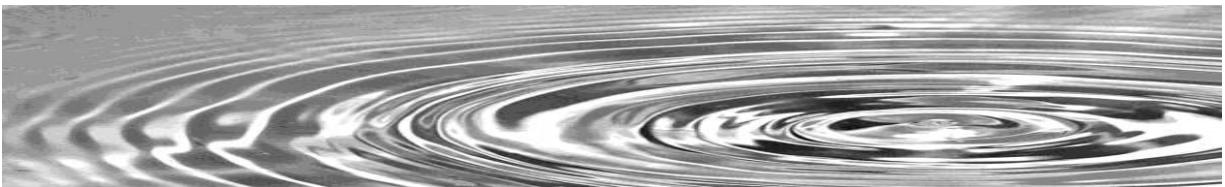


UNIVERSITY OF PIKEVILLE

School of Social Work

Undergraduate Social Work Program Student Handbook



Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope... and crossing each other from a million different centers of energy and daring those ripples build a current that can sweep down the mightiest walls of oppression and resistance.

– Robert F. Kennedy

Welcome to the Undergraduate Social Work Program at the University of Pikeville! I am delighted that you have selected our Program for your undergraduate education and trust that you will find your studies and experiences in our Program both challenging and rewarding.

The University of Pikeville is committed to providing a learning environment that focuses on the development of the whole person (intellectual, spiritual, social, and physical dimensions), as well as providing Appalachian students with a challenging academic curriculum that will prepare them to address the various needs of Eastern Kentucky, rural Appalachia, and beyond. This deep commitment gave rise to the School of Social Work at the University of Pikeville and, in many ways; the School is both an extension and a product of the University's commitment to the Appalachian region.

The Undergraduate Social Work Program is dedicated to maintaining a rigorous curriculum that will produce entry level social work professionals educated in the generalist practice approach who can think critically, conceptualize and apply theoretical and practical solutions, understand policies and procedures of the profession, and collaborate with other social services providers to maximize effectiveness. The Undergraduate Program is also deeply dedicated to rural Appalachia and its people. We feel strongly that these two primary commitments combine to create a unique program which affords the opportunity for Appalachian students to become engaged in a learning process, which empowers them and connects their experiences as a citizen of Appalachia who has experienced many of the social ills and injustices associated with life in rural Appalachia to the purposes of social work. Social work empowers these students by providing them with the tools (i.e. knowledge, values, and skills) to improve the quality of life for Appalachian people.

The Undergraduate Social Work Program Student Handbook has been designed to serve as a supplement to other University publications. The Handbook was developed to provide you with important information regarding the Program's history, mission, goals, and curriculum and to help you understand the policies and procedures relevant to the undergraduate program. The Handbook will also provide you with additional tips and information which we hope will enhance your experience as a social work student at the University of Pikeville. Please read this handbook carefully as you are responsible for its contents. We recommend you keep this handbook as a reference throughout your academic career in social work at the University of Pikeville.

The faculty members of the School of Social Work look forward to getting to know you and working with you during your time in the Program. If you have a question or concern that is not covered in the Handbook, please feel free to drop by my office. I have an "open door" policy regarding all students and welcome your visits and questions.

Best wishes,

Ashton Bartley, MSW
Undergraduate Social Work Program Director

What is Social Work?

The Profession

Social Work is a dynamic, noble, and altruistic profession with a rich history of commitment to the needs of others, especially the most vulnerable in our society. To achieve this, social work has a dual focus: to assist the individual to function as effectively as possible in their environment and to work to create conditions in society that foster healthy growth and development, personal freedom, and human dignity. This unique dual focus allows social workers to become involved in activities and service provision that protect, promote, or restore the well-being of all people. In essence, social workers are problem solvers who come to the aid of those in need (individuals, families, groups, organizations, and communities). As such, social workers are employed in areas such as education, healthcare, mental health, counseling, services to the aging, substance abuse services, corrections and criminal justice, child welfare services, services for the mentally and physically disabled, rehabilitation, veteran services, government, politics and social policy, community development, and other similar areas.

Generalist Social Work Practice

The undergraduate social work program at the University of Pikeville educates students in the generalist practice approach, with an emphasis on social work practice in rural Appalachia. According to the Council on Social Work Education (CSWE) (2015)

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 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. (p. 11)

Undergraduate Social Work Program Mission Statement

The mission of the undergraduate program of Social Work at the University of Pikeville is to enhance the University's mission by being committed to providing Eastern Kentucky and other rural Appalachian regions with entry-level professional social workers who are knowledgeable, ethical, competent, and educated in the tradition of generalist social work.

The undergraduate Social Work Program is committed to:

- continuous examination of the human condition, as well as addressing the complexities of such
- creating conditions in society which foster personal freedom and human dignity in a pluralist society
- ethical practice
- improving the quality of social services in rural Appalachia by producing graduates who are committed to serving in Eastern Kentucky and other rural, Appalachian regions

- outreach and advocacy to the poor, the disenfranchised, the oppressed, and the vulnerable in general, as well as specifically in Eastern Kentucky and the surrounding Appalachian areas.

Undergraduate Social Work Program Goals

It is the belief of the undergraduate program that the aforementioned mission of the program affords the opportunity for Appalachian students to become engaged in a learning process, which empowers them and connects their experiences as a citizen of Appalachia who has experienced many of the social ills and injustices associated with life in rural Appalachia to the purposes of social work. For these students, social work empowers them by providing them with the tools (i.e. knowledge, values, and skills) to improve the quality of life for Appalachian people.

To achieve the mission, the undergraduate Social Work Program has established four primary goals:

- Goal 1:** **To prepare knowledgeable, ethical, and competent graduates for entry level professional social work in the rural Appalachian region**
- Goal 2:** **To prepare students to use generalist practice skills with diverse client systems of all sizes with a specific emphasis on working with the needs and people of Eastern Kentucky and the rural Appalachian region**
- Goal 3:** **To prepare students for graduate study in social work**
- Goal 4:** **To build and maintain collaborative partnerships with the local human services community**

Social Work Graduate Competencies

Upon the completion of the University of Pikeville Social Work Program, the graduate will:

- Competency 1:** **Demonstrate ethical and professional behavior**
- Competency 2:** **Engage diversity and difference in practice**
- Competency 3:** **Advance human rights and social, economic, and environmental justice**
- Competency 4:** **Engage in practice-informed research and research-informed practice.**
- Competency 5:** **Engage in policy practice**
- Competency 6:** **Engage with individuals, families, groups, organizations and communities**
- Competency 7:** **Assess individuals, families, groups, organizations and communities**
- Competency 8:** **Intervene with individuals, families, groups, organizations and communities**
- Competency 9:** **Evaluate practice with individuals, families, groups, organizations and communities**

Undergraduate Social Work Program Curriculum

The social work courses at the University of Pikeville prepare students for generalist social work practice that is grounded in a liberal arts education and is integrated into a coherent social work curriculum. In addition to the general education requirements, the social work program requires one pre-requisite course (SW 215-Introduction to Social Work is required for the major but is taken prior to admission to the program), nine social work courses, four related studies requirements, and two electives. Social work majors must complete a minimum of 57 semester hours of social work required courses as well as 400 total hours of field instruction.

The organizing framework of the University of Pikeville Undergraduate Social Work Program curriculum is based upon two general criteria:

Criterion One: The curriculum must be relevant to the mission and goals of the social work program, driven by the CSWE definition of generalist social work practice, and inclusive of the purposes, values, and ethics of the social work profession.

Criterion Two: The curriculum design must include content, pedagogy, and educational activities that provide opportunities for students to demonstrate competence of the nine interrelated competences defined by the CSWE. In order to achieve this, we have utilized the “Why We Do, What We Do” framework outlined by Sherr and Jones (2014¹) as an overarching organizing framework. This framework emphasizes the two components of professional practice: 1) “Why We Do” references the professional identity of social work and focuses on knowledge, values, and skills; and 2) “What We Do” references the foundations of generalist social work practice methods. Each competency can be categorized into one of the components based on the knowledge, values, skills, and cognitive and affective processes that make up each individual competency. The following table is a visual depiction of the categorization of the nine social work competencies.

WHY WE DO	WHAT WE DO
Competency 1: Demonstrate Ethical and Professional Behavior	Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
Competency 2: Engage Diversity and Difference in Practice	Competency 5: Engage in Policy Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
	Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
	Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
	Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Based upon these criteria, the professional core includes the following required courses:

¹ Sherr, M. E. & Jones, J. M. (2014). Introduction to competence –based social work: The profession of caring, knowing, and serving. Chicago, IL: Lceum Books.

