



**MASTER OF ARTS IN
SOCIAL WORK (MASW)**

**STUDENT HANDBOOK
FALL 2020**

GREATER MIAMI VALLEY JOINT MASW

Miami University and Wright State University

2020/2021 Academic Year

May 2020

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Introduction

The faculty of the Greater Miami Valley Joint MASW program has compiled this handbook in order to provide students with necessary information about the program. Students are expected to read, understand and to incorporate into their behavior the information provided. It is designed to complement advising, however, not replace it. Students are encouraged to take advantage of the willingness of the program's faculty to consult with them regarding educational matters. An ongoing relationship with an advisor among the faculty will prove invaluable as you work toward completion of the Master of Arts in Social Work (MASW). This handbook does not replace Miami University (MU) or Wright State University (WSU) Graduate Bulletins. Students are reminded that they are responsible for referring to those catalogues for official information regarding university requirements.

Social Work as a Profession

Social Work is a profession devoted to helping people function the best they can in their environment. This can mean providing direct services to people (called "clients"). It also can mean working for change to improve social conditions. The phrase "in their environment" points to a distinguishing characteristic of Social Work—one that sets it apart from other helping professions. Social Workers help clients deal not only with how they feel about a situation but also with what they can do about it. For example, a woman suffering stress stemming from single parenting may be referred by a Social Worker to a childcare facility. The Social Worker also might help her explore flex time with her employer and might work with a coalition of local employers to make flex time and childcare more available. In addition, the Social Worker might provide counselling to help her handle the immediate stress.

Many Social Workers work for social change as well. The victim of a sexual assault benefits not only from counselling but also from efforts to curb neighborhood and community violence. The client under stress because illness has devastated the family finances will also benefit from efforts to reform the nation's health care system.

The Social Work profession has its own body of knowledge, code of ethics, practice standards, credentials, state licensing, and a nationwide system of accredited education programs. These equip the professional Social Worker to combine the desire to help others with the knowledge, skill, and ethics needed to provide that help.

For sheer variety, few occupations can match social work, which offers the broadest range of opportunities and settings. Graduate Social Workers are found in public agencies, private businesses, hospitals, clinics, schools, nursing homes, private practices, police departments, courts, and countless other interesting workplaces. Graduate Social Workers serve individuals, families, and communities. They are managers, supervisors, and administrators. They serve at all levels of government. They are educators, therapists and researchers. More and more, they are also elected political leaders and legislators.

The Greater Miami Valley Joint MASW

The principle educational goal of the Greater Miami Valley Joint MASW is to prepare students for graduate, advanced generalist social work practice. The program adheres to and promotes an advanced generalist practice perspective. Individuals, families, groups, communities, and organizations are addressed as presenting needs and opportunities. Needs are reframed as the absence of equitable policies, services, resources and supports. Throughout the program, students are prepared with various

practice modalities for multi-systemic practice. Consequently, the program defines and identifies advanced generalist practice as a multi-level, multi-modal problem-solving process which embraces the value of diversity and the interrelated involvement of ethical social work practice, policy, and research in creating and promoting social and economic justice for oppressed populations.

In addition to the principle aim of the program, the advanced generalist perspective can be further enhanced by creating broad contexts, ethical understanding, and enhancement of personal and moral commitment, civic participation, critical thinking and diversity among learners. As such, the Greater Miami Valley Joint MASW places emphasis on the value of diversity among learners, ethical thinking, the enhancement of personal and moral commitment and critical thinking in developing and promoting competency-based social work practice.

Mission, Goals, and Competencies of the Greater Miami Valley Joint MASW

The Mission of the Greater Miami Valley Joint MASW offered by Miami University and Wright State University is to prepare students from the Greater Miami Valley region to become advanced generalist professionals. Graduates will be lifelong learners and leaders, contribute to the profession of social work through advanced generalist practice which emphasizes effective practice and policy skill development to promote diversity and cultural competency, social and economic justice, reduce oppression, and improve the broader human condition.

The core component of the program is the concept of advanced generalist professional.

We define advanced generalist professional as a person who uses critical thinking skills and differential application of advanced Social Work knowledge, theories, skills, values and ethics in the assessment of and intervention with micro, mezzo, and macro level systems.

The advanced generalist MASW professional:

- Is prepared to meet the needs of all clients.
- Focuses on culturally competent, ethical practice that ranges from case management and clinical practice with individuals, families and groups through organizational administration and change, policy development, and community practice.
- Is prepared to assume leadership in both direct and indirect practice settings.
- Is committed to improving the lives of clients, the conditions of work, and the social work profession.
- Is committed to social and economic justice.
- Is committed to the implementation of evidence-based practices.
- Is committed to understanding and applying multi-modal strategies based on a holistic assessment of the client situation as defined mutually by client and action systems.

The program's goals flow directly from its mission. The programs goals are to:

1. Prepare lifelong learners of social work practice.
2. Prepare leaders of the social work knowledge, skills, and values.
3. Prepare graduates to contribute to the profession of social work.
4. Prepare graduates to master advanced generalist direct practice skills.
5. Prepare graduates to master advanced generalist macro practice skills.
6. Prepare graduates to promote diversity and cultural competence.
7. Prepare graduates to promote social and economic justice.
8. Prepare graduates to reduce oppression at the local, state, national, and global levels.
9. Prepare graduates to improve the broader human condition.

The goal statements are taken directly from the Mission Statement. All graduates of the program are

expected to demonstrate achievement of each of the goals

The curriculum will provide:

- Foundation of core courses
- Set of Advanced Generalist Practice courses required for all students that focus on direct practice (micro level) and administrative and advocacy (mezzo and macro levels) knowledge, values, and skills
- Field Education as the signature pedagogy
- Concentration courses for Practice with Families and Children or Practice with Older Adults

Accreditation

The Greater Miami Valley Joint MASW received full accreditation from the Council on Social Work Education (CSWE) in June, 2014. CSWE is an accrediting organization that certifies that a Social Work program meets or exceeds national standards relative to quality of faculty, breadth of curriculum, quality of field experience, library holdings as well as other relevant areas.

In the state of Ohio, students graduating from a CSWE accredited MASW program can apply for licensure as a Social Worker (LSW). Graduates from the MASW who do not have a Bachelors of Social Work (BSW) are encouraged to take the basic exam for the LSW upon graduation. After receiving the required two years of supervision, MASW graduates are then encouraged to take the advanced exam to become a Licensed Independent Social Worker (LISW). For more information about social work licensure in Ohio go to www.cswmft.ohio.gov.

Admission Criteria/Application Procedure

Students apply to either University and follow the Graduate School requirements at the respective university. The admission procedures and policies to graduate school at Miami University (MU) are outlined in The Miami Bulletin: A Handbook for Graduate Students and Faculty, 2010-2011, found at www.units.muohio.edu/reg/bulletins/GeneralBulletin2010-2011/. Similarly, the admission procedures and policies to graduate school at Wright State University (WSU) are outlined in The School of Graduate Studies' Graduate Policies and Procedures Manual, found at www.wright.edu/sogs/policies/index.html.

Any applicant who wishes to be admitted into the program must complete the admissions process and be accepted by the graduate social work faculty of the university to which the student applies. Each university accepts students annually. The application deadline for the Advanced Standing program is January 15. The application deadline for the Regular program is February 15. Graduate Admissions Committees are separate for each University and convene to discuss the applicants they are considering before sending acceptance letters to the applicants.

