

College of Saint Benedict/Saint John's University

**Social Work Department
Student Handbook
2009-2010**

**College of Saint Benedict
37 South College Avenue, St. Joseph, Minnesota 56374**

**Saint John's University
P.O. Box 2000, Collegeville, Minnesota 56321**

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Social Work Profession

If you would like a rewarding career working with diverse populations to empower individuals, relieve suffering and impact social change, then social work is right for you! Core values of the profession include serving others, pursuing social justice for oppressed populations, respecting the dignity and worth of each person, recognizing the importance of relationships in effecting change and practicing with integrity and competence. .

Social Work Education

The purpose of social work education is to prepare practitioners who identify with the mission, philosophy and history of the profession. Integrating the knowledge, values and skills necessary for competent practice, social work education is offered at three levels.

- A **bachelor of social work (BSW)** is the undergraduate degree which prepares students for generalist professional practice.
- A **master of social work (MSW)** is the graduate degree which prepares students for advanced practice in the profession.
- A **doctorate in social work (DSW or PhD)** is the post-graduate degree which prepares students for teaching and research.

Social Work Education at the College of Saint Benedict/Saint John's University

The College of Saint Benedict/Saint John's University (CSB/SJU) Social Work Program has remained accredited by the Council on Social Work Education (CSWE) since 1982. The program offers a bachelor's degree in social work with an emphasis on generalist practice. This means the department prepares majors to graduate with a basic knowledge of how to work with individuals, families, groups and communities and to change social environments in order to improve client functioning. Generalist practitioners work in a wide variety of settings: hospitals, hospice programs, long-term care facilities, county social services, community support programs for people with mental illness, residential facilities for troubled youth, and schools. Successful graduates are eligible to sit for the exam to receive licensure with the State of Minnesota at the Licensed Social Worker (LSW) level, which is the first level of social work professional practice in the State of Minnesota. In addition, Graduates from accredited baccalaureate programs, such as ours possess the skills necessary to enter graduate social work (MSW) programs and can apply for advanced standing in their program of choice. Advanced-standing students attending school full-time can generally complete their MSW in twelve months.

Mission Statement

CSB/SJU Mission Statement

The mission of CSB/SJU is to provide the very best residential liberal arts education in the Catholic university tradition. They foster integrated learning, exceptional leadership for change and wisdom for a lifetime.

On the undergraduate level, the College of Saint Benedict enrolls women and Saint John's University enrolls men. Together, the two colleges make these mission commitments to their students:

- **A coherent liberal arts curriculum** which focuses on questions important to the human condition, demands clear thinking and communicating and calls forth new knowledge for the betterment of humankind.

The colleges will excel in study of the intersection of global cultures and community sustainability, leavened by the commitments of the Catholic intellectual life.

- **An integrative environment for learning** which stresses intellectual challenge, open inquiry, collaborative scholarship and artistic creativity.

The colleges will excel as learning communities promoting the integration of professional and personal lives through opportunities for experiential learning.

- **An emphasis on the personal growth of women and men**, which incorporates new knowledge about the significance of gender into opportunities for leadership and service on each campus and across both campuses.

The colleges will excel, individually and coordinately, in cultivation and reflection on the social, spiritual and physical development of men and women.

- **An experience of Benedictine values** which fosters attentive listening to the voice of God, awareness of the meaning of one's existence and the formation of community built on respect for individual persons.

The colleges will excel in fostering the understanding and cultivation of the individual and communal vocation of all, informed by the Catholic intellectual tradition, Benedictine values, ecumenism and respect for diverse cultures.

- **Cultivation of the habit of promoting the common good** which is formed by knowledge, faith and an open-hearted response to the needs of others.

The colleges will excel in fostering understanding of Catholic social teachings and consequent action to improve the well-being of the underserved, enhance overall community life and protect the environment.

Social Work Program Mission Statement

The mission of the Department of Social Work is to provide students with a liberal arts education grounded in the values of the social work profession and the Benedictine traditions of respect, service and justice. The purpose of this program is to develop students' abilities to become competent, ethical leaders of the social work profession.

Social Work Program Goals

- Goal 1** The Social Work Program will prepare baccalaureate social work graduates with the necessary knowledge and skills for competent, ethical generalist practice.
- Goal 2** The Social Work Program will prepare graduates with multicultural, local and global perspectives committed to generalist professional practice that promotes personal, social, political and economic empowerment with systems of all sizes.
- Goal 3** The Social Work Program will provide a curriculum which incorporates the values of a liberal arts education; the Benedictine values of respect, service and justice; and social work professional values, knowledge and skills.

Social Work Program Objectives

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/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 a generalist social work perspective to 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.

As a result of meeting the above goals and objectives, the Social Work Program will prepare students for social work licensure and continuing graduate studies in social work or related fields.

