SOCIAL WORK PROGRAM
STUDENT HANDBOOK

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The Social Work Program

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Nondiscrimination Policy
Cedar Crest College complies with all applicable federal and state legislation and does not discriminate in
educational programs or in employment on the basis of race, religion, national origin, age, gender,
disability or sexual orientation.

Cedar Crest College Diversity Statement
Founded under the mission to expand women’s access to higher-education, Cedar Crest College values
difference in a diverse, inclusive, and equitable learning environment. The College is committed to
educational excellence, leadership, and civic engagement in a pluralistic society. We thus embrace an
inclusive community that brings together students, faculty, and staff of different racial and multi-racial,
ethnic and multi-ethnic, gender and sexually diverse, religious and nonreligious, economic, and national
identities and ages. Our educational mission includes students who have been historically
underrepresented in higher education, such as students of color, first-generation college students,
international students, students of varying ability or disability, and other identities.

Revised Fall 2018
Preface

The Social Work Program is accredited by the Council on Social Work Education and is designed to provide students with a generalist approach to social work practice. Students who complete the major will be prepared for beginning professional social work practice and usually are awarded advanced standing in graduate social work study.

In order to graduate from the Social Work Program students must have completed the required foundation and professional courses, achieved at least a “C” in each of the professional courses, and satisfied the college’s requirements for graduation.

Each student’s academic progress and ability to remain in the program is regularly monitored by the social work faculty. A formal review of the student’s status occurs in the spring term of the junior year to evaluate her preparation for the senior field education experience (Social Work 339). Acceptance is based on overall academic course work and particularly on performance in Social Work 301 (a “C” or better), which is normally taken in the junior year.

Students must adhere to the Student Handbook for the Social Work Program. They must familiarize themselves with the material in the handbook and understand that they are governed by its contents. All social work majors must read and abide by the National Association of Social Work Code of Ethics.

Please note that students must obtain a 2.0 grade point average, or better in the major course of study (social work) to enter Field Education in Social Work (SWK 339 and 342), Field Education Seminar I (SWK 345) and Field Education Seminar II (SWK 346).

Each student should obtain copies of the Cedar Crest College catalog and use the catalog and handbook as a guide for the educational requirements at Cedar Crest College.

Students must read and sign the Verification of Receipt form included with the handbook.
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Cedar Crest College

Mission Statement

Cedar Crest College is a liberal arts college primarily for women dedicated to the education of the next generation of leaders. Cedar Crest College prepares students for life in a global community by educating the whole student at all stages of life and experience.

Mission Statement of the Social Work Program

The Social Work Program at Cedar Crest College is dedicated to the provision of the highest quality educational preparation of students for entry into beginning generalist social work practice with individuals, families, groups, organizations and communities. Consistent with the mission of the college, the Social Work Program seeks to provide students with a professional education grounded in a liberal arts perspective with a particular focus on the development of women. The Social Work Program is philosophically guided by a generalist approach that is grounded in the core competencies and related practice behaviors. The Social Work Program is also committed to preparing professionals who will have a lifetime commitment to incorporate diversity in practice, and to uphold human rights, and social and economic justice in professional practice.

Goals of the Social Work Program

1. To prepare baccalaureate level students to be effective and competent professional generalist social work practitioners.

2. To provide an educational program for social work students that is grounded in the liberal arts and develops social work knowledge.

3. To provide an educational program for social work students that is grounded in the profession’s history, purposes and philosophy to enable students to effectively negotiate the issues of society and to advocate for the promotion of social and economic justice.

4. To provide an educational program imbued with the knowledge, values and skills of the social work profession that prepares competent baccalaureate level practitioners.

5. To provide an educational program that prepares social work students to be leaders in developing service delivery systems that are humane, sensitive and responsive to the needs of diverse client populations.

6. To provide an educational program that instills in our students the professional ethical values associated with all aspects of social work practice.
Program/Department Student Learning Outcomes

Competency 1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
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, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human
behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

**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 recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
Admissions

Admission policies and procedures of Cedar Crest College can be found in the College Catalog. Admission to the major of Social Work occurs in the following way:

1. In the sophomore year students declare their Social Work major. By this time they have usually taken several foundation courses and at least one social work course. Admission to the program is, at this time, provisional pending successful completion of the first two professional courses (SWK 201 and 202). Students must complete a Declaration of Major Form prior to taking SWK 202. Students are given the Social Work Handbook when they declare the major either in SWK 201, 202, or 303. The professor reviews the Handbook with the class and collects their signatures indicating they have received and reviewed it.

2. At the end of their junior year students are required to apply to take field education. Admission to field education is dependent on successful completion of SWK 327, with a grade of "C" or better. Successful completion of this course implies an adequate performance in demonstrating social work skills through a series of videotapes, in self-awareness through completion of a critical self-appraisal paper, in social work knowledge demonstrated in examinations, and in understanding the value base of the profession. Students must complete a Junior Self Assessment and the Junior Interview prior to continuing into the senior year.

3. At the end of their junior year students must submit to and provide copies of all PA State Police Criminal Record Check, Pa Child Abuse History Clearance, FBI Criminal Background Check forms to the Social Work Program. Those students who are unable to provide clear background checks or child abuse clearances must meet immediately with the Program Director. Students must abide by all the policies and procedures established by each clinical agency. If a clinical site prohibits a student from an experience at that site, then the student may not proceed with the program and will be advised of their options by a social work advisor.

4. Upon entry into the Social Work Program the requirements for graduation is limited to those students who have achieved at least a "C" in each of the professional courses, who have achieved a “C” or better in foundation courses, and who have otherwise satisfied the college requirements for graduation.

5. The granting of a degree from Cedar Crest College is no guarantee that you will be licensed, certified, or accepted for practice by professional licensing agencies.

6. Students majoring in Education, Nuclear Medicine, Nursing, Nutrition or Social Work are required to complete a field practicum or clinical experience. Because this requirement necessitates working with the public in a professional setting, it is important that the student has advanced interpersonal skills, mature judgment, and appropriate professional demeanor. Thus, faculty in these programs will review students prior to the practicum and make appropriate recommendations up to and including removal from placement.

The social work faculty adviser regularly monitors each student’s academic progress as soon as she declares her major. The social work faculty meets individually with each student to review the program and her rights and responsibilities. From this time on the student's academic progress and ability to remain in the program is regularly monitored. A formal review of the student's status occurs in spring term of the junior year to evaluate her preparation for the senior
field education assignment SWK 339). Acceptance to go into the senior year is based on overall academic course work and particularly on performance in SWK 327 (a "C" or better).

Since our program is small and our faculty to student ratio is high we are able to work closely with students in addressing any academic difficulties.

At any point in this admission process a student may appeal to the Chair of the Department of Social Sciences and the Provost, if she thinks she is being treated unjustly by the social work faculty, or if she wants to present circumstances that will justify an exception to the Standards.

**Transfer Policy**

Transfer policies of Cedar Crest College can be found in the College Catalog. Academic credit to students transferring from other accredited institutions into the Social Work Program must meet the standards:

1. The student achieved a "C" or better in the course.
2. The social work faculty is in agreement that the professional and foundation courses meet the Social Work Program's requirement. Faculty evaluate course syllabi, including course objectives, content, learning activities, theoretical perspectives and course reading.

**Academic Credit for Life Experience in Social Work**

Academic credit for life experience and previous work experience is never given, in lieu of field education or of courses in professional or foundation areas.

**Advisement System**

The Academic Advising Program provides individual assistance to students in formulating and attaining academic goals. An advising staff, composed of experienced faculty members and of academic advisors in the Department of Academic Services, works with freshmen and those sophomores who have not yet declared a major. During the summer a faculty adviser is selected for each freshman and new transfer student. Daylong orientation sessions are scheduled in June, at which time each new student meets with her faculty adviser to discuss her academic interests and goals and to select a program for study in the fall semester. Prior to and throughout the first academic year at Cedar Crest, periodic conferences take place between a student and her faculty adviser to assess her academic progress and to discuss subsequent plans, including a major. During the second year the student continues with this adviser until she declares her major. At that time she is transferred to a faculty member in her chosen field. Academic Services has Advising and Retention Specialists, ESL Specialists and a Special Population Advisor, an Advisor for Online Students and Advisors for Adult and Graduate Education.

Students may declare their major any time after completion of their first semester of study or 12-15 earned credits. Declaration of a major must be made by the end of the sophomore year or after 55 earned credits. The official declaration of a major is initiated with a form issued by the Registrar's Office. A student declaring a major that may lead to either the B.S. or B.A. degree shall specify at the time of declaration which program she is entering and which degree she is
seeking. A student will graduate according to the major requirements in effect at the time she declares her major.

Over the last 15 years a social work professor has served as a freshman adviser and all freshman students interested in social work are assigned to him. Each freshman adviser, however, is familiar with the requirements of the Social Work Program and is able to advise students on the appropriate courses for freshman and sophomore level students. Changes in program policy or courses are made known to advisers during training sessions and via memos so they are fully aware of the social work requirements.

Upon declaring an interest to major in social work the student's records are transferred to the department and one of the program's faculty members is assigned as her sole adviser. With the student's record the faculty member is able to assess the student's total educational experience more completely.

The social work faculty adviser is the key person in planning the student's total program including courses, field experiences and related educational activities. The adviser meets with the students no less than (and usually more often) once each semester to evaluate her progress in the program, her other academic courses and other areas related to her educational experience. The social work adviser must sign registration forms for each semester. These periodic meetings provide an opportunity to determine whether or not the student should continue to pursue social work or not. If the faculty becomes aware of a student's poor progress prior to these meetings, the student's adviser is obligated to meet immediately with the student to discuss the difficulties and plan a remedial course of action. In addition, the faculty is in daily contact with advisees in the classroom and is aware of an individual student's needs and problems.

Should the mutual decision be reached by the student and faculty adviser that continued pursuit of a social work career is not in the student's best interests, every effort will be made to keep the student engaged in the pursuit of a more appropriate major course of study.

All social work students take SWK 327, Social Work Processes I, as a necessary prerequisite to and immediately preceding the field education. Since SWK 327 is the preparatory course for field education, the faculty monitors the student's progress carefully. If a student fails to achieve a "C" or better in this course or otherwise evidences problems in grasping and applying the course's concepts, the student and faculty adviser will again evaluate whether or not the student should continue with the social work major. If continuation of the major is appropriate the student is obligated to repeat the course before taking the field education.