In order to be admitted to the Greater Miami Valley Joint MASW, applicants must provide transcripts from all colleges and universities attended to verify the following:

- 1) Baccalaureate degree from an accredited college or university
- 2) Regular graduate status requires an overall, cumulative undergraduate GPA of at least 2.75 (based on a 4.0 system) from all colleges and universities attended.
- 3) Minimum GPA of 3.0 in social work or behavioral science courses.
- 4) Completion of the following behavioral science coursework:
 - a. at least one course in psychology, sociology, or anthropology

- b. at least one course in American history, American government, or economics
- c. at least one course in human biology
- d. at least one course in statistics

Applicants must submit the following materials as part of the application packet:

1. Application form for admission to the program;
2. Application fee;
3. Transcripts from all previous colleges and universities attended (if mailed, the transcript must be mailed directly from the originating university with the university seal);
4. An earned bachelor's degree from a recognized accredited undergraduate institution;
5. A cumulative undergraduate G.P.A. of 2.75 or higher as calculated from the grades of all classes attended at a college or university.
6. A completed application essay (3-5 pages) to assess fit of the applicant's educational goals with the Greater Miami Valley Joint MASW mission and goals. The essay should include information regarding career goals and leadership experiences that will contribute to your success as a graduate student and in the social work profession;
7. A description of previous job and volunteer experiences;
8. Three letters of professional reference; and
9. Completion of the criminal records disclosure statement found on the university admissions application.

The reference letters must be on the recommender's letterhead, from three different persons. Each letter is to be accompanied by a reference form. The reference forms are available [here \(PDF\)](#). Depending on when the last degree was obtained, these 3 letters must follow the following guidelines.

If you have graduated within the last 5 years:

One reference letter should be from a college professor. Depending on your situation, your second and third letters can be from additional faculty members, an employer in a human service organization, or your practicum supervisor.

If you have graduated more than 5 years ago:

At least one letter should be from an employer/supervisor from a human service organization where you have worked or have done voluntary work. The letter should come from your supervisor in these agencies and not from co-workers or peers. The other two letters can come from faculty members, an employer in a human service organization, or your practicum/internship supervisor.

The program requires the criminal records disclosure statement in compliance with the application procedures of each university and because the disclosure is a requirement when applying for state licensure. Additionally, most field placement sites will require a criminal records disclosure and background check. When applying for liability insurance, students are often required to submit a criminal records disclosure. In relevant instances, faculty interview applicants to discuss how the criminal history may impact their field education preferences and future employment in the social work field. A full background check is NOT required. Marking yes to the questions does NOT prevent a person from being accepted into the program, but not disclosing the history is fraud and could result in dismissal from the program.

Exceptions to the admissions criteria

The two universities do accept students who do not meet all of the above criteria. In particular, if the students applying to the MASW program have an undergraduate GPA below 2.75, the WSU Faculty Admissions Committee ask applicants to enroll in two graduate classes as a non-degree student with the intention of demonstrating an ability to perform graduate work by obtaining a GPA of 3.0 or above (grade 'B' or better in both those classes). This recommendation also allows applicants to experience graduate level work and gain exposure to the field of social work. Once the students have a grade of 'B' or better in both those classes, they appeal their denial of admission by filling out the form titled 'Graduate Admission/Readmission Petition' at http://business.wright.edu/sites/business.wright.edu/files/page/attachments/Grad_Admission_Petition.pdf. The appeal is sent to the Co-Director of the MASW program. After the WSU Co-Director approves or denies the appeal, it goes to the Graduate Studies Committee at College of Liberal Arts. On the basis of recommendation of the Graduate Studies Committee, the student is admitted or denied admission into the MASW program.

At Miami University, a similar process occurs. The Graduate Admissions Committee reviews applications who have not met the GPA requirement and can either recommend the student enroll in courses as a non-degree student or the student can be admitted on a conditional status. This status means that the student maintains close communication with the Co-Director for support. If students admitted conditionally do not obtain a 3.0 GPA for their first semester, the Graduate School will put them on academic probation or the program can release the student from the program.

Applicants with a BSW

To prevent MASW students from repeating content that was mastered in the BSW program(s), the following procedures are in place:

- 1) BSW graduates can apply for Advanced Standing
- 2) BSW graduates not accepted for Advanced Standing may have specific undergraduate social work courses evaluated and possibly waived by their respective University Graduate Committee

The program's student handbook outlines the admissions process and is made available to all the students through a New Student Orientation, department websites of both universities, and in the two portals on the two learning management systems of each University (Pilot for WSU and Canvas for MU) so that all students have access to the information in different locations.

Application Review Process

The program's application procedure is reviewed annually to determine if any changes need to be made. The application materials state that a limited number will be accepted into the program, and the program seeks students with a commitment to social and economic justice as well as to promoting the welfare of oppressed populations.

Procedure for Evaluating Applicants

Potential students apply to either the Miami University Graduate School or the Wright State University Graduate School. Both schools have a January 15th deadline for students with a BSW within five years and February 15th for students with a BA from another field.

At Miami University, all applications are viewed online. After the application has passed, the Co-Director assigns each application to a minimum of two members of the Department's Graduate Committee, made up of four members of the Social Work faculty, for review. Faculty members document their recommendations and decisions are entered into the University's online application system. Each application is then reviewed by Graduate School staff who ultimately email applicants of the admissions decision. The Co-Director then contacts admitted students to invite them to an initial advising session.

At Wright State University, Graduate School staff forward application packets to the Social Work Department where it is reviewed and evaluated collectively by the Graduate Admissions Committee. The WSU Graduate Admissions Committee is made up of at least two faculty members assigned to the MASW program as well as each University's Co-Director. Each applicant's folder is reviewed by at least two faculty members.

The Graduate Committees of each university rank the applicants based on the admissions criteria. The following items are the basis of the admissions decision:

- GPA
- Essay
- Three letters of recommendation
- Work and volunteer experience

Applicants are then fully admitted, admitted on a conditional basis, placed on a waiting list, or denied admission into the program. If admitted, a student can defer admission for one academic year. A deferment form or official request needs to be completed at the institution to which the student is accepted.

Notifying Applicants

Applicants will be notified by email and/or in writing of their status in a timely manner, preferably by the end of April.

Conditional Admission Status

Applicants may be admitted to the Greater Miami Valley Joint MASW on a conditional status. The following are possible reasons for a conditional admission status:

1. Applicants who have not yet completed their Bachelor's degree. Students who apply during the final semester of their undergraduate degree are admitted conditionally until they have officially received their degree, a specific requirement of the admission process.
2. Applicants who have not completed the specific program prerequisites (social science, biology, and/or statistics course) may still be admitted to the program.
3. Applicants who do not meet the GPA requirements of 2.75, but have exceptional work experience or professional potential, may still be admitted on a conditional status. Applicants can be admitted in this status when their undergraduate grade point average is less than 2.75 but at least 2.5 (based on a 4.0 grading system) or have an undergraduate grade point average of less than 2.5 but above 2.3 if the grades in the last half of undergraduate work constitute 2.75 or better. Applicants having master's degrees from regionally accredited institutions may be admitted into the graduate degree program regardless of their undergraduate grade point average, provided the appropriate academic departments or programs recommend them for admission. Conditionally admitted students are required to leave the program after the first semester that they have not received a 3.0 GPA or higher.

In order to remain in good standing, applicants who are admitted conditionally need to complete the specified requirements by the beginning their second year in the program (Traditional students) or beginning of their first full school year (Advanced Standing students). Applicants who fail to fulfill the conditional requirement will be asked to meet with the Program Co-Director at their home University to discuss concerns/issues not fulfilling the requirement. At such time, a completion date for the missing material will be agreed upon by the applicant and the Program Co-Director, with an understanding that the applicant will not be permitted to continue to take graduate social work coursework or receive full admission into the program until the missing material is provided on or before the agreed upon completion date.

Denied Admissions

Applicants not accepted into the program may appeal the decision by requesting in writing, through the Program Co-Director, to have an appeals hearing before the Home University Graduate Admissions Committee.

Transferring of Credits from another College or University

Field Education courses cannot be transferred from an unaccredited program. In addition, academic credit for life experience and previous work experience is not given in whole or in part toward the MASW degree.

Students transferring courses to the Greater Miami Valley Joint MASW must follow the transfer policies of MU or WSU, depending on which university they apply to. Please note that if a student registers and completes a course at a University outside of their home university, this course will be treated as a transfer course.

Students may apply to have undergraduate credits from other disciplines evaluated for course equivalencies. Examples may be a Research Methods sequence taken in Psychology or a Cultural Diversity course taken in a social science. Evaluation of these courses would follow the same procedure as described under “BSW graduates not in Advanced Standing” (See 3.1.1). A Year 1 MASW course may be waived after review of the evaluate course, but no non-BSW course will replace a MASW course for credit hours. Students still need to complete the 51 semester hours required for graduation.

