beliefs upon which domination is based may be conscious or unconscious and practices may be expressed overtly or covertly in interactions between individuals or groups.

Prejudice: an unfavorable opinion or feeling toward a group or its individual members that are formed beforehand without knowledge, thought or reason. It is a negative attitude that grows out of the above belief system.

Stereotyping: one prejudicial attitude that superimposed on the total race, sex, age, religion or other group a generalization about behavioral characteristics. Within the context of racism, stereotyping is negative in order to explain minorities as inferior or defective. Within the context of sexism, negative stereotyping explains females as inferior or defective. The same stereotyping process operates with people who are elderly, disabled, homosexual, of a certain religion, ethnic group, etc.

Discrimination: a behavioral response, based on an ideological belief and prejudicial attitude that is unfavorable to members of an “out-group.”

Position Statement

Briar Cliff University’s social work program does not accept nor condone any ideological beliefs that purport the dominance of one group over another as defined above. The social work program does not condone or accept any prejudicial attitudes in regard to any person because of that person’s membership in a particular group.

Consistent with the program’s commitment to diversity and social justice, the development of the self- awareness of all actors in the educational program of their own attitudes and prejudices will be promoted.

In relation to discriminatory behaviors, more specific procedures and actions will be taken. The social work program fully supports and adheres to Briar Cliff University’s non- discrimination policies:

“Briar Cliff University will provide equal opportunity in compliance with the law and will not discriminate for any reason prohibited by the law”

Briar Cliff University’s social work program reaffirms its commitment to non-discrimination in the following statement: *“The social work program conducts all aspects of its educational program without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, disability, or political or sexual orientation.”*

What is Social Work?

Social Work: Is It For You?

Before going any further into this handbook, let’s begin with what social work is all about. Social Work is involved with and for people on many levels. Social Workers help individuals, families, and groups in dealing with relationships, solving problems, and coping with the many social and environmental concerns, which affect and control daily life. Social work is concerned with ensuring the responsiveness and effectiveness of the social institutions to

which we look for needed resources in life. Social workers are concerned with the interaction between people and their social environment and institutions. Social workers are concerned with societal conditions in their efforts to improve the quality of life.

- Social work is helping people to cope more effectively with their world and helping the community meet the needs of its citizens.
- A generalist social worker is one who uses basic knowledge, skills, values, and ethics to assist people in becoming self-actualized and to assist the environment to function to its potential for the benefit of people.
- Social work involves a compassionate concern and respect for others from all kinds of ethnic, cultural, and lifestyle walks of life.

In the final analysis, only you can really make the decision about whether you have what it takes to be a social worker and whether it is something you want to do. The following questions can assist you in making a determination about social work as a major and personal profession. For further help in making a decision about whether a major in social work is right for you, seek out professional social workers in the community, students who are majoring in social work, and the social work faculty to discuss your interests and aptitudes.

Are you genuinely interested in people of all kinds? Social workers are committed to helping people regardless of racial, economic, cultural, and other differences. Prejudice does not fit with the values of the profession.

Do you believe in human potential for growth and change? Social workers have faith that everybody has some inner strength, and that people can change, given the chance.

Do you have patience, perseverance, and the ability to follow through? Social workers should be hard to discourage, always resourceful in seeking new ways to help clients. "Social work is involvement and commitment in working together with people and society in order to accomplish a goal. This means "stick-to-it-ness."

Do you work well with people? Social workers need to get along with clients, colleagues and other professional workers. The ability to resolve conflicts constructively is essential for effective social work practice.

Are you interested in your own personal growth and well-being? Social workers must be aware of themselves and their own struggles, so they do not get "mixed up" with the clients troubles. Social workers must be willing to know themselves and take care of themselves.

Are you interested in developing your problem-solving abilities? Social workers are interested in what makes people tick, in worldwide current events, in picking out key facts from stacks of data, and, in taking responsibility to assist client systems in making important decisions.

Are you interested in the larger picture? Social workers care about the state of the nation and of the world, sees each human problem in its relationship to the whole community, and works for various issues such as better housing, better health services, better schools, and better wages.

Are you interested in using scientific methods to work with people? Social workers engage in research-informed practice and are proactive in responding to the impact of context on professional practice. Social work is a growing profession that requires engaged, thoughtful, active, practitioners prepared to assist individuals, families, groups, organizations, and communities meet their potential.

The Briar Cliff University Social Work Program

The Briar Cliff University Social Work Program is based on the Franciscan tradition of service, caring and openness to all. It provides an academically challenging curriculum that enables students to integrate and apply the knowledge, values, and skills of the social work profession in order to become competent baccalaureate generalist social workers who engage in ethical practice, with diverse client systems in a variety of settings and are committed to social and economic justice

The program at Briar Cliff University leading to the bachelor's degree in social work seeks above all to provide a quality educational experience which will meet the needs and aspirations of students who are oriented toward the profession of social work. The program is designed to develop a liberally educated person with a generalist professional preparation in social work; thus the graduates of Briar Cliff's program have the knowledge, values, and skills which prepare them for entry-level practice positions in social work and for graduate social work education.

The social work program at Briar Cliff has been continuously accredited by the Council on Social Work Education since 1974. The social work program is based on the Curriculum Policy Statement of the Council on Social Work Education (cf. Appendix A). This accreditation, for example, enables graduates to both to enter the Department of Human Services in the State of Iowa at a Social Worker II level and be accepted by many graduate schools with advanced standing. (Graduate school catalogs are available in H-327.)

Program Purpose:

The Briar Cliff University Social Work Program is based on the Franciscan tradition of service, caring and openness to all. It provides an “academically challenging curriculum that enables students to integrate and apply the knowledge, values, and skills of the social work profession in order to become competent baccalaureate generalist social workers who engage in ethical practice, with diverse client systems in a variety of settings and are committed to social and economic justice.”

Program Mission Statement:

In alignment with our institution’s foundation in the Franciscan tradition of service, caring, and openness to all, and consistent with the profession’s commitment to respecting all people, the Briar Cliff University Baccalaureate Social Work (BSW) program is dedicated to promoting human and community well-being. We embrace and honor human diversity, and our mission is grounded in the core values of service, human rights, social, racial and economic justice, the dignity and worth of the person, human relationships, integrity, and professional competence. These values are carried out through a curriculum that is both explicit and implicit, enriched by practicum experiences that are tailored to meet the needs of students in both campus and distance learning formats. Students are guided to practice from a person-in-environment perspective, grounded in anti-oppressive principles, with a strong emphasis on ethical, evidence-informed service locally and globally.

Program Goals:

Briar Cliff University’s Baccalaureate Social Work Program is committed to the following:

1. Provide students with the social work foundation knowledge and skills necessary for effective communication and critical thinking
2. Provide students with the skills necessary for applying the social work values and ethics necessary for professional practice (Competency 1).
3. Prepare students with the skills necessary for ethical generalist practice with diverse client systems at the micro, mezzo, and macro level (Competency 2)
4. Provide students with the information necessary to understand the forms and mechanisms of oppression and discrimination so students are empowered to take an active role in addressing social problems by applying strategies of advocacy and social change that advance social and economic justice (Competency 3)
5. Prepare students to engage in entry-level social work practice that is informed by the best available evidence (Competency 4):
6. Use policy practice skills to analyze, formulate, and influence social policy change: (Competency 5)
7. Engage, assess, intervene, and evaluate practice with individuals, families, groups, organizations, and communities (Competencies 6,7,8,9)
8. To instill in students a commitment for continued personal and professional growth. (Competency 4)

Program Objectives

Students of Briar Cliff University’s Baccalaureate Social Work Program will do the following:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.

3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

Briar Cliff University's Social Work Program Core Competencies

The Briar Cliff social work program is designed to develop nine core competencies outlined in the 2022 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS).

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 nine core competencies are listed in Appendix A beginning on page 59 of this document. Each competency is followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that are used to operationalize the curriculum and assessment methods in the Briar Cliff social work program. Each of the competencies are consistent with the Briar Cliff University and social work program's missions and goals.

Guiding Framework for Generalist Practice

The program's framework embraces a **general method of social work practice**, as well as an **ecological perspective of generalist social work practice**. These serve as systematic guidelines in the preparation of students for practice.

Generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs. Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the wellbeing of individuals, families, groups, communities and organizations and furthering the goals of social justice. (Discussed and advanced by the Baccalaureate Program Directors [BPD] *Social Work Continuum Committee* and approved by the *Board of Directors*, 2006.)

The generalist social worker should be grounded in systems theory with an ecological perspective. This view of social work practice is one that focused on the interactions of client systems in relation to their environments. In ecological-systems theory, the interactions and interdependence between the client system and its environment are crucial for the life of each. Any change in one may have a positive or negative effect on the other. Highlighted in this approach is the complexity and diversity of client systems and the various systems that constitute their environment as they interact continuously for survival, growth and maximization of potential. This approach helps to clarify and to reinforce for social workers the perspective of person-in-environment. It is not enough to look at people and/or environment; the worker must bring a commitment to the reality of the interactions between the person and the environment and to the potential of these interactions.

Curriculum

Required Course Work

The academic classroom and field components of the social work program have been developed to flow from the mission of the institutions, to be consistent with the Educational Policy and Accreditation Standards for the undergraduate program established by the Council on Social Work Education, and to operationalize the overall program goals and objectives.

The social work curriculum is based on a liberal arts foundation. Along with these requirements, students complete specific supporting course requirements in general psychology, developmental psychology, introductory sociology,

sociology of the family, race, ethnic, and gender inequality, and human biology required by the social work program.

The coursework within our social work program reflects a progression of learning, which we believe will best prepare competent generalist practitioners who have the knowledge, values and skills necessary to demonstrate the core competencies of generalist practice. The BSW program Briar Cliff University embraces a **general method of social work practice**, as well as an **ecological perspective of generalist social work practice**. These serve as systematic guidelines in the preparation of students for practice.

The program is designed to prepare the student for beginning level professional practice at the BSW level as well as for graduate study. The purpose of our undergraduate curriculum is to prepare students for beginning professional generalist practice with client systems of all sizes (individuals, families, small groups, organizations, and communities).

A variety of elective courses in social work are also offered. Social work students are able to complete double majors or minors in other academic areas.

Included in the major requirements is a minimum of 425 hours of field education completed in the final semester of the senior year. Field education provides the opportunity to integrate and apply the knowledge, values, and skills learned in academic courses to actual social work situations to develop the core competencies identified as essential for beginning generalist practice.

Liberal Arts Requirements

Briar Cliff University is committed to the total development of the student through a liberal arts education. Students generally take the majority of their liberal arts courses during their freshman and sophomore years. The opportunity to take more liberal arts courses than the minimum is available to social work majors since the number of courses in social work a student may take at Briar Cliff University is generally 43-semester credits, with 81-semester credits outside of the major required. See the *Briar Cliff University Catalog* for details.

Course requirements for campus students:

In order to meet expected educational outcomes, the campus social work major requires students to complete ten courses in social work including SWRK 230, 320, SOCY/SWRK 340, SWRK 360, 370, 370L, 01IS, 375, 380, and 455 as well as a total of 6 credits of social work electives.

In addition, the following liberal arts courses are required prior to SWRK 320: SOCY 124/SOCY 125, SOCY 235, PSCY 110, PSYC 280, BIOL 102 or BIOL 151.

The following courses are required prior to SOCY/SWRK 340: MATH 150 or 200 or SOCY 341.

General education requirements include SOCY 140 or SOCY 240, PSCI 101 or HIST 231 or 232, MATH 105 or 111 or 150 or 200, and PHIL 210 or 212 or THEO 204, and one aesthetic course. The social work faculty will certify the general education service component and competencies in information technology, moral/ethical reasoning, oral communication, writing, quantitative literacy, reading, and critical thinking in the major.

Required Liberal Arts Base for Campus Students:

CORE 120/310	Freshman Seminar / Franciscan Values
CORE 131	Writing in the Digital Age
LIBA 410	Global Society OR LIBA 420, SOCY 428, MUSC 425 (fulfill the Global Engagement Foundation and satisfy the Critical Thinking competency requirement)
MATH	Quantitative Literacy (QL) courses (3-hour MATH course & 3 hour reinforcement course)
MATH 200	Statistics (Required to take SOCY 340 Social Sciences Research Methods) OR
SOCY 341	Essentials of Statistics (Required to take SOCY 340 Social Sciences Research Methods)
SOCY 124	Principles of Sociology or SOCY 125 Social Problems
PSYC 110	Introductory Psychology
BIOL 102	Human Biology
SOCY 240	Race, Ethnicity, and Gender
SOCY 235	Sociology of the Family
PSCI 101	American Government <u>or</u> HIST 231 <u>or</u> HIST 232 History of the US
PHIL 210	Ethics <u>or</u> THEO 204 Christian Morality or THEO 240 Christian Ethics/Nonviolence
PSYC 280	Developmental Psychology
THEO	One course, except 204
Two courses from Aesthetics category (from two different disciplines).	

* Campus students satisfy the Foreign Language competency requirement by either completing 2 full years of a single foreign language in the high school, or two semesters of foreign language at the college level. American Sign Language is not an approved foreign language at Briar Cliff.

Required Social Work Courses for Campus Students:

SWRK 230	Social Work and Social Welfare
SWRK 320	Human Behavior and the Social Environment
SWRK/SOCY 340	Social Science Research Methods
SWRK 360	Social Issues and Policy
SWRK 370	Social Work Practice with Individuals
SWRK 315	Social Work Interactional Skills
SWRK 375	Social Work Practice with Families and Groups
SWRK 380	Social Work Practice with Communities and Organizations
SWRK 01IS	Introduction to Field Work *
SWRK 455	Field Experience
Plus 6 credits of social work electives	

***Courses must be passed with a B or higher**

Course requirements for online degree completion students:

To achieve expected educational outcomes for the online BSW degree, the major completion of ten courses in social work including SWRK 230, 320, SOCY/SWRK 340, SWRK 315, 360, 370, 01IS, 375, 380, and 455 as well as a total of 6 credits of social work electives.

In addition, THEO 107 and LIBS 301 are required of all online social work degree completion students.

The following liberal arts courses are required **prior** to SWRK 320 Human Behavior and the Social Environment: SOCY 124/SOCY 125, SOCY 235, PSCY 110, PSYC 280, BIOL 102 or BIOL 151.

The following courses are required **prior** to SOCY/SWRK 340 Social Science Research Methods: MATH 150 or 200 or SOCY 341.

General education requirements include SOCY 140 or SOCY 240, PSCI 101 or HIST 231 or 232, MATH 105 or 111 or 150 or 200, and PHIL 210 or THEO 204 or THEO 240, and one aesthetic course.

The social work faculty will certify the general education service component and competencies in information technology, moral/ethical reasoning, oral communication, writing, quantitative literacy, reading, and critical thinking in the major.

Online degree completion students entering Fall 2020 or later are expected to transfer in with their associate's degree or at least 62 approved college credits. Online degree completion students must have completed all Briar Cliff general education credits or transfer approved equivalent courses, completed all required University foundations and competencies plus approved elective credits of the student's choosing to meet BCU's required liberal arts base. Graduates entering prior to Fall 2020 must complete a total of 124 credit hours to meet the graduation requirements of the University. Graduates entering Fall 2020 or later must complete a total of 120 credits to meet the graduation requirements of the University.

Students accepted into the online social work degree completion program must first fulfill the admissions requirements of Briar Cliff University. A minimum 2.0 (on a 4.0 scale) cumulative Grade Point Average (GPA) is required for acceptance. Grades previously earned will be counted as credit, but will not be calculated as part of applicant's cumulative grade point average at Briar Cliff. A maximum of 90 transfer credits can be accepted from other institutions.