Students are required to repeat any social work core course in which they have not received a "C" or better. Students cannot take a social work course more than twice including course withdrawals. In this way, the program can be assured its standards for acquisition of knowledge and skill can be maintained. Other areas of advisement include: senior field education, career planning and graduate school opportunities.

All students are responsible for knowing the requirements for the degree they propose to earn and for arranging their program of study accordingly.

**Advisement and Knowledge of Program**

Because the program is small, all social work faculty participate in advising. There is always mutual agreement and knowledge about program changes. The faculty advises students using the Social Work Program Worksheet which is always kept current with any changes in the program.
(see Appendix B). Students are not required to meet any changes in the program after they have officially declared the major.

**Student Rights and Responsibilities**

The various rights and responsibilities of students are contained in the Cedar Crest College Catalog and the Student Handbook. This handbook has been developed to supplement these and to highlight program policies and practices regarding student rights and responsibilities within the Social Work Program. The faculty adviser reviews this handbook with the student at the time she declares a major in social work. The student must sign that she received the handbook and understands the rights, responsibilities and need for background clearances.

**Social Work Student Rights and Responsibilities**

1. Students must uphold the Honor Philosophy of the College. This states that all students shall uphold community standards for academic and social behavior in order to preserve a learning environment dedicated to personal and academic excellence. Students accept responsibility for their own actions and the effect of these actions on other members of the college community. Academic integrity and ethics remain steadfast, withstanding technological change. The honor code applies to all academic work including, but not limited to, handwritten, computer-generated documents, video or audio recordings, and telecommunications. The entire honor philosophy and description of the community standards for academic conduct can be found in the Cedar Crest College Student Handbook.

2. Appropriate classroom behavior is implicit in the Cedar Crest Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, late departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

3. The Social Work Program attendance policy relates to all social work majors. Social work courses typically meet only fourteen sessions each semester. In the interests of the students’ development as a professional social work practitioner as well as the interests of your future clients, it is vital for students to attend these class sessions.

Therefore, the Social Work Program’s Attendance Policy is as follows:

1) You may miss two class sessions for whatever reasons without penalty.
2) If you miss a third class session the highest overall grade you can receive for the course is a “B”.
3) If you miss a fourth class session the highest overall grade you can receive for the course is a “C”.
4) Five or more class absences will result in your need to retake the course.

**Note:** Students are encouraged to save their two accepted absences for unforeseen circumstances such as illness, transportation problems, work and child care responsibilities, etc. These will not be acceptable excuses for absence if you have already missed two class sessions.
Students representing the college in athletics and other capacities will be excused from class for games/matches/meets, etc. only, not for practices. However, student athletes who are maintaining a less than “C” average in the course will not be excused from class.

In all cases of missed classes it is the student’s responsibility to do whatever is necessary to compensate for any missed assignments or lecture material.

4. Students who breach the academic standard of integrity—as set forth in the types of academic misconduct specified in the Faculty Handbook, Book 4.B.2.a.—are subject to sanctions imposed by an instructor, a department chair, the provost or the board of trustees. Such sanctions can range from, but are not limited to, the expectation to redo an assignment, a reduction in grade for an assignment or course, or the failure of an assignment or course. Extreme cases of academic misconduct, as determined by the provost or the board of trustees, may result in suspension or expulsion from the college, or the withholding, denial or rescinding of academic degrees.

1) Plagiarism and the Honor Code

In consideration of these ideas, all Social Work courses will treat plagiarism in the following ways. Inadvertent plagiarism, the occasional failure to include a citation or the occasional use of a phrase from another source or the omission of a reference, represents sloppy scholarship and is subject to the loss of points on the paper or examination on which it occurs. The submission of an entire paper that is not the student’s original work, whether borrowed or purchased, may result in an “F” for the course. This holds true even in those cases where an outside source is acknowledged but the inclusion of the material is presented as the student’s own work without quotation marks. All cases of plagiarism will be reported to the office of the Provost and to the Chair of the Department.

The initial response to academic misconduct rests with the individual instructor, who is entitled to take into account the student's degree of academic experience and any prior instances of academic misconduct in the student's time at the College, when determining the penalty for the offense. If a student withdraws from a course and the instructor discovers academic misconduct, either before or after the withdrawal, an instructor's grade of "F" for the course supersedes the "W."

All instructors who determine that a student has breached the academic standard of integrity must report the incident to the provost's office using the Academic Misconduct Report and attach relevant evidentiary documentation as appropriate. Instructors encountering a case of academic misconduct may consult with the Provost's Office to determine if the student has committed acts of academic misconduct on other occasions. All instructors are required to include the College's academic standard of integrity on their course syllabi, as well as information about the response to evidence of academic misconduct and potential sanctions incurred. Upon receiving an Academic Misconduct, Report the Provost's Office will notify the student of the misconduct charge and of her rights and the procedure to appeal the charge and its sanctions.

Appeals to charges of academic misconduct or their sanctions follow the process for appealing academic decisions outlined in the Faculty Handbook, Book 4.C.16. All reported incidents of academic misconduct will be held on record by the provost's office. The Provost's Office is to make an annual report to the faculty on the number and nature of academic misconduct cases that occurred during the year.
5. All students have the right to participate and/or run for office in the Cedar Crest College Student Government. Student Government meets regularly to discuss student activities and college policies, to initiate legislation, and to make and amend rules as applicable.

6. If a student is dismissed from the College or the Social Work Program because of failure to meet academic standards outlined in the College catalog she may petition the Academic Policy and Standards Committee for readmission.

7. Academic Services is available to students for academic support. All students have access to professional and peer tutors. Academic Services works with students with disabilities to ensure that the requirements of Section 504 and the Americans With Disabilities Act (ADA) regulations are fulfilled in a reasonable and timely manner on campus. The Advising Center is responsible for coordinating specific services and resources for disabled students.

1) **Accommodations Policy**

*Cedar Crest College is committed to making reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the National Rehabilitation Act in order to assist students with disabilities in reaching their academic potential. If you have a disability that may affect your academic performance in this course, please contact Academic Services (Student Success Center in Cressman Library, 610-606-4628 (tel:6106064628) , or advising@cedarcrest.edu ) to discuss the needed accommodations. Please note that accommodations are not typically retroactive and may require advance notice to implement.*

8. A Bias Response Team, composed of faculty and staff, is available to all students as a way for those who have been subjected to an act of bias, or witnessed such an act, to have their voices heard, to promote civility and respect of diversity, and to create meaningful change in improving the campus climate. See Appendix C for Report Form.

9. Every student in the Social Work Program is responsible for knowing the requirements for the social work degree and for arranging her program of study. This is done with the assistance of the social work adviser. Any exceptions to regulations must be sought by petition to the Academic Policy and Standards Committee. It is the responsibility of the student to obtain written verification of any exceptions to, or waivers of, all institutional and departmental degree requirements.

10. Social work students will graduate according to the social work major requirements in effect at the time she declares the major.

11. Graduation with certification that the student has completed the requirements of our CSWE accredited Social Work Program is limited to those students who have:
   a. Completed each of the required Liberal Arts Curriculum courses (LAC) with a grade of “C” or better
   b. Satisfied all Cedar Crest College graduation requirements
   c. Completed each of the required social work foundation courses with a grade of “C” or better
   d. Completed each of the required social work professional courses with a grade of “C” or better
12. The circumstances for terminating a student's enrollment in the Social Work Program include:
   a. Failure to earn a “C” or better in all required Liberal Arts Curriculum courses (LAC).
   b. Failure to earn a “C” or better in all required professional and foundation courses and refusing to repeat the course.
   c. Failure to earn a “C” or better in the field education, which includes the professional use of self.
   d. A student may not take a Social Work course more than two times and a withdrawal counts as a course taken.

13. Professional self is the ability to maintain appropriate and meaningful working relationships with clients. These factors will all be considered in determining the competence for entry into SWK 339, Field Education in Social Work I. This is determined through a formal review and approval by the Social Work Program faculty which can take place near the conclusion of SWK 327, Processes I or at an earlier time if indicated.

14. Students must submit and obtain appropriate clearances from the PA State Police Criminal Background Check and PA Child Abuse Clearance forms and the FBI fingerprint based Federal Criminal History Background Check by the first night of Field Education Seminar I. A student will not be permitted to begin or continue their Field Education experience unless all the above requirements are met. Driving record may be required.

15. In cases where termination is appropriate the Social Work Program faculty may help the student change to a more appropriate major or transfer to another college. Students are advised of the grievance and appeals procedures.

16. Social Work students have the right to join or form any campus organization and are encouraged to join the Social Work Club.

17. Students have the right to evaluate courses each semester by completing course evaluations which are confidentially completed in class.

18. Social Work students have the right to participate in formulation and modification of policy in the Social Work Program, participate in program evaluation and be involved in the self-study process.

19. Students have the right to be involved in the hiring of new social work faculty. Candidates must present a lecture to the students in a classroom and answer any questions they have. Each student is given the opportunity to evaluate the candidate after the lecture. Students are also provided a time to meet exclusively with the candidate after the lecture.

   **Student’s Organizations**

   **Social Work Club**

   Social work students and other interested students can join the Social Work Club. Dr. Kathleen Boland, from the social work faculty, serves as the club adviser. A description of the club and its purpose can be found in the Cedar Crest College Student Handbook. The club meets several times a month to organize and participate in community service projects and fund raising and advises faculty on how to improve the Social Work Program. Social Work Club will routinely
announce events on campus and in the Diversity and Inclusion Center. The club meets in the Social Sciences Department lounge in Curtis Hall. Examples of recent activities and projects are:

1. Participated in Advocacy Day in Harrisburg, PA.
2. Participated in the following walks: ALS walk, Breast Cancer walk, Leukemia/Lymphoma walk, Autism walk.
3. Volunteering at a soup kitchen.
4. Assisting with a Christmas bazaar at a local nursing home.
5. Raising money to purchase medical supplies for Nepal.
6. Tutoring at a local high school.
8. Applied and received acceptance into the Phi Alpha Honor Society, for Cedar Crest College Social Work Program membership.
9. Raised money to support the annual Senior Social Work Major Award.
10. Co-sponsored Amnesty International Event

Faculty encourages social work students to join the club and participate in its activities. Faculty announces meeting times in classes. Club officers survey social work majors to evaluate the success of the club and gather ideas for future activities. The surveys are handed out in all social work classes.