Students transferring a graduate social work course, which will count for credit in the Social Work program, must have taken that course at a Social Work program that is accredited by the Council on Social Work Education (CSWE) or an international Social Work program recognized by CSWE. If the course was completed at a school not accredited by CSWE, the student must submit a syllabus from the course to the MASW Program Co-Director, who will ask a graduate faculty member teaching in the course area to evaluate the course for consistency with the program’s core course which is being replaced. The MASW Program Co-Director will then discuss the evaluation with the two Graduate Admissions Committees. There must be a consensus among the Co-Directors and members of the Graduate Admissions Committees on the final decision.

Once completed, the Co- Director of the student’s Home University will notify the student in writing of the acceptance or rejection of the transfer course in place of a Greater Miami Valley Joint MASW course. This policy is stated in the Greater Miami Valley Joint MASW Student Handbook. Only graded coursework in which a grade of an “A” and/or “B” is considered for transfer credit.

Consistent with graduate policies at MU and WSU, the Greater Miami Valley Joint MASW allows a maximum of 20 semester hours to be transferred from another institution. Graduate coursework taken under the “quarter system” will be adjusted to a “semester system” at MU and WSU. The credits must fall within the six-year time limit to complete degree requirements. Credit hours must not have been

applied toward a previous graduate degree. Transfer students from other Social Work programs must submit fieldwork evaluation(s) and official transcripts at the time of application for admission.

Students cannot receive course credit towards the MASW for life experiences or work experiences.

Field Education courses cannot be transferred from an unaccredited program. In addition, academic credit for life experience and previous work experience is not given in whole or in part toward the MASW degree.

The Program's Student Handbook is made available to the students at the student orientation, is contained on each University's student portal of the learning management systems (Pilot for WSU and Canvas for MU) as well as each University's home department website. All interested applicants, community members, and partners are referred to the website for information as needed.

Advising

Social Work Graduate Faculty members from the student's Home University will be assigned Social Work Students as advisees. Social Work Graduate Faculty will meet with students to orient them to the program, both individually and in a group setting, to provide guidance about course scheduling as well as information about the graduate program in Social Work and the Social Work profession. The MASW Co-Directors at Miami University and Wright State University will advise students from the Home University. Students are assigned to the Program Co-Director at each university as their advisor.

The Co-Directors hold regular office hours either at their respective Universities or at Miami University Middletown campus (where most MASW classes are held) and are to be available to meet with their advisees. In certain occasions advising is also conducted over the phone. Graduate Students are expected to communicate with their faculty advisor regularly. Advising for incoming Traditional and Advanced Standing students takes place as a group at individual universities and then during an orientation conducted by the two MASW Program Co-Directors. The Co-Directors are available to meet with individual students to answer questions and provide information about the curriculum, policies, and procedures after the orientation.

Because all graduate students have the Co-Directors as their advisors, they receive current and thorough knowledge about the program. The extensive knowledge of the Co-Directors is essential for providing guidance about coursework and in working with students to examine potential field education settings. Because the program is designed to be small and student-focused, the Co-Directors come to know students well as they progress through their coursework, have advising appointments, and participate in the Graduate Student Association (GSA) organization at their respective University. These opportunities for faculty-student interaction will provide another avenue for information about students, which enriches the advising process and fosters the connection of students with the program and the profession of Social Work. Students will also receive professional advising from the Field Coordinator of their Home University prior to choosing a setting for their field education experience.

In addition to the advising roles and responsibilities of the Social Work Graduate Faculty, the School of Education, Health and Society (EHS) at MU as well as the College of Liberal Arts (CoLA) at WSU employ an advising staff. Information about the Greater Miami Valley Joint MASW will be shared with EHS at MU and the WSU CoLA advising staff concerning the program. The type of advising provided at each university concerning the program will be primarily concerned with graduation requirements, campus life, and the provision of referrals to specialized advisement provided by Graduate Faculty. For example, the EHS advising staff has agreed that students who have questions regarding the Greater Miami Valley Joint MASW will be referred to the Social Work Graduate Faculty at MU for specialized information. As a result, students requesting information about the program, curriculum, scheduling, admission, and transfer policies will be sent to the Social Work office, where they are assigned the Co-

Director as their Social Work Graduate Faculty Advisor. The Co-Directors will then provide all professional and academic advising to enrolled Graduate Social Work majors. For all advising relevant to the professional field of Graduate Social Work, therefore, the Co-Directors at each University will carry out these tasks.

Evaluating Academic Performance

Each course syllabus provides the criteria for evaluating academic performance in that course. The criteria includes the attendance policy, expected conduct in the classroom, the expectation that the student follow their Home University's Code of Student Conduct and that violations of that code (e.g. plagiarism) will be reported, as well as the manner in which students' performance (e.g. exams or papers) will be evaluated and the weights of those evaluations. Each University Student Code of Conduct can be found here: <http://miamioh.edu/student-life/oescr/code-of-conduct/index.html> and www.wright.edu/students/judicial/.

Pre-approved elective courses offered at WSU

Students are required to take one elective during the entire program of study. Elective courses are offered in the spring and summer semesters. However, if a student wishes to take a different elective, it is advisable to take one of the approved courses in the parent institution.

List of approved electives- WSU

SW 6620	Social Gerontology
SW 6890	Domestic Violence
SW 6890	Swiss Study Abroad
SOC 6800	Aging & HIV
URS 6300	Non-profit administration
URS 6340	Fundraising and grant writing

Pre-approved elective courses offered at MU

The following courses are offered as a combination of undergrad/grad. If a student has taken one of these classes as an undergrad, the course CANNOT be repeated as a graduate student:

FSW 551	Family Violence
FSW 581	Adolescent Development & Diverse Families
FSW6888	Clinical Interventions in SW
FSW 689	Human Sexuality
EDP 688	SPSS series I or EDP 689 SPSS series II
EDP 584	Autism: Social & Communication
EDP 591	Teaching students with Mild disabilities

Note: Graduate courses at Miami University are 600+ courses. Educational Leadership, Psychology, and Educational Psychology have large graduate programs so classes in these departments can be explored on the MU course roster. However, any course outside of those listed above should be pre-approved by the MU MASW Co-Director.

Retention, Grievance, and Dismissal Policies

Program Requirements and Retention

Professional programs have unique obligations that transcend academic performance –obligations to the profession and to the client system. Accordingly, the Greater Miami Valley Joint MASW at MU and WSU has established a set of academic and professional performance requirements that are at the center of successful achievement of the Master of Social Work degree and performance as a professional Social Worker. Therefore, retention is based on maintenance of a required grade point average and appropriate professional comportment.

Requirements for the Master of Social Work degree require students to achieve a minimum GPA of 3.0 in Social Work core courses and grades of Pass in all field courses. This minimum standard must be maintained each semester. Students not maintaining this standard will be placed on probation in the graduate Social Work program during their next semester in residence at MU or WSU. During the time of probation, students must attain a cumulative grade point average of 3.00 in the core social work courses. In addition, students will be registered only for 600(0) level or higher courses. Courses taken at the 500(0) level are not applicable toward core and required courses in the Greater Miami Valley Joint MASW.

Students may only apply a C grade towards their course graduation requirements in two courses. This means that a student may need to re-take courses in the program in order to fulfil their graduation requirement(s). Any student that receives a grade of C or below in three or more separate courses will be subject to dismissal from the Greater Miami Valley Joint MASW program. Grades below C are considered a failed course and must be re-taken.

Students who have been accepted into the Greater Miami Valley Joint MASW, have completed all graduate Social Work courses and field education requirements with a minimum GPA of 3.00, completed and obtained passing grades in all related courses, and who have met the graduation requirements of Miami University and Wright State University, are eligible to graduate with a MASW with the names of both institutions on the diploma and transcript.