Required Liberal Arts Base for Online Degree Completion Students:

BIOL 102 Human Biology

MATH Quantitative Literacy (QL) course

MATH 200 Statistics (Required to take SOCY 340 Social Sciences Research Methods) OR

SOCY 341 Essentials of Statistics (Required to take SOCY 340 Social Sciences Research Methods)

SOCY 124 Principles of Sociology or

SOCY 125 Social Problems

SOCY 240 Race, Ethnicity, and Gender

SOCY 235 Sociology of the Families
 PSCI 101 American Government (or HIST 231 or HIST 232 History of the US)
 PSYC 110 Introductory Psychology
 PSYC 280 Developmental Psychology
 PHIL 210 Ethics or THEO 240 Christian Ethics & Nonviolence or
 THEO 204 Christian Morality *EM
 WRTG 109 Introduction to College Writing
 WRTG 159 Contemporary Argument and Research
 THEO 107 Christianity and Franciscan Traditions
 LIBS 301 Digital Research for Academic Endeavors
 An Aesthetics Course
 *Plus additional general education courses accepted by Briar Cliff University

Required Social Work Courses for Online Degree Completion Students:

SWRK	230	History and General Method of Social Work
SWRK	320	Human Behavior and the Social Environment
SOCY	340	Social Science Research Methods
SWRK	360	Social Issues and Policy
SWRK	370	Social Work Practice with Individuals
SWRK	315	Social Work Interactional Skills
SWRK	375	Social Work Practice with Families and Groups
SWRK	380	Social Work Practice with Communities and Organizations
SWRK	01IS	Introduction to Field Work *
SWRK	455	Field Experience*

Plus 6 credits of social work electives

***Courses must be passed with a B or higher**

Social Work Electives:

Students in the campus and online programs must take at least two additional 3-credit social work elective courses or a total of 6 social work electives. The electives offered are:

SWRK	130	Introduction to Social Work
SWRK	300	Bereavement
SWRK	310	Trauma Informed Social Work Practice
SWRK	335	Substance Abuse and Addiction
SWRK	325	Mental Health
SWRK	330	Human Sexuality
SWRK	345	Child Welfare
SWRK	365	Documentation and Record Keeping
SWRK	355	Law: Child Abuse and Neglect
SWRK	385	Engaging Across Cultures: An International Perspective
SWRK	385L	Engaging Across Cultures: An International Perspective Lab
SWRK	465	Gerontology
SWRK	475	Independent Research

Planning Form Example for Campus Program Social Work Students – 4 year guide (2025-2026)

In order to meet expected educational outcomes, the campus social work major requires students obtain a minimum of 43 social work credit hours in the major, including a 12-credit field experience course and 6 credits of social work electives. Campus students must have completed all Briar Cliff general education credits or transfer approved equivalent courses, completed all required University foundations and competencies plus approved elective credits of the student's choosing to meet BCU's required liberal arts base. Graduates entering prior to Fall 2020 must complete a total of 124 credit hours to meet the graduation requirements of the University. Graduates entering Fall 2020 or later must complete a total of 120 credits to meet the graduation requirements of the University.

Year	Semester I	Semester II
FIRST YEAR (15 - 18 credits each semester)	CORE 105 Franciscan Experience Elective PSYC 110 (required intro to psychology) First Aesthetics (required)	BIOL 102 (required biology) Second Aesthetics Course (required) SWRK 130 (elective intro to social work) SOCY 124 (required principles of sociology) CORE 105 Franciscan Experience
SOPHOMORE YEAR (15 - 18 credits each semester)	SOCY 235 (required family) SWRK 230 (required Social Work & Social Welfare) MATH 200 (to meet basic level of QL competency or other MATH course) Elective (or SPAN 101* recommended for those who need foreign language)	PSYC 280 (required developmental) SOCY 240 (required race, gender, ethnicity) THEO (required theology RE general education course) THEO 204/PHIL 210 (required ethics course) PSCI 101 or HIST 232 (required history of the United States course)
JUNIOR YEAR (16 credits each semester)	SWRK 320 (required human behavior and social environment) SOCY 341 Essentials of Statistics OR MATH 200 Statistics SWRK Elective Elective (3 credits) or required CORE 310 Franciscan Life for transfer students (2 credits) SWRK 360 (required policy)	SOCY 340 Social Sciences Research Methods SWRK 370 (required micro skills) SWRK 370L (required micro) SWRK Elective Elective (3 credits)
SENIOR YEAR (16 - 17 credits each semester)	LIBA 410 SWRK 375 (required mezzo - group work) SWRK 380 (required macro- community work) SWRK 1 IS (required introduction to field practicum) SWRK Elective Elective (3 credits) Elective (2-3 credits)	SWRK 455 Field Experience (12 credit)
Important Notes:	May transfer 62 hours from community college (64 from WITCC); last 30 hours must be from BCU.	Graduates entering prior to Fall 2020 must complete a total of 124 credit hours to meet the graduation requirements of the University. Graduates entering Fall 2020 or later must complete a total of 120 credits to meet the graduation requirements of the University.

Planning Form Example for Social Work Online Degree Completion Students – Two year guide

To achieve the educational outcomes for the online BSW degree, the major requires a minimum of 43 required social work credit hours, a required theology/Franciscan core 3-credit online course, and a required Digital Literacy for Academic Endeavors 1-credit online course. Online degree completion students are expected to transfer in with their associate's degree or at least 62 approved college credits. Online degree completion students must have completed all Briar Cliff general education credits or transfer approved equivalent courses, completed all required University foundations and competencies plus approved elective credits of the student's choosing to meet BCU's required liberal arts base. Graduates entering prior to Fall 2020 must complete a total of 124 credit hours to meet the graduation requirements of the University. Graduates entering Fall 2020 or later must complete a total of 120 credits to meet the graduation requirements of the University.

Year 1	Semester 1	Semester 1	Semester 2	Semester 2	Summer
	First 8 week block	Second 8 week block	First 8 week block	Second 8 week block	
	SWRK 230 - History and General Method of Social Work (3 credits) SWRK 320 - Human Behavior and the Social Environment (3 credits) LIBS 301 – Digital Research for Academic Endeavors (8 weeks) (1 credit)	SWRK 230 - History and General Method of Social Work (3 credits) SWRK 320 - Human Behavior and the Social Environment (3 credits) SWRK 360 - Social Issues and Policy (3 credits)	SWRK 370 - Social Work Practice with Individuals (3 credits) SWRK 370L Social Work Practice Skills (8 weeks) 2 credits SOCY 340 - Social Science Research Methods (16 weeks) 4 credits	SWRK 370 - Social Work Practice with Individuals (3 credits) SWRK elective- (8 weeks) (3 credits) SOCY 340 - Social Science Research Methods (16 weeks) 4 credits	Non Departmental courses if needed or Elective
Year 2	Semester 1	Semester 1	Semester 2		Summer
	First 8 week block	Second 8 week block	16 week block		
	7 credits SWRK 375 - Social Work Practice with Families and Groups (3 credits) SWRK 01IS Intro to Practicum (16 weeks) 2 credits	7 credits SWRK 380 - Social Work Practice with Communities and Organizations (8 weeks) (3 credits) SWRK 01IS Intro to Practicum (16 weeks) 2 credits SWRK elective- (8 weeks) (3 credits)	12 credits Practicum Experience		

Career Preparation

Students are encouraged to begin thinking about possible practicum placements and career preparation early in their academic planning. In the sophomore course SWRK 230 students complete a 2- 5 hour a week (total of 24 hours) volunteer placement. (This will partially meet the Briar Cliff University community service requirement). Placements have included the Department of Human Services, nursing homes, hospitals, and community centers. In addition, students are encouraged to be active in such Briar Cliff activities as student government, Peer Advising (PAL), Resident Assistant (RA), or BC Cares. Briar Cliff Career Services sends emails about job openings, provides assistance with the development of resumes, and is available for career help.

Required Practicum Education

Practicum education is considered the signature pedagogy in social work education. It is in practicum that students have the opportunity to apply theory to real work situations and is designed to complement the student's academic work and educational goals. In the senior year, campus students complete 425 hours of practicum in a local agency and in the Practicum Seminar Course during their final semester in the program.

Students are provided opportunities to help identify and work with potential practicum instructors and the Director of Practicum Education in developing an effective learning contract for their field experience. The 425 practicum hours are completed during the final semester of the second year of studies in the Social Work program and after the completion of all the prerequisite course work.

The Director of Practicum Education or designated Practicum Liaison will facilitate in person or via video conferences to provide practicum orientation to students and practicum instructors, and will continue dialog with the practicum education agency and practicum instructors throughout the course of the semester. In Siouxland geographic area, the Director of Practicum Education or designated Practicum Liaison may travel to internship sites.

During their practicum students are required to complete 400 agency-based hours and the remaining 25 hours are accumulated through Practicum Seminar. In practicum Seminar students are required to attend monthly professional development session (virtually or in person) and complete assigned practicum related academic work.

Credential requirements for practicum education instructors/supervisors are outlined in the Social Work Field Manual which is provided to and covered in the Introduction to Practicum course.

Assessing One's Aptitude and Motivation for a Career in Social Work.

We provide our students with extensive opportunities in both academic and field areas to assess their motivation for a career in Social Work and their aptitude for the profession. Through informal discussions with faculty, agency staff, fellow students, classroom discussion, field seminars and independent papers or projects, students are confronted with re-examining their attitudes, expectations and motivations. The Social Work faculty spends time talking with students individually and in small groups about their capacities and abilities and how they fit with their interest areas in the social work field. This continuing emphasis on self-awareness and self- direction is brought about through classroom assignments focusing on one's own

personal philosophy of helping, role-plays, simulations, audio and videotaping in the classroom (with verbal and written feedback), oral course evaluations, supervisory conferences with agency field instructors and final written field evaluations and conferences. All students meet with their advisor each semester to discuss their aptitude and motivation for a career in social work and review their current transcript and GPA.

Our focus is to help the students see that they are part of the change system in the social work profession. To be effective in such a role, one must have self-awareness about her/his prejudices, strengths, weaknesses, unique skills and talents. Students are consistently encouraged to focus on these prejudices, strengths, weaknesses, unique skills and talents for further growth.

To support this focus on self-awareness, the program has a strong emphasis on its own program evaluations. In expecting feedback from students on our teaching style, course content, assignments, etc., we have maintained our philosophy that we all need continuous evaluation to obtain feedback in how we are functioning within the social work profession. Only through feedback and educational resources can we change and grow toward our fullest potential.

Social Work Program Admission Procedures

Admission Procedure for Campus and Online Students:

When you declare a social work major, or admitted as an online student at Briar Cliff University, you will be assigned a social work advisor, **however, there is a formal application to be admitted to the major in the second semester of junior year.** Advisors in the major are assigned at this time if they have not been already assigned. Declaration of a major does not guarantee acceptance to the social work program.

Students who wish to be formally accepted to the social work major need to complete the steps described below. Students take some social work courses prior to admission to the major. To be formally accepted into the social work major, the student will:

1. Have junior standing (campus students) or have been accepted to Briar Cliff University (online students)
2. Have completed SWRK 230 and SWRK 320
3. Have a cumulative GPA of 2.0 at time of admission to the major.
4. Complete a the Social Work Program Application for Formal Admission to the Social Work Major available here: <https://form.jotform.com/80024346548152>
5. Achieve a B or above in all social work courses completed.

The program does not grant social work course credit for life experience or previous work experience.

Description of Admissions Procedures

1. Students are provided information about how to apply to the major in the fall semester of the junior year in SWRK 320 Human Behavior and the Social Environment
2. Students are provided with the link to the social work program application.
3. The social work program application needs to be submitted during the last 8 weeks of the fall semester of their junior year
4. Applications are reviewed by the Social Work Formal Admission Committee to determine applicants admission to the major.

Formal Admission Committee Purpose:

1. To review individual student's educational plans and needs.
2. To assess the student's academic and social potential for successful completion of the social work program.
3. To make a recommendation about acceptance into the major.

Review of committee recommendations about accepting students into the major will be made in a meeting of the full-time faculty.

1. If you are accepted, an official emailed letter of acceptance will be sent to you from the formal admission committee chair.
2. You may be accepted conditionally pending satisfactory completion of an identified requirement (e.g., improvement in one or more of the Standards for Retention).
3. If you are not accepted, because a requirement is not met or for some other concern, you will be asked to reschedule with your advisor, and possibly the BSW Program Director, to discuss the issues and your options.

If you are not satisfied with the decision made by the faculty you may proceed with your grievance through the normal grievance procedure as outlined later in this handbook.

Conditional Admission:

Students who do not meet the regular acceptance criteria may be admitted to Briar Cliff University's social work program conditionally because prior grades or other academic indicators suggest that they may be able to succeed at college level work. Conditionally admitted students who fail to earn a 2.0 GPA during their first semester must meet with their academic advisor and follow his/her recommended course of action. All full-time conditionally admitted students must limit their academic load to 13 hours of credit per semester. Following academic assessment tests, conditionally admitted students will be required to register for appropriate developmental courses. Student performance is monitored by the academic advisor Program Director. Once the student meets the criteria for full acceptance to the program, the student is notified via email in a formal letter to their Briar Cliff University email of their acceptance to the program. If the student does not meet the academic, professional, or ethical standards of the program the student is

notified via email to their Briar Cliff University email in a formal letter you from the formal admission committee chair indicating that they have not met the admission standards to the program.

Appealing Denial to Social Work Program Major

If the faculty decides that the student does not have the capacity and suitability for a career in social work the student is not accepted into the major. The student may appeal the admissions process by initiating the grievance process. Student grievances, instances where student rights have been allegedly denied or violated are handled in the following manner with the social work program.

Appealing Grades and Other Academic Matters (not pertaining to the academic integrity issues) Students wishing to appeal grades or other academic matters should follow these guidelines detailed in the "Student Grievance Procedures:"

1. Appeal to the department chairperson in writing within three working days of discussing the grievance with the faculty member. Include the circumstances of the grievance, specific concerns and a possible remedy. The student should make an appointment and meet with the chairpersons. The student will be notified in writing of the chairperson's decision.
2. If the student remains unsatisfied, he or she may appeal to the Vice President for Academic Affairs in writing within three working days of notification by the chairperson. Include in the written document circumstances of the grievance, specific concerns, and a possible remedy. The student should make an appointment and meet with the Vice President for Academic Affairs. The student will be notified in writing of the Vice President for Academic Affairs' decision.
3. In all cases, the decision of the Vice President for Academic Affairs is final.

Notification of Applicants of Decision and Any Contingent Conditions Associated with Admission

All applicants will be notified via an emailed letter from the formal admission committee chair when admitted and when not admitted to the social work program as well as any contingent conditions associated with their admission to the program. The student's progress toward meeting admission requirements will be monitored by the Program Director and the Program Coordinator.

Consideration of Criminal Record

As part of the application process, each BSW Program applicant is asked if he or she has a criminal record, including a history of any felony convictions. Conviction of a criminal offense does not necessarily bar an individual from becoming a social worker or from making a major contribution to society. Applicants for admission to the Department of Social Work are evaluated based on their overall qualifications. However, applicants are advised that a criminal conviction could prevent them

from being placed in some practicum and agency settings. In addition, it may prevent him or her from being licensed, certified, or registered to practice social work in some states and jurisdictions. Students are also asked if they have ever been dismissed from an undergraduate program for academic or nonacademic reasons. If the answer is affirmative, then the student is required to provide additional information so his or her application can be evaluated in light of all of the facts (adapted with permission from Washburn University).

Consideration of Personal Situations and Conditions

Social workers must adhere to the Code of Ethics even when they are not officially "on the job." The standard states, "Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities" (NASW ethical standard 4.03 *Private Conduct*). It is important that students consider any personal situations or conditions that may create challenges for them as social workers.

Additionally, social workers must assure that "their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties do not interfere with their professional judgment and performance" (NASW ethical standard 4.05 *Impairment*).

If a student experiences a problem situation or condition while at Briar Cliff University the student is expected to be proactive in informing the department chair of the situation and requesting a consultation with faculty. A consultation to discuss the situation will be scheduled as quickly as possible.

Students are expected to disclose and describe all personal situations and/or conditions that they believe fit within these two NASW standards and how they know that they are ready to begin their professional internships. Students who have been diagnosed with mental disorders, including recovery from substance abuse, are asked to request a written statement from their mental health professionals supporting their readiness for internships. Students who have experienced substance use disorders must present documentation of at least one year of recovery.

Declaring the social work major

Declaring the major is easy.

1. Go to the registrar's page: <https://www.briarcliff.edu/forms/declaration-of-major/minor/>.
2. Select "Bachelors of Social Work" and complete the rest of the required fields
3. Select Submit.

Registering for classes

Students in both the campus and online social work programs must meet with their advisor to register for classes. On campus students will meet with their advisor face-to-face after signing up for an advising time. On campus advisors will either ask advisees to sign up for or will post advising times outside their office door. Online students will meet with their advisor via video conferencing. Students will sign up for an advising time as directed by their advisor. Students should look for information about advising about one week prior to the first day of advising.

Add/Drop and Withdrawing:

Students may add or drop classes in their schedules with the help of faculty advisors.