Program of Study

To graduate with a BSW, students must fulfill the core curriculum requirements at CSB/SJU in addition to the 69 credits of coursework in the social work major. The program of study is organized in a sequence that supports mastery of introductory material before exposure to advanced course content and field experiences. A list of the required courses with descriptions and prerequisites is provided below. An example of a four-year plan outlining the program of study by semesters is also included. Each student's four-year plan is different. Students are encouraged to review their four-year plan with their adviser every semester.

SOCI 111 Introduction to Sociology (4 credits)

Systematic description and analysis of the creation and composition of groups; development of the sociological imagination as the key to understanding the interconnectedness of individuals, cultures and social institutions.

PSYC 111 Introduction to Psychology (4 credits)

Prerequisite to all upper-division psychology courses. Survey of the major content areas of psychology, introducing the basic vocabulary, concepts, principles, and theories of the discipline. Specific topics include history and methods of psychology; biological bases of behavior; sensation and perception; learning and memory; cognition, language, and intelligence; motivation and emotion; lifespan development; personality; psychological disorders; psychological treatment/psychotherapy; and social psychology.

- BIOL 112** **Human Biology (4 credits)**
OR BIOL 110 **Life Sciences (4 credits)**
 Human biology has as its goal an understanding of the biology of the human organism. Emphasis is on genetics, embryology, endocrinology, physiology, anatomy and environmental factors that influence and affect humans. Intended for non-majors. Lecture and laboratory.
- SOCI 201** **Social Statistics (4 credits)**
 Conceptualization, measurement and analysis of social scientific variables such as social class, alienation, self-concept. Descriptive statistics, hypothesis testing, normal distribution, bivariate correlation and regression, two group testing, ANOVA, MANOVA, nonparametrics, computerized analysis.
- SWRK 230** **Introduction to Social Welfare and Social Work (4 credits)**
 Introduces social work as a social science which uses theory and research from a variety of disciplines to inform its practice. The history, present structure of the profession, and the American social welfare system are also covered through lecture, discussion, class activities and service projects. Introduction to areas of possible employment in the social work field.
- SWRK 250** **Human Behavior and the Social Environment I (4 credits)** (Human Development)
SWRK 251 **Human Behavior and the Social Environment II (4 credits)** (Human Diversity)
 A two-semester sequence. The first semester focuses on the life span development and theories of human behavior such as the ecological, systems and strengths perspectives. These theories are used as lenses for the study of issues of relevance to social work including the effects of violence and poverty. The second semester uses a global perspective to examine oppressed populations in the United States and around the world. Prerequisites (or concurrent registration in): BIOL 112, PSYC 111, SOCI 111, SWRK 230 or permission of instructor.
- SWRK 340** **Research and Evaluation (4 credits)**
 Introduces students to research and evaluation principles in applied social service settings. Topics include single-system designs, quasi-experimental designs, secondary or archival data and content analysis, and program evaluation. Offered spring. Prerequisite: SOCI 201 or permission of instructor.
- SWRK 343** **Methods I (4 credits)**
SWRK 344 **Methods II (4 credits)**

SWRK 345 *Methods III (4 credits)*

A three-semester sequence in generalist social work practice. All three courses concentrate on the knowledge, values and interpersonal skills necessary for beginning social work practice. Social Work Generalist Practice I (343) introduces the student to theory and interventions related to work with individuals and families with an emphasis on interviewing methods. Social Work Generalist Practice II (344) concentrates on theories and interventions which apply to groups. Students learn and practice skills in leading and facilitating groups. Social Work Generalist Practice III (345) emphasizes social action and intervention with larger systems such as communities. Students working in small groups develop community oriented projects and learn grant writing skills to fund community service programs. Social Work Generalist Practice I (343) and Social Work Generalist Practice II (344) to be taken the fall and spring of the junior year; Social Work Generalist Practice III (345) to be taken the fall of the senior year. Prerequisite: admission to the major.

SWRK 347 *American Social Policy (4 credits)*

Explores the social and child welfare systems of the United States and other countries, with relevance to policies and programs of interest to social work practitioners. Particular focus on women and children in poverty using a feminist perspective to examine policies relevant to these populations. Emphases include adequacy, effectiveness, and consequences of policies and programs. Prerequisite: junior-senior standing or permission of instructor.

SWRK 349 *Junior Field Practicum (4 credits)*

This course introduces social work students to the role of the human service professional in the community setting. Students participate in a classroom and in observational learning experience in social service agencies for 120 hours during the semester. Total immersion in the agency environment will give students a chance to expand their understanding of how human needs are met by families and the social service agencies that work with them. Students will apply the knowledge and skills they have learned in previous social work courses in their field placements. Prerequisites: 230, 250, 251.

SWRK 390 *Senior Seminar (4 credits)*

This course presents ethical theory and professional ethics for use in the daily practice of social work. This course satisfies CORE 390 senior seminar for social work majors. Prerequisites: social work senior, concurrent enrollment in 397.