Social Work	45 hours
SW 215 Introduction to Social Work.....	3
SW 300 Diversity & Difference	3
SW 315 Human Behavior in the Social Environment	3
SW 334 Professional Ethics.....	3
SW 340 Generalist Social Work Practice I: Individuals and Families	3
SW 350 Generalist Social Work Practice II: Groups.....	3
SW 360 Generalist Social Work Practice III: Organizations and Communities	3
SW 370 Generalist Social Work Practice IV: Policy Practice	3
SW 495 Senior Seminar-Capstone.....	3
SW 496 Social Work Practicum	12
<u>Electives (6 hours)</u>	
Electives in SW, PSY, SOC, CJ, and/or ANT	6
Related Studies Requirements	12 hours
PSY 110 General Psychology	3
SOC 119 Introduction to Sociology	3
SSC 285 Statistics of the Social Sciences	
or	
MTH 200 Statistics	3
PSY 300 Experimental Psychology I	
or	
SOC 310 Research Methods.....	3

The Social Work Program offers the following electives, which are all three-hour courses:

SW 305 Social Work Practice in Medical Settings
SW 343 Issues in Aging
SW 390 Special Topics in Social Work
SW 450 Mental Health Assessment
SW 499 Directed Individual Study in Social Work

***Elective requirements may also be fulfilled by completion of appropriate courses in Psychology, Sociology, and/or Criminal Justice.*

All courses within the social work curriculum, except for Practice courses (SW, 340, 350, 360 & 370), Field Education (SW 496), and Senior Seminar (SW 495) are available as elective courses to students who are seeking a major or minor in Psychology, Sociology, and/or Criminal Justice if the necessary prerequisites have been met.

Social Work Course Descriptions

SW 215 Introduction to Social Work (Intro to SW)(3)
An introduction to the social work profession, its philosophy, and value commitments to social welfare. Course will examine social work from its origins to current trends and influences. An overview of social work

education is also discussed giving particular attention to social work values and ethics, generalist practice theory, diversity and populations-at-risk, social work roles, and an exploration of various practice settings. Course also includes an examination of the role of the social work profession in the development of social welfare policy and the role of contemporary social welfare policy and its impact on generalist social work practice. *Required of social work majors and recommended to be taken during first year. Prerequisite or Corequisite: ENG 099 or ESL 031 or placement beyond.*

SW 300 Diversity & Difference.....(3)

This course is designed to help students develop the knowledge, values, and skills necessary to engage, assess, and intervene with diverse and different client populations. Students will be challenged to engage in a journey of self-awareness of their own identity, including biases they may hold about diversity and difference and how these biases may limit their ability to practice effective social work with people of diverse backgrounds. The course will also require students to broaden and deepen their knowledge base and awareness of identities outside of their own. An additional focus of the course involves exploring the implications and consequences of prejudice, discrimination, oppression, economic deprivation, marginalization, alienation, power, acclaim, and privilege as they apply to both majority and minority groups in terms of social identity construction. The concept of intersectionality is also explored. The course will also present strategies for interrupting and challenging systems of oppression as a way to advance human rights, social and economic justice, and environmental justice. *Required of social work majors and recommended that SW 215 be taken concurrently. Prerequisite or Corequisite: ENG 099 or ESL 031 or placement beyond*

SW 305 Social Work Practice in Medical Settings (SW in Medical Settings)(3)

A description and examination of the role of social work practice in the healthcare delivery system, including the areas of hospital based medical case management, hospice care, and home healthcare within a bio-psycho-social framework. Course emphasis social work roles and intervention. *Prerequisite: BIO 100/101 or beyond.*

SW 315 Human Behavior in the Social Environment (HBSE)(3)

This course presents and discusses the interrelatedness of the biological, psychological, social, cultural, economic, and environmental factors, which influence human development and behavior, and presents theories from various disciplines to assist in describing, explaining, and predicting human development and behavior. Special attention is given to diversity, specifically ethnicity, race, gender, social class, and sexual orientation and its relation to human development and behavior. *Required of all social work majors and open to others. Prerequisites: 3 hours in PSY and 3 hours in SOC; recommended that ENG 112 or ENG 115 be completed prior to enrollment in course.*

SW 334 Professional Ethics.....(3)

This course provides an examination of the values and ethics inherent in the profession of social work. Basic philosophical underpinnings of various ethical approaches are examined. Course emphasizes the development of ethical decision-making through a variety of learning experiences such as lecture, group discussion, and case study analysis. *Required of all social work majors and open to others. Prerequisites: 3 hours in PSY, 3 hours in SOC, and ENG 112 or ENG 115.*

SW 340 Generalist Social Work Practice I: Individuals & Families (GSWP I: Individuals & Families).(3)

This is the first course in the social work practice sequence and presents the generalist practice model with emphasis on work with individuals and families. Course is designed to introduce the beginning student to the skills and practice of social work, including interviewing, assessment, case management, and crisis intervention. Course includes a focus on the strength-based, planned-change or problem solving process and gives special attention to social work's obligation to populations-at-risk and the importance of cultural competence. *Prerequisite: SW 315 and Admission to the Social Work Program. Recommended that SW 350 be taken concurrently.*

- SW 343 Issues in Aging.....(3)**
 The biological, psychological, social, and cultural aspects of aging are examined. Special attention will be given to topics such as ageism and physical and mental health issues among the elderly as they relate to social work practice. *Prerequisites: SW 315 and BIO 100/101 or beyond.*
- SW 350 Generalist Social Work Practice II: Groups (GSWP II: Groups)(3)**
 This is the second course in the social work practice sequence and presents the application of social work generalist practice skills in service delivery to groups. The course focuses on group work as a social work intervention method, stages of group development, group dynamics, and group processes. Students study the application of various theoretical approaches to social work with groups, including educational, support, self-help, and treatment groups. Special consideration is given to methods of group work with diverse client populations, particularly Appalachian people. Course includes an experiential learning component. *Prerequisite or Corequisite: SW 340 and Admission to the Social Work Program; Recommended that SW 340 be taken concurrently.*
- SW 360 Generalist Social Work Practice III: Organizations & Communities (GSWP III: Org & Comm)(3)**
 This is the third course in the social work practice sequence and presents the generalist practice model with emphasis on macro level social work with organizations and communities. Generalist practice knowledge and skills are expanded to include community assessment, community organizing, program planning, evaluation, acquisition of funding, and grant writing. The course focuses on macro social work in the rural, Appalachian communities. The impact of oppression, discrimination, and prejudice on populations-at-risk, specifically those in Appalachia is discussed. *Prerequisite: SW 315 and Admission to the Social Work Program. Prerequisite of SW 340; Recommended that SW 370 be taken concurrently.*
- SW 370 Generalist Social Work Practice IV: Policy Practice (GSWP IV: Policy Practice).....(3)**
 This course is the fourth and final course in the social work practice sequence and presents the generalist practice model with emphasis on work in the social welfare policy arena. This course is designed to provide students with the knowledge and tools to engage in effective policy practice. The first part of the course focuses on the development of the profession of social work and its role within the social welfare system. This includes providing an awareness of problems and concepts of the policy process in the U.S., exploring the political, economic, and institutional frameworks which structure public social welfare choices. An important focus of the course is to identify and understand the impact of a wide range of social policies on social work clients and the human service delivery system within a social justice framework with specific attention given to rural, Appalachian clients and service delivery. The second part of the course focuses on the knowledge and skills related to advocacy, such as media relations, community organizing and coalition building, lobbying methods, campaign strategies, position taking, and proposal development. *Prerequisites: SW 315 and Admission to Social Work Program; Prerequisite of SW 340; Recommended that SW 360 be taken concurrently..*
- SW 390 Special Topics in Social Work(1-3)**
 This course consists of small group study regarding issues of current and special significance for social work practice. Issues may include death and dying, racism and ethnic prejudices, global poverty, forensic social work, social work and law, social work and juvenile justice, AIDS, school social work, social work with gay and lesbian people, and social work with oppressed people. This course may be repeated in a different topic for a maximum of six hours. *Prerequisites: Junior standing and consent of the Instructor.*
- SW 450 Mental Health Assessment(3)**
 The course will examine the role of social workers in various mental health settings with special emphasis on assessment techniques, assessment tools, including scales, Diagnostic and Statistical Manual (DSM) criteria, and use of current DSM. Special attention given to social work roles in intervention and crisis stabilization.

Prerequisites: 15 hours of course work in either SW, PSY, SOC, CJ; recommended that PSY 323 or PSY 440 are completed prior to enrollment in course.

