



THE UNIVERSITY *of* NORTH CAROLINA
GREENSBORO

Continuing Accreditation Report

for

**North Carolina Department of Public Instruction
National Council for Accreditation of Teacher Education**

**BSW School Social Work Program
The University of North Carolina at Greensboro**

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Section 1: Program Overview

Levels Offered

The UNCG Department of Social Work offers Licensure in School Social Work for undergraduates seeking their “A” License.

Relationship of Department of Social Work to UNCG Teacher Education Program

The reader will find in section VIII of Standard VI an organizational chart that shows the relationship between the Department of Social Work and the Teacher Education Program at UNCG. The Coordinator of the School Social Work Licensure Program serves as a member of the Teacher Education Program Coordinators. All candidates for this Licensure Program are recommended by this Coordinator to the Teacher Education Program where final approval is determined. The Coordinator ensures that candidates are eligible for entry into this Licensure Program and monitors their program of study until they complete their requirements for graduation.

Program Coordinator

Professor Susan Dennison is the Coordinator of both the undergraduate and graduate Licensure Program in School Social Work. She is a full-time tenured associate professor who has been on faculty at UNCG for the past 12 years. Susan carries an active License in Clinical Social Work from the state of Florida. She practiced as a school social worker in Florida for 9 years before teaching in university settings.

School Social Work Standards

The ten standards for school social work can be found in Table 3. The table contains a delineation of each standard, a listing of the courses where the standards are addressed, examples of evidence of learning required of candidates in their social work courses, and assessment tools (rubrics, tests, etc.) used to evaluate candidates’ attainment of these standards. Following Table 3 the reader will find Table 4 containing the school social work standards that shows how they are met through the six outcome criteria used to measure School Social Work Licensure Candidates’ performance while in this program. These six outcome criteria are collected, monitored, and analyzed on all undergraduate candidates who are accepted into this Licensure Program.

Program of Study

The reader will see on the following page a table the program of study followed by all undergraduate candidates in the School Social Work Licensure Program.

Table 1. Program of Study

**UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
DEPARTMENT OF SOCIAL WORK
Program of Study**

Freshman Year

<u>First Semester (Fall)</u>		<u>Second Semester (Spring)</u>	
Literature (GLT)	3	Historical Perspectives (GHP)	3
Fine Arts (GFA)	3	<i>Sociology 101</i>	3
R&D (ENG 101/FMS 115)	3	<i>HDF 212</i>	3
<i>PSC 100</i>	3	R&D (CST 105/ENG 102)	3
GL/GN	3	Elective	3
15		15	

Sophomore Year

<u>Third Semester (Fall)</u>		<u>Fourth Semester (Spring)</u>	
SWK 215	3	<i>PSY 121</i>	3
Soc & Beh (<i>ECO 101</i>)	3	<i>BIO 105 + lab</i>	4
Natural Science (GNS)	3	Philosophical (GPR)	3
Foreign Language/Diversity	3	Foreign Language/Diversity	3
GLT/GFA/GPR	3	GL/GN	3
15		16	

Junior Year

<u>Fifth Semester (Fall)</u>		<u>Sixth Semester (Spring)</u>	
SWK 310 (WI)	4	SWK 315	3
SWK 311 (GSB)	3	SWK 325 (WI)	3
Math (<i>STA 108</i>) (GMT)	3	SWK 351 (SI)	3
GL/GN	3	Elective	3
ELC 381	3	Elective	3
16		15	

Senior Year

<u>Seventh Semester (Fall)</u>		<u>Eighth Semester (Spring)</u>	
SWK 411	3	SWK 412	3
SWK 413	5	SWK 414	5
SWK 415	1	SWK 416	1
SWK 500-level	3	SWK 500-level	3
Elective	3	SWK 582	3
15		15	

Total hours: 122

Courses in italics are Related Area/Cognate courses which must be taken by spring semester Junior year. Candidates must take one Speaking Intensive and one Writing Intensive course outside of the major, and four Global/Global Nonwestern courses to fulfill the University's General Education Curriculum requirements. The BIO 105 + lab section taken *must* be General Biology.

A complete course description for all courses in the social work major can be found below. An overview of this BSW Program can be found in the brochure on the program in the evidence box.

Course Descriptions

Required Courses

SWK 215, Introduction to Social Work (3:3). Introduction to social welfare programs and social work practice. Topics include: social problems confronting society; societal and community helping resources; social work practice in a changing society. Field observation required.

SWK 310, Social Policy and Services (4:3:3). Examination and survey of historical development of the concept of social welfare; analysis of theoretical framework used to organize the study of social welfare services. Supervised volunteer experience required. (Fall only).

SWK 311, Human Behavior and Social Environment (3:3). *Prerequisite 215 or permission of instructor.* Emphasis on theories relevant to understanding and influencing change on the societal, organizational, group, and individual levels. (GSB) (Fall only).

SWK 315, Social Work, Diversity, and Vulnerable Populations (3:3). *Prerequisite 215, 310, 311; major or minor in Social Work.* Examination and understanding of cultural and human diversity with focus on oppressed groups. Candidates will have the opportunity to learn about the differences and similarities among diverse populations and cultures. (Spring only).

SWK 325, Research in Social Work Practice (3:3). *Prerequisite 215, 310, 311; STA 108 or SOC 302; admission to major.* Focus on social workers as both consumers and producers of research. Emphasis on using research for needs assessment, evaluation of social work interventions and creation of new social work knowledge. (Spring only).

SWK 351, Professional Skills (3:3:1). *Majors only.* Lecture-laboratory course to teach verbal and written skills necessary for conducting the helping interview and other related social work activities. Extensive use of simulated role play experience and instructor/peer feedback. (Spring only).

SWK 411, Social Work Methods I (3:3). *Majors only. Prerequisite: admission to practice sequence. Corequisite: must be taken concurrently with 413 and 415.* Emphasis

on knowledge, values, process, and skills in social work practice and introduction to interventive methods. (Fall only).

SWK 412, Social Work Methods II (3:3). *Majors only. Prerequisite 411. Corequisite: must be taken concurrently with 413 and 414.* Focus on development of social work practice skills emphasizing delivery of social services. (Spring only).

SWK 413, Field Instruction I (4:0:16). *Prerequisite: admission to Department; 215, 310, 311, 315, 325, 351; admission to field instruction. Corequisite 411 and 415.* Educationally directed learning experienced by performing a range of activities related to entry-level practice. (Fall only).

SWK 414, Field Instruction II (4:0:16). *Prerequisite 411, 413, 415. Corequisite 412, 416.* Continuation of 413. Emphasis placed upon extended application and evaluation in the practice environment. (Spring only).

SWK 415, Field Instruction Seminar I (1:1). *Prerequisite: admission to practice sequence. Corequisite: must be taken concurrently with 411 and 413.* Critical review and analysis of application of social work theory in practice setting. (Fall only)

SWK 416, Field Instruction Seminar II (1:1). *Prerequisite 415. Corequisite 412, 414.* Continues critical review and analysis of social work theory in practice setting. (Spring only)

Electives

SWK 451, Special Problems in Social Work (1-3). *Prerequisite written plan, permission of sponsoring instructor, and approval of department head.* Intensive independent study of specialized topics. May be repeated for credit when topics vary.

SWK 491, Family-Centered Interdisciplinary Practice: System of Care (3:3). *Prerequisite permission of instructor.* System of care core values/principles infuse service planning/delivery. Candidates develop competencies in family-centeredness, client partnerships, community services, cultural competency, interagency collaboration. Placement with families included. Same as HDF 491, HEA 491, RPT 491, and PSY 491. (Spring only).

SWK 510, Selected Topics in Social Work (1-3). *Prerequisite permission of instructor.* Opportunity for candidates to study in-depth a topic of special interest. May be repeated for credit when topic varies.

SWK 522, Comparative Study of Cross-cultural Social Work Practice (3:3). *Prerequisites for undergraduates: 215, 310, 311, 315, 325, 351. Prerequisites for graduate candidates: 501, 502, 503, 504, 511, 514, 515, 516, 560; or permission of instructor.* Compares social work, social service programs, and social policies of the U.S. with those of selected other countries throughout the world, emphasizing services

for families, children, and vulnerable populations. May be repeated for credit when topic varies. (Summer.)

SWK 527, Human Services for Immigrants and Refugees (3:3). *Prerequisite: 351 or permission of instructor.* A perspective on the history of immigration, its role in the U.S.A., immigrants in North Carolina, their process of integration, cross-cultural competency, and the challenges in services delivery to immigrants. (Fall.)

SWK 530, Social Agency Program Development (3:3). *Prerequisite permission of instructor.* Organization of new agencies or those initiating additional services. Needs assessment, resource development, grant writing, agency operations, and relationships with funding agencies.

SWK 550, Social Services in Health Care (3:3). *Prerequisite permission of instructor.* Examination of social services in health care settings. Emphasis on organizational context, interdisciplinary cooperation, and skill required for work in primary care setting.

SWK 551, Special Problems in Social Work (1-3). *Prerequisite written plan, permission of sponsoring instructor, and approval of department head.* Intensive independent study of specialized topics.

SWK 554, Social Work with People who are Mentally Ill (3:3). *Prerequisite 351 or permission of instructor.* This course will provide knowledge and skills necessary for practicing effective social work with people who are mentally ill and their families.

SWK 555, Substance Abuse and Social Work Practice (3:3). *Prerequisite 351 or permission of instructor.* Introduction to the issues of substance abuse and addiction and their impact on clients and their families. Social work assessment and intervention methods will be taught. (Spring.)

SWK 570, Social Services for the Aging (3:3). *Prerequisite permission of instructor.* Systematic study of social work approaches to providing services to the aging. Focus on current policies, services, and models of practice.

SWK 582, School Social Work (3:3). *Prerequisite permission of instructor.* Examination and understanding of school social work services with emphasis on professional standards, cultural sensitivity, accountability, and program planning.

SWK 584, Social Services for Children (3:3). *Prerequisite permission of instructor.* Designed for practitioners and candidates to provide knowledge for working with children and to teach strategies, techniques, and skills for effective treatment.

SWK 585, Social Work with Families in Crisis (3:3). *Prerequisite 310, 311, 312 and 351; or HDF 212 and HDF 410; or permission of instructor.* Social work practice with families in crisis, with a focus on problems currently faced by families and strategies to help them.

Aggregated Praxis pass rates for the specialty area

N/A

Number of Program completers since last visit

37

Number of Candidates currently enrolled and admitted to the Program

For the 2005/2006, 8 undergraduate candidates have been admitted to the License “A” School Social Work Program.

Enrollment

Since the last visit we have continued to average from 5 to 8 undergraduate candidates each year.

Section II: Conceptual Framework

Program Conceptual Framework and the Knowledge Base that Informs It.

Mission of the Department of Social Work

Our mission is to use departmental expertise to improve the lives of people throughout the world. We accomplish this mission in three ways:

- By educating generalist (BSW) and advanced generalist (MSW) social work candidates to have the highest level of knowledge and skills;
- By providing leadership and expertise to the public which significantly improves the interaction of people and society;
- By conducting change-oriented research to promote social and economic justice to ensure the well being of all people.

We are passionately committed to developing social workers who are dedicated to professional excellence, cultural competence and ethical practice. Our distinctive graduates will be committed to ongoing personal and professional growth, a global perspective on social problems, and leadership in the social work profession.

Three categories of goals, which stem from our program mission, have been identified by our program: providing quality social work education for candidates; professional service; and research and scholarship. Our program objectives, which are identified below, are specific, measurable statements which serve to help us reach our program goals. Under each objective, we have identified the measurement indicator and procedure.

Providing Quality Social Work Education for Candidates

Goal 1: To prepare undergraduate candidates for employment as generalist social work practitioners with individuals, groups, families, organizations, and communities.

Objective: At least 75% of candidates graduating each year with the BSW degree will secure employment as a generalist social worker in the human services field.

Measurement Indicators: Employment rate of alumni in professional social work positions as measured by the Department of Social Work annual survey of graduates.

Goal 2: To provide candidates with an undergraduate generalist social work curriculum which results in the ability to:

1. Apply critical thinking skills in social work practice with clients.
2. Understand the value and ethical base of social work and demonstrate ethical practice.
3. Practice without discrimination and demonstrate a respect for diversity in work with all clients.
4. Understand why oppression and discrimination occur and demonstrate advocacy for social and economic justice.
5. Understand the history of social work as presented in Introduction and Policy courses and its influence upon current social welfare programs and policies.
6. Demonstrate knowledge and skills of generalist social work practice with systems of all sizes.
7. Use theory about human behavior across the lifespan and human behavior in interaction with such environments as families, groups, organizations and communities in social work practice.
8. Analyze, formulate, and influence social policies.
9. Demonstrate the ability to understand and evaluate research, apply research to practice, and evaluate practice effectiveness.
10. Demonstrate effective oral and written communication skills in practice with clients, colleagues, and communities.
11. Use supervision in social work practice effectively.
12. Function as an effective employee within the structure of organizations and service delivery systems and seek necessary organizational change.

Objective: 100% of candidates will participate in attaining these skills and at least 90% of graduates in the department will be able to demonstrate the acquisition of these skills.

Measurement Indicators: Student course grades, supervisor ratings of student performance in field instruction, student exit surveys, and the ability to gain employment as a

generalist social worker following graduation as measured in Department of Social Work annual survey of graduates.

Professional Service

Goal 3: To provide professional service which benefits communities in North Carolina.

Objective: At least 90% of the full-time faculty will be engaged in ongoing professional community service and consultation,

Measurement Indicators: Faculty vitae and annual reports which document community service activities, and letters from agencies acknowledging service that has been provided.

Research and Scholarship

Goal 4: To conduct and disseminate research which contributes to the knowledge base for effective social work practice.

- Objectives:*
1. At least 50% of the full-time faculty will have obtained external funding for research;
 2. At least 90% of the full-time faculty will have presented research/scholarship results at a professional conference in the past three years;
 3. At least 90% of the full-time faculty will have published an article or book on a social work-related topic in the past two years.

Measurement Indicators: Faculty vitae and annual reports which document external funding, presentations, and publications.

Our definition of generalist social work is based on the history, evolution, and scientific basis for social work practice:

We believe that generalist social work practice, which reflects the history and development of our profession, is a perspective for improving individual and societal well-being and promoting social and economic justice. Generalist social work practice is rooted in the early history of social work. The Charity Organization Society movement emphasized casework while the Settlement House movement emphasized group work and reform. In our program of generalist social work practice education, this duality forms a central basis for instruction: improving individual well-being

while concurrently promoting societal conditions which promote equality, social, and economic justice.

Working within an ecological framework, generalist practitioners utilize a defined set of knowledge and skills to enhance or improve the social functioning of individuals, families, groups, communities, or organizations within their micro, mezzo, and/or macro environments. The social work problem solving process is the basic framework for these interventions. Generalist social work interventions are guided by values and ethics as defined by the National Association of Social Workers *Code of Ethics*.

Key Ideas in Our Definition

Our generalist social work practice model reflects several key ideas:

1. The ecological perspective is the organizing paradigm for viewing social work practice. In this paradigm, practice is seen as taking place at the interface between individual client systems and their environments;
2. The generalist practice problem-solving model (assessment, identification of strengths and problems, setting goals, development of a plan, implementation of the plan, evaluation, and termination), which presents a step-wise process for intervention with individuals, families, groups, communities, and organizations, is the basic framework for intervention.
3. Generalist practitioners are multi-level, multi-method practitioners in which the focus is on social problems and human needs, interventions are strengths-based and solution-focused, and there is an agreed-upon and identifiable set of knowledge, values, and skills which form the foundation for professional practice.

The ecological perspective provides the theoretical basis for practitioners to address personal troubles and public issues concurrently while using a tested problem-solving process which is focused on enhancing individual client system well-being while also promoting systematic economic and social justice. Methods of intervention are tailored to client system strengths and problems but are seen to focus on micro, mezzo, and macro systems based on the practitioner's knowledge of human behavior and the social environment, diversity, social and economic justice, at-risk populations, social policy, research, and practice. Generalist practice is guided by the values and ethical standards of the profession as defined by the National Association of Social Workers.

Conceptual Framework Evidenced in the Program

Operationalization of the Definition

Our definition is operationalized in our generalist practice curriculum for BSW social work candidates. Consistent with the model of Schatz, Jenkins, and Sheafor, our model and our curriculum reflect five basic elements in their implementation:

1. The generic foundation of content in human behavior and the social environment, social policy and services, research, values and ethics, diversity, social and economic justice, populations at risk, and practice.
2. A multi-level, strengths-based, problem-solving orientation which focuses on micro, mezzo, and macro systems.
3. A multiple theory orientation in which generalist practitioners have knowledge of various theories of intervention and select theories based on client system need.
4. A knowledge, value, and skill base, consistent with CSWE standards and the NASW *Code of Ethics*, which is transferable between different practice settings and with different client populations.
5. Assessment and intervention with client systems which are unbiased, open, and reflect a belief in the inherent dignity of the individual and the individual's right to self-determination.

Table 2 shows how we have infused key concepts from the generalist perspective into the BSW curriculum.

Table 2. Infusion of Generalist Perspective into the BSW Curriculum

Course	History and Development of the Profession	Ecological Perspective	Intervention with Individuals, Families, Groups, Communities and Organizations	Practice Which Reflects Cultural Competence and Appreciation of Diversity	Problem-Solving Model Which Is Strengths-Based and Solution Focused
SWK 215: Introduction to Social Work	Readings and discussion; exams; social welfare history paper	Readings and discussion; exams	Readings and discussion; exams	Readings and discussion; exams	Readings and discussion; exams
SWK 311: Human Behavior and the Social Environment	Readings and discussion	Readings and discussion; exams; practice application project	Readings and discussion; papers; practice application project	Readings and discussion; papers; practice application project	Readings and discussion; exams; practice application presentation
SWK 315: Social Work, Diversity, and Vulnerable Populations	Readings and discussion	Readings and discussion; exams; practice application presentation	Readings and discussion; exams; practice application presentation	Readings and discussion; exams; practice application presentation	Readings and discussion; exams; practice application presentation
SWK 351: Professional Skills	Readings and discussion	Readings and discussion; papers; practice application presentation	Readings and discussion; role play videos; practice application presentation	Readings and discussion; role play videos; practice application presentation	Readings and discussion; role play videos; practice application presentation
SWK 310: Social Welfare Policy and Services	Readings and discussion; exams; paper; PowerPoint	Readings and discussion; exams; paper	Readings and discussion; exams; paper	Readings and discussion; exams; paper	Readings and discussion; exams; paper; PowerPoint

	presentation				presentation
SWK 411: Social Work Methods I	Readings and discussion	Readings and discussion; role play videos; practice application presentation	Readings and discussion; role play videos; practice application presentation	Readings and discussion; role play videos; practice application presentation	Readings and discussion; role play videos; practice application presentation
SWK 412: Social Work Methods II	Readings and discussion; PowerPoint presentation by candidates on policy application	Readings and discussion; PowerPoint presentation by candidates on policy application	Readings and discussion; PowerPoint presentation by candidates on policy application	Readings and discussion; PowerPoint presentation by candidates on policy application	Readings and discussion; PowerPoint presentation by candidates on policy application
SWK 325: Research for Social Work Practice	Readings and discussion	Readings and discussion	Written research project and poster session presentation	Written research project and poster session presentation	Written research project and poster session presentation
SWK 413 & 415: Field Instruction and Seminar I	Participation in seminars, logbooks, field assignments, and seminar discussions	Participatio n in seminars, logbooks, field assignments , and seminar discussions	Participation in seminars, logbooks, field assignments, and seminar discussions	Participation in seminars, logbooks, field assignments, and seminar discussions	Participatio n in seminars, logbooks, field assignments , and seminar discussions
SWK 414 & 416: Field Instruction and Seminar II	Participation in seminars, logbooks, field assignments, and seminar discussions	Participatio n in seminars, logbooks, field assignments , and seminar discussions	Participation in seminars, logbooks, field assignments, and seminar discussions	Participation in seminars, logbooks, field assignments, and seminar discussions	Participatio n in seminars, logbooks, field assignments , and seminar discussions

Evaluation and Continuous Revision of the Conceptual Framework

The UNCG Department of Social Work conducts a yearly review of its conceptual framework as part of its annual program review. The reader is referred to Section IV: Standard II for specifics on the most recent annual program review. This latter section contains data collected from alumni surveys and exit interviews along with details on how the program was improved based on these findings.

Conceptual Framework Evidenced in the Program

The reader will see on Table 2 in this section a delineation of how the generalist perspective (conceptual framework) is infused into the BSW curriculum.

Relationship between Program Conceptual Framework and the UNCG Teachers Academy's Conceptual Framework

The conceptual framework described here for the UNCG Department of Social Work relates directly to the UNCG School of Education and Teachers' Academy's conceptual framework for professional education: "A community of professional educators committed to preparing and supporting the professional development of caring, collaborative, and competent educators who work in diverse settings." The Teachers Academy Committee of Program Coordinators have discussed and re-affirmed this Conceptual Framework repeatedly since 2001. Several changes have made as a result of a sub-committee that reviewed it to ensure it reflects our current thinking. The 2006 Conceptual Framework places greater emphasis on diversity and identifies 10 dispositions (rather than the four identified in 2001) that we use to measure the new Dispositions Rubric.

By following the generalist social work practice model, candidates learn through their course work and internship how to be caring helping professionals who respect the diversity of clients they serve, follow the National Association of Social Workers *Code of Ethics* in all their interactions with clients, and work closely with other professionals for the benefit of their clients. In addition, candidates learn the important of collaborating with other professionals for conducting research and providing evidence based practice. Candidates' internship in their senior year ensures that they learn how to link theory to practice with this latter area being the focus of their year long field seminar. Moreover, school social work candidates are taught to be critical thinkers with particular emphasis on self-awareness and self reflection such that they will provide the highest level of services to their clients.

Section III: Standard I: Candidate Knowledge, Skill and Disposition

Evidence that Candidates Meet the Core Standards

School social work is exempt from the core standards.

Evidence that Candidates Meet the Diversity Standards

School social work is exempt from the diversity standards. However, diversity standards specific to social work are addressed under section IV.

Evidence that Candidates Meet the Technology Standards

School social work is exempt from the technology standards. However, knowledge and skills in regard to technology that are required of social work candidates are outlined in each course syllabus.

Evidence that Candidates Meet the Specialty Area Standards

See Table 3 for evidence that school social work candidates meet the specialty area standards for the North Carolina Department of Public Instruction. Table 3 contains a delineation of the school social work standards, courses where the standards are addressed, evidence of learning from assignments in the related courses, and assessment tools used to evaluate candidates' attainment of these ten school social work standards. Following Table 3 the reader find Table 4 with the school social work standards that indicated the six outcome criteria collected on candidates that ensures they are meeting all of these standards in their educational program.

Product of Learning

The product of learning required for the graduate Licensure in School Social Work will be delineated in a separate report since the latter program is a joint program between UNCG and North Carolina A & T State University.

Evidence that Candidates Can Work with Families to Support Student Learning.

All social work candidates must complete a one year (440 hours) or two semester field placement in a school setting under the supervision of a North Carolina Licensed School Social Worker. As part of this internship, the student and field instructor complete a learning agreement that includes goals related to working with the families of candidates. These goals are evaluated at the end of each semester using a consistent rating scale. Each Licensure student has copies of their two field evaluations in their student record. Field evaluation data on school social work candidates from the 2003/2004, 2004/2005, and 2005/2006 academic years can be found on a table under Section IV of Standard II in this report.

Table 3. Evidence that Candidates Meet the Specialty Area Standards

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>Social Work Standard 1 – Foundations of School Social Work Practice: The competent school social worker understands the theories and skills needed to provide individual, group, and family counseling; crisis intervention; case management; advocacy; consultation; in-service and parent education; prevention programs; conflict resolution services; and community organization and development. The school social worker utilizes these theories and skills to enhance the environment of the local educational agency (LEA).</p>			

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>KI 1:1 – Understands methods of practice including counseling, crisis intervention, case work, as well as individual, group, and family interventions.</p>	<p>SWK 351 SWK 414 SWK 582 SWK 411 SWK 415 SWK 413 SWK 416</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>KI 1:2 – Understands and develops skills in advocacy, case management, consultation, classroom groups, and community organization.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>KI 1:3 - Understands theories of normal and exceptional development of early childhood, middle childhood, adolescence, and early adulthood, and their application to all candidates.</p>	<p>SWK 311 SWK 582 SWK 315 SWK 413 SWK 414 SWK 351 SWK 415 SWK 416</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, & involvement in multicultural experiences, observe child, participate in adolescent experience, & interview an elderly person</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>KI 1:4 - Understands the effect of mental illness on candidates' abilities to participate in learning.</p>	<p>SWK 411 SWK 582 SWK 351 SWK 413 SWK 414 SWK 415 SWK 416</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
KI 1:5 - Understands the person-in-environment context of social work.	SWK 351 SWK 414 SWK 582 SWK 411 SWK 415 SWK 215 SWK 413 SWK 416	Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, volunteer experience with feedback, & professional essay	1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
KI 1:6 - Understands the effects of biological, family, social, emotional, health, cultural, and spiritual factors on human development and interpersonal functioning.	SWK 311 SWK 582 SWK 351 SWK 413 SWK 414 SWK 415 SWK 416	Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population, observe a child, participate in an adolescent experience, & interview an elderly person	1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>KI 1:7 - Understands characteristics and implications for education of children with academic and/or behavioral challenges.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>KI 1:8 - Understands systems theories as they relate to classrooms, schools, families, and communities.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>KI 1:9 - Understands methods of advocacy as used on behalf of individuals, families, school systems, and communities.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>KI 1:10 - Understands the application of social learning theories to identify and develop broad-based prevention and intervention programs.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
PI 1:1 - Uses empathy in interpersonal relationships.	SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582	Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population	1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
PI 1:2 - Employs diverse interview techniques and written communication with appropriate persons within the student's system.	SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582	Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, & involvement in multicultural experiences	1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 1:3 - Gathers and interprets appropriate information to document and assess environmental, emotional, cultural, socioeconomic, educational, biological, medical, psychosocial, and legal factors that affect children's learning.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 311 SWK 414 SWK 582 SWK 315</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural experiences, interview an elderly person, observe a child, & participate in adolescent experience</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 1:4 - Selects and applies the most appropriate methods of intervention to enhance candidates' educational experience.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 1:5 - Demonstrates effective leadership of and participation in interdisciplinary teams.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>Social Work Standard 2: Service Delivery - The competent school social worker utilizes a variety of intervention strategies that support and enhance the student’s educational and emotional development.</p>			

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
KI 2:1 - Understands methods of individual, group, family, and crisis counseling.	SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582	Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population	1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
KI 2:2 - Understands methods of social work service delivery.	SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582	Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population	1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>KI 2:3 - Understands and develops skills in advocacy, case management, community organization, consultation, and in-service training.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>KI 2:4 - Understands the application of social learning theories to identify and develop broad-based prevention and interventions.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>KI 2:5 - Understands the interdisciplinary approach to service delivery within the educational environment.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>KI 2:6 - Understands how to integrate content knowledge for service delivery.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>KI 2:7 - Understands the criteria for child abuse and neglect reporting and the role and function of the County Department of Social Services.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 2:1 - Develops and implements prevention and intervention plans that enable children to benefit from their educational experiences.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 2:2 - Provides individual, group, and family counseling in conjunction with case management services to enhance success in the educational process.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 2:3 - Provides crisis intervention counseling to the school community.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 2:4 - Provides consultation to school personnel, parents, and community agencies.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 2:5 - Develops and provides training and educational programs in the school and community.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 2:6 - Participates on multidisciplinary teams to assess student academic, social, and emotional needs to determine appropriate services.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 2:7 - Identifies resources and initiates referrals and linkages to community agencies and monitors follow-up services to meet the needs of identified candidates and their families.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 2:8 - Mobilizes resources to meet the needs of children and their families.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 2:9 - Initiates reports of suspected child abuse and neglect to the local Department of Social Services or appropriate law enforcement agency.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
Social Work Standard 3: Program Planning and Evaluation - The competent school social worker designs and evaluates services based upon knowledge of the educational setting, as well as information about the candidates, families, and community			
KI 3:1 - Understands learning theory and human development as it applies to the content and curriculum of educational planning and intervention.	SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 311 SWK 414 SWK 582	Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population	1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>KI 3:2 - Understands the process of needs assessment, referral, and resource development.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>KI 3:3 - Understands how to develop long-term and short-term intervention plans consistent with curriculum, candidates' diversity, needs, and strengths, life experiences, and social and emotional factors.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
KI 3:4 - Understands environmental factors when planning interventions.	SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582	Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population	1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
KI 3:5 - Understands how to integrate and use technology for assessments, interventions, and information management.	SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582	Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population	1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 3:1 - Assists in establishing expectations for student learning consistent with candidates' strengths, needs, and educational system goals.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 3:2 - Conducts needs assessments to plan for service delivery.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 3:3 - Assists candidates, families, and school personnel in creating long-term and short-term plans to meet expectations for learning.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 3:4 - Creates and adapts learning opportunities and materials to provide effective interventions.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, & research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 3:5 - Plans interventions that integrate candidates' life experiences and goals.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, & involvement in multicultural experiences</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 3:6 - Maintains relevant data to assist in planning, management, and evaluation of school social work.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 325 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural experiences, applied research project, article critiques</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 3:7 - Collects, analyzes, and interprets data to evaluate and modify interventions when necessary.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 325 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural experiences, applied research project, article critiques</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
PI 3:8 - Integrates and uses technology for assessments, interventions, and information management	SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 325 SWK 414 SWK 582	Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural experiences, applied research project, article critiques	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
Social Work Standard 4: Student Assessment and Evaluation - The competent school social worker understands various formal and informal assessment and evaluation strategies and uses them to support the development of all candidates.			<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>KI 4:1 - Understands strength-based assessments and practices that support growth and development.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, & involvement in multicultural experiences</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>KI 4:2 - Understands various types of research, measurement theory and concepts of validity, reliability, bias, scoring, and interpretation of results.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582 SWK 325</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural experiences, applied research project, article critiques</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>KI 4:3 - Understands the purposes, characteristics, and limitations of multiple assessment techniques such as observation, structured interviews, and standardized assessments.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582 SWK 325</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural experiences, applied research project, article critiques</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>KI 4:4 - Understands how to conduct formal and informal assessments of adaptive behavior, self-esteem, social skills, attitudes, behavior, interests, and emotional health.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582 SWK 325</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural experiences, applied research project, article critiques</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>KI 4:5 - Understands the use of assessment as a means to evaluate the candidates' functioning, including: physical, cognitive, and emotional development; social developmental and family history, and factors that influence overall functioning; behavior and attitude in different settings; patterns of interpersonal relationships; patterns of achievement and adjustment in growth and development; adaptive behavior and cultural factors that may influence learning.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582 SWK 325</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural experiences, applied research project, article critiques</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>KI 4:6 - Understands the relationship between assessment, eligibility, and placement decisions, including the development of the Individualized Education Plan.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582 SWK 325</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural experiences, applied research project, article critiques</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
KI 4:7 - Understands parent or guardian and student rights regarding assessment and evaluation	SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582 SWK 325	Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural experiences, applied research project, article critiques	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>KI 4:8 - Is familiar with the diagnostic tools used by other professionals in the school.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582 SWK 325</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural experiences, applied research project, article critiques</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>KI 4:9 - Understands the use of assessment and evaluation results to develop student interventions.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582 SWK 325</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural experiences, applied research project, article critiques</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 4:1 - Uses a variety of appropriate formal and informal tools and techniques including observations, interviews, and standardized instruments to evaluate the progress and performance of candidates.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582 SWK 325</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural experiences, applied research project, article critiques</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 4:2 - Uses assessment results to identify student learning needs, to assist in aligning and modifying instruction, and to design intervention strategies.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582 SWK 325</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural experiences, applied research project, article critiques</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 4:3 - Uses assessment and evaluation results to develop and implement appropriate interventions including recommendations for eligibility and placement.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582 SWK 325</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural experiences, applied research project, article critiques</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 4:4 - Involves candidates in self-assessment activities to help them become aware of their strengths and needs to establish goals.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582 SWK 325</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural experiences, applied research project, article critiques</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 4:5 - Collaborates with parents or guardians and other professionals regarding the assessment process.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582 SWK 325</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural experiences, applied research project, article critiques</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 4:6 - Informs parents or guardians of their rights and the rights of candidates regarding assessment.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582 SWK 325</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural experiences, applied research project, article critiques</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
PI 4:7 - Documents assessment and evaluation results.	SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582 SWK 325	Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural experiences, applied research project, article critiques	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 4:8 - Presents assessment results in a manner that is easily understood by candidates, parents or guardians, and school personnel.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582 SWK 325</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural experiences, applied research project, article critiques</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 4:9 - Uses a variety of appropriate formal and informal tools and techniques to help determine the efficacy of intervention and programs.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582 SWK 325</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural experiences, applied research project, article critiques</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>Social Work Standard 5: Consultation and Collaboration - The competent school social worker develops consultative and collaborative relationships with colleagues, parents, and the community to support student learning and well-being.</p>			