SWRK 396 Pre-Internship Lab (1 credit)
 This course focuses on vocational identity and the connection between social work and Benedictine values. Students develop goals and objectives for their learning contract of their senior practicum. Students also review resume writing skills, job interviewing techniques, malpractice liability requirements, and state social work licensure. The goal of this course is to secure a placement for the Senior Practicum in the spring. Prerequisite: social work senior. Must be taken prior to 397.

SWRK 397 Senior Field Practicum (12 credits)
 Three-month (400 hours) practicum in a social service agency, under supervision of a field supervisor and the program field coordinator. Includes weekly integrative seminar, SWRK 390, taken concurrently with SWRK 397. To be taken spring of the senior year. Prerequisite: 396.

Four-Year Plan Example

First Year	<u>Fall</u>	<u>Spring</u>
	SWRK 230: Intro to Social Work SOCI 111: Intro to Sociology Core Curriculum Requirements	PSYC 111: Intro to Psychology BIOL 112: Human Biology (NS) Core Curriculum Requirements

Sophomore	<u>Fall</u>	<u>Spring</u>
	SWRK 251: Human Behavior & the Social Environment II Core Curriculum Requirements	SWRK 250: Human Behavior & the Social Environment I Core Curriculum Requirements

Please Note: SWRK 230, SWRK 250, SWRK 251, BIOL 112, PSYC 111 and SOCI 111 should be completed prior to junior year.

Junior	<u>Fall</u>	<u>Spring</u>
	SWRK 343: Methods I SWRK 347: Am. Soc. Policy (Gender) SOCI 201: Social Statistics Core Curriculum Requirement	SWRK 344: Methods II SWRK 340: Research & Eval. (Quantitative) SWRK 349: Junior Field Practicum Core Curriculum Requirement

Senior	<u>Fall</u>	<u>Spring</u>
	SWRK 345: Methods III SWRK 396: Pre-Internship Lab Core Curriculum Requirement	SWRK 397: Senior Field Practicum (12 cr.) SWRK 390: Senior Seminar (4 cr.)

Nondiscrimination Policy

CSB/SJU are committed to providing equal education and employment opportunities for all without regard to race, religion, color, national origin/ethnicity, sex, sexual orientation, age, marital status or disability in accordance with the requirements of federal and state law. The College of Saint Benedict and Saint John's University are equal opportunity employers and follow affirmative action policy in recruiting and hiring faculty and staff. A full copy of the Human Rights Policy for the colleges is available through the Human Rights Office on both campuses.

The Social Work Department affirms these policies and practices nondiscrimination accordingly in recruitment, admission to the major and hiring of faculty, staff, and student employees.

Declaring, Applying and Acceptance into the Social Work Major

Declaring the Intent to Major in Social Work

Students can declare their intent to major in social work either upon arrival at CSB/SJU or prior to the end of the first semester during their sophomore year. When students declare their intent to major in social work, they must also request a social work faculty adviser who can answer any questions about the major and assist them in creating a four-year plan. Students may request a social work adviser by calling or e-mailing the social work assistant program director (Dianne Johnstone; X5883; djohnstone@csbsju.edu) or asking a specific social work faculty member directly.

Acceptance Criteria

Admission criteria for acceptance into the Social Work Program are as follows:

- 2.75 or higher overall GPA;
- "C" or higher in the prerequisite foundation courses (SWRK 230, SOCI 111, PSYC 111, BIOL 112 or BIOL 110, SWRK 250, and SWRK 251); and
- successful completion of the formal application process.

Application Process

The application process for acceptance into the social work major begins at the start of spring semester during sophomore year. A complete application packet includes the following.

1. CSB/SJU *Major Acceptance Form* (www.csbsju.edu/registrar/images/Acceptance.pdf)
2. Most Recent Academic Transcript

3. Application Essay

- Students are required to complete a well-written essay addressing the following:
 - their interest in the study of social work and how their experiences have influenced this interest;
 - their understanding of the values of the social work profession and how their own value system relates to or conflicts with these professional values;
 - their understanding of social and economic justice and how they see themselves supporting these causes as a social worker; and
 - their future academic and career goals as they relate to social work.
- Essays are evaluated on clarity of ideas, writing skills (organization, spelling and grammar), and an understanding of social work values and how they see themselves operating as a professional in the field.

4. Two Letters of Reference

- Students are required to submit two letters of reference from individuals who have personal knowledge of their capacity for social work study and potential as a human service professional. Examples of appropriate references include: FYS adviser/instructor, professor, employer, and/or volunteer supervisor.
- The *Letter of Reference* form may be found at (www.csbsju.edu/socialwork/images/ltr_of_reference.pdf)
- Students should send a copy of the reference form along with a self-addressed, stamped envelope (if mailing outside of campus) to their chosen references. The forms should be returned directly to the Social Work Department by the individuals completing them. Opened or unsigned references will not be accepted.