SW 495 Senior Seminar – Capstone.....(3)

This course serves as the capstone course for the social work program and is designed to foster the integration of curriculum content, critical thinking, ethical problem-solving, and the use of informational resources in making decisions about social work practice. Additional focus of the course is on the preparation of students for continued professional development following graduation. In addition to course requirements, students will be expected to successfully complete a comprehensive exam. *Prerequisites: Admission to the Field Education Component of the Social Work Program as outlined in the Social Work Program Field Education Handbook.*

SW 496 Social Work Practicum(12)

This course provides educationally directed practice experience under the direct supervision of an approved, agency-based professional social worker in collaboration with social work program faculty. This course provides students with the opportunity to integrate the knowledge, values, and skills of generalist social work practice in the field setting with client systems of all sizes (individuals, families, small groups, organizations, and communities). Emphasis is placed on supervised practice in a rural, Appalachian setting. A total of 400 hours will be completed through agency-based, on-site experiential learning. Course may include a seminar component designed to complement field placement by assisting students with the integration of knowledge, values, and skills acquired in social work classes, applying that knowledge in the field, and the further development of generalist social work competencies. *Prerequisites: Admission to the Field Education Component of the Social Work Program as outlined in the Social Work Program Field Education Handbook; Corequisite: SW 495. Fee \$200.*

SW 499 Directed Individual Study in Social Work (Directed Study in SW).....(1-4)

Directed study in a specific area or issue in social work not covered by existing courses within the curriculum. Interdisciplinary study is welcomed and encouraged. Student must be of junior or senior standing. Permission of instructor(s) granted upon approval of a student generated proposed plan of study. *Prerequisites: 21 hours of social work courses AND consent of the Instructor, Program Director, Division Chair, and Dean of the College of Arts and Sciences.*

The *Tentative Four-Year Plan* outlined below demonstrates one possible way (BA Option) in which the liberal arts and sciences education requirements and social work curriculum can be completed in a four-year period.

**Social Work Major
Tentative Four Year Plan**

Year 1		Spring Semester	
Fall Semester			
HEA 216	3 hours	Com 225 (core)	3 hours
ENG 111/114 (core)	3 hours	ENG 112/115	3 hours
PSY 110	3 hours	REL 213 or 214 (core)	3 hours
SOC 119	3 hours	MTH 105, 113, or 121	3 hours
FYS 100 or 105 (core)	3 hours	SW 215	3 hours
Total	15 hours	Total	15 hours

Year 2 Fall Semester Spring Semester

Lab/Science (core)	4 hours	SW 315	3 hours
SSC 285 or MTH 200	3 hours	ENG 215 or 311 (core)	3 hours
SW 300	3 hours	PSY 300 or SOC 310	3 hours
HIS 225 (core recommended)	3 hours	HIS 226 (core recommended)	3 hours
CS 101 (core)	3 hours	General Elective	3 hours
Total	16 hours	Total	15 hours

Year 3 Fall Semester Spring Semester

SW 334	3 hours	SW 360	3 hours
SW 340	3 hours	SW 370	3 hours
SW 350	3 hours	SW Elective	3 hours
MUS 115 (core)	3 hours	ART (core)	3 hours
Foreign Language	3 hours	Foreign Language	3 hours
Total	15 hours	Total	15 hours

Year 4 Fall Semester Spring Semester

SW Elective	3 hours	SW 495	3
3 General Electives	9 hours	SW 496	12
REL Elective (Core)	3 hours		
Total	15 hours	Total	15 hours

Total Hours 120

Social Work requirements are denoted in bold print.

Program Policies and Procedures

Admission Procedures

Students who choose a major in social work must complete a formal application to the Social Work Program and meet the following additional criteria:

1. The applicant must be enrolled at the University of Pikeville.
2. The applicant must submit an application for admission to the Division of Social Sciences no later than the following dates:
 - a. Fall semester May 1
 - b. Spring semester October 1
3. The applicant must have a minimum cumulative GPA of 2.0 on all completed college work.
4. The applicant must have earned a "C" or higher in SW 215.
5. The applicant must complete the application process in its entirety.

6. The applicant must agree to a criminal background check, which is necessary for field education/practicum placement.
7. The applicant must review and sign a declaration to behave in a manner consistent with the National Association of Social Workers (NASW) Code of Ethics at all times.

**Note: Admission to the University of Pikeville does not guarantee admission to the programs with in the School of Social Work*

The Application

The undergraduate social work program application for admission requires the student to complete a written application and autobiography which details the student's motivation for a career in social work, commitment to the profession, interests, and goals, as well as strengths, skills, abilities, and areas for growth. As part of the application process, students are also required to sign a declaration stating that they have reviewed the NASW Code of Ethics and agree to behave in a manner consistent with the Code at all times.

The Process

Once the application has been completed and is received by the Undergraduate Program Director, social work faculty members will review each application. The Director, in consultation with the undergraduate program's faculty members, will then make a recommendation regarding each application to the Social Work Committee regarding admission to the undergraduate program. The Program Director may recommend a student for admission, conditional admission, or admission denial. Conditional admission would permit admission to the Social Work Program but outline specific conditions which must be met (i.e. increase in GPA, repeat course, seek remediation or additional support with the Office of Student Success, etc) within a specified time frame in order to continue in the Program. The Social Work Committee is composed of all Program faculty members, one faculty representative from the College of Arts and Sciences, one faculty member from the Coleman College of Business, two local professional social workers, and two social work majors (one at large student and the President of the Student Social Work Association). The Committee will then make a recommendation for each student application. The student will then be notified in writing within two weeks of the date of the decision of the Committee.

If admitted, students are required to attend an Undergraduate Social Work Program Student Orientation. This orientation serves as an informational session for the new admissions regarding Program policies, procedures, curriculum, and an introduction to CSWE standards. In addition, the orientation also provides the opportunity for new students to meet Program faculty members and established social work students and provides time for students to ask questions regarding various aspects of the undergraduate program.

Transfer Students

Transfer credit for social work courses completed at another institution will be considered if the courses were completed at a CSWE accredited social work program, as well as courses from other programs. The undergraduate program may accept a maximum of 12 hours for courses completed with a grade of C or better. The undergraduate social work program at UPIKE recognizes that there are considerable differences regarding the design of social work programs and therefore do not guarantee credit transfer.

If a student desires to transfer social work credit, he or she must complete the Course Equivalency/Evaluation Form available from the Registrar's office and provide the Social Work Program Director with information describing the course, specifically the course catalog description, course syllabi, and faculty credentials, as well

as other information if necessary. The Program Director will then meet with social work faculty to examine the course. If social work faculty members determine that the course parallels a course in the University of Pikeville undergraduate social work curriculum, the student may be granted credit for this course. If not, the student will be expected to complete the course at the University of Pikeville.

The University of Pikeville requirements for degree completion mandate that the last 30 credit hours prior to graduation, at least 50% of the credit hours required in any major, minor, or area of concentration, and a total of 25% of the credit hours toward a degree must be earned at the University of Pikeville. In addition, the social work curriculum requires students to complete the field education portion of the degree during the last two semesters of coursework before graduation. Therefore, it is important to note that no transfer credit is given for field credit hours completed at another institution.

Grades received in courses for which transfer credit is granted will not be included in the computation of a student's grade point average. Transfer students should also note that admission into another CSWE accredited social work program at another institution does not guarantee admission into the University of Pikeville Undergraduate Social Work Program. Transfer students are required to complete and submit the Application for Admission to the University of Pikeville Undergraduate Social Work Program.

General Graduation Requirements and Student Responsibility for Graduation

All students at the University of Pikeville who intend to obtain a baccalaureate degree are expected to fulfill the requirements for graduation stated at the time of admission or readmission to the University of Pikeville. The ultimate responsibility for fulfilling graduation requirements rests with the individual student. Students should consult with their Academic Advisor to ensure that they are meeting all degree requirements. Students must apply for graduation. Applications for graduation are available in the Office of the Registrar. Diplomas will be issued only at yearly commencement exercises and only after all financial obligations to the University have been met.

Student Rights and Responsibilities

The campus environment is intended to foster the personal growth and development of the students who choose to attend the University of Pikeville. Students are entitled to the basic rights and privileges of U.S. citizens. University of Pikeville students are expected to obey all federal, state, and local laws. In addition, they are expected to obey the rules and regulations established by the University. These specific regulations are contained in the University of Pikeville Student Handbook which is located on the UPIKE website for all students to view and understand.

It is the policy of the University that no student shall be excluded from participating in, be denied the benefits of, or be subjected to discrimination in any program sponsored by the University because of gender, race, religion, sexual orientation, age, handicap, or national origin. In order to promote a broad learning environment, University of Pikeville welcomes applications from individuals of diverse backgrounds.

Each student is responsible for being informed of the academic regulations and requirements set forth in the *University of Pikeville Undergraduate and Graduate Catalog*, including all changes approved by the Faculty, and of the official University of Pikeville policies and procedures set forth in the *University of Pikeville Student Handbook*. In addition, social work students are responsible for being informed of the regulations and requirements outlined in the *Social Work Program Student Handbook* including all changes made to these documents, as well as other appropriate publications. **Lack of knowledge does not excuse failure to meet the requirements or to comply with regulations contained in these publications.**

Work and Life Experience Credit Policy

Although the University of Pikeville does grant work experience credit in some areas of academic concentration, the School of Social Work at the University of Pikeville **does not** give credit for life experience or previous work experience to social work students as substitutions for curriculum or field education requirements. In addition, the University also offers proficiency exams upon request. However, the School of Social Work **does not** offer proficiency examinations in any social work course.