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>KI 5:1 - Understands the principles, practices, and processes of individual and organizational consultation.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>KI 5:2 - Understands and uses a collaborative process with parents, school personnel, community-based organizations, and agencies to enhance the candidates' educational, social, and emotional functioning.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
KI 5:3 - Understands the school's role within the larger community.	SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582	Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
KI 5:4 - Understands diversity in beliefs, traditions, and values across cultures and their influence on interactions among group members.	SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582	Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis, cultural identity paper, & involvement in multicultural events	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>KI 5:5 - Understands how formal and informal political implications affect communication.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>KI 5:6 - Understands the role of effective communication.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>KI 5:7 - Understands the role of school personnel in the recognition and reporting of child abuse or neglect</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 5:1 - Initiates, develops, and implements consultative relationships.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 5:2 - Collaborates with colleagues, parents or guardians, and community personnel to meet student needs.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 5:3 - Encourages appropriate relationships among colleagues to promote a positive learning environment.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 5:4 - Participates in collaborative decision making and problem solving to promote student success.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 5:5 - Facilitates collaborative decision making and problem solving to promote student success.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 5:6 - Models and promotes effective communication among group members or between groups.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 5:7 - Models and promotes confidential communication.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 5:8 - Uses a variety of effective communication modes with diverse target groups.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis, cultural identity paper, involvement in multicultural events</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 5:9 - Assists school personnel in recognizing, documenting, and reporting suspected child abuse or neglect to the Department of Social Services or local law enforcement agency.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>Social Work Standard 6: Advocacy - The competent school social worker advocates and facilitates change that effectively responds to the needs of candidates, families, and school systems using appropriate statutes, case law, policies, and procedures.</p>			
<p>KI 6:1 - Understands the role of advocacy and facilitation at all system levels.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>KI 6:2 - Is familiar with available resources for candidates and families within the school and community.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>KI 6:3 - Understands when and how to make referrals for programs and services at the community, district, and state levels.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
KI 6:4 - Understands the need to improve access to services or resources.	SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582	Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
KI 6:5 - Understands the impact of statutes, case law, policies, and procedures on candidates, families, and the educational process.	SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 310 SWK 414 SWK 582	Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis, newspaper journal, 45 hours in social service setting, & policy presentation	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 6:1 - Works to empower children, their families, educators, and others to gain access to and effectively use school and community resources.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 6:2 - Identifies areas of need and accesses or creates resources and services.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 6:3 - Makes referrals to community and school resources.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 6:4 - Advocates for candidates with other members of the educational community to enhance candidates' functioning in the learning environment using appropriate statutes, case law, policies, and procedures.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 6:5 - Maintains an advocacy role to assure that the candidates' educational, social, emotional, and material needs are met.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 6:6 - Uses research and technologies to help candidates, families, schools, and communities to access resources.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 325 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis, applied research project, article critiques</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>Social Work Standard 7: Learning Community- The competent school social worker promotes effective interaction, engagement in learning, and self-motivation to create a positive learning community for candidates, families, and schools.</p>			
<p>KI 7:1 - Understands effective behavior and social management within the school environment.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
KI 7:2 - Understands group dynamics.	SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582	Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
KI 7:3 - Understands how attitudes influence the behavior of individuals within the educational environment.	SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582	Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>KI 7:4 - Understands how to help candidates work cooperatively and productively.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>KI 7:5 - Understands the importance of family participation in fostering positive student development.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
KI 7:6 - Understands mediation and conflict-resolution strategies.	SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582	Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
KI 7:7 - Understands effective interventions within a group or classroom.	SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582	Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>KI 7:8 - Understands organizational functioning.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>KI 7:9 - Understands the importance of working with school system personnel, families, and communities, to facilitate changes within the school environment.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>KI 7:10 - Understands how service learning and volunteerism promote the development of personal and social responsibility.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 7:1 - Promotes student responsibility, decision making, and independent as well as collaborative work.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 7:2 - Analyzes educational environments and works effectively to enhance a supportive learning climate.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 7:3 - Encourages motivation and engagement through respect and cooperation.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 7:4 - Promotes conflict resolution programs within the school environment.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 7:5 - Promotes school-based or school-linked service learning projects and other programs that promote social responsibility.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 7:6 - Promotes the effective utilization of school social work services.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 7:7 - Designs, implements, and evaluates programs that enhance a student's participation in school, family, and community.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 7:8 - Promotes active parent and family participation within the educational environment.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 7:9 - Collaborates with community agencies to increase access to services and resources.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>Social Work Standard 8: Diversity - The competent school social worker understands the broad range of backgrounds and experiences that shape candidates' approaches to learning and helps create opportunities adapted to diverse populations of learners.</p>			
<p>KI 8:1 - Understands how candidates' educational experiences are influenced by race, ethnicity, socioeconomic status, culture, family, community values, religion, sex, gender identification, and sexual orientation.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural events</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>KI 8:2 - Understands and identifies different approaches to learning and performance including different learning styles, performance modes, and variations of perception.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural events</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>KI 8:3 - Understands the issues of second language acquisition, the immigrant experience, and the need to develop strategies to support bicultural candidates and families.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural events</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>KI 8:4 - Understands ways in which similar behaviors may have different meanings to people of different cultural backgrounds.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural events</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>KI 8:5 - Understands various disabilities.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural events</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 8:1 - Facilitates a learning community in which individual differences are respected.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural events</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 8:2 - Practices gender equity and avoids sex-role stereotyping.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural events</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 8:3 - Provides services that promote multicultural sensitivity.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural events</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 8:4 - Develops strategies to decrease discrimination and barriers to education.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural events</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 8:5 - Utilizes candidates' diversity to enrich the educational experiences of all candidates.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural events</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 8:6 - Interprets, with sensitivity to diversity, information about candidates' families, cultures, and communities in assessments, interventions, and evaluations of candidates' progress.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural events</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 8:7 - Utilizes appropriate assessment tools and intervention strategies that reflect diverse student needs.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural events</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 8:8 - Initiates referrals for appropriate services or resources to assist candidates with diverse learning needs.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 315 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, cultural identity paper, involvement in multicultural events</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>Social Work Standard 9: Professional Conduct and Ethics - The competent school social worker maintains standards of professional conduct and ethics, provides leadership to improve student learning and well-being, and understands education and social work as professions.</p>			
<p>KI 9:1 - Understands the professional code of conduct and ethical practice guidelines embodied in the National Association of Social Workers' <i>Code of Ethics</i> and <i>Standards for School Social Work Services</i>.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>KI 9:2 - Understands federal and state laws and regulations as they pertain to ethical practice.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 310 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis, newspaper journals, 45 hrs. in social service setting, & policy presentation</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>KI 9:3 - Understands the legal and ethical principles of privileged communication and confidentiality as they relate to school social work practice.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>KI 9:4 - Understands the organization and operation of school systems.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>KI 9:5 - Understands school policies and procedures.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>KI 9:6 - Understands legal issues in education with special emphasis on persons with disabilities, child welfare, mental health, confidentiality, and student and parental rights.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>KI 9:7 - Understands the importance of active participation and leadership in professional education and social work organizations.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 9:1 - Follows the National Association of Social Workers Code of Ethics and Standards of Practice for School Social Work Services.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 9:2 - Maintains current knowledge of and abides by federal state laws and regulations with emphasis on persons with disabilities, child welfare, mental health, confidentiality, and student and parental rights.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 9:3 - Participates in activities such as policy design, curriculum implementation, staff development, and organizations involving candidates and families.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 9:4 - Abides by current legal directives, school policies, and procedures.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 9:5 - Promotes the rights of candidates, families, and school personnel.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 9:6 - Models and promotes ethical practices for confidentiality.</p>	<p>SWK 412 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, letter to editor, analysis of governmental & non-government analysis</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
Social Work Standard 10: Professional Development - The competent school social worker actively seeks opportunities to grow professionally and to contribute to the development of the profession.			
KI 10:1 - Understands the importance of self-evaluation.	SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582	Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
KI 10:2 - Understands the impact of personal strengths and needs on service delivery.	SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582	Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population	1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
KI 10:3 - Understands how to use supervision, consultation, collaboration, and continuing education to identify areas for on-going professional development.	SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582	Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population	1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
KI 10:4 - Understands how to interpret and utilize research to evaluate and guide professional practice.	SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 325 SWK 414 SWK 582	Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, applied research project, article critiques	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
KI 10:5 - Understands the use of empirically based practice resources for intervention and program development.	SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 325 SWK 414 SWK 582	Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, applied research project &, article critiques	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>KI 10:6 - Understands the requirements for licensure and renewal.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 10:1 - Uses continuing education, research, professional literature, observations, and experiences to enhance professional growth and to guide evaluation of professional practice.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 325 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, applied research project &, article critiques</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 10:2 - Maintains an awareness of personal attitudes, perspectives, strengths, and needs as they relate to professional practice.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 10:3 - Uses self-assessment and performance evaluations to identify areas for professional growth.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 325 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population, applied research project &, article critiques</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 10:4 - Maintains the limits and boundaries of the professional role.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 10:5 - Participates in professional activities and organizations that promote and enhance school social work practice.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 10:6 - Assumes responsibilities for enhancing practice through various professional development activities.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 10:7 - Actively seeks consultation to improve professional practice.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Standards:	Where taught (course/field experience, etc.):	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool (rubrics/tests/observations, etc.):
<p>PI 10:8 - Contributes to the development of the profession by educating and supervising school social work interns.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract
<p>PI 10:9 - With support from the local education authority, maintains professional materials for professional growth and development, including periodicals, books, and software.</p>	<p>SWK 411 SWK 415 SWK 351 SWK 413 SWK 416 SWK 414 SWK 582</p>	<p>Exams, quizzes, Video-tapes with processing, presentations, case interview report, group model presentation, learning contract, field log, process recording, case presentation, social history on a student, research of an at risk student population</p>	<ol style="list-style-type: none"> 1. Evaluation of Video-tape assignments 2. Evaluation of Readiness for field internship (above done in SWK 351: Professional Skills) 3. Fall Field Evaluation of Learning Contract 4. Spring Field Evaluation of Learning Contract

Table 4. Primary Measures Used with Undergraduate -- School Social Work Licensure Candidates

Social Work Standard 1 – Foundations of School Social Work Practice: The competent school social worker understands the theories and skills needed to provide individual, group, and family counseling; crisis intervention; case management; advocacy; consultation; in-service and parent education; prevention programs; conflict resolution services; and community organization and development. The school social worker utilizes these theories and skills to enhance the environment of the local educational agency (LEA).		
Indicator KI 1:1 – Understands methods of practice including counseling, crisis intervention, case work, as well as individual, group, and family interventions.		
Indicator KI 1:2 – Understands and develops skills in advocacy, case management, consultation, classroom groups, and community organization.		
Indicator KI 1:3 - Understands theories of normal and exceptional development of early childhood, middle childhood, adolescence, and early adulthood, and their application to all students.		
Indicator KI 1:4 - Understands the effect of mental illness on students’ abilities to participate in learning.		
Indicator KI 1:5 - Understands the person-in-environment context of social work.		
Indicator KI 1:6 - Understands the effects of biological, family, social, emotional, health, cultural, and spiritual factors on human development and interpersonal functioning.		
Indicator KI 1:7 - Understands characteristics and implications for education of children with academic and/or behavioral challenges.		
Indicator KI 1:8 - Understands systems theories as they relate to classrooms, schools, families, and communities.		
Indicator KI 1:9 - Understands methods of advocacy as used on behalf of individuals, families, school systems, and communities.		
Indicator KI 1:10 - Understands the application of social learning theories to identify and develop broad-based prevention and intervention programs.		
Indicator PI 1:1 - Uses empathy in interpersonal relationships.		
Indicator PI 1:2 - Employs diverse interview techniques and written communication with appropriate persons within the student’s system.		
Indicator PI 1:3 - Gathers and interprets appropriate information to document and assess environmental, emotional, cultural, socioeconomic, educational, biological, medical, psychosocial, and legal factors that affect children’s learning.		
Indicator PI 1:4 - Selects and applies the most appropriate methods of intervention to enhance students’ educational experience.		
Indicator PI 1:5 - Demonstrates effective leadership of and participation in interdisciplinary teams.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
Grade in ELC 381: Introduction to the Institute of Education	1 st semester Junior Year	95%
Evaluation for School Social Work Licensure Program	2 nd semester Junior Year	95%
Grade in Grade in SWK 351: Professional Skills	2 nd semester of Junior Year	95%
1 st Semester School Internship evaluation	1 st semester of Senior Year	95%
2 nd Semester School Internship evaluation	2 nd semester of Senior Year	95%
Grade in SWK 582: School Social Work	2 nd semester of Senior Year	95%

Social Work Standard 2: Service Delivery - The competent school social worker utilizes a variety of intervention strategies that support and enhance the student's educational and emotional development.

- Indicator KI 2:1 - Understands methods of individual, group, family, and crisis counseling.
- Indicator KI 2:2 - Understands methods of social work service delivery.
- Indicator KI 2:3 - Understands and develops skills in advocacy, case management, community organization, consultation, and in-service training.
- Indicator KI 2:4 - Understands the application of social learning theories to identify and develop broad-based prevention and interventions.
- Indicator KI 2:5 - Understands the interdisciplinary approach to service delivery within the educational environment.
- Indicator KI 2:6 - Understands how to integrate content knowledge for service delivery.
- Indicator KI 2:7 - Understands the criteria for child abuse and neglect reporting and the role and function of the County Department of Social Services.
- Indicator PI 2:1 - Develops and implements prevention and intervention plans that enable children to benefit from their educational experiences.
- Indicator PI 2:2 - Provides individual, group, and family counseling in conjunction with case management services to enhance success in the educational process.
- Indicator PI 2:3 - Provides crisis intervention counseling to the school community.
- Indicator PI 2:4 - Provides consultation to school personnel, parents, and community agencies.
- Indicator PI 2:5 - Develops and provides training and educational programs in the school and community.
- Indicator PI 2:6 - Participates on multidisciplinary teams to assess student academic, social, and emotional needs to determine appropriate services.
- Indicator PI 2:7 - Identifies resources and initiates referrals and linkages to community agencies and monitors follow-up services to meet the needs of identified students and their families.
- Indicator PI 2:8 - Mobilizes resources to meet the needs of children and their families.
- Indicator PI 2:9 - Initiates reports of suspected child abuse and neglect to the local Department of Social Services or appropriate law enforcement agency.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
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Grade in Grade in SWK 351: Professional Skills	2 nd semester of Junior Year	95%
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2 nd Semester School Internship evaluation	2 nd semester of Senior Year	95%
Grade in SWK 582: School Social Work	2 nd semester of Senior Year	95%

Social Work Standard 3: Program Planning and Evaluation - The competent school social worker designs and evaluates services based upon knowledge of the educational setting, as well as information about the students, families, and community.

Indicator KI 3:1 - Understands learning theory and human development as it applies to the content and curriculum of educational planning and intervention.
Indicator KI 3:2 - Understands the process of needs assessment, referral, and resource development.
Indicator KI 3:3 - Understands how to develop long-term and short-term intervention plans consistent with curriculum, students' diversity, needs, and strengths, life experiences, and social and emotional factors.
Indicator KI 3:4 - Understands environmental factors when planning interventions.
Indicator KI 3:5 - Understands how to integrate and use technology for assessments, interventions, and information management.
Indicator PI 3:1 - Assists in establishing expectations for student learning consistent with students' strengths, needs, and educational system goals.
Indicator PI 3:2 - Conducts needs assessments to plan for service delivery.
Indicator PI 3:3 - Assists students, families, and school personnel in creating long-term and short-term plans to meet expectations for learning.
Indicator PI 3:4 - Creates and adapts learning opportunities and materials to provide effective interventions.
Indicator PI 3:5 - Plans interventions that integrate students' life experiences and goals.
Indicator PI 3:6 - Maintains relevant data to assist in planning, management, and evaluation of school social work.
Indicator PI 3:7 - Collects, analyzes, and interprets data to evaluate and modify interventions when necessary.
Indicator PI 3:8 - Integrates and uses technology for assessments, interventions, and information management

Evidence

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2 nd Semester School Internship evaluation	2 nd semester of Senior Year	95%
Grade in SWK 582: School Social Work	2 nd semester of Senior Year	95%

Social Work Standard 4: Student Assessment and Evaluation - The competent school social worker understands various formal and informal assessment and evaluation strategies and uses them to support the development of all students.

- Indicator KI 4:1 - Understands strength-based assessments and practices that support growth and development.
- Indicator KI 4:2 - Understands various types of research, measurement theory and concepts of validity, reliability, bias, scoring, and interpretation of results.
- Indicator KI 4:3 - Understands the purposes, characteristics, and limitations of multiple assessment techniques such as observation, structured interviews, and standardized assessments.
- Indicator KI 4:4 - Understands how to conduct formal and informal assessments of adaptive behavior, self-esteem, social skills, attitudes, behavior, interests, and emotional health.
- Indicator KI 4:5 - Understands the use of assessment as a means to evaluate the students' functioning, including: physical, cognitive, and emotional development; social developmental and family history, and factors that influence overall functioning; behavior and attitude in different settings; patterns of interpersonal relationships; patterns of achievement and adjustment in growth and development; adaptive behavior and cultural factors that may influence learning.
- Indicator KI 4:6 - Understands the relationship between assessment, eligibility, and placement decisions, including the development of the Individualized Education Plan.
- Indicator KI 4:7 - Understands parent or guardian and student rights regarding assessment and evaluation
- Indicator KI 4:8 - Is familiar with the diagnostic tools used by other professionals in the school.
- Indicator KI 4:9 - Understands the use of assessment and evaluation results to develop student interventions.
- Indicator PI 4:1 - Uses a variety of appropriate formal and informal tools and techniques including observations, interviews, and standardized instruments to evaluate the progress and performance of students.
- Indicator PI 4:2 - Uses assessment results to identify student learning needs, to assist in aligning and modifying instruction, and to design intervention strategies.
- Indicator PI 4:3 - Uses assessment and evaluation results to develop and implement appropriate interventions including recommendations for eligibility and placement.
- Indicator PI 4:4 - Involves students in self-assessment activities to help them become aware of their strengths and needs to establish goals.
- Indicator PI 4:5 - Collaborates with parents or guardians and other professionals regarding the assessment process.
- Indicator PI 4:6 - Informs parents or guardians of their rights and the rights of students regarding assessment.
- Indicator PI 4:7 - Documents assessment and evaluation results.
- Indicator PI 4:8 - Presents assessment results in a manner that is easily understood by students, parents or guardians, and school personnel.
- Indicator PI 4:9 - Uses a variety of appropriate formal and informal tools and techniques to help determine the efficacy of intervention and programs.

Evidence

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2 nd Semester School Internship evaluation	2 nd semester of Senior Year	95%
Grade in SWK 582: School Social Work	2 nd semester of Senior Year	95%

Social Work Standard 5: Consultation and Collaboration - The competent school social worker develops consultative and collaborative relationships with colleagues, parents, and the community to support student learning and well-being.

- Indicator KI 5:1 - Understands the principles, practices, and processes of individual and organizational consultation.
- Indicator KI 5:2 - Understands and uses a collaborative process with parents, school personnel, community-based organizations, and agencies to enhance the students' educational, social, and emotional functioning.
- Indicator KI 5:3 - Understands the school's role within the larger community.
- Indicator KI 5:4 - Understands diversity in beliefs, traditions, and values across cultures and their influence on interactions among group members.
- Indicator KI 5:5 - Understands how formal and informal political implications affect communication.adjustment in growth and development; adaptive behavior and cultural factors that may influence learning.
- Indicator KI 5:6 - Understands the role of effective communication.
- Indicator KI 5:7 - Understands the role of school personnel in the recognition and reporting of child abuse or neglect
- Indicator PI 5:1 - Initiates, develops, and implements consultative relationships.
- Indicator PI 5:2 - Collaborates with colleagues, parents or guardians, and community personnel to meet student needs.
- Indicator PI 5:3 - Encourages appropriate relationships among colleagues to promote a positive learning environment.
- Indicator PI 5:4 - Participates in collaborative decision making and problem solving to promote student success.
- Indicator PI 5:5 - Facilitates collaborative decision making and problem solving to promote student success.
- Indicator PI 5:6 - Models and promotes effective communication among group members or between groups.
- Indicator PI 5:7 - Models and promotes confidential communication.
- Indicator PI 5:8 - Uses a variety of effective communication modes with diverse target groups.
- Indicator PI 5:9 - Assists school personnel in recognizing, documenting, and reporting suspected child abuse or neglect to the Department of Social Services or local law enforcement agency.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
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Grade in Grade in SWK 351: Professional Skills	2 nd semester of Junior Year	95%
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2 nd Semester School Internship evaluation	2 nd semester of Senior Year	95%
Grade in SWK 582: School Social Work	2 nd semester of Senior Year	95%

Social Work Standard 6: Advocacy - The competent school social worker advocates and facilitates change that effectively responds to the needs of students, families, and school systems using appropriate statutes, case law, policies, and procedures.

Indicator KI 6:1 - Understands the role of advocacy and facilitation at all system levels.

Indicator KI 6:2 - Is familiar with available resources for students and families within the school and community.

Indicator KI 6:3 - Understands when and how to make referrals for programs and services at the community, district, and state levels.

Indicator KI 6:4 - Understands the need to improve access to services or resources.

Indicator KI 6:5 - Understands the impact of statutes, case law, policies, and procedures on students, families, and the educational process.

Indicator PI 6:1 - Works to empower children, their families, educators, and others to gain access to and effectively use school and community resources.

Indicator PI 6:2 - Identifies areas of need and accesses or creates resources and services.

Indicator PI 6:3 - Makes referrals to community and school resources.

Indicator PI 6:4 - Advocates for students with other members of the educational community to enhance students' functioning in the learning environment using appropriate statutes, case law, policies, and procedures.

Indicator PI 6:5 - Maintains an advocacy role to assure that the students' educational, social, emotional, and material needs are met.

Indicator PI 6:6 - Uses research and technologies to help students, families, schools, and communities to access resources.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
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2 nd Semester School Internship evaluation	2 nd semester of Senior Year	95%
Grade in SWK 582: School Social Work	2 nd semester of Senior Year	95%

Social Work Standard 7: Learning Community- The competent school social worker promotes effective interaction, engagement in learning, and self-motivation to create a positive learning community for students, families, and schools.

- Indicator KI 7:1 - Understands effective behavior and social management within the school environment.
- Indicator KI 7:2 - Understands group dynamics.
- Indicator KI 7:3 - Understands how attitudes influence the behavior of individuals within the educational environment.
- Indicator KI 7:4 - Understands how to help students work cooperatively and productively.
- Indicator KI 7:5 - Understands the importance of family participation in fostering positive student development.
- Indicator KI 7:6 - Understands mediation and conflict-resolution strategies.
- Indicator KI 7:7 - Understands effective interventions within a group or classroom.
- Indicator KI 7:8 - Understands organizational functioning.
- Indicator KI 7:9 - Understands the importance of working with school system personnel, families, and communities, to facilitate changes within the school environment.
- Indicator KI 7:10 - Understands how service learning and volunteerism promote the development of personal and social responsibility.
- Indicator PI 7:1 - Promotes student responsibility, decision making, and independent as well as collaborative work.
- Indicator PI 7:2 - Analyzes educational environments and works effectively to enhance a supportive learning climate.
- Indicator PI 7:3 - Encourages motivation and engagement through respect and cooperation.
- Indicator PI 7:4 - Promotes conflict resolution programs within the school environment.
- Indicator PI 7:5 - Promotes school-based or school-linked service learning projects and other programs that promote social responsibility.
- Indicator PI 7:6 - Promotes the effective utilization of school social work services.
- Indicator PI 7:7 - Designs, implements, and evaluates programs that enhance a student's participation in school, family, and community.
- Indicator PI 7:8 - Promotes active parent and family participation within the educational environment.
- Indicator PI 7:9 - Collaborates with community agencies to increase access to services and resources.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
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2 nd Semester School Internship evaluation	2 nd semester of Senior Year	95%
Grade in SWK 582: School Social Work	2 nd semester of Senior Year	95%

Social Work Standard 8: Diversity - The competent school social worker understands the broad range of backgrounds and experiences that shape students' approaches to learning and helps create opportunities adapted to diverse populations of learners.

- Indicator KI 8:1 - Understands how students' educational experiences are influenced by race, ethnicity, socioeconomic status, culture, family, community values, religion, sex, gender identification, and sexual orientation.
- Indicator KI 8:2 - Understands and identifies different approaches to learning and performance including different learning styles, performance modes, and variations of perception.
- Indicator KI 8:3 - Understands the issues of second language acquisition, the immigrant experience, and the need to develop strategies to support bicultural students and families.
- Indicator KI 8:4 - Understands ways in which similar behaviors may have different meanings to people of different cultural backgrounds.
- Indicator KI 8:5 - Understands various disabilities.
- Indicator PI 8:1 - Facilitates a learning community in which individual differences are respected.
- Indicator PI 8:2 - Practices gender equity and avoids sex-role stereotyping.
- Indicator PI 8:3 - Provides services that promote multicultural sensitivity.
- Indicator PI 8:4 - Develops strategies to decrease discrimination and barriers to education.
- Indicator PI 8:5 - Utilizes students' diversity to enrich the educational experiences of all students.
- Indicator PI 8:6 - Interprets, with sensitivity to diversity, information about students' families, cultures, and communities in assessments, interventions, and evaluations of students' progress.
- Indicator PI 8:7 - Utilizes appropriate assessment tools and intervention strategies that reflect diverse student needs.
- Indicator PI 8:8 - Initiates referrals for appropriate services or resources to assist students with diverse learning needs.

Evidence		
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2 nd Semester School Internship evaluation	2 nd semester of Senior Year	95%
Grade in SWK 582: School Social Work	2 nd semester of Senior Year	95%

Social Work Standard 9: Professional Conduct and Ethics - The competent school social worker maintains standards of professional conduct and ethics, provides leadership to improve student learning and well-being, and understands education and social work as professions.

- Indicator KI 9:1 - Understands the professional code of conduct and ethical practice guidelines embodied in the National Association of Social Workers' *Code of Ethics* and *Standards for School Social Work Services*.
- Indicator KI 9:2 - Understands federal and state laws and regulations as they pertain to ethical practice.
- Indicator KI 9:3 - Understands the legal and ethical principles of privileged communication and confidentiality as they relate to school social work practice.
- Indicator KI 9:4 - Understands the organization and operation of school systems.
- Indicator KI 9:5 - Understands school policies and procedures.
- Indicator KI 9:6 - Understands legal issues in education with special emphasis on persons with disabilities, child welfare, mental health, confidentiality, and student and parental rights.
- Indicator KI 9:7 - Understands the importance of active participation and leadership in professional education and social work organizations.
- Indicator PI 9:1 - Follows the National Association of Social Workers Code of Ethics and Standards of Practice for School Social Work Services.
- Indicator PI 9:2 - Maintains current knowledge of and abides by federal state laws and regulations with emphasis on persons with disabilities, child welfare, mental health, confidentiality, and student and parental rights.
- Indicator PI 9:3 - Participates in activities such as policy design, curriculum implementation, staff development, and organizations involving students and families.
- Indicator PI 9:4 - Abides by current legal directives, school policies, and procedures.
- Indicator PI 9:5 - Promotes the rights of students, families, and school personnel.
- Indicator PI 9:6 - Models and promotes ethical practices for confidentiality.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
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Grade in Grade in SWK 351: Professional Skills	2 nd semester of Junior Year	95%
1 st Semester School Internship evaluation	1 st semester of Senior Year	95%
2 nd Semester School Internship evaluation	2 nd semester of Senior Year	95%
Grade in SWK 582: School Social Work	2 nd semester of Senior Year	95%

Social Work Standard 10: Professional Development - The competent school social worker actively seeks opportunities to grow professionally and to contribute to the development of the profession.