Students must seek written instructor approval before adding a class after the first two days of a semester. Adding a course will require the instructor's signature approval during this three-day period. Once the signature approval is returned to the Registrar's Office, the course will be added to the student's schedule. Dropping a course during this period will be completed in the Registrar's Office. Students may withdraw from classes through the "last day to withdraw" date in a term. To withdraw from classes students, need written consent both from their faculty advisor and from the instructor of the class from which they wish to withdraw and the last date of attendance or class participation. When the deadline for withdrawing from a course has expired, students may withdraw but will receive a grade of 'WP' for withdraw passing or 'WF' for withdraw failing. 'WP' grades do not impact cumulative GPA. 'WF' grades calculate into cumulative GPA the same as an 'F' grade.

Withdrawing from a course that is not the entire length of the semester will switch to the penalty grading at the 70% mark in the course duration. Any course not dropped within the drop period will be charged to the student's account.

To withdraw from all courses during the semester, please contact your advisor. You must complete and sign the withdraw form and return to the Director of Academic Achievement. You will not be withdrawn from courses until the form is completed, signed, and returned.

Minors

There are many options for minors at Briar Cliff University. Minors can be useful to a social work major as they provide a second or third set of knowledge, values and skills. The social work program offers a Gerontology minor.

Gerontology Minor

Developed by the nursing, psychology and social work departments, the interdisciplinary gerontology minor prepares students in any discipline to work with other people in a rapidly changing population. Students from all disciplines benefit from studies of the aging population. An interdisciplinary minor provides the vehicle for organized gerontological studies for any student in any of the academic programs. Courses required for the 18-credit hour interdisciplinary minor include the following:

Requirements: One course from the following BIOL listing: BIOL 102, BIOL 221, or BIOL 240; NURS 356; PSYC 110 and PSYC 355; SOCY 124 OR SOCY 125; SWRK 465; and a gerontology internship. Elective course: SWRK 300.

Concentrations

An internal concentration is a structured plan of study with a major. The minimum number of semester hours for an internal concentration is 12 semester hours. Credits for an internal concentration are in addition to the requirements beyond the core courses of the major. An internal

concentration appears on the official transcript. To earn a B.S.W. with a concentration student take all courses required for the B.S.W., plus the courses required for the concentration, and complete their Practicum Experience in an organization providing services related to the concentration. Any elective courses taken will count towards B.S.W. electives Required Courses.

Behavioral Health and Addictions

Required (9 semester hours) include: SWRK 325, SWRK 335, and PSYC 102 OR SPAN 230

Additional Electives (3 semester hrs): Select 1 of the following:

PSYC 215
PSYC 360
SWRK 310
SWRK 300

Children Youth and Families Concentration

Required Courses (9 semester hours) include: SWRK 310, 345 and PSYC 354

Additional Electives (3 semester hrs.): Select 1 of the following:

CJUS 365
PSYC 215
SOCY 240

Faith Based Ministry Concentration

Required Courses (6 semester hours) include: SWRK 300 or THEO 310 (THEO 115 is a pre-requisite to THEO 310)

Additional Electives (6 semester hours) one course must be from Theology:

THEO 116
THEO 260.

The other course must be from

SWRK 33IS
SWRK 310
SWRK 325
SWRK 461

Policy on Student Advancement, Review, and Dismissal

All students are admitted to the BSW Program based on evidence in their admissions applications that they have the potential *academic ability and personal suitability* for completing the professional graduate social work program. Once admitted, all students in the social work program are expected to maintain the standards established by the social work program and those held by the social work profession.

Social workers' professional actions and decisions impact the lives of vulnerable persons. Because the BSW program is a professional degree, meeting academic performance standards is a necessary, but not sufficient, outcome for ensuring advancement in the social work program. As future social

work professionals, social work students must meet the *academic standards* (knowledge, skills, and competencies) and *professional behavior standards* of the program which are based on, but not limited to the requirements of the NASW Code of Ethics and the Briar Cliff University Student Code of Conduct.

Academic Standards of the Program

Undergraduate social work students are expected to demonstrate the integration and application of the competencies stipulated by the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS). Each course in the curriculum is designed to address multiple competencies through methods including lecture content, in class and written assignments, presentations, group projects, exams, and skill practice.

Academic Performance:

1. Maintain a cumulative GPA of 2.0 in their major as well as in their total program to remain students in good standing.
2. Students are only permitted one "D" in a course in their major
3. Have satisfactorily fulfilled any and all contracts for grades of Incomplete (see policy on Grades of Incomplete);
4. Pass Introduction to Field with at least a grade of "B"
5. Pass Practicum Experience with at least a grade of "B"
6. Students are expected to demonstrate honesty and integrity in all aspects of their academic program and adhere to the policy on plagiarism as stipulated in the

Briar Cliff University Academic Catalog (see here:

<https://www.briarcliff.edu/filesimages/Future%20Chargers/Registration/2024-2025%20Academic%20Catalog.pdf>

Professional Behavior Standards of the Program:

Students' professional behaviors and student impairment (as discussed below) are also issues to be considered when advancing students in the BSW program. Students are expected to behave in a manner consistent with the *Briar Cliff University Student Handbook*, the *National Association of Social Workers Code of Ethics*, and other professional guidelines established in the *Social Work Student Handbook*. Social Work students are also bound by the NASW Code of Ethics in their interactions in the program and field placement.

Additional or more specific descriptions of professional behavior are provided below. Students are expected to meet these behavioral standards in the classroom, the practicum setting, in interactions with faculty and peers, and when representing the social work department in the community or outreach activities. Briar Cliff University (BCU) social work majors are expected to comply with the Code of Conduct and Policy on Sexual Harassment as outlined in the *Briar Cliff University Student Handbook* (see here:

<https://www.briarcliff.edu/filesimages/About/Our%20Story/Accreditation%20and%20Policies/2022-23%20Student%20Handbook.pdf> as well as the standards outlined in the *Briar Cliff*

University Academic Catalog (see here:

<https://www.briarcliff.edu/filesimages/Future%20Chargers/Registration/2024-2025%20Academic%20Catalog.pdf>

Briar Cliff University's social work program is required by the Council on Social Work Education to foster and evaluate the development of professional behavior for all students in the social work

program. The social work program bears a responsibility to the community at large to produce professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work appropriate to their level of education.

The values of the profession are codified in the NASW Code of Ethics. Given this context, all students enrolled in Baccalaureate level social work courses at BCU are expected to exhibit the standards of behavior outlined below, which are known as the Briar Cliff University's Social Work Program Professional Requirements. The professional requirements of Briar Cliff University's social work program are designed to ensure that those individuals who graduate from the BSW program meet the requirements of a baccalaureate level prepared professional social worker. Attention to these standards will be paid by faculty responsible for assessing course performance, by field instructors, faculty advisors, field staff, and by others with whom students interact within the Briar Cliff University Social Work community.

Professional and Ethical Expectations:

Commitment to the NASW Code of Ethics: In interactions with faculty, administrators, staff, agency personnel, clients/consumers, and other students, act in accordance with the NASW Code of Ethics including commitment to social and economic justice, client self-determination, integrity, human dignity and human diversity (see: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>)

Attendance: Students are expected to abide by class attendance policies. Students are also expected to attend all required meetings requested by faculty or related to class group projects and program and practicum orientations. Students are expected to follow the course policy regarding notifying their instructors about absences.

Punctuality: Students are expected to arrive to class, advising appointments, practicum placement, video conferencing, and other meetings on time. Students are also expected to complete assignments and other departmental or University requirements on time.

Responding to Program-Related Communication: Students are expected to respond to correspondence from faculty and classmates with whom they are working on projects in a timely manner. This includes regularly checking their BCU email account, course news, and feedback within Brightspace for program or course information. All written communication should be done in a professional manner.

Respectful and Effective Communication: Students are to treat classmates, faculty, future clients, and others in a respectful and non-judgmental fashion. This expectation for respectful communication applies in the classroom, the practicum setting, in interactions with faculty and peers outside the classroom, and when representing the social work program in community or outreach activities. This expectation includes communication in both verbally and in written form, including interviewing skills and interpersonal skills which permit comfortable interaction with other people.

Engagement: Students are expected to be engaged in their courses, practicum placement, and other program requirements. Students should also refrain from behaviors that may impact the engagement of others, such as the use of personal cell phones, social networking sites, or other forms of technology that may disrupt the learning of others.

Acceptance of Feedback: Students will respond to suggested feedback by faculty and

practicum supervisors and will then take steps to integrate the feedback into their professional conduct. Students will use the feedback as a tool to help strengthen their practice and awareness of self.

Professional Attire: In professional situations, including practicum placement, meetings, interviews and interactions with current or future colleagues, students will dress in a manner that is appropriate for the particular context or setting.

Reliability and dependability: Students will complete all assignments and tasks by the assigned deadline for classes, group projects, committees, meetings, and/or practicum requirements. Students will actively participate in professional situations by attending meetings on time and being prepared to engage and participate in the agenda. Students are expected to adhere to the program's field policies or practicum agency's policies and professional standards.

Self-awareness: Openness to new ideas, differing opinions and feedback from others and integration of these into professional and student roles and performance; an understanding of the effect of one's statements and behaviors on others; the ability to modulate one's behavior to promote a productive professional environment and appropriate relationships; a willingness to examine one's beliefs, values and assumptions and change one's behavior to ensure ethical professional practice.

Interpersonal: interpersonal skills needed to relate effectively to students, faculty, school personnel, agency staff, clients and other professionals; these include compassion, empathy, integrity, respect and consideration, reliability and responsibility for one's own behavior. This also entails addressing problems and concerns in the manner outlined in the Social Work Handbook; an awareness of the importance of communicating directly with the involved personnel and through the prescribed medium

Student Impairment:

The National Association of Social Worker's Code of Ethics, Section 4.05, addresses social worker impairment that may interfere with professional social work practice and requires social workers to take necessary steps to address the impairment. Impairment may be reflected in a student's inability or unwillingness to control psychosocial stress, mental health issues, substance abuse, or other personal problems that interfere with professional functioning. Students who are impaired show signs of being unable or unwilling to comprehend and resolve their personal issues in a manner that does not interfere with their professional responsibilities (Bemak, Epp & Keys, 1999; Lamb, Presser, Pfof, Baum, Jackson & Jarvis, 1987).

Additionally, Social workers must adhere to the Code of Ethics even when they are not officially "on the job." The standard states, "Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities" (NASW ethical standard 4.03 *Private Conduct*). It is important that students consider any personal situations or conditions that may create challenges for them as social workers. Social workers must be sure that "their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties do not interfere with their professional judgment and performance" (NASW ethical standard 4.05 *Impairment*).

If a student experiences a problem situation or condition while at Briar Cliff University the student is expected to be proactive in informing the department chair of the situation and requesting a

consultation. A consultation to discuss the situation will be scheduled as quickly as possible.

Students are encouraged to contact Briar Cliff University Counseling Service:

<https://www.briarcliff.edu/current-chargers/get-involved/student-support-services/counseling-center> for assistance with any problems they experience.

Ongoing Student Performance Review

At the end of each academic semester (December and May), at the end of each summer session (August), or at any time a delayed grade is submitted, the student's advisor will review academic performance for adherence to the academic and professional requirements. Undergraduate social work students are advanced from one semester to the next based upon meeting both satisfactory academic progress and professional behavior standards each semester. The Program Director consults with faculty members each semester to review students' academic progress in classroom courses and in the field experience. The Program Director also informally consults with faculty about student concerns that may arise at any time during the semester. Students will be notified by letter sent to their university email account if the faculty review raises concerns about a student's academic performance or professional behavior. The notification will occur as outlined in the procedures described in the PROCEDURES FOR STUDENT ADVANCEMENT AND PROBLEM RESOLUTION section of this document.

Academic Probation, Good Standing, and Academic Dismissal

According to the *Briar Cliff University Academic Catalog* (see:

<https://www.briarcliff.edu/filesimages/Future%20Chargers/Registration/2024-2025%20Academic%20Catalog.pdf>

In order to be considered a student in good standing at Briar Cliff University, a student must earn and maintain a cumulative grade point average of 2.00 or better.

1. Students with a cumulative grade point average of 2.00 or above are in good academic standing.
2. Any student who fails to earn a 2.00 grade point average in any term and whose cumulative grade point average drops below 2.00 is classified as a student on probation and runs the risk of being dismissed from the university.
3. Students who fail to achieve the following cumulative grade point averages are subject to academic dismissal:

Note: The following only includes credit hours taken at Briar Cliff.

1.00 upon attempting 15 credit hours at BCU

1.25 upon attempting 30 credit hours at BCU

1.50 upon attempting 40 credit hours at BCU

1.75 upon attempting 50 credit hours at BCU

2.00 after attempting 60 or more credit hours at BCU

4. In addition, students who fail to achieve the following cumulative grade point averages are subject to academic dismissal:

Note: The following includes transfer credit hours. Transfer students must complete a minimum of 15 credit hours at Briar Cliff University before these criteria apply.

1.50 upon attempting 70 credit hours

1.75 upon attempting 80 credit hours

2.00 after attempting 90 or more credit hours

A student who is subject to academic dismissal may appeal his or her dismissal to the Vice President for Academic Affairs. Any student who is academically dismissed may return to the university after one term (not including summer school). Those who choose to return must show evidence of the likelihood of academic success. Upon readmission to the university, they may resume their study on a full-time basis and may apply for financial aid.

5. Any student receiving a grade point average less than 1.00 in any term is subject to academic review and/or dismissal.

Incomplete and Delayed Grades

According to *Briar Cliff University Academic Catalog* (see:

<https://www.briarcliff.edu/filesimages/Future%20Chargers/Registration/2024-2025%20Academic%20Catalog.pdf>

the mark "I" signifies that work in a course is incomplete because of illness or circumstances beyond the control of the student or because an instructor feels further evaluation is needed before the grade can be determined. A student who receives an "I" at the end of a course must complete the necessary work within three weeks, or the "I" will automatically become an "F."

The mark "N" signifies that a student's grade has been delayed, not because the work is incomplete, but because the learning experience extends beyond the end of the term. The grade is typically used for internships and field experiences. The "N" grade will not affect placement on the dean's list or the probationary status of a student. Students may carry an "N" grade (delayed grade) for one year. If a final grade has not been submitted, the "N" grade will convert to an "F."

If a student receives a grade entry of "I" or "N" in any one semester, the advisor and Program Director will monitor the timely completion of the course. If the same student receives grades of "I" or "N" in subsequent semesters, the Program Director will place the student on academic probation and advise the student that they cannot progress in the program until all "I's" and "N's" are satisfied.

Procedures for Student Advancement and Problem Resolution

Briar Cliff University's social work program has established mechanisms to respond to requests for students' performance reviews. A student's academic problems or professional behavior violations or impairment may be self-identified or be observed by a student, faculty member, practicum instructor, adjunct instructor, academic advisor, staff person, agency practicum supervisor, agency colleague, or client. Concerns must initially be reported to the Program Director. Upon receiving the request, the Program Director will determine if the concern falls within the Briar Cliff University Code of Conduct outlined in the *Briar Cliff University Student Handbook* or if the request for performance review is related to conduct related to the POLICY ON STUDENT ADVANCEMENT, REVIEW AND DISMISSAL. If it's related to the Briar Cliff University Code of Conduct, the student issue will be referred to student development. However, if request for performance review is related to conduct related to the POLICY ON STUDENT ADVANCEMENT, REVIEW AND DISMISSAL, the performance review will be addressed within the social work program. If the concern is being brought by a faculty or staff member of the program, the faculty or staff member

will serve as the Program Representative for the concern process. If the concern is brought by another student or an individual outside the program, the Program Director will serve as the designated Program Representative who will address the student concern process. If the Program Director, in his or her judgment, has a conflict of interest, the social work faculty body will appoint a representative to address that particular concern. The faculty member addressing the concern is referred to as the “Program Representative” in this document.

Student advancement issues can be addressed through an **informal** or **formal** concern process depending on the seriousness of the concern. At any procedural point, the student may begin a grievance process (please refer to the Grievance Policies and Procedures Policy).

Informal Concern Process

If the student is experiencing an academic problem that appears temporary or the student’s professional behavior expectations constitute a ‘mild violation’, the individual raising the concern will notify the Program Director. The Program Director may respond to the concern directly or collaborate with the Program Representative or others regarding an appropriate response.