Time Commitment

Being a graduate student requires a significant time commitment. Each week, students in the Traditional and Advanced Standing program can expect to spend 12-15 hours in class, 4-6 hours commuting to and from school, and 8-15 hours per class studying. At the minimum, this adds up to a 40 hour a week commitment to graduate school. Part-time students can expect to spend 6-9 hours in class, 2-4 hours commuting to and from school, and 8-15 hours per class studying. At the minimum, this adds up to a 24 hour a week commitment to graduate school.

Inclement Weather

In case of inclement weather in the winter months, classes will be cancelled if the university campus where classes are held has cancelled. In addition, please communicate directly with your Instructor about how to obtain information about campus closures.

Switching Calendars

The GMV Joint MASW program has its own calendar. Fall and Spring semesters run a total of 14 weeks, the Summer semester is 12 weeks long. The program publishes the calendar a year in advance. Details can be found on your Home University's Canvas and Pilot sites or you can contact Drs. Bhandari or Roma. Academic calendars are especially important for start and end dates of classes and holidays.

It is important to pay attention to the program's calendar to note when class will be held. For example, WSU does not conduct classes on Veteran's day, but MU does. Our program makes every effort to hold hybrid/out-of-class assignments on days when one university is closed for a holiday, however, it is not always possible. **Registration for adding or dropping course deadlines should be followed by students according to their home university.**

Starting in Summer 2020, all WSU students will attend classes on WSU campus on WSU's academic calendar.

Spring Break

WSU students will follow the Spring Break on WSU's calendar.

Evaluating Academic Performance

Each course syllabus must provide the criteria for evaluating academic performance in that course. The criteria should include the attendance policy, expected conduct in the classroom, the expectation that the student follow the university code of student conduct and that violations of that code (e.g. plagiarism) will be reported, ways the students' performance (e.g. exams or papers) will be evaluated and the weights of those evaluations. The expected student code of conduct at WSU can be found at www.wright.edu/students/judicial/

Evaluating Professional Performance

Professional behavior is expected of all MASW students in the classroom, in field education, and in all interactions with colleagues, classmates, faculty, staff, supervisors, and clients.

The faculty in the Greater Miami Valley Joint MASW program support and expect all students to be responsible, ethical, healthy, and professional. Below are some examples of these expectations:

A responsible student is one who:

1. Communicates in person and in writing with a respectful and professional tone and presentation
2. Turns in work that they have done on their own
3. Proofreads all written work before turning it in
4. Follows APA guidelines for all research papers
5. Hands assignments in on time
6. Follows the directions for assignments, readings, and papers outlined in the syllabus
7. Comes to all classes
8. Comes to class on time, prepared to engage in learning and discussion
9. Applies critical thinking to the readings, class discussions, exams, assignments, and papers
10. Completes assigned readings
11. Has an open mind to the critical thinking and constructive criticism of other students, faculty, and agency supervisors
12. Questions the material presented by faculty, students, and authors of readings
13. Follows their own progress toward meeting graduation requirements

An ethical student is one who:

1. Follows the NASW Code of Ethics
2. Protects the confidentiality of information learned from clients, staff, and others in the field education setting
3. Protects the confidentiality of information learned from faculty and students in and outside the classroom and field education
4. Respects the diversity of clients, students, faculty, agency staff, and others
5. Tolerates differences from one's own personal beliefs and does not promote one's own beliefs onto clients, students, agency staff and faculty, including but not exclusive to sexual identity and religious beliefs
6. Understands the positions of NASW, including the promotion of social justice, advocacy, and changing social systems to help those who have been oppressed

A healthy student is one who:

1. Is aware of their physical, emotional, and social boundaries and balances their personal, work, and school activities within those boundaries.
2. Takes care of themselves physically, emotionally, and socially
3. Utilizes resources on and off campus to take care of themselves, including those resources that help prevent one from operating outside their boundaries
4. Accepts suggestions from faculty and agency supervisors to consider resources that may be helpful to their physical, emotional, and social health
5. Maintains financial health and avoids heavy debt

A professional student is one who:

1. Recognizes and follows the Code of Ethics identified by the National Association of Social Workers (NASW)
2. Accepts and considers feedback from faculty, Co-Directors, Field Supervisors and other professionals in place to support their educational experience
3. Brings up the concern to chain of command starting with the course instructor, then program/field director (depending on the issue) and then the chair of the department.
4. Practices self-reflection regularly to consider how their thoughts and feelings impact their behaviors towards others, including their clients and colleagues
5. Maintains confidentiality for clients and colleagues
6. Maintains a professional appearance and disposition
7. Demonstrates skills in collaboration and listening
8. Respects differences of cultures, opinions and values from clients and colleagues
9. Demonstrates flexibility and patience
10. When concerns arise, addresses issues professionally
11. Welcomes and responds positively to feedback and constructive criticism
12. Takes responsibility for learning, including actively seeking new information or solutions to problems

If there is a concern that a student's professional performance is interfering with their academic performance and field placement, the student may be asked to develop a plan of action, described beginning on page 13 of the student handbook. A concern about professional performance may be raised by the student, other students, faculty, or field supervisors. The plan of action is a proactive tool for addressing the concerns in order to avoid dismissal and to help the student achieve the program competencies. Failure to abide by the terms of agreement in the plan of action may lead to dismissal from MASW program.

Grievance Policy

Any student in the Greater Miami Valley Joint MASW program may appeal a program rule or requirement through a written petition. It is expected that a student who objects to a grade or policy of a particular Instructor will communicate directly to this Instructor as well as research the Student Handbook for their home university before appealing a rule or policy. A valid petition is for good reasons and contains as much supporting evidence as possible.

The student submits the petition to the MASW Program Co-Director of their home University, who then discusses the petition with Graduate Faculty from both universities. A consensus decision about the petition is made within 15 days of the petition. The Co-Director will inform the student of the decision in writing within 30 days of receiving the petition.

Students who have concerns with a specific instructor about a grade on a specific assignment or about their final grade should first discuss their concerns with the instructor. If the student does not agree with the resolution, they should consult their home University handbook. If the student believes there is an unresolved issue, they can send a written complaint to the MASW Program Co-Director (with a copy to the instructor) within 15 days of the meeting with the instructor. The MASW Program Co-Director will meet with the student and instructor separately and together to discuss the concern. The MASW Program Co-Director will provide a written notice of the decision related to the concern within 15 days of the meeting between the MASW Program Co-Director, instructor, and student. If the student is unsatisfied with the departmental recommendation, the following step can be taken:

At Miami University, the student can refer to the Academic Responsibilities and Academic Grievance Policy on the University website as follows: <https://miamioh.edu/policy-library/students/graduate/graduate-academic-regulations/index.html>

At Wright State University, the student can complete a Formal Complaint Form for Academic Mediation found on the University website as follows: <https://liberal-arts.wright.edu/academic-and-career-advising/policies-and-procedures>

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.

The Greater Miami Valley Joint MASW program has documented the formal policy for terminating a student's enrollment in the program on page 11 of the Student Handbook. The students are informed about the accessibility of the student handbook at the New Student Orientation. In addition, a copy of the Student Handbook is housed on each University's student portal of the learning management systems of two universities and each University's department website.

Dismissal Policy

In order to be retained in the graduate Social Work program, students must exhibit behavior that is congruent with the accepted standards of ethical and professional social work practice, as outlined in the National Association of Social Workers Code of Ethics. Students not demonstrating such standards in class or field experience will be terminated from the program.

Procedures for terminating a student's enrollment in the Greater Miami Valley Joint MASW program for reasons of academic and professional performance are outlined in this section. The Retention, Termination and Grievance Policy is available to each student in their Home University's social work offices, as well as in the student portal of the learning management system for their Home University and both departmental homepages. In addition, each student can access – upon acceptance into the program – respective graduate handbooks from each university online, which describes institutional and program policies pertaining to grievance and appeal procedures.

Incoming students in the Social Work program attend a mandatory New Student orientation and are able to refer to the MASW Student Handbook, posted in their Home University's Learning Management System (Canvas or Pilot). In addition, students are provided a list of campus resources to assist them in meeting these behavioral expectations. Students are also directed to the Student Handbook which outlines the curricular expectations and supportive resources available in each department and Home University.