Academic Advising

The Process

The advising process usually begins when the Registrar assigns students an Academic Advisor in their intended field of study. Students who have not chosen a major are assigned advisors with experience and expertise in working with undecided students. Students placed in developmental courses are assigned special advisors to assist them in the selection of appropriate classes. Students who are 65+ years of age are typically advised by the Registrar in order to meet their unique needs. This is also true of students who simply wish to audit a course(s).

Admission to a Major

Students wanting to be admitted to a major must complete a *Change of Student Academic Status Form* available from the Registrar's Office. Students admitted to a major are assigned an advisor by the Registrar. Though students who have previously expressed an interest in an academic field may have been assigned a faculty advisor within that discipline, they are not admitted to the major until their *Change of Student Academic Status Form* has been submitted to the Registrar's Office.

Change of Major

Students wanting to change their major must complete a *Change of Student Academic Status Form* available from the Registrar's Office. The Registrar will then assign students admitted to a new major an advisor. Though students who have previously expressed an interest in an academic field may have been assigned a faculty advisor within that discipline, they are not admitted to the new major until their *Change of Student Academic Status Form* has been completed and processed by the Office of the Registrar.

It is important to note that students who declare a major in social work are not categorized as social work majors until the student is accepted into the undergraduate social work program. In other words, students who declare social work as their intended field of study but have not been formally accepted into the major are listed as pre-social work majors.

The week prior to and during the week of registration each semester, faculty members are available during regularly scheduled office hours, as well as selective advising hours to work with advisees. In addition, faculty is also available for at least two days prior to the beginning of the fall and spring semester for advising students who are transferring or registering late.

During the advising sessions, students are obviously given academic guidance, but the advising sessions have also known to include discussions related to personal development. Possible areas for discussion during the advising sessions are as follows:

- Scheduling
- Selection of classes, including appropriate electives

- Whether to select a minor and in what area
- Social Work values and ethics
- Program admission, probation, and retention requirements
- Academic monitoring and referral for support resources, if needed
- Career goals and options
- Graduate School options and admissions

Once a student has already completed and/or is enrolled in the final courses required for a degree at the University of Pikeville, the student's advisor will complete a graduation audit and discuss this audit with the student. This process ensures that the student has met all requirements for degree conferment. After the student and advisor have completed this audit, both the Chair of the School of Social Work, the Dean for the College of Nursing and Human Services, and the Registrar then review the audit. After the reviews, if the student has indeed met all requirements, they are now eligible for graduation.

It is also important to note that students, who are not satisfied with their advising services, do have the option of requesting a change in advisors through the office of Academic Affairs/Registrar. After the appropriate form has been completed, the Registrar makes every attempt to reassign the advisee to an advisor within the intended field of study. Finally, students who have questions about courses or academic programs should seek assistance from their academic advisor, instructors, the Registrar, or the Chair of the School of Social Work.

Grading System

The University of Pikeville, as well as the School of Social Work, uses the letter system of grading:

Grade	Definition	Point/Hour Value
A	Excellent	4 points per earned hour
B	Good	3 points per earned hour
C	Average	2 points per earned hour
D	Passing	1 point per earned hour
F	Failure	0 points per attempted hour
FN	Failure for Non-Attendance and/or Non-Participation	0 points per attempted hour
I	Incomplete*	0 points per attempted hour
W	Withdrew*	0 hours, 0 points
P	Pass*	Hours earned only
Au	Audit*	0 hours, 0 points

** Not used in computing the grade point average.*

FN Grade (Failure for Non-Attendance and/or Non-Participation) Policy:

For financial aid purposes, students are required to participate (attending, taking exams, turning in work, etc.) in all of their classes. At the end of the semester, a student who has all final grades of FN, F, I or W may be subject to the University's Unofficial Withdrawal Policy -- withdrawal initiated for financial aid purposes -- which can result in a significant portion of the student's financial aid and scholarships being returned to the appropriate aid source. In turn, the student will be responsible for reimbursing the University for the amount of returned aid. To avoid loss of financial aid and the incurring of additional debt to the University, any UPIKE student who no longer wishes to remain in classes must complete the academic withdrawal process.

Termination Policy

The Social Work Committee reserves the right to ask a student to withdraw from the undergraduate social work program if academic performance, student conduct, or emotional or physical health indicates that the student may not successfully complete the program or has the potential to cause harm to clients served.

Factors that may result in termination from the undergraduate Social Work Program, include but are not limited to:

1. Failure to maintain a minimum cumulative GPA of 2.0 on all completed college work.
2. Failure to maintain at least a 2.0 GPA with respect to all required social work courses.
3. Failure to demonstrate the capacity to master generalist social work skills, such as empathy, respect for client self-determination, non-judgmental attitudes, self-awareness and professional growth, and good communication (oral and written) skills.
4. Failure to demonstrate conduct that is **consistent** with the NASW Code of Ethics.
5. Failure to maintain appropriate emotional stability and maturity necessary for professional social work practice.

Examples of behaviors that may result in termination from the undergraduate Social Work Program, include but are not limited to:

1. Criminal behavior
2. Academic dishonesty (cheating, plagiarism, fabrication)
3. Disregard of social work principles of confidentiality
4. Inability to work with populations which reflect a variety of differences in race, ethnicity, nationality, socioeconomic class, color, disability, gender, religion, sexual orientation, political orientation, or veteran status
5. Consistently demonstrates poor written and oral communication skills
6. Inappropriate and/or unethical behavior in a field practicum placement.

**Please note that the University of Pikeville also reserves the right to terminate the student from enrollment in the university based upon academic and conduct criteria outlined in the University of Pikeville Student Handbook and the University of Pikeville Catalog. Students terminated from the University should follow the appeals procedure outlined in these publications.*

Any student who is found to meet any of the criteria for termination has the right to be informed of the specific violation, inappropriate behavior, or other reasons for termination. After the student has been informed of the possibility of termination, the Undergraduate Social Work Program Director and others (social work faculty, field supervisor, and other involved parties) if appropriate, will meet with the student to discuss the violation, inappropriate behavior, or other problems, to avoid termination from the program.

As a resolution, students may be placed in a probationary status within the School of Social Work for approximately one semester. If probationary status is granted, a remediation plan will be devised, and the student must agree to abide by the stipulations of the plan. The undergraduate Program Director and/or other Program faculty members will monitor the student's progress to ensure that the stipulations of the remediation

plan are met in a satisfactory manner. At this point, the undergraduate social work program's administration and faculty members of the will then decide if the student's probationary status will be lifted or if termination will be recommended to the Social Work Committee. The student will then be notified by the Program Director if his or her probationary status will be lifted or if they will be terminated from the Program.

Appeals Procedure

The undergraduate Social Work Program at the University of Pikeville has established requirements and criteria for admission to and retention in the Program and the field education component of the Program. When – based on these requirements and criteria – the undergraduate social work program recommends that a student be denied admission or continuation in the Program or field education component, the student has the right to file a formal appeal to the Social Work Committee.

Any social work student who wishes to appeal a recommendation of the undergraduate social work program must adhere to the following procedures:

1. A formal appeal must be submitted in writing to the Social Work Committee detailing the reasons and/or circumstances for the appeal with two weeks of the date of the action being appealed.
2. The Chair of the Social Work Committee will then process the appeal within three weeks. Notices of date, time, and place of the appeal hearing will be sent to all members of the Social Work Committee and the student.
3. During the appeals hearing, all factual information related to the petition will be presented by the undergraduate Program Director and the Coordinator of Field Education, if applicable.
4. The student is entitled to be present and shall be given 30 minutes to present information or evidence on his or her behalf and to answer questions posed by the individual members of the Committee.
5. After presentations from the Program and the student, the student will be excused before deliberations by the Social Work Committee begins. The Committee, in closed session, will then consider the student's appeal.
6. The student, Registrar (if applicable), and Dean of the College of Nursing and Human Services will receive written notification of the Committee's decision within two weeks of the hearing.
7. The decision of the Social Work Committee is final. Once a student has exercised his or her appeal option, no further action by the University will be taken or considered.

Note: The only appeals submitted and heard by the Social Work Committee are those related to entry or continuation in the undergraduate Social Work Program and field education component of the Program. All other appeals, e.g., grade appeals, probation or suspension from the University, etc., are handled according to the appeals policies outlined in the University of Pikeville Student Handbook and the University of Pikeville Catalog”.

Readmission

Students who are dismissed from the University due to academic performance or inappropriate conduct must apply for readmission through the Office of Admissions and follow the policies and procedures outlined in the University of Pikeville Student Handbook and University of Pikeville Catalog regarding readmission.