In most cases, the Program Representative or Program Director will request a meeting with the student to discuss the concern. In some situations, simply informing the student of the concern is sufficient at this informal level. An outcome of this meeting could also be a determination that the student has not violated a professional behavior standard, and no further action is required. In circumstances involving a minor academic concern or a mild violation of professional behavior standards, the Program Representative or Program Director and student can identify a plan for addressing the concerns. The Program Representative or Program Director will normally document the discussion about the concern in an email to the student, and if resolved, no further action is needed and the student continues to advance through the program.

Formal Concern Process

If the conduct addressed in an informal meeting cannot be resolved informally or there is reason to believe the student is impaired the Program Director may designate the issue for resolution by the formal concern process. The purpose of this process is to address academic standards or professional behavior standards before the concern results in dismissal.

1. Immediate Dismissal

If there is concern about a student’s conduct or impairment that is so egregious as to be grounds for immediate dismissal, the Program Director will inform the VP of Academic Affairs of the concern. The Program Director will write a summary description of the concern. If the Program Director and VP of Academic affairs concur that the circumstance meets grounds for immediate dismissal, the Program Director will write a letter of dismissal to the student. The letter will specify in what way(s) the student is not meeting the program’s standards. The letter will be sent to the student by email (BCU account) and by mail. The student has a right to grieve this dismissal decision through the process described below. This dismissal process pertains only to the BCU Social Work Program. A student dismissed from the social work program is not dismissed from the University unless the reason for dismissal meets the criteria as outlined in the *Briar Cliff University Student Handbook* (see here:

<https://www.briarcliff.edu/filesimages/About/Our%20Story/Accreditation%20and%20Policies/2022-23%20Student%20Handbook.pdf>

2. Letter of Concern, Probation and the Advancement Meeting

A letter of concern is the means by which the program notifies a student that the student is not

meeting a standard for advancement.

a. Letter of Concern. When the Program Director designates an issue for resolution by the Formal Concern Process, he or she will ask the Program Representative to write a letter of concern to the student. The letter will specify in what way(s) the author of the letter believes that the student is not meeting the program's standards. The letter will be sent to the student by email (BCU account) and by mail and copied to the student's advisor and the Program Director.

Upon receipt of the Letter of Concern, the student must contact the Program Representative to schedule the Advancement Meeting described below with the Program Representative, the student's advisor, and the Program Director. If the student fails to respond to the letter within two weeks of the date it was sent, the Program Representative may notify the Program Director who may initiate the dismissal process described below.

b. Advancement Meeting and Remediation Contract. The Program Representative will meet with the student, the student's advisor, and the Program Director, to develop and agree to a plan to assist the student in addressing or remediating the concern. The Program Director or designee will write a remediation contract, obtain signatures and place the contract in the student's file. The student's advisor will receive a copy of the contract. The contract will state

- i. the nature of the concern(s) in an appropriate level of detail
- ii. the actions to be taken by the student and, if applicable, others
- iii. the dates by which each action must be completed, the date by which the Program Director and the Program Representative will review the contract to determine whether all actions were completed on time
- iv. the student is on probation until the terms of the contract are met
The contract must be signed by the student, the Program Director (or designee), and the Program Representative.

c. Refusal to Meet or to Sign the Contract. By signing the remediation contract, all the signatories agree to the terms of the contract. If a student is unwilling to meet to develop a remediation contract or is unwilling to sign the contract, the program may conclude the student has not demonstrated sufficient commitment to progress in the program and may be dismissed. If the student does not agree to sign the contract and the program takes some action as a result, the student can initiate a grievance process with regards to the program's action by providing written notification to the Program Director and VP of Academic Affairs within two weeks of any such action. Such written notification should conform with the requirements of the Grievance Policy and Procedures below.

d. Probation and Letter of Advancement with Probation. Students who have a remediation contract are on probation. When a student has an approved remediation contract that extends past the current semester, the Program Director will write a letter of advancement with probation, stating the student is advanced to the next semester on a probationary basis. A student on probation may be restricted from entering the practicum

placement until the concern is sufficiently resolved.

e. Remediation Contract Evaluation. The Program Representative who wrote the letter of concern, on or before the date specified in the contract, will meet with Program Director to discuss the student's progress meeting the conditions of the remediation contract. If the student has satisfied the contract requirements by the agreed-upon dates, the Program Director will notify the student by email to the student's University account, with a copy to the student's file.

If the Program Representative and Program Director determine that the student has not fulfilled the remediation contract requirements, subject to the guidance set forth below in subsection (f), the Program Director will notify the student by email of the unfulfilled contract terms and the potential for dismissal (see Section 2 below, "Letter of Dismissal or Alternative Action").

f. Failure to Fulfill the Remediation Contract Requirements. When the student does not meet all action steps in their remediation contract by stated deadlines, Program Director will begin the dismissal process described in Section 2 below. This dismissal process pertains only to the BCU Social Work Program. A student dismissed from the social work program is not dismissed from the University unless the reason for dismissal meets the criteria as outlined in the *Briar Cliff University Student Handbook*

The program recognizes three potential circumstances in which the failure to meet remediation contract requirements may not warrant dismissal:

- (a) If the student renegotiated the remediation contract PRIOR to deadlines. Renegotiation includes meeting with members of the advancement committee, rewriting the remediation contract and obtaining signatures;
 - (b) If the student can document an emergency that prevented him or her from renegotiating the remediation contract before deadlines stated in the contract or that prevented him or her from completing an action in the contract before its' deadline; An emergency may, but need not, involve the student's physical or mental health; family, such as caring for a parent or child with a health condition; maternity; finances; and military or religious service. Students must speak with the Program Director and their advisor to discuss how to document the emergency.
- and/or
- (c) If the student believes someone violated, misinterpreted or improperly applied a university procedure, rule, regulation, or policy during the advancement process that prevented him or her from meeting the remediation contract action steps and/or from renegotiating a new contract before the deadlines stated in the contract.

3. Letter of Dismissal or Alternative Action.

If the Program Director concludes the student has not met the conditions of the remediation contract and should be dismissed from the program, the Program Director will send an email to the student's Briar Cliff University email account informing the student of the dismissal decision and instructing the student that he or she can meet with the Program Director. If the student does not contact the Program Director to schedule an appointment within one week of the email, the Program Director will write and send the letter of dismissal.

At the meeting with the student, the Program Director and the Program Representative will discuss

the unfulfilled remediation contract provisions and hear any evidence that the student may offer relating to why the student believes he or she should be permitted to remain in the program. Following this meeting, the Program Director will take one of two actions: *dismiss* or an *alternative action*.

- a) *Dismiss*. If the Program Director has determined that the student did NOT complete all actions on time, and the Program Director does not believe that the evidence proffered by the student at the meeting warrants the student's continuation in the program, the Program Director will write a letter of dismissal to the student stating the student has not met all conditions of the program and/or remediation contract, is not advanced to the next semester, and will not be permitted to register for classes within the social work program. A copy of the dismissal letter is sent to the student, the VP of Academic Affairs, the Program Representative, and the student's advisor. A copy is also placed in the student's file. The letter will be sent to the student by email (BCU account) and by mail. The letter will state that the student has two weeks to initiate the grievance process by notifying the Program Director in accordance with the grievance policy below.
- b) *Alternative Action*. If the Report concluded the student did NOT complete all actions on time, but the Program Director concludes that good cause exists for the student to remain in the program, the Program Director will prescribe any additional conditions required for the student to remain in the program through alternative action, and the timeframe by which those conditions will be met. The Program Director will notify the student of his/her decision by letter, with a copy to the Program Representative and the student's advisor. The letter will also state whether the student remains on probation while an alternative action is being taken.

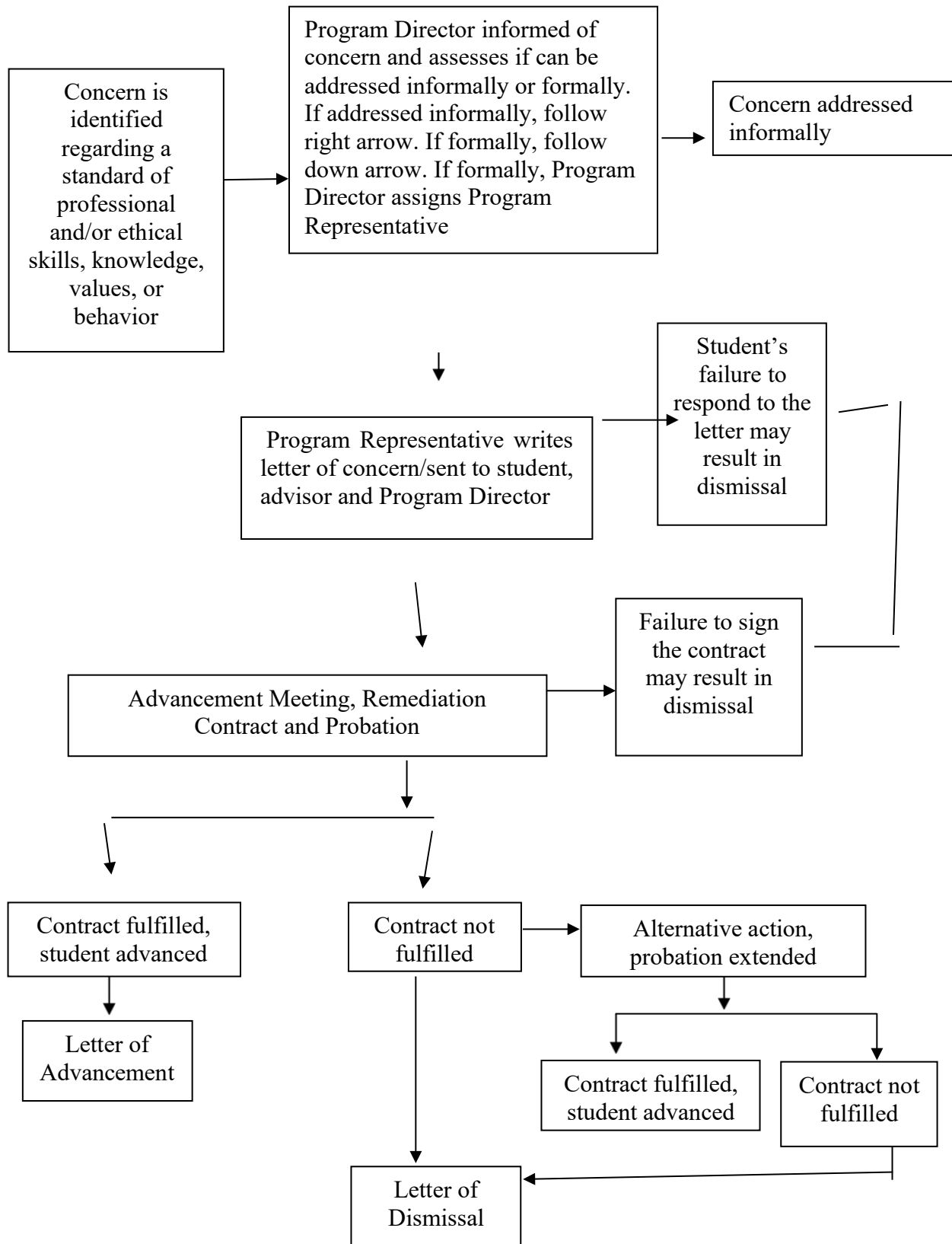
Dismissal, Confidentiality and Letters of Recommendation

In accordance with applicable requirements, all procedures must be carried out in a manner that assures protection of the student's right to privacy regarding information about her/his academic records, performance, or any of her/his personal affairs. All written documents prepared for dismissal or review will be placed in the student's permanent file. All involved in student concern procedures are expected to maintain confidentiality with regard to all aspects of the process. Actions of the committee, the Director and the Vice President for Academic Affairs are to remain confidential and are to be shared only with those persons involved with the student in an educational capacity. All faculty, staff and other Program Representatives will abide by all applicable privacy rules and FERPA regulations regarding the disclosure of the fact that a student was dismissed from the social work program.

When students ask for letters of recommendation, faculty members will

- a. ask for the request in writing,
- b. ask the student to state whether the student waives the right to read the letter prior to the staff or faculty member submitting it, and
- c. inform the student that a faculty or staff member can decline to provide a letter of reference for the student.

Briar Cliff University Social Work Advancement and Grievance Outcomes



Documents Used in the Advancement Process

Name of Document	Written by ...	Sent to ...	Includes
Letter of Concern	Program Director or other Program Representative	• Student • Copy to Program Director, advisor, student's file • If plagiarism is alleged, the College must receive the letter	• Concern • Request for advancement meeting
Remediation Contract	Program Director or Program Representative	Copy to Program Representative, advisor, student, student's file	See narrative
Letter of Advancement with Probation	Program Director if the remediation contract exceeds one semester	• Student • Copy to advisor, student, student's file	Decision to advance on probation
Faculty/ Program Representative Report	Faculty member who wrote the letter of concern	• Program Director • Copy to advisor, student, student's file	• Satisfactory completion or; • Request for dismissal
Letter of Advancement or Alternative Action	Program Director	• Student • Copy to VP of Academic Affairs, Program Representative, advisor, student's file	Decision to advance or alternative action
Letter of Dismissal	Program Director	• Student • Copy to VP of Academic Affairs, Program Representative, advisor, student's file	Decision to dismiss

Problem Resolution within the Social Work Program

Problem Resolution

The problem resolution process in the social work program is used to address problems involving dismissal and problems not involving dismissal. Information on students' rights and responsibilities in the *Briar Cliff University Academic Catalog* (see here:

<https://www.briarcliff.edu/filesimages/About/Our%20Story/Accreditation%20and%20Policies/2022-23%20Student%20Handbook.pdf>

Issues that may be appropriate for a grievance at the social work program level include a violation, misinterpretation, or improper application of University or program procedures, rules, regulations, or policies governing the BSW program, including dismissal from the program when there may have been a procedural error in the advancement process or a violation of University policy.

The procedure for addressing grievances in any aspect of the social work program will be based on the following criteria:

1. In all cases, it is expected that the student will speak directly with the person with whom he/she has a grievance.
2. Complaints will be taken seriously and investigated in a manner that provides equal access and responsiveness to all parties.
3. Respect for all involved parties will be communicated throughout the process, including validation of feelings.
4. A win-win solution will be sought wherever possible, i.e., a solution that provides validation, respect and positive consequences for all parties.
5. Social work values and ethics will be adhered to.
6. Resources outside the social work program, such as the counseling center, may be suggested as appropriate.

To initiate a grievance:

1. The student must first notify the department chairperson in writing of the reason for the grievance. The student should include the circumstances of the grievance, specific concerns and a possible remedy. The student should make an appointment and meet with the chairpersons. The student will be notified in writing of the chairpersons' decision.
2. If the student remains unsatisfied, he or she may appeal to the Vice President for Academic Affairs in writing within two weeks of the action that is the subject of the student's complaint. The student's written notification to the VP of Academic Affairs must describe:
 - (a) the facts and circumstances of the alleged violation,
 - (b) the University or program procedure, rule, regulation, or policy allegedly violated,
 - (c) the person or persons alleged to be in violation,
 - (d) the date(s) of the alleged violation, and

- (e) the preferred remedy sought by the student.
3. Upon receipt of the student's written notification, the VP of Academic Affairs will schedule a meeting with the student at which time the student will present all evidence in support of the student's claim(s). The VP of Academic Affairs may request submission of documents in advance of the meeting. The VP of Academic Affairs also has the discretion to approve or deny the presence of student representatives at this meeting.
 4. Following the meeting, the VP of Academic Affairs may solicit information from any other individual who may have information pertinent to the grievance. The VP of Academic Affairs may also schedule a follow-up meeting with the student if appropriate. At the conclusion of this evidence-gathering process and depending on the nature of the issue, the VP of Academic Affairs will
 - a. take action within his or her authority to resolve the issue and provide to the student a written response explaining the rationale for such action,
 - b. determine that the grievance should be resolved via committee as described below.
 - i. If the VP of Academic Affairs determines, in his or her sole discretion, that the grievance should be resolved via committee, the VP of Academic Affairs will appoint a grievance committee of three faculty members, one of whom will be appointed by the VP of Academic Affairs to serve as the committee moderator.
 - ii. The VP of Academic Affairs will attempt to appoint members who were not directly involved in the student's allegation. The VP of Academic Affairs will send an email to the student's Briar Cliff University email account informing the student of the committee's membership.
 - iii. The VP of Academic Affairs will provide the committee with the written grievance materials. The committee will meet to review the materials and may seek additional information from the VP of Academic Affairs, the student, or others who may have pertinent information. Upon reaching a decision, the committee will make a recommendation to the VP of Academic Affairs in writing and accompanied by its rationale. The VP of Academic Affairs will either accept or reject the committee's recommendation or direct the committee to clarify their decision within one week of receiving the initial recommendation.
 - iv. The VP of Academic Affairs will provide a copy of the committee's written recommendation and rationale, along with his or her final decision to the student by email (BCU account). If the allegation is rejected, the letter will describe additional actions the student can take to address his or her issue.
 - v. If the basis of the grievance was dismissal, the letter will state whether the student is advanced, dismissed or on probation. If the student is placed on probation, then an advancement meeting will be scheduled with the student.