5. *Summary of Social Work Related Experience* Form

(www.csbsju.edu/socialwork/studentresources/worksummary.aspx)

6. Formal Interview with a Faculty Representative

- Each student will meet with a faculty representative for a formal interview to discuss their application materials (as listed above) and answer a series of short questions related to diverse populations, at-risk populations, social work values and ethics and social/economic justice. Interview questions are collaboratively agreed upon by the social work faculty team prior to scheduled interviews.
- Interviews will be scheduled by the social work assistant program director at the beginning of spring semester. Students need to complete their application packets prior to their scheduled interview. Missing the interview or providing an incomplete application packet may be grounds for non-acceptance into the major.

Student Notification

Completed applications for acceptance into the major are reviewed at a Social Work Department faculty meeting in February, and shortly thereafter students are notified in writing of their application results. Students may be:

- accepted without conditions,
- accepted with conditions (and corresponding timelines) or
- denied acceptance.

Appeal Process

Students have the right to appeal if they are denied acceptance into the major. Students are asked to meet with the department chair within 10 days of receiving written notification to discuss the reasons for non-acceptance. If a student wishes to continue the appeal process after meeting with the department chair, the following process will occur.

1. An appeals committee of two faculty members will be formed within 10 working days of the student's meeting with the department chair and request to pursue the appeal process. This committee will make every effort to meet with student in those ten days as well.
2. The student is entitled to bring an advocate to the meeting. However, if the student's advocate is an attorney, the department must be notified in the appeal letter. The department reserves the right to delay the appeal until it can be represented by CSB/SJU council.
3. At the hearing, the student bears the burden of proof and must demonstrate reasons why social work faculty should review their decision of non-acceptance and grant admission to the major.
4. The committee will report on the hearing at the next scheduled department faculty meeting. The faculty will decide whether the student will be:
 - accepted without conditions,
 - accepted with conditions,
 - asked to reapply next semester or
 - denied acceptance.

If a student is denied acceptance, the student's assigned social work faculty adviser will provide support in considering another major and/or a referral to the CSB/SJU Academic Advising Department.

Transfer Students

The transfer process begins with an interview with the program director. The program director is responsible for evaluating any transfer credits to be used in fulfilling course requirements for the major. The following conditions apply.

1. Only courses with a “C” or higher grade will be considered for transfer credit to fulfill major requirements.
2. Transfer credits are added to the transcript but the grades received in those courses do not count in the CSB/SJU grade point average.
3. All transfer students are required to take social work methods courses, junior and senior practicum experiences, and senior seminar at CSB/SJU (SWRK 343, SWRK 344, SWRK 345, SWRK 349, SWRK 390 and SWRK 397)..
4. Life or previous work experiences cannot be considered for credit.

Transfer Credit Policy

Students may take required social work courses at other institutions while attending CSB/SJU according to the following stipulations.

1. Students must obtain approval from the program director prior to taking a course at another institution for CSB/SJU social work credit.
2. Students are responsible for providing the program director a copy of the course description, syllabus and number of credit hours .
3. Students are required to take SWRK 343, SWRK 344, SWRK 345, SWRK 349, SWRK 390 and SWRK 397 at CSB/SJU.
4. If a course to be transferred for social work credit also covers a core or common curriculum requirement, students are required to get approval from CSB/SJU advising departments.

Student Advising

Students are assigned a social work faculty adviser upon declaring social work as their intended major. Students can request a social work adviser by calling or e-mailing the social work assistant program director (Dianne Johnstone; X5883; djohnstone@csbsju.edu). Social work faculty advisers are able to provide academic advising to students in the following areas.

- career planning
- course registration
- creating and reviewing four year academic plans

- choosing field practicum experiences
- referrals to needed resources and/or services for personal and academic needs (Academic Advising, Counseling Center, Financial Aid, Office for Student Human Rights and Diversity, Writing Center, Security, and appropriate community resources when necessary)
- preparing for graduate school
- preparing to take licensure exam
- completing letters of recommendation for graduate school, study abroad programs, employment and scholarship opportunities.
- student grievances

Students meet with their adviser at least once per semester to review course registration plans and academic performance and to discuss general questions and concerns.

Advisee Records

The Social Work Department maintains files on all advisees. These records are stored in a locked cabinet. Students may access their files by making a verbal or written request to their faculty adviser. Records are shredded seven years after graduation from the program. The following documents are kept in advisee files.

- student transcript upon entrance to the major
- social work major application
- four-year plan
- field practicum learning contracts
- academic exemption and substitution forms
- field practicum evaluations
- student picture (if provided)

Field Education Program

The purpose of field education is to expose students to a social service environment and to provide practical, firsthand experience as a way of synthesizing academic learning. CSB/SJU social work majors complete the following courses as part of their field education experience.

SWRK 349 Junior Field Practicum (4 credits)

This course introduces social work students to the role of the human service professional in the community setting. Students participate in a classroom and in observational learning experience in social service agencies for 120 hours during the semester. Total immersion in the agency environment will give students a chance to expand their understanding of how human needs are met by families and the social service agencies that work with them. Students will apply the knowledge and skills they have learned in previous social work courses in their field placements. Prerequisites: 230, 250, 251.