Note: Readmission to the University of Pikeville does not guarantee readmission to the Social Work Program.

Files of students who do not complete the admissions process in an academic year, officially change majors, withdraw from the University, or are terminated from undergraduate social work program or field education component of the program are classified as inactive. Any student whose file is inactive must reapply for

admission to the School of Social Work and meet all admission criteria in effect at the time the new application is submitted.

In addition to meeting all admission criteria in effect at the time the application is submitted, any student who has been terminated must submit a letter of petition to the School of Social Work explaining reasons/circumstances for his or her failure to progress in the program and detailing the steps that may have been taken by the student to remedy the situation. Other factors, such as GPA, faculty recommendations, understanding of the social work profession (mission, values, ethics, etc), capacity to master generalist social work skills, emotional stability and maturity, recommendations from social work professionals and/or field instructors, and other aspects may also be considered deciding whether to recommend the student to the Social Work Committee for readmission.

Field Education

General Overview

Field Education is the signature pedagogy of social work education and provides the opportunity to students to “practice” or try out social work in an approved field setting. Under the direction of professional social workers and Program faculty members who are dedicated to assisting students in the learning process, students are immersed in social work practice during a professional semester, which is the last semester of the student’s undergraduate academic journey.

Each student is required to complete a total of 400 hours of experiential field learning in the SW 496: Social Work Practicum course. The course is a 12-semester hour course which encompasses both the 400 hour field experience in an approved practicum setting which requires an average of approximately 24 hours per week in their field practicum throughout the 16 week semester. The course also includes a seminar component that is comprised of a weekly one-hour class meeting, along with a variety of assignments including the learning contract, a practicum portfolio, weekly supervision logs, and online discussions. The learning contract is grounded in the nine interrelated competencies and requires students, in collaboration with their field instructor/task supervisor to identify specific tasks within their field placement which will allow them to demonstrate professional mastery of the competencies. Throughout the field practicum, students are expected to perform the tasks identified in the learning contract through in-person contact with clients and constituencies. Learning activities are designed by the field instructors with the goals of encouraging student mastery of the competencies and promoting an increase in challenge and responsibility that is consistent with entry level professionals. The student’s level of mastery for each identified competence is evaluated by their field instructor at midterm and then the end of the semester utilizing the contract as the guide for professional evaluation.

Admission to Field Education

In order to enter into the field education component of the undergraduate social work program’s curriculum, students must meet the following requirements as outlined in the *Undergraduate Social Work Program Student Handbook*:

- The student must have formally applied and been accepted to the Undergraduate Social Work Program at University of Pikeville.
- The student must have an overall GPA of 2.0 on all completed college work.

- The student must have attained senior status (completed 90+ credit hours) and have completed all of the requirements for the major with the exception of SW 495: Senior Seminar and SW 496: Social Work Practicum.
- The student must have at least a 2.0 GPA in all required social work courses.
- Must complete the Admission to Field Education application and submit to the Coordinator of Field Education by March 1 if fall placement and October 1 if spring placement.
- The student must agree to adhere to all policies and procedures of the Social Work Program. as outlined in the *Undergraduate Social Work Program Student Handbook*

Once these aforementioned criteria for admission into the field education component of the Program have been satisfied, the student will meet with the Coordinator of Field Education for assistance in selecting potential practicum sites that best match the student's interests, career goals, and skill levels. The Coordinator will make the first contact with a prospective placement to ensure that the agency will accept a practicum student. If so, the student is responsible for reaching out to the agency and setting up an interview to determine goodness-of-fit for all parties. Following the interview process the Coordinator of Field Education seeks feedback from the student and the agency. The Coordinator makes a final determination regarding the student's field placement.

Placement Sites

Students are only permitted to complete practicum hours at approved agencies and may not arrange for interviews at a field site without the approval of the Director of Field Education. Current placements range from child welfare and domestic violence shelters to adult homeless shelters and corrections. Other settings involve older adult care, medical and hospice care, and addiction services. Possible placements represent both private and public social services.

For additional information regarding the Field Education component of the University of Pikeville Social Work Program please consult the *Undergraduate Social Work Program Field Education Handbook*.

Policy Statements

Program Statement of Nondiscrimination

The University of Pikeville School of Social Work is committed to nondiscrimination and providing equal education opportunities without regard to race, ethnicity, national origin, age, class, color, disability, gender, marital status, religion, sex, sexual orientation or veteran status. The School of Social Work does not discriminate based on the any of the aforementioned characteristics in policies related to admission and all other academic endeavors related to the social work programs and social work degrees.

University Statement of Nondiscrimination

The University of Pikeville does not discriminate on the basis of race, ethnicity, color, sex, gender, gender identity, sexual orientation, religion, national origin, age or disabilities in its programs, activities, hiring, or the admission of students.

The following person has been designated to handle inquiries regarding non-discrimination policies under Title IX:

Bethany Bowersock
Title IX Coordinator
University of Pikeville
Rm. 203 Administration Building
147 Sycamore Street
Pikeville, KY 41501
bethanybowersock@upike.edu
606-218-5344

The following person has been designated to handle inquiries regarding other non-discrimination policies:

Michael Pacheco
Human Resources Director
University of Pikeville
Rm. 210 Community Technology Center
147 Sycamore Street
Pikeville, KY 41501
michaelpacheco@upike.edu
606-218-5216

If either individual is unavailable, inquiries concerning any non-discrimination policy may be directed to the other individual.

Students with Disabilities

The University of Pikeville is committed to providing students with disabilities the same educational programs and services offered other students, in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008. Under Section 504, a student has a disability if that individual has a physical or mental impairment that substantially limits major life activities such as walking, seeing, hearing, speaking, working, or learning. Section 504 further requires that institutions make appropriate and reasonable adjustments for students with disabilities to ensure accessibility to academic and nonacademic activities. Under ADA, all institutions of higher education must comply with government policies, procedures, and employment practices that impact the treatment of students.

Each student brings a unique set of strengths and experiences to the academic setting. Even though students learn in different ways, it is not necessary to dilute curriculum or to reduce course requirements for individuals with disabilities. Special accommodations may be needed, however, as well as modifications in the way information is presented and in methods of testing and evaluation. Faculty will be assisted in these efforts by drawing upon the students' own prior learning experiences, using available institutional resources and collaborating with the Disability Resource Counselor. An individual with a disability is not required to accept an accommodation if the individual has not requested one and does not believe one is needed. However, if the individual refuses accommodation necessary to perform in that area of study and, as a result, cannot meet established requirements, the individual may not be considered qualified.

In order to be granted protection under Section 504 and ADA, students with disabilities must make the disability known to appropriate University officials (Disability Resource Counselor) and must provide current and comprehensive documentation concerning the nature and extent of the disability. A student with a disability may make known his/her disability and seek verification for it at any point in his/her academic career. Upon verification, the Disabilities Resources Counselor will work with the instructor and the student to determine

reasonable accommodations. With the student's written permission, a written description of accommodations will be forwarded to the instructor by the Disabilities Resources Counselor. Students with verified disabilities should contact the Disabilities Resources Counselor and inform faculty very early in the semester if they wish to exercise their rights to reasonable accommodations. Accommodation Letters are valid for one semester only, and must be updated each semester. Ensuring complete access and full participation in the education process does not require the instructor to adjust evaluations of academic performance nor absolve the student from personal responsibility for class attendance, assignments and other course requirements. Rather, accommodations make it possible for a student with a disability to learn the material presented and for the instructor to fairly evaluate the student's performance.

Located in the Administration Building, 204 (Phone: (606)218-5232), the Disabilities Resources Counselor is under the supervision of the Dean of the College of Arts and Sciences. The Disabilities Resources Counselor can provide publications regarding reasonable accommodations under Section 504 and ADA and serves both students and University employees with assistance in regard to appropriate services for students with disabilities.

Confidentiality of Student Records

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), University students have the right to inspect and review their official records, files, and data, including all materials incorporated in their cumulative record folder. Students have the right to request a hearing to challenge the contents of these records to ensure that they are accurate and do not violate the student's rights. Students may also correct, amend or supplement their records. The only information that will be released concerning students will be directory information, as defined in the Act, unless the student has specifically waived rights guaranteed under this Act.

Academic Honesty

The University of Pikeville is an academic community, and like all other communities, it can function properly only if its members adhere to clearly established goals and values. Essential is the commitment to the principles of truth and academic honesty. In order to articulate fully its commitment to academic honesty and to protect members of its community from the results of dishonest conduct, the University of Pikeville has adopted the following policies to deal with cases of academic dishonesty.

Academic dishonesty includes, but is not limited to, the following acts:

- (a) Cheating: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- (b) Plagiarism: the deliberate or accidental taking of another's ideas, work, or words as one's own without properly documenting or crediting the original source in any academic exercise.
- (c) Fabrication: the deliberate falsification or invention of any information or citation in an academic exercise.
- (d) Facilitating Academic Dishonesty: intentionally or knowingly helping or attempting to help another violate any provision of this policy.