Phi Alpha Honor Society: IOTA Chapter

Cedar Crest College’s Social Work Program has met the national qualifications for chapter membership. The Purpose of the Phi Alpha Honor Society is to foster high standards of education for social work students and promote humanitarian goals and ideals. The undergraduate social work student is eligible for membership if she: declared social work as her major, achieved sophomore status, completed eight semester hours, or twelve quarter hours of required social work courses, achieved an overall grade point average of 3.0 and achieved a 3.25 or above in required social work courses. Suzanne Weaver is the faculty representative for the Phi Alpha Honor Society.

Mechanisms for Student Participation in College-Wide Policy Formulation

Student Government is the mechanism whereby students formulate and modify policies regarding student affairs. All matriculated students are members of the Student Government. Class officers and dormitory representatives are automatically voting members, as is a representative from the non-traditional age and/or commuting students. The student body elects officers of the Student Government. Student Government has a faculty adviser and faculty will go to the meetings to solicit student feedback and/or seek formal approval of projects that impact on student affairs.

There are typically one or two student members on most of the standing faculty committees. The students are active participants who have voice and voting privileges.

A student representative observes all faculty meetings and reports back to the Student Government on items of interest or concern to the students.
There are also student representatives on the Board of Trustees including the Governance and Instruction Committee which renders decisions on promotion and tenure of faculty. Further description of the Student Government can be found in the Student Handbook.

Cedar Crest College is one of the few colleges with an "Honor Philosophy" that is based upon the principle that students have both the right and the responsibility to govern themselves. Whether the term is “obligation”, “responsibility”, or “honor” the objective remains the same - to establish an atmosphere in which the individual makes her own decisions, develops personal regard for the system under which she lives, and achieves a sense of integrity and judgment. The Honor Philosophy can be found in the College Catalog and in the Student Handbook. This Honor Philosophy applies to all areas of academic and student life including taking exams and writing papers.

**Mechanisms for Student Participation in Social Work Program Policy Formulation**

The formal mechanisms used to evaluate the courses each semester are the course evaluations which are confidentially completed by each class member. Informally, the social work faculty spends the final class session evaluating all aspects of the course with the students. Many course changes were instituted through this process, which also includes careful review of course evaluations and CSWE program outcomes assessment data.

Any other changes in the program are discussed with the students in class for their consideration and feedback. Students are included in the Council of Social Work Education Self-Study process, through representation at meetings with the Community Advisory Committee, and through focus group participation.

Students are always involved in the hiring of new social work faculty. Candidates must present a lecture to the students in a classroom format and the students then have the opportunity to ask questions. Students also meet with each candidate and provide feedback to the faculty.

The social work students feel free at any time to raise concerns about the program with the social work faculty and they often do so.

**Criteria for Evaluating Student’s Academic and Field Performance**

In the description for social work in the College Catalog it states that students who complete the social work major will be certified for beginning professional social work practice. This certification is limited to those students who have completed the required foundation and professional courses, who have achieved at least a “C” in each of the professional courses (a College requirement of all majors), who have achieved a 2.00 or better grade point average in the foundation courses, and who have otherwise satisfied the College's requirements for graduation.

Students must also undergo an evaluation with the social work faculty in the spring semester of the junior year to discuss their preparedness for the field education. Students will bring the completed Junior Self-Assessment and the Application for Student's Fieldwork to this interview (see Appendix D and E). This evaluation is based on the student's objective performance on assigned work and what appear to be her strengths and weaknesses at that juncture in the student's development. Faculty reserves the right to terminate the student from the program at
this time. This rarely happens due to close monitoring of students during their sophomore and first semester junior years.

Students terminate themselves from the program by failing to earn a grade of “C” or better in a professional course and then refusing to repeat the course.

Other students terminate the program because they are leaving the college for a variety of reasons. We have had a few students who left social work because they did not believe it was the right profession for them. In those cases this conclusion was reached after much consultation with the social work faculty. They helped these students transfer to other colleges or other more suitable majors.

**Student’s and Faculty’s Knowledge of Dismissal Procedures**

Students will be made aware of their right to petition the Academic Policy and Standards Committee for continuation or re-admission to Cedar Crest.

**Termination of Student's Enrollment**

The circumstances for terminating a student's enrollment in the Social Work Program are as follows:

1. Students must earn a grade of C or better in each required Liberal Arts Curriculum course (LAC).

2. Students must earn a grade of C or better in each required course or must repeat the course. Students may only take a required foundation course twice. A withdrawal from a course constitutes having taken the course one time.

3. Students must earn a grade of C or better in each required course or must repeat the course. Students may only take a required professional course twice. A withdrawal from a course constitutes having taken the course one time. In addition to the minimum grade requirement evidence significant professional responsibility. The student can not be consistently late in meeting academic or agency guidelines or fail to complete course requirements.

4. Failure to earn a “C” or better in field education or failure to demonstrate the professional use of self.

(Professional self is the ability to maintain appropriate and meaningful working relationships with clients.)

5. Consistent with the Code of Ethics of the National Association of Social Workers, the student is also expected to adhere to those behaviors and standards of conduct required for professional practice. Failure to do so can result in termination from the Social Work Program.

6. Students who can not practice personal reflection and self-correction for continued professional development can be terminated from the Program. They must attend to
professional roles and boundaries and demonstrate professional demeanor in behavior, appearance and communication.

7. The student’s inability to relate to others in an appropriate manner. (This includes interview skills, ability to maintain appropriate professional relationships and respect for social and professional boundaries, appropriate peer relationships, classroom behavior and interactions with the larger community and agencies.)

8. The student’s inability to perform in a professional manner (inappropriate dress and appearance, attitude, not being able to accept supervision and criticism, lack of self-awareness and how one is perceived by others).

9. Students who can not recognize and manage personal values in a way that allows professional values to guide practice. As the student advances through the social work curriculum, the student is expected to identify with and develop a commitment to social work values and goals. Diversity is valued and students are expected to express a variety of opinions and ideas. The student should be receptive to new ideas and accept learning about a variety of approaches.

10. The student’s inability to maintain good judgment with regards to medical or mental health problems. Students must be responsible to seek and complete needed treatment and, if requested, provide documentation on services received. The student’s personal or emotional difficulties consistently and significantly interfere with performance and/or learning. They may also deter this student from relating helpfully to clients and/or developing self-awareness for professional practice in social work.

11. The student’s inability to meet the evaluative criteria in the Field Education Manual.

The circumstances for terminating a student from the Social Work Program will be shared with the student through the following means:

1. The Program Director and/or the student’s academic adviser will convey a verbal warning indicating specific concerns which must be addressed.

2. If the concerns continue, the student will receive written warning from the Program Director delineating specific concerns which must be addressed.

3. If the concerns continue after the written warning, a letter will be sent from the Program Director to the student, the Chair of Social Sciences and the Director of Academic Advising indicating the student’s dismissal from the Social Work Program.

4. A student dismissed from the program will be offered academic advising as to other major areas of study at the college which the student might pursue that may better match the student’s abilities and interests.

5. The dismissal procedure includes the opportunity for the student to petition the Director of the Social Work Program for continuation and requires the student to write a letter indicating the reasons why the student believes the student should be allowed to continue the program.

These factors will all be part of the consideration in determining the student’s appropriateness and competence for entry into SWK 339, Field Education in Social Work I. This determination
occurs through a formal review and approval by the program faculty which takes place near the conclusion of SWK 327, Processes I.

**Student Due Process – Academic Matters**

A student who has a disagreement with a faculty member about an academic matter should first attempt to resolve the matter through discussion with the instructor. If the issue is not resolved satisfactorily between the student and the instructor, the student may elect to contest the decision through the Student Complaints – Appeals Process (see below). If the issue is a dispute of the final grade received in a course, this appeal must be submitted within thirty days of the date that term grades are issued by the Registrar.

**Student Complaints – Appeal Process**

A student who wishes to appeal the decision of an academic matter (academic matters include disputes over grades, allegations of academic misconduct, and program dismissals) or has a specific complaint regarding a non-academic matter should address the issue in writing to the Program Director of the academic program. If the complaint or appeal involves the Program Director, the student should address the issue in writing to the Department Chair. The original complaint or appeal will be kept on file with the Program Director. The Program Director in consultation with the Department Chair and any faculty named in the complaint or appeal or the Department Chair (if the complaint or appeal involves the Program Director) will make a decision on the adjudication of the complaint or appeal to the student in writing within thirty days. This decision will be kept on file with the Program Director. If the student is dissatisfied with the decision of the Program Director or Department Chair, the student has seven days to appeal in writing to the Dean of the School of Adult and Graduate Education. The student should submit all correspondences along with the appeal. The Dean will respond in writing to the student and Program Director within thirty days regarding the Dean’s decision of the appeal. The decision of the Dean will be kept on file with the Provost. If the student is not satisfied with the decision of the Dean, the student has seven days to address the issue in writing to the Provost. The Program Director also has the option of appealing the Dean’s decision to the Provost. Upon receipt of the appeal and all correspondences, the Provost will consult with the Dean and will have thirty days to respond in writing to the student, Dean, and Program Director regarding the decision of the Provost. The appeal to the Provost and the written response will be kept on file with the Provost. Decisions of the Provost are final.

**Academic Misconduct**

Cedar Crest College considers the following acts, but not only the following acts, to be breaches of its academic standard of integrity. Cedar Crest College reserves the right to alter the definitions of academic misconduct herein.

i. **Cheating.** During the completion of an academic assignment (e.g. quizzes, tests, examinations, artistic works, presentations, or papers), it is dishonest to use, have access to, or attempt to gain access to any and all sources or assistance not authorized by the instructor.
ii. **Plagiarism.** Plagiarism is the act, intentional or not, of misrepresenting the work, research, language or ideas of another person (published or unpublished) as one's own. An assignment or part of an assignment that fails to acknowledge source material through an appropriate academic discipline's citation conventions for quotation, paraphrase, and summary also constitutes plagiarism.

iii. **Collusion.** Collusion is the collaboration of two or more individuals in either giving or receiving assistance not authorized by the instructor for the completion of an academic assignment.

iv. **Falsification.** Falsification is the misrepresentation of academic work or records. Falsification includes, but is not limited to: the fabrication of research, scientific data, or an experiment’s results; providing false information regarding an academic assignment, including reasons for absence, deadline extension or tardiness; the tampering with grade or attendance records; the forging or misuse of college documents or records; or the forging of faculty or administrator signatures. An assignment or part of an assignment, submitted for academic credit in one course and resubmitted by the student for academic credit in another course without both instructors’ permission also constitutes falsification.

v. **Sabotage.** Sabotage is the act of hindering another student’s (or students’) ability to complete an academic assignment. Destruction of college property (e.g. library holdings, laboratory materials, or computer hardware or software) may constitute sabotage.

vi. **Other forms of academic misconduct.** The forms of academic misconduct defined above are not exhaustive, and other acts in violation of the Cedar Crest Honor Code or academic standards of integrity may be deemed academic misconduct by an instructor or by the college.