- Indicator KI 10:1 - Understands the importance of self-evaluation.
- Indicator KI 10:2 - Understands the impact of personal strengths and needs on service delivery.
- Indicator KI 10:3 - Understands how to use supervision, consultation, collaboration, and continuing education to identify areas for on-going professional development.
- Indicator KI 10:4 - Understands how to interpret and utilize research to evaluate and guide professional practice.
- Indicator KI 10:5 - Understands the use of empirically based practice resources for intervention and program development.
- Indicator KI 10:6 - Understands the requirements for licensure and renewal.
- Indicator PI 10:1 - Uses continuing education, research, professional literature, observations, and experiences to enhance professional growth and to guide evaluation of professional practice.
- Indicator PI 10:2 - Maintains an awareness of personal attitudes, perspectives, strengths, and needs as they relate to professional practice.
- Indicator PI 10:3 - Uses self-assessment and performance evaluations to identify areas for professional growth.
- Indicator PI 10:4 - Maintains the limits and boundaries of the professional role.
- Indicator PI 10:5 - Participates in professional activities and organizations that promote and enhance school social work practice.
- Indicator PI 10:6 - Assumes responsibilities for enhancing practice through various professional development activities.
- Indicator PI 10:7 - Actively seeks consultation to improve professional practice.
- Indicator PI 10:8 - Contributes to the development of the profession by educating and supervising school social work interns.
- Indicator PI 10:9 - With support from the local education authority, maintains professional materials for professional growth and development, including periodicals, books, and software.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher
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Standard 1A: Undergraduate Candidate Qualifications

Identify the Program admission criteria

- a. Candidates eligible to be considered for admission to this program must be accepted as social work majors, have successfully completed SWK 215: Introduction to Social Work (minimum grade of C), SWK 310: Social Policy and Social Services and SWK 311: Social Behavior and the Human Environment. An overall GPA of 2.5 or above is required for this application.
- b. At the completion of the fall semester of the junior year, interested candidates must complete the *Application for Undergraduate School Social Work Licensure* (copy found in the evidence box) and return it to the Coordinator of the School Social Work Licensure Program by January 20th of the spring semester of that same year.
- c. After the *Application for Undergraduate School Social Work Licensure* has been received by the Coordinator of the School Social Work Licensure Program, a review of the student's application is completed by an Admissions Review Committee for School Social Work Licensure. This review includes making sure the student has a minimum GPA of 2.5, documenting a student's current GPA, and reviewing student's statement as to why they are seeking Licensure in School Social Work.
- d. Since a limited number of internships in school settings are available each year, the above Committee determines which candidates are offered admission to the program based on the review of candidates' admission packets.
- e. If candidates are accepted by the School Social Work Committee, then they are asked to complete the *Application for Admission to Undergraduate Teacher Education* which is forwarded by the Coordinator of School Social Work Licensure Program to the UNCG Teacher Education Program.
- f. Final approval of candidates for admission is made by the Teacher Education Program. Candidates accepted into this program are notified by the Coordinator of School Social Work Licensure Program.

Describe how progress is limited until formal admission has been granted.

Progress is limited until this admission decision is made since candidates can not enroll in SWK 582: School Social Work until after they are admitted to this program nor they can start their school social work internship. The reader will see on the following table how progress within the School Social Work Licensure Program is limited and monitored.

Table 5. Monitoring & limiting Program within School Social Work Licensure

1st Semester of Major	2nd Semester of Major	3rd Semester of Major	4th Semester of Major
<ul style="list-style-type: none"> • Candidates take the first semester of courses in major • Candidates apply for admission to School Social Work Licensure & must have a minimum GPA of 2.5 • Candidates complete application packet • Candidates take ELC 381 as a required course for Licensure 	<ul style="list-style-type: none"> • Candidates complete the second semester of courses in the major • Candidates notified of admission to the School Social Work Licensure Program • Co-Field Directors notified of candidates' placements to be in school settings 	<ul style="list-style-type: none"> • Candidates complete the third semester of courses in the major • Candidates begin their internship in a school setting 	<ul style="list-style-type: none"> • Candidates complete the fourth semester of courses in the major • Candidates complete their internship in a school setting • Candidates take SWK 582: School Social Work as one of their required courses for Licensure

Describe how progress is monitored to ensure that formal admission occurs no later than one semester prior to student internship in a school.

Social work candidates can only apply to this Program in their junior year which ensures that they will be admitted at least one semester before they begin their school social work internship (starts in the fall of the candidates' senior year). The reader is referred to the table above to see how candidates progress through this Licensure Program. In addition, the reader will find Table 4 on the School Social Work Standards that delineates the six primary measures used to ensure candidates are successfully progressing through this Licensure Program. Since some of these outcome criteria are collected every semester that candidates are in the program, the Coordinator can easily monitor if candidates are progressing with the Licensure requirements.

Standard 1B: Licensure-only Candidates

The Social Work Department does not have an approved licensure-only program for School Social Work Licensure.

Section IV: Standard II: Candidate Assessment and Evaluation

Collection and Analysis of Data on Candidate Performance

Social work candidates admitted to the School Social Work Licensure Program must successfully complete all the following requirements for the social work major.

SWK 215	Introduction to Social Work
SWK 310	Social Policy and Services
SWK 311	Human Behavior and the Social Environment
SWK 315	Social Work, Diversity, and Vulnerable Populations
SWK 325	Research in Social Work Practice
SWK 351	Professional Skills
SWK 411	Social Work Methods I
SWK 412	Social Work Methods II
SWK 413	Field Instruction I
SWK 414	Field Instruction II
SWK 415	Field Instruction Seminar I
SWK 416	Field Instruction Seminar II

Candidates must also take six hours of social work elective courses at the 500 level with a total of 43 hours in social work professional courses resulting in 122 hours for graduation. More specific descriptions of each of the above courses can be found in the UNCG Bachelor of Social Work Student Handbook.

Candidates accepted into the School Social Work Licensure Program must successfully complete the following courses in addition to the ones listed above for the major.

ELC 381	The Institute of Education
SWK 582	School Social Work
SWK 413	Internship must be in a school setting under the supervision of a NC Licensed School Social Worker
SWK 414	Internship continues a second semester in the same school setting

Following is the system used to collect and analyze data on each individual candidate for Licensure at the Undergraduate level for School Social Work.

Table 6. System Used to Collect and Analyze Data on Individual Candidate

Source of Data	Data Collected	Analysis of Data
ELC 381, The Institute of Education	Grade from course submitted to Coordinator of Program & noted on student's record.	Student must have attained a minimum grade of "C" in this course.
SWK 582, School Social Work	Grade from course submitted to Coordinator of Program & noted on student's record.	Student must have attained a minimum grade of "C" in this course.
SWK 351: Professional Skills	Grade Submitted to Coordinator of Program & noted on student's record	Student must have attained a minimum grade of "C" in this course
Evaluation for School Social Work Licensure Program	Rating of 7 key qualities of student to determine appropriateness for Program	Students must have attained a mean rating of a 3.0
SWK 413, Internship in a school setting	Learning Contract that includes internship learning objectives and evaluation of performance based on a standardized rating scale.	Student internship Learning Contract & Evaluation which is completed using a standard rating scale.
SWK 414, Internship continues in the same school setting	Learning Contract that includes internship learning objectives and evaluation of performance based on a standardized rating scale.	Student internship Learning Contract & Evaluation which is completed using a standard rating scale.

On the following table the reader will see the outcomes for school social work licensure candidates from the 2003/2004, 2004/2005, and 2005/2006 academic years where the above data collection and analysis system was utilized.

Table 7. Candidate Outcomes

Candidate Outcomes for 2005/2006 Academic Year

Candidate	Graduation Year	GPA	Grade in ELC 381	Evaluation for School SW Licensure**	Grade in SWK 351	Grade in SWK 582	1 st Semester Field Evaluation*	2 nd Semester Field Evaluation*
S. A.	2005/2006	2.9	B	3.7	A-	A-	4.25	4.77
A. E.	2005/2006	3.29	A	4.6	A-	A	4.51	5.0
M. F.	2005/2006	3.08	A	4.7	A	B+	4.72	4.92
E. H.	2005/006	3.6	A	4.6	A-	A+	4.76	5.0
J. H.	2005/006	3.01	B	4.3	B	A-	4.76	4.97
G. M.	2005/006	3.43	A	4.7	A	A+	4.0	5.0
A. M.	2005/006	2.98	A	3.1	A-	B	4.92	5.0
B. T.	2005/006	2.74	A	4.3	B+	A-	4.83	4.97

Candidate Outcomes for 2003/2004 & 2004/2005 Academic Years

Candidate	Graduation Year	GPA	Grade in ELC 381	Evaluate for School SW Licensure**	Grade in SWK 351	Grade in SWK 582	1 st Semester Field*	2 nd Semester Field*
C. B.	2004/2005	3.86	B	4.8	A	A	4.55	4.98
D. B.	2004/2005	2.94	A	3.9	B	A-	3.63	3.87
T. B.	2004/2005	3.59	A	4.9	B	B+	4	5
A. C.	2004/2005	3.59	A	4.4	A	A	3.86	5
T. I.	2004/2005	2.86	B	3.9	A	B-	4	3.6
K.M.	2003/2004	3.3	A	4.5	A	A-	4	4.5
G. N.	2003/2004	3.91	A	4.9	A	A	4.95	5
K. P.	2003/2004	3.98	A	4.6	A	A-	4.52	4.29

*Rubric used for field evaluation for both semesters is as follows:

- 1=Needs intensive work
- 2=Performance reflects inconsistent integration of knowledge.
- 3=Performs tasks with appropriate supervision
- 4=Performs tasks well with minimum supervision.
- 5=Ready for BSW entry level work.

**Rubric used for evaluation for School Social Work Licensure Program

- 1=Inappropriate candidate for program-posses none of the required knowledge/skills
- 2=Poor candidate for program-posses mostly weaknesses in knowledge/skills
- 3=Fair candidate for program-posses some strengths & weaknesses in knowledge/skills

4=Good candidate for program-posses mainly strengths but some weaknesses in knowledge/skills

5=Outstanding candidate for program-posses all strengths in knowledge/skills

***The reader will find Table 4 that delineates how attainment of the ten school social work standards are measured by the six outcome criteria reported above on the last three years of undergraduate candidates. We have maintained a 95% success rate since only 2 of 37 candidates have not successfully completed the program.**

Collection and Analysis of Data on Program and Program Operations

The BSW Program engages in systematic program planning, goal setting, and evaluation on a continuous basis. All faculty are involved in this process through participation on committees and in full faculty meetings. Candidates are invited to participate on faculty committees in order to share candidates' perspectives on the educational program. Results of evaluation efforts are used for continuous program improvement. Table 8 presents a schematic of our educational program planning and evaluation process.

The BSW Program has developed and implemented this evaluation plan to measure the outcomes of each program objective. Results from the evaluation are continuously used to affirm and improve the educational program.

Our plan and its implementation are described in the following pages. First, we review the BSW mission statement, goals, and objectives. Second, we present the BSW Program Schematic of Mission, Goals, and Objectives with the measurement methods and procedures. Following this schematic, we present the measurement methods and procedures for each of our student learning curriculum objectives. We then present the results of our evaluation and the ways in which we have used them for continuous program improvement.

Table 8. BSW Educational Planning and Evaluation Process

<u>BSW EDUCATIONAL PLANNING AND EVALUATION PROCESS</u>		
<u>STEP</u>	<u>STAGE</u>	<u>DESCRIPTION</u>
1.	Statement of Mission & Goals	The program has defined its mission for the educational program, service, and research and specific goals have been developed which lead to the achievement of the mission.
2.	Statement of Specific Objectives	The program has defined specific written objectives derived from the mission and goals which are measurable.
3.	Statement of Measurement Procedures and Methods	The program has defined the measurement procedures used to measure the degree of achievement of each objective as well as the measurement methods used.
4.	Statement of Curriculum Implementation	The program has defined the educational program in accordance with Council on Social Work Education Accreditation Standards.
5.	Statement of Actual Outcomes	The program has measured each objective and has identified actual BSW program outcomes.
6.	Systematic Evaluation, Analysis of Findings and Continuous Improvement	The program has designed an evaluation plan which provides information for continuous program improvement.
7.	Use of Results for Continuous Program Improvement	The program uses the assessment results for continuous program improvement.

Mission of the Bachelor of Social Work Program

Our mission is to use department expertise to improve the lives of people throughout the world. We accomplish this mission in three ways:

- By educating social workers to have the highest level of knowledge and skills;

- By providing leadership and expertise to the public which significantly improves the interaction of people and society;
- By conducting change-oriented research to promote social and economic justice to ensure the well-being of all people.

We are passionately committed to developing social workers who are dedicated to professional excellence, cultural competence and ethical practice. Our distinctive graduates will be committed to ongoing personal and professional growth, a global perspective on social problems, and leadership in the social work profession.

Goals of the Bachelor of Social Work Program

Our four program goals are based upon and reflect the mission of our program in three complementary areas: the provision of quality social work education to candidates, the provision of professional service to our North Carolina communities, and the completion of research which contributes to the knowledge base for effective social work practice. Our four goals are listed below:

Providing Quality Social Work Education

Goal 1: To prepare undergraduate candidates for employment as generalist social work practitioners with individuals, groups, families, organizations, and communities.

Goal 2: To provide candidates with an undergraduate generalist social work curriculum which results in the ability to:

1. Apply critical thinking skills in social work practice with clients.
2. Understand the values and ethical base of social work and demonstrate ethical practice.
3. Practice without discrimination and demonstrate a respect for diversity in work with all clients.
4. Understand why oppression and discrimination occur and demonstrate advocacy for social and economic justice.
5. Understand the history of social work as presented in introduction and policy courses and its influence upon current social welfare programs and policies.
6. Demonstrate knowledge and skills of generalist social work practice with systems of all sizes.

7. Use theory about human behavior across the life span and human behavior in interaction with such environments as families, groups, organizations and communities in social work practice.
8. Analyze, formulate, and influence social policies.
9. Demonstrate the ability to understand and evaluate research, apply research to practice, and evaluate practice effectiveness.
10. Demonstrate effective oral and written communication skills in practice.
11. Use supervision in social work practice effectively.
12. Function effectively as an employee in social work organizations and seek organizational change when necessary.

Professional Service

Goal 3: To provide professional service which benefits communities in North Carolina.

Research and Scholarship

Goal 4: To conduct and disseminate research which contributes to the knowledge base for effective social work practice.

The goals of the BSW Program are consistent with the University's goal of providing all candidates an education firmly based in the liberal arts and providing the best undergraduate professional preparation in the University of North Carolina system in selected fields. These goals are also consistent with the mission of the School of Human Environmental Sciences, which reflects support for programs which seek to better understand and improve the quality of life and development of human beings, and for programs which focus on professional career preparation while emphasizing the importance of a liberal education.

Department of Social Work Program Objectives

As indicated above, three categories of goals, which stem from our program mission, have been identified by our program: providing quality social work education for candidates; professional service; and research and scholarship. Our program objectives, identified below, are specific measurable statements which serve to help us reach our program goals. Under each objective, we have identified the measurement indicator and procedure for measurement of the objective.

Providing Quality Social Work Education for Candidates

Goal 1: To prepare undergraduate candidates for employment as generalist social work practitioners with individuals, groups, families, organizations, and communities.

Objective/Measurement Indicator: At least 75% of candidates graduating each year with the BSW degree will secure employment as a generalist social worker in the human services field.

Measurement Method: Review of employment rate of alumni in professional social work positions as measured by the Department of Social Work annual survey of graduates.

Goal 2: To provide candidates with an undergraduate generalist social work curriculum which results in the ability to:

1. Apply critical thinking skills in social work practice with clients.
2. Understand the values and ethical base of social work and demonstrate ethical practice.
3. Practice without discrimination and demonstrate a respect for diversity in work with all clients.
4. Understand why oppression and discrimination occur and demonstrate advocacy for social and economic justice.
5. Understand the history of social work as presented in introduction and policy courses and its influence upon current social welfare programs and policies.
6. Demonstrate knowledge and skills of generalist social work practice with systems of all sizes.
7. Use theory about human behavior across the life span and human behavior in interaction with such environments as families, groups, organizations and communities in social work practice.
8. Analyze, formulate, and influence social policies.
9. Demonstrate the ability to understand and evaluate research, apply research to practice, and evaluate practice effectiveness.

10. Demonstrate effective oral and written communication skills in practice.
11. Use supervision in social work practice effectively.
12. Function effectively as an employee in social work organizations and seek organizational change when necessary.

Objective/Measurement Indicator: 100% of candidates will participate in attaining these skills and at least 90% of graduates in the department will be able to demonstrate the acquisition of these skills.

Measurement Method: Faculty assessment of class and instructional outcomes, student course grades, supervisor ratings of student performance in field instruction, student exit surveys, and the ability to gain employment as a generalist social worker following graduation as measured in Department of Social Work annual survey of graduates.

Professional Service

Goal 3: To provide professional service which benefits communities in North Carolina.

Objective/Measurement Indicator: At least 90% of the full-time faculty will be engaged in ongoing professional community service and consultation.

Measurement Method: Review of faculty vitae and annual reports which document community service activities, and letters from agencies acknowledging service that has been provided.

Research and Scholarship

Goal 4: To conduct and disseminate research which contributes to the knowledge base for effective social work practice.

Objectives/Measurement Indicator:

1. At least 50% of the full-time faculty will have obtained external funding for research;

2. At least 90% of the full-time faculty will have presented research/scholarship results at a professional conference in the past three years;
3. At least 50% of the full-time faculty will have published an article or book on a social work-related topic in the past two years.

Measurement Method: Review of faculty vitae and annual reports which document external funding, presentations, and publications.

A summary of our program mission, goals, objectives, measurement indicators, and measurement methods is presented on the following pages. This summary is used as an orientation tool for new faculty, administrators and candidates.

Table 9. Schematic of Mission, Goals, and Objectives

Department of Social Work
Schematic of Mission, Goals, and Objectives

<i>Mission</i>	<i>Goals</i>	<i>Objectives</i>	<i>Measurement Indicators</i>	<i>Measurement Methods</i>
To provide quality social work education to candidates, professional service which benefits our communities in North Carolina, and research which improves the quality of social work practice.	1. To prepare undergraduate candidates for employment as generalist social workers with individuals, groups, families, organizations, and communities.	At least 75% of candidates graduating each year with the BSW degree will secure employment in the human services field.	employment rate of alumni in professional social work positions	annual mail survey of alumni
	2. To provide candidates with a social work curriculum which results in the acquisition and demonstration of knowledge and skills reflecting the CSWE EPAS, including:			
	1. Apply critical thinking skills in social work practice with clients.	100% of majors will be exposed to this knowledge content and at least 90% of majors will be able to	student grades in required courses, supervisor ratings of performance in field instruction, employment	course grades, field supervisor ratings of candidates in field during the senior year, mail survey of alumni

<i>Mission</i>	<i>Goals</i>	<i>Objectives</i>	<i>Measurement Indicators</i>	<i>Measurement Methods</i>
	2. Understand the value and ethical base of social work and demonstrate ethical practice.	demonstrate the acquisition of this knowledge	rate of alumni, and alumni ratings of knowledge acquisition	
	3. Practice without discrimination and demonstrate a respect for diversity in work with all clients.			
	4. Understand why oppression and discrimination occur and demonstrate advocacy for social and economic justice.	At least 75% of candidates graduating with the BSW degree will demonstrate an affiliation with the profession of social work	employment rates of alumni in social work positions, enrollment rates of candidates in MSW programs, membership of graduates in NASW	annual mail survey of alumni
	5. Understand the history of social work as presented in Introduction and Policy courses			

<i>Mission</i>	<i>Goals</i>	<i>Objectives</i>	<i>Measurement Indicators</i>	<i>Measurement Methods</i>
	and its influence upon current social welfare programs and policies.			
	6. Demonstrate knowledge and skills of generalist social work practice with systems of all sizes.			
	7. Use theory about human behavior across the life span and human behavior in interaction with such environments as families, groups, organizations and communities in social work practice.	100% of majors will be exposed to these values and ethics and at least 90% of graduates with the BSW degree will demonstrate the acquisition of these values and ethics	supervisor ratings of field instruction in the senior year	supervisor ratings of field instruction in the senior year
	8. Analyze, formulate, and			

<i>Mission</i>	<i>Goals</i>	<i>Objectives</i>	<i>Measurement Indicators</i>	<i>Measurement Methods</i>
	influence social policies.			
	9. Demonstrate the ability to understand and evaluate research, apply research to practice, and evaluate practice effectiveness.			
	10. Demonstrate effective oral and written communication skills in practice.	100% of majors will participate in the development of these skills and at least 90% of graduates with the BSW degree will demonstrate the acquisition of these skills	supervisor ratings of field instruction in the senior year	supervisor ratings of field instruction in the senior year
	11. Use supervision in social work practice effectively.			
	12. Function effectively as an employee in social work organizations and seek			

<i>Mission</i>	<i>Goals</i>	<i>Objectives</i>	<i>Measurement Indicators</i>	<i>Measurement Methods</i>
	organizational change when necessary.			
	3. To provide professional services which benefits our communities in North Carolina	At least 90% of the full-time faculty will be engaged in ongoing community service and consultation	Faculty annual reports and vitae which document this service and consultation	Review of these documents by faculty and the Department Chair
	4. To conduct and disseminate research which contributes to the knowledge base for effective social work practice.	At least 33% of tenure-track faculty will have obtained external funding for research	Faculty annual reports and vitae which document this external funding	Review of these documents by faculty and the Department Chair
		At least 75% of the full-time faculty will have presented their research at a professional conference in the past 3 years	Faculty annual reports and vitae which document these presentations	Review of these documents by faculty and the Department Chair
		At least 50% of the full-time faculty will have published an article or book on a social work topic in the past 2 years	Faculty annual reports and vitae which document these publications	Review of these documents by faculty and the Department Chair

Program Objectives Reflected in Program Implementation

The schematic table on the preceding pages outlines our BSW program mission, goals, objectives, measurement indicators and methods. Results from our measurements are used by the BSW faculty and administration on a regular and ongoing basis to assess the degree to which our program is meeting its objectives and to determine whether program or curriculum changes are needed. Our plan for using these results includes the following steps. As indicated below, some of these steps are ongoing, some occur at the end of each semester, and some occur annually. Persons responsible for the evaluation are also identified.

Ongoing Monthly Steps

On an ongoing monthly basis, the BSW Program Director monitors the implementation of the academic program, including the components of admissions, advising, curriculum, student development, and student services. This monitoring, which includes meetings with faculty, attendance at student functions, review of faculty performance, and review of written evaluation documents, such as the annual alumni survey findings and student course evaluation summaries, provides qualitative and quantitative information for assessing the degree to which our program is meeting its goals. Based on this evaluation information, program or curriculum modifications may be initiated.

At the End of Each Semester

At the end of each semester, the BSW Program Director and Department Chair review student evaluations of each course to determine student satisfaction with the course and satisfaction with the methods of instruction. In the event that there is widespread student dissatisfaction with a course, the BSW Director meets with the faculty member to create solutions.

During each semester, faculty and the Director of Field Instruction review the performance of individual candidates based on grades; interpersonal, cognitive, and communication skills; values and ethics; and, where applicable, field supervisor ratings of student field performance. This information is used to assess whether candidates, individually and as a cohort, are meeting curriculum and program objectives. Results from this assessment may be used in advising with individual candidates as well as a basis for modification of individual courses or methods of instruction. For example, if student grades reflect that candidates as a whole are not grasping important course content, the faculty will review the methods of instruction for the course and make suggestions for improvement. This review is completed by the BSW Committee.

Annual Review of the Program

At the end of each program year, the Director of Field Instruction reviews the performance of agencies and supervisors to determine whether these agencies are providing effective field instruction and meeting the Council on Social Work Education

(CSWE) standards for field instruction. If they are not, the Director of Field Instruction meets with the agency to assess the situation and design a solution. Should the agency no longer be able to meet established standards for field instruction, the agency will not be used by the BSW program.

Annually, the BSW Director and faculty in the BSW program conduct the BSW Annual Survey of Graduates and review findings from this survey. This survey is usually distributed in the fall semester and measures whether the program is meeting its program objectives, alumni perceptions of knowledge and skill acquisition during participation in the BSW program, alumni membership in NASW, and alumni identification with the values and ethics of the profession. Based on findings from the survey, the BSW Program Director and faculty may choose to make adjustments to courses in the curriculum. The 2004 Alumni Survey can be reviewed for the latest results of this follow-up survey.

In addition to this survey, annual exit interviews are held with each graduating class in the BSW program. The purpose of these interviews is to assess candidates' perceptions of the effectiveness of the BSW program and their readiness to enter employment and to identify areas for program and curriculum improvement.

Summary of Data Collected and Analyzed

BSW program faculty view ongoing evaluation as an important and valuable process. The plan outlined above is used to identify the need for changes in program plans and the curriculum. Our plan is tied to our program goals and objectives in that findings will first be used to assess program goal achievement, and secondly to make program or curriculum modifications as needed. Our plan also views evaluation and the use of evaluation findings as an ongoing process. The steps in our plan reflect the use of our evaluation findings for program and curriculum development on a continuous basis: monthly, at the end of each semester, and annually.

Implementation of Assessment Plan and Use of Results for Continuous Program Improvement

This section presents the implementation of our assessment plan, the results from our assessment for each program objective, and a description of how we have used the results for continuous program improvement. Assessment results are presented for each objective, followed by a discussion of the use of these results for continuous program improvement.

Bachelor of Social Work Program Evaluation Results

Our evaluation results are presented below for each of our four program goals.

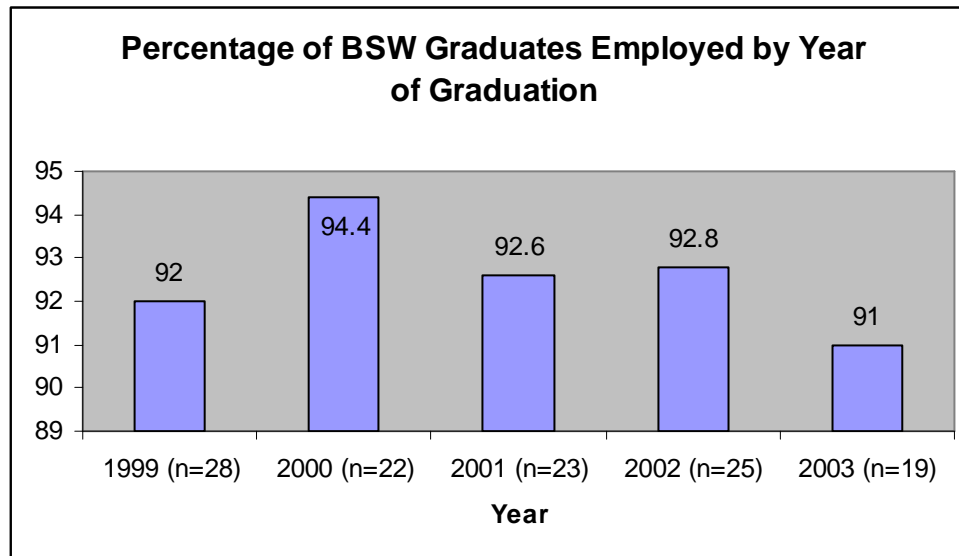
Goal 1

Goal 1: To prepare undergraduate candidates for employment as generalist social work practitioners.

Objective: At least 75% of candidates graduating each year with the BSW degree will secure employment as generalist social workers in the human services field.

Measurement Indicators: Employment rate of alumni in professional social work positions as measured by the BSW annual survey of graduates.

Based on our survey of alumni conducted annually during the period of 1999 through 2003, at least 90% of the respondents who sought employment were employed within three months of graduation.



During the period 1999-2003, at least 90% of our BSW graduates seeking employment who responded to our post-graduation survey were employed in social work positions. This result indicates that we met our stated objective of a 75% entered employment rate for our BSW graduates.

Goal 2: Curriculum Objectives

The assessment of Goal 2 is the heart of our evaluation. Candidates and the program are evaluated to ensure achievement of each of our twelve program curriculum objectives. Each objective is presented below, along with the courses in which measurement takes place, its measurement methods, the results of the measurement, and the ways in which the results are used for continuous program improvement.

Goal 2: To provide candidates with an undergraduate generalist social work curriculum which results in the ability to:

1. Apply critical thinking skills in social work practice with clients.

Classes in which measurement takes place:

Professional Skills
Social Methods I
Social Work Methods II
Field Instruction and Seminar I
Field Instruction and Seminar II

Measurement Method: Faculty assessment of class and instructional outcomes, student course grades, supervisor ratings of student performance in field instruction, student exit surveys, and the ability to gain employment as a generalist social worker following graduation as measured in Department of Social Work annual survey of graduates.

Objective/Measurement Indicator: 100% of candidates will participate in attaining these skills and at least 90% of graduates in the department will be able to demonstrate the acquisition of these skills.

One hundred percent of candidates were given tasks to develop critical thinking skills as illustrated in our curriculum and syllabi. Over 90% of candidates passed their courses which included exercises in problem-solving and critical thinking, reflecting acquisition of this knowledge. Our high graduate employment rate of over 90% is evidence that our candidates have acquired this content. Finally, at least 90% of candidates enrolled in field instruction received a grade of Satisfactory. As this course content is a foundation for successful performance in field instruction, this high percentage reflects that candidates have acquired this knowledge.

In addition to student completion of course content on critical thinking with a passing grade, this content area was also measured by examining graduates' perceptions of their preparation for generalist practice and student identification of significant learning experiences in their exit interviews. In our alumni survey, over 90% of graduates reported feeling well-prepared for using critical thinking skills in their generalist practice. Their courses were a foundation for this preparation.

Table 10. Candidate Ability to Apply Critical Thinking and Problem Solving Skills

Ability to Apply Critical Thinking and Problem-Solving in Work with Clients			
Year	Well Prepared or Very Well Prepared	Average Preparation	Poorly Prepared or Very Poorly Prepared
1999	90	8	2
2000	93	7	0
2001	87	10	3
2002	93	6	1
2003	95	5	0

Faculty perform an ongoing qualitative evaluation of the achievement of this objective. In the classes in which measurement has taken place, candidates have been able to apply critical thinking skills in their work with clients in a satisfactory manner. In order to strengthen student ability to engage in critical thinking, faculty have developed new exercises and case studies in the social work methods courses. For example, in Social Work Methods I, candidates must complete a series of self-reflective logs and videotapes which help to increase critical thinking skills. In Social Work Methods II, candidates must analyze the Guilford County social service delivery system and make a PowerPoint presentation on the policies, programs, and services provided. In Field Instruction I and II, candidates must use critical thinking skills to analyze their agency and to engage in assessment and case planning with clients. Process recordings and logs are used to measure student attainment of critical thinking skills. Our evaluation results indicate that candidates are meeting this objective.

The results also indicate that candidates need more opportunity to engage in critical thinking in the classroom through written essay exams, papers, self-reflection exercises, and public speaking assignments. Based on our evaluation results, the faculty have implemented the following changes to improve our BSW program:

1. Require more essay-based exams (as compared to T/F or MC exams) to increase opportunities for critical thinking
2. Ensure that every class requires writing assignments (papers, logs, reports) which engage the student in critical thinking
3. Require that every class after SWK 215 require a public speaking assignment to increase the opportunity for critical thinking as part of a presentation.
4. In social work practice and field instruction courses, require that candidates keep log books which record critical analysis and self-reflections on client case or practice situations.

Understand the values and ethical base of social work and demonstrate ethical practice.

Classes in which measurement takes place:

Introduction to Social Work
Professional Skills
Social Methods I
Social Work Methods II
Field Instruction and Seminar I
Field Instruction and Seminar II

Measurement Method: Faculty assessment of class and instructional outcomes, student course grades, supervisor ratings of student performance in field instruction, student exit surveys, and the ability to gain employment as a generalist social worker following graduation as measured in Department of Social Work annual survey of graduates.

Objective/Measurement Indicator: 100% of candidates will participate in attaining these skills and at least 90% of graduates in the department will be able to demonstrate the acquisition of these skills.

One hundred percent of candidates were exposed to social work values and ethics as illustrated in our curriculum and syllabi. Over 90% of all candidates passed their courses which include content on social work values and ethics, reflecting acquisition of this knowledge. Our high graduate employment rate of over 90% is evidence that our candidates have acquired this content. Finally, at least 90% of candidates enrolled in field instruction received a grade of Satisfactory. As this course content is a foundation for successful performance in field instruction, this high percentage reflects that candidates have acquired this knowledge.