Social Work Program's Statement on Writing

Briar Cliff University's social work program is committed to encouraging and developing excellent writing skills on the part of its students. Writing, an essential communication tool, is critical for effective work with all client systems involved in professional practice. In work with other individuals, social workers are expected to formulate written assessments, record observations, and document services. For these tasks, they have an ethical obligation to communicate clearly, purposefully, and thoughtfully. As social workers interact with groups and on the community level, they require good writing skills to explain agency programs, propose needed services, request funding, and represent the profession as an educated contributor to community life. Social workers also work for societal reform and provide leadership in democratic processes. They contribute their expertise to influence public opinion and public policy on the multiple issues that affect client groups, vulnerable populations, and the quality of life for all citizens. They are also responsible to share research findings and practice wisdom with others through scholarship and publication.

Writing is an essential tool for these professional tasks, but each of these tasks relies on the social worker's use of self. Good writing not only communicates effectively with others, but enhances one's own ability for self-awareness, reflection on experience and critical thinking. These are essential for growth of the practitioner as a human being, and thus enhance our ability to connect and understand the human experiences of these with whom we work.

Guidelines for Citing Sources in Social Work Papers.

The social work program requires that student use APA style when citing sources. The APA manual is in both libraries and each student has a required writing text. (Please note the following section on plagiarism.)

Plagiarism.

Plagiarism is the dishonest act of presenting the words or thoughts of another writer as if they were your own. You commit plagiarism whenever you use a source in any way without indicating that you have used it. If you quote anything at all, even a phrase, you must put quotation marks around it, or set it off from your text; if you summarize or paraphrase an author's words, you must clearly indicate where the summary or paraphrase begins and ends; if you use an author's idea you must say that you are doing so. In every instance, you must also formally acknowledge the written source from which you took the material. If you do not, you are plagiarizing and in conflict with the academic standards of both institutions and will face disciplinary actions.

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You can avoid plagiarizing if you are careful to do the following:

- Put the words of an author in quotation marks, record them accurately, and follow the quotation with a citation that indicates you source. And use quotation marks even when you borrow a phrase or a single, special word from another person.
- Write a summary or paraphrase in your own words and sentence patterns. Follow it with a citation. Just changing some words does not make a paraphrase; the ideas must be digested, understood, and written in your own words.
- In addition, it is wise to lead into your quotation or paraphrase by using the author's name. For example, you can write, "According to Deborah Tanner," followed by a quotation from Tanner or your paraphrase or summary of Tanner's ideas.
- Be careful not to plagiarize your teacher or colleagues, as well. If you borrow words or ideas from anyone...be sure to give them credit by quoting and citing them, or paraphrasing and citing. They will thank you for it.
- And a final note concerning plagiarism and the Internet: To avoid plagiarism, cite the source of anything that you borrow from the Internet, including material from Web pages, e-mail, and newsgroups. These materials are the words and ideas of people who deserve to be given credit.

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The student is responsible for understanding and following the University policy on academic integrity including plagiarism. Students who violate the policy on academic integrity will face disciplinary action as determined by the course instructor in congruence with the policy of the university. Disciplinary action may range from reduced grade on the assignment, zero credit on the assignment, to a failing grade in the course. Plagiarism will be reported to the Vice President for Academic Affairs and to the BSW program.

Students with second offenses of plagiarism will be referred to the Vice President for Academic Affairs, which may include dismissal from the social work program.

Accommodation for Students with a Disability

Briar Cliff University values diversity and inclusion. The University recognizes that disability is an aspect of diversity. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of a course that result in barriers to your inclusion or to accurate assessment or achievement related to your disability, please notify the faculty as soon as possible.

Persons with disabilities who need accommodations should contact the Student Support Services Office to discuss needs. Documentation of the disability is required.

Class Attendance

Students are expected to attend all course meetings of the courses for which they are registered. Students in the online social work program must login and complete one graded activity within the first seven days of the course. However, online students who do not login the first day of class will be contacted by the course instructor.

Regular attendance at classes is expected. Specific attendance requirements and/or sanctions for absences beyond those articulated in this policy, may be determined by the instructor and may be cause for initiation of the student advancement policy. Students are expected to follow all course requirements. Full participation, preparation and attendance is expected in all class sessions as a reflection of professional commitment. In the exceptional case when students must miss a class, they are expected to contact the faculty to discuss how to meet the expectations for that class. Online instructors track student progress using the student progress tool in Brightspace. Campus instructors track and report attendance to the Office of Academic Achievement.

Social Work Program Social Media Policy

Social media technologies can be powerful tools for communication. While the specific tools continue to evolve, this technology is now part of our daily personal and professional interactions. It is the expectation of the BSW program that all forms of communication engaged in by students in the social work program will be in line with our profession's values and ethics of tolerance, respect, human dignity, and confidentiality.

As social workers, we act with integrity in both public and private spheres. Therefore, communication in both spheres should be consistent with our social work Code of Ethics and the *Standards for Technology in Social Work Practice*. Social work program faculty are held to the same standards of social work values and ethics in all forms of communication while being aware of professional and personal boundaries.

The social media policy refers to the use of online sites including, but not limited to: Facebook, Myspace, Twitter, LinkedIn, YouTube, Photosharing, Snapchat, Instagram, Blogs, SMS/texting, and other websites. Digital and social media are valuable tools as practitioners and educators; however, they can also present challenges such as dual relationships and conflict of interest.

Given the scope of social media and technology in our lives, the Social Work Department has developed this policy to guide social work students and faculty in the use of social media within a professional social work context.

Privacy and confidentiality:

Social work faculty will seek permission to post content (pictures, images, video, text) of students, agency constituents, and colleagues on any social media platform.

Social work faculty will follow FERPA and institutional policies to protect the privacy of students' educational records by not revealing information about grades, course enrollments, class schedules, student performance, etc. on any social media platform or through electronic communications.

Boundaries:

- **Friending:** Social Work faculty will not accept friend requests from current students on social media sites such as Facebook and Instagram. Social work faculty may accept friend requests from students after graduation. Students are invited to "like" the "Briar Cliff Social Work Students and Alumni" Facebook page to stay up to data on program events.
- **Use of Search Engines:** It is NOT a regular part of BCUs social work program's practice to search for students on Google or Facebook or other search engines. However, many of our agencies do search on these sites for student information prior to field placement interview. If an agency, student, or colleague reports content concerns on social media, the program will search for that content. These situations do not occur frequently. However, please keep in mind that when this type of circumstance arises, the social work program will investigate.
- **E-mail:** Social work faculty will use your University e-mail to contact you. Do not use your personal email account to correspond with the social work department.

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Hitchcock, L.I. & Curington, A. (2017, February 20). *Modeling Practice: Social Media Guidelines in Social Work Field Education* [Blog Post]. Retrieved from: <https://www.laureliversonhitchcock.org/2017/02/20/modeling-practice-social-media-guidelines-in-social-work-field-education/>

Social Media Considerations for Social Work Students

Social workers' professional behavior is guided by the *National Association of Social Worker's Code of Ethics*, *The NASW, ASWB, CSWE, and CSWA Standards for Technology in Social Work Practice*, and agency policy. Common issues that students need to understand and manage when utilizing social media include, but are not limited to, privacy and confidentiality (Section 1.07), conflicts of interest

and dual relationships (Section 1.06), and informed consent (Section 1.03) in our relationships with clients, colleagues and in our practice settings. Utilizing social media communication tools as a social work professional requires ongoing attention to these ethical challenges. As closely as possible, students in Social Work are expected to model professional standards of behavior as they conduct themselves in any public forum, whether it be online or off. Students are also expected to abide by the *BSW Student Handbook*.

Social media include many forms of communication and information sharing technologies such as Facebook, Instagram, Twitter, YouTube, Blogs and more that offer tremendous potential for positive change. The use of technology in professional practice is growing with the use of technology in crisis prevention, natural disaster response, or the advent of telehealth. Technology has dramatically transformed the world. It is now common practice to share daily experiences with friends and family through social media or text messaging. However, as a professional-in-training, your online persona should be managed as carefully as you would mind your actions, speech, and dress in the workplace. Professional social workers must be mindful of social media use because information shared on social media platforms can be used by clients, other professionals and the general public to shape opinions about you, other social workers, and the profession. Maintaining primary social work values like client privacy and confidentiality are of utmost importance, and upholding one's reputation is critical to competent, successful practice.

This is an opportunity for you to continue developing your professional persona as you move into professional spheres. Thinking critically about how you present yourself, the social work program, University, and profession via public platforms is part of that process. This includes considering privacy and confidentiality for yourself and those with whom you work – clients and colleagues. Given the frequency with which we now rely on technology to communicate, it is critical that our behavior aligns with our professional code of ethics and the *Standards for Technology in Social Work Practice*. Review the content of any communication prior to sending it and ensure it reflects these values and is the best representation of yourself.

We have distilled those standards down to a few key practices that should be kept in mind when using social media and digital technologies. The following guidelines can be used to help protect yourself and the clients who seek your services, along with your reputation and future livelihood as a social worker:

- **Assume that anything said or done online is public.** Do not post any content that you would be uncomfortable sharing with the entire world. There have been instances where private user data has become unintentionally visible to all users during a service upgrade or change. Users have also reported the reappearance of deleted data on some sites.
- **Negative comments** about clients, your field placement, or work environment are inappropriate and disrespectful.
- **Discussions about clients are always off-limit**, even when speaking generally. Such discussions are a breach of confidentiality, a primary professional value of social workers. Additionally, your group of friends could easily include an acquaintance of your client, especially in our increasingly inter-connected world.
- **Avoid taking and sharing photographs or content that could violate client confidentiality.** Observe all state and federal regulations such as HIPAA as well as agency, department, and university policies.

- **Avoid using social media during class or in field settings**, unless part of the curriculum or the agency placement. In general, your time in field and the resources provided to you in your field placement are to be used for field related matters. Before using social media communication tools on behalf of your agency, be sure to seek approval of any messages or posts. Be careful not to endorse or promote a product, cause or position without prior approval of the agency. If you have personal sites, it is best to maintain them on your own time using your own computer.

Privacy is also of utmost importance when using social media as a professional. It is highly recommended that when utilizing social media sites students take precautions to keep personal information private, out of a concern for both professionalism and personal safety. Precautions can include:

- **Manage social media account settings** by checking them often and ensuring they are up to date. Be cautious what you share online and think about your digital professional identity.
- **Do not “friend” or adding a client to your personal social networks;** Allowing clients, former clients, or others in your professional circle to cross into your personal life may complicate and blur your professional boundaries. Consider how to manage friend requests from clients, your own level of self-disclosure whether online or off, and how you will manage interactions with others on your social media accounts. Remember that it is your responsibility as a professional social worker to abide by the Code of Ethics, including virtual communications and using social work values and principles to guide your interactions.
- **Consider what you share online and avoid posting photographs or content** that imply unprofessional behavior, such as photographs that could suggest to the viewer binge drinking, gambling, sexual behavior, etc.
- **Refrain from listing or sharing personal information**, such as home address, cell phone number, or intimate details about your personal life online.
- **Turn off automatic location check in** on social media posts. Sharing the location of specific agencies or clients publicly could be a direct violation of confidentiality.
- **Consider Field Placement Policies** and ask if your field site has a policy on social media. If so, review this policy with your field instructor. If not, what expectation does the agency have regarding the use of social media?

Following these guidelines can help to avoid consequences ranging from negative impact on the reputation and career of individual students, to undermining the reputation of the social work program or public trust in the social work profession. Take some time to review these guidelines and seek to identify other ethical standards that are applicable in your practice setting. As a social work student, you are continually developing a professional identity and you must be cognizant that your private world has a greater likelihood of becoming public when using social media. Field instructors, colleagues, and even clients may have access to information via the Internet that you would otherwise limit to your friends and families so we encourage you to consider the personal versus professional role of social media in your life and your field setting.

Ref: School of Social Work, University of Wisconsin-Madison (2013)
<https://socwork.wisc.edu/using-social-media-social-work-student>

Practicum Education

Practicum education is an educationally directed program supervised by the Director of Practicum Education that offers students opportunities of self-exploration for growth, change, transformation, and empowerment. The practicum placement experience and co-occurring practicum seminar offer students opportunities to develop and use skills in generalist social work practice, and to test in a field setting the foundation theories and principles learned in the classroom. The foundational knowledge, skills, and values of the social work profession come together in the final integrating experience of field practicum.

The Department of Social Work at Briar Cliff University uses practicum experience as the education component to direct students in a practice learning environment. Under the supervision of a qualified practicum instructor/supervisor, students learn by participating in the delivery of social work services to individuals, families, groups and communities/organizations within a generalist social work practice framework. Assigned placement at a specific social service agency or service institution is based upon the objectives of the educational program and the learning needs of each student.

While the emphasis in practicum education is on social work practice, the content of practicum is related to the total social work curriculum and not just the social work practice courses. Although some content may best be taught in the practicum seminar course, practicum experience is viewed as a learning experience set within the framework of a liberal arts education and as a basic component in the undergraduate social work program.

The overall goals of practicum experience are:

- to enable the student to integrate the knowledge, value, and skill components to which the student has been exposed in both the liberal arts and the social work curricula
- to learn how to utilize this acquired knowledge
- to provide students with professional development opportunities

The educational focus of the practicum education is paramount.

A minimum of 425 hours of practicum placement is required of all Social Work majors. Throughout the practicum program, continuous and intensive involvement provides students with a continuity of contact with the social work profession. Familiarization with routines and procedures helps students identify and develop a sense of belonging with the agency, professionals, clients, and delivery systems. Each student has on-going supervision from agency staff and faculty to address a variety of issues and needs such as progress, obstacles to growth, observations, and the application of academic theory in a "real world" setting. The relationships between student, Practicum Instructor, and Director of Practicum Education or Practicum Liaison provide consistent opportunities for feedback regarding effective professional practice.

The Practicum Experience course requires 400 total agency-based hours over the course of the semester. Students are encouraged to schedule approximately 30 hours per week in their agency. Twenty-Five additional practicum hours are accumulated via the Practicum Experience course between attending seminar and academic coursework.

Agency performance is evaluated by the Practicum Instructor/Supervisor using the program's

evaluation forms with the student's Learning Contract as a guide.

To gain a more comprehensive understanding of social work in many settings, students share their experiences with other students and are provided with professional development as a part of the Practicum Experience course in the required monthly practicum seminars held either on campus (for campus students) or via video conference for online students.

Senior students are encouraged to design their practicum placement to be an important component in their professional development. Practicum Experience provides an opportunity to strengthen generalist practice skills as well as to develop more in-depth knowledge of a particular field of practice or population, to build professional networks, and to test one's fit with less familiar aspects of practice. Senior field and elective courses can enhance students' preparation for entering the job market.

International Social Work Practicum Placements:

Students must be in good standing with the University in order to be approved for international internships and beyond that must be deemed by the social work program faculty to be a good ambassador on behalf of the program, the United States and the social work profession. International internships are a privilege not a right for students. The program retains the right at all stages of the placement process to deny a student access to an international placement.

Prerequisites

1. All coursework must be successfully completed by the beginning of practicum.
2. Positive recommendation from at least two social work faculty.