All students are expected to abide by the Code of Student Conduct as specified by the Office of Community Standards and Student Conduct of their Home University. The Code of Student Conduct specifies behaviors expected in and outside of the classroom. Further information can be found below: http://www.units.muohio.edu/saf/hja/judicialaffairs/documents/Code_of_Conduct_web.pdf <http://www.wright.edu/students/judicial/conduct.html> or <https://miamioh.edu/policy-library/students/student-code-of-conduct/index.html>

The program's faculty follows the procedures outlined by the Office of Community Standards and Student Conduct at each campus to report violations of student conduct, take actions in response to the violations, notify students of the reported violation and recommended action, inform students of their right to appeal the faculty decision, and cooperate with the appeal process, if initiated by the student. Some severe violations of student conduct and repeated violations of student conduct can result in dismissal from the Home University.

There are expectations of student behavior in the Social Work program that are outside of the auspices of the Office of Community Standards and Student Conduct. There are times when a student's behaviors prevent them from being able to complete the expectations in the social work curriculum, especially the application of coursework in the field education setting. The Social Work Dismissal Policy focuses on responses to student concerns when his/her behavior prevents completion of the course and/or field requirements.

The Social Work Dismissal Policy attempts to help students overcome concerns that may affect their ability to meet the department requirements. The Dismissal Policy below defines student concerns, the procedure to report student concerns, a plan of action to address the concern, consequences of not meeting the social work requirements, and the appeal process for the student if they disagree with the actions taken by their Home University's department.

Definition of Student Concerns:

Students who show an inability to insightfully understand and resolve their own issues so that these issues do not interfere with generalist social work practice is a student concern (adapted from Bemak, Epp, & Keys, 1999, p. 21).

The student concern can be reflected in one or more of the following ways:

- “(a) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior, [and/or]
- (b) an inability to acquire professional skills in order to reach an acceptable level of competency, and
- (c) an inability to control personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with professional functioning” (Lamb, Presser, Pfof, Baum, Jackson, & Jarvis, 1987, p. 598).

This definition of student concern is in sync with the NASW Code of Ethics, Section 4.05:

- (a) Social Workers should not allow their own personal problems, psychological distress, legal problems, substance abuse, or mental health difficulties to interfere with their

professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social Workers whose personal problems, psychological distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgement and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

First Identification of Student Concerns:

The identification of a concern is a necessary entity in order to maintain the integrity of the Social Work program. This identification can happen in one of the following ways:

- 1) A student can self-identify for issues regarding concern.
- 2) A student may observe a concern in a fellow student.
- 3) A faculty member may observe a concern in a student.
- 4) A field supervisor may observe a concern in a student.
- 5) A staff person may observe a concern in a student.

There are 3 possible options when a student concern is identified to the Social Work Faculty for the first time:

- 1) The student and at least one Social Work Faculty meet to discuss the concern and develop a Plan of Action to resolve the concern.
- 2) An Ad Hoc Committee intervenes if the student does not agree that there is a student concern and develops a Plan of Action to resolve the concern.
- 3) The Graduate Committee at the respective University may review the concern and recommend the student be dismissed from our program.

1. Procedures for Plan of Action Form when a student agrees there is a concern

A faculty member/field supervisor first meets with the student privately to discuss the matter. If a student self-identifies issues of concern, or if a student or staff member observes a concern in a student, the student, faculty member/field supervisor or other staff member is to take the issue to the MASW Co-Director of the student's Home University.

Examples of concerns warranting a Plan of Action are: students habitually coming late to or missing class; students having difficulty with writing assignments, or students not demonstrating professional behavior in the field education setting. If all agree that the student behavior causes concern, the student, faculty member, and if necessary, the MASW Co-Director, will write a Plan of Action Form (see below) in order to remediate the concern. The plan could include, but is not limited to: a referral to the Office of Community Standards and Student Conduct for a Health and Wellness Conference, self-monitored behavioral change, taking additional course-work, or repeating field experiences.

The methods and goals discussed at the meeting will be written on the Plan of Action Form, and all pertinent parties will sign the document. The MASW Co-Director and/or Director of Field Education shall monitor the plan of action and follow up as the agreed upon timeline indicates. Program faculty are to be made aware of the plan as needed. The Plan of Action Form becomes part of the student's departmental record. Students may have no more than two Plan of Action Forms during their academic time in the program. Having more than 2 forms may lead to dismissal from the MASW program.

2. Procedures for Plan of Action Form when a student does not agree there is a concern

If the meeting between student and faculty member/field supervisor has not resolved the issue, then either/both parties are free to notify the MASW Co-Director of the student's Home University that they want to bring the issue to a review by an Ad Hoc Committee. The committee will consist of three voting members of the student's Home University's Graduate faculty and the Co-Director, who will facilitate the committee. Membership will include: one member from the Professional Advisory Council, one MASW faculty member from either University and/or alum of either University, and Chairs from either University. Ideally, within two weeks (but up to thirty days) of notification to the student's Home University Co-Director, the Ad Hoc Committee will have a formal meeting with the student. Documentation, from written notice of the meeting to written notice of the allegations, will be made available to all parties.

All parties present will discuss the student's behavior of concern, and all parties present will agree on me-based/outcome-focused goals. Possible methods that could be recommended by the Ad Hoc Committee for the attainment of these goals could include, but are not limited to: a referral to the Office of Community Standards and Student Conduct for a Health and Wellness Conference, self-monitored behavioral change, additional course work, or additional field experiences.

The methods and goals discussed at the meeting will be written on the Plan of Action Form, and all pertinent parties will sign the document. In the event that the parties still cannot agree, the student's Home University MASW Co-Director will be the final decision maker of the Plan of Action.

The student's faculty advisor will monitor the plan of action and consult as needed with the MASW Co-Director for two weeks following the meeting. All faculty will be informed at the next faculty meeting of the student concern and the Plan of Action.

3. Procedures for Recommended Dismissal after first student concern:

Given the severity of the behavioral concern (i.e., incidences when criminal charges would be pressed or a social work license revoked), the program faculty may suggest immediate dismissal. Students who disagree with the recommendation for dismissal can follow the appeal procedures described later.

Second Identification of Student Concerns

Once the Plan of Action Outcomes/Goals are met and the student and faculty agree, students will be able to complete the Plan of Action. However, a student may be asked to develop their second and last Plan of Action under the following circumstances:

- 1) They are not meeting the Plan of Action 1 Outcomes/Goals within the stated timeline and they agree to a second Plan of Action;
- 2) A second concern has been identified that warrants a Plan of Action and the student agrees to a second Plan of Action;
- 3) The student is not meeting the Plan of Action 1 and/or a second concern arises and the student does not agree there are concerns.
- 4) A second concern occurs that is severe and warrants a recommendation for dismissal from the program.

The same procedures described for the identification of the first student concerns apply here:

- 1) & 2) Students who agree there are concerns will develop a second Plan of Action with their Faculty Advisor.
- 3) If sufficient student progress is not made in the time that was set forth in the Plan of Action and the student denies there are concerns, the student will meet again with the Ad Hoc

Committee to discuss consequences for not rectifying the concerns, including dismissal from the program.

- 4) Dismissal or voluntary withdrawal from the program will be discussed for severe concerns, such as participating in behaviors that would result in having their professional license revoked.

Student Appeal of Decision for Plan of Action or for Dismissal

Students may withdraw from the program voluntarily based on not being able to resolve the areas of concern. If students disagree with the Plan of Action and/or the recommendation for dismissal, they may request an appeal meeting with the Ad Hoc Committee. The student will be given 14 days from the date of receipt of the letter of written notification from their Home University's Co-Director/Chair to appeal a decision. The student may bring witnesses in their own defense to that meeting. Students may not bring an attorney to represent them, and if they do so, the meeting will be cancelled and the student and attorney will be referred to the legal counsel of the Home University. The possibility of termination or extended probation for the student will be discussed at this time. The student is free to voluntarily resign from the program at any time.

All meetings/decisions should contain humanist values, with the understanding that the University is to balance the well-being of the student as well as future clients. All student concern actions will fully comply with state and federal anti-discrimination laws and regulations.