In addition to student completion of course content on social work values and ethics, which is infused in all of our courses, with a passing grade, this content area was also measured by examining graduates' perceptions of their preparation for generalist practice and student identification of significant learning experiences in their exit interviews. In our alumni survey, over 90% of our graduates reported feeling well-prepared for using social work values and ethics in their generalist practice and well-prepared to be tolerant of the values of others. Their courses were a foundation for this preparation.

Table 11. Candidate Overall Ability to Practice in Accordance with Social Work Values and Ethics

Overall Ability to Practice in Accordance with Social Work Values and Ethics			
Year	Well Prepared or Very Well Prepared	Average Preparation	Poorly Prepared or Very Poorly Prepared
1999	91	5	4
2000	100	0	0
2001	83	13	4
2002	90	10	0
2003	100	0	0

Table 12. Candidate Ability to be Tolerant of the Values of Others

Ability to Be Tolerant of the Values of Others			
Year	Well Prepared or Very Well Prepared	Average Preparation	Poorly Prepared or Very Poorly Prepared
1999	100	0	0
2000	100	0	0
2001	95	5	0
2002	95	5	0
2003	100	0	0

Faculty perform an ongoing qualitative evaluation of the achievement of this objective. In the classes in which measurement has taken place, candidates have been able to understand the values and ethical base of social work and demonstrate ethical practice. In order to strengthen student ability to engage in ethical practice, faculty have developed new exercises and case studies in the social work methods courses, and candidates discuss ethical practice in our introduction course, methods courses and field instruction seminars. We also invite all BSW candidates to attend social work seminars offered by the National Association of Social Workers (NASW) on ethical social work practice. For example, in the introduction course, candidates are exposed to the values of self-determination, confidentiality, a belief in the dignity of all human beings, and the value that all persons are capable of positive change. In methods courses, candidates learn ethical practice within the context of strengths-based social work practice. In Field Instruction I and II, candidates must use the *NASW Code of Ethics* in all practice with clients. Process recordings and logs in our field instruction seminars are used to measure student attainment of the use of ethical standards in practice. Our evaluation results indicate that candidates are meeting this objective.

The results also indicate that candidates need more opportunity to learn about the use of social work values and ethics in social work practice. Based on our evaluation results, the faculty have implemented the following changes to improve our BSW program:

1. Ensure that every class requires writing assignments (papers, logs, reports) which engage the student in the application of social work ethics
2. In social work practice and field instruction courses, require that candidates keep log books which record self-reflections on the ethical dimensions of practice.
3. Offer increased opportunities for BSW candidates to attend NASW seminars on ethically based social work practice.

Practice without discrimination and demonstrate a respect for diversity in work with all clients.

Classes in which measurement takes place:

Social Work, Diversity, and Vulnerable Populations
Professional Skills
Social Methods I
Social Work Methods II
Field Instruction and Seminar I
Field Instruction and Seminar II

Measurement Method: Faculty assessment of class and instructional outcomes, student course grades, supervisor ratings of student performance in field instruction, student exit surveys, and the ability to gain employment as a generalist social worker following graduation as measured in Department of Social Work annual survey of graduates.

Objective/Measurement Indicator: 100% of candidates will participate in attaining these skills and at least 90% of graduates in the department will be able to demonstrate the acquisition of these skills.

One hundred percent of candidates were exposed to diversity content as illustrated in our curriculum and syllabi. Over 90% of all candidates passed their diversity course and completed diversity assignments throughout the curriculum, reflecting acquisition of this knowledge. Our high graduate employment rate of over 90% is evidence that our candidates have acquired this content. Finally, at least 90% of candidates enrolled in field instruction received a grade of Satisfactory. As this course content is a foundation for successful performance in field instruction, this high percentage reflects that candidates have acquired this knowledge.

In addition to student completion of diversity course content with a passing grade, this content area was also measured by examining graduates' perceptions of their preparation for working with diverse populations and student identification of significant learning experiences. In our alumni survey, over 90% of our graduates reported feeling well-

prepared for working with diverse populations. Their courses were a foundation for this preparation.

Table 13. Candidate Ability to Work with People of Diverse Races and Ethnicities

Ability to Work with People of Diverse Races and Ethnicities			
Year	Well Prepared or Very Well Prepared	Average Preparation	Poorly Prepared or Very Poorly Prepared
1999	95	5	0
2000	100	0	0
2001	96	4	0
2002	95	5	0
2003	100	0	0

Faculty perform an ongoing qualitative evaluation of the achievement of this objective. In the classes in which measurement has taken place, candidates have been taught to practice without discrimination and demonstrate a respect for diversity in work with all clients. In order to strengthen student ability to practice without discrimination, faculty have developed new exercises and case studies. In the course Social Work Practice, Diversity, and Vulnerable Populations, candidates are exposed to diversity through exercises, papers, and group presentations. Candidates are taught to not discriminate in their practice in the methods and field instruction courses and how to incorporate a strengths-based approach to non-discriminatory practice. We also invite all BSW candidates to attend social work seminars offered by NASW on diversity and social work practice. In Field Instruction I and II, candidates must use the NASW *Code of Ethics* in all practice with clients. Process recordings and logs in our field instruction seminars are used to measure student ability to practice in a nondiscriminatory manner. Our evaluation results indicate that candidates are meeting this objective.

The results also indicate that candidates need more opportunity to learn about the importance of diversity in social work practice and to develop skills in cultural competence and non-discriminatory practice. Based on our evaluation results, the faculty have implemented the following changes to improve our BSW program:

1. Continue to implement our joint field instruction program with North Carolina A&T State University, an HBCU, which exposes our candidates to diversity in education.
2. Increase the number of speakers in our diversity course to increase content on gay and lesbian issues, aging, and new immigrant and refugees.
3. Implement a new course, Social Work 527, Human Services for Immigrants and Refugees, in the fall of 2003 to develop new opportunities for candidates to develop cultural competence with new immigrants and refugees from Spanish-speaking countries, southeast Asia, Africa, and eastern Europe.

Understand why oppression and discrimination occur and demonstrate advocacy for social and economic justice.

Classes in which measurement takes place:

Introduction to Social Work
Social Welfare Policy and Services
Professional Skills
Social Methods I
Social Work Methods II
Field Instruction and Seminar I
Field Instruction and Seminar II

Measurement Method: Faculty assessment of class and instructional outcomes, student course grades, supervisor ratings of student performance in field instruction, student exit surveys, and the ability to gain employment as a generalist social worker following graduation as measured in Department of Social Work annual survey of graduates.

Objective/Measurement Indicator: 100% of candidates will participate in attaining these skills and at least 90% of graduates in the department will be able to demonstrate the acquisition of these skills.

One hundred percent of candidates were exposed to content on populations at risk and social and economic justice, as illustrated in our curriculum and syllabi. Over 90% of all candidates passed their courses, which included content on populations at risk and social and economic justice, reflecting acquisition of this knowledge. Our high graduate employment rate of over 90% is evidence that our candidates have acquired this content. Finally, at least 90% of candidates enrolled in field instruction received a grade of Satisfactory. As this course content is a foundation for successful performance in field instruction, this high percentage reflects that candidates have acquired this knowledge.

In addition to student completion of course content on populations at risk and social and economic justice, such as our policy and diversity courses, with a passing grade, this content area was also measured by examining graduates' perceptions of their preparation for working with populations at risk as well as working to promote social and economic justice and student identification of significant learning experiences in their exit interviews. In our alumni survey, graduates reported feeling well-prepared for working with populations at risk and to promote social and economic justice. The following table shows that over 90% of our cumulative graduates felt well-prepared to advocate for clients and work effectively with persons of diverse income levels. Their courses were a foundation for this preparation.

Table 14. Candidate Ability to Advocate for Clients

Ability to Advocate for Clients			
Year	Well Prepared or Very Well Prepared	Average Preparation	Poorly Prepared or Very Poorly Prepared
1999	95	5	0
2000	100	0	0
2001	86	14	0
2002	95	5	0
2003	95	5	0

Table 15. Candidate Ability to Work with People of Diverse Income Levels

Ability to Work with People of Diverse Income Levels			
Year	Well Prepared or Very Well Prepared	Average Preparation	Poorly Prepared or Very Poorly Prepared
1999	91	5	4
2000	92	8	0
2001	95	5	0
2002	90	10	0
2003	95	5	0

These tables show that the majority of candidates felt satisfied with their exposure to the knowledge needed for generalist practice as presented in their academic coursework, field work, and in their overall preparation for generalist practice.

Faculty perform an ongoing qualitative evaluation of the achievement of this objective. In the classes in which measurement has taken place, candidates have been taught why oppression and discrimination occur and to demonstrate advocacy for social and economic justice. In order to strengthen student ability to engage in advocacy, faculty have developed new exercises and case studies in the methods and professional skills courses, and candidates discuss advocacy and social and economic justice-based practice in our introduction, policy, and methods courses and field instruction seminars. We also invite all BSW candidates to attend social work seminars offered by NASW on social and economic justice. For example, in SWK 215, candidates are exposed to social and economic justice as they apply to public welfare, health, mental health and family services. In SWK 310, candidates must deliver a PowerPoint presentation on a selected policy and discuss the social and economic justice aspects of the policy. In methods courses, candidates learn how to intervene with a sensitivity toward social and economic justice. In Field Instruction I and II, candidates must use the *NASW Code of Ethics* in all practice with clients which speaks to social and economic justice. Our evaluation results indicate that candidates are meeting this objective.

The results also indicate areas for program improvement. Candidates need more opportunity to learn about oppression and ways to advocate social and economic justice. CSWE educational policy standards also require increased content on distributive economic justice. Based on these evaluation results, the faculty have implemented the following changes to improve our BSW program:

1. Implement a new course, SWK 527, Human Services for Immigrants and Refugees, in fall 2003 which speaks to issues of social and economic justice.
2. Require that all social work candidates in field instruction placements discuss issues of social and economic justice in field instruction seminars.
3. Increase content on distributive economic justice in SWK 310, Social Welfare Policy and Services, to build student awareness of this issue and to comply with new CSWE standards. Increased content is delivered through lecture and discussion of two cases regarding public welfare and poverty and Social Security.

Understand the history of social work as presented in Introduction and Policy courses and its influence upon current social welfare programs and policies.

Classes in which measurement takes place:

Introduction to Social Work
Social Welfare Policy and Services

Measurement Method: Faculty assessment of class and instructional outcomes, student course grades, supervisor ratings of student performance in field instruction, student exit surveys, and the ability to gain employment as a generalist social worker following graduation as measured in Department of Social Work annual survey of graduates.

Objective/Measurement Indicator: 100% of candidates will participate in attaining these skills and at least 90% of graduates in the department will be able to demonstrate the acquisition of these skills.

One hundred percent of candidates were exposed to the history of social work as illustrated in our curriculum and syllabi. Over 90% of all candidates passed their introduction and policy courses, reflecting acquisition of this knowledge. Our high graduate employment rate of over 90% is evidence that our candidates have acquired this content. Finally, at least 90% of candidates enrolled in field instruction received a grade of Satisfactory. As this course content is a foundation for successful performance in field instruction, this high percentage reflects that candidates have acquired this knowledge.

In addition to student completion of social work practice courses with a passing grade, this content area was also measured by examining graduates' perceptions of their understanding of the history of social work. Graduates reported feeling mixed about their preparation in this area. The following table shows these results.

Table 16. Candidate Understanding of History of Social Work

Understanding of History of Social Work			
Year	Well Prepared or Very Well Prepared	Average Preparation	Poorly Prepared or Very Poorly Prepared
1999	Not Measured		
2000	Not Measured		
2001	Not Measured		
2002	Not Measured		
2003	84	16	0

Faculty perform an ongoing qualitative evaluation of the achievement of this objective. Based on the results from these assessments, it has been necessary to strengthen student understanding of this area. To do so, faculty have increased the content on the history of social work in both the introduction and policy courses. Based on our evaluation results, the faculty have implemented the following changes to improve our BSW program:

1. Require that two classes in the curriculum—SWK 215, Introduction to Social Work, and SWK 310, Social Welfare Policy and Services—include major units on the history of social work and social welfare.
2. Require that candidates incorporate content on the historical aspects of social work and social welfare in their class presentations on public policy issues.
3. In SWK 310, offer candidates the opportunity to write a paper on an historically important figure in the social work profession.

Demonstrate knowledge and skills of generalist social work practice with systems of all sizes.

Classes in which measurement takes place:

Professional Skills
 Social Methods I
 Social Work Methods II
 Field Instruction and Seminar I
 Field Instruction and Seminar II

Measurement Method: Faculty assessment of class and instructional outcomes, student course grades, supervisor ratings of student performance in field instruction, student exit surveys, and the ability to gain employment as a generalist social worker following graduation as measured in Department of Social Work annual survey of graduates.

Objective/Measurement Indicator: 100% of candidates will participate in attaining these skills and at least 90% of graduates in the department will be able to demonstrate the acquisition of these skills.

One hundred percent of candidates were exposed to practice methods content as illustrated in our curriculum and syllabi. Over 90% of all candidates passed their practice courses, reflecting acquisition of this knowledge. Our high graduate employment rate of over 90% is evidence that our candidates have acquired this content. Finally, at least 90% of candidates enrolled in field instruction received a grade of Satisfactory. As this course content is a foundation for successful performance in field instruction, this high percentage reflects that candidates have acquired this knowledge.

In addition to student completion of social work practice courses with a passing grade, this content area was also measured by examining graduates' perceptions of their preparation for using generalist practice methods and student identification of significant learning experiences in their exit interviews. In our alumni survey, over 90% of our graduates reported feeling well-prepared for using generalist practice methods. Their courses were a foundation for this preparation.

Table 17. Candidate Ability to Use Generalist Practice Methods

Ability to Use Generalist Practice Methods			
Year	Well Prepared or Very Well Prepared	Average Preparation	Poorly Prepared or Very Poorly Prepared
1999	86.4	9.1	4.5
2000	100	0	0
2001	87	8.7	4.3
2002	90	5	5
2003	92	6	2

Faculty perform an ongoing qualitative evaluation of the achievement of this objective. In the classes in which measurement has taken place, candidates have been taught to generalist social work practice methods. In order to strengthen student ability to be competent generalist practitioners, faculty have developed new exercises and case studies in the social work methods and professional skills courses, and candidates discuss generalist practice in our introduction, policy and methods courses and field instruction seminars. We also invite all BSW candidates to attend social work seminars offered by NASW on generalist social work practice issues. For example, in the introduction course, candidates are exposed to generalist practice as it applies to public welfare, health, mental health and family services. In the policy course, candidates must deliver a PowerPoint presentation on a selected policy and discuss the generalist social work practice aspects. In methods courses, candidates learn how to intervene using a generalist social work practice model with a sensitivity toward social and economic justice. In Field Instruction I and II, candidates must use the NASW *Code of Ethics* in all practice

with clients, which speaks to generalist social work practice and such values as confidentiality, informed consent, and self-determination. Our evaluation results indicate that candidates are meeting this objective.

The results also indicate that candidates need more opportunity to engage in self-reflection about generalist practice. Student requests and advisory board recommendations also indicate a need for increased content in the areas of substance abuse and mental health. Based on our evaluation results, the faculty have implemented the following changes to improve our BSW program:

1. All courses now offer written assignments, such as logs, papers, and essay exams, which require reflection about generalist practice.
2. Two new courses—SWK 555, Substance Abuse and Social Work Practice, and SWK 554, Social Work with People who are Mentally Ill—have been developed, approved by the University, and will be offered for the first time in the 2004-05 year.

Use theory about human behavior across the life span and human behavior in interaction with such environments as families, groups, organizations and communities in social work practice.

Classes in which measurement takes place:

Human Behavior and Social Environment

Social Work, Diversity and Vulnerable Populations

Field Instruction and Seminar I

Field Instruction and Seminar II

Measurement Method: Faculty assessment of class and instructional outcomes, student course grades, supervisor ratings of student performance in field instruction, student exit surveys, and the ability to gain employment as a generalist social worker following graduation as measured in Department of Social Work annual survey of graduates.

Objective/Measurement Indicator: 100% of candidates will participate in attaining these skills and at least 90% of graduates in the department will be able to demonstrate the acquisition of these skills.

One hundred percent of candidates were exposed to HBSE content as illustrated in our curriculum and syllabi. Over 90% of all candidates passed their HBSE courses, reflecting acquisition of this knowledge. Our high graduate employment rate of over 90% is evidence that our candidates have acquired this content. Finally, at least 90% of candidates enrolled in field instruction received a grade of Satisfactory. As this course content is a foundation for successful performance in field instruction, this high percentage reflects that candidates have acquired this knowledge.

In addition to student completion of HBSE course content with a passing grade, this content area was also measured by examining graduates' perceptions of their

understanding of human behavior and student identification of significant learning experiences in their exit interviews. In our alumni survey, over 90% of our graduates reported feeling well-prepared for generalist practice. Their courses were a foundation for this preparation.

Table 18. Candidate Overall Knowledge of HBSE for Use in Practice

Overall Knowledge of HBSE for Use in Practice			
Year	Well Prepared or Very Well Prepared	Average Preparation	Poorly Prepared or Very Poorly Prepared
1999	91	5	4
2000	100	0	0
2001	83	13	4
2002	90	10	0
2003	85	15	0

Faculty perform an ongoing qualitative evaluation of the achievement of this objective. In the classes in which measurement has taken place, candidates have been taught to understand and apply human behavior and social environment content in their practice. Specifically, candidates have learned about developmental milestones throughout the life cycle, the impacts of small and large systems upon human behavior, and the effects of diversity upon behavior. Candidates have requested and faculty have developed new exercises and case studies in the human behavior and diversity courses. For example, candidates now complete a simulation in the human behavior course in which they have a child and follow that child's development through the life cycle, taking into account developmental milestones, the effects of diversity and the impact of systems including discrimination. In Field Instruction I and II, candidates must use their knowledge of human behavior in all practice situations with clients. Our evaluation results indicate that candidates are meeting this objective.

The results also indicate the need to incorporate more writing assignments and for the development of simulations to promote student application of HBSE concepts and theories. Based on our evaluation results, the faculty have implemented the following changes to improve our BSW program:

1. In 2003, the faculty introduced new writing assignments which included article critiques on human behavior, a personal appraisal of the student's development incorporating HBSE concepts, and a term paper in which the student discusses the impact of racism, sexism, or ageism upon a selected aspect of human behavior.
2. In 2003, Dr. Elisabeth Hurd introduced a simulation in which candidates have a child and follow that child's development through the life cycle, taking into account developmental milestones, the effects of diversity and the impact of systems including discrimination.

3. Candidates complete simulations/case examples of the impacts of racism and discrimination upon human behavior in SWK 315, Social Work, Diversity, and Vulnerable Populations.

Analyze, formulate, and influence social policies.

Classes in which measurement takes place:

Social Welfare Policy and Services
Professional Skills
Social Methods I
Social Work Methods II
Field Instruction and Seminar I
Field Instruction and Seminar II

Measurement Method: Faculty assessment of class and instructional outcomes, student course grades, supervisor ratings of student performance in field instruction, student exit surveys, and the ability to gain employment as a generalist social worker following graduation as measured in Department of Social Work annual survey of graduates.

Objective/Measurement Indicator: 100% of candidates will participate in attaining these skills and at least 90% of graduates in the department will be able to demonstrate the acquisition of these skills.

One hundred percent of candidates were exposed to social welfare policy content as illustrated in our curriculum and syllabi. Over 90% of all candidates passed their social welfare policy courses, reflecting acquisition of this knowledge. Our high graduate employment rate of over 90% is evidence that our candidates have acquired this content. Finally, at least 90% of candidates enrolled in field instruction received a grade of Satisfactory. As this course content is a foundation for successful performance in field instruction, this high percentage reflects that candidates have acquired this knowledge.

In addition to student completion of social welfare policy course content with a passing grade, this content area was also measured by examining graduates' perceptions of their preparation for understanding public policies and student identification of significant learning experiences in their exit interviews. In our alumni survey, graduates reported feeling well-prepared for understanding public policies. Their courses were a foundation for this preparation.

Table 19. Candidate Satisfactory Understanding of How Public Policies Affect Work

Satisfactory Understanding of How Public Policies Affect Your Work			
Year	Well Prepared or Very Well Prepared	Average Preparation	Poorly Prepared or Very Poorly Prepared
1999	68	18	14
2000	77	23	0
2001	88	12	0
2002	85	15	0
2003	80	10	10

Faculty perform an ongoing qualitative evaluation of the achievement of this objective. In the classes in which measurement has taken place, candidates have been taught to analyze, formulate and influence social policies. However, about one-fourth of our candidates in 2000 indicated that they had only “average preparation.” As a result, the faculty have incorporated more writing assignments to promote student application of social policy concepts and theories and continue to develop student opportunities for analysis and presentation of selected public welfare policies.

Based on our evaluation results, the faculty have implemented the following changes to improve our BSW program:

1. Effective fall 2004, candidates will complete two to three exams which include case studies in which they analyze social policies and submit written analytical essays illustrating their work.
2. Candidates will, in groups, complete a major analysis of welfare reform, Medicaid and food stamps by analyzing the federal policies and state and local implementation. Their work will be presented in PowerPoint presentations.

Demonstrate the ability to understand and evaluate research, apply research to practice, and evaluate practice effectiveness.

Classes in which measurement takes place:

Research for Social Work Practice

Measurement Method: Faculty assessment of class and instructional outcomes, student course grades, supervisor ratings of student performance in field instruction, student exit surveys, and the ability to gain employment as a generalist social worker following graduation as measured in Department of Social Work annual survey of graduates.

Objective/Measurement Indicator: 100% of candidates will participate in attaining these skills and at least 90% of graduates in the department will be able to demonstrate the acquisition of these skills.

One hundred percent of candidates were exposed to research content as illustrated in our curriculum and syllabi. Over 90% of all candidates passed their research courses, reflecting acquisition of this knowledge. Our high graduate employment rate of over 90% is evidence that our candidates have acquired this content. Finally, at least 90% of candidates enrolled in field instruction received a grade of Satisfactory. As this course content is a foundation for successful performance in field instruction, this high percentage reflects that candidates have acquired this knowledge.

In addition to student completion of research course content with a passing grade, this content area was also measured by examining graduates' perceptions of their preparation for understanding and using research and student identification of significant learning experiences in their exit interviews. In our alumni survey, over 90% of our graduates reported feeling well-prepared for understanding and using research. Their courses were a foundation for this preparation.

Table 20. Candidate Ability to be a Consumer and Producer of Research

Ability to be a Consumer and Producer of Research			
Year	Well Prepared or Very Well Prepared	Average Preparation	Poorly Prepared or Very Poorly Prepared
1999	73	27	0
2000	92	8	0
2001	90	10	0
2002	88	12	0
2003	90	5	5

Faculty perform an ongoing qualitative evaluation of the achievement of this objective. In the classes in which measurement has taken place, candidates have been taught to understand and apply research methods in their practice. Specifically, candidates have learned about the use of surveys, single subject research, needs assessments, and program evaluations in their practice. Candidates have requested more opportunity for application of research methods. In Field Instruction I and II, candidates must use their knowledge of research to complete course assignments. Our evaluation results indicate that candidates are meeting this objective.

The results also indicate that candidates need additional opportunities for applying research methods. Based on our evaluation results, the faculty have implemented opportunities for each student, working in a group, to complete a semester-long applied survey research or needs assessment project in which they formulate a research question, complete a literature review, develop a methodology, collect data, analyze the data and

write a final report. The groups present their findings in a poster session and write a report on their project.

Demonstrate effective oral and written communication skills in practice.

Classes in which measurement takes place:

Introduction to Social Work
Human Behavior and Social Environment
Social Welfare Policy and Services
Social Work, Diversity and Vulnerable Populations
Research for Social Work Practice
Professional Skills
Social Methods I
Social Work Methods II
Field Instruction and Seminar I
Field Instruction and Seminar II

Measurement Method: Faculty assessment of class and instructional outcomes, student course grades, supervisor ratings of student performance in field instruction, student exit surveys, and the ability to gain employment as a generalist social worker following graduation as measured in Department of Social Work annual survey of graduates.

Objective/Measurement Indicator: 100% of candidates will participate in attaining these skills and at least 90% of graduates in the department will be able to demonstrate the acquisition of these skills.

One hundred percent of candidates were exposed to content intended to assist in the development of their communication skills as illustrated in our curriculum and syllabi. Over 90% of all candidates passed their courses, reflecting acquisition of this knowledge. Our high graduate employment rate of over 90% is evidence that our candidates have acquired this content. Finally, at least 90% of candidates enrolled in field instruction received a grade of Satisfactory. As this course content is a foundation for successful performance in field instruction, this high percentage reflects that candidates have acquired this knowledge.

In addition to student completion of social work practice courses with a passing grade, this content area was also measured by examining graduates' perceptions of their preparation for using oral and written communication skills and student identification of significant learning experiences in their exit interviews. In our alumni survey, over 90% of graduates reported feeling well-prepared to communicate effectively. Their courses were a foundation for this preparation.

Table 21. Candidate Ability to Communicate Effectively in Practice

Ability to Communicate Effectively in Practice			
Year	Well Prepared or Very Well Prepared	Average Preparation	Poorly Prepared or Very Poorly Prepared
1999	95	5	0
2000	96	4	0
2001	94	6	0
2002	96	4	0
2003	100	0	0

Faculty perform an ongoing qualitative evaluation of the achievement of this objective. In the classes in which measurement has taken place, candidates have been required to submit written work to build their writing skills and present their work in class to strengthen their oral presentation skills. Candidates have requested additional opportunities for writing and speaking and the faculty have also found that these opportunities are needed for student development as they move toward becoming effective generalist practitioners. As a result, the faculty have incorporated more writing and speaking assignments in classes, and specific courses are now identified as writing or speaking intensive, as required by UNCG.

Based on our evaluation results, the faculty have implemented the following changes to improve our BSW program:

1. Every class in the curriculum has required written assignments in the form of term papers, reports, case studies, logs, or process recordings.
2. Every course in the curriculum now has requirements for public speaking in the form of presentations, poster sessions, video taping, or classroom participation.
3. SWK 310 and SWK 325 have been designated writing intensive classes. SWK 351 has been designated speaking intensive.

Use supervision in social work practice effectively.

Classes in which measurement takes place:

- Social Work Methods I
- Social Work Methods II
- Field Instruction and Seminar I
- Field Instruction and Seminar II

Measurement Method: Faculty assessment of class and instructional outcomes, student course grades, supervisor ratings of student performance in field instruction, student exit surveys, and the ability to gain employment as a generalist social worker following graduation as measured in Department of Social Work annual survey of graduates.

Objective/Measurement Indicator: 100% of candidates will participate in attaining these skills and at least 90% of graduates in the department will be able to demonstrate the acquisition of these skills.

One hundred percent of candidates were given content on using supervision effectively as illustrated in our curriculum and syllabi. Over 90% of all candidates passed their courses, reflecting acquisition of this knowledge. Our high graduate employment rate of over 90% is evidence that our candidates have acquired this content. Finally, at least 90% of candidates enrolled in field instruction received a grade of Satisfactory. As this course content is a foundation for successful performance in field instruction, this high percentage reflects that candidates have acquired this knowledge.

In addition to student completion of courses with a passing grade, this content area was also measured by examining graduates' perceptions of their preparation for using supervision and student identification of significant learning experiences in their exit interviews. In our alumni survey, graduates reported feeling well-prepared for using supervision. The following table shows that over 90% of our cumulative graduates felt well-prepared. Their courses were a foundation for this preparation.

Table 22. Candidate Ability to Use Supervision Effectively

Ability to Use Supervision Effectively			
Year	Well Prepared or Very Well Prepared	Average Preparation	Poorly Prepared or Very Poorly Prepared
1999	Not Measured		
2000	Not Measured		
2001	91	9	0
2002	86	7	7
2003	88	6	6

Faculty perform an ongoing qualitative evaluation of the achievement of this objective. In the classes in which measurement has taken place, candidates have been taught to understand and use supervision effectively. Our evaluation results indicate that candidates are meeting this objective.

Based on student input and faculty review of student progress in field instruction, additional discussion of this topic was identified as a need and has been incorporated into the social work methods courses and field instruction seminars. Faculty now discuss the use of supervision and have candidates write about their use of supervision in their field instruction logs.

Function effectively as an employee in social work organizations and seek organizational change when necessary.

Classes in which measurement takes place:

Social Work Methods I
Social Work Methods II
Field Instruction and Seminar I
Field Instruction and Seminar II

Measurement Method: Faculty assessment of class and instructional outcomes, student course grades, supervisor ratings of student performance in field instruction, student exit surveys, and the ability to gain employment as a generalist social worker following graduation as measured in Department of Social Work annual survey of graduates.

Objective/Measurement Indicator: 100% of candidates will participate in attaining these skills and at least 90% of graduates in the department will be able to demonstrate the acquisition of these skills.

One hundred percent of candidates were given content on functioning effectively in organizations and advocating for needed change as illustrated in our curriculum and syllabi. Over 90% of all candidates passed their courses, reflecting acquisition of this knowledge. Our high graduate employment rate of over 90% is evidence that our candidates have acquired this content. Finally, at least 90% of candidates enrolled in field instruction received a grade of Satisfactory. As this course content is a foundation for successful performance in field instruction, this high percentage reflects that candidates have acquired this knowledge.

In addition to student completion of social work practice courses with a passing grade, this content area was also measured by examining graduates' perceptions of their preparation to perform effectively as a social work employee and student identification of significant learning experiences in their exit interviews. In our alumni survey, over 90% of our graduates reported feeling well-prepared for using generalist practice methods, including functioning effectively in organizations and advocating for needed change. Their courses were a foundation for this preparation.

Table 23. Candidate Ability to Function Effectively in Organizations

Ability to Function Effectively in Organizations			
Year	Well Prepared or Very Well Prepared	Average Preparation	Poorly Prepared or Very Poorly Prepared
1999	90	6	4
2000	92	4	4
2001	93	4	3
2002	91	4	5
2003	91	6	3

Faculty perform an ongoing qualitative evaluation of the achievement of this objective. In the classes in which measurement has taken place, candidates have been taught how to be an effective agency employee and how to seek necessary organizational change. Our evaluation results indicate that candidates are meeting this objective.

The results also indicate that, based on student input and faculty review of student progress in field instruction, additional discussion of this topic was needed. In methods and field instruction courses, faculty now discuss the roles of employees, effective job seeking, writing a résumé, interviewing for a job, functioning in public organizations, advocacy, and competent performance as a generalist social worker.