**Response to Academic Misconduct**

Students who breach the academic standard of integrity—as set forth in the types of academic misconduct specified in the Faculty Handbook, Book 4.B.2.a.—are subject to sanctions imposed by an instructor, a department chair, the provost or the board of trustees. Such sanctions can range from, but are not limited to, the expectation to redo an assignment, the reduction in grade for an assignment or course, or the failure of an assignment or course. Extreme cases of academic misconduct, as determined by the provost or the board of trustees, may result in suspension or expulsion from the college, or the withholding, denial or rescinding of academic degrees.

The initial response to academic misconduct rests with the individual instructor, who is entitled to take into account the student’s degree of academic experience and any prior instances of academic misconduct in the student’s time at the College, when determining the penalty for the offense. If a student withdraws from a course and the instructor discovers academic misconduct, either before or after the withdrawal, an instructor’s grade of “F” for the course supersedes the “W.”

All instructors who determine that a student has breached the academic standard of integrity must report the incident to the provost’s office using the Report of Academic Misconduct and attach relevant evidentiary documentation as appropriate. Instructors encountering a case of
academic misconduct may consult with the provost’s office to determine if the student has committed acts of academic misconduct on other occasions.

All instructors are required to include the College's academic standard of integrity on their course syllabi, as well as information about the response to evidence of academic misconduct and potential sanctions incurred. Upon receiving a Report of Academic Misconduct, the provost’s office will notify the student of the misconduct charge and of her rights and the procedure to appeal the charge and its sanctions.

Appeals to charges of academic misconduct or their sanctions follow the process for appealing academic decisions outlined in the Faculty Handbook, Book 4.C.16. All reported incidents of academic misconduct will be held on record by the provost’s office. The provost’s office is to make an annual report to the faculty on the number and nature of academic misconduct cases that occurred during the year.

**Conditional Standing and Dismissal Policy**

The faculty at Cedar Crest College has adopted the following policy concerning conditional standing and separation from the College:

1. Matriculated students who fail to achieve a cumulative grade point average of 1.8 as first-semester freshmen will be placed on conditional standing for the subsequent term. Students who fail to achieve a cumulative grade point average of 2.0 for any term after their first-semester freshman term will be placed on conditional standing. Part-time matriculated students will be reviewed for possible conditional standing for every accumulation of 15 credits they complete. Part-time students who fail to achieve a cumulative grade point average of 2.0 for every 15 credits will be placed on conditional standing for their subsequent 15 credits.

2. Matriculated students who fail to achieve a cumulative grade point average of 2.0 after three terms on conditional standing will be subject to our dismissal procedure.

3. Matriculated students who fail to achieve a cumulative grade-point average of 1.0 may be subject to dismissal procedures.

The dismissal procedure includes the opportunity to petition the Academic Policy and Standards Committee for continuation and requires the student to prepare a petition.

This petition must include official documentation of specific academic work or equivalent experience during the interval between dismissal and readmission.

Once readmitted to the College, the student must achieve a grade point average of 2.0 or better every semester to remain. If a student is dismissed a second time, there is no appeal.
Social Work Curriculum Content

Requirements for the Major in Social Work

The major in social work consists of Foundation Courses: Sociology 100, 220, 313 and 321; Psychology 100 and 210; and Required Professional Courses: SWK 201, 202, 243, 261, 300, 303, 313, 324, 325, 326, 327, 328, 329, 339, 345 and 346.

Social work students, in meeting the mathematics requirement, are required to take Math 102 and Sociology 324 or a higher-level mathematics course which may be taken with the approval of the program's faculty. Students who are not computer literate are required to take CIS 101. To fulfill the 7 credits to meet her scientific knowledge requirement, social work students must take Biology 111 and 112 in their freshman or sophomore year.

Only courses in social work that are cross-listed in sociology are applicable to the college's general education requirements.

The Capstone Experience for the Social Work Program will be the required field education (SWK 339, Field Education in SWK I) in which students apply theoretical knowledge gained from professional social work courses as well as numerous sociology courses they have completed. This course consists of a 450-hour field education experience at a social service agency during the student's senior year. Students also are required to attend a weekly one-hour class to discuss the development of learning agreements with their respective agency field instructors, administration in social work, and spirituality in social work education.

Concurrent with the field education experience, students are required to take SWK 345, Field Education Seminar I in the fall semester and SWK 346, Field Education Seminar II, in the spring semester. Each of these courses integrates theoretical knowledge students have gained in the classroom with the experiential learning taking place in the field education experience and are part of the capstone experience.

Social Work Courses

170 SPS Understanding and Using A.P.A. Editorial Style 1 credit
(Concurrent with 201)

201 Introduction to Social Work 4 credits
The field of social work, its values, methods and settings are studied as well as the organization and role of the social work profession. The course includes an introduction to the generic aspects of social work methods in assisting individuals and groups and the use of community resources; includes on-site observations with social work professionals.

202 The Social Welfare Institution 4 credits
(Cross-listed as Sociology 202)
The social welfare organization as the institutional response to the social problems resulting from changes in society and culture; historical development; philosophical, humanitarian and religious foundations; trends in social welfare, including concern for poverty and the poor; the delivery of social welfare services and their extension to areas of need other than economic.

243 Social and Psychological Aspects of Aging 4 credits
(Cross-listed as Sociology 243)
An introduction to the field of aging. Four primary areas of inquiry are studied: the biological, psychological, sociological and spiritual aspects of aging; exploration of specific problem areas in gerontology, and the social work response to these issues.
245 Introduction to Peace Studies (GS/WR2)  3 credits
(Cross-listed as Sociology 245-elective not required for completion of Social Work Program)
An overview of the history, philosophy and ideas encompassing the evolving field of peace studies, topics include the causes of war, the nature of power, approaches to building peace, non-violent conflict resolution, community mediation techniques and consensus decision-making.

254 Violence in the Family  3 credits
(Selective not required for completion of Social Work Program)
Examines violence in the family from a sociological and psychological perspective. The student will develop a knowledge and understanding of the recent research and theory of various forms of familial violence. The student will gain a familiarity with the forms violence takes in the family as well as an understanding of the past and current societal response to familial violence. The course makes use of lectures, discussion and films.

260 Special Topics  3 credits
Special Topics courses are occasionally offered in subjects of interest to social work majors as well as to students in related human services majors.

300 Community Organizing and Social Planning  3 credits
The course includes strategies for organization and development of local communities to meet human needs and to enhance the social environment. Special emphasis is placed on the role of the community organizer in working with established community structures, identifying and encouraging leadership, and facilitating planned community change.

303 Human Behavior and the Social Environment  3 credits
This course is to build on a strong theory foundation for social work practice with specific content in social, behavioral and biological sciences. A bio-psycho-socio-spiritual-cultural framework for students to view human growth and development through the life span will be examined. The “person-in-environment” focus is approached from an ecological perspective of individual in the context of family, groups and the community. The social systems model will help students focus on the dynamic interplay and reciprocal nature of the person and the environment.

304 Child Abuse, Maltreatment & Neglect in Childhood and Adolescence  3 credits
Child abuse, maltreatment and neglect is a pervasive social problem that affects families and communities. This course will examine the history of child maltreatment, policy, practice and prevention issues. Specific content on child physical abuse, sexual abuse, child neglect, psychological maltreatment and other related forms of child abuse will be explored. The role of child welfare, the legal system and cultural and international abuse issues will be addressed in this course.

313 Minorities and Human Relations  3 credits
(Cross-listed as Sociology 313)
A comparative study of racial and ethnic contacts with emphasis on such social processes as acculturation, conflict, competition, anticipatory socialization and marginality, nationalistic movements and prejudice.

321 The Family as a Social Institution  3 credits
(Cross-listed as Sociology 321)
A consideration of family and marriage as basic institutions in human societies with emphasis upon the variety of forms they assume in different cultures and subcultures, including ethnic, regional and class variations in American society. Special attention is paid to modifications in
family and marriage patterns, structure and customs in response to social and cultural change, particularly the rapid changes occurring in the 21st century.

324  **Social Science Statistics**  3 credits
(Cross-listed as Sociology 324)
Designed to provide social and behavioral science majors with a fundamental understanding of what statistics are and how and why they are used in social scientific research. The focus is on gaining a working knowledge of “the big picture” associated with being a consumer of empirical research in an information age. In this context, this course emphasizes both theoretical and applied statistical analysis. Students explore the theory-research paradigm connected with all sciences, current issues in social science measurement, the basics of the normal curve, the role of populations, samples and sampling distributions in hypothesis testing, and key descriptive and inferential statistical techniques often used in both popular and social scientific literature.

325  **Social Work Research Methods and Design**  4 credits
Provides practitioners with the understanding of a scientific, analytical approach to knowledge building. Examines the concepts of theory development, conceptualization and hypothesis formulation across social work practice. The content includes research design, sampling, instrumentation, methods of data collection and analysis as well as descriptive inferential statistics and critical analysis of empirical research. The student will develop an original research project to be carried out in Social Work 326. Prerequisites: Social Work 201, 202, Mathematics 102, Sociology 324 or Mathematics 110.

326  **Evaluating Social Work Research**  4 credits
This is the second of two methods courses (Social Work 325 and 326) in applied research. Students will apply the scientific and analytic approaches to building knowledge for practice and evaluation of social work practice. The goal of the course is to provide students with the opportunity to carry out an original research study developed by the students in Social Work 325 that evaluates services delivery in all areas of education. The student will be able to critically evaluate the research findings and learn to use empirical data appropriately in practice. Prerequisite: Social Work 325.