SWRK 390 Senior Seminar (4 credits)

This course presents ethical theory and professional ethics for use in the daily practice of social work. This course satisfies CORE 390 senior seminar for social work majors. Prerequisites: social work senior, concurrent enrollment in 397.

SWRK 396 Pre-Internship Lab (1 credit)

This course focuses on vocational identity and the connection between social work and Benedictine values. Students develop goals and objectives for their learning contract of their senior practicum. Students also review resume writing skills, job interviewing techniques, malpractice liability requirements, and state social work licensure. The goal of this course is to secure a placement for the Senior Practicum in the spring. Prerequisite: social work senior. This course must be taken prior to 397.

SWRK 397 Senior Field Practicum (12 credits)

The Senior Field Practicum entails completing 400 hours in a social service agency, under the supervision of a field supervisor and the program field coordinator. SWRK 390 is taken concurrently with SWRK 397 and both courses are completed the spring semester of the student's senior year.

Transportation time to and from the internship does not count toward the required 400 hours. Time spent in the required Senior Seminar course may not be used toward the 400 hour internship requirement.

Students are encouraged to provide themselves with a reliable vehicle in order to transport themselves to their field practicum as the college cannot guarantee placements within a short distance of campus. Many agencies also expect staff to be able to provide service at multiple locations.

Available through the Social Work Department, the *Field Practicum Manual* explains policies and procedures related to the field education component of the program. Please refer to this manual for specifics.

Policy on Good Standing, Probation and Termination from the Social Work Program

Good Standing

Students are required to meet and maintain the following academic and non-academic expectations in order to remain in good standing with the program.

Academic

- Achieve 2.75 overall GPA.
- Earn “C” or higher in all required social work courses.
- Complete of all required social work course assignments, service learning projects and field practicum assignments on-time and satisfactorily.
- Abide by the CSB/SJU Academic Honesty Policy.

Non-Academic

- Uphold the NASW Code of Ethics in class, service learning and field practicum placements.
- Abide by civic law and CSB/SJU student conduct policies outlined in the *Bennie Book* (www.csbsju.edu/benniebook/student.htm) and *J-Book* (www.csbsju.edu/jbook/).
- Abide by attendance requirements for each course.
- Work cooperatively with other students, faculty members, field supervisors and agency personnel.
- Demonstrate self-reflection and increased self-awareness through student advising, class discussions and course assignments.
- Practice self-disclosure, appropriate boundaries and confidentiality consistent with professional standards in class, service learning and field practicum placements.
- Follow agency policy in service learning and field practicum sites as outlined by the assigned agency.
- Maintain general well-being and seek appropriate help when impaired consistent with the NASW Code of Ethics.

Probation

Students are encouraged to discuss with the program director or their faculty adviser any academic or non-academic challenges which may interfere with their good standing in the program. Likewise, if faculty members have concerns about a student’s academic performance or non-academic behavior, these concerns are brought to the attention of the student’s assigned adviser and program director. Students who fail to maintain good standing will be on probation and must complete a *Remediation Contract* in collaboration with their faculty adviser and the program director.

The *Remediation Contract* contains the following information.

- Identification of the Problem
Problems are defined as issues both academic and non-academic which have interfered with a student's ability to remain in good standing with the program. The problem must be agreed upon by the student, faculty adviser and program director.
- Plan of Correction
- Timeline for Plan Completion
- Responsibility for Ongoing Assessment of Plan Implementation
The student is responsible for implementing the plan and meeting with their faculty adviser at agreed upon times in the contract to discuss progress and identify barriers to success.

If the problem is corrected, the student returns to good standing. If the problem is not corrected but the student has made significant gains, the *Remediation Contract* is adjusted accordingly while the student continues to work on the identified issues. If the student has been unsuccessful in completing the *Remediation Contract* and assessment indicates that the student will likely be unable to make further gains with additional time, the process for termination from the program begins.

Termination

A student may be removed from the program at any time for the following reasons.

- Inability to successfully complete *Remediation Contract*
- Inability to maintain a cumulative GPA of 2.75
- Inability to complete required social work major classes with a "C" or higher
- Serious or repeated violation of the NASW Code of Ethics
- Breaking a law in an agency-related manner or receiving a conviction of a felony during the course of study
- Evidence of chemical dependency or illegal use of drugs while enrolled in the program
- A serious breach of a service learning or field practicum agency's policy
- Inability to carry out course, service learning or field practicum assignments
- Engaging in behavior that is emotionally or physically damaging to clients

- Inability to develop constructive helping relationships, perhaps as the result of an unwillingness to act in a manner that shows recognition of individual worth and dignity, to suspend judgment of others, or to allow for client self-determination
- Hostile or resistant attitude toward learning or supervision
- Inappropriate or disruptive behavior towards students, agency personnel or field supervisors, faculty and CSB/SJU staff
- Engaging in behaviors that suggest professional impairment as defined in the NASW Code of Ethics

4.05 Impairment

- *Social workers should not allow their personal problems psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interest of people for whom they have a professional responsibility.*
- *Social workers whose personal problems, psychosocial distress, legal problems, substance abuse or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect the clients and others (NASW 1996).*

Any student believed to be in violation of one or more academic or non-academic standards of the program will be notified in writing of impending termination from the program. A personal interview will be scheduled with the program director and one or more social work faculty. If a *Remediation Contract* is negotiated, the student will be placed on departmental probation until the terms of the contract are successfully completed. If the terms of the remediation contract are not met according to the agreed upon timeframe in the contract, the student may be terminated from the program.