***Please note that data contained in this report goes through the 2002/2003 academic year because the last reaccreditation of the Social Work Program was conducted by the Council on Social Work Education in the 2003/2004 academic year. These forms of data are collected annually and reviewed by the faculty so program improvements can be made routinely. However, the data are only prepared in this form when the program is being reviewed for reaccreditation. Also, all BSW candidates are included in these data, including but not limited to those who are in the School Social Work Licensure Program. The last three years of data on the six outcome criteria specific to School Social Work Candidates can be found in section IV-Standard II of this report. Data on tables in this latter section indicate that all candidates who have successfully completed this Licensure Program in the past three years have attained minimum course grades or performance ratings on all six outcome criteria.**

Improvement of Program and Program Operation Based on the Data

The reader will find in this section program improvements made in the BSW Program as a whole since the department conducts annual program evaluations. In regard to the School Social Work Licensure Program, outcome criteria data indicate that our candidates maintain course grades, GPAs, and performance scores well above the minimum requirements (see tables in section IV-Standard II). Since the last reaccreditation visit we have had to dismiss only 2 of the 37 candidates accepted into this Licensure Program because they were not able to maintain minimum levels of

performance on these six outcome criteria. One change that we have made in this Licensure Program because of the two students who had to be dismissed is to create a rating system for better screening of applicants to the program. This rating measure is now one of the six outcome criteria that we use to ensure that the candidates admitted are able to maintain the minimum course grades, GPAs, and performance ratings in their school internship.

During the past five years (1998-2003), 100% of all BSW candidates have been exposed to these knowledge areas as evidenced by our curriculum objectives, course descriptions, and syllabi. Over 90% of all BSW candidates have passed their required social work courses by demonstrating that they have obtained the program's required knowledge in human behavior and the social environment, social welfare policy, research, practice methods, cultural diversity, populations at risk, social and economic justice, and social work values and ethics. Field instructors in the program have also consistently rated over 90% of our candidates as at least satisfactory in their field work, indicating that candidates have achieved the knowledge base needed for beginning generalist practice.

The high level of employment for our graduates also serves as an important indicator that this objective has been met because it shows that employers feel, based on their hiring decisions, that our BSW graduates have the knowledge base needed for effective generalist social work practice. In addition to student grades, supervisor ratings of student field performance, and our high employment rate, we have also conducted a survey of our graduating classes to obtain their perceptions of their satisfaction with the program. Graduates also rated how well BSW courses and field instruction prepared them for each of the twelve goal areas and for generalist practice. This survey is conducted with each graduating class as part of our annual alumni survey. Results from this survey are presented below.

Overall Satisfaction with the BSW Program

Graduates of the BSW program during the period of 1998-2003 consistently reported a high level of satisfaction with the BSW program.

Table 24. Candidate Overall Satisfaction with the BSW Program

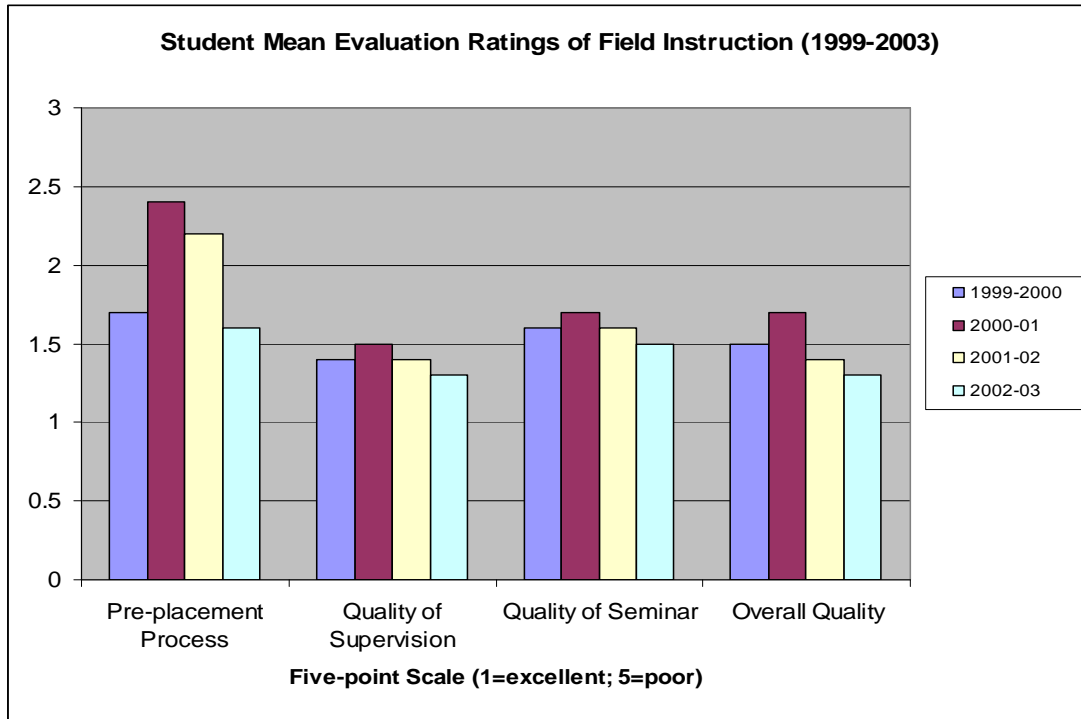
Overall Satisfaction with the BSW Program			
Year	Well-Satisfied or Very Well-Satisfied	Neutral	Dissatisfied or Very Dissatisfied
1999	91	9	0
2000	100	0	0
2001	83	13	4
2002	90	10	0
2003	100	0	0

As this table shows, over ninety percent of all graduates completing the alumni survey reported a high level of satisfaction with the BSW program in 1999 to 2003.

Field Instruction

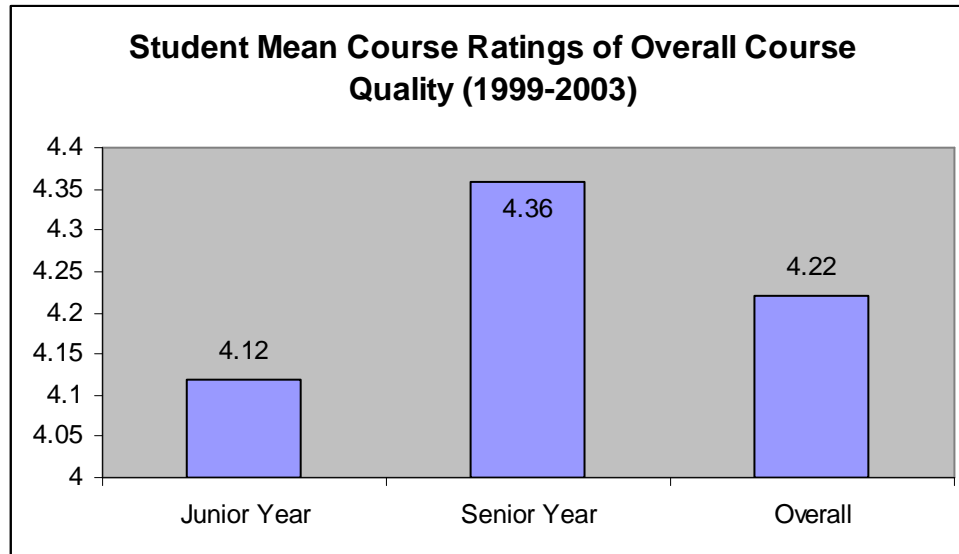
One hundred percent of candidates participating in field instruction complete an annual survey in which they rate their perceptions of satisfaction with many dimensions of the field instruction process. A copy of this instrument is included in the field instruction manual in Volume III.

For the period of 1999-2003, candidates reported a high level of satisfaction with the field instruction program. On a scale of 1 to 5, where 1=excellent, 2=good, 3=moderate, 4=fair, and 5=poor, candidates rated the pre-placement process, quality of supervision, quality of seminar and overall quality of field instruction as good.



Student Evaluation of Course Quality

At the end of each course, candidates are required to evaluate course quality. Using a 1 to 5 Likert scale, where 1 = poor and 5 = excellent, courses are evaluated on multiple criteria, including overall quality. The chart below presents the cumulative results for junior and senior year courses, not including field instruction. (Ratings for field instruction were presented earlier in this standard.)



Candidates rated each curriculum area as above average in overall quality. Junior year courses received a rating of 4.12; senior-year courses, 4.36. Overall, courses were rated at 4.22 out of a possible 5.00. These ratings indicate a high level of student satisfaction.

Exit Interview and Related Qualitative Evaluation Findings

In addition to our quantitative evaluation measures of our program and curriculum objectives, we also conduct qualitative assessments as part of our Graduate Alumni Survey, with our BSW Advisory Council, and through annual exit conferences with candidates in their final semester of study. These qualitative evaluation observations are also used for continuous program improvement by the faculty. During the period of 1999-2002, candidates and our advisory council members have identified the following strengths and areas for improvement.

Identified strengths of the BSW Program include:

1. Low student-faculty ratio
2. Emphasis on generalist practice throughout the curriculum
3. Student improvement of writing and speaking skills
4. Excellence in classroom instruction
5. Positive relationships with the practice community and NASW
6. External funding for research
7. Professors' caring attitude with candidates

Recommendations for improving the BSW Program include:

1. Need more diverse faculty: In response to this finding, we hired one African-American and one Latina as faculty members in 2004.
2. Need more field placement choices: In response to this finding, the faculty has increased the number of placement opportunities.
3. Continue to emphasize the need for good writing: In response to this finding, the faculty has increased the number of writing-intensive courses.

Results from this evaluation are used for continuous program improvement.

Goal 3

Goal 3: To provide professional service which benefits our communities in North Carolina

Objective: At least 90% of the full-time faculty will be engaged in ongoing professional community service and consultation.

Measurement Indicators: Faculty vitae and annual reports which document community service activities, letters from agencies acknowledging service that has been provided.

One hundred percent of the full-time faculty have been actively involved in providing public and community service during the past five years. For example:

Dr. John Rife serves as Chair of the United Services for Older Adults Employment Programs Advisory Council and as Secretary of NASW-NC.

Professor Carolyn Moore serves as President of the National Black Child Development Institute Greensboro Affiliate Board of Director, is a member of the Casa Guadalupe Advisory Committee, and is a member of the Human Development Committee of Forecast 2015.

Dr. Robert Wineburg is a consultant and advisor for the Jesse Ball duPont Fund in Jacksonville, Florida.

Dr. Elisabeth Hurd is a research consultant with the National Black Child Development Institute.

Dr. Melissa Taylor is an advisor and consultant with Sanctuary House, Inc.

Professor Marilyn Edwards is on the board of directors for Project Uplift, Inc.

Goal 4

Goal 4: To conduct and disseminate research which contributes to the knowledge base for effective social work practice.

- Objectives:*
1. At least 50% of the full-time faculty will have obtained external funding for research.
 2. At least 90% of the full-time faculty will have presented research/scholarship results at a professional conference in the past three years.
 3. At least 50% of the full-time faculty will have published an article or book on a social work-related topic in the past five years.

Measurement Indicators: Faculty vitae and annual reports which document external funding, presentations, and publications.

Over 50% of the faculty have obtained external funding for their research in the past five years. Six of our eight full-time faculty (75%) have served as Principal or Co-Principal Investigators.

Name	Amount	Funding Source
<i>Dr. John Rife</i> <i>AmeriCorps ACCESS</i> Award Period: 10/1/97-8/31/03	3,300,000	Corporation for National Service
<i>Dr. Robert Wineburg</i> Guilford County Department of Social Services Award Period: 7/1/02-6/30/02	20,000	Guilford County
<i>Dr. Robert Wineburg</i> Welfare Reform Liaison Project Award Period: 7/1/02-6/30/03	600,000	State of North Carolina
<i>Dr. Melissa Taylor</i>	1,500	Sanctuary House, Inc.
<i>Prof. Carolyn Moore</i>	25,000	NC Student Social Work Loan Program
<i>Dr. Elisabeth Hurd</i>	20,000	Silberman Fund
<i>Dr. Martica Bacallao</i>	300,000	NIH-CIC

Over 90% of the faculty have presented their scholarship to professional groups and conferences in the past three years. Please see faculty vitae forms in Accreditation Standard 4 for evidence.

Over 50% of the full-time faculty have also published their research in the past five years. All of the faculty have been successful in publishing in the last five years. Publications include:

Prof. Carolyn Moore

Hurd, E., Moore, C., and Rogers, R. (1995). Quiet success: Parenting strengths among African Americans. *Families in Society*, 76 (7), 434-443.

Dr. John Rife

Rife, J. (2003). "Challenges for Elders in the Workplace: Implications for Social Workers and Employment Counselors," *Highlights on Aging*, in press.

Dr. Robert Wineburg

Wineburg, R. (2001). *A Limited Partnership: The Politics of Religion, Welfare, and Social Services*, Columbia University Press.

Prof. Martica Bacallao

Smokowski, P.R, Rose, S.D. & Bacallao, M. (2001). Damaging experiences in therapeutic groups: How vulnerable consumers become group casualties. *Small Group Research*, 32(2), 223-251.

Dr. Tanya Coakley

Orme, J.G., Cox, M.E., & Coakley, T.M. (2003). Casey Home Assessment Protocol: Technical Manual.

Prof. Marilyn Edwards

Edwards, M.J. (2004). *FOCUS on SUCCESS II*, A self-help module for personal and professional development.

Dr. Elisabeth Hurd

Hurd, E.P. (2004) *The BSW Project: Evaluating Employers' Perceptions of Graduates' Competence*.

Dr. Melissa Taylor

Walsh, J., Farmer, R., Taylor, M. F., & Bentley, K. J. (2004). Ethical dilemmas about psychiatric medication: Results of a national study of practicing social workers. *Social Work in Mental Health* 1(4), 91-105.

Use of Program Evaluation Results for Continuous Program Improvement

During the implementation and ongoing self-study of our program we have used evaluation findings from the alumni survey, field instruction evaluations, student evaluations of teaching, student surveys of important indicators of program quality, results from exit interviews, advisory board recommendations, and qualitative findings from meetings with candidates to refine our curriculum.

Based on our evaluation results from the BSW alumni survey, student course evaluations, input provided by candidates formally and informally, and ongoing faculty review of the program, the following major revisions have been made in the program in the past five years.

Table 25. Use of Evaluation Findings for Continuous Program Improvement

Objectives	Evaluation Finding	Use of Results for Continuous Program Improvement	Measurement Method
1: Apply critical thinking skills in social work practice with clients.	1. Use more essay-based exams (as compared to T/F or MC exams) to increase opportunities for critical thinking	1. Required more essay-based exams (as compared to T/F or MC exams) in SWK 310, 311, 315 and 325 to increase opportunities for critical thinking	Faculty assessment Student and alumni surveys
	2. Candidates should have more writing assignments (papers, logs, reports) which engage the student in critical thinking	2. Ensured that every class requires writing assignments (papers, logs, reports) which engage the student in critical thinking.	Exit interviews Performance in class and field instruction
	3. Each class should require a public speaking assignment to increase the opportunity for critical thinking as part of a presentation.	3. Introduced two writing-intensive courses (SWK 310 and 311)	End of semester course evaluations
	4. In practice and field instruction courses, candidates should keep log books which record critical analysis and self-reflections on client case or practice situations.	3. Required that every class after SWK 215 require a public speaking assignment to increase the opportunity for critical thinking as part of a presentation.	Advisory council recommendations
2: Understand the values and ethical	1. Candidates need more opportunity to learn about	1. Ensured that every class requires writing assignments	

Objectives	Evaluation Finding	Use of Results for Continuous Program Improvement	Measurement Method
<p>base of social work and demonstrate ethical practice.</p>	<p>the use of social work values and ethics in social work practice.</p>	<p>(papers, logs, reports) which engage the student in the application of social work ethics</p> <ol style="list-style-type: none"> 2. In social work practice and field instruction courses, required that candidates keep log books which record self-reflections on the ethical dimensions of practice. 3. Offered increased opportunities for BSW candidates to attend NASW seminars on ethically based social work practice. 	
<p>3: Practice without discrimination and demonstrate a respect for diversity in work with all clients.</p>	<ol style="list-style-type: none"> 1. Candidates need more opportunity to learn about the importance of diversity in social work practice and to develop skills in cultural competence and non-discriminatory practice. 	<ol style="list-style-type: none"> 1. Continued to implement our joint field instruction program with North Carolina A&T State University, an HBCU, which exposes our candidates to diversity in education. 2. Increased the number of speakers in our diversity course to increase content on gay and lesbian issues, aging, and immigrants and refugees. 3. Implemented a new course, SWK 527, Human Services 	

Objectives	Evaluation Finding	Use of Results for Continuous Program Improvement	Measurement Method
<p>4: Understand why oppression and discrimination occur and demonstrate advocacy for social and economic justice.</p>	<p>1. Candidates need more opportunity to learn about oppression and ways to advocate social and economic justice.</p> <p>2. Increased content on distributive economic justice is needed in SWK 310, Social Welfare Policy and Services, to meet CSWE educational policy standards</p>	<p>1. Implemented a new course, SWK 527, Human Services for Immigrants and Refugees, in the fall of 2003 which speaks to issues of social and economic justice</p> <p>2. Required that all social work candidates in field instruction placements discuss issues of social and economic justice in field instruction seminars.</p> <p>3. Increased content on distributive economic justice in SWK 310 to build student awareness of this issue and to comply with new CSWE standards. Increased content is delivered through lecture and discussion of two cases</p>	

Objectives	Evaluation Finding	Use of Results for Continuous Program Improvement regarding public welfare and poverty and Social Security.	Measurement Method
<p>5: Understand the history of social work as presented in Introduction and Policy courses and its influence upon current social welfare programs and policies.</p>	<p>1. Candidates need more exposure to the history of social work and social welfare</p>	<p>1. Required that SWK 215 and SWK 310 include major units on the history of social work and social welfare.</p> <p>2. Required that candidates incorporate content on the historical aspects of social work and social welfare in their class presentations on public policy issues.</p> <p>3. In SWK 310, offered candidates the opportunity to write a paper on the history of a social welfare program or include history in their class presentation.</p>	
<p>6: Demonstrate knowledge and skills of generalist social work practice with systems of all sizes.</p>	<p>1. Candidates need more opportunity to engage in self-reflection about generalist practice.</p> <p>2. Increased content in the areas of substance abuse and mental health is needed based on student requests and advisory board recommendations.</p>	<p>1. All courses now offer written assignments, such as logs, papers, and essay exams which require reflection about generalist practice.</p> <p>2. Two new courses, SWK 555, Substance Abuse and Social Work Practice, and SWK 554, Social Work with People who are Mentally Ill, have been developed,</p>	

Objectives	Evaluation Finding	Use of Results for Continuous Program Improvement	Measurement Method
<p>7: Use theory about human behavior across the life span and human behavior in interaction with such environments as families, groups, organizations and communities in social work practice.</p>	<ol style="list-style-type: none"> 1. Incorporate more writing assignments to promote student application of human behavior and social environment concepts and theories. 2. Develop simulations for the application of HBSE concepts and theories. 	<p>approved by the University, and will be offered for the first time in the 2004-05 year.</p> <ol style="list-style-type: none"> 1. In 2002, Prof. Rife introduced new writing assignments in the HBSE course, which included article critiques on human behavior, a personal appraisal of the student's development incorporating HBSE concepts, and a term paper in which the student discusses the impact of racism, sexism, or ageism upon a selected aspect of human behavior. 2. In 2003, Dr. Elisabeth Hurd introduced a simulation in which candidates have a child and follow that child's development through the life cycle, taking into account developmental milestones, the effects of diversity and the impact of systems including discrimination. 3. Candidates complete simulations/case examples 	

Objectives	Evaluation Finding	Use of Results for Continuous Program Improvement	Measurement Method
<p>8: Analyze, formulate, and influence social policies</p>	<p>1. Candidates need more opportunities to develop skills in analyzing, formulating, and influencing social welfare policy</p>	<p>of the impacts of racism and discrimination upon human behavior in SWK 315, Social Work, Diversity, and Vulnerable Populations.</p>	<p>1. Effective fall 2004, candidates will complete two to three exams which include case studies in which they analyze social policies and submit written analytical essays illustrating their work.</p> <p>2. Candidates will, in groups, complete a major analysis of welfare reform, Medicaid and food stamps by analyzing the federal policies and state and local implementation. Their work will be presented in Power Point presentations.</p>
<p>9: Demonstrate the ability to understand and evaluate research, apply research to practice, and evaluate practice effectiveness.</p>	<p>1. Additional opportunities for applying knowledge about research methods are needed</p>	<p>1. In groups, each student has the opportunity to complete a semester-long applied survey research or needs assessment project in which they formulate a research question, complete a</p>	

Objectives	Evaluation Finding	Use of Results for Continuous Program Improvement	Measurement Method
<p>10: Demonstrate effective oral and written communication skills in practice.</p>	<ol style="list-style-type: none"> 1. Incorporate more writing assignments in classes. 2. Incorporate more speaking assignments in classes. 3. Identify specific courses as writing or speaking intensive as now required by UNCG. 	<p>literature review, develop a methodology, collect data, analyze the data and write a final report. The groups present their findings in a poster session and also complete a written report of their project.</p> <ol style="list-style-type: none"> 1. Every class in the curriculum has required assignments for writing in the form of term papers, reports, case studies, logs, or process recordings. 2. Every course in the curriculum now has requirements for public speaking in the form of presentations, poster sessions, video taping, or classroom participation. 3. SWK 310 and SWK 325 have been designated writing intensive classes in which each student completes three different writing assignments. SWK 351 has been designated speaking intensive in which candidates have intensive 	

Objectives	Evaluation Finding	Use of Results for Continuous Program Improvement	Measurement Method
11: Use supervision in social work practice effectively.	1. Based on student input and faculty review of student progress in field instruction, additional discussion of the use of supervision was identified as a need	<p data-bbox="1199 269 1402 334">public speaking assignments.</p> <p data-bbox="1104 378 1566 626">1. In the social work methods and field instruction seminar courses, faculty discuss the use of supervision and have candidates write about their use of supervision in their field instruction logs</p>	
12: Function effectively as an employee in social work organizations and seek organizational change when necessary.	1. Based on student input and faculty review of student progress in field instruction, additional discussion of functioning as a social work employee was identified as a need	1. In the social work methods and field instruction seminar courses, faculty discuss the roles of employees, effectively job seeking, writing a resume, interviewing for a job, functioning in public organizations, advocacy, and competent performance as a generalist social worker.	

Summary

The Bachelor of Social Work program has achieved its goals and objectives during the period of 2000-2003 following initial accreditation. Our program has grown in enrollment and policies, procedures, and the curriculum have been strengthened to meet student, faculty, and program level needs and interests. Evaluation findings have been used to modify and strengthen the program and our program design has been carefully monitored to ensure compliance with Council on Social Work Education (CSWE) standards.

With the implementation and ongoing refinement of our program, service agencies and our communities have become very excited about our successes. This excitement is reflected in the number of field agencies requesting candidates, interest demonstrated by employers in hiring our graduates, and in the number of persons who apply for admission.

Although much of our time has been spent on successfully implementing our BSW program, our faculty have also demonstrated that they are active consultants, researchers, and scholars. Our faculty have been active in publishing their research while also being successful in acquiring external funding. Faculty are also active in providing service to our communities.

Section V: Standard III: Field experiences and clinical practice

Early Field Experiences

UNCG and North Carolina A&T State University agreed to enter into a joint field instruction program in 1972. Under the agreement, the social work programs on both campuses jointly secure field placement settings and field instructors, procedurally admit and place candidates, assign faculty liaison representatives, and provide support for field-related activities. This jointness provides efficient and effective use of faculty and community resources while also exposing candidates to diversity in social work education and practice. Even though these two universities have worked together in regard to the field placements of their respective social work candidates, only UNCG Candidates apply for the School Social Work Licensure Program through the Teacher Education Program. Social work candidates from North Carolina A&T State University apply for School Social Work Licensure through the Teacher Education Program on their campus.

Candidates usually apply for admission to the Joint Field Instruction Program during the spring semester of the junior year. Requirements for field admission and a calendar, identifying admissions-related activities and due dates, are distributed during the fall semester to all eligible candidates. Field admissions criteria and requirements are also described in the *University Bulletin*, received on admission to the university, and the department's *Student Handbook* (see copy in evidence box) received on formal admission to the Social Work Department.

To be eligible for admission to the Joint Field Instruction Program, UNCG candidates must meet the following criteria:

- a. must be a Social Work major
- b. must be admitted to the Social Work Department
- c. have an overall grade point average of 2.5 by the end of the fall semester of the junior year.
- d. have completed a minimum of 84 semester hours by the end of the spring semester of the junior year.
- e. have completed all required social work courses (SWK 215, 310, 315, 311, 325, 351) by the end of the spring semester of the junior year. NOTE: Candidates are advised and encouraged to take SWK 351, Professional Skills, the semester immediately prior to entry to the field practicum year.
- f. have completed all cognate (related area) courses (BIO 105, HDF 212, PSC 200, PSY 121, ECO 101, SOC 211, STA 108, and 6 semester hours

of foreign language/diversity) by the end of the spring semester of the junior year.

Candidates who fail to meet the minimal criteria (items *a* through *e*) are automatically denied admission to the field program until such time as the student can correct the deficiency. Although criteria *a* through *e* are not appealable, candidates may discuss the decision of the Co-Directors with the Department Chair. UNCG candidates who fail to meet the required timelines in criteria *f* can submit an exemption form at the time of application to the field. Such exemptions are usually requested by candidates who transfer into the department from outside the university or change from another major within the university. Candidates are usually allowed to correct the deficiency by the end of the summer prior to the beginning of the practicum year.

The field admission process begins with an orientation session in the spring semester of the junior year, conducted by the Co-Directors of Field, which provides an opportunity for procedural matters to be discussed and clarified. Field applications are distributed and important dates are re-emphasized during the orientation session. Shortly following the orientation, an Agency Fair, attended by current, previous, and new human service agencies, is sponsored by the Joint Field Program and hosted at an off-campus site. Attendance at the orientation and the fair is required of any student planning to apply for admission to the field program.

Field applicants must also participate in the Junior-Senior Peer Counseling Program, a program suggested by field candidates in prior years. Juniors arrange to visit seniors in their placement settings during the admissions process, prior to interviews with the field directors. Initially, the program was voluntary. However, seniors and the Field Co-Directors began noticing differences in candidates who took advantage of these visits and those who did not. The former were better informed and had more realistic expectations of their senior year and practicum experiences. Therefore the program was made mandatory.

Once field application packets are received and minimal admission criteria verified, applicants are interviewed by the Co-Directors of Field to determine student readiness and special circumstances or needs which should be taken into consideration during the placement process.

Department faculty meet to confer and assess overall student readiness for field. If a student's readiness and aptitude for field is questionable, the student may be advised to delay entry to field or may be denied admission to the field program until additional recommended coursework is completed or professional treatment is undertaken. Candidates whose fitness for social work is questioned may be counseled out of the program and assisted in finding a more appropriate major.

Candidates who receive favorable recommendations are notified of tentative placement assignments and must arrange for pre-placement interviews with prospective field instructors. The field admissions process occurs over a three to four month period of

time. BSW candidates begin their two semester internship in the fall of their senior year. They must complete 16 hours week of placement hours totaling approximately 440 hours for the total two semester placement. Candidates accepted into the School Social Work Licensure Program are jointly placed by the UNCG Co-Field Director and the Coordinator of the School Social Work Licensure Program in order to ensure the identification of quality field settings. These candidates are only placed in area schools where Licensed School Social

Workers will be able to provide them with learning experiences related to the typical roles of school social workers. See **Table 26** below for a listing of the school settings with field instructors who have supervised the undergraduate School Social Work Licensure Candidates during the 2003/2004, 2004/2005, and 2005/2006 academic years.

Table 26. Field Experiences in School Settings

**Field Experiences in School Settings
Undergraduate School Social Work Licensure Candidates
Fall, 2005 & Spring, 2006**

Name of Student	Semesters of Placement	Duration of Placement	School Setting	Field Instructor	Learning Activities
S. A.	Fall, 2005 Spring, 2006	Two semesters for a total of 440 hrs.	Colfax Elementary	Melanie Woodall	Assignment of cases, social history, truancy follow-up, groups
A. E.	Fall, 2005 Spring, 2006	Two semesters for a total of 440 hrs.	Jesse Wharton Elementary Wiley Elementary	Vicky Edwards	Assignment of cases, social history, truancy follow-up, groups
M. F.	Fall, 2005 Spring, 2006	Two semesters for a total of 440 hrs.	Elon Elementary Altamahaw-Ossipee Elementary Western Alamance High	Melinda Willingham	Assignment of cases, social history, truancy follow-up, groups

Name of Student	Semesters of Placement	Duration of Placement	School Setting	Field Instructor	Learning Activities
E. H.	Fall, 2005 Spring, 2006	Two semesters for a total of 440 hrs.	Wentworth Elementary Lincoln Elementary Monroeton Elementary	Pat Foeller	Assignment of cases, social history, truancy follow-up, groups
J. H.	Fall, 2005 Spring, 2006	Two semesters for a total of 440 hrs.	Allen Jay Elementary	Samantha Lee	Assignment of cases, social history, truancy follow-up, groups
G. M.	Fall, 2005 Spring, 2006	Two semesters for a total of 440 hrs.	Reidsville High Reidsville Middle Moss Street Elementary	Elizabeth Munson	Assignment of cases, social history, truancy follow-up, groups
A. M.	Fall, 2005 Spring, 2006	Two semesters for a total of 440 hrs.	Asheboro High School	Lisa Cheek	Assignment of cases, social history, truancy follow-up, groups
B. T.	Fall, 2005 Spring, 2006	Two semesters for a total of 440 hrs.	Siler City Elementary	Sally Scholle	Assignment of cases, social history, truancy follow-up, groups

Field Experiences in School Settings
Undergraduate School Social Work Licensure Candidates
Fall, 2004 & Spring, 2005

Name of Student	Semesters of Placement	Duration of Placement	School Setting	Field Instructor	Learning Activities
C. B.	Fall, 2004 Spring, 2005	Two semesters for a total of 440 hrs.	Woodlawn Middle, Harvey R. Newlin Elementary	Lisa Phillips	Assignment of cases, social history, truancy follow-up, groups
D. B.	Fall, 2004 Spring, 2005	Two semesters for a total of 440 hrs.	Statesville Middle	Debbie Kopplemeyer	Assignment of cases, social history, truancy follow-up, groups
T. B.	Fall, 2004 Spring, 2005	Two semesters for a total of 440 hrs.	Rockingham Middle	Tonya Reid	Assignment of cases, social history, truancy follow-up, groups
A. C.	Fall, 2004 Spring, 2005	Two semesters for a total of 440 hrs.	Wentworth Elementary, Monroeton Elementary, Rockingham Middle	Pat Foeller	Assignment of cases, social history, truancy follow-up, groups

**Field Experiences in School Settings
Undergraduate School Social Work Licensure Candidates
Fall, 2003 & Spring, 2004**

Name of Student	Semesters of Placement	Duration of Placement	School Setting	Field Instructor	Learning Activities
G. N.	Fall, 2003 Spring, 2004	Two semesters for a total of 440 hrs.	Rankin Elementary	LeTecia Ray	Assignment of cases, social history, truancy follow-up, groups
K. M.	Fall, 2003 Spring, 2004	Two semesters for a total of 440 hrs.	Jefferson Elementary Moorehead Elementary Guilford Primary	Nissa Zigler	Assignment of cases, social history, truancy follow-up, groups
K. P.	Fall, 2003 Spring, 2004	Two semesters for a total of 440 hrs.	The Score Center Leaksville-Spray Elementary J.E. Holmes Middle John M. Morehead High	Susan Long	Assignment of cases, social history, truancy follow-up, groups

Student Internship Requirement

The Joint Field Instruction Program provides an educationally-directed learning opportunity for candidates to perform professional social work practice activities in structured agency settings. The program consists of the Co-Directors of Field (one from each campus), faculty liaison representatives (the number assigned each year is dependent on the number of candidates admitted to field), agency-based field instructors, and candidates.