If an act of academic dishonesty is determined to have occurred, sanctions will be imposed depending on the perceived intent and extent of the offense. Possible sanctions may include, but are not limited to, the following:

- (a) giving a warning;
- (b) reducing the grade for the academic exercise;

- (c) giving an "F" or zero for the academic exercise;
- (d) giving a failing grade in the course with the inability to withdraw;
- (e) reporting the matter to the Vice President for Academic Affairs/Dean of the College of Arts and Sciences for further possible action.

Class Attendance

The School of Social Work strongly believes that regular attendance to classes and active participation while in class are required in order for you to receive full benefit from the class. We only have a short time together so it is imperative that you attend and participate in all class activities and outside assignments. Attendance for each class will be noted by all social work faculty.

While attendance policies are typically at the discretion of individual faculty members, the School of Social work has adopted an undergraduate program attendance policy for all Generalist Social Work Practice Courses. Remember that social work requires “practice” – therefore we require practice courses and practicum hours as part of the curriculum so that you are prepared for the profession. You cannot “practice” if you are not present in the course. Furthermore, practice courses establish, build, and expand your skill set; if you aren’t present, you will miss important instruction regarding social work skills. Skills sets are cumulative so if you miss a great deal of class, you will be lacking skills that are necessary for effective social work practice.

As a result, absences totaling 25% or more of total class sessions will result in an FN grade being assigned for the class regardless of your score on the assignments in this course. This is a grade that is similar to an “F” and will negatively impact your GPA in the same manner that a regular “F” would.

Attendance also includes tardiness. You must be in the class when attendance is taken to be considered present, or you will be marked absent. If you leave class more than 15 minutes early without the class being dismissed, you will be marked absent for the day. Furthermore, students who are physically present but are not present mentally (sleeping, using prohibited technology) may be counted as absent even though they are in class. **All absences count toward the 25%.**

Sexual Harassment

The University of Pikeville is committed to providing a supportive learning environment and fostering safe, healthy relationships among our students. As such, the institution and members of our community will not tolerate the offenses of dating violence, domestic violence, sexual assault and stalking. The University encourages any member of the University community who has experienced sexual harassment, sexual assault, domestic violence, dating violence, or stalking, or knows of another member of the community who has experienced sexual harassment, sexual assault, domestic violence, dating violence or stalking, to report the incident to the University. In case of an emergency or ongoing threat, a survivor should get to a safe location and call 911. Calling 911 will connect you with local police. Students and employees who have experienced sexual harassment, sexual assault, domestic violence, dating violence, or stalking should report incidents to Ms. Bethany Bowersock, J.D., Title IX Coordinator and Compliance Officer. Her email and phone contact information is BethanyBowersock@upike.edu and 606-218-5344.

If sexual assault should occur in the field practicum, the student should follow the Agency’s policy regarding such and inform the field instructor and Social Work Program faculty.

Sexual Abuse

The University urges victims of sexual abuse to contact the Vice President for Student Services or the local law enforcement agency immediately so that the authorities can take whatever action is necessary. Those authorities will inform the victim of the proper procedure to follow. The FBI Uniform Crime Reporting Act as amended by the Hate Crime Statistics Act defines sex offenses as follows: Forcible Sex Offenses are defined as, “Any sexual act directed against another person, forcible and/or against the person’s will; or not forcibly or against the person’s will where the victim is incapable of giving consent,” and include rape, forcible sodomy, sexual assault with an object, and forcible fondling. Non-Forcible Sex Offenses: are defined as, “Unlawful, non-forcible sexual intercourse,” and include incest and statutory rape. Full cooperation will be extended by the University to law enforcement agencies when cases are being investigated and/or tried.

Procedure for Victim

What you should do if you are raped:

1. First things first, FIND SAFETY.
2. Report it to the Vice President for Student Services.
3. Don’t shower, wash, douche, urinate, defecate, comb hair, change or remove clothing, or put on makeup.
4. Don’t straighten up the area where it occurred. You might destroy valuable evidence.
5. Seek medical attention. Even if you don’t think you have been physically injured, you may be in a state of shock and unaware of the extent of injury to your body.
6. Contact a friend. It is your right to have someone there with you.
7. Medical/legal exam: the medical exam is designed to show that recent sexual intercourse has occurred, to document any signs of force and to treat them, and to collect evidence for use in identifying the assailant.

Student Opportunities for Program Involvement

Student Social Work Association (SSWA) and Phi Alpha Honor Society.

The Student Social Work Association (SSWA) was formed in the fall of 2007 to provide social work students an opportunity to meet as a group and provide the opportunity to express their ideas collectively, to serve as an informational and resource guide for its members, and to promote community awareness and serve. The SSWA membership is open to all students, faculty, and staff who have an interest in social work and social work issues. Full membership is granted to students majoring or minoring in social work. Associate membership is granted to all others. The Constitution and Bylaws of the SSWA can be found in Appendix B.

Phi Alpha is the honor society for Social Work and membership is for the highest achievers and by invitation only. Find out more about Phi Alpha at www.phialpha.org

In addition, the University offers a wide variety of social and academic-related clubs and organizations. A complete list of clubs and organizations can be found in the University of Pikeville Student Handbook.

Social Work Committee

The University of Pikeville School of Social Work utilizes a Social Work Committee for many programmatic endeavors. The Social Work Committee enables the School, University faculty, local social work practitioners, and social work students to collaborate about the design, delivery, and evaluation of the programs in the School of Social Work. A detailed description of the Committee, including membership and functions, can be found in Appendix C.

Domestic and Study Abroad Opportunities

To enhance educational opportunity and greater understanding of cultural diversity, the University works closely with selected agencies and organizations to provide students domestic and study abroad opportunities.

The University of Pikeville is a member of the Private College Consortium for International Study (PCCIS), a group of Appalachian College Association (ACA) institutions providing opportunities to study abroad. The London Program, utilizing Imperial College facilities, provides short-term and full-semester study and internship opportunities for students from member institutions. A new domestic study away program is available through the ACA called the Chicago Center, which provides the opportunity for faculty and students to spend 1-2 weeks in Chicago to compare city life and rural life.

The Washington Center Program provides students an opportunity to study for a semester in Washington, D.C. A combination of experiential learning and academic based curriculum, conducted within the nation's capital, exposes students to the various functions of government, provides leadership development opportunities, and allows one to experience the diverse culture of the city.

The Kentucky Legislative Intern Program, sponsored by the Association of Independent Kentucky Colleges and Universities (AIKCU), provides students an opportunity to spend a semester in Frankfort, studying state government and interacting with members of the Kentucky Legislature and other governmental officials.

The University is also a member of the Kentucky Institute for International Studies (KIIS), which supports study abroad opportunities for both faculty and students through 20 Summer study abroad programs (each program lasts approximately 4-5 weeks) and five full semester programs (Spain, France, Germany, Mexico, and Denmark).

For specific information regarding domestic and study abroad opportunities in Social Work, students should contact the Social Work Program Director to discuss available opportunities and/or review the Social Work Program bulletin board located next to the Director's office for the most recent information.

Academic credit may be earned for participation in the above programs; the amount of credit is contingent on the length and breadth of the experience.

Student Government Association

The Student Government Association serves as the voice of the students at the University of Pikeville. It is responsible for planning and implementing activities of common interest to students, representing student opinion to the University community, and promoting a high standard of conduct. Elections for offices in the Student Government Association are held annually. The SSWA holds a representative placement on the SGA's Club Council.



COUNCIL ON SOCIAL WORK EDUCATION

Commission on Accreditation
Commission on Educational Policy

2015

EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

for Baccalaureate and Master's Social Work Programs

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

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

EPAS Revision Process

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

The most recent standards review process took more than 5 years and resulted in three drafts issued for public review and comment. The intent of the COA and the COEP was to solicit feedback from as many constituents as possible in as many ways as possible. The COEP and the COA would like to thank the programs, individuals, organizations, and communities of interest that provided feedback on all of the drafts.

The educational policy, which details the new social work competencies for the 2015 EPAS, was developed by COEP and approved by the CSWE Board of Directors on March 20, 2015. The accreditation standards were developed and approved by the COA on June 11, 2015. Programs that have reaffirmation reviews in October 2017 or later will use the 2015 EPAS to prepare their self-studies. Programs applying for candidacy in 2016 and beyond would use the 2015 EPAS for their benchmark documents.

For updated information about the 2015 EPAS, please visit www.cswe.org/Accreditation or send an e-mail to accreditation@cswe.org.

July 2015

PURPOSE: SOCIAL WORK PRACTICE, EDUCATION, AND EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

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

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

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

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

“

It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

COMPETENCY-BASED EDUCATION

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

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

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

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

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

Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.