International placements must meet the same educational standards as all field placements and are vetted by BCU faculty based on the additional following criteria:

1. **Educational soundness**
The student is able to meet the objectives for his/her field class qualitatively and quantitatively.
2. **Benefit to the University and the Agency**
The student's placement provides a real benefit to the agency comparable in value to the student's educational gain. The placement aligns with research, field and/or other scholarly endeavors already engaged in or under development by the social work program, and the agency's relationship with the social work program and the student has the potential to be of lasting benefit to the clients and purpose of the agency. The most desired working relationships are those that can provide sustained mutual benefit and uniquely compelling learning opportunities not necessarily found in the U.S.
3. **Feasibility**
The student will be able to communicate at a proficient level with agency staff, clients and University faculty. This requires sufficient language skills for the population and reliable internet access for the student's long-distance learning courses. Feasibility includes responsible use of the University's fiscal resources, i.e., placing multiple students at one site or clustering locations/travel. It is each student's responsibility to ensure proper funding for flights, lodging, and any other unforeseen expenses throughout the entire international practicum placement.
 - Language requirements of the population
 - Reliable internet access

- Fiscal responsibility/Resource allocation

4. Safety

Recognizing that 100% safety is never a guarantee, the social work program, Office of Academic Affairs, and Office of Student Development seeks to identify risks and ameliorating factors by assessing the

site(s)/city/region/country's: security, crime, infrastructure, medical issues/resources and transportation issues.

BSW international placements require additional levels of infrastructure such as the benefit of an exchange program or matching agency with additional resources available in country. Students seeking to establish an international placement option should inform the Director of Practicum Education at least 6 months prior to field internship to learn more about those processes.

Policies and Procedures

Details of the practicum placement process, mutual responsibilities, discussion groups, miscellaneous policies and procedures are contained in the *BSW Practicum Education Manual*. The Practicum Education Manual includes vital information and forms that the student will need to use in his/her field throughout the junior and senior years of the social work major.

Student Advising, Transfer Credits and Opportunities

Advising Information

First year students interested in a major in social work are advised by BCU first year advisors. Students who transfer to the campus program are assigned to an advisor by the program director. Online students will be advised by the Program Director or designee. Online students receive a degree plan when they are accepted to the program that outlines when and how they will take courses as well as their expected graduation date.

Advisors maintain individual folders on each advisee, containing their ACT profile, updated record of courses taken, and grade reports. Advisees in the campus program must see their advisors in order to register each semester (two times a year). Advisees in the online program communicate via video conferencing to register each semester (two times a year). Faculty advisors are responsible for registering students each term with the use of the university's Datatel online registration system. In the spring of each year students meet with their advisors to tentatively plan course work for the following year.

Advisors in the social work program closely monitor the major's academic progress and use the advising process for professional advising, academic advising, and to solicit students' feedback, not only on social work courses, but also on general education courses required in the social work program.

According to the Briar Cliff University Catalog, a student may repeat a course at any time. The transcript will record all courses taken; however, only the higher grade will be used in computing the GPA. Application for repetition of a course must be made in the Office of the Registrar to assure correct grade recording. Departments may limit the application of this policy as it relates to

courses in the student's major program.

In keeping with university policy, the social work department does not allow students who have acquired a grade of C or above to repeat a foundation social work course. Students with a "D" in a foundation social work course must repeat the course.

The planning form is a typical planning form for the college student who intends to complete the program in four years. This presumes that all courses are passed at a satisfactory level, the student is accepted into the program, and the student does not drop any courses.

Only upper division campus and online social work majors are enrolled in, SWRK 360, 370, 375, 380, 390, 443, and 444.

Only seniors in good standing are enrolled in SWRK 443 Field Work. They must have completed all the prerequisite social work courses, have interviewed with the Director of Field Education, and have at least a 2.0 average. A student with any incompletes, an "F" in any required social work course, or more than one "D" in social work is not permitted to enroll.

The procedures for academic advising within the department of social work are consistent with those of other institutions. The basic premises of the advising policies and procedures of the social work program are that students know what courses are available within the program and supporting work, what courses they wish to take, what area they wish to emphasize and the amount of time and commitment they desire to put into their study process. Students are advised on possible alternatives and the possible ramifications of their choices. The social work program is not designed to limit a student's program but rather to encourage individual program planning to meet student academic needs.

The advisor is available upon student request but may also initiate contacts with students to assist them with problems that are interfering with academic or field performance, educational or career planning. This advising role is designed to offer support and encouragement to the student. The Social Work faculty can access academic information on their advisees at any time via the computer system. Faculty routinely contacts students with marginal and/or failing grades. Conferences are scheduled focusing on the identification of learning difficulties and referral is made to the appropriate resource. Individual encouragement and support is given at this time.

All social work faculty are responsible for advising students about educationally related community experiences. This is done through announcements made in class, posting of brochures in both social work offices, memos circulated in student mail boxes, and posters placed on both campuses.

Social Work faculty and agency field instructors regularly bring to the students' attention seminars, conferences, institutes, workshops, and community classes, which they feel, will benefit the student.

Transferring Credits into the Institutions

Briar Cliff University accepts credits in transfer from other nationally recognized accredited institutions if the course is found compatible with overall institutional curriculum. The institutions have a variety of procedures for student to obtain credit

for prior educational achievement. It is the policy of BCU's social work program that transfer credit for courses taken in another institution for required social work courses be accepted under the following conditions. The BSW Program Director makes decisions on social work courses accepted for transfer.

1. Transfer from CSWE Accredited Program:

- Courses must be similar in content and credit value to those they replace and the student must have earned at least a grade of "C".
- Transfer of credit is not permitted for SWRK 370 Social Work Practice with Individuals, SWRK 370L Social Work Practice Skills Lab, SWRK 375 Social Work Practice with Families and Groups, SWRK 380 Social Work Practice with Families and Groups, SWRK 011S Introduction to Practicum, SWRK 445 Practicum Experience.
- Be sure to include any previous name used while attending other institutions.
- A copy of the course syllabus may be requested.

2. Transfer from a Non-Accredited Social Work Program:

- Credit for social work courses will not be granted from non CSWE accredited institutions.

Life and Work Experience

Briar Cliff University's social work program does not grant academic credit, course waivers, or field practicum credit for life experiences or previous work experiences for courses in the professional foundation areas.

Students' Participation in Policy Making

Students are encouraged to participate in all aspects of policymaking in regard to the social work program. Meetings of the Social Work Club are used to influence departmental policy. In the past students' suggestions have led to required volunteer work in SWRK 230 so students would have an opportunity early in their academic program to have some field experience. Student input led to the creation of a one-hour lab associated with SWRK 370. Students participated actively in the program director search in 2014.

Online students are encouraged to communicate with campus students and to participate in formulating and modifying policies affecting academic and student affairs. Online students contribute to and receive the Social Work Program Newsletter.

A student representative from the online program option and a student representative from the campus program option will be nominated by the social work department to serve on the advisory committee.

National Social Work Honor Society

In April, 2017, Briar Cliff University's Social Work department was granted the Chi Epsilon chapter in the Phi Alpha Honor Society. The primary objective of this honor society is to recognize and encourage superior scholarship in social work education and to advance excellence in social work practice.

According to the national organization, to be eligible for membership a student must have:

- Declared Social Work as a Major
- Achieved Junior status
- Completed 9 semester hours (12 quarter hours) of required social work courses
- Rank in the top 35% of their class
- Achieved a 3.25 GPA in required social work courses
- Student officers, consisting of Co-Presidents, Secretary and Treasurer administer the Chapter. There is a faculty advisor available for consultation and guidance.

Social Work Club

The Social Work Club was organized by the social work majors in 1976. All students interested in a social work major were invited to join the Social Work Club. The club meets at least monthly and provides opportunities to socialize with students having common interests, provides opportunities to visit local agencies, promotes the profession of social work by bringing speakers to campus and organizing workshops, and seeks to inform students about local issues and policies. Ordinarily election of officers is held in spring.

Students running for office must maintain a grade point average of 2.0 or higher and social work students must be eligible for acceptance into the social work major.

Independent Study

Independent Study Course Credit in the traditional view is initiated, planned and carried out by the student with minimal direction by the faculty member sponsoring the work. In a tutorial kind of study, the faculty sponsor gives greater assistance in planning and directing the project. Depending upon the type of study, meetings with student range from a few times in the semester to bi-weekly meetings.

Guidelines for an Individual Study/Independent Study Project which the student and faculty supervisor must consider are:

1. The subject area and topic of the study;
2. The academic and personal background for the study;
3. Specific objectives of the study;
4. Procedures to be followed;
5. Resources to be used;
6. Types of evaluation.

Global Opportunities in Social Work Education

Through migration, immigration, and political asylum the cultures of the world are now found in every community. Social work is often the major interface for people in transition, helping to

solve the complex problems involved in coming to a new country. As an international profession, social workers can learn a lot by living and working in other countries. Study abroad expands cultural and linguistic awareness and develops cross-cultural competencies for professional social work practice. Briar Cliff University offers many opportunities for international education during January, and summer semesters. In the social work program, courses have been taught in Guatemala, Tanzania, and Chile. Experiential learning in another country enhances the global content in the classes taken on campus, and provides an exciting way to compare and contrast life and professional social work between the USA and other countries. There are also other wonderful opportunities to study abroad at BCU.

Student Course/Instructor Evaluations

Course evaluations are a vehicle used to garner student opinions and feelings regarding policies and procedures. Evaluations are completed by all students in social work classes at least once a semester (program policy). These evaluations are reviewed by the course instructor and the Dean. Students are not required to identify themselves on the evaluation form. The evaluations are seriously assessed and used in policy formulation and curriculum revisions.

All faculty are open to informal, on-going feedback to help give input that can modify a course appropriately while it is being offered. The Social Work faculty is also open to input on the teaching methods, evaluation methods, etc., being used.

Grading and Signature Assignments

Signature Assignments are those assignments chosen by BCU's social work program faculty to evaluate a student's ability to demonstrate the CSWE core competencies and related competency descriptions. Additionally, signature assignments measure efficacy within the social work program. Each signature assignment is a capstone learning activity that reflects the development of knowledge, cognitive processes, affective processes, values and skills through a series of preceding assignments in the course. Signature Assignments are clearly identified in all syllabi through the Signature Assignment Rubric. This rubric provides guidelines for completion of the assignment as well as the competency or competencies measured by the assignments. Students must demonstrate competency to pass each course. Students must complete all signature assignments throughout their program of study. Failure to complete a signature assignment in any course will result in automatic failure of the course and will result in a referral to the Program Director.

Student Participation in Hiring Social Work Faculty

When faculty positions become available, social work students participate in the hiring process that provides an indirect policy route to the School. Students participate in one of two ways. Candidates for full-time positions are asked to present to a student audience. Students then provide an evaluation of the candidate's teaching style and presentation of content. Additionally, students may be asked by the program director to be a member of the hiring committee. Students who serve as members of the hiring committee share responsibility for questioning the candidate as to qualifications, teaching experience, motivation, teaching practices, etc. Students then provide faculty with feedback and their impressions of the candidate.

Professional Employment Assistance

Students are encouraged to begin thinking about possible field placements and career preparation early in their academic planning. In the sophomore course SWRK 230 students complete a 2- 5 hour a week (total of 24 hours) volunteer placement. (This will partially meet the Briar Cliff University community service requirement). Placements have included the Department of Human Services, nursing homes, hospitals, and community centers. In addition, students are encouraged to be active in such Briar Cliff activities as student government, Peer Advising (PAL), Resident Assistant (RA), or BC Cares. Briar Cliff Career Services sends emails about job openings, provides assistance with the development of resumes, and is available for career help.

The social work faculty believes that employment after graduation should receive high priority in program planning and in reaching out to local agencies and/or institutions. We attend to this priority in many ways throughout both junior and senior year. As a field assignment, all students prepare a draft of their resume and seek feedback on how to improve it for a final version. Another excellent source of employment opportunities for our students is through field agencies. Each year some students are hired by the agencies where they did their field, both junior and senior placements.

We believe and have received agency feedback that our reputation for upholding high standards of performance and education has increased the number of employment opportunities.

Announcements of job openings and personal letters of request arrive frequently seeking our graduates as prospective employees in social work. Alumni(ae) of our program, who are working as professional social workers, frequently employ our graduates in their agencies/institutions and/or inform our School of openings in the community.

Confidential Personal Counseling

Counseling services are available, free and confidential for all Briar Cliff students. The campus counselor is a licensed independent social worker (LISW) that works with many life issues including depression, anxiety, bipolar disorder, stress, alcohol or drug use/abuse, relationship issues, sexual abuse and domestic violence. Please make an appointment by stopping in, or you can call 712-279-5433 or email the Director of Counseling Services at Therese.Copple@briarcliff.edu anytime with questions or concerns.

FOR OFF-CAMPUS STUDENTS: *If you find yourself in crisis, and do not live close to the Sioux City campus, you can receive help. Please call 988. You will be connected to a trained counselor at a crisis center in your area. This service is available 24/7, 365 days per year. For more information, see information on the BCU website here: <https://www.briarcliff.edu/current-chargers/get-involved/student-support-services/counseling-center>*

IRB (Institutional Review Board for the Protection of Human Research Subjects)

Research involving human subjects may not begin prior to IRB review and approval. Student researchers are advised to consult with a faculty advisor and secure the needed forms and other information from the IRB Web site <https://www.briarcliff.edu/current-chargers/academics/human-subjects-research-project-proposal>

Licensure

According to the Association of Social Work Boards (ASWB), “the purpose of licensing and certification in social work is to assist the public through identification of standards for the safe professional practice of social work.” Each jurisdiction defines by law what is required for each category of social work licensure.” Generally, social work regulatory boards require that social work degrees be obtained from programs of social work that are accredited by the Council on Social Work Education (CSWE), Canadian Association for Social Work Education (CASWE), or other nationally recognized accrediting agencies.

Degrees earned outside the U.S. and Canada must be determined to be equivalent. One widely used equivalency service is the CSWE International Social Work Degree Recognition and Equivalency Service (iswdres@cswe.org). A summary table containing the licensing requirements may be accessed through ASWB’s social work regulation database found here: <http://aswbsocialworkregulations.org/licensingWebsitesReportBuilder.jsp>

- Students should understand that not all states license BSW practitioners.
- If a student is concerned that they may not be eligible for licensure because of a previous experience or a criminal record, they should consult with the compliance officer at the Board of Social Work in the state where they will seek licensure

Title IX Educational Act: Sexual Violence and Harassment Policy and Information

Social Work faculty have a mandatory reporting responsibility under The Title IX Educational Act of 1972 which prohibits violence, harassment, and discrimination based on sex and gender. For the sake of Briar Cliff University students' safety and welfare, I am required to share information regarding sexual misconduct or information about a crime that may have involved a Briar Cliff University student with the Title IX Coordinator or Deputy Title IX Coordinators. This includes incidents that occur within on-line courses, on and off-campus, or study abroad. This also takes into account all means by which I might learn of such an event, whether I see it personally, whether I am told about it directly (e.g., in-person, through an assignment, on a discussion thread, etc.), or whether I learn about it indirectly (e.g., secondhand, social media, etc.).

Confidential assistance is also available for students. If you or someone you know has been harassed, assaulted, or discriminated against because of sex or gender, the following resources are available:

On Campus Confidential Resources:

Director of Counseling Services: Therese Copple therese.copple@briarcliff.edu (712) 279-5433

Director of Health Services: Jacki Volz jacki.volz@briarcliff.edu (712) 279-5436

Campus Minister: contact Stella Nneji, Stella.Nneji@briarcliff.edu

Reporting to University Officials / Title IX Resources

Deputy Title IX Coordinator: Dave Arens david.arenas@briarcliff.edu (712) 279-1715

Security Department: (712) 898-1888

For more information regarding Briar Cliff University’s Title IX procedures, reporting, or support measures, please visit <https://www.briarcliff.edu/about/our-story/accreditation-and-policies/title-ix-sexual-misconduct>

Disclosures of gender and sex-based discrimination or violence made in relation to an assignment and/or educational prompt will not result in a referral Briar Cliff University’s Title IX Coordinator unless requested otherwise.

Social Work Program Personnel

1. Margarite Reinert, LMSW
Director of Social Work Program and Social Work Department Chair
Assistant Professor Department of Social Work
Advises online and campus social work majors and transfer students
2. Melanie Berte-Hickey, LMSW, CSW
Director of Practicum Education
Associate Professor Department of Social Work
Advises online and campus social work majors and transfer students
3. Janice Hill, LMSW
Assistant Professor Department of Social Work
Advises online and campus social work majors and transfer students
4. Heather Craig-Oldsen, MSW, CSW
Professor emerita
5. Sister Shirley Fineran, MSW
Professor emerita
6. Sylvia Kuennen, MSW, LISW,
Professor emerita
7. John Cordoue, MSW, Ph.D.
Professor emeritus

Appendix A: COUNCIL ON SOCIAL WORK EDUCATION EPAS ¹

Council on Social Work Education

2022 Educational Policy and Accreditation Standards Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority to accredit baccalaureate and master's degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master's degree programs in social work, for ensuring the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, CSWE's COA administers a multistep accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews.