Academic decisions or decisions of clinical insufficiency will be made in good faith by the members of the Ad Hoc Committee. The decision at this time may include recommendation for dismissal from the program. All decisions/proceedings will be documented, and all documentation will be signed by the student and members of the Ad Hoc Committee. This documentation will be presented as a suggested course of action to the MASW Program Director. Upon receipt of the written recommendations from the Ad Hoc Committee, the MASW Program Director will consult with all Social Work Faculty and with the Assistant Dean for Academic Affairs in the College of Liberal Arts and/or College of Education and Human Services. The decision including recommendations will be determined by the MASW Program Director. A letter detailing the decision made by the MASW Co-Director will be sent to the student, ideally within two weeks, but up to thirty days, of the Co-Director's receipt of the committee's recommendations. If the student disagrees with the appeal hearing decision, the student can submit a petition to the Director of the Graduate School of their Home University

Plan of Action Form

Meeting Date: _____

Persons Present (Please include Name and Title):

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Student in Attendance:

Reason(s) for meeting: _____

Plan (include date by which outcomes will be reached)

Student will:

Faculty Member/Field Educator will:

Ad Hoc Committee will:

Special Notes:

Next Review Date: _____
(Ideally, within two weeks but up to thirty days from today)

Student	Date
Faculty Advisor/Field Educator	Date
MASW Program Director If Appropriate:	Date
Assistant Dean for Academic Affairs	Date
Ad Hoc Committee Member	Date

Curriculum

The Greater Miami Valley Joint MASW program curriculum follows the CSWE Education Policy and Accreditation Standards (EPAS) 2015. See Appendix A. The standards guide the program to be competency and outcomes based. Students graduating from the program will demonstrate mastery in Foundation and Advanced Generalist Practice Behaviors across 9 competencies. See Appendix B for the list of all Practice Behaviors and Competencies. Each course syllabus will contain the Practice

Behaviors expected for that course.

Students cannot receive course credit towards the MASW for life experiences or work experiences.

A sample curriculum is provided below for a two-year full-time program. This curriculum lists the classes in the chronological order that the students will take the classes.

Second, the curriculum is divided up into the core components that collectively form the Advanced Generalist Practice curriculum for the Greater Miami Valley Joint MASW. Those core components are: Foundation courses; Advanced Generalist Practice courses; Field Education as the signature pedagogy; and Concentration courses.

Greater Miami Valley Joint MASW
Miami University and Wright State University
Sample Curriculum

Two-Year Full-Time Program

Fall Semester Year 1	Spring Semester Year 1
(3CH) Ethics, Professionalism, and Self Care (3CH) Human Behavior and Social Environment I – Micro Systems (3CH) Social Work Practice I (3CH) Graduate Social Work Research I (3CH) Cultural Competency in SW Practice 15 hours	(3CH) Social Welfare Policy I (3CH) Social Work Practice II (2CH) Field Education I (1CH) Field Education Seminar I (3CH) Concentration Focus Area Elective 12 hours
Fall Semester Year 2	Spring Semester Year 2
(3CH) Social Work Assessment & the DSM (3CH) Concentration Focus Area Practice Course (2CH) Field Education II (1CH) Field Education Seminar II (3CH) Social Work Research II 12 hours	(3CH) Agency Administration (3CH) Concentration Focus Area Policy Course (3CH) Field Education III (1CH) Field Education Seminar III (3CH) Social Work Capstone 12 hours

The core components of the curriculum foundation courses.

- 1) Foundation courses, which are taught in Year 1:
 - Social Welfare Policy I (3CH)
 - Micro and Macro Human Behavior and Social Environment (3CH)
 - Social Work Practice I (3CH) and Social Work Practice II (3CH)
 - Social Work Research I (3CH)
 - Cultural Competency (3CH)

Mastery of the Competencies and Practice Behaviors in the foundation courses are required before taking the Advanced Generalist Practice courses.

- 2) Advanced Generalist Practice courses, which are taught in Year 2:
 - Social Work Research II (3CH) and Social Work Capstone (3CH)
 - Social Work Assessment & the DSM (3CH) – direct practice
 - Agency Administration (3CH) – macro practice

Every student, regardless of their concentration, will learn direct practice skills expected of all MASW graduates, such as an understanding of the DSM-V as a diagnostic tool used in most social work clinical settings.

Every student, regardless of their concentration, will learn administrative and advocacy skills expected

of all MASW graduates, such as grant writing and influencing the formation of needed public policies.

The two advanced research courses cover data analysis, qualitative and quantitative methods, and the application of research to completing a culminating research project, which will be required of each student for graduation.

All students will graduate as Advanced Generalist Practitioners and not as persons in a “clinical” or “administrative” track. The concept of Advanced Generalist will set us apart from the programs at the University of Cincinnati and The Ohio State University, which do have clinical and administrative tracks.

3) Field Education as the signature pedagogy:

SW Field Education and Seminar I (3CH) is taught in Year 1 to apply the foundation courses to the field setting.

SW Field Education and Seminar II (3CH) and SW Field Education and Seminar III (3 CH) are taught in Year 2 to apply the Advanced Generalist Practice and Concentration courses to the field setting. Field Education is applied in both years of the program and is the signature pedagogy for applying the course content to the field setting.

4) Concentration Elective (3CH) is taken in Year 1

Concentration Practice Course (3CH) and Concentration Policy Course (3CH) are taken in Year 2

Students will choose a concentration in Families and Children or Older Adults. They will have a choice of electives to choose from in Year 1 to introduce them to either concentration. The two Concentration Practice courses mirror the Advanced Generalist Practice concept in that one course focuses on direct practice skills expected specifically for working with the concentration population and the other course focuses on macro practice skills expected for working specifically with the concentration population.

Field Education

As the signature pedagogy, students will begin their Social Work Field Education (300 hours) & Seminar I in Year 1. Social Work Field Education II (300 hours) & Seminar II and Social Work Field III (300 hours) & Seminar III are taught in Year 2. Social Work Field Education II and Seminar II are designed to apply the Advanced Generalist Practice and Concentration courses to the field setting. In preparation for the Social Work Field Education experience, graduate students meet with the Field Education Director and are assigned a social service agency in which they will intern for the coming year. Students will be informed about a copy of the Field Education Manual at “New Student Orientation” before they begin the fall semester. The Field Education Manual outlines student responsibilities in relation to the field education.

The field education site for Social Work Field Education II must be different than the site for Field Education I. The site will be the same for Field Education II and III. These requirements provide students with two separate field site and population experiences. The year-long placement in Field Education II and III provide students continuity in completing the Advanced Generalist Practice Behaviors and designing and implementing their graduate project. Please refer to the Field Manual for additional information on field.

New Student Orientation

Students accepted into the Greater Miami Valley Joint MASW are required to attend the new student orientation during the summer before entering the fall semester. Students will be notified of prospective dates in their letter of acceptance to the program. In addition to curriculum and scheduling information, students will receive information about field education requirements.

Phi Alpha - Phi ETA chapter

The Phi Alpha honor society is comprised of undergraduate and graduate Social Work students currently enrolled at WSU and/or MU. The Phi Alpha – Phi ETA chapter elects officers each fall for the coming spring and fall. Any member of the honor society is eligible to become an officer. In addition, honor society also elects a student representative to attend and participate in Greater Miami Valley Joint MASW Professional Advisory Council meetings. The honor society also has a faculty advisor or co-advisors from the Social Work Department to provide guidance when appropriate.

The MASW GPA requirement is a cumulative 3.5 to be a member. The induction takes place in the fall Semester. There is a \$50 one time life-time membership fee and there are no other fees ever. \$20 goes to the National Phi Alpha Organization, and \$30 goes to the local chapter. The local chapter fee helps to cover initiation and operational costs which include honor cords at graduation.

Greater Miami Valley Joint MASW Professional Advisory Council

An Advisory Council to the MASW program will be formed to oversee that the program is meeting its mission, goals, competencies, and practice behaviors through a competent, comprehensive, and integrated curriculum. The Advisory Council will meet at least one time each semester. At least one time annually, the Advisory Council will review results from the program’s annual assessment. The Advisory Council will suggest changes to the program based on data reported in the annual assessment report.