327  **Social Work Processes: Individuals, Families, Groups**  4 credits
Problem-solving processes relevant to social work practice considered within a social systems frame of reference. Methods common to all fields of social work are stressed, including communication and interpersonal interaction processes, assessment procedures, interventive strategies and the sequential phases of the helping process. Content will examine human diversity, life-span development, and the life model. Applied experience involving videotaping interviewing techniques. Prerequisites: Social Work 201, 202, 300 and 303.

328  **Poverty and Income Redistribution**  4 credits
An examination of the systems of resource allocation in the United States, the economic foundations upon which these systems are based, their inefficiencies and inequalities, and the means of redistributing resources to eliminate/reduce conditions of poverty. Specific reference will be made to those social welfare programs and policies known as income maintenance including their financing and political development, and their critical analysis through the application of key socioeconomic criteria. Prerequisite: SWK 201 and 202 or permission of instructor.
329  Generalist Social Work Practice  3 credits
An examination of generalist social work practice including values, knowledge and skills needed to work with individuals, groups, communities and organizations. Attention will be paid to the links between micro, mezzo, and macro levels of practice reflecting the generalist systems approach central to the social work profession. The course intends to integrate numerous case examples and practice applications to further clarify key social work practice principles and demonstrate how skills are applied in generalist social work practice settings. Content emphasizes ethical reasoning and the NASW Code of Ethics to challenge students to think critically.

339  Field Education in Social Work I (Capstone Experience)  9 credits
A required field learning experience applying theoretical knowledge gained in previous courses. Student chooses placement in a cooperating social work agency under professional supervision. Equal attention is given to cognitive and attitudinal aspects of learning to deal with people who have a range of backgrounds and problems. To be taken concurrently with SWK 345. Four hundred and fifty hours in the field required with one-hour weekly seminar on campus. No credit will be given for previous field education or job experience. Taken in the fall and spring semesters of the student's senior year. Prerequisites: SWK 201, 202, 300, 302, 303, 325, 326, 327 and 328.

342  Field Education in Social Work II  1-9 credits
An elective field learning experience available to students who have completed SWK 339. Students may choose to continue with the same agency used for SWK 339 or choose another agency setting. Prerequisite: SWK 339 and 345.

345  Field Education Seminar I (Capstone Experience)  3 credits
This course is taken concurrently with SWK 339 and provides the opportunity to integrate and reconcile theoretical concepts learned in foundation and professional social work courses and apply them to the field education experience. The integration of theory and practice is the keynote of this seminar.

346  Field Education Seminar II (Capstone Experience)  3 credits
An advanced course in social work principles, methods and values, in practice. Emphasis is on the continued development of practice theory. A capstone course in social work practice in which special consideration is given to critical issues in contemporary social work practice. Guest lecturers who are professionals in the field and audiovisual aids will be used to exemplify current social work theory and alternative modes of practice. Prerequisites: All required professional social work courses.

360  Special Topics  1-3 credits
Special topics courses are occasionally offered in such subjects of interest to social work students.

390  Independent Study  1-3 credits
Appendix A.

2015 Educational Policy and Accreditation Standards
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.

Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals
The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values, and are informed by program context.

Values
Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.
Program Context
Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

Accreditation Standard 1.0—Program Mission and Goals
1.0.1 The program submits its mission statement and explains how it is consistent with the profession’s purpose and values.

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

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

Educational Policy 2.0—Generalist Practice
Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.
The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

Accreditation Standard B2.0—Generalist Practice
B2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

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

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

Accreditation Standard M2.0—Generalist Practice
M2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
M2.0.2 The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

M2.0.3 The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy M2.1—Specialized Practice

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master’s program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

Accreditation Standard M2.1—Specialized Practice

M2.1.1 The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.

M2.1.2 The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.

M2.1.3 The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.

M2.1.4 For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy 2.2—Signature Pedagogy: Field Education

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

Accreditation Standard 2.2—Field Education

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

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

M2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.3 The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.

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

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

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

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

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

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

M2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master’s students hold a
master’s degree in social work from a CSWE-accredited program and have 2 years post-master’s social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

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

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

Educational Policy 3.0—Diversity
The program’s expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program’s institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Accreditation Standard 3.0—Diversity
3.0.1 The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.

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

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

Educational Policy 3.1—Student Development
Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students’ professional development.

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

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

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

M3.1.1 The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.

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

M3.1.3 The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services,* or covered under a memorandum of understanding with international social work accreditors.

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

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

Advisement, retention, and termination

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

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

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

Student participation

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

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

* This and all future references to degrees from social work programs accredited by CSWE, include degrees from CSWE-accredited programs or recognized through CSWE’s International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.
Educational Policy 3.2—Faculty
Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program’s mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

Accreditation Standard 3.2—Faculty
3.2.1 The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.

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

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

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

M3.2.4 The master’s social work program identifies no fewer than six full-time faculty with master’s degrees in social work from a CSWE-accredited program and whose principal assignment is to the master’s program. The majority of the full-time master’s social work program faculty has a master’s degree in social work and a doctoral degree, preferably in social work.

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

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

3.2.7 The program demonstrates how its faculty models the behavior and values of the profession in the program’s educational environment.
Educational Policy 3.3—Administrative and Governance Structure
Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program’s mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

Accreditation Standard 3.3—Administrative Structure
3.3.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.

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

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

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

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

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

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

M3.3.4(a) The program describes the master’s program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program. In addition, it is preferred that the master’s program director have a doctoral degree, preferably in social work.

M3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work master’s program.
M3.3.4(c) The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient.

3.3.5 The program identifies the field education director.

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

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

M3.3.5(b) The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-master’s social work degree practice experience.

B3.3.5(c) The program describes the procedures for calculating the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M3.3.5(c) The program describes the procedures for calculating the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master’s programs. The program demonstrates this time is sufficient.

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

Educational Policy 3.4—Resources
Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program’s mission and goals and to support learning and professionalization of students and program improvement.

Accreditation Standard 3.4—Resources
3.4.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

3.4.2 The program describes how it uses resources to address challenges and continuously improve the program.
3.4.3 The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.

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

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

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

Educational Policy 4.0—Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students’ demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence.

Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

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

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

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master’s social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:

- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
• At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
• An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
• Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students’ performance meets the benchmark.
• An explanation of how the program determines the percentage of students achieving the benchmark.
• Copies of all assessment measures used to assess all identified competencies.

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

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

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

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

Developed by the Council on Social Work Education (CSWE) Commission on Educational Policy and the CSWE Commission on Accreditation; Educational Policy approved by the CSWE Board of Directors on March 20, 2015; Accreditation Standards approved by the CSWE Commission on Accreditation on June 11, 2015. 
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### SECTION I: Liberal Arts Requirements (must receive a C or better in all courses)

#### Natural Sciences (must complete 2 courses, at least one must be a lab-based course, 7 credits)

1. **Lab:** BIO 111 Concepts in Ecology & Environmental Issues  
   - Course: __________________  
   - Semester: ______________  
   - Grade: _________

2. BIO 112 Concepts in Human Biology & Health Issues  
   - Course: __________________  
   - Semester: ______________  
   - Grade: _________

#### Writing (must complete two courses, 6 credits)

1. **WRI:** WRI 100 or HON 122 College Writing or Freshman Scholars, Writing Diversity  
   - Course: __________________  
   - Semester: ______________  
   - Grade: _________

2. **WRI2:** SOC/SWK 313 Minorities & Human Relations  
   - Course: __________________  
   - Semester: ______________  
   - Grade: _________

#### Arts (must complete 2 courses, at least one must be a 3-credit course, 6 credits total)

1. Course: __________________  
   - Semester: ______________  
   - Grade: _________

2. Course: __________________  
   - Semester: ______________  
   - Grade: _________

#### Humanities (must complete 2 courses, 6 credits)

1. **HUM:**  
   - Course: __________________  
   - Semester: ______________  
   - Grade: _________

2. **HUM:** (HIS, LIT, PHI, PSC)  
   - Course: __________________  
   - Semester: ______________  
   - Grade: _________

#### Math & Logic (must complete 2 courses, one must be a college level mathematics course, 6 credits)

1. **ML:** MATH 102 College Mathematics or higher  
   - Course: __________________  
   - Semester: ______________  
   - Grade: _________

2. **ML:** SOC-SWK 324 / MATH 110 Social Sciences Statistics/Probability & Statistics  
   - Course: __________________  
   - Semester: ______________  
   - Grade: _________

#### Ethics (must complete all 3 SWK courses)

1. **ETH:** SWK 339, SWK 345 and SWK 346  
   - Course: __________________  
   - Semester: ______________  
   - Grade: _________

#### Social Sciences (must complete 2 courses, 6 credits)

1. **SS:** PSY 100 General Psychology  
   - Course: __________________  
   - Semester: ______________  
   - Grade: _________

2. **SS:** PSY 210 Lifespan Development  
   - Course: __________________  
   - Semester: ______________  
   - Grade: _________

#### Global Studies (must complete 1 course, 3 credits)

1. **ANT 101 or SOC 222** or any GS designation  
   - Course: __________________  
   - Semester: ______________  
   - Grade: _________

   *(PSC 231 may be required for some graduate schools)*

### SECTION II: Required Social Work Foundation Courses Total Credits: 15

#### Sociology (2 courses, 6 credits)

1. **SOC 100** Introduction to Culture and Society  
   - Course: __________________  
   - Semester: ______________  
   - Grade: _________

2. **SOC 321** The Family as a Social Institution  
   - Course: __________________  
   - Semester: ______________  
   - Grade: _________

#### Anthropology (1 course, 3 credits)

1. **ANT 100 or ANT 101** Cultural Anthropology  
   - Course: __________________  
   - Semester: ______________  
   - Grade: _________

#### Psychology (2 courses, 6 credits)

1. **PSY 100** General Psychology  
   - Course: __________________  
   - Semester: ______________  
   - Grade: _________