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

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

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant 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:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

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

Competency 5: Engage in Policy Practice

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

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

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

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

- 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 multi-disciplinary 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.

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.



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.

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

Educational Policy 2.0—Generalist Practice

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

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

Accreditation Standard B2.0—Generalist Practice

- B2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- B2.0.2** The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
- B2.0.3** The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

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.

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

Educational Policy 3.0—Diversity

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

Accreditation Standard 3.0—Diversity

- 3.0.1** The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.
- 3.0.2** The program explains how these efforts provide a supportive and inclusive learning environment.
- 3.0.3** The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.1—Student Development

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

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

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

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 up-dates (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.

APPENDIX: 2015 EPAS GLOSSARY

The 2015 EPAS glossary was developed by a subcommittee of the Commission on Educational Policy and the Commission on Accreditation and approved by each commission in February 2016. The glossary is an aid to understanding the EPAS and is not considered part of the educational policy or accreditation standards.

Educational Policy Terms

The following definitions were developed for use in the context of the 2015 educational policy:

Accreditation

A system for recognizing educational institutions and professional programs affiliated with those institutions for a level of performance and integrity based on review against a specific set of published criteria or standards. The process includes (1) the submission of a self-study document that demonstrates how standards are being met; (2) an onsite review by a selected group of peers; and (3) a decision by an independent board or commission that either grants or denies accredited status on the basis of how well the standards are met.

Behaviors

Observable actions that demonstrate an integration of knowledge, values, skills, and cognitive and affective processes.

Classroom

The organization of instruction including various face-to-face and/or e-learning methods of instruction.

Clients and constituencies

Those served by social workers including individuals, families, groups, organizations, and communities.

Cognitive and affective processes (includes critical thinking, affective reactions, and exercise of judgment)

- Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection and reasoning.
- Affective reactions refer to the way in which our emotions influence our thinking and subsequently our behavior.
- Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.

Competency-based education framework

A framework where the focus is on the assessment of student learning outcomes (assessing students' ability to demonstrate the competencies identified in the educational policy) rather than on the assessment of inputs (such as coursework and resources available to students).

Curriculum design

Curriculum design identifies the elements of the curriculum and states their relationships to each other. A design needs to be supported with a curriculum rationale to establish the means for competency attainment within the organization in which it operates.

Environmental justice

Environmental justice occurs when all people equally experience high levels of environmental protection and no group or community is excluded from the environmental policy decision-making process, nor is affected by a disproportionate impact from environmental hazards. Environmental justice affirms the ecological unity and the interdependence of all species, respect for cultural and biological diversity, and the right to be free from ecological destruction. This includes responsible use of ecological resources, including the land, water, air, and food. *(Adapted from CSWE Commission for Diversity and Social and Economic Justice and Commission on Global Social Work Education Committee on Environmental Justice, 2015).*

Holistic competence

The demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations.

Intersectionality

A paradigm for understanding social identities and the ways in which the breadth of human experiences are shaped by social structures.

Multidimensional assessment methods

Multidimensional assessment methods capture behaviors indicative of competence as well as one or more of the factors underlying behavior. Underlying factors may include knowledge, skills, and values as well as cognitive and affective processes.

Program options

Various structured pathways to degree completion by which social work programs are delivered including specific methods and locations such as on campus, off campus, and virtual instruction.

Signature pedagogy

Forms and styles of teaching and instruction that are central to a specific discipline, area of study or profession that help students build a habit of mind that allows them to think and act in the same manner as experts in the field. Field education is the signature pedagogy for social work.

Specialized practice

Specialized practice builds on generalist practice by adapting and extending the nine social work competencies for practice. Specialized practice is defined by programs and can be operationalized by programs as a concentration, area of specialized practice, track, focus on specific populations, problem area, method of intervention, or approach to practice.

Student learning outcomes

The stated behaviors, knowledge, values, skills, and cognitive and affective processes that students are expected to demonstrate as a result of engagement in the explicit and implicit curriculum.

Accreditation Standards Terms

The following definitions were developed for use in the context of the 2015 accreditation standards (AS):

Curriculum (AS B2.0.2, M2.0.2, 3.3.2)

All planned educational experiences under the direction of the social work program that facilitates student attainment of competencies. Social work curricula includes supervised field education learning experiences.

Full-time equivalent faculty-to-student ratio (AS 3.2.3)

Refers to the institution's calculation of full-time faculty workloads. Programs should calculate faculty ratios that include adjunct and part-time faculty (not field instructors at field settings) in the full time equivalency description. Programs should include part-time students in this calculation.

Goals (AS B2.0.1, M2.0.1):

General aims of the program that are consistent with both the institution and program missions and reflect the values and priorities of the social work profession.

In-person contact (AS 2.2.4):

Refers to interpersonal interactions with clients and constituencies, and may include the use of digital technologies.

Matrix (AS B2.0.3, AS M2.0.3, AS M2.1.4):

A table or chart that maps the social work curriculum content to the competencies.

Multiple dimensions of each competency (AS 4.0.1)

- Multiple refers to a minimum of at least two dimensions.
- The dimensions of the competency are knowledge, values, skills, and cognitive and affective processes.

Post-social work degree practice experience (AS B2.2.9, M2.2.9, 3.2.2, B3.3.5 (b), M3.3.5 (b))

- The minimum requirement of 2 years of post-baccalaureate or post-master's social work practice experience is calculated in relation to the total number of hours of full-time and equivalent professional practice experience.
- Social work practice experience is defined as providing social work services to individuals, families, groups, organizations, or communities.
- Social work services can include work in professional social work auspices under the supervision of professional social work supervisors, volunteer practice experience in a social service agency and paid experience as a consultant in the areas of the individual's practice expertise.

Simulated practice situations (AS 4.0.1):

Modalities that replicate practice situations to facilitate the demonstration of student competence.

Transfer of credits (AS 3.1.4)

The process of awarding student credit for courses earned at another institution(s) prior to admission to the social work program. The accreditation process respects the institution's policies and procedures concerning the transfer of credits.



COUNCIL ON SOCIAL WORK EDUCATION

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Strengthening the Profession of Social Work

CONSTITUTION OF THE STUDENT SOCIAL WORK ASSOCIATION OF THE UNIVERSITY OF PIKEVILLE PIKEVILLE, KENTUCKY

I. NAME

The name of the organization shall be the University of Pikeville Student Social Work Association hereafter noted as S.S.W.A.

II. PURPOSE

- A. To provide social work students a formal organization in which to meet as a group and provide the opportunity for social work students to express ideas collectively.
- B. To serve as an informational and resource guide for members
- C. To promote community awareness and service of the members.

III. MEMBERSHIP

- A. Membership will be open to all students, faculty and staff with an interest in social work and social work issues and those who remain current with their dues.
- B. Full membership shall be granted to students majoring or minoring in social work and who have paid their dues. Associate membership will be granted to all other students, who wish to participate in the S.S.W.A. and have paid dues, but are not majoring or minoring in social work. Associate membership will also be granted to faculty and staff.
- C. Membership may be maintained by participation in one (1) planned activity per semester and one (1) planned fundraiser per semester.
- D. If a member fails to remain in good standing with the club, their membership may be revoked by an Officer Majority vote.

IV. ORGANIZATION STRUCTURE

- A. The S.S.W.A officers will be the presiding body over the association. The officers shall consist of no less than five (5) elected members except in severe cases of low membership. In this case the Vice President can double as treasurer or the President can double as Delegate to the Student Government Senate.
- B. The Officers will contain a President, a Vice President, a Secretary, a Treasurer, and a Delegate to the University of Pikeville Student Government Senate. All officers must be full members of S.S.W.A (i.e., be a major or minor in social work.)
- C. The Officers will be on a voluntary basis with the consensus of the club membership and each volunteer will serve for one year with a maximum of two years.
- D. If an Officer fails to fulfill his/her duties, the Officer may be removed from their position by an Officer Majority vote.

V. MEETINGS

- A. Regular meetings of the S.S.W.A shall be held once a month during the academic year. Special meetings may be called by the President when needed.
- B. All executive officers and members shall be expected to attend all meetings.

VI. DUES

Membership dues will be set at \$10.00 per semester or \$20.00 per year. They must be paid at the beginning of each semester and members can pay by semester or by year. A receipt shall be presented to each member upon collection of the dues. Students with financial hardship may substitute service to the club for membership dues. This decision will be at the discretion of the Officers.

VII. AMENDMENTS

Amendments to this constitution must be presented in writing, read to the club, and held until the next regular meeting of the club to be considered for amendment. An affirmative vote of simple majority of those present shall be required for adoption.