In a situation where the student's violation is considered severe and irreparable, termination from the program may occur immediately. Decisions regarding student termination from the program are made by the program director in consultation with the social work faculty. Students who feel they have been treated unfairly in the termination process are encouraged to pursue grievance procedures applicable to all CSB/SJU students. The grievance policy may be found in the *Academic Catalog* or by consulting the Academic Affairs Office.

Social Work Club

The purpose of the CSB/SJU Social Work Club is to provide those interested in social work and other related fields the opportunity to learn more about the field through guest lecturers, cultural immersions, film presentations, and relevant literature. The club is committed to providing an environment in which members can share a common interest in social work, peace, and justice. As a club officer, students also have the opportunity to serve on the Social Work Program Community Advisory Committee. This committee meets four times during the academic year to review curricular matters, program goals and objectives, and outreach and recruitment strategies. Current officers are President Nicole Kempenich, Vice President Ashley Strobel, Treasurer Meghan Current and Secretary Stacey Endres.

The club encourages all interested students to attend a meeting, participate in an event, visit the club website and become a member. Any questions about the Social Work Club may be directed to swrkclub@csbsju.edu.

Career Planning, Social Work Licensure and Graduate School

Career Planning

Social work students are strongly encouraged to participate in informational and educational seminars, events and services offered through CSB/SJU Career Services (www.csbsju.edu/career/default.htm). Career Services offers seminars on topics, such as resume writing, interviewing skills and conducting a successful job search. In addition, staff are helpful in reviewing resumes, completing mock interviews and discussing job market trends.

Faculty advisers assist in the career planning process by preparing letters of recommendation, coaching students on possible employers to explore based upon their interests and skill levels, and providing career-related advice and support.

Social Work Licensure

Graduation from the CSB/SJU Social Work Program enables students to take the State of Minnesota Social Work Licensing Exam at the baccalaureate level to become a Licensed Social Worker (LSW). Students typically apply for and take the exam in the spring of their senior year.

To become a school social worker in Minnesota requires licensure by two different regulating boards. One license is granted by the Minnesota Board of Social Work; the other is granted through the Minnesota Department of Education.

Social Work Licensure Exam

Minnesota Board of Social Work
2829 University Ave. S.E., Suite 340
Minneapolis, MN 55414-3239
(612) 617-2100
www.socialwork.state.mn.us

School Social Work Credentialing

MN Dept. of Education – Board of Teaching
1500 Hwy. 36 W.
Roseville, MN 55113-4266
(651) 582-8200
www.iseek.org/sv/13120.jsp?id=103

Graduate School

CSB/SJU Career Services (www.csbsju.edu/career/default.htm) offers informational seminars on applying to graduate schools, preparing for graduate admissions tests (MCAT, LSAT, GRE, etc.) and writing polished application essays.

Faculty advisers also assist students by preparing letters of recommendation, discussing different types of graduate programs available, and providing advice about when students should consider pursuing a graduate degree.

The Council of Social Work Education (CSWE) (www.cswe.org/CSWE) provides a list of all accredited graduate social work programs which can help students in beginning their selection process.

Faculty

Janelle Hinchley, MSW, LICSW

Adjunct Instructor/Department Chair

Ms. Hinchley has been teaching social work for the past 5 years. With more than 15 years of experience in the field of clinical social work, she has provided mental health services for children and adults in a variety of school, hospital, government, and private practice settings. Previously, Ms. Hinchley taught in the Social Work Department at St. Cloud State University. She obtained her Master's degree in Social Work from the University of Denver with an emphasis on mental health and courses in both clinical and administrative social work practices.

Kerby Plante, MSW

Adjunct Instructor

Mr. Plante has been practicing in the social services and social work field for the past 11 years. In that time, he has served people in a variety of settings, including teenage foster care and treatment programs, adult mental health, access with managed care and community programming, and educational access for low-income and first-generation students.

Mr. Plante is currently the director of the Upward Bound Program at CSB/SJU. Previously, he's taught as an instructor at the Minnesota School of Business. He has also served on various boards for state, regional, and national organizations within TRiO programs.