2. **PSY 210** Lifespan Development  
   - Course: __________________  
   - Semester: ______________  
   - Grade: _________
1. SWK 201 Introduction to Social Work (4 Credits) Fall Semester
   Course: ___________________ Semester: __________ Grade: ________
2. SPS 170/171 Understanding and Using A.P.A. Editorial Style for Social Work Majors (1 Credit) – Fall Semester.
   NOTE: To be taken concurrently with SWK 201.
3. SWK/SOC 202 The Social Welfare Institution (4 Credits) Spring Semester
   Course: ___________________ Semester: __________ Grade: ________
4. SWK/SOC 243 Social & Psychological Aspects of Aging (4 credits) – Fall Semester
   Course: ___________________ Semester: __________ Grade: ________
5. SWK 300 Community Organizing and Social Planning (3 Credits) – Fall Semester
   Course: ___________________ Semester: __________ Grade: ________
6. SWK 303 Human Behavior and the Social Environment (3 Credits) – Fall Semester
   Course: ___________________ Semester: __________ Grade: ________
7. SWK 313 Minorities and Human Relations (3 Credits) – Fall Semester
   Course: ___________________ Semester: __________ Grade: ________
8. SWK/SOC 324 Social Science Statistics (3 Credits) - Spring Semester. NOTE: SWK/SOC 324 must be taken prior to SWK/SOC 325.
   Course: ___________________ Semester: __________ Grade: ________
9. SWK 325 Social Work Research Methods and Design (4 Credits) – Fall Semester
   Course: ___________________ Semester: __________ Grade: ________
10. SWK 326 Evaluating Social Work Research (4 Credits) – Spring Semester
    Course: ___________________ Semester: __________ Grade: ________
11. SWK 327 Social Work Processes: Individuals, Families and Groups (4 Credits) – Spring Semester
    Course: ___________________ Semester: __________ Grade: ________
12. SWK 328 Poverty and Income Redistribution (4 Credits) – Spring Semester
    Course: ___________________ Semester: __________ Grade: ________
13. SWK 329 Generalist Social Work Practice (3 Credits) – Spring Semester
    Course: ___________________ Semester: __________ Grade: ________
14. SWK 339 Field Education in Social Work I (9 Credits) – Fall through Spring Semester (Capstone)
    Course: ___________________ Semester: __________ Grade: ________
15. SWK 345 Field Education Seminar I (3 Credits) – Fall Semester (Capstone)
    Course: ___________________ Semester: __________ Grade: ________
16. SWK 346 Field Education Seminar II (3 Credits) – Spring Semester (Capstone)
    Course: ___________________ Semester: __________ Grade: ________

Need a total of 120 credits to graduate.

Reminders:

To complete the LAC, a student must earn a grade of “C” or better in all required coursework taken to meet the LAC and Social Work foundation and professional course requirements.

Students may use two courses from the same discipline to fulfill requirements within and across these categories. For example, PSY 100 and PSY 210 can now be used to fulfill both Social Science requirements and COM 225 could be used as an Art requirement along with COM 245 as a Humanities.

WRI-2 courses are the only courses that may “double dip” (e.g. a student who takes a WRI-2 in English may also count that course toward the Humanities requirement).

All students are responsible for knowing the requirements for the degree they propose to earn and for arranging their program of study accordingly.
Appendix C.

Bias Response

Bias Response Policy

Cedar Crest College (the "College") values a diverse, inclusive, and equitable learning environment. The College is committed to maintaining a respectful and welcoming living, learning, and working environment for all students, faculty, and staff. As such, the College has established the Bias Incident Response Team. The Response Team is the first response from the College in coordinating responses to bias and hate incidents. The Response Team ensures that affected individuals have access to appropriate resources, to assist the College in its response, and to facilitate a coordinated campus response to bias-related incidents and situations.

Bias incidents are expressions, acts, or behaviors — verbal, written, or physical — which are directed against or target an individual or group based on perceived or actual characteristics, such as, race, ethnicity, color, religion, gender, gender identity, gender expression, pregnancy, national origin, age, disability, sexual orientation, familial status, veteran status, or any other characteristic protected from discrimination under law. Bias incidents include hate crimes as defined under federal and applicable state law. Incidents do not need to be hate crimes to be reported. All such incidents may violate College policies regarding student, faculty, and staff conduct, as well as laws against discrimination. The College strongly encourages the reporting of all hate crimes and bias incidents.

As an academic community, the College values protected free speech as central to advancement of learning. The College also recognizes an obligation to ensure an educational environment that is welcoming and inclusive of all learners.

The Bias Incident Response Team does not replace processes and policies for reporting and addressing acts of discrimination, harassment, or violence, including but not limited to those established in student, faculty, and staff handbooks or by the offices of Student Affairs, Human Resources, the Provost, or the College Police.

Reporting Bias

Why Should I Report?

Reporting bias and hate crimes allows the College to assist those in need, respond to incidents, track patterns of incidents, and to revise, develop, and/or implement effective interventions to maintain a respectful and welcoming living and learning environment for all students, faculty, and staff.

How Do I Report?

Report suspected bias or hate crime incidents to the College in the following ways:

TO REPORT AN EMERGENCY SITUATION OR TO REPORT A CRIME IN PROGRESS:
ON CAMPUS - CALL CAMPUS POLICE AT 610-437-4471 or "0" (from a campus phone)
OFF CAMPUS - CALL 911

Incidents that threaten, result in, or potentially could result in physical harm or violence should be immediately reported to law enforcement.

For all other matters, you may file a report by:

In person — Contact a Bias Incident Response Team member (See Below)

Online — Downloadable PDF File

Individuals may request that their report be anonymous. The Response Team recognizes the importance of balancing an individual's right to confidentiality and
privacy with the community’s need to know how the College is responding to an incident. All incidents reported to the Response Team will be handled with privacy and discretion. Any personal information obtained will be subject to disclosure only to the extent required by law, or as required for the College to respond appropriately.

What Do I Include in My Report?

Include all information related to the incident, including what happened, who was involved, where, when or a description of the incident, the persons involved and present at the incident, the location of the incident and the date/time of the incident.

Keep any evidence, including photographs, written notes, text messages, documents and contact information for witnesses or other persons involved with the incident. File a report as soon as possible after the incident occurs to preserve the accuracy of information.

Note: A lack of “hard evidence” or significant time lapse since an incident occurred should not discourage you from filing a bias report.

Who Can Report Bias?

Any member of the College community—students, faculty, staff, or visitors—can report incidents involving bias or hate.

What to Expect Once You Have Filed a Report

If you provide contact information, a College official will contact you. If you made an anonymous report, the College will review the incident as reasonably feasible, based on the information provided. If you are willing to meet with the Response Team, the team may review additional options and resources with you.

Bias Incident Response Team

Initial Responders

They are the first line of review for all cases. Based on the nature of the situation, this team may refer cases on to other departments or convene a team of Secondary Responders. This primary team is also responsible for generating all Bias Incident Response Team reports.

Students

Staff and Faculty

Director of Community Standards and Residence Life
Kelly M. Steinmetz
610-606-4666 ext. 3351
Allen House Office #3
ksteinmetz@cedarcrest.edu

Director of Diversity & Inclusion
Tatiana Diaz
610-606-4666 ext. 3956
Allen House Office #1
Tadiaz@cedarcrest.edu

Director of Human Resources and Title IX coordinator
Lisa Garbock
610-606-4666 ext. 3584
Blaney Hall Room 104
Lgarbock@cedarcrest.edu

Associate Provost
Robert Wilson
610-606-4666 ext. 4637
Blaney Hall Room 206
Rwilson@cedarcrest.edu

Secondary Responders

The following individuals serve in a secondary capacity; and, assess particular incidents and situations based on their expertise with specific types of bias response and professional employment within the campus community.

Students

Staff/Faculty

Director of Academic Services / Academic Department Chairs
https://my.cedarcrest.edu/ICS/Current_Students/Center_for_Diversity_and_Inclusion_(CDI)/Bias_Response.jnz
**International Student Services**

Calley Taylor
610-506-4666 ext. 3382
Academic Success Center
Claylor@cedarcrest.edu

**Disability Services Specialist**

Dolly Singley
610-506-4666 ext. 4462
Academic Success Center
Dsingley@cedarcrest.edu

**Resources**

Learn more about the definitions of bias, harassment and discrimination

- Student Handbook
- Staff Handbook
- Faculty handbook (book V)
HOW TO REPORT A
BIAS INCIDENT
We are committed to maintaining a respectful and welcoming living, working, and learning environment that supports faculty, staff, and students.

WHAT IS BIAS
expressions, acts, or behaviors—verbal, written, or physical—which are directed against or target an individual or group based on perceived or actual characteristics, such as race, ethnicity, gender, religion, gender identity, sexual orientation, age, disability, veteran status, or any other characteristic protected from discrimination under law.

WHY SHOULD I REPORT
To allow the College to address concerns and report to students, employees, and their families.

WHO DO I REPORT TO?
TO REPORT AN EMERGENCY SITUATION: CONTACT POLICE.
ON-CAMPUS CALL 911 OR DIAL 900-643-7000. OFF-CAMPUS CALL 911.
OFFICE OF THE CAMPUS HALL, ROOM 207.

ONLINE @ MYCEDARCREST.EDU
IN PERSON

STUDENTS
Director of Community
Standards and Residence Life
Kelly M. Steinbrecher
700-640-4996 ext. 309
Allen House Office 35
kssteinbrecher@cedarcrest.edu

Director of Diversity & Inclusion
Tatiana Chazan
700-640-4996 ext. 3596
Allen House Office 31
Tatiana@cedarcrest.edu

STAFF & FACULTY
Director of Human Resources
Director of Title IX Coordinator
Tina Carbachio
700-640-4996 ext. 3596
Brandy Hall Campus Office
Logan.berkley@cedarcrest.edu
Associate Provost
Robert Wilson
700-640-4996 ext. 3596
Brandy Hall Campus Office
Rawlson@cedarcrest.edu

WHAT DO I INCLUDE IN MY REPORT?
Include all information related to the incident that was reasonable to expect. Include the names and initials of the incident; the events and any facts related to the incident; the location of the incident and the date; and any evidence and keep any evidence.

WHAT TO EXPECT ONCE YOU HAVE FILED A REPORT
If you provide contact information, a College official will contact you. If you made an anonymous report, the College will review the incidents as reasonably feasible, based on the information provided.
BIAS INCIDENT REPORT

Reporting Date:

Incident Date:

Incident Time:

Incident Location:

Type of Incident (check all that apply)

☐ Verbal Harassment
☐ Physical Harassment
☐ Online Harassment
☐ Phone or Text Harassment
☐ Damage to Property
☐ Written Slur / Graffiti
☐ Hate Symbol
☐ Stalking
☐ Other (specify)

Please describe the incident(s) in full detail, including, but not limited to, what happened, who was involved, where, when or a description of the incident, the persons involved and present at the incident, the location of the incident and the date/time of the incident.