The accreditation review process provides professional judgments on the quality of a social work education program in an institution. These findings are based on applying the Educational Policy and Accreditation Standards (EPAS) promulgated by the Commission on Educational Policy (COEP) and the COA. The essential purpose of the accreditation process is to provide a professional judgment of the quality of the program offered and to encourage continual improvement. Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

EPAS Revision Process

The COA and the COEP are responsible for revising the EPAS. The revision takes place in accordance with the CSWE bylaws, which mandate that the policy statement be reviewed by COEP "at periodic intervals not to exceed 7 years." CSWE's recognition by the Council for Higher Education Authority also requires that accreditors have a process whereby standards are reviewed periodically by the COA.

The most recent standards review process took more than 5 years and resulted in three drafts issued for public review and comment. The intent of the COA and the COEP was to solicit feedback from as many constituents as possible in as many ways as possible. The COEP and the COA would like to thank the programs, individuals, organizations, and communities of interest that provided feedback on all of the drafts. The educational policy, which details the new social work competencies for the 2022 EPAS, was developed by COEP and approved by the CSWE Board of Directors. The accreditation standards were developed and approved by the COA. Programs that have reaffirmation reviews in October 2017 or later will use the 2022 EPAS to prepare their self-studies, please visit www.cswe.org/Accreditation or send an e-mail to accreditation@cswe.org.

¹This section is adapted from the CSWE 2022 EPAS, retrieved from www.cswe.org/Accreditation/

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work 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 and methods of curriculum design by balancing requirements that promote comparable outcomes 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 the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards 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. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a

holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students' demonstration of competence. The assessment methods used by programs 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 by programs and the data collected may vary by context.

Competency-Based Education

Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical

decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior.

Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context*
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication*
- c. use technology ethically and appropriately to facilitate practice outcomes; and*
- d. use supervision and consultation to guide professional judgment and behavior.*

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and*
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice*

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion.

The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power, resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and*
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.*

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision-making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective.

Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and*
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.*

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and*
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.*

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.

Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and*

- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.*

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision-making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and*
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.*

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and*
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.*

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and*
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.*

Educational And Accreditation Policies

Educational Policy 1.0: Program Mission

The program mission reflects a process informed by a commitment to student attainment of the nine social work competencies. It is grounded in the profession's purpose and in the core values of the social work profession and informed by the program's context.

Purpose

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social, racial, economic, and environmental justice; the creation of conditions that facilitate the realization of human rights; the elimination of poverty; and the enhancement of life for all people, locally and globally.

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, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession's commitment

to respect all people and the quest for social, racial, economic, and environmental justice.

Program Context

Program context encompasses the needs and opportunities of practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, institutional, 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

- 1.0.1** The program has a program-level mission statement that is consistent with the profession's purpose and values. Institutions with accredited baccalaureate and master's programs have a separate mission statement for each program.
- a. The program provides the program-level mission statement.*
 - b. The program describes how the program's mission statement is consistent with the profession's purpose and values, as described in Educational Policy 1.0.*
 - c. The program addresses all program options.*
- 1.0.2** The program's mission statement is consistent with the program's context.
- a. The program describes its context, including a description of its program options.*
 - b. The program describes how the program mission statement is consistent with the program's context, as described in Educational Policy 1.0.*
 - c. The program addresses all program options.*

Educational Policy 2.0: Anti-Racism, Diversity, Equity, and Inclusion (ADEI)

Social work programs integrate anti-racism, diversity, equity, and inclusion (ADEI) approaches across the curriculum. Programs provide the context through which students learn about their positionality, power, privilege, and difference and develop a commitment to dismantling systems of oppression, such as racism, that affect diverse populations. Programs recognize the pervasive impact of White supremacy and privilege and prepare students to have the knowledge, awareness, and

skills necessary to engage in anti-racist practice. The dimensions of diversity, equity, and inclusion are understood as the intersectionality of multiple factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Faculty and administrators model anti-racist and anti-oppressive practice and respect for diversity and difference. Faculty and administrators also foster an equitable and inclusive learning environment by facilitating important ADEI discourse.

The program's commitment to ADEI is reflected in its explicit and implicit curriculum. Together the implicit and explicit curricula are informed by the program context and learning environment. The program recognizes the important role of the learning environment in the education of program participants, especially with respect to the value and meaning of anti-racism, diversity, equity, and inclusion, and the development of cultural humility. The program has an inclusive approach to

addressing the vast range of student learning needs, including intentional planning and

implementation of inclusive practices and pedagogies in the explicit curriculum that reduce barriers while optimizing accessibility and equity for students. Students are responsible for their learning, collaborating with peers and colleagues, and practicing with historically and currently oppressed populations through an anti-racist lens.

Accreditation Standard 2.0: Anti-Racism, Diversity, Equity, and Inclusion (ADEI)

- 2.0.1** The program engages in specific and continuous efforts within the explicit curriculum related to anti-racism, diversity, equity, and inclusion.
 - a. The program provides examples of its specific and continuous efforts within the explicit curriculum related to ADEI, as described in Educational Policy 2.0.*
 - b. The program addresses all program options.*
- 2.0.2** The program engages in specific and continuous efforts within the implicit curriculum related to anti-racism, diversity, equity, and inclusion.
 - a. The program provides examples of its specific and continuous efforts within the implicit curriculum related to ADEI, as described in Educational Policy 2.0.*
 - b. The program addresses all program options.*

Educational Policy 3.0: Explicit Curriculum

The explicit curriculum is the program's design and delivery of formal education to students, and it includes the curriculum design, courses, course content, and field education curriculum used

for each of its program options. Social work education is grounded in the liberal arts and a commitment to anti-racism, diversity, equity, and inclusion, which together provide the intellectual basis for the professional curriculum and inform its design. The integration of anti-racism, diversity, equity, and inclusion principles across the explicit curriculum includes anti-oppression and global positionality, interdisciplinary perspectives, and comparative analysis regarding policy, practice, and research.

Using a competency-based education framework, the explicit curriculum prepares students for professional social work practice at the baccalaureate and master's levels. Baccalaureate programs provide students with strong generalist practice knowledge, values, skills, and cognitive and affective processes that prepare them for professional practice with individuals, families, groups, organizations, and communities. Master's programs provide students with knowledge, values, skills, and cognitive and affective processes at both generalist and specialized levels that prepare them for professional practice with individuals, families, groups, organizations, and communities. The explicit curriculum, including field education, fosters a learning environment and engaged learning methods informed by guidance from the professional practice community. Design and delivery of the explicit curriculum incorporate experientially based learning opportunities informed by teaching that includes digital and information literacy and technology-supported learning. The program's commitment to continuous curriculum improvement is guided by evolving contemporary science and interprofessional research.

Educational Policy 3.1: Generalist Practice

The baccalaureate and master's programs in social work prepare students for professional practice at a generalist level. The descriptions of the nine social work competencies presented in the EPAS identify the knowledge, values, skills, and cognitive and affective processes that are subsequently demonstrated in students' observable behaviors indicative of competence at a generalist level of 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, racial, economic, and environmental 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.

Accreditation Standard 3.1: Generalist Practice

- 3.1.1** The program's generalist practice curriculum integrates the classroom and field and is informed by the professional practice community.
- a. The program provides a rationale for its generalist practice curriculum design.*
 - b. The program describes how its generalist practice curriculum integrates classroom and field.*
 - c. The program describes how its generalist practice curriculum is informed by the professional practice community.*
 - d. The program addresses all program options.*
- 3.1.2** The program's generalist practice curriculum content implements the nine social work competencies (and any additional competencies added by the program).
- a. The program identifies and provides any additional competencies and corresponding behaviors added by the program (if applicable).*
 - b. The program submits Form AS 3.1.2.*
 - c. The program provides a syllabus in Volume 2 for each course listed on Form AS 3.1.2 to illustrate how its curriculum content implements the nine social work competencies (and any additional competencies added by the program) to prepare students for generalist practice.*
 - d. The program addresses all program options.*

Educational Policy M3.2: Specialized Practice

The master's program in social work prepares students for specialized practice. Specialized practice builds on generalist practice as described in Educational Policy 3.1 by integrating the nine social work competencies that manifest in holistic professional practice. Specialized practitioners extend and enhance social work knowledge, values, skills, and cognitive and affective processes, and demonstrate an ability to engage, assess, intervene, and evaluate across client populations, problem areas, and methods of intervention. In each area of

specialized practice defined by the program, the program extends and enhances the nine social work competencies that are demonstrated in observable behaviors indicative of competence in specialized areas of professional practice.

Specialized practitioners synthesize and use the knowledge and skills necessary for interprofessional collaborations based on scientific inquiry and best practices, consistent with social work values. They engage in both research and advocacy in their commitment to changing structural inequities and to informing and improving practice, policy, and service delivery.

Accreditation Standard M3.2: Specialized Practice

M3.2.1 The program has at least one area of specialized practice. For each area of specialized practice, the program extends and enhances the nine social work competencies (and any additional competencies added by the program).

- a. The program provides its area(s) of specialized practice, as described in Educational Policy M3.2.*
- b. The program provides its extended and enhanced nine social work competencies and corresponding behaviors (and any additional competencies added by the program) for each area of specialized practice.*
- c. The program addresses all program options.*

M3.2.2 The program's area(s) of specialized practice builds on elements of generalist practice.

- a. The program explains how each area of specialized practice, as described in Educational Policy M3.2, builds on the elements of generalist practice, as described in Educational Policy 3.1.*
- b. The program addresses all program options.*

M3.2.3 The program's specialized practice curriculum integrates classroom and field and is informed by the professional practice community.

- a. For each area of specialized practice, the program provides a rationale for its specialized practice curriculum design.*

- b. For each area of specialized practice, the program describes how its specialized practice curriculum integrates classroom and field.*
- c. For each area of specialized practice, the program describes how its specialized practice curriculum is informed by the professional practice community.*
- d. The program addresses all program options.*

M3.2.4 The program's specialized practice curriculum content implements the nine social work competencies (and any additional competencies added by the program).

- a. For each area of specialized practice, the program submits Form AS M3.2.4.*
- b. The program provides a syllabus in Volume 2 for each course listed on Form AS M3.2.4 to illustrate how its curriculum content implements its extended and enhanced nine social work competencies (and any additional competencies added by the program) to prepare students for specialized practice.*
- c. The program addresses all program options.*

Educational Policy 3.3: Signature Pedagogy—Field Education

Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity. The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning

environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, 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 and measures of student acquisition and demonstration of the nine social work competencies. Responding to the changing nature of the practice world and student demographics and characteristics, field education programs articulate how they maintain or enhance students' access to high-quality field practicum experiences.

Field education programs develop field models to prepare students for contemporary and interprofessional social work practice, including the use of various forms of technology. The program's field education director serves as an essential contributor to the curricular

development, administration, and governance of field education.

Accreditation Standard 3.3: Field Education

3.3.1 The field education program ensures generalist practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with all system levels: individuals, families, groups, organizations, and communities in field settings.

a. The program describes how its field education program ensures that generalist practice opportunities are provided to all students to demonstrate the nine social work competencies in field settings with all system levels:

i. individuals,

ii. families,

iii. groups,

iv. organizations, and

v. communities.

b. The program addresses all program options.

3.3.3 The field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours of field education for master's programs.

a. The program describes how it ensures the accrual of a minimum of 400 hours of field education for baccalaureate programs or a minimum of 900 hours of field education for master's programs.

b. The program describes how its field hour requirement is articulated to students and field personnel.

c. The program addresses all program options.

3.3.4 The field education program has a process for identifying, approving, and engaging with field education settings. The field education program has a process for orienting and engaging with field instructors. The field education program has a process for evaluating field instructor and field education setting effectiveness.

- a. The program describes the field education program's process for:

 - i. identifying, approving, and engaging with field education settings;*
 - ii. orienting and engaging with field instructors; and*
 - iii. evaluating field instructor and field education setting effectiveness.**
- b. The program describes how these processes are articulated to students and field personnel.*
- c. The program addresses all program options.*

3.3.5 The field education program has a process for orienting students, placing students, monitoring and supporting student learning, implementing student safety protocols, and evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).

- a. The program describes the field education program's process for:

 - i. orienting students;*
 - ii. placing students;*
 - iii. monitoring and supporting student learning;*
 - iv. implementing student safety protocols; and*
 - v. evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).**
- b. The program describes how these processes are articulated to students and field personnel.*
- c. The program addresses all program options.*

B3.3.6 The program ensures that all baccalaureate students receive field supervision from an individual who holds a baccalaureate or master's degree in social work from a CSWE- accredited program¹ and who has at least two years of post-social work degree practice experience in social work.

- a. The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience.*

- b. The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting.*
- c. The program describes how these processes are articulated to students and field personnel.*
- d. The program addresses all program options.*

3.3.7 The program has a policy documenting whether it permits field placements in an organization in which the student is also employed. If permitted, student assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized). Field education supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision and the supervisor meets the

requirements of Accreditation Standard 3.3.6. The policy documents how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.

- a. The program provides its policy related to field placements in an organization in which the student is also employed. If permitted, the program's policy includes:*
 - i. how the program ensures that student assignments are directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized);*
 - ii. how field education supervision is distinct from employment supervision time, even when provided by the same supervisor; and*
 - iii. how the program assists students with field education continuation or change in situations where a student*

becomes unemployed in an organization where field education has co-occurred with employment.

b. The program describes how these policies are articulated to students and field personnel.

c. The program addresses all program options.

Educational Policy 4.0: Implicit Curriculum

The implicit curriculum consists of the student learning experience and the program context or environment. The implicit curriculum includes the following elements: student development, admissions, advising, retention, and termination; student participation in governance; faculty; administrative and governance structure; and resources. All elements of the implicit curriculum are expected to demonstrate the program's commitment to anti-racism, diversity, equity, and inclusion (ADEI). 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. These elements are manifested through policies that are equitable and transparent in substance and implementation, the qualifications of the faculty, and the distribution of resources. The student learning experience and environment are as important as the academic curriculum in shaping the professional character and competence of the program's graduates.

Educational Policy 4.1: Student Development

Programs recognize the need to support student development both in and out of the classroom. Both aspects of the learning environment manifest holistic characteristics that communicate the values, commitments, priorities, and culture of the program and the institution. Thus, a program's commitment to student development includes program structures and resources that facilitate student participation and input into the development and delivery of the explicit and implicit curriculum.

The professional development of the student requires a program's commitment to adequate resources from admission through graduation. These resources include clear admissions, advising, retention, and termination policies that reflect the program's commitment to ADEI. Programs also recognize the need to resource student-centered activities and initiatives designed to further student professional identity and comportment as well as student preparation for professional practice. These resources include but are not limited to academic advising, career services, alumni services, networking and mentoring opportunities, licensure preparation, and community engagement and advocacy opportunities.

**Accreditation Standard 4.1: Student Development—
Admissions; Advisement, Retention, and
Termination; and Student Participation**

Admission

- 4.1.1** The program's admissions policies are equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups.
- a. The program describes how its admissions policies make the program equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups.*
 - b. The program addresses all program options.*
- B4.1.2** The program has criteria for admission, a process for application evaluation, and a process to notify students of admission decisions.
- a. The program provides its:*
 - i. criteria for admission;*
 - ii. process for the evaluation of applications;*
 - iii. admission decision types; and*
 - iv. process for the notification of each decision type.*
 - b. The program describes how the admission criteria and processes are articulated.*
 - c. The program addresses all program options.*
 - i. admission decision types; and*
 - ii. process for the notification of each decision type.*
 - b. The program describes how these admission criteria and processes are articulated.*
 - c. The program addresses all program options.*
- 4.1.4** The program has policies for the transfer of social work course credit.
- a. The program provides its policies for the transfer of social work course credit.*
 - b. The program describes how these policies are articulated.*
 - c. The program addresses all program options.*

4.1.5 The program does not grant social work course credit for life experience or previous work experience.

- a. The program provides the policy indicating that it does not grant social work course credit for life experience or previous work experience.*
- b. The program describes how this policy is articulated.*
- c. The program addresses all program options.*

Advising, Retention, and Termination

4.1.6 The program has policies for academic advising and professional advising. Professional advising is provided by social work program faculty or staff.