Rena Sespene-Hinz LISW, MSW

Adjunct Instructor

Ms Sespene-Hinz possesses more than 22 years of direct social work care practice in clinical settings. She has a bachelor's degree in psychology and sociology and a master's degree in social work with an emphasis on maternal child health. Ms. Sespene-Hinz is currently employed as a social worker by the St. Cloud Hospital and serves the Pediatric & Neonatal Intensive Care Unit, Women's Health Unit, and Family Birthing Center. She has worked in the developmental disabilities field with children and adults and has extensive experience with all areas of medical social work. Her areas of expertise include child abuse and neglect, domestic violence, as well as perinatal bereavement counseling and community organization.

Ms. Sespene-Hinz is chair of the St. Cloud Area Child Abuse & Neglect Prevention Council, a member of the Young Parent Program Network Group, a member of the Stearns/Benton Child Protection Team, and a member of various hospital committees. She has been a practicum instructor to many social work students over the past 12 years.

Felicia Washington Sy, MSW, LICSW

Adjunct Assistant Professor

Ms. Sy obtained undergraduate degrees in theater and sociology at the College of Saint Benedict and her Master's degree in of Social Work from the University of Minnesota, where she was a child welfare scholar from 1996-1998. Upon completing her Master's degree, Ms. SY gained valuable experience in child protection and treatment foster care before beginning a teaching career in the CSB/SJU Social Work Department. Ms. SY is currently working to complete the requirements of a doctorate in social work at the University of Denver. Her dissertation work is centered in exploring alternative forms of therapy for child sexual abuse survivors. Her other research interests include the art and science of yoga in mental health, the feasibility of trans-global social work internships for students, and risk and resilience issues in Senegalese, West African youth.

Appendix: Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards

Educational Policy

1. Purposes

1.0 Purposes of the Social Work Profession

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context. The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.

1.1 Purposes of Social Work Education

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

1.2 Achievement of Purposes

Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.
- Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
- Promoting continual professional development of students, faculty, and practitioners.
- Promoting interprofessional and interdisciplinary collaboration.
- Preparing social workers to engage in prevention activities that promote wellbeing.
- Preparing social workers to practice with individuals, families, groups, organizations, and communities.
- Preparing social workers to evaluate the processes and effectiveness of practice.
- Preparing social workers to practice without discrimination, with respect, and with 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.
- Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
- Preparing social workers to recognize the global context of social work practice.
- Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

2. Structure of Social Work Education

2.0 Structure

Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers. The baccalaureate and master's levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession. Baccalaureate social work education programs prepare graduates for generalist professional practice. Master's social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master's levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills.

Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives. Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

2.1 Program Renewal

Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.

3. Program Objectives

Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master's social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master's social work programs also demonstrate the capacity to meet advanced program objectives.

3.0 Foundation Program Objectives

The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives.

Graduates demonstrate the ability to:

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.
- B6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.¹

¹ Items preceded by a B or M apply only to baccalaureate or master's programs, respectively

- M6. Apply the knowledge and skills of a generalist social work perspective to 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.

3.1 Concentration Objectives

Graduates of a master's social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

3.2 Additional Program Objectives

A program may develop additional objectives to cover the required content in relation to its particular mission, goals, and educational level.

4. Foundation Curriculum Content

All social work programs provide foundation content in the areas specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

4.0 Values and Ethics

Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

4.1 Diversity

Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

4.2 Populations-at-Risk and Social and Economic Justice

Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them. Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

4.3 Human Behavior and the Social Environment

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

4.4 Social Welfare Policy and Services

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course 10 content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

4.5 Social Work Practice

Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

4.6 Research

Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

4.7 Field Education

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

5. Advanced Curriculum Content

The master's curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas (Section 4, 4.0–4.7) are addressed in greater depth, breadth, and specificity and support the program's conception of advanced practice.

Accreditation Standards

1. Program Mission, Goals, and Objectives

- 1.0 The social work program has a mission appropriate to professional social work education as defined in Educational Policy, Section 1.1. The program's mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution's mission.
- 1.1 The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section 1.1. Program goals are not limited to these purposes.
- 1.2 The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).
- 1.3 The program makes its constituencies aware of its mission, goals, and objectives and outcomes.

2. Curriculum

- 2.0 The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.
 - B2.0.1 The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum identified in Educational Policy, Section 4, and demonstrates how its conception of generalist practice is implemented in all components of the professional curriculum.
 - M2.0.1 The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy, Sections 4 and 5. The program defines its conception of advanced practice and explains how the advanced curriculum is built from the professional foundation. The master's program has a concentration curriculum that includes (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field education that supports the advanced curriculum. The program demonstrates how the depth, breadth, and specificity of the advanced curriculum are addressed in relation to the professional foundation.
- 2.1 The social work program administers field education (Educational Policy, Section 4.7 and Section 5) consistent with program goals and objectives that:
 - 2.1.1 Provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.