What steps have you currently taken to address the situation?

Perceived Basis of Incident (check all that apply)

☐ Age
☐ Ancestry
☐ Citizenship
☐ Color
☐ Disability
☐ Gender Expression
☐ Gender Identity
☐ Marital Status
☐ Medical Condition
☐ Membership Affiliation
☐ National Origin
☐ Pregnancy
☐ Race
☐ Religion
☐ Sex
☐ Sexual Orientation
☐ Veteran Status
☐ Other (specify)

*Please attach any supporting documentation that will be helpful in investigating your complaint. (If you have multiple documents, please combine them in a .zip archive.)

What are your expectations of a resolution?
ALLEGED OFFENDER INFORMATION

First Name
Last Name
CCC Affiliation

☐ Student
☐ Staff
☐ Faculty

Email:
Phone:

VICTIM

First Name:
Last Name:
CCC Affiliation:

☐ Student
☐ Staff
☐ Faculty

Email:
Phone:

REPORER

First Name
Last Name
CCC Affiliation

☐ Student
☐ Staff
☐ Faculty

Email:
Phone:

ADDITIONAL WITNESS(ES)

First Name:
Last Name:
CCC Affiliation:

☐ Student
☐ Staff
☐ Faculty

Email:
Phone:

Important Note:

While Cedar Crest College aims to resolve every concern or complaint, we recognize that you may not always agree with the final outcome or resolution. The purpose of this policy is to ensure that all concerns are heard and addressed and that College policies and procedures are followed in a way that respects the privacy of all parties involved.

By submitting this form you hereby certify that the above information is true and correct to the best of your knowledge and belief. You acknowledge that you have read and understood The Cedar Crest Colleges’ policy regarding bias complaints and have complied with all requirements. You expressly grant permission for this Report to be forwarded to the Response Team and other College officials for purposes of review, possible investigation and response.

You will receive a confirmation email to your Cedar Crest College account indicating that your submission has been received. A Bias Incident Response Team representative will contact you to discuss this matter further within five College business days.

Email form to A Bias Response Team member or submit to them in person.

STUDENTS
Director of Community Standards and Residence Life
Kelly M. Steinmetz
610-606-4666 ext. 3331 - Allen House Office #3
ksteinmetz@cedarcrest.edu

Director of Diversity & Inclusion
Tatiana Diaz
610-606-4666 ext. 3596 - Allen House Office #1
Tiaz@cedarcrest.edu

FACULTY/STAFF
Director of Human Resources/ Title IX coordinator
Lisa Garback
610-606-4666 ext. 3584 - Blaney Hall Room 104
Lgarback@cedarcrest.edu

Associate Provost
Robert Wilson
610-606-4666 ext. 4637 - Blaney Hall Room 206
Rwilson@cedarcrest.edu
CEDAR CREST COLLEGE
SOCIAL WORK PROGRAM

JUNIOR SELF-ASSESSMENT

_______________________________
Student’s Signature

_______________________________
Program Director’s Signature

______________________________
Date Reviewed
Junior Self-Assessment

Your responses on this are a guide in assessing your readiness to move into the senior year in social work. It will be returned with comments and suggestions.

This assessment is presented in four parts: Values, Professional Commitment, Knowledge, and Personal Development Goals.

I. VALUES

1. List your five most important personal values.
   a.
   b.
   c.
   d.
   e.

2. For each, describe how it will influence your social work practice.
   a.
   b.
   c.
   d.
   e.

3. Identify the problem issues or populations with which you anticipate having the most difficulty as a social worker? How will you improve your ability to serve them?
   a.
   b.
   c.

II. PROFESSIONAL COMMITMENT
___ Yes   ___ No   1. Were all your assignments ready on time, including assigned reading, in all social work classes?

___ Yes   ___ No   2. Did you ask a question or offer a comment in all social work classes?

___ Yes   ___ No   3. Do you have perfect attendance in all social work classes?

___ Yes   ___ No   4. Are you ever late to your social work classes?

___ Yes   ___ No   5. Did you proofread assigned papers before they were handed in?

___ Yes   ___ No   6. Did you make any other special effort this semester to promote your growth as a professional social worker? If so, what did you do?

III. PROGRAM COMPETENCIES – use competencies

Check either Yes or No.

___ Yes   ___ No   Competency 1: Can you demonstrate ethical and professional behavior?

___ Yes   ___ No   Competency 2: Are you knowledgeable about and can you engage diversity and difference in practice?

___ Yes   ___ No   Competency 3: Can you advance human rights and social, economic, and environmental justice?

___ Yes   ___ No   Competency 4: Can you engage in practice-informed research and research-informed practice?

___ Yes   ___ No   Competency 5: Can you analyze, formulate, advocate and engage in policy practice?

___ Yes   ___ No   Competency 6: Are you able to engage with individuals, families, groups, organizations, and communities?

___ Yes   ___ No   Competency 7: Are you able to assess individuals, families, groups, organizations, and communities?

___ Yes   ___ No   Competency 8: Can you effectively intervene with individuals, families, groups, organizations, and communities?

___ Yes   ___ No   Competency 9: Can you evaluate practice with individuals, families, groups, organizations, and communities?

IV. GOALS FOR PERSONAL DEVELOPMENT INVENTORY

This part is designed to stimulate your thinking about your interpersonal relationship skills. It is intended to facilitate your setting your own goals for development.

1. Read through the list of activities and decide which ones you are doing an adequate amount of, which ones you should do more of, and which ones you should do less of and which ones you need to improve. Make a check for each item in the appropriate place.

2. Some goals that are not listed may be more important to you than those listed. Write these goals on the blank lines.
### Communication Skills

<table>
<thead>
<tr>
<th></th>
<th>OK</th>
<th>Need to Do More</th>
<th>Need to Do Less</th>
<th>Need to Improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Initiating talk</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. Being brief and concise</td>
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<tr>
<td>3. Being assertive</td>
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<tr>
<td>4. Drawing others out</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>5. Listening alertly</td>
<td></td>
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<tr>
<td>6. Thinking before I talk</td>
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<tr>
<td>7. Keeping my remarks on topic</td>
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<td>8. ____________________</td>
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### Observation Skills

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<th>Need to Do More</th>
<th>Need to Do Less</th>
<th>Need to Improve</th>
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<tbody>
<tr>
<td>9. Noting guardedness in others</td>
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<tr>
<td>10. Noting non-verbal communication</td>
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<tr>
<td>11. Noting interest level of individual</td>
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<tr>
<td>12. Sensing feelings of individuals</td>
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<tr>
<td>13. Noting who is being &quot;left out&quot;</td>
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<tr>
<td>14. Noting others' reactions to my Comments</td>
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<tr>
<td>15. Noting when people avoid a topic</td>
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<td>16. ____________________</td>
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</table>

### Problem-Solving Skills

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<th></th>
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<th>Need to Do More</th>
<th>Need to Do Less</th>
<th>Need to Improve</th>
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<tbody>
<tr>
<td>17. Stating problems or goals</td>
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<tr>
<td>18. Asking for ideas, opinions</td>
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<tr>
<td>19. Giving ideas</td>
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<tr>
<td>20. Evaluating ideas critically</td>
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<tr>
<td>21. Taking action</td>
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<tr>
<td>22. Evaluating actions taken</td>
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<td>23. ____________________</td>
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### Morale-Building Skills
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<tbody>
<tr>
<td>24.</td>
<td>Showing interest</td>
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<tr>
<td>25.</td>
<td>Working to keep people from being ignored</td>
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<tr>
<td>26.</td>
<td>Harmonizing, helping people reach agreement</td>
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<tr>
<td>27.</td>
<td>Reducing tension</td>
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<td>28.</td>
<td>Upholding rights of individuals</td>
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<td>29.</td>
<td>Expressing praise or appreciation</td>
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<td>30.</td>
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<td>31.</td>
<td>Emotional Expressiveness</td>
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<tr>
<td>32.</td>
<td>Telling others what I feel</td>
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<td>33.</td>
<td>Hiding my emotions</td>
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<tr>
<td>34.</td>
<td>Disagreeing openly</td>
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<td>35.</td>
<td>Expressing warm feelings</td>
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<td>36.</td>
<td>Expressing gratitude</td>
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<tr>
<td>37.</td>
<td>Being sarcastic</td>
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<tr>
<td>38.</td>
<td>Facing and Accepting Emotional Situations</td>
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<tr>
<td>39.</td>
<td>Facing conflict and anger</td>
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<tr>
<td>40.</td>
<td>Facing closeness and affection</td>
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<tr>
<td>41.</td>
<td>Withstanding silence</td>
<td></td>
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<tr>
<td>42.</td>
<td>Facing disappointment</td>
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<tr>
<td>43.</td>
<td>Withstanding tension</td>
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<td>44.</td>
<td>Social Relations</td>
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<tr>
<td>45.</td>
<td>Competing to outdo others</td>
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<td>46.</td>
<td>Acting dominant</td>
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<td>47.</td>
<td>Trusting others</td>
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<td>48.</td>
<td>Being helpful</td>
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<tr>
<td>49.</td>
<td>Being protective</td>
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<td>OK</td>
<td>Need to Do More</td>
<td>Need to Do Less</td>
</tr>
<tr>
<td>47.</td>
<td>Being helpful</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48.</td>
<td>Being protective</td>
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</tbody>
</table>
49. Calling attention to myself
50. Standing up for myself
51.
General
52. Understanding why I do what I do (insight)
53. Encouraging comments on my own behavior (soliciting feedback)
54. Accepting help willingly
55. Being helpful
56. Criticizing myself
57. Waiting patiently
58. Adequate care of self
59.
60.