The Co-Directors are responsible for the overall administration, planning, coordination and implementation of the field program. Faculty liaison representatives (referred to as field faculty) maintain ongoing contact with field agencies, conduct the field seminar classes, monitor student performance in the field, model appropriate professional

behavior, provide information and support to field instructors, and assign end-of-semester grades. Faculty liaisons make a minimum of three agency visits—two during fall semester and one in spring—to meet with field instructors and candidates. Agency-based field instructors mentor field candidates by teaching social work interventions and practice skills and by modeling appropriate professional behavior. Candidates are in the practicum to begin applying the foundation knowledge, values, and skills learned in the coursework prior to and during the senior year. Learning occurs under the supervision of assigned field instructors and through the facilitation of faculty liaison representatives.

Candidates are in the field for two semesters, beginning in the fall, spending two days per week, (minimally 16 hours per week) for a total of *440 clock hours* for the academic year. Candidates usually remain in the same agency setting for both semesters. Field practicum candidates must be concurrently enrolled in the methods and field seminar courses. Field seminar is scheduled bi-monthly. Classes meet on the A&T campus during fall and at UNCG in spring. Seminar classes have both A&T and UNCG candidates in each section.

Field faculty meet monthly with the Co-Directors of Field to report on the status of seminar classes and field units. The meetings are also used as a means of sharing information and ideas, and for ongoing field program evaluation.

Each academic year begins with a half-day Field Orientation for all field participants. The orientation, planned and conducted by the Co-Directors of Field, provides another opportunity to acquaint field participants with the purpose, objectives, and structure of the joint field program; and to explain program expectations and responsibilities of all participants. The *Field Handbook* (copy in evidence box) is distributed to all students in placement along with their field instructors.

Involvement of P-12 Partners in Field Experiences and Clinical Practices

A Field Advisory Committee meets at least once per semester to evaluate the field program and provide recommendations and suggestions concerning student performance, field structure, policies and procedures, program objectives, and identification of prospective practicum settings and/or field instructors. The Committee has recently assisted in the revision of student performance evaluations and assisted in the review, revision, and development of field policies and procedures.

The Field Advisory Committee is comprised of social work practitioners and administrations from various human service agencies, social work faculty from both universities, and candidates currently enrolled in the BSW program. This committee serves a supportive function and helps to identify gaps in educational and/or agency services and provides ongoing program evaluation. Its responsibilities include:

1. Maintaining awareness of the changing social work scene and its implication for manpower needs and educational preparation.

2. Meeting at designated times to assess, plan, and evaluate the social work program.
3. Recommending changes in program content and administration of the field program with the knowledge that final decisions are made by the Co-Directors of Field.

Criteria and Processes used for Selecting Mentors and Making Field Placements.

Human service agencies within a 50-mile distance from Greensboro are used as practicum settings for candidates in the Joint Field Instruction Program. Selection and evaluation of practicum settings is an ongoing process. The Co-Directors of Field Instruction have primary responsibility for the identification and selection of field agencies; however, suggestions are sometimes provided by faculty, Field Advisory Committee members, and candidates. The Co-Directors of Field visit potential placement settings and meet with agency personnel to explain the Joint Field Program, program expectations of prospective agencies, and the field placement process.

Field placement settings should be diverse in areas of practice, personnel and clientele and must meet the following selection criteria:

1. Provide services/programs directly related to social work or human service delivery.
2. Provide direct services to individuals, families, groups, or communities; social planning and development; and/or social research.
3. Be willing to work with candidates from either campus.
4. Not discriminate on the basis of race, color, religion, disability, creed, gender, sexual orientation, political orientation, ethnic or national origin, marital status, family structure, age, sex, or class in the acceptance of field candidates.
5. Be willing to provide candidates with learning opportunities and appropriate task assignments.
6. Assign experienced and competent social work professionals or staff with related degrees, to be responsible for the supervision of field candidates.
7. Provide adequate physical space and resources which support the student learning experience.

Selection of Agency-Based Field Instructors

There has been tremendous work and effort over the years to ensure that the Joint Field Instruction Program is educationally and professionally sound with a strong social work focus. The identification and selection of agency-based field instructors rests with agency administrators. However, the Co-Directors of Field, beginning with the initial agency contact and training sessions with new field instructors, make sure every effort is made to protect the educational integrity of the field instruction program.

Field instructors must meet the following selection criteria:

1. Have an earned a CSWE accredited Bachelor's degree or higher in social work.
2. Have three (3) years of practice experience in social work or a related field.
3. Have one (1) year experience in current position.
4. Attend training related to supervising undergraduate social work candidates.
5. Have prior experience in supervising undergraduate candidates.

Candidates admitted to the School Social Work Licensure Program are only placed with BSW or MSW field instructors who are licensed in North Carolina as School Social Workers. See Table 27 on the following pages for a listing of field instructors for School Social Work Licensure Candidates in the 2003/2004, 2004/2005, and 2005/2006 academic years. Following Table 27 the reader will see Table 28 for a delineation of public school students served by the latter interns at their respective internships during those same academic years.

Table 27. Field Instructors

**Field Supervisors of Undergraduate School Social Work Licensure Candidates
Fall, 2005 & Spring, 2006**

Name of Field Supervisor	Highest Degree	Licensure As School Social Worker	Gender	Ethnicity	Experience/ Current Position	Special Awards
Melanie Woodall	BSW	Yes	Female	Caucasian	School Social Worker for 5 years	None
Vicky Edwards	BSW & Master's in Counseling	Yes	Female	African American	School Social Worker for 19 years	None
Pat Foeller	BSW	Yes	Female	Caucasian	School Social Worker for 14 years	None
Melinda Willingham	BSW	Yes	Female	Caucasian	School Social Worker for 15 years	None
Samantha Lee	MSW	Yes	Female	Caucasian	School Social Worker for 3 years	None
Elizabeth Munson	MSW	Yes	Female	Caucasian	School Social Worker for 5 years	None
Sally Scholle	MSW	Yes	Female	Caucasian	School social worker for 10 years	None
Lisa Cheek	BSW	Yes	Female	African American	School social worker for 18 years	None

**Field Supervisors of Undergraduate School Social Work Licensure Candidates
Fall, 2004 & Spring, 2005**

Name of Field Supervisor	Highest Degree	Licensure As School Social Worker	Gender	Ethnicity	Experience / Current Position	Special Awards
Kimberly Sykes	BSW	Yes	Female	Caucasian	School Social Worker for 5 years	None
Debbie Kopplemeyer	MSW	Yes	Female	Caucasian	School Social Worker for over 20 years	None
Pat Foeller	BSW	Yes	Female	Caucasian	School Social Worker for 14 years	None
Lisa Phillips	Master's in School Administration	Yes	Female	Caucasian	School Social Worker for 15 years	None
Tonya Reid	BSW	Yes	Female	African American	School Social Worker for 6 years & 15 years with DSS	None

**Field Supervisors of Undergraduate School Social Work Licensure Candidates
Fall, 2003 & Spring, 2004**

Name of Field Supervisor	Highest Degree	Licensure As School Social Worker	Gender	Ethnicity	Experience/ Current Position	Special Awards
Susan Long	BSW	Yes	Female	Caucasian	School Social Worker for 5 years	None
LeTecia Ray	BSW	Yes	Female	African American	School Social Worker for over 8 years	None
Nissa Zigler	BSW	Yes	Female	Caucasian	School Social Worker for 5 years	None

Table 28. Professional Development School Sites

**Professional Development School Sites
Undergraduate School Social Work Licensure Candidates
Fall, 2005 & Spring, 2006**

School	Grade Levels	# of Students	# of Teachers	Ethnicity of Candidates	Special Program/Activities at the School
Colfax Elementary	Pre K-5	862	41	Black 9% White 84% Hispanic 2% Other 5%	AG Classes
Jesse Wharton Elementary	Pre K-5	899	45	Black 28% White 56% Hispanic 7% Other 9%	Exceptional Children
Elon Elementary	K-5	755	44	Black 11% White 85% Hispanic 3% Other 1%	Special Enrichment Classes Reading Recovery
Wentworth Elementary	Pre K-5	463	54	Black 11.4% White 81.9% Other 6.8%	Pre-K Program Headstart After-school remedial Program
Monroeton Elementary	Pre K-5	286	23	Black 20% White 70% Other 10%	Before & After School Services Special Service Projects for all candidates Academically & Intellectually Gifted Classes Exceptional Children Classes
Altamahaw-Ossipee Elementary	K-5	558	34	Black 10% White 87% Hispanic 3%	Gifted Classes
Western Alamance High	9-12	1,099	59	Black 13% White 84% Hispanic 2% Other 1%	Academically Gifted

Allen Jay Elementary	Pre K-5	501	32	Black 28% White 45% Hispanic 10% Other 17%	Pre-K Title 1
Lincoln Elementary	Pre-K-5	442	31	Black 21% White 74% Hispanic 5%	Title I School
Asheboro High	9-12	1,234	71	Black 15% White 67% Hispanic 16% Other 2%	Gifted Classes ESL Exceptional Classes
Reidsville High	9-12	970	65	Black 49% White 46% Hispanic 4% Other 1%	Exceptional Students Honors ESL IBP
Reidsville Middle	6-8	784	58	Black 52% White 40% Hispanic 7% Other 1%	AIG Exceptional Students ESL
Moss Street Elementary	Pre-K-5	547	39	Black 67 % White 27 % Hispanic 5 % Other 1 %	Title I Exceptional Students AIG Early Intervention
Siler City Elementary	Pre-K-5	662	47	Black 20 % White 13 % Hispanic 67% Other 0	Title I ESL Early Intervention for Reading Exceptional Students Gifted Resource
Wiley Elementary	Pre-K-5	328	39	Black 77% White 21% Other 2%	Title I Foster Grandparent Exceptional Student Classes

**Professional Development School Sites
Undergraduate School Social Work Licensure Candidates
Fall, 2004 & Spring, 2005**

School	Grade Levels	# of Students	# of Teachers	Ethnicity of Candidates	Special Program/Activities at the School
Statesville Middle	6-8	591	39	Black 39.6% White 42.34% Hispanic 12.04% Other 6.02%	Spark Program ESL AG Classes
Alamance Elementary	Pre K-5	795	44	Black 27% White 61% Hispanic 6% Other 6%	Exceptional Children ESL
Pleasant Gardens Elementary	Pre K-5	688	45	Black 11% White 79% Hispanic 5% Other 5%	Special Enrichment Classes Title 1 Pre-K ESL Reading Recovery
Wentworth Elementary	Pre K-5	463	54	Black 11.4% White 81.9% Other 6.8%	Pre-K Program Headstart After-school remedial Program
Monroeton Elementary	Pre K-5	286	23	Black 20% White 70% Other 10%	Before & After School Services Special Service Projects for all candidates Academically & Intellectually Gifted Classes Exceptional Children Classes
Rockingham City Middle	6-8	898	60	Black 13.3% White 81.8% Other 4.9%	Block Scheduled School of Excellence

Woodlawn Middle	6-8	565	48	Black 32% White 64% Hispanic 3% Other 1%	Academically Gifted Exceptional Children Classes
Harvey R. Newlin Elementary	Pre K-5	631	38	Black 41.9% White 18.3% Hispanic 33.9% Other 1.9%	Pre-K Title 1 ESL
Third Creek Elementary	K-5	609	40	Black 25% White 51% Hispanic 19% Other .05%	Spark Program Exceptional Children ESL
East Iredell Elementary	K-5	613	38	Black 40.78% White 38.55% Hispanic 13.04% Other 8.63%	Exceptional Children ESL AIG Classes
Troutman Elementary	K-5	813	52	Black 16.08% White 70.54% Hispanic 10.14% Other 3.24%	Spark Program ESL Exceptional Children AIG Classes

**Professional Development School Sites
Undergraduate School Social Work Licensure Candidates
Fall, 2003 & Spring, 2004**

School	Grade Levels	# of Students	# of Teachers	Ethnicity of Candidates	Special Program/Activities at the School
Rankin Elementary	Pre K-5	801	53	Black 69% White 13% Hispanic 11% Other 1%	Title I-Pre-K Exceptional Children AG Classes
Jefferson Elementary	Pre K-5	731	41	Black 28% White 57% Hispanic .07% Other 1%	AG Classes ESL

Guilford Primary	Pre K-2	362	22	Black 46% White 37% Hispanic 11% Other 1%	Title I Pre-K ESL AL Classes Exceptional Children Resource Classes
The Score Center	Pre K-12	48	8	Black 58% White 38% Hispanic .04% Other 0%	Alternative School
Leaksville-Spray Elementary	Pre K-5	525	38	Black 35% White 62% Other .01% Hispanic .03%	Title I Pre-K Exceptional Children Resource
J.E. Holmes Middle	6-8	1,005	67	Black 29% White 68% Hispanic .02% Other .006%	After-School Programs
John M. Morehead High School	9-12	1,137	70	Black 23% White 74% Hispanic .01% Other .01%	Academically Gifted Classes

Procedures Used to Prepare Field-based Supervisors for Their Roles

Each academic year begins with a half-day Field Orientation for all field participants. The orientation, planned and facilitated by the Co-Directors of Field, provides another opportunity to acquaint field participants with the purpose, objectives, and structure of the field instruction program and to explain program expectations and responsibilities of all participants. In addition to the field orientation session held each fall for all field instructors, the Co-Directors of Field also plan and conduct three 3-hour training sessions for new field instructors, scheduled during the fall and spring semesters of each year. Instructors new to supervising undergraduate social work majors and/or new to the Joint Field Instruction Program are asked to attend. These nine hours of training cover the purpose, objectives and structure of the field program, BSW curriculum, the BSW generalist model of social work practice, the purpose, objectives and structure of the BSW Field Instruction program, and EPAS, transition from practitioner to educator; diversity and multicultural practice, teaching and learning styles, and common issues and problems which may arise. Participants evaluate the sessions; comments and suggestions are used by the Co-Directors of Field to plan subsequent sessions.

Field-related policies, procedures, and practices are explained in the *Field Handbook* which is reviewed annually and revised at least once every three years. The *Handbook* also includes a description of the field program's objectives and structure, and includes student evaluative forms. Copies of the *Handbook* are provided to all field participants at the beginning of each academic year. Due to increased number of field candidates and rising printing costs, UNCG candidates, beginning with the 1995-96 academic year, are required to download and print personal copies from the department's web site. However, all field instructors receive a hard copy of the *Field Handbook*.

Supervision and Evaluation of Candidates in Field Experiences

Social work candidates are supervised in field via a minimum weekly supervision session with their field instructor at which time interns review their assignments in field and discuss any problems, concerns, or issues that have surfaced regarding their learning experiences. In addition, candidates attend school meetings, school social work staff meetings, and IEP reviews/case conferences in order to receive further supervision. Moreover, all BSW candidates are involved in a seminar held every other week and conducted by their field instructor. At these latter sessions candidates receive group supervision where they are able to present their more challenging cases from their internships and elicit suggestions and feedback from both their field liaison and other candidates in the seminar. The primary purpose of the field seminar is to help student integrate knowledge with practice.

Evaluation of the various elements of the Joint Field Instruction Program is continuous and ongoing. Written evaluation instruments assess student performance, field program effectiveness, field orientation sessions, and appropriateness of the placement setting. These written evaluations are provided to field participants in the *Field Handbook*.

Evaluation of student performance in the placement setting occurs at the midpoint and end of the semester. Each time, faculty liaisons meet with the field instructor and student together to discuss the student's progress as well as the appropriateness of learning activities and tasks. The first-semester end-of-term evaluation focuses on student work with individual and family client systems, and reflects the progress and growth the student makes in relationship to the available learning opportunities. The second-semester final evaluation assesses the student's performance and mastery of all generalist social work skills. Primary focus is on small groups and larger systems, such as the community. Prior to the end-of-semester agency visits, the student and field instructor complete separate copies of the evaluation form in preparation for an evaluation conference where they discuss performance ratings and reach consensus on a final evaluation. The final copy of the evaluation is prepared by the field instructor and submitted to the faculty liaison with signatures of the student and field instructor.

The end-of-semester evaluations and the student-initiated learning contract are used by the faculty liaison in conferences with field instructors and candidates to monitor and evaluate student performance in the practicum throughout the academic year.

Evaluation of Field Experiences and Clinical Practice

Opportunity for candidates to evaluate the field instruction program is varied and ongoing. Candidates share their assessment of their preparedness for field activities, early in the spring semester of the senior year, during Junior-Senior Peer visits. Field candidates also discuss their practicum experience in bi-monthly field seminars. Through individual logs and class discussions, problems, issues, and concerns are addressed. Candidates have the opportunity to formally evaluate the overall practicum experience at the end of the academic year when asked to complete a Field Program Evaluation in seminar class. The evaluation form provides questions related to pre-placement activities, faculty liaison support, use and appropriateness of field supervision, value of seminar assignments, relevancy of coursework to the field experience, and student readiness for employment. This feedback assists the Co-Directors of Field Instruction in future field planning and preparation. General evaluation of the field instruction program is ongoing and obtained through monthly meetings with field faculty, and meetings with the Field Advisory Committee.

Section VI: Standard IV: Diversity

How Diversity is Addressed in the Curriculum and in Clinical Practice

The program defines diversity as differences among human groups in their physical and mental capabilities, race, ethnicity, gender, age, national origin, sexual and political orientation and in how they view and organize their behavior and social order, their views of the patterns of life, their views on the human condition, and their perspectives on social and economic opportunity, resource distribution, and equality. Candidates receive significant content on diversity in the university's core courses, which include coursework in non-western studies. Candidates must also complete 6 semester hours in foreign language or diversity as part of their related area requirements.

All the core courses in the Department have stated objectives or distinct units which address cultural diversity and awareness. Most courses have an assignment which requires the student to explore the relationship between diversity and that course's content.

In Introduction to Social Work, candidates are required to read material on racism and sexism. Candidates are exposed to social work's historical and contemporary response as well as its participation in social justice, civil rights and discrimination issues. Content on poverty and its accompanying stigmas is also covered while discussing related social welfare delivery systems. Required volunteer work exposes candidates to the inequities and inadequate living conditions of various populations.

In the policy course, candidates study the genesis and continuing themes of American social welfare policy. Through required volunteer or project experiences, personal and policy values clarification is sought, and implications of those values are examined. A stated objective of the policy course is "to understand racial, sexual, political and economic value biases in policies." A second objective is to understand how cultural, social, and personal values or assumptions affect social policy. Candidates examine the impact of social policy on various groups. Inherent and underlying biases of policies toward those groups are discussed. Discrimination, oppression, and empowerment are examined from a policy perspective.

In Human Behavior and the Social Environment, candidates learn about cultural diversity as a natural, positive aspect of human behavior and social relationships. Discrimination is discussed as a behavioral phenomena, and its impact on human growth and potential is explored. The effects of diversity upon human behavior are discussed in the textbook, lectures, and through written assignments in which candidates write about the effects of racism, sexism, and ageism upon human behavior. Candidates study such diverse groups as people of color, women, older persons, various religious groups, and gays and lesbians. Cultural diversity and its significance is presented as a necessary component of understanding human behavior. Candidates learn about types of discrimination, empowerment and behavior and the significance of culture. Time is also devoted to strengthening awareness about the relationships between race, age, gender, geographic

reference point, sexual orientation, and human development. In the course Social Work, Diversity, and Vulnerable Populations, candidates study the subject of diversity in relation to American life and social work practice.

Throughout the seven courses in the Practice and Field Instruction Sequence, candidates receive content, assignments and exercises on building helping relationships with people who are different from themselves and ways to overcome barriers. Values, environmental factors, policies, and behavior are discussed. Candidates are evaluated on their conceptualization, value systems, skills, and analysis of work across cultural lines in all the practice courses. For example, in SWK 351, Professional Skills, candidates learn socio-cultural factors related to the interviewing process with individuals and families. In SWK 411, cross-cultural practice is stressed and self-awareness exercises are used. In SWK 412, candidates examine working in organizations with diverse candidates and staff. In the field and seminar sequence, candidates discuss actual cross-cultural practice situations.

Another important way in which this program addresses issues of diversity is through its international exchange program with the Department of Social Work, University of Strathclyde, Glasgow, Scotland. This program has been in existence for ten years and involves a rotating exchange of candidates and faculty from the two departments each summer. Courses in comparative social work enable candidates to learn about similarities and differences in social problems and delivery systems in the two countries in a variety of areas such as child welfare, services to the elderly, and general social services. In the summer of 2003, a social work professor from the University of Strathclyde co-taught a comparative social work course on child welfare with a UNCG professor at UNCG. In the summer of 2004, ten UNCG candidates, accompanied by a social work professor, spent three weeks at the University of Strathclyde, engaged in classroom activities, lectures, field visits, and cultural activities. This program heightens student awareness of cultural differences and challenges participants to live in a culture different from their own. This process often helps candidates to realize their own cultural biases and how these biases may influence their interactions with clients. We also offer a Spanish and cultural immersion program in Costa Rica, which will begin in the summer of 2005. Both of these programs address diversity and enrich the student experience. They also address CSWE requirements for international content in the curriculum.

In summary, the Social Work Department emphasizes an understanding of the impact of oppression and discrimination upon disenfranchised groups and focuses on teaching values, knowledge, and skills for promoting empowerment of these groups. A critical part of this understanding is student awareness of diversity at all levels of practice. This content is infused throughout the curriculum. The following table presents how our content on diversity is infused into our curriculum.

Table 29. Infusion of Content on Diversity throughout the Curriculum

Course	Course Objectives	Course Outline	Evaluation	Practice Applications	Texts and Readings
SWK 215: Introduction to Social Work	Experiential: 6 Cognitive: 8 Affective: 5	Unit I Unit III	Exams, social welfare history paper, professions paper	Discussion of the NASW Code of Ethics, case scenarios, personal assessment of strengths exercise, videos, guest speakers	Zastrow, Chapters 1-4, 12 & 13 NASW Code of Ethics
SWK 311: Human Behavior and the Social Environment	Experiential: 2, 4 Cognitive: 2-4, 6 Affective: 1-3, 5	All units	Papers, exam	Life Long Client work, class discussions, case studies, videos	Zastrow & Kirst- Ashman
SWK 315: Social Work, Diversity, and Vulnerable Populations	Experiential: 1, 3 Cognitive: 1-3	All units	Personal/cultural paper, practice implications paper, exams and quizzes, cultural activities and observations	Class discussions, “Acceptance of Others” scale, case scenarios, videos, attending cultural activities and events on campus and/or in the city	Anderson & Hill Collins; various other assigned reading listed on the course syllabus
SWK 351: Professional Skills	Experiential: 2, 7 Cognitive: 2	Weeks 5-7, 9, 10	Journals, papers, community project, videotapes, exam	Case studies, role- playing, class discussion	Okun, Chaps. 3, 6, 10
SWK 310: Social Welfare Policy and Services	Cognitive: 9, 11 Affective: 1, 6	Weeks 3-12	News articles, journal	Volunteer experience	Dinitto, Wineburg Poppo and Leighninger
SWK 411: Social Work Methods I	3, 8, 11	Weeks 2-3, 13	Client assessment, intervention plan	Blackboard and class discussions	Poulin et al.

Course	Course Objectives	Course Outline	Evaluation	Practice Applications	Texts and Readings
SWK 412: Social Work Methods II	Affective: 6	Week 1, presentations	Group project	Group project	Poulin et al.
SWK 325: Research for Social Work Practice	Affective: 3	Weeks 3-14	Exams, project	Research project	Marlow
SWK 413 & 415: Field Instruction and Seminar I	Experiential: 4	Seminar discussions of “Effective use of self” and the “Generalist Method of practice”	Student learning contract, student logs, end of semester student (performance) evaluation, process recording assignment	Class discussions, case studies, role playing, case presentations, field placement assignments	<i>Joint Field Instruction Handbook</i>
SWK 414 & 416: Field Instruction and Seminar II	Experiential: 8	Continue seminar discussions of “Effective use of self” and the “Generalist Method of practice”	Student learning contract, student logs, end of semester student (performance) evaluation, process recording assignment	Class discussions, case studies, role playing, case presentations, field placement assignments	<i>Joint Field Instruction Handbook</i>

Diversity of the Higher Education and P-12 Faculty with Whom Candidates Interact.

The University of North Carolina Undergraduate Bulletin and the *UNCG Student Handbook* state:

The University of North Carolina at Greensboro is committed to the principle that educational and employment decisions should be based on an individual's abilities and qualifications and should not be based on personal characteristics or beliefs that have no relevance to academic ability or to job performance. Accordingly, UNCG supports policies, curricula and co-curricular activities that encourage understanding of and appreciation for all members of its community. UNCG will not tolerate any harassment of, discrimination against, or disrespect for persons. UNCG is committed to equal opportunity in education and employment for all persons regardless of race, color, creed, religion, gender, age, national origin, disability, military veteran status, political affiliation or sexual orientation.

The Mission and Goals Statement of the University was approved in 2000 and is also published in the *Undergraduate Bulletin* (p. 9). It includes a statement indicating that the University is "a community in which people of any racial or ethnic identity, age, or background can achieve an informed appreciation of their own and different cultures. It is a community of actively engaged candidates, faculty, staff, and alumni founded on open dialogue, shared responsibility, and respect for the distinct contributions of each member." In addition to these statements, Chapter 2 of the *Undergraduate Bulletin* on admissions includes a paragraph which states that University non-discrimination policies apply to admission of freshman and transfer candidates.

The *Handbook for Faculty*, with regard to affirmative action, states:

The University is committed to affirmative action and does not discriminate against applicants or employees based on race, color, creed, national origin, religion, disability, gender, age, political affiliation or sexual orientation. It actively seeks to recruit minorities and women where under-represented. Search committees are required to review the affirmative action goals of the department, the college or school, and the University, and make special effort to identify and recruit minority candidates.

Minorities and women are identified as groups which are to be included in the University's affirmative action plan. The Department of Social Work has an affirmative action policy that includes minorities and women in its scope.

These policies and practices are supported by *The Code* of The University of North Carolina, which states, "Admission to, employment by, and promotion in the University

of North Carolina and all of its constituent institutions shall not be on the basis or race, color, creed, religion, sex, and national origin.”

The University of North Carolina at Greensboro BSW program is committed to the equality of educational opportunity and does not discriminate against applicants, candidates, or employees on the basis of race, color, gender, age, class, creed, ethnicity, national origin, family structure, disability, marital status, religion, sex, political orientation, or sexual orientation. The program complies with the previously identified University statements and the CSWE standard on nondiscrimination. Our program’s policy on nondiscrimination is clearly stated on the department website, and in the *Student Handbook* and *Field Instruction Handbook*. The BSW program makes specific and continuous efforts to ensure equity for candidates through recruitment, admission, retention, and financial aid policies and procedures, and for faculty and staff in the recruitment, retention, promotion, tenure, assignment, and remuneration of program personnel.

BSW Learning Context for Modeling Respect and Understanding

The BSW program provides a context for learning that is nondiscriminatory and reflects the social work profession’s fundamental tenets of nondiscrimination, respect for human diversity, belief in the worth and dignity of all individuals, promotion of opportunities for self-determination, and a belief in social and economic justice for all persons. The University of North Carolina at Greensboro was the Women’s College of the University of North Carolina system until the early 1960s. Our faculty has built upon this foundation to develop a learning context which reflects diversity in faculty and candidates. Over thirty percent of our BSW majors are people of color. Of our BSW faculty, four of eight full-time faculty are people of color and our BSW Director is African-American.

Implementation of Nondiscriminatory Learning Context

The nondiscrimination policies of our University are published in the *Undergraduate Bulletin*. In addition, the BSW program has approved a nondiscrimination policy, as noted previously in this section, which provides the protections against discrimination for applicants, candidates, staff, and faculty as required by the Council on Social Work Education.

These policies and practices are supported by *The Code* of The University of North Carolina, which states, “Admission to, employment by, and promotion in the University of North Carolina and all of its constituent institutions shall not be on the basis of race, color, creed, religion, sex, and national origin.”

The BSW Program complies with the previously identified University statements and the CSWE standard on nondiscrimination. Our program’s policy on nondiscrimination is clearly stated on the department website and in the *Student Handbook* and *Field Instruction Handbook*. The BSW Program makes specific and continuous efforts to

ensure equity for candidates through recruitment, admission, retention, and financial aid policies and procedures, and for faculty and staff in the recruitment, retention, promotion, tenure, assignment, and remuneration of program personnel.

Diversity of Candidates

All candidates are eligible to be majors in our program, without regard to race, class, sex, gender, age, color, marital status, religion, sexual orientation, ethnic or national origin, political orientation, creed, or disability. The Department makes continuous efforts to represent the openness of our program to all. We regularly send representatives to the Black Student Visitation Week and a minority student program for prospective candidates visiting campus. We have, over the years, had a proportional representation of minority candidates receiving scholarships, fellowships, and awards from the School of Human Environmental Sciences and the University. African-Americans make up about one-third of our graduating classes. Less than five percent of our social work candidates are males.

Our candidates have varied backgrounds and perspectives. Many candidates are returning adults completing an undergraduate degree or pursuing a second degree. Many of our majors are employed and live off-campus, commuting daily. An increasing number are married and/or have children. Additionally, our student population more often than not comes from small, rural communities in the state. Their geographic references are non-urban and non-metropolitan. Taken together, we provide a climate that supports cultural and geographic diversity.

Field placements are open to all candidates who meet the program's requirements for entering fieldwork. All communication with field agencies supports non-biased selection, placement and retention of candidates.

Care is given to match candidates with their desired area of interest. However, exclusionary or biased selection is not tolerated. Candidates are supplied with current information on all available field agencies, which include new and traditional human service agencies in Greensboro and surrounding areas. Over the years, candidates have had placements which served African-Americans, Native Americans, Asian refugees, Latinos, and low-income populations. Nondiscrimination in field instruction settings is addressed in a section of the Memorandum of Agreement between the Joint Field Instruction Program and the individual agency. The memorandum states that the agency agrees to "accept candidates assigned to the agency without respect to University, race, class, ethnicity, national origin, marital status, family structure, religion, color, sex, age, creed, disability, or sexual or political orientation, but will retain the right to reject individual candidates who cannot function in an agency's program."

Program Personnel

The UNCG Department of Social Work program has a stated affirmative action policy. The policy supports the recruitment and appointment of qualified applicants without

regard to race, color, class, family structure, marital status, religion, sex, gender, age, creed, ethnic or national origin, disability, political orientation or sexual orientation. All job announcements are advertised through the *Chronicle of Higher Education*, *CSWE Teacher's Registry*, and *NASW News*. In addition, flyers are sent to all doctoral-degree-granting social work programs and personal letters from the search chair are sent to persons listed in the *Directory of Minority Candidates for MFA and Ph.D. Degrees*. The department specifically encourages and recruits women and minorities to apply for departmental faculty positions. In 2004, the program will have eight full-time BSW faculty members. Four are white, four persons of color. In the future, specific recruitment efforts need to be continued to attract, hire, and retain minority candidates to positions within the Department. North Carolina has a large African-American population. In addition, we have the fifth-largest Native American population in the nation.