The following groups from each University will serve on the Advisory Council:

- Field Education supervisors (1 from each school)
- Social service agency directors or supervisors (2 from each school)
- Alumni (1 from each school)
- Current students (1 from each school)
- Administrative representative from each school (i.e. Registrar, Admissions staff)
- All faculty teaching in the program (non-voting members)

Bylaws outlining Advisory Council mission, composition, selection, and length of terms will be drafted and agreed upon by the first board members.

Greater Miami Valley Joint MASW Social Work Program Faculty

The Greater Miami Valley Joint MASW program is staffed by faculty from the Miami University (MU) Family Studies and Social Work (FSW) department and the Wright State University (WSU) Social Work (SW) department. Below is the list of current faculty for 2019-2020 at both universities and their credentials.

List of Faculty Teaching Courses in the Greater Miami Valley Joint MASW Program

WSU Faculty Name	Degrees	Teaching Experience	Scholarship Interests
Shreya Bhandari, Professor Co-Director MASW Program, WSU	Bachelors in Commerce - Mumbai University, India, 2001 MASW- Tata Institute of Social Sciences, Mumbai, India (CSWE- Accredited), 2003 PhD in Social Work – University of Missouri, 2009	7 years – BSW 6 years - MSW	Violence Against Women; Domestic Violence
James R Carter, Associate Professor	AA - Columbus State Community College, 2001	7 years - BSW	Sexual health and wellness across the lifespan with an emphasis on aging

	BSBA - Franklin University, 2003 MPH - The Ohio State University, 2011 PhD in Social Work - The Ohio State University, 2015		populations in settings of care.
Andrea Goubeaux, Instructor	BS, Psychology – Xavier University, 2012 MASW, Wright State University, 2015	3 years – BSW 3 years - MSW	
Jennifer Hughes, Associate Professor	BS in Art Therapy Bowling Green State University 1989 MSW - The Ohio State University, 1995 PhD - The University of Utah, 2012	12 years-BSW 3 years - MSW	Multiple Sclerosis Caregiving Alzheimer Caregiving
Doug Keown, Instructor, Field Education Director	BS, Psychology - Wright State University, 1993 MS, University of Central Florida, 1997 3 years done PhD, Social Work- University of South Florida, 2008-2010	6 years – BSW 6 years - MSW	PTSD, issues facing returning veterans, mental health
Hyejin Kim, Associate Professor	Bachelor of Arts in Social Welfare, Bachelor of Arts in Economics (Seoul National University, Seoul, South Korea)2006 Master of Arts in Social Welfare (Seoul National University, Seoul, South Korea)2010 Doctor of Philosophy in Social Work (Florida State University, Tallahassee, USA)2015	5 years – BSW 5 years - MSW	Gerontology, specifically successful aging, perception of aging, health and mental health in later life, and quality of life.
Elizabeth Talbot	B.S in Child Development – Northern Illinois University, 1978; MSW- Aurora University, 1983; Doctorate Loyola University, 2000	20+ -BSW 20+ MSW	Human Trafficking and Child Abuse
Sarah Twill, Professor	MASW– University of Georgia, 1997 PhD in Social Work – University of Georgia, 2005	10 years – BSW 8 years - MASW	Juvenile Justice and Poverty
Nesiha Wiley	Associates in Applied Sciences University of Cincinnati 2002 Bachelor of Social Work- University of Cincinnati, 2003; Master of Social Work – University of Cincinnati, 2009; Doctor of Education in Educational Leadership- May 2020-Northern Kentucky University	2 + years-BSW 2+ years MSW	Education of at risk youth Mental health disparities among the youth
MU Faculty Name	Degrees	Teaching Experience	Scholarship Interests
Angela Curl, Assistant Professor	BS, Social Work and Minor in Psychology, Taylor University, IN 1993 MSW, Planning and Management, University of Alabama,	1 year – BSW 8 years - MASW	Older workers, retirement, volunteerism, driving cessation, married couples, physical health of older adults, human-animal interactions of older adults

	Tuscaloosa. 1999 PhD in Social Welfare, Mandel School of Applied Social Sciences, Case Western Reserve University, Cleveland, Ohio. 2007		
Sharon Custer, Director of Field Education	BA, Sociology and Political Science, Miami University, 1997; MSW, University of Cincinnati, 1999 PhD, Miami University, Educational Leadership, 2019	8 years – BSW 2 years - MASW	Mental and behavioral health needs, trauma responsive care, and school-family partnerships
Anthony James			
Erin Laffrey, LISW-S Visiting Assistant Professor	BSW, Bowling Green State University MSW, Ohio State University Bachelor of Science in Social Work- Bowling Green State University	1 year – BSW	Child Welfare, Child and Adolescent Development, Child and Family Dynamics, Child/Adolescent Mental Health
W. Sean Newsome Associate Professor	MASW(1996) and PhD in Social Work (2002)	9 years – BSW 9 years - MASW	Program evaluation At-risk families and youth Bullying behavior and school Violence School Social Work Grandparents raising grandparents
Amy Restorick Roberts, Associate Professor	BA, Psychology – Miami University, 1998 MS, Social Work, Case Western Reserve, 2000 PhD, Social Welfare, Case Western Reserve, 2013	6years – MASW	Gerontology Social Welfare Administration
Anne Roma, LISW-S Visiting Assistant Professor, Co-Director,	BA, University of Pennsylvania, 1993 MSW, San José State University, 2001 PhD, Case Western Reserve University, 2015	4 year - BSW 4 years - MASW	School Social Work Child and Adolescent Mental Health Geographic influences of academic achievement for minority youth
En-Jung Shon, Assistant Professor	BSW, Dicksung Women’s University, South Korea, 2005. MA in social work, Ewha Woman’s University, South Korea 2007. MSW, Washington University in St. Louis, USA, 2011. PhD in Social Welfare, Case Western Reserve University, USA, 2018.	1 year – both BSW and MASW (Miami University) 1.5 years – MSW (Case Western Reserve University)	Health & Health Disparity issue among middle aged and older adults; Cancer Research (Survivorship care research); Racial/Ethnic Differences in Health Behaviors; Preventive-healthcare issue among diverse racial/ethnic groups.

Resources for Students

Miami University

Department of Family Studies and Social Work. The offices of the department chair, director of the Social Work department, graduate faculty, and administrative staff are located in 101 McGuffey Hall.

Libraries: Resources available to students include four libraries. The Oxford campus libraries house

more than 2.2 million catalogued volumes and bound documents, 2.1 million microforms, and more than 7,000 current periodicals and newspapers. King Library has a significant number of Social Work and Social Work related holdings.

Computers: The School of Education, Health & Society has a computer laboratory, which is available for class assignments. In addition, several microcenters are available on campus. MU has centralized computing facilities with terminals available in Kreger Hall and Hughes Laboratories.

Learning Assistance: Students needing academic support services can contact the Office of Learning Assistance (529-8741). This office offers peer tutors, a study skills course and workshops on study skills, as well as a learning disabilities program.

Minority Students: The Office of Diversity Affairs (529-6504) provides a number of services for minority students and for students interested in multi-cultural and minority issues. Student organizations at MU include the Native American Student Association, the Asian American Association, the Black Student Action Association, the Indian Students Association, the Japanese Culture and Language Club.

Students with Disabilities: The Office of Disability Resources (529-1541) offers support services and academic and recreational programming, and modified housing to students with disabilities.

Career Planning and Placement: The Office of Career Services (529-3831) offers placement information to students interested in a Social Work career.

Counselling Services: MU students can receive counselling for personal and academic issues through the Student Counselling Service (529-4634).