- 2.1.2 Admits only those students who have met the program’s specified criteria for field education.
- 2.1.3 Specifies policies, criteria, and procedures for selecting agencies and field supervisors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.
- 2.1.4 Specifies that field supervisors for baccalaureate students hold a CSWE-accredited baccalaureate or master’s social work degree.² Field supervisors for master’s students hold a CSWE-accredited master’s social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master’s social work degree, the program assumes responsibility for reinforcing a social work perspective.
- 2.1.5 Provides orientation, field instruction training, and continuing dialog with agencies and field supervisors.
- 2.1.6 Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student’s employment.

3. Program Governance, Administrative Structure, and Resources

- 3.0 The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives.
 - 3.0.1 The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.
 - 3.0.2 The administration and faculty of the social work program participate in formulating and implementing policies related to the 2 recruitment, hiring, retention, promotion, and tenure of program personnel.
 - 3.0.3 The chief administrator has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.
 - B3.0.3 At the baccalaureate level, the social work program director who is the chief administrator, or his or her designee, has a master’s of social work degree from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree.

² This and all future references to “CSWE-accredited baccalaureate or master’s social work degree” include degrees from CSWE-accredited programs or programs approved by its Foreign Equivalency Determination Service.

- M3.0.3 At the master's level, the social work program director who is the chief administrator, or his or her designee, has a master's of social work degree from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree.
- 3.0.4 Social work program directors have a full-time appointment to the social work program and sufficient assigned time (at least 50% at the master's level and at least 25% at the baccalaureate level) to provide educational and administrative leadership. Combined programs designate a full-time social work faculty member to administer the baccalaureate social work program.
- 3.0.5 The field education director has a master's degree in social work from a CSWE accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.
- 3.0.6 The field education director has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership for field education.
- 3.1 The social work program has sufficient resources to achieve program goals and objectives.
 - 3.1.1 The program has sufficient support staff, other personnel, and technological resources to support program functioning.
 - 3.1.2 The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.
 - 3.1.3 The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program's goals and objectives.
 - 3.1.4 The program has sufficient office and classroom space, computermediated access, or both to achieve the program's goals and objectives.
 - 3.1.5 The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning systems).

4. Faculty

- 4.0 The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The program has a sufficient full-time equivalent faculty-to-student ratio (usually 1:25 for baccalaureate programs and 1:12 for master's programs) to carry out ongoing functions of the program.

- 4.1 The program demonstrates how the use of part-time faculty assists in the achievement of the program's goals and objectives.
- 4.2 Faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities.
 - B4.2.1 The baccalaureate social work program has a minimum of two fulltime faculty with master's social work degrees from a CSWE accredited program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree.
 - M4.2.1 The master's social work program has a minimum of six full-time faculty with master's social work degrees from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty have a master's degree in social work and a doctoral degree.
- 4.3 Faculty who teach required practice courses have a master's social work degree from a CSWE-accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.
- 4.4 The program has a faculty workload policy that supports the achievement of institutional priorities and the program's goals and objectives.

5. Student Professional Development

- 5.0 The program has admissions criteria and procedures that reflect the program's goals and objectives.
 - M5.1 Only candidates who have earned a bachelor's degree are admitted to the master's social work degree program.
- 5.2 The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.
- 5.3 In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content.
 - 5.3.1 The program has written policies and procedures concerning the transfer of credits.
 - M5.3.2 Advanced standing status is only awarded to graduates of baccalaureate social programs accredited by CSWE.

- 5.4 The program has academic and professional advising policies and procedures that are consistent with the program's goals and objectives. Professional advising is provided by social work program faculty, staff, or both.
- 5.5 The program has policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.
- 5.6 The program informs students of its criteria for evaluating their academic and professional performance.
- 5.7 The program has policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

6. Nondiscrimination and Human Diversity

- 6.0 The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession's fundamental tenets. The program describes how it's learning context and educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program leadership; speakers series, seminars, and special programs; research and other initiatives) and its curriculum model understanding of and respect for diversity.

7. Program Renewal

- 7.0 The program has ongoing exchanges with external constituencies that may include social work practitioners, social service recipients, advocacy groups, social service agencies, professional associations, regulatory agencies, the academic community, and the community at large.
- 7.1 The program's faculty engage in the development and dissemination of research, scholarship, or other creative activities relevant to the profession.
- 7.2 The program seeks opportunities for innovation and provides leadership within the profession and the academic community.

8. Program Assessment and Continuous Improvement

- 8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.
- 8.1 The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.

Program Changes

The EPAS supports change necessary to improve the educational quality of a program in relation to its goals and objectives. The EPAS recognizes that such change is ongoing. When a program is granted initial accreditation or its accreditation is reaffirmed, the program is, by that action, accredited only at the level or levels and for the components that existed and were reviewed at the time of that action. Prior to the next scheduled accreditation review, changes may take place within the program. Although it is not necessary to report minor changes, programs notify the Commission on Accreditation (COA) of changes such as new leadership, governance, structure, and off campus programs. Depending on the nature of the change, the COA may request additional information. Prior to the implementation of a substantive change the program submits a proposal and receives approval. Substantive changes are defined as those that require a waiver of one or more aspects of EPAS.