Opportunities for promotion, tenure, assignments, research, and remuneration are equitable within the Department. The faculty teaching load is five courses per year. The Department Chair position is currently held by a male full-time professor who receives two courses per semester (.50) release time for chairing the department. The Director of Field Instruction position is held by a female associate professor who currently receives a two course release (.50) per semester for administering field instruction. The Director of Undergraduate Studies position is held by a female assistant professor (clinical track) who receives one course (.25) release time. One female faculty member coordinates our international exchange program with Strathclyde University. Another female faculty member coordinates our school social work licensure program. Faculty who are engaged in research have their teaching load reduced by one course per semester. Teaching assignments can be further reduced when faculty assume additional administrative responsibilities. This is consistent for all faculty.

In terms of Departmental committees, the opportunity for chairing is based on equal opportunity. In terms of membership on school committees, two male faculty members serve on two committees and three of the six female faculty serve on School of Human Environmental Sciences committees. Within the University, two of the women serve on a faculty committee. Thus, women in this Department have had the opportunity to participate in University governance and administrative activities.

The following table shows the rank and administrative duties of the nine faculty in the Department.

Table 30. Faculty Rank and Administrative Duties

Race	Sex	Rank	Other Duties
Caucasian	Male	Professor	Department Chair
Caucasian	Male	Professor	
African-American	Female	Associate Professor (A.P.)	Director of Field Instruction
Caucasian	Female	Associate Professor	
Caucasian	Female	Assistant Professor	
African-American	Female	Assistant Professor (A.P.)	BSW Director
African-American	Female	Assistant Professor	
Latina	Female	Assistant Professor	

Faculty are given equal opportunity to earn additional monies by teaching in the summer sessions. During the past six years, female members of the faculty have been given this opportunity exclusively.

Student Composition

All candidates, without regard to age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation, are eligible for admission to our program. The BSW program makes continuous efforts to represent the openness of our program to all. We regularly send representatives to the North Carolina National Association of Black Social Workers state conferences for the purpose of student recruitment. We have, since the inception of the program, had a proportional representation of minority candidates receiving scholarships, fellowships and awards from the two Universities. Racially, African-Americans and Caucasians are equally represented. Less than five percent of our candidates are male.

Our candidates have varied backgrounds and perspectives. Many candidates have prior social work practice experience. An increasing number are married and/or have children. Most candidates are from North Carolina, but we have also had candidates from other states and countries. Many of the candidates are from smaller rural areas. The age range of candidates has been 21 to 60. We have a very diverse student body and we provide a climate that supports cultural and geographic diversity. Field placements are open to all candidates who meet the program's requirements for entering field work. All communication with field agencies supports non-biased selection, placement and retention of candidates. Our policy on nondiscrimination is communicated to field agencies in the *Field Instruction Manual*.

The following tables show the statistics of juniors admitted to the major over the past five years.

Table 31. Diversity of Candidates 1999-2003

Student Composition By Race 1999-2003

Race	1999	2000	2001	2002	2003
African-American/Black	20	21	22	17	23
Caucasian/White	27	29	30	24	32
Asian/Pacific Islander	1	0	1	0	0
Hispanic/Latino	0	2	0	2	2
Native American	0	0	0	0	0
Other	0	1	0	0	0
Unknown/Unreported	1	0	1	0	1
<i>Total</i>	49	53	54	43	58

Student Composition By Gender 1999-2003

Sex	1999	2000	2001	2002	2003
Male	3	5	7	6	5
Female	46	48	47	37	53
<i>Total</i>	49	53	54	43	58

Student Composition By Age 1999-2003

Age at Admission	1999	2000	2001	2002	2003
21-25	30	32	36	31	38
26-30	11	10	8	7	8
31-35	2	5	6	3	5
36-40	6	3	2	2	3
41-45	0	2	1	0	4
46-50	0	1	2	0	0
51-55	0	0	0	0	0
56-60	0	0	0	0	0
<i>Total</i>	49	53	54	43	58

Joint Field Instruction Program

For over thirty years, the Department of Social Work has had a joint BSW field instruction program with the BSW program at North Carolina Agricultural and Technical State University, the only such initiative in the nation which merges the field programs of an historically black university and an historically women's college. Seniors from both programs are placed together in internships and take senior seminar together. Classes rotate between the two campuses. This structure provides UNCG candidates an exposure to diversity beyond that normally provided to BSW candidates.

Center for New North Carolinians

BSW candidates and faculty are actively involved in the Center for New North Carolinians. Candidates complete volunteer work and internships and faculty conduct research. The Center is a UNC-approved research and public service initiative to serve new immigrants and refugees. Begun by our department, the Center exemplifies the historic heritage of the settlement house movement and exposes candidates to diversity as reflected in new immigrants and refugees from Africa, Southeast Asia, and Spanish-speaking countries.

Student International Exchanges

The BSW program participates in two international exchange programs, one with the University of Strathclyde in Glasgow, Scotland, and one in Costa Rica. Each summer, candidates are able to study comparative social welfare with social work candidates from Glasgow. Beginning in the summer of 2005, candidates will be able to study Spanish and comparative social welfare in Costa Rica. These two programs promote additional diversity in our academic programs.

Field Advisory Committee

The field advisory committee is composed of social work practitioners and administrators from various human service agencies, social work faculty from both universities, and candidates currently enrolled in the BSW program. Attention is given to ensuring diversity in the membership of this group.

Table 32. Current Field Advisory Committee

Current Field Advisory Committee		
Race	Sex	Name
African-American	F	Belinda Smith
African-American	F	LaSandra Sanders
African-American	F	Ureas Cole
African-American	F	Deirdre Posey (faculty)
African-American	F	Charita Sutton (student)
Caucasian	F	Bobetta Waynick
Caucasian	F	Pam Caviness
Caucasian	F	Ann Trollinger (student)
Hispanic	F	Martica Bacallao (faculty)
African-American	M	Lawrence Bass
Caucasian	M	Sam Russo
Caucasian	M	Jack Register

Program Advisory Council

Our BSW advisory board has nine members. Their characteristics, which reflect the diversity of our faculty, candidates, and program, are presented below.

Male	2
Female	7
African-American	4
Caucasian	5
MSW-level Social Workers	8
Other	1

Opportunities and Experiences for Candidates to Interact with Diverse Higher Education and School Faculty

As indicated earlier, BSW candidates experience diversity in terms of ethnicity among the instructors they have for their undergraduate courses. Candidates therefore interact frequently with faculty from diverse backgrounds due to both their contact in classes and interactions related to advising. The reader will see on the following Charts 5A-5C a delineation of diversity at the institutional, unit, program, and P-12 levels for the BSW School Social Work Licensure Candidates in the 2003/2004, 2004/2005, and 2005/2006 academic years. The latter data indicate that all candidates in this program have also had diverse faculty members that they interacted with at the schools where they did their internships.

Table 33. Diversity at Institutional, Unit, Program & P-12 Levels

**Diversity at Institutional, Unit, Program, & P-12 Levels
Undergraduate School Social Work Licensure
2005/2006**

Reference Group	Gender	Ethnicity
Faculty in BSW Program	2 Males 6 Females	3 African American 4 Caucasian 1 Hispanic
Field Instructors	8 Females	1 African American 7 Caucasian
Candidates in Program	8 Females	4 African American 3 Caucasian 1 Hispanic

**Diversity at Institutional, Unit, Program, & P-12 Levels
Undergraduate School Social Work Licensure
2004/2005**

Reference Group	Gender	Ethnicity
Faculty in BSW Program	2 Males 6 Females	3 African American 4 Caucasian 1 Hispanic
Field Instructors	5 Females	1 African American 4 Caucasian
Candidates in Program	5 Females	3 African American 2 Caucasian

**Diversity at Institutional, Unit, Program, & P-12 Levels
Undergraduate School Social Work Licensure
2003/2004**

Reference Group	Gender	Ethnicity
Faculty in BSW Program	2 Males 6 Females	3 African American 4 Caucasian 1 Hispanic
Field Instructors	3 Females	1 African American 2 Caucasian
Candidates in Program	3 Females	1 African American 2 Caucasian

*Diversity among P-12 level candidates at undergraduate candidates' internship sites can be found

Diversity of Candidates in the Program

The tables provided under number two of this section indicate the diversity among candidates in the BSW Program for 1999 through 2003. On Charts 5A-5C above the reader will see the diversity among BSW candidates in the School Social Work Licensure Program. There has not been as much diversity in terms of gender since the social work major tends to attract a higher percentage of female candidates. The Program is currently attempting some new marketing strategies to increase the male enrollment.

Opportunities and Experiences for Candidates to Interact with Diverse Candidates

As indicated earlier, the UNCG Department of Social Work has been involved in a joint field program with North Carolina A&T State University for the past 25 years. As a result, the undergraduate candidates interact in a field seminar with candidates from this latter university. In most cases, those candidates are African American since the North Carolina A & T State University is a historically African American College. Subsequently, the UNCG BSW candidates have multiple opportunities to interact with diverse candidates through class discussions, group projects, and group assignments.

Diversity of the P-12 Candidates with Whom Candidates Work in Their Clinical Experiences.

As the reader can see on Charts 4A-4C (see under section V, number four) the school social work Licensure candidates are assigned a diverse group of candidates on their caseload, both in terms of ethnicity and exceptionalities. This latter chart provides data on the 2003/2004, 2004/2005, and 2005/2006 school social work candidates and their respective internships.

How the Program Ensures that Candidates Interact with Diverse P-12 Candidates in Public School Settings.

All school social work candidates are assigned to public schools that typically have a diverse student body and often these candidates' placements are in schools that are specifically serving at risk candidates and/or candidates with exceptionalities. One way the program ensures that school internships will involve diverse candidates is by only using public school settings for placements where such diversity exist. In addition, most of the field instructors are from the surrounding county school systems and usually cover more than one school. Therefore, the faculty field liaison always works with the field instructor and student to design a placement that involves more school settings such that there will be diversity both in terms of ethnicity and exceptionalities.

Section VII: Standard V: Faculty Qualification, Performance, and Development

Program Faculty, Their Qualifications, and Their Teaching Assignments

See Table 34 below for delineation of program faculty, their qualifications, and their teaching assignments.

Table 34. BSW Faculty Qualifications & Teaching Assignments

Name of Faculty	Highest Degree	Years of Post Master Experience	Rank	Typical Teaching Assignments
J. Rife	PhD	6	Tenured	Social Policy & Services Research
R. Wineburg	PhD	3	Tenured	SW Methods II Social Policy & Services
C. Moore	MSW	6	Clinical Track	Introduction to Social Work Social Work & Diversity
E. Hurd	PhD	13	Tenured	SW Methods I Professional Skills Research Human Behavior & Social Environment
M. Edwards	MSW	14	Clinical Track	SW Methods I Professional Skills Field & Seminar
M. Taylor	PhD	7	Tenure Track	Social Work Methods I Professional Skills Field & Seminar
T. Coakley	PhD	3	Tenure Track	SW Methods I Field & Seminar
M. Bacallao	PhD	8	Tenure Track	SW Methods I Professional Skills Field & Seminar

Individual Responsible for Coordinating the Program

Professor Susan Dennison is the Coordinator of the Undergraduate Licensure Program in School Social Work. She is a full-time tenured associate professor within the UNCG Department of Social Work where she has been on faculty for the past 11 years. Professor Dennison carries a reduced teaching load (i.e., teaching two courses each semester) due to her administrative assignments, this position being one of them. As Coordinator for this Licensure Program, Susan has the following responsibilities:

- a. Meets with all BSW juniors in their fall, semester to inform them of the opportunity to apply for Licensure in School Social Work, while outlines the procedures they will need to follow. In addition, an overview of school social work is provided to this group of candidates that highlights the major roles of school social workers and reviews the benefits of obtaining School Social Work Licensure.
- b. Accepts and does the initial review (to ensure applicants meet the requirements such as overall GPA) of all applications for School Social Work Licensure submitted by BSW juniors in the spring semester.
- c. Assigns School Social Work Licensure applications to members of the School Social Work Admissions Committee so they can review applicants' materials, including a rating of their statement of interest and professional behaviors that have been observed from the classroom.
- d. Meets with the Co-Director of Field to determine how many candidates can be accepted into this program each year which is typically determined by the number of qualified field internships that can be identified.
- e. Makes admission decision to this Licensure Program based on the Committee recommendations and number of available school placements and notifies the BSW applicants of either their acceptance or decline into School Social Work Licensure. Request that latter candidates complete the application for admission to the UNCG Teachers Education.
- f. Prepares applications for Admission to the Teachers Education and recommends social work candidates for admission to the undergraduate Licensure Program in School Social Work.
- g. Assist Co-Director of Field in identifying qualified placements for school social work candidates.
- h. Provides school social work candidates the names and phone numbers of their potential field instructors with the intent that they will set up an interview to see if there will be a good match between the field instructor/school setting and the student.

- i. Confirmation of school social work placements is made to the Co-Director of Field and the involved candidates.
- j. Coordinator either teaches SWK 582: School Social Work in the spring semester or supervises a NC Licensed School Social Worker who has been hired as an adjunct faculty member to teach this course.
- k. Collects and maintains data on six outcome criteria for Licensure candidates including; grades in ELC 381, SWK 582, and SWK 351. Performance data are also collected on candidates' evaluation for School Social Work Licensure, 1st semester field performance, and 2nd semester field performance.
- l. Notifies graduating candidates that they must report to the Teachers Education and complete a Teacher Licensure application for their undergraduate license (i.e., License "A") just before graduation.
- m. Assist candidates, when possible, to obtain employment as a school social worker after graduation. Announces to candidates when relevant job fairs are being held like the annual UNCG Education Career Day.
- n. Attends the monthly Teacher Education Program Coordinators' meeting and completes tasks as determined by this group.

Due to Professor Dennison's administrative role in the School Social Work Licensure Program, she is given a one course release. As a result, she teaches four courses each year (two each semester) rather than the five courses per year, which is the usual full-time teaching load.

Faculty Teaching Practice

The instructional methods used in the curriculum have been chosen to meet the program goals and objectives. They include cognitive, affective, and experiential experiences. Classroom work includes written exams and assignments to assess whether candidates are gaining the cognitive knowledge needed for generalist practice. Papers, logs, presentations, and related measures are also used. Group discussions and exercises impart affective material and are used to increase student self-awareness. In the practice classes, journals and logs are also used as a means for student reflection. These instruments reinforce both cognitive and affective learning. Experiential activities—which include volunteer work in the junior year and field work in the senior year as well as in-class experiential experiences—provide opportunities for student application of cognitive and affective knowledge and skills.

Quality instruction across the curriculum is maintained by the following:

1. Effective 2005, all required social work major courses are taught by full-time social work faculty. In case of selected elective courses, experienced practitioners teach.
2. The faculty through their participation in the BSW program, design, implement, and evaluate the curriculum.
3. In the case of multiple sections of the same course, identical objectives and an identical text are used and instructors hold regular conferences with each other to share ideas and keep track of what is being covered in class.
4. Systematic evaluation of instruction by candidates occurs through the course evaluation process.
5. Junior faculty receive mentoring and in-class observations by senior faculty.

Table 35, which can be found on the following page, presents a matrix which illustrates how cognitive, affective, and experiential teaching methods are used in our social work courses.

Table 35. Instructional Strategies Used in the Curriculum Areas

	Values & Ethics	Diversity	Social & Economic Justice	Populations at Risk	Human Behaviors & the Social Environment	Social Welfare Policy & Services	Social Work Practice	Research	Field Practicum
Lecture	X	X	X	X	X	X	X	X	NA
Discussion	X	X	X	X	X	X	X	X	X
Role Plays	X	X	X	X	X	X	X	NA	NA
Exercises	X	X	X	X	X	X	X	X	X
Small Group Activities	X	X	X	X	X	X	X	X	X
Videotapes	X	X	X	X	X	X	X	NA	X
Case Presentations, Papers, Case Recordings, Logs, or Journals	X	X	X	X	X	X	X	X	X
Field-based Experiential Learning	X	X	X	X	X	X	X	X	X
Invited Guest Speakers	X	X	X	X	X	X	X	X	X

***Content Pedagogy and Professional Education Faculty Service to the Institution,
Collaboration with Colleagues in Other Disciplines, Involvement and Collaboration
with Public schools, Scholarship, and Service to the Profession.***

Several times each semester, we invite speakers from the social work practice community to present on current social work topics with our faculty and candidates. In the past three years, we have hosted social work speakers from local county Departments of Social Services, the United States Public Health Service, the Moses Cone Health System, and public and private providers of human services.

We also host a monthly luncheon and seminar for local NASW members. In the past year, social work speakers have presented on the topics of immigrants and refugees, domestic violence, social work licensure, NASW legislative agendas, and social work practice in hospice settings.

We have an ongoing exchange with recipients of social services through the delivery of the course SWK 491, "Family System Interdisciplinary Practice: System of Care," which is co-taught by social work faculty, faculty from other disciplines, such as human development, and two recipients of social services. This course has been offered annually for the past five years. Each year, two social services recipients are paid to serve as co-instructors in the course.

Advocacy Groups, Social Service Agencies, and the Community at Large

We have ongoing exchanges with advocacy groups at the local and state levels. Our faculty serve as consultants and as members of the boards of directors of many community agencies which provides advocacy and social services. By serving on these boards, faculty contribute to the mission of these agencies while also learning about state-of-the-art practice and policy initiatives, lessons which are then brought back to the classroom.

Name	Agency Services
Marilyn Edwards	American Association of University Women
Elisabeth Hurd	National Black Child Development Institute
Carolyn Moore	National Black Child Development Institute
John Rife	Guilford County Senior Resources Senior Aide Advisory Council
Melissa Taylor	Sanctuary House
Robert Wineburg	Welfare Reform Liaison Project

Professional Associations

The faculty is actively involved with the National Association of Social Workers and the Council on Social Work Education. Two of our faculty are elected members of the Board of Directors of NASW-NC: Prof. Janet Kanode, President-Elect, and Dr. John Rife, Secretary. In addition, faculty members serve as manuscript and abstract reviewers for

the CSWE Annual Program Meeting and they have served as members of the regional planning committees for CSWE APM. Dr. Rife is also a Certified Site Visitor for the Commission on Accreditation.

Regulatory Agencies

All faculty are encouraged to be licensed as social workers in North Carolina. Some are Licensed Clinical Social Workers, others Certified Master Social Workers.

Dr. Jacalyn Claes, who teaches primarily in the MSW program, was appointed by the Governor of North Carolina to serve as Chair of the North Carolina Social Work Licensure and Certification Board.

The Academic Community

All faculty serve on university, school, and department committees. In the last three years, these committees have included Promotion and Tenure, university and school Curriculum, and a wide variety of planning and governance committees.

We also have an ongoing social work exchange with the Department of Social Work at the University of Strathclyde in Glasgow, Scotland. Each summer, our faculty and candidates have the opportunity to travel to Glasgow to take a course in comparative social welfare or to host Scottish social work candidates and faculty. In the summer of 2005, we will begin a Spanish immersion program which will allow candidates to travel to Costa Rica.

Academic-Professional Advisory Committee

The BSW Program has two advisory councils: the BSW Advisory Council and the Field Advisory Council. Both groups meet at least annually. Their membership includes social work practitioners from the community who provide valuable input on program direction related to our curriculum and field instruction. Members of these latter groups have included school social work field instructors and directors of interns for local school systems.

Center for New North Carolinians

UNCG and the Department of Social Work have designed and implemented the UNC-system-approved and externally funded Center for New North Carolinians, which provides research, training, and interpretation services for agencies serving immigrants and refugees. Over 75 staff are employed in this Center, representing over fifteen cultures and languages. This is the only center of its kind in the state.

Child Welfare Education Collaborative

The JMSW Program, in concert with University of North Carolina at Chapel Hill and East Carolina University, has established the Child Welfare Education Collaborative.

Effective in 2003, BSW candidates interested in child welfare are able to participate. This innovative program trains five BSW candidates per year in child welfare practice. Collaborative candidates receive a stipend of \$10,000 annually and a tuition waiver. The program is responding to the need for social workers trained in child welfare practice and is entirely externally funded.

The BSW faculty are active scholars and have been successful in publishing books, chapters, refereed articles and book reviews and in making professional presentations. They have also been successful in obtaining external funding to support their research programs.

The following table illustrates the research productivity of the faculty in the past five years.

Table 36. Research Productivity of the Faculty

Name	Publications			Presentations	Funding
	Books	Chapters	Articles		
Marilyn Edwards				X	
Elisabeth Hurd			X	X	
Carolyn Moore			X	X	X
Melissa Taylor		X	X	X	X
John Rife	X	X	X	X	X
Robert Wineburg	X	X	X	X	X
Tanya Coakley			X	X	
Martica Bacallao			X	X	

Faculty Evaluation Process, Faculty Assessment of Their Effectiveness, and How It Informs Faculty Teaching, Scholarship, and Service.

Faculty are subject to the procedures for employment, retention, promotion, and tenure as established by the University with approval of the Board of Governors. The University subscribes to a non-discriminatory and affirmative action policy and Title VII of the Civil Rights Act of 1964.

Faculty are involved in the recruitment and selection of new faculty appointments. When a vacancy occurs or is authorized, the Faculty Affairs Committee, in cooperation with the Chair and faculty, identify the qualifications the new applicant should possess to best meet the program objectives. A search begins after the announcement has been cleared by the University Affirmative Action Officer. The position is nationally advertised through the appropriate professional journals, including those of interest to members of minority groups. Professional organizations (CSWE, NASW) and graduate schools of social work are also informed. Applications are reviewed by the Faculty Affairs Search Committee, and recommendations for candidates to be interviewed are made to the entire faculty. The Faculty Affairs Search Committee includes a minimum of three faculty. The faculty recommends a limited number of candidates for interviews to the Department

Chair. The Chair forwards recommendations to the Dean of the School of Human Environmental Sciences. Candidates are then brought to campus and interviewed by the entire faculty and student representatives. The faculty, with student input, recommend one candidate for employment. The recommendations are forwarded by the Department Chair, with his/her recommendation, to the Dean of the School of Human Environmental Sciences. The Dean makes a recommendation to the Provost, who in turn recommends to the Chancellor. The Chancellor then recommends the appointment to the Board of Trustees who serve as the appointing authority.

Tenure and Promotion

Faculty members appointed at the assistant professor level are given six years to achieve tenure, unless terminated earlier for cause. A faculty member wishing to initiate the process for promotion and tenure must submit documentation to the Faculty Affairs Committee. The Committee's recommendation is passed on to the Chair, who may accept or reject it. The material, including the Chair's recommendation, is then sent to the Promotion and Tenure Committee of the School of Human Environmental Sciences, which reviews the documentation and makes a recommendation to the Dean. The Dean's recommendation and the material are forwarded to the University Promotion and Tenure Committee, which reviews the material and makes a recommendation to the Provost. Finally, the Chancellor reviews the recommendations from the Provost, the University Promotion and Tenure Committee and the Dean, and makes a recommendation to the Board of Trustees. The Board of Trustees makes its recommendation to the Promotion and Tenure Committee of the Board of Governors, where the final decision is made.

Persons employed in non-tenure-track positions are so informed at the time of employment and offered specific term contracts. All faculty members receive copies of the regulations regarding retention, promotion and tenure, and grievance at the time of orientation following appointment.

Faculty Rights

Faculty rights for the University of North Carolina at Greensboro are described in *The Code*, published in 1975 by the Board of Governors of the University of North Carolina, which governs all sixteen campuses. These rights cover academic freedom, employment, retention, promotion, tenure, non-reappointment, termination, faculty grievance, due process, and retirement. As noted previously, faculty at UNCG enjoy the rights and responsibilities outlined for faculty in *The Code*. Specific university policies and procedures for faculty rights and responsibilities such as reappointment, promotion, tenure, salaries, and grievances are outlined in the UNCG *Handbook for Faculty*.

Faculty Involvement in Policy Formation

Through shared governance the faculty has the responsibility to develop all policies pertaining to academics and faculty welfare, as well as the development of the educational program of the University. Faculty are involved in policy formulation at the

university level through a variety of structures. UNCG has a faculty senate body which advises the administration and informs the faculty on matters of importance to the entire university. Elected and appointed committees of this faculty senate serve to advise the administration on a broad range of areas, including promotion and tenure policies, the Library, honorary degrees, status of women, athletic programming, and the academic calendar. A description of the Faculty Governance Structure and University Committees can be found in the UNCG *Handbook for Faculty*. Each academic program is responsible for planning, developing, implementing and evaluating its program.

At the end of each semester, the BSW Program Director and Department Chair review student evaluations of each course to determine student satisfaction with the course and satisfaction with the methods of instruction. In the event that there is widespread student dissatisfaction with a course, the BSW Director meets with the faculty member to create solutions.

During each semester, faculty and the Director of Field Instruction review the performance of individual candidates based on grades; interpersonal, cognitive, and communication skills; values and ethics; and, where applicable, field supervisor ratings of student field performance. This information is used to assess whether candidates, individually and as a cohort, are meeting curriculum and program objectives. Results from this assessment may be used in advising with individual candidates as well as a basis for modification of individual courses or methods of instruction. For example, if student grades reflect that candidates as a whole are not grasping important course content, the faculty will review the methods of instruction for the course and make suggestions for improvement. This review is completed by the BSW Committee.

Professional Development Opportunities for Faculty

All members of the BSW faculty are encouraged to attend ongoing continuing education with support given in the form of financial coverage of such workshops. Faculty regularly attends local, regional, and national meetings. See faculty resumes for specifics regarding their attendance to regular continuing education.

Practices to Ensure Program Quality via Evaluation of Adjunct Faculty.

Part-time faculty (adjuncts), usually practitioners from the community, teach elective courses as needed and as funding permits. These courses are usually special topics courses at the 500 level which are offered for seniors. The part-time faculty are chosen because of their prominence in the social work community, past teaching experience, and their specialized knowledge of a particular practice area. For example, Janet Kanode, MSW, LCSW, who holds the MSW and is a North Carolina Licensed Clinical Social Worker, teaches our social services and health care electives courses. She is also the President-Elect of NASW-NC.

Part-time faculty are given assistance in making the transition from the practice setting to the classroom setting. This includes orientation to the department and courses, assistance with syllabi development and book ordering, ongoing mentoring, assistance with exam development, and assistance with course planning. Part-time faculty members are invited to participate in the full range of formal and informal faculty activities.

These adjunct members of the BSW faculty are required to conduct a mid-term course evaluation and an end of course evaluation using standard forms developed and used with all courses. Data surfaced from these evaluations are reviewed each semester by the BSW Program Coordinator and Chair of the BSW Department. Any low ratings of course evaluations are identified and shared with the adjunct involved, including suggestions for improvement. If ongoing areas of weak course ratings continue then the involved adjunct faculty are no longer use for within the program.

Section VIII: Standard VI: Program Governance and Resources

Program Administration and Organizational Structures

The Department of Social Work relocated in summer 2005 to a newly renovated 1929 wing of the Stone Building. Each faculty member has a separate office. . A separate office houses the JMSW secretary and the departmental conference area.

Each faculty member has a separate, lockable office which ensures privacy for conferring with candidates. Each faculty member and administrator has a private, single-line phone with voice mail; secretaries are able to forward callers to the appropriate line in order to leave a message. In case of failure, the departmental secretary is available to take messages. An office of the same type and features as those allocated to the full faculty is available for part-time and adjunct faculty. It offers privacy for conferring with candidates.

Each faculty member has either an IBM-compatible or a Macintosh computer and printer in his/her office. These computers are networked within the university's computing system and provide such services as e-mail, access to the Internet, electronic searching for University library and regional libraries' resources, CD-ROM journal searching, and access to electronic student records for advising purposes. Each faculty member also has a desk, file cabinet, chairs for advisees, and bookshelves.

There is a computer lab with IBM computers and printers in the Stone Building. Other labs exist across campus and are easily accessed during the evenings and weekends as well as during class hours. The SuperLab in Jackson Library is available for use when classroom buildings are closed. Candidates have access to both IBM and Macintosh computers. Software for word processing, graphics, spreadsheets, database management, communications, and statistical data analysis is available. Candidates also have access to the VAX mainframe for running SAS and SPSSx statistical routines. All faculty computers and those in the student labs have been networked and offer Internet access as well as state and regional computing information resources, such as libraries.

The department houses its video players, recorders, instructional tapes, and related audio-visual equipment in a storage closet in the Stone Building. The university has a Learning Resources Center, where faculty and candidates may borrow tapes and movies for instructional use. The program has overhead projectors, tape-recording and playback equipment, videotape recording and playback equipment, video cameras, and monitors.

The department has two copiers. One is suitable for small jobs of 10 or less single-sided copies and one is capable of large-scale duplex copying. Copying of large jobs is completed on a work-order system. In most cases, copying is completed within 24 hours. Expenses for copying are paid from funds in the educational and supply lines in the program budget and have specific amounts assigned. Access for candidates is limited to student organization business, including NASW-SO and Phi Alpha.

All facilities and services are accessible and the UNCG Office of Disabled Student Services offers support services for disabled candidates.

Eventually, additional secretarial support services will be required to meet the research and scholarship needs of faculty, even though some faculty will be able to hire candidates from select grants to assist them.

Based on the successful performance and enrollment growth of the program, the Department will be moving to newly-renovated offices in the 1929 Wing of Stone Building in the late spring or summer of 2005. This new space will include all of the facilities provided in our current location, plus conference space, audio-visual labs, a distance education classroom, offices for part-time faculty, and space for research assistants.