BY LAWS

Article I OFFICERS

The S.S.W.A officers will be the presiding body over the association. The officers shall consist of no less than five (5) elected members except in severe cases of low membership. In this case the Vice President can double as treasurer or the President can double as Delegate to the Student Government Senate

Article II MEETINGS

Meeting will be set at the first meeting of the fall semester for at least once a month. Special meetings will be called as needed by the President. The Vice-President and Secretary will be in charge of posting announcements and sending e-mail reminders about up-coming meetings.

Article III PROCEDURES AND VOTING

1. Every member shall be entitled to one vote on all motions, questions, and/or suggestions brought before the club.
2. A simple majority of members present shall be required for approval in the case of any motion or election.
3. A quorum of at least six members must be present for any vote. In cases of low membership a majority of members must be present for voting.

Article IV SELECTION FOR OFFICERS

1. Selection of the Officers shall be at the beginning of the fall semester.
2. Selection of the officers will be based on a motion then a second for a nomination and then will be voted in by the members.
2. In the absence of the President, the club will follow the Vice President. In the absence of the Vice President, the club will follow the Secretary. In the absence of the Secretary, the club will follow the Treasurer. In the absence of the Treasurer, the club will follow the Delegate to the University of Pikeville Student Government Senate.
3. If an officer resigns, the members at the next meeting shall select a replacement.

Article V DUTIES OF OFFICERS

The President shall serve as the official representative of the S.S.W.A. in a respective manner that would gratify the association, preside at all regular and special meetings, call special meetings, appoint committees with the approval of the Executive Committee, represent the S.S.W.A. at Student Government Senate meetings in times of low membership, inform the faculty advisors of the business and events of the S.S.W.A., maintain constant communication with sponsors of the association, be involved in the orientation of new members, and promote the general welfare of the Student Social Work Association and represent the S.S.W.A.

The Vice President shall perform all duties of the President in their absence or disability, attend regular and special meetings of the organization, act as chairperson/overseer of the committees, in times of low membership double as treasurer, with help of the Secretary send a notice to inform the other members of the time, date and place of upcoming meetings.

The secretary shall keep minutes of all association meetings, a copy of which shall be forwarded to the Director of the social work program, make the minutes available to active members via their campus e-mail, post a copy of the minutes on the social work bulletin board, review minutes from the previous meeting at the beginning of every association meeting, obtain a copy of the current mailing list of all social work students from the Registrar, keep a cumulative copy of the semesters minutes in a file, with help of the Vice-President send a notice to inform the other members of the time, date and place of upcoming meetings, and fulfill all other duties that may be assigned by the President.

The Treasurer shall collect and record the dues paid to the organization from each member and provide them with a receipt, keep all financial records of the association, submit to the Secretary a monthly report of the financial budget, deposit and withdraw funds as needed in accordance with the policies of the Business Office of the University of Pikeville, and fulfill such additional duties as they may be assigned by the President.

The Delegate to the University of Pikeville Student Government Senate shall attend all regular Club Council meetings set by the Student Government Senate, they shall represent the S.S.W.A. in a manor upholding the social work program and the association, they will be a representative of the S.S.W.A. to the University of Pikeville student community, they will have an active vote for the S.S.W.A. at club council meeting, and they will be in charge of informing the Student Government Senate and Club Council of the association membership and upcoming events.

1. The President shall approve the calendar of all meetings, designate duties and the agenda, and preside over the meetings. The President may appoint another Officer to call and conduct a club meeting.
2. The President and Vice President may create committees and appoint members and chairs.
3. In the absence of the President, the Vice President may call or convene meetings.
4. The Secretary will take minutes, maintain a record of the minutes, and present the minutes at the beginning of each meeting.
5. The Treasurer will be responsible for keeping accurate financial records for the Social Work Club.
6. Other Officers shall be responsible for other duties as deemed necessary.
7. The S.S.W.A Delegate will represent the Social Work Club at all scheduled University of Pikeville Student Government Senate meetings.
8. Officers must attend all Officer Meetings. In the event of an Officer's absence, a 48 hour notice must be given to the President or Secretary.

Article VI REMOVAL OF OFFICERS

1. An officer can be removed for the following reasons:
 - i. Not upholding the duties as stated in Article V
 - ii. Missing (two) 2 Officer Meetings
 - iii. Being disrespectful to members and/or other Officers
 - iv. Becomes a distraction to members and Officers from the goals and purpose of the Social Work Club
 - v. Portraying a low level of professional demeanor as expected by the Social Work Department and the NSAW Code of Ethics
 - vi. If the Officer does not abide by the Colleges Policies and Code of Conduct

2. The Officer will be addressed with a verbal or written warning by the President (or Vice President in cases of the President's removal) unless immediate removal is deemed necessary by a majority vote of the Officers.
3. The President will make arrangements with the Officer to attempt to solve the problem before continuing with the Removal process.
4. If the problem continues, the President will call for an Officer meeting where ALL Officers are present in order to provide a fair opportunity to the Officer in question to discuss the issues at hand and work toward a solution.
5. If there is still not a compromise or solution to the problem then the remaining President will ask the Officer to wait outside the meeting area while the remaining Officers take a vote to remove.
6. If the majority of Officers agree to removal, the Officer in question will no longer hold their title and/or duties as an Officer.

Article VII MEMBERSHIP

1. To maintain membership, activities include service projects, committees, special events, and donation of items to association drives. Fundraisers include organized association fundraising events.
 - i. In order for the club to enforce membership maintenance, the club must provide planned activities and a fundraising opportunity per semester.
 - ii. The club will conduct one membership drive per semester.

Article VIII REMOVAL OF MEMBERS

1. A member can be removed for the following reasons:
 - I Being disrespectful to other members or Officers
 - ii. Becomes a distraction to members and Officers from the goals and purpose of the Social Work Club
 - iii. Portraying a low level of professional demeanor as expected by the Social Work Department
 - iv. If the member does not abide by the Universities Policies and Code of Conduct
2. The member will be addressed with a verbal or written warning by the President unless immediate removal is deemed necessary by a majority vote of the Officers.
3. The President will make arrangements with the member to attempt to solve the problem before continuing with the Removal process.
4. If the problem continues, the President will call for an Officer meeting where ALL Officers are present in order to provide a fair opportunity to the member in question to discuss the issues at hand and work toward a solution.
5. If there is still not a compromise or solution to the problem then the President will ask the member to wait outside the meeting area while the Officers take a vote to remove.
6. If the majority of Officers agree to removal, the member in question will no longer be asked to participate, will be removed from all mailing lists, and/or groups.

ARTICLE VIII DUES

1. The club's dues shall be \$10.00 per semester that can be paid by semester or paid in full for the year.
2. Dues of the Social Work Club shall be paid to an officer.

3. All dues will be submitted to the Treasurer to be recorded.
4. Receipts shall be issued for payment of dues.

ARTICLE VIII AMENDMENTS

1. A proposal to amend the constitution shall be presented in writing or as a motion, to be voted on at the next scheduled meeting following the presentation of the proposed amendment.
2. A majority vote of the active members shall be necessary to amend the constitution.
3. Adoption of a new constitution shall require approval of a simple majority.

Social Work Committee

The Social Work Committee enables the School of Social Work, social work faculty members, local social work practitioners, and social work students to collaborate about the design, delivery, and evaluation of the Social Work Program at the University of Pikeville. The components of the Social Work Committee are as follows:

I. Composition of the Social Work Committee

The Social Work Committee consists of at least the following personnel:

- a) All social work faculty members. The Chair of the School of Social work will serve as Chair of the Committee
- b) Two faculty representatives, one from the College of Arts and Sciences and one from Coleman College of Business.
- c) Two local professional social workers
- d) Two social work majors - one being the President of the Student Social Work Association and one at large social work student.

All members of the Committee are selected by the School of Social Work and are invited to serve on the Committee by the Chair of the Committee.

II. Responsibilities of the Social Work Committee

The responsibilities of the Social Work Committee consist of these functions:

- a) Admission and Retention
- b) Policy Development
- c) Curricular Development
- d) Appeals
- e) Monitoring and Revising Assessment Plan
- f) Reviewing and Advising Conceptual Framework

Admissions and Retention

One of the functions of the Committee is to administer the process of admission and retention related to the School's programs and field education component in accordance with the policies and procedures established by the institution and the School of Social Work.

Policy Development

A second function of the Social Work Committee is to make and/or approve policy changes in the School of Social Work. The Committee will review suggested policy changes submitted by the School based on assessment data. The Committee may also make suggestions for policy changes based on assessment data submitted by the Program.

Curricular Development

A third function of the Committee is to make and/or approve curricular changes in the School of Social Work. Any suggested changes will then follow the University of Pikeville curriculum approval process.

Appeals

A fourth function of the Social Work Committee is to hear and rule on all appeals from social work students related to the programs within the School of Social Work.

Assessment Plan

A fifth function of the Committee is to assist the School in monitoring and revising the Continuous Assessment Plan.

Conceptual Framework

A sixth function of the Social Work Committee is review and revise the School's conceptual framework for each program as needed.