- a. The program provides its policy for academic advising.*
- b. The program provides its policy for professional advising, including that professional advising is provided by social work program faculty or staff.*
- c. The program describes how these policies are articulated.*
- d. The program addresses all program options.*

4.1.7 The program has policies for evaluating student academic performance, evaluating professional performance, and termination from the program. The program also has policies related to due process for reasons of academic performance, professional performance, and termination from the program.

- a. The program provides its policies for evaluating academic performance.*
- b. The program provides its policies for evaluating professional performance.*
- c. The program provides its policies for student termination from the program.*
- d. The program provides its policies related to due process for reasons of academic performance.*
- e. The program provides its policies related to due process for reasons of professional performance.*
- f. The program provides its policies related to due process for reasons of student termination from the program.*

- g. The program describes how these policies are articulated.*
- h. The program addresses all program options.*

Student Participation

4.1.8 The program has policies that ensure equitable and inclusive opportunities for student input and participation in the implicit and explicit curriculum.

- a. The program provides its policies for ensuring equitable and inclusive opportunities for student input and participation in the implicit curriculum.*
- b. The program provides its policies for ensuring equitable and inclusive opportunities for student input and participation in the explicit curriculum.*
- c. The program describes how these policies are articulated.*
- d. The program addresses all program options.*

Educational Policy 4.2: Faculty

Appropriate and qualified faculty representing diverse perspectives 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 model the behavior and values expected of professional social workers in the context of ADEI.

Faculty are available to function as appropriate role models for students in their learning and socialization into the discipline and profession. Faculty incorporate recognition of the program’s essential functions, which may include recruitment; enrollment; advising; student engagement; retention; curriculum development; teaching; research; scholarship; mentorship; oversight of student research; assessment; service on institutional or program committees; field education support and program management; appropriate class sizes and sufficient course offerings to meet program aims; and monitoring and evaluation of student progress.

Faculty demonstrate sufficient educational qualifications and experience related to the nine social work competencies. Programs demonstrate that faculty are qualified to teach the courses to which they are assigned. Learning experiences are to be designed, delivered, and assessed by faculty (full- or part-time) or other appropriate professionals who are qualified for the positions they hold and the work they do. Faculty are provided with opportunities, resources, and support for professional

growth and innovation.

Accreditation Standard 4.2: Faculty

B4.2.1 The baccalaureate social work program identifies no fewer than two full-time faculty, with a full-time appointment in social work, whose principal assignment is to the baccalaureate program. Inclusive of all program options, the majority of the full-time social work program faculty whose principal assignment is to the baccalaureate program have a master's degree in social work from a CSWE-accredited program.

- a. The program submits Form AS 4.2.1.*
- b. The program submits a Faculty Data Form for each full- and part-time baccalaureate social work program faculty member.*
- c. The program identifies the total number of full-time faculty whose principal assignment is to the baccalaureate program. Of those faculty, the program identifies the number that have a master's degree in social work from a CSWE-accredited program.*
- d. The program includes faculty for all program options.*

4.2.2 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 post-master's social work degree practice experience in social work.

- a. The program identifies its social work practice courses.*
- b. The program identifies the faculty who teach each social work practice course and affirms that they have the requisite experience and credentials.*
- c. The program includes faculty and practice courses for all program options.*

B4.2.3 Inclusive of all program options, the baccalaureate program has a full-time equivalent faculty-to-student ratio not greater than 1:25. For programs that do not meet the 1:25 faculty-to-student ratio, the program has evidence to demonstrate achievement of student competence [AS

5.0.1(b)] and program outcomes (AS 5.0.3).

- a. The program provides its full-time equivalent faculty-to-student ratio.*
- b. The program describes how this ratio is calculated.*
- c. For programs that do not meet the 1:25 faculty-to-student ratio, the program provides evidence demonstrating achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3).*
- d. The program's calculation is inclusive of all program options.*

Educational Policy 4.3: Administrative and Governance Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions about the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure that reflects and affirms respect for anti-racism, diversity, equity, and inclusion. Faculty develop curriculum and formulate and implement policies that support the education of culturally competent social workers.

Administrative sufficiency includes distribution of resources across program options and program levels, and numbers of students enrolled in social work programs and registered in field practicum, modalities, and locations in order to carry out the program's mission. In recognition of the importance of field education as the signature pedagogy, programs implement administrative structures for the field program that provide adequate and equitable resources, based on the number of students in field practicum, for systematically designing, supervising, coordinating, and evaluating the quality of the field education curriculum within all program options.

Accreditation Standard 4.3: Administrative and Governance Structure

- 4.3.1** The program has the necessary autonomy to achieve its mission.
 - a. The program provides an organizational chart of its administrative structure.*
 - b. The program describes how it has the necessary autonomy to achieve its mission.*
 - c. The program addresses all program options.*
- 4.3.2** The social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards (EPAS).

a. The program describes how the social work faculty has responsibility for defining program curriculum consistent with the EPAS.

b. The program addresses all program options.

4.3.3 The program's administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the recruitment and hiring, retention, promotion, and if applicable, tenure of program personnel.

a. The program describes how the administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the:

i. recruitment and hiring of program personnel;

ii. retention of program personnel;

iii. promotion of program personnel; and

iv. tenure of program personnel (if applicable).

b. The program addresses all program options.

4.3.4(a) The program has a program director² who administers all program options. The program director has a full-time appointment to social work, with a principal assignment to the program they administer. Institutions with accredited baccalaureate and master's social work programs have a separate director appointed for each program.

a. The program identifies the program director who administers all program options.

b. The program provides documentation that the program director has a full-time appointment to social work, with a principal assignment to the program they administer.

c. Institutions with accredited baccalaureate and master's programs identify the separate directors appointed to each program.

B4.3.4(b) The baccalaureate program director has a master's degree in social work from a CSWE- accredited program. The program director has the ability to provide leadership through teaching, scholarship, curriculum development,

administrative experience, and/or other academic and professional activities in social work.

- a. The program attests that the program director has a master's degree in social work from a CSWE-accredited program.*
- b. The program describes the program director's ability to provide leadership to the social work program.*

B4.3.4(c) The baccalaureate program director has sufficient assigned time for administrative oversight of the social work program, inclusive of all program options. It is customary for the program director to have, at minimum, 25% assigned time to administer the social work program.

- a. The program provides the program director's workload.*
- b. The program describes the procedures for calculating the program director's assigned time to administer the baccalaureate social work program.*
- c. The program provides the program director's percentage of assigned time to administer the baccalaureate social work program.*
- d. The program describes whether this time is sufficient to administer the social work program, inclusive of all program options.*

4.3.5(a) The program has a field education director³ who administers all program options. The field education director has a full-time appointment to social work. Institutions with accredited baccalaureate and master's social work programs may have the same field education director appointed to both programs.

- a. The program identifies the field education director, who administers all program options.*
- b. The program provides documentation that the field education director has a full-time appointment to social work.*
- c. Institutions with both accredited baccalaureate and master's social work programs identify the field education director for each program.*

- B4.3.5(b)** The baccalaureate field education director has a master's degree in social work from a CSWE-accredited program and at least two years of post-baccalaureate social work degree or post-master's social work degree practice experience in social work. The field education director has the ability to provide leadership to the field education program through practice experience, field instruction experience, and administrative and/or other relevant academic and professional activities in social work.
- a. The program attests that the field education director has a master's degree in social work from a CSWE-accredited program and at least two years of post-baccalaureate social work degree or post-master's social work degree practice experience in social work.*
 - b. The program describes the field director's ability to provide leadership to the field education program.*

- B4.3.5(c)** The baccalaureate field education director has sufficient assigned time for administrative oversight of the field education program, inclusive of all program options. It is customary for the field education director to have, at minimum, 25% assigned time to administer the field education program.
- a. The program provides the field education director's workload.*
 - b. The program describes the procedures for calculating the field education director's assigned time to administer the field education program.*
 - c. The program provides the field education director's percentage of assigned time to administer the field education program.*
 - d. The program describes whether this time is sufficient to administer the field education program, inclusive of all program options.*

- 4.3.6** The program has sufficient personnel and technological support to administer the field education program.
- a. The program provides an organizational chart for the administration for field education.*
 - b. The program describes whether its resources are sufficient to administer field education, including:*
 - i. personnel, and*
 - ii. technological support.*
 - c. The program addresses all program options.*

Educational Policy 4.4: Resources

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

Accreditation Standard 4.4: Resources

- 4.4.1** The program uses its budget development and administration process to achieve its mission and continuously improve the program. The program has sufficient financial resources to achieve its mission.
- a. The program describes the process for budget development and administration it uses to:*
 - i. achieve its mission, and*
 - ii. continuously improve the program.*
 - b. The program submits a program-level Form AS 4.4.1 for the baccalaureate or master's social work program.*
 - c. The program describes whether its financial resources are sufficient to achieve its mission and continuously improve the program.*
 - d. The program addresses all program options.*
- 4.4.2** The program has sufficient support staff to carry out its educational activities and achieve its mission.
- a. The program describes its support staff or other personnel structure.*
 - b. The program describes whether its support staff is sufficient to carry*

out its educational activities and achieve its mission.

c. The program addresses all program options.

4.4.3 The program has sufficient access to library resources that provide social work and other informational and educational resources to achieve its mission.

a. The program submits Form AS 4.4.3 to demonstrate access to social work and other informational and educational resources.

b. The program describes whether its library resources are sufficient to achieve its mission.

c. The program addresses all program options.

4.4.4 The program has sufficient technological access, technology support, and if applicable, office and classroom space to achieve its mission.

a. The program describes its:

i. technological access;

ii. technology support; and

iii. office and classroom space (if applicable).

b. The program describes whether these resources are sufficient to achieve its mission.

c. The program addresses all program options.

4.4.5 The program has sufficient resources and supports, including supportive technology, student services, and if applicable, physical space, that reduce barriers while optimizing accessibility and equity for all its students.

a. The program describes its resources and supports that reduce barriers while optimizing accessibility and equity for all its students, including:

i. supportive technology,

ii. student services, and

iii. physical spaces (if applicable).

b. The program describes whether its resources and supports are sufficient in reducing barriers and optimizing accessibility and equity for all students.

c. The program addresses all program options.

Educational Policy 5.0: Assessment

Assessment is an integral component of competency-based education and continuous programmatic improvement. Assessment involves the systematic gathering of data that serve as evidence of student learning outcomes; anti-racism, diversity, equity, and inclusion (ADEI); and program outcomes through demonstration of the nine social work competencies at both the generalist and specialized levels of practice. Assessment reflects the intentional and continuous improvement that is anchored in competency-based research, student learning outcomes, student learning experience feedback, professional practice community, and higher education practices.

Assessment of student learning outcomes 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 demonstration of multiple competencies simultaneously; therefore, assessment of those competencies is optimally carried out at the same time.

Programs assess students' demonstration of the nine social work competencies through the use of multiple and effective assessment methods. Effective assessment incorporates internal and external input relevant to the knowledge, values, skills, and cognitive and affective processes that students have developed and demonstrated and uses recognized methods of evaluating explicit and implicit criteria. Field education curriculum data are included in the overall data collection methods that will help programs make decisions about the delivery of social work education.

Assessment also involves gathering data about the implicit curriculum, with a particular focus on the program's efforts to foster ADEI in the student learning environment. Data from ADEI assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of nine social work competencies.

Program outcomes are assessed as evidenced by the program's graduation rates and at least one additional outcome. Data related to program outcomes are used to foster ongoing program evaluation, informing decision making for continuous program improvement.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum and program overall, and strengthen the assessment methods used. Program assessment methods and data are transparent and publicly available. Data are recent and presented clearly for stakeholders to make informed decisions about the program.

Accreditation Standard 5.0: Assessment

5.0.1(a) The program has a systematic plan for ongoing assessment of student achievement of the nine social work competencies (and any additional competencies

added by the program) of generalist practice for baccalaureate social work programs and of generalist and specialized practice for master's social work programs.

The program assesses each

competency, using at least two instruments, at least one of which is based in real or simulated demonstration of student achievement in field education. The instruments, the expected level of achievement for each instrument, and the expected level of achievement for each competency are determined by the program. Student competence must be assessed by program faculty or field personnel.

a. The program submits Form AS 5.0.1(a).

b. The plan includes:

- i. a description of at least two instruments that assess each competency (and any additional competencies added by the program). At least one of the assessment instruments is based in real or simulated demonstration of student achievement in field education;*
- ii. how each instrument is implemented;*
- iii. when each competency is assessed;*
- iv. by whom each competency is assessed;*
- v. an explanation of the expected level of student achievement, including:*
 - the expected level of achievement of each competency and for each instrument;*
 - how the program calculates student achievement for each instrument; and*
 - how the program calculates student achievement for each competency, including all instruments used.*
- vi. copies of all instruments used to assess the nine social work competencies (and any additional competencies added by the program), including assignment descriptions, scoring rubrics, and other relevant materials.*

c. The program addresses all program options.

5.0.1(b) The program has a method of analyzing outcomes for the nine social work competencies (and any additional competencies added by the program) in its assessment plan.

- a. The program submits Form AS 5.0.1(b) to provide its most recent year of outcomes from its assessment plan submitted in Accreditation Standard 5.0.1(a).*
- b. The program provides the calculations for the nine social work competencies (and any additional competencies added by the program), including all instruments.*
- c. The program provides its outcomes in relation to its expected level of student achievement for each competency.*
- d. The program provides outcomes for each program option and in aggregate.*

5.0.1(c) The program has a process to formally review its assessment plan and outcomes related to student achievement of the nine social work competencies (and any additional competencies added by the program). The program makes specific changes to its explicit curriculum based on its outcomes, with clear links to data.

- a. The program describes the process used to formally review its assessment plan and outcomes related to student achievement of the nine social work competencies (and any additional competencies added by the program).*
- b. The program describes specific changes made to its explicit curriculum based on its most recent assessment outcomes,*
- c. presented in Accreditation Standard 5.0.1(b), with clear links to the data.*
- d. The program addresses all program options.*

5.0.1(d) The program posts its assessment plan and summary outcomes publicly on its webpage using Form AS 5.0.1(d). The findings are updated every two years, at minimum.

- a. The program submits Form AS B5.0.1(d) or Form AS M5.0.1(d) to report its assessment plan and most recent assessment summary outcomes.*
- b. The program provides a hyperlink to the program's webpage where the assessment plan and summary outcomes are publicly displayed.*

c. The program provides outcomes for each program option and in aggregate.

5.0.2(a) The program has a systematic plan to assess anti-racism, diversity, equity, and inclusion (ADEI) efforts within the program's implicit curriculum.

a. The program identifies at least one of its ADEI efforts related to the implicit curriculum as reported in Accreditation Standard 2.0.2.

b. The program explains its assessment plan for the identified ADEI effort(s), including stakeholders involved.

c. The program explains its data collection procedures.

d. The program provides copies of all instruments used to assess ADEI efforts.

e. The program addresses all program options.

5.0.2(b) The program has a process to formally review its ADEI assessment plan and outcomes.

The program makes specific changes to its implicit curriculum based on its outcomes, with clear links to data.

a. The program presents its ADEI assessment outcomes from the most recent year.

b. The program describes the processes used to formally review its ADEI assessment plan as presented in Accreditation Standard 5.0.2(a).

c. The program describes the processes used to formally review its ADEI assessment outcomes.

d. The program describes specific changes made to the implicit curriculum based on its most recent assessment outcomes, presented in Accreditation Standard 5.0.2(a), with clear links to the data.

e. The program addresses all program options.

5.0.3 The program monitors its program outcomes through graduation rates and at least one additional outcome (i.e., employment rates, higher education acceptance rates, time to program completion). The annual collection period and benchmarks for graduation rates and the chosen outcome(s) are determined by the program.

a. The program submits Form AS 5.0.3.

- b. The program identifies the program outcome(s) it monitors.*
- c. The program provides the program-determined benchmark for its graduation rates and identified program outcome(s).*
- d. The program provides the benchmark rationale for its graduation rates and identified program outcome(s).*
- e. The program explains how it calculates its graduation rates and identified program outcome(s).*
- f. The program provides a minimum of the three most recent years of available graduation rates and identified program outcome(s) and presents the data.*
- g. Data are reported for each program option and in aggregate, including all program options.*
- h. The program explains how these data are used for continuous program improvement and decision making for improving graduation rates and identified program outcome(s).*