<table>
<thead>
<tr>
<th>Preparedness for Field Education</th>
<th>Prepared</th>
<th>Not Prepared</th>
<th>Must be addressed prior to the field</th>
</tr>
</thead>
<tbody>
<tr>
<td>61. Relate to others appropriately</td>
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<tr>
<td>62. Maintain appropriate professional relationships</td>
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<tr>
<td>63. Maintain appropriate professional boundaries</td>
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<tr>
<td>64. Perform in a professional manner</td>
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<tr>
<td>65. Maintain professional dress and appearance</td>
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<tr>
<td>66. Able to accept supervision and criticism</td>
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<tr>
<td>67. Demonstrate self-awareness and how one is perceived by others</td>
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<tr>
<td>68. Maintain good judgment with regards to medical or mental health problems including as necessary to seek and complete needed treatment</td>
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</tbody>
</table>

V. SUMMARY

On the basis of your answers to the questions in sections I, II, III, and IV, summarize your strengths and limitations as you prepare to enter the second half of your junior year.
Appendix E.

Application for Student’s Fieldwork
Cedar Crest College-Department of Social Work

Students must register for SWK 345 concurrently with SWK 339 (fall)
Students must register for SWK 346 concurrently with SWK 339 (spring)

Personal Data

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student Email</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Home Address</th>
<th>Phone Number: __________________________</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Home: ___________________________</td>
</tr>
<tr>
<td></td>
<td>Cell: ___________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Permanent Address</th>
<th>Place of Employment/Address</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Are there any special needs regarding physical mobility or other limitations?

________________________________________

Any issues that prevent a successful FBI, PA Criminal Background Check or Child Abuse Clearance?

Yes ___________ If yes, schedule an appointment with Program Director
No ___________

Will you have a car at your disposal for your Field Placement assignment?

Yes ___________ No ___________

Do you have a valid driver’s license?

Yes ___________ No ___________

Do you have medical insurance?

Yes ___________ No ___________

Person to be notified in case of emergency: __________________________________________
Name and address: _________________________________________________________________
Relationship to you: _______________________________________________________________
Phone Number: __________________________ Alternate Phone Number: ____________________
Write a brief description of your current personal and professional development and what you hope to gain from Field Work.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Do you have any interests, hobbies or special skills or knowledge that might be an asset to the field experience (i.e., sign language)

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

What do you see as your strengths and weaknesses at this point related to your readiness for field placement? Please address both.

Strengths:_____________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Areas for further development: ________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Are there any client populations you prefer to work with or not work with and why?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Mark the 3 areas in which you wish to be placed in order of preference with the understanding that your first choice may not be available. (For first choice, place #1, for second choice #2, etc)

___ Aging/Elderly/Adult Protective
___ Alcohol, Drug or Substance Abuse
___ Child Welfare/CPS
___ Corrections/Criminal Justice
___ Crisis Intervention
___ Family Service
___ Health Care
___ Homelessness
___ Housing
___ Mental/Behavioral Health
___ Developmental/Intellectual Disabilities
___ Intimate Partner Violence
___ Nursing Home/Senior Center

Note: Some facilities will require updated vaccination certificates, updated immunizations, urine drug screens, TB tests and Flu shots.

Please describe as specifically as possible the learning opportunities you would hope to experience in your Field Placement.
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________


Academic Preparation

USE YOUR UNOFFICIAL TRANSCRIPT TO COMPLETE

The prerequisite requirements for eligibility for Field Placement in Social Work have been met by
the above named student as follows:

Overall GPA ________   GPA in SWK Major ________   Overall Credit Hours Completed ________

Approval of formal acceptance into the Social Work Program: Yes: _________   No: _________

If yes, attach the letter
If no, state reasons: __________________________________________________________

Courses

Please indicate grade for each Social Work course you have completed. If transferred from another institution, put
exempt.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 201 Introduction to Social Work</td>
<td></td>
</tr>
<tr>
<td>SPS 170/171 Understanding and Using A.P.A. Editorial</td>
<td></td>
</tr>
<tr>
<td>SWK/SOC 202 The Social Welfare Institution</td>
<td></td>
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<tr>
<td>SWK/SOC 243 Social &amp; Psychological Aspects of</td>
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<tr>
<td>SWK 300 Community Organizing and Social Planning</td>
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<td>SWK 303 Human Behavior and the Social</td>
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<td>SWK 313 Minorities and Human Relations</td>
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<td>SWK/SOC 324 Social Science Statistics</td>
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<td>SWK 325 Social Work Research Methods and Design</td>
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<td>SWK 326 Evaluating Social Work Research</td>
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<td>SWK 327 Social Work Processes: Individuals, Families</td>
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<td>SWK 328 Poverty and Income Redistribution</td>
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<td>SWK 329 Generalist Social Work Practice</td>
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<td>SWK 339 Field Education in Social Work I</td>
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<td>SWK 345 Field Education Seminar I</td>
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<td>SWK 346 Field Education Seminar II</td>
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</table>

Return this completed application to the Administrative Assistant in Curtis 239 and schedule your time for Junior
Interview (details reviewed in SWK 327 Processes).

I have completed this form as accurately as possible.

__________________________________________________________________
STUDENT SIGNATURE             DATE
__________________________________________________________________
DIRECTOR OF FIELD EDUCATION        DATE

_____ APPROVED          _____ NOT APPROVED       _____ DEFERRED
TO BE COMPLETED BY PROGRAM DIRECTOR:

Reasons for not approved or deferred:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

If not approved or deferred please see Professional Dispositions Inventory

Plan:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
Policy on Criminal Background Checks

Policy:

For students completing majors in the disciplines of Education, Nursing, Nutrition, Nuclear Medicine Technology, and Social Work it is the policy of those programs for students to provide criminal and child abuse background checks prior to entering into clinical internships, field education experiences or student teaching.

Procedure:

1. Each student must provide copies of a PA State Police Criminal Record Check, PA Child Abuse History Clearance, FBI Criminal Background Check to the designated faculty member in each program.

2. Copies of all background clearance forms must be provided to the department prior to entering into the field/clinical experience.

3. Clearances must be renewed annually for those programs that have clinical field experiences that extend beyond one year.

4. Any student who has a record on file with either PA State Police, FBI or Child Abuse Registry must meet immediately with the faculty member and/or department chair responsible for maintaining clearances to review departmental policy regarding completion of the major.

5. Any student convicted of a prohibitive offense listed in Act 169 of 1996 will not be permitted to complete a clinical/field experience.
Pennsylvania Access To Criminal History - Record Check Certification

Pennsylvania State Police
1800 Elmerton Avenue
Harrisburg, Pennsylvania 17110

Response for Criminal Record Check

Name __________________________

Street __________________________

City, State, Zip ____________________

TELEPHONE ______________________

TO WHOM IT MAY CONCERN:

THE PENNSYLVANIA STATE POLICE DOES HEREBY CERTIFY THAT:

Name __________________________

Date of Birth: _________________

Social Security #: _______________

Sex: __________________________

Race: _________________________

Date of Request: _______________

Purpose of Request: ______________

Maiden Name and/or Alias (1) __________ (2) __________ (3) __________ (4) __________

*** HAS NO CRIMINAL RECORD IN PENNSYLVANIA BASED ON A CHECK BASED ON THE
ABOVE IDENTIFIERS - REFER TO CONTROL # __________***

The response is based on a comparison of data provided by the requester against information contained in the files of the Pennsylvania State Police Central Repository only. Please confirm identifiers provided. Positive identification cannot be made without fingerprints. The Pennsylvania State Police response does not preclude the existence of criminal records which might be contained in the repositories of other local, state, or federal criminal justice agencies.

☐ COMPARISON MADE WITH FINGERPRINTS

The information on this certification form can be validated by accessing the Pennsylvania Access to Criminal History (PATCH) record check status screen https://epatch.state.pa.us/RCStatusSearch.php and submitting a status check request that contains the following - SUBJECT'S NAME (EXACTLY AS INITIALLY ENTERED), CONTROL NUMBER AND DATE OF REQUEST. PATCH WILL FIND AND DISPLAY THE CORRESPONDING RECORD CHECK REQUEST. DETAILS ON THE REQUEST CAN BE VIEWED BY CLICKING ON THE CONTROL NUMBER. YOU WILL BE ABLE TO VERIFY IF THIS REQUEST WAS SENT OUT AS A NO RECORD OR RECORD RESPONSE BY THE PENNSYLVANIA STATE POLICE.

QUESTIONS CONCERNING THIS CRIMINAL RECORD CHECK SHOULD BE DIRECTED TO THE PATCH HELP LINE AT TELEPHONE NUMBER 717-425-1546 FOR LOCAL CALLS OR TOLL FREE AT 1-888-QUERY-PA (1-888-789-6727).

Certified by:
Lieutenant Michael F. Gillettani, Director
Criminal Records and Identification Division
Pennsylvania State Police

DISSEMINATED BY: SYSTEM
11/25/2009

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Your Federal Bureau of Investigation (FBI) fingerprint based record check has been processed in accordance with Public Law 92-522 and the Child Protective Services Law (Title 23, Pa C.S. Chapter 63). The following is the result of your federal criminal history background check as of 11/30/2009.

☐ NO RECORD EXISTS.

☐ RECORD EXISTS, but conviction(s) does not prohibit hire in a childcare position according to the Child Protective Services Law.

☐ RECORD EXISTS, but no conviction(s) is shown. This does not prohibit hire in a childcare position according to the Child Protective Services Law.

☐ DISQUALIFICATION – Record exists and contains a conviction(s) that is grounds for denying employment in a childcare position according to the Child Protective Services Law.

If you are questioning the accuracy of this response, please submit court documents to support your position. You may request a copy of your record from one year following receipt of verification by making a written request to the address listed above. Applicants are required to provide this verification to the prospective employer immediately upon receipt.

Sincerely,

[Signature]

Terry L. Clark, Director
Division of Operations and Quality Management
The above named person has applied for a Pennsylvania Child Abuse History Clearance pursuant to Chapter 63 of 24 Pa. Consolidated Statutes Annotated relating to the Child Protective Services Law. NO RECORD EXISTS in the Pennsylvania Department of Public Welfare's statewide Central Registry listing the applicant as a perpetrator of an Indicated or Founded report of child abuse or an Indicated or Founded report for school employees.

Applicants are required to show the Administrator the original document. Administrators are required to keep a copy of this child abuse history clearance on file. Any person altering the contents of this document may be subject to civil, criminal or administrative action.

ISSUED BY: Commonwealth of Pennsylvania
Department of Public Welfare
CHILDLINE AND ABUSE REGISTRY
ChildLine Verification Unit
P.O. Box 8170
Harrisburg, PA 17105-8170
(717) 783-6211

ANY ALTERATION OR ERASURE voids this document.