Social Work Licensure/Graduate School: Students graduating with a MASW from this program will be eligible to take the exam to become a Licensed Social Worker (LSW) in Ohio. BSW graduates were already eligible to become LSWs prior to the MASW Program. After receiving two years post-Masters supervision from a Licensed Independent Social Worker (LISW), students are eligible to take the exam to become an LISW. The requirements for Social Work licensure in Ohio can be found at:

<http://www.socialworklicensure.org/state/social-work-licensure-ohio.html#context/api/listings/prefilter>

Wright State University

Department of Social Work. The offices of the department chair, graduate faculty, and administrative staff are located in 270 Millett Hall. (937-775-2751)

Libraries: Resources available to students include several libraries. The libraries on the Dayton Campus are the Dunbar Library and the Educational Resource Center. The Student Technology Assistance Center (STAC) is available on the second floor of the Dunbar Library to help students with completing assignments requiring technology, such as downloading video, or audio recordings students create. Library hours and resources are available at www.libraries.wright.edu.

Computers: Computer labs are located throughout the entire campus. Students can retrieve a computer ID by contacting the Computing and Telecommunications Services (CATS) help desk at www.wright.edu/cats/contact.html.

Learning Assistance: Students needing academic support services, including tutoring or assistance from the Writing Center, can contact the Student Academic Success Center at www.wright.edu/uc/success/services.

Multi-Cultural Center: Three different centers located on the first floor of Millett Hall comprise the

WSU Multi-Cultural Center. Those offices are: The Bolinga Black Culture Resource Center (www.wright.edu/admin/bolinga), The Women's Center (www.wright.edu/admin/womensctr), and The Asian, Hispanic, and Native American Center (www.wright.edu/admin/ahna). Student organizations at WSU include the Asian American Association, the Black Student Association, and a WSU chapter of NAACP.

Students with Disabilities: The Office of Disability Services offers support services and academic and recreational programming, and modified housing to students with disabilities. Their offices are located in University Hall and Allyn Hall (www.wright.edu/students/dis_services).

Career Planning and Placement: The Office of Career Services offers placement information to students interested in a Social Work career. Their office is located on the third floor of the Student Union (www.wright.edu/admin/career).

Counseling Services: WSU students can receive counselling for personal and academic issues through the Counseling and Wellness Center located on the ground floor of the Student Union (www.wright.edu/counseling-and-wellness).

Social Work Licensure/Graduate School: Students graduating with a MASW from this program will be eligible to take the exam to become a Licensed Social Worker (LSW) in Ohio. BSW graduates were already eligible to become LSWs prior to the MASW Program. After receiving two years post-Masters supervision from a Licensed Independent Social Worker (LISW), students are eligible to take the exam to become an LISW. The requirements for Social Work licensure in Ohio can be found at <http://www.socialworklicensure.org/state/social-work-licensure-ohio.html#context/api/listings/prefilter>

Statement of Non-discrimination

Miami University

The Social Work program supports and adheres to the Miami University Statement Asserting Respect for Human Diversity:

Miami University is a multicultural community of diverse racial, ethnic and class backgrounds, national origin, religious and political beliefs, physical abilities, ages, genders, and sexual orientations. Our educational activities and everyday interactions are enriched by our acceptance of one another; and, as members of the University community, we strive to learn from each other in an atmosphere of positive engagement and mutual respect.

Because of the necessity to maintain this atmosphere, bigotry will not go unchallenged within this community. We will strive to educate each other on the existence and effects of racism, sexism, ageism, homophobia, religious intolerance, and other forms of invidious prejudice. When such prejudice results in physical or psychological abuse, harassment, intimidation or violence against persons or property, we will not tolerate such behavior nor will we accept jest, ignorance, or substance abuse as an excuse, reason, or rationale for it.

All who work, live, study, and teach in the Miami community should be committed to these principles which are an integral part of Miami's focus, goals, and mission. (Miami Bulletin: General Edition 2008-2010)

The Social Work program does not discriminate on the basis of race, color, gender, age, religion, creed, ethnic or national origin, handicap, political, or sexual orientation. The program does not discriminate in these areas in acceptance of students into the Social Work program, in academic areas, in advising, nor in relationships with community organizations.

Wright State University

Wright State University is committed to the success of its students, faculty, and staff. The supportive environment we provide is designed to encourage the academic pursuits of all members of our university community, including diverse abilities and educational backgrounds; ethnic and cultural heritages; family experiences and economic means; physical and learning differences; geographically mobile and place bound circumstances; and career and life aspirations.

Our shared objective is to forge this diversity into an environment of shared academic excellence. We recognize that the success of each individual strengthens our community. Thus, all members of our university community, whether students, employees, or both, must have a full and equal opportunity to develop and utilize their potential.

The University thus firmly rejects discrimination on the basis of race, sex (including gender identity/expression), color, religion, ancestry, national origin, age, disability, veteran status, military status, or sexual orientation because such discrimination both subverts academic freedom and inherently undermines the full utilization of abilities and potential on which the university's shared pursuit of excellence is based.

A key element of the university's mission is to serve as a catalyst for transforming the lives of the students and communities we serve. Mindful of that mission and our responsibility to teach by example, we will maintain high ethical standards in all of our relationships and activities through open communication, trust, professionalism, and a spirit of collaboration.

Since Wright State is a public institution, our commitment to pursue academic excellence through full and equal opportunity is fundamental to our existence as a university. That commitment will be most effectively implemented with the full support and generosity of spirit which characterizes a collegial organization at its best.

It is therefore the policy of Wright State University not only to avoid discrimination, but to go further. The university will act affirmatively to identify and eliminate any artificial barriers that may exclude or impede members of certain groups in their pursuit of excellence. Such affirmative action will address the treatment of persons who are already members of the university community, as well as applicants for admission or employment.

It is therefore important that each of us make a personal commitment to join in our shared pursuit of these twin goals: vigorous pursuit of academic excellence through shared full and equal opportunity. Thank you for joining in this enterprise.

Any reports of discrimination should be made to the Office of Equity and Inclusion, which is located on the third floor of Millett Hall (www.wright.edu/equity-and-inclusion).

Students may also submit a confidential report of bias electronically to Student Affairs through the Bias Incident Response Team (BIRT) (www.wright.edu/student-affairs).

Sexual Harassment

Miami University and Wright State University adhere to the policy that no member of the university or the community shall engage in sexual harassment. Individuals of the Greater Miami Valley Joint MASW program and community who sense, feel, or believe that they have been sexually harassed should seek action and resolution through MU and WSU's grievance procedures.

Reports of sexual harassment at WSU should be made through the Office of Affirmative Action or the Bias Incident Response Team, which were both described in the previous section.

Student Rights and Responsibilities

Graduate Student Responsibilities

Graduate Social Work Students have both rights and responsibilities afforded by the Greater Miami Valley Joint MASW program. Students' academic responsibilities include maintaining an overall grade point average of 3.00 and adhering to academic honesty. Responsibilities include demonstrating conduct that is congruent with the values and ethics of the NASW Code of Ethics. Students are also expected to meet with their advisor to discuss any issues of concern while in the program. Students in the field are expected to abide by agency policies and procedures. Students have the responsibility to stay informed of policies and procedures of the program and to abide by all policies and procedures of the program. The Master of Social Work Student Handbook, Field Manual, and respective Graduate Bulletins at MU and WSU provide graduate students with information concerning policies and procedures.

Graduate Student Rights

Student rights include the right to appeal denial for admission to the program and the right to appeal dismissal from the program. Students have the right to confidentiality concerning their academic records and the right to review their records on file in the respective Social Work office. Students also have the right to representation on faculty committees related to curriculum, program evaluation, and program policies and procedures.

APPENDIX A
COUNCIL OF SOCIAL WORK EDUCATION (CSWE)
2015 EDUCATION POLICY AND ACCREDITATION STANDARDS (EPAS)

Educational Policy and Accreditation Standards

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

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

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

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

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

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

Competencies

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
- 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
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- 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
- 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
- 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
- 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
- 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
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Program Mission and

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.

Explicit Curriculum

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. ¹⁴ 2015 Educational Policy and Accreditation Standards

Implicit Curriculum

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.

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.

* 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.

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. 18 2015
Educational Policy and Accreditation Standards

Assessment

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.

CSWE

1701 Duke Street, Suite 200 Alexandria, VA 22314-3457

www.cswe.org