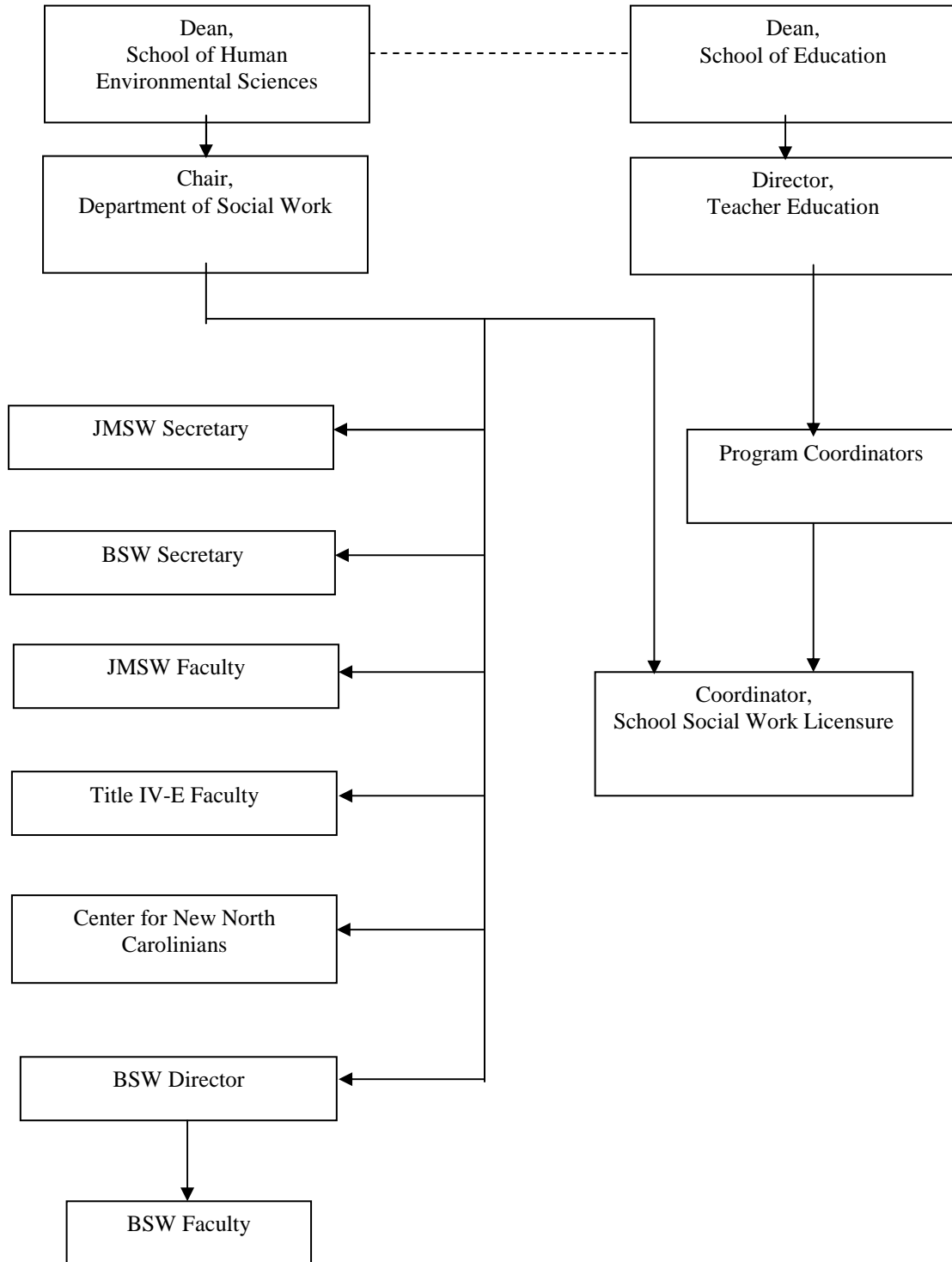
Comparable Organization Status

The facilities and resources provided for the BSW program are comparable to other professional programs on our campus which have bachelor's degree programs, such as Human Development and Family Studies, Psychology, Political Science, Public Health Education, and Sociology. Each of these programs are organized in department structures where the chief administrator is a department chair and there is an undergraduate program director or coordinator. All have limited secretarial support and provide faculty with the same physical facilities as those available to faculty in the BSW program. The BSW Program Director and Department Chair have the same access to resources and facilities as the chairs of these other departments.

Relationship of the Social Work Program to Teacher Education

The reader will see on the following page an organizational chart which shows the relationship and connection between the Department of Social Work and the Teacher Education Program. The Coordinator of the School Social Work Licensure Program is a full-time faculty member in the Social Work Department and serves as the liaison between this department and Teacher Education. This Coordinator is a member of the Teacher Education Program Coordinators and attends all monthly meetings. The latter faculty member ensures that all admission procedures for this Licensure Program are in compliance with those determined by the Teacher Education Program. This Coordinator also monitors all candidates accepted into this Licensure Program to ensure that they meet and complete the requirements for this credential.

Department of Social Work Organizational Chart



Adequacy of the Number of Faculty to Support the Program, Including Graduate Assistants

There are eight full-time and five part-time faculty positions allocated to the BSW program. The full-time faculty are responsible for development, implementation, and evaluation of the curriculum. The full-time faculty teach the BSW curriculum including field instruction. Full-time faculty also teach the Introduction to Social Work course. The BSW program does not have any visiting faculty at the present time.

Five of the eight full-time faculty—Prof. Marilyn Edwards, Prof. Carolyn Moore, Dr. Robert Wineburg, Dr. John Rife, and Dr. Elisabeth Hurd—have held their current positions for at least eight years. Dr. Melissa Taylor joined the faculty in 2002. Due to increased enrollment and external research funding, the BSW Program was granted two new tenure-track faculty positions in 2003, which have been filled by Dr. Tanya Coakley and Dr. Martica Bacallao.

Full-time faculty positions at UNCG may be tenure-track or academic professional (clinical) track. The academic professional (A.P.) track is for faculty who have the primary responsibility of teaching and/or administration. Multi-year renewable contracts accompany these appointments. The A.P. track has a promotion ladder consistent with tenure-track appointments: Instructor, Assistant Professor, Associate Professor, and Professor. Prof. Marilyn Edwards, BSW Program Director, is an A.P. Assistant Professor; Prof. Carolyn Moore, Field Director, is an A.P. Associate Professor. All other full-time faculty hold tenure-track appointments.

Part-time faculty, usually practitioners from the community, teach elective courses as needed and as funding permits. These courses are usually special topics courses at the 500 level which are offered for seniors. The part-time faculty are chosen because of their prominence in the social work community, past teaching experience, and their specialized knowledge of a particular practice area. For example, Janet Kanode, MSW, LCSW, who holds the MSW and is a North Carolina Licensed Clinical Social Worker, teaches our social services and health care electives courses. She is also the President-Elect of NASW-NC.

Part-time faculty are given assistance in making the transition from the practice setting to the classroom setting. This includes orientation to the department and courses, assistance with syllabi development and book ordering, ongoing mentoring, assistance with exam development, and assistance with course planning. Part-time faculty members are invited to participate in the full range of formal and informal faculty activities.

Faculty Summary Forms, Parts 1 and 2, are included beginning on the next page. The information on these forms provide evidence that our program:

- has more than the minimum of two faculty with accredited MSW degrees
- has sufficient faculty resources and expertise in teaching, practice, and administration to meet our program goals

- has significant social work practice and research experience
- has sufficient stability in the faculty complement to promote program continuity
- has faculty with many years of teaching and administrative experiences in accredited social work programs.

Table 37. Faculty Summary

Faculty Summary—Part 1

Initials and Surname of Faculty Member	Date of Appointment	Ethnicity	Years of Practice Experience*		Years of Employment as Full-Time Educator				Percentage of Time Assigned to Program		
					Previous Positions**		Current Position**				
			BSW	MSW	BSW	MSW	BSW	MSW	BSW	MSW	
J. Rife	8/1991	Caucasian		6	4			13		50	50
R. Wineburg	8/1980	Caucasian		3				24		100	
C. Moore	8/1990	African-American		6				14		50	50
E. Hurd	8/1991	Caucasian		13				13		100	
M. Edwards	8/1995	African-American		14				9		100	
M. Taylor	8/2002	Caucasian		7				2		100	
T. Coakley	8/2004	African-American		3				1		100	
M. Bacallao	8/2004	Hispanic/Latina		5	3			1		100	
H. Rife	1995	Caucasian		19				9		25	
U. Robinson	1996	African-American		14				8		25	
J. Kanode	1997	Caucasian		16				7		25	
B. Evans	2002	Caucasian	2	25				2		25	
D. Swayne	2002	Caucasian		2				2		25	

* Indicate the total number of years practice experience after receiving the baccalaureate degree and/or master's of social work degree. Combine full-time and part-time work into a full-year equivalence years of full-time teaching.

** Should sum to total of years of full-time teaching.

Faculty Summary—Part 2

Initials and Surname of Faculty Member	Current Rank or Title	(Check One)		Tenure-Track (Check One)		Tenure (Check One)			Gender (Check One)	
		Part-Time	Full-Time	Yes	No	Yes	No	NA	M	F
J. Rife	Chair, Professor		X	X		X			X	
R. Wineburg	Professor		X	X		X			X	
C. Moore	Field Director A.P. Associate Professor		X		X			X		X
E. Hurd	Associate Professor		X	X		X				X
M. Edwards	BSW Director A.P. Assistant Professor		X		X			X		X
M. Taylor	Assistant Professor		X	X			X			X
T. Coakley	Assistant Professor		X	X			X			X
M. Bacallao	Assistant Professor		X	X			X			X
J. Kanode	Lecturer	X			X			X		X
U. Robinson	Lecturer	X			X			X		X
D. Swayne	Lecturer	X			X			X	X	
H. Rife	Lecturer	X			X			X		X
B. Evans	Lecturer	X			X			X		X

Full-time Faculty to Student Ratio

The full-time faculty to student ratio is 8 to 161 candidates or 1 to 20. The FTE faculty to FTE student ratio is 9.25 to 203, or 1 to 22. The eight full-time and five part-time faculty included in this ratio and the core courses they typically teach are identified in the following table.

Table 38. Faculty and Courses Assigned

<i>Faculty Name</i>	<i>Position</i>	<i>Courses Typically Taught</i>
John Rife	Professor Chair	Research in Social Work Practice Social Policy and Services
Robert Wineburg	Professor	Social Policy and Services Social Work Methods II
Marilyn Edwards	A.P. Assistant Professor BSW Director	Social Work Methods I Professional Skills Field Instruction
Elisabeth Hurd	Associate Professor	Social Work Methods I Professional Skills Human Behavior and Social Environment Research in Social Work Practice
Melissa Taylor	Assistant Professor	Introduction to Social Work Social Work Methods I Social Work, Diversity, and Vulnerable Populations Field Instruction
Tanya Coakley	Assistant Professor	Social Work Methods I Field Instruction
Martica Bacallao	Assistant Professor	Social Work Methods I Social Work, Diversity, and Vulnerable Populations Field Instruction
Carolyn Moore	A.P. Associate Professor Director of Field Instruction	Introduction to Social Work Social Work, Diversity, and Vulnerable Populations Professional Skills

Adequacy of the Non-faculty Personnel that Support the Program.

The Department of Social Work has one full-time secretary for the BSW program. The BSW secretary holds a twelve-month appointment. The secretary has computers, copiers, calculators, printers, and supplies for performing secretarial duties. The Department also has an MSW Program Secretary (Brandi Nance) and a work-study student. These arrangements for secretarial support are similar to other undergraduate programs on our two campuses which have comparable levels of enrollment. The Department also has undergraduate and graduate assistants who provide support for faculty on administrative and research projects.

Graduate assistants are used both in the BSW Program and the Joint Master of Social Work Program. Usually about one or two undergraduate research assistants are awarded each academic year and they are assigned to faculty to assist with their research projects.

Facilities in which the Program is Housed and Their Adequacy

The program's facilities, including meeting space, is completely addressed in number one under this standard. Since the Department of Social Work has recently moved to a newly renovated building (1929 Wing of the Stone Bldg.) there is adequate space for the operation of this undergraduate program.

Instructional Resources that Support the Program and Their Adequacy

Adequate instructional support is provided to the BSW Program through: availability of two copy machines, multi-media equipped classrooms for all social work courses, space available for all classes offered, one secretary and one student assistant to assist faculty in material preparation as needed for classes, money in budget for instructional supplies, and library holdings and supports as indicated below.

(a) Holdings of books, monographs, journals, and other collection resources pertinent to social work study and research

A count of the Library's holdings in HV 1-5999, the primary call number area for social work, shows 5,864 titles as of June 19, 2003. In addition there are numerous titles of interest in other call number classifications including HM, HQ, BF and R.

A list of the 54 print journals and a list of the 66 electronic journals assigned to the Department of Social Work are appended to this document. Here again, many other journals relevant to social work are assigned to other departments.

Jackson Library is a depository for U.S. government documents and selected State of North Carolina publications. Additionally, via websites, the Library provides access to substantial amounts of government

information such as federal regulations, Census statistics, and agency information.

(b) Staffing pertinent to the provision of library services to social work candidates

The Library assigns a librarian as the Liaison to the Department of Social Work to serve as a contact person to handle faculty and student questions, concerns, and requests. This person is available by appointment for consultation with any student. Reference assistance is available in person or by telephone whenever the library is open (104 hours per week). Also candidates may utilize chat reference for real-time online assistance during peak hours while email reference with a 24-hour turnaround time is available during off hours.

(c) Budget for social work library resources for current year, last year, AND next year

The budget for social work resources was \$7000 in 2001-2002 and \$6500 in 2002-2003. Next year's budget has not been determined but it will remain approximately the same as the current year. One year ago the department's budget was reduced because funds were redirected to expand the social work component of the approval plan. The original social sciences approval plan was developed several years ago, specifically for the Department of Social Work, to provide timely, automatic delivery of the most urgently needed books. Recently the plan has been expanded to include several other subject areas including some relevant to the social work program such as psychology, family issues, public health, education, counseling, and sociology. Exact figures for the social work part of the plan are not available but in 2001-2002 approximately \$9500 was spent on books with an HV classification.

To supplement the orders generated by the departments, the Library participates in a blanket order plan involving selected titles available from numerous university presses. This plan is funded separately from the individual department budgets and costs of books, regardless of subject area, are commingled, thus there are no figures on the amount of money devoted to social work materials.

Because of the proliferation of electronic journals accessible through subscriptions to multidisciplinary packages of journals, it is no longer possible to determine total expenditures on print and electronic serials by academic department. The Library spends approximately \$11,250 on 44 print journals for social work. As with the book collection many journal titles relevant to social work are assigned to other departments at UNCG.

(d) Circulation or utilization data for items relevant to social work

Approximately 4,300 HV items were checked out or renewed during 2002-2003. Our circulation system does not permit us to separate the social work part of the HV's from the remainder of that classification.

Social Work Abstracts was accessed 2233 times during 2002-2003.

(e) Equipment and technology available to social work (computers, copiers, printers, etc.)

There are 65 computers distributed on all floors of the Library where users may access the Library catalog as well all electronic Library resources and the Internet. Two computer labs located in the library and available only to UNCG affiliates, the CITI and the SuperLab, provide access to these same resources as well as to software programs licensed by the University. The 20-station Electronic CITI (Center for Information Technology and Instruction) opened in 1994 and is used extensively for instruction in library and information resources while in February 1997 the 135-station computing Super Lab opened. Printers are attached to most of the workstations.

The Library has both coin-operated and vendacard-operated copying facilities within the building. Microform copiers also are available.

(f) Circulation policies and procedures (policy and procedures to ensure that books or other materials required or recommended in social work courses are made available to candidates)

The Electronic Reserve system provides 24/7 access via the web to course materials required in support of the UNCG curriculum. Ereserve documents are stored in Adobe PDF format. Access to these documents is through a web browser such as Internet Explorer or Netscape. Viewing and printing ereserve documents requires the use of a system supporting the free Adobe Acrobat Reader. Some reserve materials, especially personal copies placed on reserve by the faculty, must be requested at the Current Periodicals/Reserves service desk.

Candidates who need a book that is listed as "checked out" may recall the item by clicking on the word "Request" that appears next to the catalog record for the book, then entering his/her UNCG ID and PIN numbers.

The Library's online circulation system generates daily a list of books that are checked out but have been requested by another patron. If demand warrants it, an additional copy of the book may be purchased.

(g) Describe library's online catalogue, email, computerized search services, document delivery, interlibrary loan (identify per-fee versus non-fee), media, and other related services available to candidates (include other libraries outside the educational institution to which candidates have regular access and the appropriateness of each library's holdings for social work)

The Library's online catalog is available within the library, across the campus, and worldwide via the Internet on a 24/7 basis. It offers author, title, subject, keyword, and call number searching. Through a link off the Library's home page, candidates have 24/7 access to about 140 databases indexing journals, newspapers and numerous types of other materials. The library provides online, full text access to over 15,000 ebooks and 15,500 journals.

E-mail is a service provided by the campus. Access is available on all library computers.

Interlibrary loan and document delivery are available free of charge to all candidates and faculty. Request forms are available online for easy access. Educational videos are available through another unit on campus

Consortial agreements with other institutions in the University of North Carolina system and with local institutions of higher education allow candidates to borrow books directly from those libraries. North Carolina A&T University's Bluford Library, about 3 miles from the UNCG campus, has a social work collection directly relevant to UNCG candidates.

(h) Reference coverage and related services (comment on the availability of library staff to provide reference help on social work topics to faculty and candidates)

Nine Reference librarians and staff throughout the building are available to assist social work candidates and faculty via telephone, email, or in person. The Library Liaison to the Department of Social Work takes appointments to consult with candidates who have more in-depth assignments or meet with faculty concerning research or teaching matters. If the Social Work Liaison is unavailable, any of the other Reference librarians is prepared to offer assistance.

(i) Is there a library staff member assigned to a liaison role for the social work program? (If yes, describe the nature of this role vis-à-vis the social work program.)

Yes, the Library assigns a Reference Librarian to the Department of Social Work. The Liaison keeps Social Work faculty informed of new Library

resources, services, and procedures and the Liaison keeps her colleagues informed about faculty research activities and curricular changes requiring a Library response. In addition she sends them information on new books they may wish to order from their allocation, forwards electronic bulletin board and listserv items that may be of interest, and teaches classes on research skills. She prepares lists of materials that may be helpful in conducting research and makes these bibliographies available via the web. She writes instructions for using the online databases. She offers one-on-one consultation with candidates or faculty needing research assistance.

- (j) **Indicate if there is a librarian (or librarians) with a specific social work designation, such as social work librarian, social work bibliographer, or social work liaison. Describe the job responsibilities of these librarians and other activities. In addition, is there involvement by librarians in (a) social work courses or in course management programs (such as Blackboard, WebCT) for social work candidates; (b) library instruction provided through distance education, continuing education; (c) library services for alumni, outreach, or community services; (d) development of the program's strategic planning, technology development, curriculum revision, etc.; and (e) activities providing opportunities for professional development.**

The duties of the Library Liaison for Social Work are specified in item (i) above. She does not participate in course management or in instruction except for that described in item (n) below.

Distance education candidates have seamless access to the library's electronic resources through their home computers. Alumni and members of the community may access many of the online resources except for proprietary databases and full text journals that are blocked for remote access because of licensing agreements requiring current university affiliation. Anyone may come to the Library to use the resources.

- (k) **Describe how social work faculty suggest items for purchase and how such suggestions for items purchased are handled by the library staff**

Any member of the Social Work faculty is free to order print and nonprint materials using their annual book allocation, currently \$6500. The Library Liaison to Social Work regularly sends suggestions for new materials to the faculty representative in Social Work. She in turn selects materials or asks her Social Work colleagues to do so. No specific book or video order form is required. Requests are returned to the Liaison or to the Acquisitions Department for ordering. Only very expensive items, usually over \$500, are screened by the library for collection appropriateness and for possible payment from other funds.

The Library tracks all book orders and each month sends a statement showing the amount remaining in the book allocation to the Library Representative in Social Work.

New journal subscriptions may be requested using a form provided by the Library and signed by the requesting party and the Head of the Department of Social Work. The Liaison and the Assistant Director for Collection Management evaluate all requests by considering relevance to the curricula, price, publisher and/or journal reputation, availability of indexing, and availability in electronic form.

The Library welcomes suggestions for book purchases from any member of the UNCG community. Anyone may suggest purchase of books using an online form available from the Library web pages.

(l) Describe how often new acquisitions in social work are listed and reported to program faculty

New acquisitions are not usually reported to individual departments except for major works. Any faculty member may ask the Library to generate a printout of those items ordered from departmental funds.

(m) Traffic or other counts of users of social work library or social work resources

The Library does not maintain traffic counts by discipline.

(n) Instructional sessions (number and type of presentations, number of participants, evaluation data)

The Library Liaison for Social Work is available to provide classroom instruction whenever it is needed.

During the 2002-2003 academic year the following classes were taught:

Social Work 310 -- 2 sections with 29 and 18 candidates
respectively

Social Work 504 -- 35 candidates

Social Work 512 -- 36 candidates

Social Work 605 -- 37 candidates

These are presentations taught in a Library classroom with 20 workstations and an overhead projection system. The Liaison prepares a web-based bibliography appropriate to the subject matter in each class. No evaluation data is collected.

(o) Location of library/social work collection relative to classroom and other social work student services

The social work collection is integrated with the Library's other collections. The Library is centrally located on campus just a few minutes from the building housing the Department of Social Work.

(p) Library hours for the main library and social work collection library for the full calendar year. (Are there requests for additional hours from social work candidates? If yes, discuss the library's response.)

Library hours during the full calendar year are as follows:

Monday – Thursday 8 am to 12 midnight

Friday 8 am to 10 pm

Saturday 10 am to 10 pm

Sunday 10 am to 12 midnight

There have been no requests from Social Work candidates for additional hours.

(q) Samples and results of assessment/evaluation surveys of library services

Traditionally Jackson Library has fared very well in the undergraduate and graduate student satisfaction surveys conducted by the UNCG administration. It consistently ranks at the top or near the top of the ratings for campus services. There are no separate surveys for social work.

(2) Attach any notes on the following you would like to include:

(a) Strengths

Jackson Library offers a broad range of materials incorporating social work perspectives from the applied to the theoretical. Through various approval plans and conscientious collection building by both the librarians and the Social Work faculty, the collection more than adequately reflects the UNCG curricula. Every attempt has been made to secure materials in all areas of social work pertinent to both the undergraduate and graduate programs.

Most of the major social work journals are now available online in full text. This represents a marked change from just five years ago when virtually nothing was available electronically.

(b) Areas of concern

Budget problems of the State of North Carolina and passed on to the University of North Carolina institutions have prevented the library from adding more journal subscriptions and purchasing all of the materials we would like, especially those supporting faculty research. Nonetheless, Social Work has benefited from purchases of more advanced materials for the doctoral degree programs in education, psychology, counseling, human development and family studies. Also the marked increase in the availability of electronic journals has made it easier for the Library to provide quick access to needed articles.

The Library lacks an instruction room with a sufficient number of computers to accommodate the large social work classes. The library's instruction room has 20 workstations while some of the social work classes have almost 40 candidates. When the librarian teaches classes on social work resources it would benefit the candidates if each person were to have his or her own computer rather than have to share.

(c) Projections

(d) Assessment plans

Jackson Library recently participated in the LibQUAL+ survey gauging satisfaction with the holdings and services of the Library. It is a web-based survey that was sent to approximately 1200 undergraduates, 900 grad candidates, 750 faculty, and 900 University staff. We expect the results later in the year.

Technology Resources that Support the Program

Each faculty member has a desktop computer with university-supported software for word processing, spreadsheets, data management, and PowerPoint. All computers are capable of accessing university information systems, e-mail, and Blackboard. The BSW secretary has a desktop computer with access to these services as well as the financial reporting system for budget monitoring and management.

Faculty and candidates also have access to university computer labs. Each student receives an e-mail account. Faculty and candidates have the use of all electronic library services, such as journal and book searches, inter-library loans, and online journals. Videotapes, movies, and audiotapes are also available for faculty and student use. In addition, the School of Human Environmental Sciences (department is under this School) employs a full-time technology consultant who is available to provide assistance to all faculty members

Describe the adequacy of the fiscal resources that support the program.

Each year, the BSW Program Director and Chair develop a proposed program budget for review and approval by the Dean of the School of Human Environmental Sciences at

UNCG. This budget is submitted and defended in light of program goals, objectives, and planned educational activities.

The budget is a line-item budget that covers supplies, equipment, travel and faculty development support, and communications. There is flexibility in changing funds across lines. Personnel costs (faculty and staff salaries) are listed but are immediately charged to a University account for disbursement. The BSW program has a separate allocation for library purchases. During the past two years, the amount for library purchases has been \$6,500 per year for both BSW and MSW purchases.

The BSW Program Budget is presented on the following page. This form presents the program's BSW budget for the current year as well as the previous and projected years. This form shows that our budget has been stable.

Some funding for research and faculty development is provided by the University. Faculty are able to travel to one major conference each year for faculty development purposes and their expenses are paid by the Department. Student financial aid is administered by the University.

The percentage of program funding from the University is nearly 100%. The overall budget is modest but sufficient to carry out program goals and stable enough to permit ongoing program planning. Evidence of this fact is that our candidates express satisfaction with the program, the faculty are productive and recognized teachers and researchers, and the program has grown over time.

Table 39. Budget

The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.

PROGRAM EXPENSE BUDGET

	Previous Year: 2003		Current Year 2004		Next Year 2005	
	\$	% Hard Money	\$	% Hard Money	\$	% Hard Money
Faculty, Administrators	374,000	100	472,000	100	486,000	100
Support Staff	52,000	100	53,000	100	55,000	100
Temporary or Adjunct Faculty & Field Staff	26,800	100	31,000	100	32,000	100
Fringe	119,280	100	147,000	100	151,480	100
Supplies/ Services	5,000	100	5,000	100	5,500	100
Travel	7,000	100	8,000	100	9,000	100
Student Financial	16,000	100	18,000	90	20,000	90
Equipment	10,000	100	14,000	100	13,000	100
Other (Specify)		100		100		100
TOTAL	609,280	100	746,000	98	771,981	98

Standard 6A: Working Conditions

Table 40. Teaching, Advisement, & Committee Assignments of BSW Faculty Members
Academic Years 2002-03, 2003-04, 2004-05

Name	Courses Taught Each Year	Advisement	Committee Membership
Marilyn Edwards	Social Work Methods I Professional Skills Field Instruction	30	Continuing Education
Elisabeth Hurd	Social Work Methods I Professional Skills Human Behavior & Social Environment Research in Social Work Practice	30	Undergraduate Curriculum
Carolyn Moore	Introduction to Social Work Social Work, Diversity, & Vulnerable Populations Professional Skills	30	HES Outstanding Teaching HES Internship Committee
Melissa Taylor	Introduction to Social Work Social Work Methods I Social Work, Diversity, & Vulnerable Populations Field Instruction	30	Library
John Rife	Research in Social Work Practice Social Policy & Services	30	Chairs Administrative Committee
Robert Wineburg	Social Policy & Services Social Work Methods II	30	Faculty Promotions & Tenure Guidelines Committee
Tanya Coakley	Social Work Methods I Field Instruction	30	HES Technology
Martica Bacallao	Social Work Methods I Social Work, Diversity, & Vulnerable Populations Field Instruction	30	New faculty member not assigned to committees yet

Please note that this information is the same for the past three academic years since the BSW Program follows a fairly consistent assignment of faculty to courses, advisement load, and committee membership.

Faculty Size Commensurate with Number and Type of Curricular Offerings

There are eight full-time core teaching faculty members in the BSW program. Each year, we enroll 200 majors. Our student-to-faculty ratio is 8:200, or 1:25. In addition to our eight core faculty, we also have five part-time faculty. Our faculty size clearly meets the suggested student-faculty ratio and is of sufficient size to provide appropriate class sizes while also enriching the courses with faculty from various practice and professional backgrounds.

Course sizes vary based on course type. Multiple smaller sections are provided for direct practice courses, while larger lecture sections are provided for policy, research and HBSE courses. This ensures that smaller classes are provided for courses where candidates and faculty require greater interaction, processing, and mentoring in the development of social work practice skills. In all courses, candidates have access to the faculty for advising. During the past two years, faculty have taught a maximum of two to three courses per semester, depending on other workload assignments, which allows sufficient time for meeting with candidates and preparing for class.

The following table illustrates our typical class sizes.

Table 41. Class Sizes

Course	Maximum Enrollment
Introduction to Social Work	45
Human Behavior and Social Functioning I	35
Social Work Practice and Human Diversity	25
Social Work Research Methods	35
Social Policy and Services	35
Field Instruction and Seminar	12
Professional Skills	16
Social Work Methods I	16
Social Work Methods II	25

Minimum Faculty Requirement

As described previously, the BSW Program has more than the minimum of two full-time faculty with MSW degrees from CSWE-accredited institutions. In fact, the BSW program has eight full-time *teaching* faculty whose principal assignment is to the BSW program. The majority of these faculty (five of the eight) have both the MSW and the Ph.D., as required by CSWE.

Faculty Teaching BSW Practice Courses

All full- and part-time faculty teaching practice courses hold the MSW degree from a CSWE-accredited program and have at least two years of post-MSW practice experience. These faculty are listed below.

Table 42. Faculty Teaching BSW Practice Courses

<i>Name</i>	<i>MSW Degree</i>	<i>FT/PT</i>	<i>2+ Years Post-MSW Practice Experience</i>	<i>Practice Course(s)</i>
Martica Bacallao	Yes	FT	Yes	Social Work Methods I Professional Skills Field Instruction
Tanya Coakley	Yes	FT	Yes	Social Work Methods I Field Instruction
Marilyn Edwards	Yes	FT	Yes	Social Work Methods I Professional Skills Field Instruction
Elisabeth Hurd	Yes	FT	Yes	Social Work Methods I Professional Skills
Melissa Taylor	Yes	FT	Yes	Social Work Methods I Professional Skills Field Instruction
Robert Wineburg	Yes	FT	Yes	Social Work Methods II

Faculty Workload Policy

The BSW Program faculty adopted a faculty workload policy in the 1999-2000 academic year which applies to full-time teaching faculty. Faculty with primary administrative assignments, such as the Program Director and the Director of Field Instruction, have separate workload agreements to meet CSWE release-time requirements.

Workload credit is given for the following faculty work activities:

- teaching
- advising candidates
- acting as field liaison
- evaluating student performance in courses
- conducting research and scholarship

- providing community service
- participating as leaders in activities of professional organizations
- engaging in professional development

The BSW Director is assigned a 25% release for administrative work. The Director of Field Instruction is assigned a 25% release for administrative work in managing the BSW field instruction program. The full-time faculty members, along with the qualified part-time faculty who are employed on an as-needed basis, are adequate to meet the educational needs of the approximately 200 candidates.

BSW Faculty Workload Policy

The academic year (fall and spring semester) faculty workload policy for full-time teaching faculty is as follows:

15 semester hours of classroom teaching (5 courses)
 6 semester hours release time for research
3 semester hours release time for service to the department, school, and university
 24 semester hours total

Rationale for the Workload Policy

Faculty full-time workload load is defined as 12 semester hours per semester (equivalent of four courses) or 24 semester hours (equivalent of eight courses) per nine-month academic year by our universities. Faculty are given three semester hours' release from teaching each semester to allow time for their research program. This release time is intended to provide faculty with the time to conceptualize research problems, seek and obtain external funding to support their research, and disseminate research findings through conference presentations and publication of manuscripts in refereed journals.

Faculty are also given three semester hours of release from teaching each year for providing service to the BSW program, community, and universities. This includes time for working on materials related to CSWE accreditation or reaffirmation documents.

Generally, faculty teach three courses (nine semester hours) in one semester and two courses (six semester hours) in the other semester during a nine-month academic year. Exceptions to this policy may be made based upon administrative and program needs and externally-funded grants obtained by faculty which include provisions for course buy-outs. In some cases, faculty may choose to teach more than five courses and do less research. Faculty workload is negotiated by the Department Chair with faculty prior to the beginning of each academic semester. A teaching load of five courses per year is consistent with the teaching load requirements for faculty at UNCG.

Director of Field Instruction

The Director of Field Instruction, Prof. Carolyn Moore, MSSW, has a full-time appointment. She holds the MSW degree and has more than two years of post-MSW practice experience. She is granted 25% release time to provide the administrative direction needed for the operation of our BSW field instruction program. Prof. Moore has an eleven-month contract to provide compensated coverage for the field instruction program in the summer months.